



TRINITY COLLEGE

37th ANNUAL GENERAL MEETING
4 MAY 2020

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

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

**THIRTY-SIXTH ANNUAL GENERAL MEETING OF
TRINITY COLLEGE GAWLER INC.
HELD IN THE STUDIO, TRINITY COLLEGE SENIOR
ON MONDAY, 6 MAY 2019**

MINUTES

1. The meeting opened at 7.25 pm with a welcome and acknowledgement of country from the Chair, Dr Ken Heath and prayer led by The Reverend David MacGillivray.
2. **PRESENT:**
101 members were reported as in attendance but the detailed count of members was not confirmed before the meeting had finished due to network problems and was 112. The list is attached to the official minutes.
3. **APOLOGIES:**
36 members as per the list attached to the official minutes.
4. **MINUTES OF THE PREVIOUS GENERAL MEETING**
Thirty-fifth Annual General Meeting held on 7 May and reconvened 14 May 2018.

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

Moved: Mr R Johnstone

Seconded: Mr N Sharrad

CARRIED

5. **ELECTION OF BOARD MEMBERS**

We have had a retirement and resignation from College Board this year:
Mrs Kasey Aplin and Mr Christopher Maiolo

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

At the close of nominations on Friday, 5 April at 4.00 pm, two persons were nominated for the three possible positions on the College Board and these nominations are in order. As there are three vacancies and two nominations, I declare all of the nominees duly elected unopposed to the Trinity College Board for a two-year term.

They are:

Mrs Joanne Cammans, who is new to the Board, and returning for another term, Mrs Kyla Pizzino.

6. **RECEIPT OF REPORTS**

a) **Chair's Report**

Dr Heath presented the Chair's Report which was printed in the meeting papers. He highlighted the following points:

- Board discussions regarding a proposed review of the Trinity College Constitution.
- Consideration the Board has been giving to the College joining the National Redress Scheme.

- The budgeting done by the College which led to a net school fee reduction for 2019.

Motion: That the 2018 Chair's College Board Report be accepted.

Moved: Dr K Heath

Seconded: Mr D Russell

CARRIED

b) Head's Report

The Acting Head, Mr Smedley referred members to the Head's report printed in the papers. He spoke about the following:

- How can we be a blessing to our community?
- Governance/strategic direction.
- Seeking excellence.
- Educational change.
- Student wellbeing.

Motion: That the 2018 Head's Report be accepted

Moved: Mr R Smedley

Seconded: Mr R Johnstone

CARRIED

c) Treasurer's Report

i. Balance Sheet, Income & Expenditure Statements.

Mrs Pelle presented her report, highlighting salient points of Income and Expenditure.

Motion: That the 2018 Trinity College Incorporated Financial Statements of the Balance Sheet and the Statements of Income and Expenditure be accepted.

Moved: Mrs G Pelle

Seconded: Dr R Thorne

CARRIED

ii. Auditor's Report

Motion: That the Auditor's Report be accepted.

Moved: Mrs G Pelle

Seconded: Mr R Johnstone

CARRIED

7. APPOINTMENT OF AUDITOR

Motion: That Nexia Edwards Marshall be appointed auditor for 2019.

Moved: Mr J Munn

Seconded: Mr D Russell

CARRIED

8. QUESTIONS ON NOTICE

Nil

9. INTRODUCTION OF BOARD MEMBERS 2019-2020

a) Ex Officio Member

The Head – Mr Nick Hatley

b) Nominated Members 2019-2020

- (1) Nominated by the Anglican Archbishop of Adelaide
The Reverend Simon Bailey and The Reverend Bart O'Donovan
- (2) Nomination from the Parish of Gawler – Mrs Wendy Dimmock
- (3) Nomination from St. Francis Congregation – Mrs Elizabeth MacGillivray

- (4) Nomination from Parish of Elizabeth Downs – Ms Helen Clarke
- (5) Nominations from Diocesan Council – Dr Ken Heath & Mr David Russell

c) Elected at 2018 AGM for two years

Mr Brad Collings, Mr Russell Johnstone and Mrs Grace Pelle

d) Newly Elected 2019 Members

For a two-year term

Mrs Joanne Cammans and Mrs Kyla Pizzino

All Board members were received with acclamation.

10. PRESENTATION OF DISTINGUISHED SERVICE AWARDS

The Chair provided some background to the Distinguished Service Award.

Mr Smedley introduced the following staff members and invited them to receive their award from the Chair:

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

11. PRESENTATION OF LIFE MEMBERSHIP

The Chair provided some background on the Life Membership Award and invited Mr Smedley to present Life Membership to Mr Richard Bednall. Mr Smedley read the following citation:

Richard was employed by Trinity College in 1989 and served for 23 years with distinction. He made an outstanding contribution to the development of Trinity College and worked tirelessly in the pioneering days, spending many Saturdays and hours after school watching sport and supporting students, parents and staff.

Richard's contribution through the PE curriculum and many sports across the College was commendable, as was and still is his attitude towards the College.

Richard's passion for physical education and College sport, great skill in developing young people as sports people and excellent rapport with young people was exemplary. His ability, commitment, unwavering enthusiasm and support of other staff was admired and respected by all staff.

Since leaving Trinity in 2012 to run the Dymocks book store at Glenelg, Richard has continued to give his time generously to the College, coaching athletics, helping at sports days, attending events and each year compiling significant historical sport albums for the College archives.

I would also like to acknowledge Richard's wife Jenny who also joins us tonight. A lot of you would know that Jenny also worked at Trinity for over 20 years teaching our Junior School students and was Head of the South Junior School for a number of years. Thank you Jenny for the outstanding contributions that you have made to the College.

We wish Richard and Jenny well as they enjoy their well-deserved retirement, travelling Australia in their motorhome.

12. VOTE OF THANKS

The Chair acknowledged and thanked the two retiring Board members: Mrs Kasey Aplin and Mr Christopher Maiolo.

13. CLOSE OF MEETING

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

Meeting Closed at 8.08 pm

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

6. Reports

(a) CHAIR'S REPORT



Chair of Trinity College Board

Annual General Meeting Report

When writing my annual Chair's AGM Report, it is difficult to not be somewhat focussed on the current world COVID-19 crisis. A once in a several generation event, that as we are right in the middle of it all, it is difficult to determine what the overall impact will be on our world, let alone on our Trinity College community.

Over the last decade we have worked with the College financial team and the Head on many things, but a key goal has been financial sustainability, which was met ... and the reason why this needed to be the case has hit us smack between the eyes with the current Covid-19 crisis. You can't predict every crisis, but you can put processes for those that inevitably will come.

Without the goal and achievement of financial sustainability we would have to question:

Would we have had the resources to support and pay our staff?

Would we have been able to offer more bursary and fee support for struggling families who temporarily lose their jobs?

Would we be able to cope with the potential loss of enrolments through the crisis?

Would we have had the technology roll out that has helped support a remote Trinity Home School environment?

... and the answer would have been: *'Doubtful'* or at the very least incredibly stretched, which would have had significantly worse impacts than we will now encounter.

But due to this prior focus and implementation, happily, we are still at this stage predicting and hoping for a cash positive budget result ... all be it significantly below what we *were* planning.

As we have come to expect, the staff at the College have risen to new challenges incredibly well under recent huge physical and mental pressures. A massive thank you to them for the role they play in keeping the College operating at a time when our Australian Governmental leadership was encouraging schools to stay open, and in doing so helping to protect and support our wider community.

So, other than this significant and unprecedented event - it's been a very good year with:

- Trinity College Innovation and Creativity School: built on time and on budget ... the envy of many schools and educational institutions.
- High quality synthetic hockey pitch completed: a positive example of Government, Trinity and community partnership working together.
- Blackham upgrades - now more than ever we need a strong environmental focus.
- The decision to open a new school at St Yves, Roseworthy conditional on the developer meeting key criteria and sales points.
- Lone Pine Tree - planted in the Chapel Memorial Garden: a link to the past and a reminder to the Trinity community of the true meaning of sacrifice.
- Expansion of the Trinity College ELC – Montessori.
- Decision to join, in June 2019, the National Redress Scheme: *National Redress Scheme for Institutional Child Sexual Abuse as a member of the Anglican Representative National Redress Scheme Limited.*
- And other widespread capital projects scattered over all of the North, South, Blakeview, Gawler River, TCS, Montessori and Blackham sites.

The other area the Board has had a focus on over the last twelve months is considering the question: "If the College was to start again today, what would a modern Constitution for an

Anglican School look like?” The idea for this was discussed in general terms with the Archbishop, who pointed us towards the Anglican Schools’ Liaison Officer, who has lead discussion between the Board, key people from the senior leadership team of the College and two past Chairs of the Board - Dr’s Thorne and Oermann.

The debate around this has been very robust with key themes to emerge:

- Key stake holders (parents, staff, life members, old scholars who are members) must continue to have a voice and influence.
- Board numbers should be reduced.
- A strong desire to move towards a skills-based Board, away from a representational Board.
- Use of a nominations committee to select potential Board members.
- Nominations committee makeup must be where the representational influence comes from.
- Can we move to smaller AGM quorum numbers, whilst still retaining the very strong institutional protection?

Recent events highlight why we must continue to evolve and improve our foundational structures, and the Constitution is at the base of this, however this is a significant task to achieve with negotiation and communication needed between the Diocesan Council and Archbishop, who have power of veto over our Constitution; and then strong communication of the case for change to our members.

My thanks go to:

- The voluntary Board of wise heads that debate and shape the College’s future.
- The Head and his leadership team across the College for their direction and insights. They worked very hard this year already and have done an incredible job.
- The CFO Jon Munn and Head’s EA Jenny Searle for their support at Board meetings and more broadly.
- The passionate life blood of the College – the teachers, and the multitude of administration and support staff ... all who breathe the ethos of the College.
- The families for entrusting the education of their children into the College’s hands, and
- The students – who are the reason we are committed to the work we do.

The Board remains committed to ‘*A College of excellence, open to all, in a disciplined, caring and Christian environment*’ and looks very much to a positive future for our community. We are passionate about education in our region and I think we are blessed to be part of it.

And finally circling back to the Covid-19 crisis.

Bill Gates wrote “*Whereas many see the Covid-19 Virus as a great disaster I, prefer to see it as a great corrector. It is sent to remind us of the important lessons that we seem to have forgotten and it is up to us if we will learn them or not.*”

Many lessons will have been learnt across the Trinity College community, we have seen new practices and innovations adapted, policies put in place, but most importantly we have seen the way ‘*Faith in Action*’ was provided to all,

... because there is no such thing as a wasted experience.

DR KEN HEATH
Chair, Trinity College Board



Head of Trinity College

Annual General Meeting Report

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INTRODUCTION

I have great pleasure in releasing the 2019 AGM report to the Trinity College Community.

2019 was a wonderful year in the life of the College. Our vibrant students, talented staff, generous volunteers and supportive parents combined to achieve some remarkable things.

This report has two distinct sections. Section A contains performance data including the Year 12 academic report and section B is a very extensive summary regarding progress against the specific 2019 Strategic Action items.

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

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

Warm regards,

Nick Hately

Head of Trinity College



PART A: SCHOOL PERFORMANCE INFORMATION

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

Professional Engagement Measures College-wide Data	
Staff Attendance <i>The average attendance rate</i>	Teaching Staff 96.97% Admin & Support Staff 97.38%
Staff Retention <i>The proportion of permanent teaching staff retained in a year from the previous year</i>	Teaching Staff 92.75% Please note that the reasons for non-retention can include any of the following: parenting responsibilities, retirements, family movements, new positions at other schools and unsatisfactory performance.
Staff Retention <i>The proportion of permanent admin & support staff retained in a year from the previous year</i>	Admin & Support Staff 95.46% Please note that the reasons for non-retention can include any of the following: parenting responsibilities, retirements, family movements, new positions at other schools and unsatisfactory performance.
Expenditure and Teacher participation in professional learning	<div> <div> Expenditure: The College expended \$1,364 per full-time equivalent teaching staff, for 2019. Please note this does not include staff costs for the four student free professional development days. </div> <div> 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 </div> </div>

Key Student Outcomes College-wide Data	
Student Attendance <i>The average attendance rate</i>	93.23%
Proportion of Year 9 students retained to Year 12	328 students began Year 9 in 2016. 268 students from the 2016 Year 9 cohort began Year 11 in 2018 (81.71% retained). 247 students from the 2016 Year 9 cohort began Year 12 in 2019 (75.30% retained). 16 new students entered TCS in 2019. During 2019, 44 TCS students left the College during the academic year for various reasons including successful pathway destinations such as employment, TAFE or apprenticeships.

NAPLAN 2019

Proportion of students College-wide meeting NAPLAN's national minimum standards in 2019

	Reading	Writing	Numeracy	Spelling	Grammar & Punctuation
Year 3	99%	99%	100%	97%	99%
Year 5	98%	98%	99%	98%	97%
Year 7	98%	94%	98%	96%	96%
Year 9	98%	88%	100%	96%	94%

Year 12 Results – 2019

Trinity College wishes to congratulate all Year 12 students on their results for 2019.

SACE Results 2019

Trinity College congratulates all Year 12 students on their fine results for 2019!

- Mitchell Richardson was Dux with the highest possible ATAR of 99.95!
- This is the 6th time this decade the Trinity College Dux has attained 99.95.
- 27 students attained an ATAR above 90, bringing the total to an amazing 389 students achieving 90+ this decade.
- The top 8 students attained ATARs above 97 placing them in the top 3.0% in Australia!
- Over 90 Trinity students scored ATARs above 70 in 2019!
- 285 'A' Grades were awarded.
- 239 students achieved their SACE.

In 2019 the College Dux was Mitchell Richardson with an ATAR of 99.95. Mitchell achieved Merits in the subjects of Mathematical Methods, Physics, Research Project B and Chemistry. Mitchell looks to pursue a career in Science.

44 A+ grades were attained with 18 Merits

Merits were achieved in the following subjects: Agricultural Production, Biology, Chemistry, Communication Products, Drama, English Literary Studies, Health, Mathematical Methods, Physics, Psychology, Research Project B and Workplace Practices.

Club 90

We would like to acknowledge the following 27 students who have been inducted into Club 90 by attaining an ATAR above 90, placing them in the top 10% in Australia.

Malika Ataniyazova	Mackenzie Flay	Lillian Loveday	Christie Solomon
Caitlin Brawley	Taylah Gregory	Ryan Mason	Johnson Diep Trang
Louise Chen	Daman Grover	Jacob Mitchell	Georgia Van Der Hoeven
Gabrielle Childs (Class of 2018)	Laura Jacobs	Maddy Parks	Harry Verner
Maggie Collings	Jasmine Kilyen-Coles	Joel Pasalo	Aneiki Vo
Zara Cox	Mack Leighton	Mitchell Richardson	Laura Whenan
Rachel Dong	Nick Lillie	Kate Roennfeldt	

Acknowledgements

We would like to acknowledge all students who did their best in 2019. Many students have achieved some remarkable personal bests and their journey may or may not be outlined above. All members of our community are special and unique and all achievements should be celebrated.

Thank you to our excellent staff and supportive parent community who have helped nurture and guide our graduating students.

Vocational Education Training Results 2019

We are pleased to report that:

- 86 students completed a Certificate II VET qualification
- 102 students studied a Certificate III VET or higher qualification
- 57 students used VET towards their ATAR calculation
- 29 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, plumbing, 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.

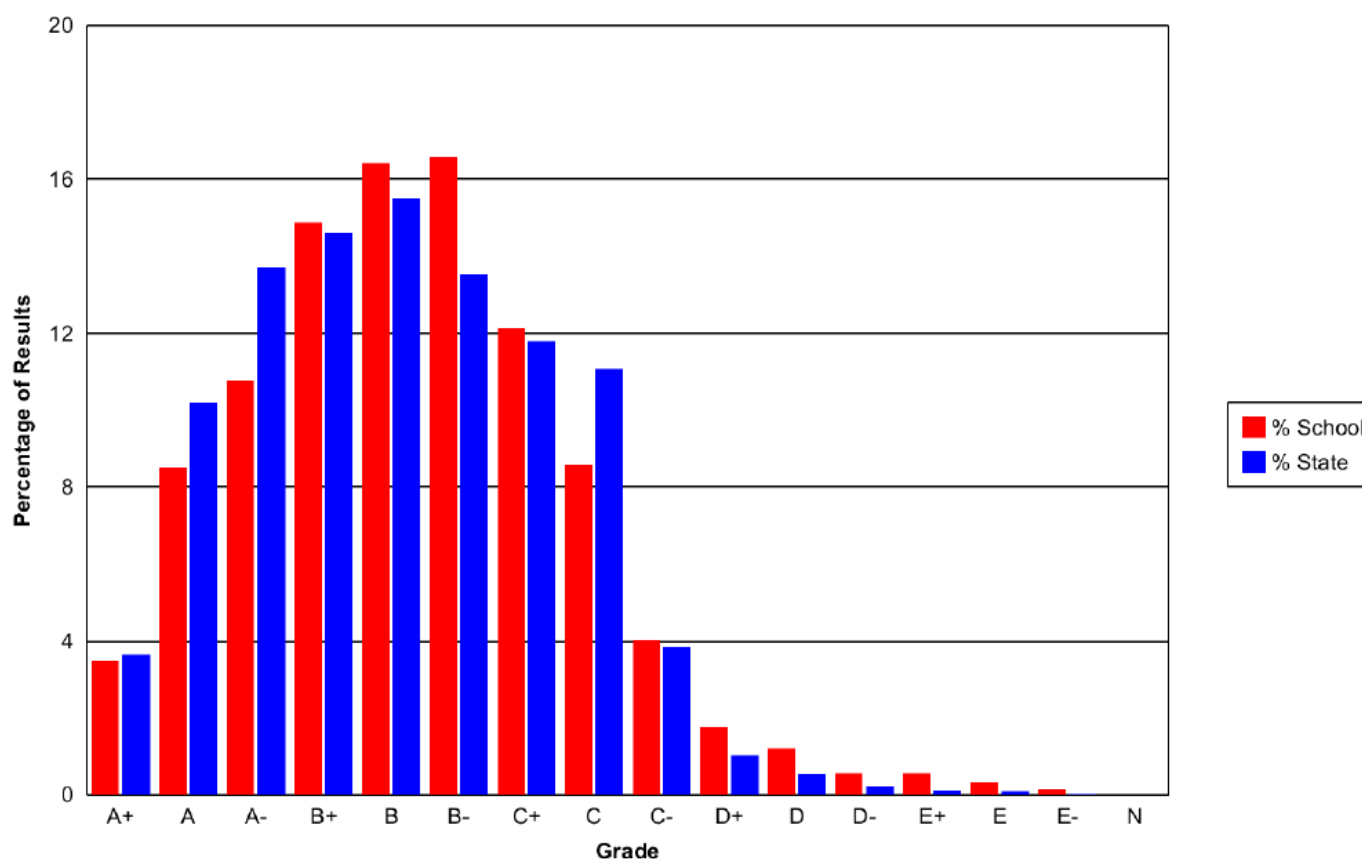
South Australian Universities to which Trinity students successfully applied

University	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Uni SA	45%	59%	61%	55%	51%	57%	68%	65%	51%	34%	51%	47%	47%	60%
Adelaide	42%	35%	32%	35%	43%	31%	27%	29%	33%	58%	28%	32%	38%	27%
Flinders	13%	6%	7%	9%	5%	6%	4%	4%	14%	7%	15%	19%	13%	10%
Other SA				1%	1%	6%	1%	2%	2%	1%	1%	2%	2%	3%

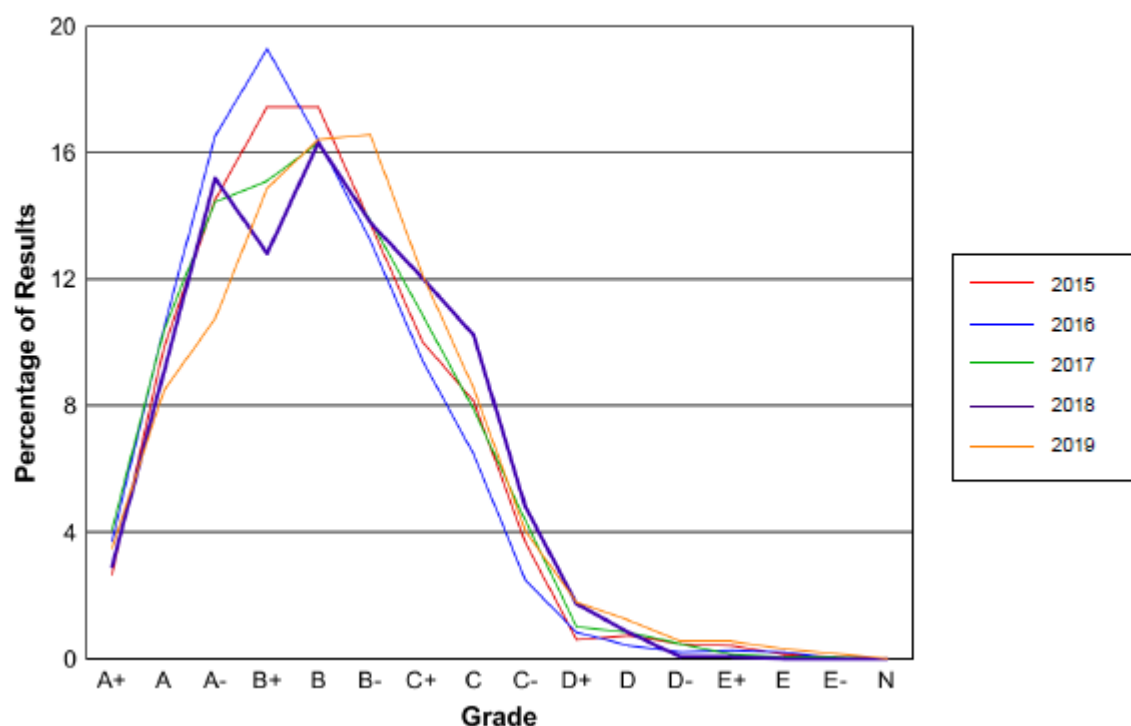
Grade Distribution

Year 12 Results – Trinity Grade Percentage Distribution with State Comparison

Stage 2 School Subject Results - by Grade Distribution 2019



Stage 2 School Subject Results - by Grade Distribution by Year



Overall

The 2019 Year 12 results saw a pleasing number of students achieving a good ATAR, gaining a place at university and/or obtaining a VET qualification for their chosen career. The results of course never convey those that have overcome considerable adversity, worked through learning difficulties or simply did their best.

2019 saw a broad and extensive range of SACE subjects being offered at Trinity College Senior, complimented by a large range of VET courses. More information was available to students through academic counselling. 2020 brings increased tracking of student achievement, exit strategies for students struggling in particular subjects, introduction of an Integrated Learning course for at-risk students, new options for small VET courses to top up Stage 2 credits, greater use of the flexibility allowed within assessment and tighter rules on the number of subjects studied meaning students have a safety net.

Nick Hately

Head of Trinity College

May 2020

PART B: 2019 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 2020.

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

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

Highlights in 2019 of strategic planning leading to improvement in the manner in which the College operates or increasing opportunities available to students and staff included:

- Delivery of the Innovation and Creativity School and Synthetic Hockey/Tennis Pitch
- Establishment of the Trinity Graduate Qualities
- Announcing and progressing contracts regarding our sixth Trinity school to be built at Roseworthy
- Establishment of the Trinity College Institute
- Partnering with Flow Psychology to improve mental health services for Trinity students and the local community
- Embedding our relationship with St Francis
- Delivery of school based Meta-Praxis and Student Agency projects
- Extending Project Based Learning opportunities
- Significant improvement to reduce and better handle waste along with enhanced recycling

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



Nick Hatley

Head of Trinity College
November 2019



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 a.**

Embed the new College and Community Chaplaincy team model including provision of Sunday services at St Francis.

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."

Strategic Actions 2019

After the significant reflection regarding the direction of Chaplaincy at the College and the relationship between the College and St Francis Anglican Church, 2019 saw St Francis become a ministry responsibility of the Chaplaincy team of Trinity College. Rev'd David MacGillivray has been appointed as the Priest in Charge of St Francis Anglican Church and has been allocated time as part of his chaplaincy role to fulfil that responsibility.

This is an exciting and unique initiative. As is the case when embarking on something with little precedent, there are challenges. In particular is the challenge of devising appropriate governance structures, which ensure the balance of oversight and appropriate congregational 'voice'.

Already the new model has been bearing fruitful ministry. Sunday 22nd of September, we celebrated the Baptism of 10 individuals. Children of staff and Old Scholars, parents of Trinity students, past and present students and members of St Francis Church made up the group of ten people who were baptised during a Sunday Church Service at St Francis Anglican Church at Trinity College. It was wonderful to see the Chapel full for the celebration with many friends, family and members of the College community in attendance to support those being baptised.

Baptism candidates and parents attended three sessions exploring the Christian tradition of Baptism in preparation to making their own commitment as members of the Church. The time together was deeply encouraging as people shared their faith journeys and continue to grow in relationship with God.

The heart of the service on Sunday was a celebration of family, friendship and community which is God's blessing through Jesus who calls us as members of God's family.

There have also been occasions of collaboration and support of the pastoral care structures within the College.

The task of developing the Chaplaincy model as one of a team continued with the increase of Sasha Roullier's (our Youth (Lay) Chaplain) time to full-time and the employment of Rev'd Paula Bullock to the team. Paula also has responsibilities as Chaplain to Anglicare. This has created opportunities to grow the relationship between Anglicare and the College. We look forward to more growth in this area. Having only two ordained ministers on staff has meant greater cross-school involvement, which is both a challenge and a blessing.

**Plans for 2020**

In 2020, we will continue to formalise the relationship with clarity around the governance structures of St Francis. Building on the success of this year, St Francis will be hosting two Baptism Sunday services and offering Confirmation. St Francis will seek to deploy resources generously to be a blessing to the College and wider community. There is a need to grow the Chaplaincy team by employing ordained Anglican Priests or training new ministers for the role. To that end, we will look for opportunities to partner with the Adelaide Diocese in the training of new ministers in general and as chaplains in particular.

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.

Celebrate and expand service-learning throughout the College.

Rationale

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

Strategic Actions 2019

- Service dimension is part of the culture of all schools and readily seen and communicated e.g. assemblies, eNews, College social media platforms.
- A snapshot of Student Service Focus in Action across the College sees students engaged in: Breakfast Clubs, Service Day(s), House service opportunities, support of charities, event management (assemblies/services), recycling and sustainability programmes, expansion of Kitchen Garden projects, Anglicare food collection days, mentoring and tutoring programmes, wellbeing and Green Teams, Student Leadership (College, School, Sub-School, House, Year level, Class), co-curricular activities (e.g. sport), lunchtime student activities – Connective Lounge, sports skill coaching, indoor and outdoor games.
- Promotion and support of Trinity2Cambodia is highly evident across all schools through assemblies and fund raising. In 2019, student representatives from all schools will again be involved.
- Data from service audits have informed planning and initiated review processes with the emphasis of participation and engagement.
- ‘Service’ days are embedded into each school’s calendar of events. Greater diversity is evident as they continue to evolve. Partnerships with external organisations and community groups continue to strengthen e.g. Anglicare, Mt Lofty Ranges Resource Management Board, Backpacks for SA Kids.
- Community Service booklets continue to be utilised and reviewed with students recognised in varying ways upon attaining particular hours of service, e.g. House points.
- Restructure of the House System at the Trinity North and Trinity South schools occurred, changing from twelve Houses to six. This has resulted in a revised student leadership model and created increased opportunities.
- Leadership development which promotes authentic servant leadership continues to be refined in all schools and is embedded within the Pastoral Care Programme.
- College Chaplaincy Team including Youth Chaplain and CLO (Blakeview) interact with Classes and Houses to promote Faith development, wellbeing and connectedness. The Breakfast Club (Blakeview and Gawler River) continues to build relationships, with students volunteering to assist operations.
- Whole College support continues for Anglicare, R U OK? Foundation, Dyslexia Australia Network (inc Dyslexia SA), Bullying. No Way! Campaign, Trinity2Cambodia.
- Entrepreneurial activities have augmented charitable endeavours.
- LAP programme enabled Middle School, Senior School and Old Scholars the opportunity to volunteer to become mentors of Junior School students.
- Charity support is arranged in a structured balanced and systemic way across the College and is constantly reviewed. All students from Early Years to Year 12 have the opportunity to participate.
- Student Agency and Meta-Praxis signature experience projects being undertaken across the College have been the catalyst for or incorporate a service dimension.

Plans for 2020

- Develop an integrated approach to leadership development and explore different models and programmes.
- Develop Student Agency in service opportunities as ‘the norm’.
- Explore opportunities to utilise Service Day in the transition process from Junior School to Middle School.
- Continue to work with key stakeholders across the College to:
 - (1) Prepare a service journey throughout life at the College; and (2) Determine the service orientation of students when they leave the College.
- Liaise with relevant College staff to identify co-curricular offerings which enable service dimension and broadcast to the student body.

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.

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

Rationale

Trinity College's developing student-centred focus enables us to foster a love of learning and a love of life in an open, Christian and supportive environment. All students are capable of learning; some at different stages and different rates, with appropriate support.

Strategic Actions 2019**Curriculum**

- The Australian Curriculum (EY-10) and SACE (11-12) provides teachers with the flexibility to cater for the diverse needs of students through individual learning areas (and Goals), general capabilities and cross-curriculum priorities.
- Tailored, early and sustained interventions are in place for students identified as requiring additional support.

Data Collection, Analysis and Reporting

- The NCCD offer guidelines for reporting of students with diverse learning and special needs.
- There are a range of tools used across the College to collect data on students:
 - **Junior Schools** – Cold Write, PAT- Maths, Reading, Writing, Vocab., UK Phonics Screening check, Woddington Testing, ICAS, Sound Waves, NAPLAN, norm based assessments (YARC, Key Maths, Westwood Spelling).
 - **Middle Schools** – ICAS (Maths, English, Science), ACER, Reading Plus, College-wide Tests, NAPLAN, YARC.
 - **Senior School** – Formative and summative testing based on SACE exemplars.
- Adjustments plans, reviewed regularly, detail the recommended strategies of support that can be put in place for a student. Such strategies may be via adjustments to their curriculum and/or assessments; through an awareness of specific social and/or emotional needs or considerations of a student's environment in which they learn optimally, and how we, as educators, can tailor instruction to suit the individual.
- Centrally recorded information is accessible to relevant staff so that schools can monitor student growth over time.

Professional Development

Teachers update skills to ensure that all students, including high achievers, are appropriately engaged, challenged and extended. They continually adjust their teaching in response to the progress that individuals are making.

Opportunities in 2020

- Use of staff meetings and PD days to build staff capacity to understand data profiles of individual students.
- Create an environment where all students have a sense of belonging.
- Make best use of available expertise and resources including extending the partnership with FLOW (services including: Psychology, Speech Pathology, Educational Assessments).
- Flexible curriculum delivery and construction of learning activities that are accessible, engaging and challenging (PBL and STEM are good examples of this).
- Strategies in place to assist teachers and support staff to continue to develop and share deep understanding of how students learn.
- College wide enrolment process to identify and plan for the future of new students with diverse learning needs.
- Enhance accessibility to the support offered by external agencies (e.g. Autism SA, Cora Barclay, Down Syndrome SA, Dyslexia SA, SPELD, SASVI).
- Developing consistent eligibility criteria for access to learning support staff and resources across the College.

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

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

The school Principals have each reflected on this Priority in their individual school reports (pages 30-41).

A mix of retirements, promotions, resignations and the creation of new positions has meant 2019 has seen significant change in a number of senior positions. We thank all staff who have served the Trinity community so well with many displaying truly remarkable service. We are very excited to bring an impressive team of new senior staff to the College for 2020:

- Deputy Head, Robert Smedley (30 years at Trinity) replaced by Susan Hart-Lamont
- Director of Teaching & Learning, Kym Reynolds (30 years at Trinity) replaced by Nicholas Sharrad
- General Manager of STARplex, Dale Martin (26 years at Trinity) replaced by Brad Wenske
- Trinity College South Principal, Mark Simpson (10 years at Trinity) replaced by Sean Watt
- Trinity College North Principal, John Robinson (4 years at Trinity) replaced by David Kolpak
- New Positon, Director of Innovation and Creativity, Steve Grant



2019 AGM. Life Membership presented to Richard Bednall. Distinguished Service Awards presented to Sean Carlin, Kerryl Gregory, Deborah Russell, Tom Hancock, Anthony Cini, Leanne Tripa and Jenny Searle.

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.

Engage and support staff to enable students to empower their learning in a student-centred and individualised manner within an innovative and relevant digital teaching and learning environment.

Rationale

Trinity College is developing a learning community that will thrive in an innovative world.

Strategic Actions 2019

The Innovation and Creativity School has been developed to include a range of cutting edge digital technology. Examples include untethered virtual reality equipment, industry standard 3D printing capability and a 360 degree projection environment. These additional resources will provide a platform for exciting curriculum enhancement in 2020.

The Digital Creativity and Innovation course has been developed to be delivered to Years 7 and 8 in 2020. This course will replace the current Digital Technologies course and will be delivered to all Year 7 and 8 students in the new Innovation and Creativity School.

Opportunities to embed digital technologies across the curriculum, continue to be developed. Examples include embedding digital data logging into the Health and Physical Education subject and a collaboration between English and Digital Technologies to deliver a digital storytelling unit to students.

The Bring Your Own Device programme has been further enhanced with students in Years 7-12 required to participate in the programme from January 2020.

Additional software platforms have been made available, including Adobe Creative Cloud access and Gsuite for education. These platforms have enabled students to enhance their digital creativity and innovation skills in wide variety of subject areas.

The College has continued to leverage its partnership with UniSA to analyse data surfaced by the Learning Management System. This continuing research will further inform the development and implementation of the College's digital learning platforms.

Functionality for parents in the Learning Management System has been increased significantly. A range of additional features are now available including tuition fee account management. The Learning Management System now provides a single portal for parents and students to interact digitally with the College.

Student Effort Reports in the Middle and Senior Schools are now managed and delivered through the Learning Management System. This has increased parent and student access to detailed feedback on student progress in this area.

The use of the Learning Management System to manage learning activities in the Middle Schools has been increased significantly. All Year 10 assessments are now delivered through the Learning Management System and assessment feedback is recorded in the system. The use of this functionality in Years 7-9 has also been increased.

Plans for 2020

- Further develop opportunities for digital technologies to be embedded across the curriculum.
- Develop the use of a staff Learning Management System to deliver in time learning to teaching staff that supports their development of technological pedagogical knowledge.
- Enhance use of the Learning Management System in the Junior School to increase digital learning opportunities for Junior School students.
- Create additional opportunities for teaching staff to access professional development on the use of digital learning tools in the classroom.
- Enhance the use of student devices to ensure that students are able to use digital technology effectively in their learning.

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 benefits of Trinity.

Action Item a.

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

Action Item b.

Promote and improve our staff consultation culture and mechanisms.

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 2019

The College continues its excellent reputation as an exciting and innovative learning space for students and staff to learn and work. This year's recruitment has received wide interest from interstate and overseas for vacancies in our Senior Executive leadership positions, specifically: Deputy Head, two Principals (North and South), Director of Co-Curricular Music, Head of Learning Services, and the Director of Innovation and Creativity.

We have also had significant change within our schools, with staff appointments; specifically, the Head of Middle School at Blakeview, Head of Teaching and Learning at Blakeview, Head of Academics Senior School, Chaplain, and various Heads of Faculty and teaching contracts across the College.

There have been four retirements and 10 resignations across the College, with four moving onto other fields of work. In addition, we continue to attract exceptional new graduate teachers to Trinity who afford the College with staff who possess the latest pedagogies, good levels of experience coupled with rigour and passion.

Plans for 2020

In addition to more traditional HR responsibilities such as hiring, on-boarding, remuneration and training, Trinity College is increasingly looking at providing strategic guidance by recognising the importance to empower, inspire and generally assist staff to be the best they can be. With HR evolving rapidly and embracing change, so must the name. The new term of People and Culture will optimise employer brand, staff engagement and productivity and with this in mind, the College will:

- Commence an 'Identifying Performance' process with all schools, where we apply tools for leaders to use within their staff to identify and map leadership potential and possible staff requiring additional support.
- Develop talent across the College by creating a Talent Map, based on individuals' strengths in certain areas and building the leadership capabilities of every staff member across the organisation.
- Develop a register for Mentor Teachers and Aspiring Leaders and provide opportunities for further PD.
- Assist staff with defining their leadership style, by providing Spotlight Seminars on staff culture profiling, application writing, interview guidelines and providing and receiving critical feedback.
- Continue with Expr3ss as our partner in online HR recruitment processes.
- Clarify and unite school's communication channels by working with school Principals and Heads of School to adopt some communication protocols and staff development in Leading Effective Change and Staff Engagement.
- Continue with the valuable working relationship with Stillwell Management Consultants as our organisations psychology specialists in providing coaching, mentoring and culture surveys of our staff.
- Provide all staff with access to a suite of powerful professional development options throughout the year which will help staff to thrive and their students succeed at school. To ensure this, Trinity College will develop a clear idea of what powerful teacher development looks like and develop policy from this.

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.

Establish a definitive set of Trinity College Graduate Qualities and match our educational offering to deliver these qualities.

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 2019

- Collaboration with partners from the University of South identify core skills, values and dispositions to equip students to flourish in a future shaped by disruption.
- Conduct stakeholder survey of students, old scholars, teachers, parents and enterprise partners to identify priorities regarding student growth and achievement, and perceptions of current student attainment of them.
- Conduct focus groups with stakeholders to gain insight into survey results and develop sketches of each group's ideal set of Graduate Qualities.
- Collaboration with College and University of South Australia specialists to draft the Graduate Qualities.
- Presentation to College staff for feedback followed by refinement of Graduate Qualities by College leadership.

Trinity College Graduate Qualities

"Education worthy of the name must deal with the whole human personality, and since the personality possesses a physical, a mental, a social and spiritual aspect, then education must concern itself with all four."

- Reverend Edwards, *From Dusty Paddock, A History of Trinity College*

Through the joy of learning, Trinity College is shaping students who demonstrate wellbeing, lifelong growth, applied creativity, and community engagement to enable them to flourish as individuals and lead the transformation of society

Wellbeing (WB)	Lifelong Growth (LG)	Applied Creativity (AC)	Community Engagement (CE)
<i>A state of physical, mental and spiritual health which enables individuals to flourish in life with meaning and purpose.</i>	<i>The ability to be self-aware and self-directed in the ongoing pursuit of personal and educational growth.</i>	<i>The ability to develop novel and effective solutions in response to current and future challenges.</i>	<i>The ability to build positive and responsible relationships that achieve social good, locally and globally.</i>

Plans for 2020

- Development of scope and sequence for student attainment of the Graduate Qualities from EY to Year 12.
- Establishment of applied research agenda to inform College approaches to improving student attainment of the Graduate Qualities.
- Facilitation of professional learning opportunities including an academic journal club and delivery of a University of South Australia Professional Certificate in Education.
- Development of data collection, reporting and feedback tools and processes to inform stakeholders of student attainment of the Graduate Qualities.

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 Education model that continues to reinforce educational excellence.

Action Item b.

Promote key cross-curricular capabilities and skills including collaboration, creativity, innovation, research and entrepreneurship and expand Project Based Learning and STEM opportunities.

Rationale

Trinity College is developing a learning community that will thrive in an innovative world.

Research:

- The generation of Graduate Qualities and foundation work done in this area by students, staff and teachers has stimulated a conversation about how to generate meaningful data to enable informed decision making regarding the development of student capabilities for lifelong learning. Our collaboration with UniSA and C3L has led to a significant number of people engaging with the Trinity Institute to undertake further study.
- Schoolbox, as a College wide resource has facilitated the collection and analysis of school data enabling school Principals to develop common initiatives such as reporting on student growth, student engagement and student wellbeing.
- The appointment of a College Learning Management System Co-ordinator (Wayne Philp) has enabled refinement of College curriculum rubrics and enhanced collaboration between sites.

Innovation/Entrepreneurship: The emergence of new thinking in this area has been stimulated by the planning of the Innovation & Creativity School as well school meta-praxis initiatives and College wide programmes. Examples include:

- Creativity research with Trinity students – David Cropley UniSA.
- Student run morning Coffee Club – Gawler River.
- Parent presentation of problem based learning projects - North Junior School.
- College recycling initiatives supported by classroom information - begun at Blakeview.
- Innovative pedagogies in Digital Technologies to line up with accessing the Innovation & Creativity School – developed at South school.
- Reduced focus on textbooks in Core subjects.
- Trinity App has increased parent engagement with the College through the Learning Management System.

Collaboration: There are increasing and excellent examples of professional interaction within schools and between schools involving teaches and students. Examples include:

- Science Faculty's approach to assessment in the Middle School.
- Digital Technology's new pedagogy in Years 7 & 8 to allow for intensive learning.
- Problem based learning focus in Junior Schools.
- STEM activities in Maths, Science and Technology across schools.
- Pastoral Care initiatives and transition activities including TCS and EY-10 schools.
- Combined Year 10 RAVE days.
- Professional development activities across the College initially developed by one school e.g. Big Write in Junior Schools.
- Student/student collaboration has been extended by the uptake of BYOD in Middle and Senior Schools.

Opportunities in 2020

- Further development of the partnerships with Future Schools Alliance.
- Alternate timetables running in the Innovation and Creativity School.
- More accurate understanding of student engagement through surveys and self-assessment.
- Improved collaboration spaces (schools, libraries, Innovation and Creativity School).
- Micro credentialing.
- Opportunities for students to develop entrepreneurial skills they are passionate about.
- More effectively leveraging of the excellent work being done by teachers throughout Trinity schools.
- More co-ordinated STEM focus with the appointment of Sam Wyatt as College STEM Co-ordinator.
- The re-introduction of school Performance Teams reporting to each other and the Head.



KRA 3: Educational Development

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

Priority 3.1

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

Action Item c.

Embrace, promote and build student agency and ownership of learning and behaviour.

Rationale

An intrinsically motivated learning environment will achieve greater student engagement in the learning process. This will empower students to seek greater purpose and meaning. Schools considered how a range of approaches including Student Agency, Meta-Praxis and student leadership will encourage greater ownership of learning.

Strategic Actions 2019Student Agency

One school commenced a three year commitment to Student Agency working with Charles Leadbeater, a leading international authority on innovation and creativity. This initiative aims to establish, develop and embed student agency within schools so that, *"students are able to emerge from their schooling as purposeful, reflective, responsible agents, investing themselves actively to achieve goals they devise and endorse to shape the future for the better."* Charles Leadbeater, *AISSA Student Agency Lab*.

Student Agency aims to develop a robust theory and practice to create useful tools, methods and frameworks for schools, students, teachers and parents to develop learning that promotes agency. In this the first year of the project, work has begun to structure the initial lab design and to explore, as a collective how to organise learning to promote agency. Initially, baseline data will be gathered from the students enabling students to explore their areas of interest in designing their own learning outcomes via experiential learning. This practice-based research will enable plans to be made for future work in this area.

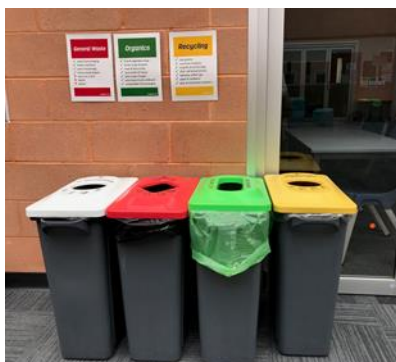
Meta-Praxis

Three schools have commenced the Meta-Praxis Project, led by Michael Bunce from the University of East London, who proposes that multidisciplinary, interdisciplinary and transdisciplinary approaches create learning environments that enable the development of student agency, cognitive skills, creative and critical thinking and personal and social capabilities. This project responds to the design principles set out in the OECD Education 2030 (2018) project enabling students to develop *"...the ability to thrive in such a rapidly changing world needs much more than a disposition for lifelong learning. It needs a deep understanding of how knowledge works, the capacity to participate in the creation of actionable knowledge and a sense of how to reconfigure the world in order to see what matters more clearly and enable oneself and others to act more knowledgeably."* (Markauskaite & Goodyear, 2017, p. 20.)

Meta-Praxis was explored in the context of the need for more authentic, rich learning experiences across a variety of subjects and year levels including developing gold standard Project Based Learning. Students are being encouraged to take a more active role in the learning process in their classrooms.

Student Leadership

Student leadership continues to be an area of focus. Students are being provided a range of opportunities to participate as Leaders in traditional leadership roles, school and community service and a range of initiatives including through Green Teams (environmental groups), mentoring younger students, reciprocal reading, lesson assistance and running activities at lunch and recess times.

**Plans for 2020**

While these projects are in the initial stages of research, a number of initiatives have begun to explore the implementation of this contemporary research. In addition, timelines have been set to ensure that actions evolve from research into implementation and finally analysis and presentation. It is anticipated that this development will bring about a paradigm shift in teachers' traditional models of teaching pedagogies and assessment to improve student learning.

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

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

Action Item a.

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

Rationale

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

Strategic Actions 2019

The College's early learning offering at its Montessori site in Evanston South caters for 100 total enrolments with up to 40 attending per day. During 2019, the College increased the capacity of Montessori by a further 20 students per day, thereby offering places to approximately 50 additional families and cutting the waitlist in half from 100 to 50 enrolments. The effect of this has been to reduce parent frustration for those who had been unable to enrol their child in Montessori, improve educational and developmental outcomes for the student, result in a smoother transition into schooling and an \$180,000 increase in the centre's financial return.

Demographic analysis for the Northern region indicates that the number of pre-school children is forecast to experience significant growth, increasing by 23.5% in the five years to 2021 and a further 16.8% in the five years to 2026. Expanding the College's current Montessori offering was the first step in an expansion programme, with the College initiating high level discussions with the developers of Springwood, a new estate to the east of Gawler. The College is also furthering its planning in relation to an early learning centre in Roseworthy as part of a new Trinity school.

Plans for 2020

The College will build on the progress made in 2019 and continue to seek opportunities to expand its early learning offering. This includes:

- Furthering discussions with the developers of Springwood to determine the feasibility of opening a new centre.
- Undertaking a feasibility analysis to explore unmet demand, existing competition and growing demographics with the intent to commence construction of a new centre during 2020. This may be near an existing Trinity school or a new location. This planned expansion has been accounted for within the 2020 Capital Budget.
- Commencing the design and planning for the new Roseworthy school and early learning centre, with an indicative opening date of 2024.



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.

Identify the potential to grow the capacity of the current Senior School to offer tertiary courses and conduct a feasibility study on the range of TAFE/RTO and university courses or partnerships that Trinity.

Rationale

In Semester 1 2019, a feasibility study was undertaken into VET at Trinity College. The aim was to review the current VET programme at Trinity College; explore the option of Trinity College becoming a Registered Training Organisation (RTO); and consider cost-effective entrepreneurial opportunities for VET delivery at Trinity College Senior.

Strategic Actions 2019

The main findings from the Feasibility Study were:

- The current VET programme at Trinity College is very successful and meets the needs of students in providing pathways to further education and employment.
- The current funding structure should be reviewed to both ease the financial burden for parents and also provide a more sustainable model for VET delivery at the College.
- RTO status is not a viable option in the current VET environment due to the high cost of resourcing RTO status and the difficulties associated with ASQA compliance.
- The best option is to partner with existing RTOs to deliver cost effective programmes across qualifications.
- Trinity College to consider cost-effective entrepreneurial opportunities that provide a niche market for VET delivery.

Creative timetabling options: Creative timetabling together with the development of differentiated SACE curriculum would enable TCS to offer flexible pathways aligned with individual students VET or university pathways. Options considered include:

- A four-day school timetable where VET students who attend VET on a Friday or Monday could have their school SACE subjects packaged into four days thereby avoiding catching up missed lessons from the day out.
- Timetabling on-site VET programmes from a 1.30 pm to 6.30 pm timeslot to enable minimal disruption to lessons.
- Timetabling VET courses after school hours e.g. 4.00 pm to 7.00 pm and specific days in the school holidays to avoid any disruption to school lessons. This occurs already in Certificate III Fitness and Certificate III Business.

Links with STARplex: Currently three Certificate III qualifications are offered through STARplex in the evening or out of school hours. These include: Certificate III Business, Certificate III Aquatics (delivered by Active Training), Certificate III Fitness (delivered after school by STARplex staff under an auspice agreement with Active Training).

Expansion of current VET offerings to create niche markets

- Certificate III Screen and Media: In September Nick Hatley, Claire Goble and Michael Holmes met with Voula Branch, Regional Manager of TAFESA and Elizabeth Lowe, Department Head of Arts at Adelaide College of the Arts to discuss partnering with TAFE to deliver Certificate III Screen and Media at the IACC in 2020. In September Nick Hatley and Claire Goble met with Mark Pullin from the Australian Institute of Education, a Melbourne based RTO. The proposal is for this organisation to auspice Trinity College to deliver a range of VET qualifications utilising Trinity College staff.
- Claire Goble met with Natalie Evans from Queensford College. It was suggested the Certificate III in Hospitality (delivered in the Pavilion during school hours/after school hours or in school holiday breaks) could be a viable option.

Trinity Trade Centre

In 2019, a partnership was formed with TAFESA at Elizabeth to deliver Certificate II Engineering Pathways on site in the Trinity Trade Centre. The Trade Centre is further utilised in the evenings with a Come n Try Welding short course delivered by TAFE.

University Pathways

- A continued programme of providing students with an opportunity to develop skills for life-long learning has occurred in 2019 with students being exposed to a programme of university engagement.
- Subject specific excursions have continued throughout 2019 with trips to Ingenuity at the Adelaide Convention Centre to interact with Adelaide University Engineering students. Biology students have ventured to Roseworthy campus to explore Animal and Veterinary Science facilities and participate in animal behaviour studies.
- Extensive conversations have occurred with Adam Humphrey (Senior Future Student Advisor) at Adelaide University regarding pre-ATAR entry to university.

Plans for 2020: Short courses and micro-credentialing

- Students at Year 10 and 11 in particular given the opportunity to build skills for the future and credit their learning towards SACE. Skill sets in the areas of business, art, hospitality, engineering and ICT to be explored.
- Differentiated curriculum could cluster SACE subjects into VET industry areas.
- Plans are under way to develop and offer a further Certificate III qualification in Sport (Athlete) in partnership with Active Training. This course will cater for students undertaking sport at an elite level, in particular basketball, netball and at a later stage, football and cricket.

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: b.

Establish and promote the Trinity College Research Institute. The TCRI will look to create and embed new educational knowledge in our context.

Rationale

The Trinity College Institute (TCI) seeks to improve educational practice to support young people to succeed personally and academically at school, and in their lives beyond school in a world increasingly shaped by change and disruption. It does this primarily through practitioner enquiry, supporting the staff of Trinity College and educators everywhere to improve their professional practice and the practice of their profession.

Summary

The changing demands of modern education have been outlined in numerous policy statements including the Melbourne Declaration, OECD 2030, Gonski Review, National Curriculum, and the South Australian Certificate of Education (SACE). The common call in these documents is to equip young people to be life-long and self-regulated learners. Trinity College is committed to be a place not only of 'best practice' but also 'next practice'. The Trinity Institute is comprised of educators from all parts of Trinity College working to foster synergies between the elements.

The measure of our success will be the emergence of life-long learners, equipped with strong ethics, values and positive mental health, who will lead the transformation of our society and economy to the benefit of the community. The Trinity Institute will co-ordinate and facilitate practitioner enquiry in collaboration with university academics and researchers.

Our foundation partner is the University of South Australia (UniSA), historically the destination institution for most of the Trinity College's Year 12 graduates. Our collaboration with UniSA is facilitated through their Samsung SMART School and Centre for Change and Complexity in Learning.

The College is open to meaningful collaborations with other education and enterprise partners.

The Trinity Institute will create new knowledge and share that knowledge through both professional and scholarly fora and journals. The research will be undertaken by teachers completing higher degrees by research (Master's and PhD), and collaborative research projects with universities.

Contemporary thought on educational leadership is built on ideas of complexity and an acknowledgement that hierarchical leadership is generally not fit-for-purpose. Our research will explore and foster expansive education by building both communities of practice and professional capital.

The Trinity Institute will co-ordinate and facilitate practitioner inquiry-based projects. Teachers from all parts of the College are encouraged to identify, participate in and lead projects that:

- Align with the Trinity Institute's vision and mission for the transformation of schooling.
- Improve vertical and horizontal integration across the College.
- Explore evidence-based approaches to the development of the Graduate Qualities.
- Explore new ways to lead education.
- Foster staff collaboration.
- Connect the College community with the world.

Research projects are monitored by the ethics boards of both the Trinity Institute and the collaborating university. Research based on archival data is de-identified before access is granted to any collaboration partner in strict accordance with privacy legislation. Informed consent will always be sought from parents prior to student engagement in any activity that is designed for research purposes. Data in the College IT system is only to be accessed and used if it pertains directly to learning activity with the purpose of improving student learning.



KRA 4: Enterprise Development**Priority 4.2**

Expand the educational offering of Trinity directly to the community in and around Roseworthy.

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

Action Item a.

Deliver the contractual, educational and business case framework to successfully establish the sixth Trinity school.

Rationale

The College's 'spoke and hub' model of separate Early Years 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 Trinity school at Roseworthy enables the College to increase its impact and make a positive difference to the lives of a greater number of young people.

Strategic Actions 2019

At the start of 2018, Trinity College was contacted by Land Vision Group (LVG) in relation to a major proposed development adjacent to the existing Roseworthy township. LVG were seeking parties who may be interested in building a new school within their proposed development. This is part of a wider development within the Roseworthy Township Expansion (RTE). It is expected that Roseworthy will eventually grow from a population of approximately 900 to 11,000.

A comprehensive business case examining the merit of Trinity College committing to building and operating a new school in the RTE was prepared and accepted by the Board. A heads of agreement between LVG and the College was entered into, outlining the major negotiation points including the size and price of the land the school would be built on. Legal

expertise has been engaged to progress the formal contract of sale and is now near completion. LVG and the College continue to have positive discussions in relation to maximising the opportunities available to LVG, the College, its students and the RTE community.



The College has also worked closely with staff from the Light Regional Council to enter into a heads of agreement and commence the preparation of a formal shared use agreement in relation to social infrastructure planned for the development, including an oval, courts and playground. The College also appreciated the opportunity to meet with and present to elected members. To date, discussions with the Council have been very positive.

Plans for 2020

2020 will see significant progress made with the following key outcomes expected:

- Contract of sale with LVG to be finalised and executed.
- Shared use agreement with the Light Regional Council to be finalised and executed.
- Settlement on the purchased land to occur mid-year.
- The appointment of a quantity surveyor and architect.
- Detailed design and planning of the new school to commence ahead of an indicative 2022/2023 construction period and 2024 opening.

KRA 4: Enterprise Development

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

Priority 4.3

Build philanthropic and community support.

Action Item a.

Promote philanthropic and community support of the Trinity College Foundation and Parents' and Friends' Associations.

The Trinity Times publication acknowledged all donors to the Foundation funds. This publication is sent to 6,500 Trinity community members.

The introduction of social media platforms for the College in late 2018 has assisted to improve engagement for the Foundation with their events, including the Melbourne Cup Luncheon, and continued through 2019.

In 2019 an Annual Giving campaign was distributed as part of the Trinity Times publication for tax deductible donations towards the Trinity Innovation and Creativity School. At the time of writing this had achieved 15 donors, giving a total of \$30,000.

The annual Foundation Thank You event was hosted in June 2019 to induct four new donors on to the Honour Board representing \$15,000 worth of giving.

The P&F groups have increased engagement with their volunteer base and improved event support through their closed Facebook pages. The introduction of class and house representatives at some schools has also increased the number of parents available to help with 'friendraising' and fundraising, and has also assisted with the communication and support of events. Listed below are just a few of the events which proved very popular across schools: outdoor cinema, quiz night, twilight picnics, Colour Run, Treat Day, Show Your Colours Day and end-of-term sausage sizzles. Invaluable support was provided at key events such as Sports Days, Swimming Carnivals, Music Nights, Grandparents' Days, Trinity Gymkhana, Open Day, parent workshops, special presentation evenings, excursions and separate Mums' and Dads' Days. The inclusion of some guest speakers and Q and A sessions have proved popular. Funds raised have contributed to outdoor seating, play equipment, sound equipment plus much more.

The College eNews includes regular P&F columns to promote their good work and to encourage others to join in the fun.

College Board members who actively attend P&F meetings have strengthened word of mouth endorsement of Foundation fundraising outcomes and P&F activities.

The Spirit of Trinity Fund (SOTF) has seen significant requests for support in 2018 but also an increase from donors to assist those at risk in our community.

SOTF Year	2013	2014	2015	2016	2017	2018
Total students helped	15	21	10	32	8*	26
<i>Cost</i>	<i>\$5,271</i>	<i>\$6,380</i>	<i>\$5,570</i>	<i>\$11,681</i>	<i>\$6,615.62</i>	<i>\$6,572</i>
<i>Foundation gift</i>		<i>\$5,000</i>			<i>\$7,500</i>	<i>\$13,905</i>
<i>Donor Giving</i>	<i>\$10,000</i>	<i>\$5,000</i>	<i>\$15,000</i>	<i>\$10,000</i>	<i>\$10,900</i>	<i>\$10,872</i>

* Families, not number of students

Community engagement is being evidenced in so many other ways in Trinity schools, including breakfast club, support of Trinity2Cambodia, a disco and a separate social night for parents alongside the disco, assembly and special event attendance, welcome back morning teas, attendance at the annual Foundation Dinner and being a point of contact for families new to Trinity. The Parents and Friends also co-ordinated the collection of Woolworths 'Earn and Learn' stickers from our wider community, resulting in new educational play equipment for schools.

KRA Enterprise Development

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

Priority 4.4

Expand our community engagement programmes consistent with our values.

Action Item a.

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

Rationale

The STARplex vision is to create a healthier more active community.

While most appreciate that sedentary lifestyles are bad for our health, many of us are not acting on this knowledge and exercising enough for any fun or health gain.

It is recommended that adults should accumulate 150 – 300 minutes of moderate or, 75 – 100 minutes of vigorous intensity physical activity per week. For children the recommendation is for one hour of moderate to vigorous physical activity daily, according to the Australian National Physical Activity and Sedentary Behaviour Guidelines.

Unfortunately many of us are not meeting these guidelines, with nearly 60% of adults and 80% of children and young people and 75% of seniors not active enough.

The World Health Organisation in its global action plan on physical activity reports that as countries develop economically, inactivity increases due to changing transport patterns, increased use of technology, cultural values and urbanisation. To address this the World Health Organisation recommends partnerships and actions that promote walking, cycling, sport, active recreation and play will lead to improved community wellbeing and quality of life.

STARplex promotes the multiple benefits of regular exercise and is seeking to help people of all ages and abilities to engage in regular physical activity as individuals, families and communities.

To achieve its vision, STARplex considers six principles in the establishment and implementations of its services.

- 1 Reduce barriers that prevent participation and identify motivators that increase participation.
- 2 Think about each customer and their total experience.
- 3 Cater for different levels of skill, ability and fitness.
- 4 Place priority on the staff delivering each service as the most vital element to the participant's experience and retention.
- 5 Provide pathways for participants to transition as their skills, fitness and interests change.
- 6 Look to offer best practice delivery to enable growth and sustainability.

Strategic Actions 2019

Snap shot stats in September 2019	Actual	Original Target for 2020
Number of clubs and associations attending STARplex	51	28
Number of businesses using STARplex services	39	30
Number of schools using STARplex services regularly	27	18
Number of inclusive programmes offered by STARplex	6	12
Average number of STARplex Fitness Members	1424	1650
Trinity community members using STARplex Fitness	387	400
STARplex Swim School average enrolment	1350	1700
Number of Court Sports Teams	205	220

Highlights in 2019

- Gymnastics and Kindergym programmes are growing. A survey of customers indicates retention of participants is strong because of convenient session times and the good quality of equipment, friendly environment and expertise of coaches.
 - Kindergym for children living with a disability has been successfully trialled in partnership with Novita.
 - Tiny Tots gymnastics for 3 to 5 year olds will be added next year to provide a transition between Kindergym and gymnastics.
 - Ninja Gym holiday programme is attracting boys to gymnastics and a regular boys gymnastics class with a male coach is planned.
- Events continue to be a feature of the STARplex calendar. This year we have held:
 - Australia Day Basketball Tournament with a record 150 teams participating. This event is supported by the Central Districts Basketball Club members who volunteer to provide the necessary BBQ.
 - International Hoops Camp with guest USA College Basketball Coach, Byron Sparks from Louisiana State University.
 - National In-line Hockey Championships were hosted for a second year by STARplex in October. The event attracted 41 teams, a total of 656 participants plus a host of volunteer officials and spectators.
 - Events provide pathways for interested participants to join regular STARplex programmes and can lead to enrolment at the College for families with school age students.

- Man V Fat is a community weight loss programme for overweight men that uses soccer as a forum for support and accountability. 42 men are part of the programme at STARplex with many achieving good results by becoming more active and making better food choices.
- Connect Support Inspire at STARplex is a campaign to get women more physically active as research shows significantly fewer women do enough exercise and women's participation in sport and exercise declines as they get older. To address this Connect Support Inspire has established the following programmes:
 - Morning Retreat at the Blackham site in a stress free tranquil setting for a walk, yoga and nutritious breakfast.
 - Fast 5 Netball modified games with music for fun and fitness on the Courts.
 - CX Work 30 minute group fitness workout for beginners in the Fitness Centre.
 - Aqua Hit classes provide low impact, high intensity, aerobics in the pool suitable for beginners.
- Staff wellbeing is crucial if STARplex is to be successful in the delivery of programmes aimed to improve community wellbeing. This year STARplex staff have:
 - Completed a Staff Culture Survey and identified what's been working well, what strengths their team has and areas where improvement can be made.
 - One team has focussed on developing a Growth Mindset encouraging team members to:
 - Enjoy a challenge.
 - Strive to learn.
 - Develop new skills.
 - Be open to the ideas of others and aware that the success of others does not diminish one's own success.
 - Bring out the best in people.
 - Staff Professional Development Day focussed on:
 - Nutrition – How much is too much Sugar, Salt and Alcohol?
 - Mentally healthy workplace – raising awareness, identify risk factors, supportive workplace strategies and policies.
- Customer Service standards have been established and a reference tool provided to all staff to use and ensure the way customers are treated meets or better the expectations of clients and work colleagues. A customer service training pack covering protocols and procedures is being finalised as an online resource for staff.
- A Membership Survey shows over 76% of the 312 respondents use the Fitness Centre more than twice per week. Cardio (73%), weights training (70%) and group fitness classes (56%) are the most popular services. What people most like about STARplex are the services available (18%), convenience (17%), good staff (16%), friendliness (16%) and the sense of community and fun (16%). Respondents requested improvements to equipment and scheduling of group fitness classes. Reception staff were rated most highly followed by Group Fitness Instructors. 76% of respondents said they get good value from their membership.

Plans for 2020

- Events to celebrate STARplex's 20th year and with 2020 being an Olympic Games year there will be themes to promote Olympic sports at STARplex.
- Fitness leadership team will:
 - Map the experience of members who undertake PT to determine:
 - The quality of the customer experience for PT clients.
 - Whether PT clients are achieving their desired results - is more structure required for social and support networks amongst members and staff to support members achieve results?
 - The transition pathways in place as members' fitness and interests change.
- Memorandum of Understanding with Novita to facilitate:
 - Gym sessions for adults and late teenagers.
 - A disability specific gym group.
 - Disability specific hydro sessions in the pool.
 - Transition pathways from a disability programme to independent access of fitness centre services.
- Staff Wellbeing
 - Mentally healthy workplace – raising awareness RU OK? Day, supportive workplace, identify risk factors, put policies in place.
 - Customer Service staff training pack to be available on-line.
- New programmes planned:
 - Les Mills Virtual facilitating more group fitness classes across opening hours.
 - Ninja Gymnastics to become a regular weekly programme and build on the interest from boys in joining gymnastics.
 - Extend Little Lions with an inclusive basketball learn to play programme.
 - Walking Football competition for those wanting to be active without the need to run.
 - Sports TG software to facilitate player registration and weekly game scores for basketball, netball and Futsal and generally enhancing the participant experience with better communication between STARplex and players.
 - Reinstate school holiday intensive Learn to Swim programmes and clinics.

KRA 4: Enterprise Development**Priority 4.5**

Maximise the use of facilities and resources.

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

Action Item a.

Enhance the Trinity Building Master Plan and explore commercial, residential and replacement/expansion and refinement opportunities.

The Trinity Master Plan document sits within the Trinity future budget. 2019 saw the completion of the Trinity Innovation and Creativity School and the delivery of the Synthetic Hockey/Tennis pitch (refer next page).

In January 2019, we announced via the eNews and an article in The Advertiser our intention to build the sixth Trinity School as part of the Roseworthy 'St Yves' expansion.

The announcement:

'Trinity College @ Roseworthy

As reported in The Advertiser newspaper, Trinity College will open a sixth school at Roseworthy as part of the St Yves residential community.

This is a very exciting opportunity for the College and will further enable us to meet the educational needs of the wider community. Expansion increases opportunities and puts downward pressure on schools fees due to our increasing scale. Trinity College is committed to providing a world class, high opportunity educational environment at a price most families can afford.



The St Yves estate, will include residential and commercial developments and is located just off the Horrocks Highway, south of the Roseworthy township. Our Reception to Year 10 school will form part of the estate's main hub, alongside the 8,000 sqm retail precinct. While dependent on land sales, school construction could start as early as 2022,

with primary school year students commencing from 2023. The school will have all the features that Trinity families have come to enjoy in our other schools. Situated only 10 a minute drive from our Gawler campus, Roseworthy students will also be able to embrace the benefits of STARplex, our environmental centre at Blackham, Trinity College Senior School and our new Creativity and Innovation facility.'

Much of our focus this year has been working with the developer and the Light Regional Council to get in place on the necessary contracts and documents to ensure the project's success. We anticipate, at this stage, that Trinity College Roseworthy will open in 2024.

Additional focus in immediate Master Plan terms has been on preparing for the increase in triple streaming numbers at Gawler River.

KRA 4: Enterprise Development**Priority 4.5**

Maximise the use of facilities and resources.

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

Action Item b.

Deliver, promote and embed College, corporate and community partnerships, collaborations and opportunities for the Innovation and Creativity School and new Synthetic Hockey/Tennis pitch.

Trinity Innovation and Creativity School

The Trinity Innovation and Creativity School has been delivered on time and on budget. This incredible asset will be utilised by all students from across the College.

This project will enable us to:

- Stretch our teaching and learning
- Boost student engagement
- Support our students develop key Graduate Qualities
- Provide better opportunities to embed relevant 'enterprise skills' such as collaboration, critical thinking, problem solving, all with enhanced digital literacy
- Enable alternative and better suited timetables to run
- Provide students and staff with learning and teaching tools such as high end 3D printing, virtual reality, immersive video experiences, boosted graphics and ICT capacity, etc.
- Improve access to collaborative breakout spaces, 'green screens' and sound studios
- Improve links with tertiary and research providers
- More seamlessly embed entrepreneurship and corporate partnerships
- Boost academic co-curricular opportunities
- Host conferences, gallery displays and community forums, etc.
- Drive and support enrolment



From 2020, subjects from Trinity College Senior (such as Art and Design) will be timetabled into the relevant learning spaces. Other learning areas such as Years 7 and 8 Digital Technology will be 'blocked' over a period of a week to enable an intensive experience. STEM, Project Based Learning (PBL) and other creative endeavours will be embedded via intensive, immersive opportunities. All students will have additional skills developed, enabling them to explore their passions and to be more employable on graduation. Partnerships with TAFE, universities and private enterprise are well advanced. Mr Stephen Grant from ACARA has been appointed as Trinity's first Director of Innovation and Creativity. Combining the skillsets from the College, builder - Mossop Construction and architects - Detail Studio, have delivered a quality and inspiring learning space.

Synthetic Hockey/Tennis Pitch

We are delighted the Trinity synthetic pitch has been delivered. We believe this facility will be a significant asset for the promotion of the game in the region. Pleasingly some school and community matches were played on the pitch at the end of the winter season. All community partners are very pleased with both the pitch and the quality of the surrounding infra-structure. During the year we met with Hockey SA CEO Peter Churack and he too was impressed with what he



saw. Discussions included hosting a 'super league' game as part of our 2020 launch and potentially hosting games related to the June state championships. The Barossa Valley Hockey Association and the Gawler Hockey Club have embraced the complex as partners with formal agreements in place to secure their use. Old Scholar teams and of course Trinity Hockey, Tennis and Physical Education classes are all using this wonderful new asset. I sincerely thank Sally Collings, Justin Simmonds, Ian Dale, Jon Munn and Stephen Rosier for their dedication in delivering this project.

KRA 4: Wellbeing**Priority 5.1**

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

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

Action Item a.

Become a community leader in bullying prevention and friendship skill promotion.

Across our schools, a key area of the pastoral programme has been to encourage and promote positive friendships and help students develop the skills to enable flourishing connections with their peers.

'Friendology' Workshops have been run at various points throughout the year and facilitated by trained Friendology mentor and North staff member, Tyson Greenwood.

From the Friendology website:

"Through interactive parent-child activities, parents will learn strategies to help their child put out Friendship Fires®, how to put a voice to their feelings, and the best ways to support them through unhealthy friendships. We will also highlight the fascinating similarities and differences between boys and girls and their experiences in friendship. This workshop gives kids and parents a new language for talking about friendship, strengthening their connection and opening up those lines of communication. Younger children are invited to bring along a soft toy for role-playing activities."

Anecdotally, staff have noticed positive growth in families who have attended the workshops.



KRA 4: Wellbeing**Priority 5.1**

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

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

Action Item b.

Build student, staff and community resilience and connectedness. Engage with, and drive student, staff and community wellbeing utilising data driven initiatives. Seamlessly embed our partnership with Flow Psychology services.

Strategic Actions 2019

Commencing at the beginning of the 2019 school year and in partnership with Trinity College, FLOW Psychology and Therapeutic Services opened their first clinic in the STARPlex Recreation Centre.

The service comprised of five psychologists (equivalent 2 FTE), two speech therapists (equivalent 0.2 FTE, one on maternity leave), an occupational therapist (equivalent 0.4 FTE) and practice manager. Services were provided on location at FLOW's STARPlex clinic and on site at Blakeview, Gawler River, Senior and Blackham.

The model sought to increase service availability and affordability, with a commitment to provide bulk-billed (no gap) psychology services to Trinity families. Providing psychology services on school sites, aimed to reduce barriers to attending appointments, reduce school absenteeism and foster a close collaborative relationship between therapists and school staff. By providing access to a multi-disciplinary team, FLOW hoped to simplify the process of help seeking for families with complex needs and ensure continuity of care in the provision of support.

Since opening the clinic, FLOW has provided services to over 400 clients (382 accessing psychology, 37 accessing OT, 25 accessing speech pathology). At least 50% of the service is being provided to Trinity families (based on clients identifying that they currently attend a Trinity school, work for Trinity College or are an old scholar). Services include individual and group therapy, Autism diagnostic assessments, cognitive and educational assessment and multi-disciplinary diagnostic assessments. Services are funded through a combination of Medicare, NDIS and private/third-party funding.

Plans for 2020

FLOW has been overwhelmed by the uptake of the service and is in discussions to create increased capacity within the team and to ensure ongoing and timely accesses to therapy and support services. Plans for 2020 include increased offerings of evidence-based group-therapy programmes, to address sub-clinical need, provide early and preventative intervention and further build community resilience; increased opportunities to support the training and development of provisional psychologists through partnership with South Australian universities; extension of our nature therapy collaboration with Naturally Gathered; introduction of Animal Assisted Therapy through provision of an accredited therapy dog; and a recruitment drive to continue building our team.

The success of this service would not be possible without the support of Trinity College. We value highly, the opportunity to work in such close partnership with school staff and believe that this is pivotal in achieving the best possible outcomes for students requiring support. We look forward to continuing to work with the Trinity community in 2020 and are immensely grateful for your ongoing support.



KRA 6: Sustainability**Priority 6.1**

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

Goal: Ensure Trinity remains financially strong and environmentally responsible.

Action Item a.

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

Strong enrolment is the key to keeping opportunities and resources high for students and staff and creates an efficiency which helps keep costs down, ensuring Trinity remains affordable. Strong enrolment enables us to remain open to the broadest cross-section of society and still deliver educational excellence.

Enrolment at our Junior Schools was at an all-time high at Trinity in 2019. The Middle and Senior Schools had some places available but enrolment still remains healthy in these parts of the College. Our Montessori Pre-School expanded capacity to meet solid waiting lists. Four numbers, applications for enrolment and improved retention sees our projection for 2020 being a very healthy student number. Interest in our Innovation and Creativity School does seem to be having a positive impact on enrolment.

Entry points into the College continue to evolve. The decision from the SA government to follow the national agenda and move Year 7s into the Middle School has had some implications for us. Over a sustained period, we have had up to 60 students join us for Year 7 (30 at North and 30 at South) and 60 join us for Year 8 (30 at North and 30 at South). With Catholic schools already moving Year 7 to high school, we have seen increased demand for places at Years 6 and 7 and decreased demand for Year 8. Based on enrolment preference and keeping siblings at the same Trinity school, in 2020 we have an additional class at Year 6 at North and one less class of Year 8 at South. This leads to the total 2020 intake being similar as previous years but we are enrolling more students earlier. By 2022, we envisage 120 students joining in Year 7 (or earlier) and Year 8 would cease to be a major intake year. Our major intake years would be at Early Years, Year 7 and Year 11 with some additional places available at Years 2, 6 and 10.

STARplex continues to deliver remarkable community benefits but does operate in a challenging economic environment. Competition from a growing number of fitness centres and fitness options certainly has our team working hard to maintain numbers. Overall, STARplex has performed to a similar financial level in 2019, compared to recent years.



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 b.

Progress and expand an active risk framework to manage identified risks better.

Rationale

Risk Management is an organisational process that assists Trinity College to predict future events that may impact (positively or negatively) on our activities and to take appropriate actions to address the impact of these events. Risk is defined as the 'effect of uncertainty on objectives'. Management and the College Board take risk seriously and significant effort is put into identifying and managing risk. Complispace is the management tool that the College has deployed to help us identify and manage risk.

Strategic Actions 2019

In 2019, the Finance Director and I have been reviewing the risks contained in Complispace assigning responsibility for them to various College staff. Within each of the risks are the tasks and strategies that can also be assigned that are the tools used to mitigate the risk and also record what the College is doing to minimise any possible damage that a risk may cause the College. When we first started using Complispace, we were limited in how many users we had in this part of Complispace for the Assurance part of Complispace, which is where risks are managed. From 2019, we are now able to have many more users of Assurance as part of our licence and are also now able to assign tasks out of risks to Trinity College staff.

Further to this work the College Board has been kept informed and were provided advice by the Finance Risk and Audit Committee on the Risk Management policy, framework and reporting and have signed off on this.

Plans for 2020

The key need going forward is to ensure that all staff take their role in managing risk seriously and for management to ensure that it is not too onerous for staff to achieve. We are looking to deploy a new module for excursion management out of Complispace that will make this area consistent across the College and reduce the time taken by staff to do this. This along with reporting of accidents and near misses remains the focus of risk management with many of the other risks being managed by senior staff.



KRA 6: Sustainability

Goal: Ensure Trinity remains financially strong and environmentally responsible.

Priority 6.1

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

Action Item c.

Reinvigorate and enhance College marketing, promotion and communication, especially in the digital space.

Rationale

With the expansion of cost effective digital platforms, we have undertaken additional production of video, photography and the creation of engaging digital content to support the word of mouth promotion of College life, improve enrolment enquires and increase engagement with the College community.

Strategic Actions 2019

The College website and Facebook account continue to be updated with new videos on a rotating schedule. A suite of 13 videos has been created including a co-curricular video which has led to the construction of a co-curricular brochure, a first, being made available to prospective parents to assist with marketing the World of Opportunity available at the College.

For seven months, from mid-October 2018 until mid-May 2019, a News Corp paid digital campaign was activated which helped push internet traffic and enquiries to our website. In particular, the Enrolments page visits has moved this website page into our top three website pages visited for that period. A significant rise in numbers from a monthly low of 145 to a high of 1,498 visits.

An additional 38,930-82,458 advertising impressions were sent via News Corp digital platforms resulting in 54-168 clicks to our website per month, with a further 25-491 clicks via retargeted advertising. The Google Ad words element of this digital campaign resulted in 614-1,037 clicks per month to our website and 1 - 11 forms filled in on-line per month at the Enrolments page. Phone calls tracked to 8522 0666 from Google Ad words search = TRINITY COLLEGE was 63 - 111 per month.

Facebook advertising impressions monthly were 57,000-71,000 with clicks to our website of 304 and a high of 1,309 per month. New visitors to our website sits at 65% monthly with Return Visitors at 35% (an average of 7,500 users per month). The top page visited is our Home page of the website and secondly the web LOG IN page – this would equate for our Return Visitors figure (current staff and parents). The Employment page was the second highest visited page 7 months out of 14 months and the Enrolments page was in the top three visited pages 9 out of 14 months. This can be attributed to the paid digital campaign with News Corp.

The College Facebook followers has grown from 201 followers in August 2018 to 2,096. Instagram has 1,673 followers and two active student memes accounts in recent months with #trinityseniormemes = 595 followers #bigtrinitymemes = 1,112 followers. More time is spent capturing via cameras, everyday life at the College with students in action for Instagram with posts totalling 122 (that is more than 2 posts a week) plus Facebook has over 270 posts in one year + 57 events. Videos are the biggest engagement tool on these platforms with 1,185 views of the 2019 College Captain announcement during Valedictory 2018 to 3,900 views of Nathan Stafford performing as Hugh Jackman at Speech Day 2018. The Old Scholars closed Facebook group has grown from 2,308 to 2,676 in the last year.

The College App this year launched digital letters via Edsmart to improve parent engagement and ease the completion of necessary school paperwork.

Plans for 2020

- New photography and video will be undertaken because of the Trinity Innovation & Creativity School to showcase its customised learning spaces and unique technology. This will allow fresh & innovative content to be generated for our College offerings and keep us ahead of our competitors.
- We will streamline our communication channels based on the survey results recently obtained from the Parent & Staff Communication Surveys 2019.
- Implementing the SchoolBench software and new photography policies will permit student identification to be seamless and allow more student faces on social media platforms.
- We will continue to use paid digital advertising campaigns via Google Ad Words, Facebook and Digital Display banners on the News Corp channels.
- We will investigate a digital platform for Enrolments to track the various channels of enrolment enquires.

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 d.

Ensure quality procurement, planning, cost management and budgeting systems are enhanced.

Rationale

Robust financial systems are critical to the success and viability of well-run organisations. Trinity College has grown into a significant entity turning over \$70 million per year, managing \$100 million in assets and employing 700 staff. The College continues to invest in, improve and refine its financial framework so that its systems can add value and support the College's business priorities.

Strategic Actions 2019

The College is coming from a strong base in relation to its financial systems. Synergetic (accounting), MicroPay (payroll) and Complispace (risk and policy) are all well suited systems but more importantly, have been implemented effectively. This results in accurate and robust systems that are able to be operated efficiently. In this context, a significant amount of work occurred in 2019 to achieve further improvement. A major review of the College's expenditure and procurement practices was undertaken, which both reinforced much of the College's current systems and highlighted areas of potential saving. This has resulted in contracted savings in stationery, photocopiers, waste management, cleaning products and food as well as streaming suppliers to create a more efficient purchasing process.

A number of other initiatives have been implemented or further enhanced during 2019, including:

- A professional approach to the planning and procurement for major projects including the new school at Roseworthy, Innovation and Creativity School, multi-sport synthetic pitch, expanding the early learning offering and the annual tuition fee review.
- An appeal to be exempt from payroll tax against the Commissioner of State Taxation.
- Online ordering and payment for canteens.
- Refinements and improvements to monthly financial reporting.
- Improved rigour and management of the College's investment portfolio.
- Online and automated management of the College's corporate credit cards.
- Email distribution of fee statements to 3,000 recipients per month.
- Improving the system and framework for the management of financial risk.

This ongoing investment in systems has supported the College's financial viability and sees the College well placed financially having achieved strong recent trading results; a surplus in excess of \$5 million for each of the last three years and forecasting for another better to budget result in 2019.

Plans for 2020

With the overarching financial framework embedded and providing a clear direction towards ongoing financial sustainability, the key focuses are continuing to achieve the annual operating and cash flow budgets and remaining within targeted trading bands moving forward. This will support the College's significant \$100 million, ten year capital programme, which is in addition to opening a new school at Roseworthy.



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.

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

Rationale

Our College's vision is to educate for a healthy sustainable future where every student appreciates the joy and wonder of nature and accepts the responsibility they have to be stewards of the environment.

Strategic Actions 2019

Please note these occur on all or some of the Trinity schools.

- Active student Green Teams on most schools- hosting assemblies, 'Green Days', Clean Up Schools Day, World Environment Day, produce trading trolleys, promoting sustainability, recycling of fruit scraps and composting, clean paper, cans and bottles, garden projects.
- Education for Sustainability Group (EfS)- staff from all parts of College, students and members of NRM Board.
- Use of Wipe out Waste (WOW) initiatives in classes.
- Curriculum perspectives, e.g. sustainability projects, Future Food Production expos, Junior School Waste Curriculum available to all schools, environmental concerns and climate change embedded in curriculum offerings, bird feeders made in Technology, a unit on the Lorax, classroom focus on landfill waste, Bee Project, comingled recycling waste, Organic waste and Paper Recycling waste, project based learning opportunities through Meta-Praxis.
- Kitchen Garden or Vegetable Garden and/or Bush Food Garden projects - produce used, sold or traded. Succulents propagated for sale or presents for the community.
- Use of Blackham, Trinity farm and other areas for experiential learning from EY to Middle School- e.g. SHE tasks on finches in ecosystem, farm visits, Geology trips to Hallett Cove and coastal excursions to West Beach, Indigenous programmes at Blackham, EY to Botanic Gardens for World Environment Day.
- Outdoor Classroom Day, November 7 and National Recycling Week observed.
- Cleanaway presentations to students and staff as new waste management system was rolled out.
- Emphasis within Service Days to look at cleaning up school and community environs, planting new seedlings and trees and to focus on environmental issues.
- Year 8, 9 and 10 camps have a sustainable focus and an attempt to minimise and count all waste.
- Creation of diverse nature play areas on all sites.
- Students in Junior and Senior years attending the movie, '2040'.
- College Finance Director, Head of Facilities and Chair of EfS group visited St Columba College to look at their Eco Warriors programme.

**Plans for 2020**

- EfS group to facilitate a Whole College response, and communication through media, for specific agreed focus days.
- Utilise the Trinity College/Cleanaway Waste management contract so that schools can measure and reduce their landfill waste and digitally record their data over time.
- Have all Junior Schools review and reissue the Waste Curriculum document that has been in place for five years.
- Promote climate change discussion and the possibility of students becoming part of Student Environment Network.
- Have at least two Year 7-10 Trinity students become members of SA Youth Environment Council (YEC), and to promote a youth action approach to Education for Sustainability on all Trinity sites with a view to having a College Youth Action group in the next five years.
- Encourage parent membership on EfS group through P&F committees.
- Technology Faculty to investigate if collected plastics can be shredded and formed into extruded or flat materials which are manufactured into products or student projects.

Key Result Area 06: Sustainability

Goal: Ensure Trinity remains financially strong and environmentally responsible.

Priority 6.2

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

Action Item b.

Further develop and implement high impact environmental and sustainability programmes with a particular focus on waste.

Rationale

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

Strategic Actions 2019

The College expects to make further progress in both the development of an EMP and achievement of positive sustainable actions during 2019. A budget allocation has been made to commence and drive the development, consultation and implementation of an EMP. This may include the employment of a Sustainability Officer. As a long term project, this is expected to continue into 2020. LED lighting will continue to be a focus at STARplex. The College will invest in and make improvements to its management of waste.

- In February 2019, a major review into the College's current waste management and recycling practices was undertaken.
- Significant findings of the report were that approximately 89% of the College's general waste is going to landfill and we are generating 1.5kg of waste per student per week.
- The College took its waste management services to tender in March 2019, with Cleanaway being the preferred contractor. Cleanaway were assessed as having the strongest implementation plan whilst still being cost effective at \$15,000 less than what the College is currently paying.
- Following discussions with Cleanaway, reducing the amount of waste going to landfill to approximately 50% in the short term is considered realistic. With further improvements and refinements, this can be improved to 10% long term.
- A number of initiatives have been implemented to support this, including recycling stations and improved collection points and, more importantly, better waste specific holding options (skips and large bins).

The next Phase of the programme is to expand and implement practices to further cut the amount of waste going to landfill. All schoolyard bins have been replaced with multiple bins to separate waste for recycling. Student up take of this seems to be improving with less cross contamination between bins as we progress.

- So far this year we have cut the cost of disposal of timber products from Tech Studies by donation of off cuts to the Gawler Men's Shed for community projects. Ceased the purchase of wood shavings for agriculture (chicken and cattle litter) and eliminated the cost of disposal of this mixed product from Tech Studies by separating shavings and sawdust with sawdust being added to our composting and the shavings stored for use in agriculture.
- All metal components of furniture are now separated and sold to metal recyclers with proceeds going to the College Foundation.
- Green waste is processed into two groups being firewood which is sold with proceeds going to the College Foundation and all other material chipped and used as mulch or composted.
- Compost is a major component of the recycling programme with all livestock manure and shed litter being added to the mix of green waste. This is then mixed with loam (mostly donated) and used exclusively on the College grounds and gardens. We have produced enough of this product to fill the new planter boxes around the Innovation and Creativity School. From January to September, this year I would estimate this to be in the vicinity of 100 tonnes which if purchased would have cost in excess of \$5,000.00.

Plans for 2020

In 2020, with the confirmation of the financial budget, we would continue the development of:

- A recycling centre to give greater flexibility to separate components of larger items.
- A bin for e-waste.
- Fencing of the composting area.
- Creating a driveway from Volunteer Drive directly into the recycling area.
- Explore ways to dispose of MDF products (desktops currently go to landfill).
- Develop purchasing policy for recyclable furniture.

Future direction for 2021

Continue with the potential of a Sustainability Officer to oversee the programme and development of a 'salvage yard' where items that are still usable but no longer needed by the College could be sold to the school community or other organisations.

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 2019.

Nick Hatelly

CELEBRATION (incorporating KRA 1- 1.1b and 2- 2.1a, 2.1b)

- Acknowledging effort through effort stickers and awards at assembly. Every term students with an average Effort score of 4.5 or above (Junior School) or 4 or above (Middle School) given an award. 80%+ of students from Year 5-10 achieving averages of 4 and above for effort every five weeks.
- Character strengths embedded in awards and communication with parents and students. Ensuring excellent work displayed. Staff excellence acknowledged by leadership. Principal creates personal cards to every staff member acknowledging their teaching for World Teachers' Day.
- Awards at Speech and Award Ceremony balanced to equally reward academic success as well as effort and initiative. New award in 2019 for Creativity and Entrepreneurship- The INNOV8 Award.
- Encouraging and celebrating student involvement in College co-curricular activities in House time, through information home, within the eNews and by recognition in assembly-College Pockets.
- Positive Education displays- Character Strengths, Gratitude and kindness notes, 'Bucket Filling' posters.
- Utilising Schoolbox: Blakeview Page for Parents; Principal's blog and What Went Well; Junior School and Middle School class pages; Subject pages to ensure information disseminated and student success celebrated. ENews articles to promote student agency, student endeavour and student success in a visual format.
- Student Agency – student run netball/soccer tournaments, lunchtime dance sessions and movies. EY-10 students involved in Book Week activities and dress up day- at their request. Fundraising for NDA Foundation/Cancer Council/Anglicare. Student led assemblies. Connect Prayer Group formed by a Year 9 student and supported by Youth Chaplain. Meta-Praxis project based learning timetabled weekly for Year 4-8 students.
- Faith in Action - Prayer groups, Seasons of Growth programme, House worship and Junior School worship assemblies, Breakfast Club with the Youth Chaplain, Mindful spaces for prayer and Ukulele worship band.
- Staff – 'eating meeting' (Friday night drinks) a weekly fixture to celebrate the week with what has been achieved, problems faced and promote collegiality.

2020 Focus- encouraging a parent presence at our Junior School worship assemblies and Eucharists.

SERVICE (incorporating KRA 1- 1.1b, 3-3.1c, 5- 5.1a/5.1b and 6-6.2a)

- Active promotion and support for Trinity2Cambodia by fundraising and House activities with one student in Year 10 and two from Year 11 attending in 2019.
- Middle School Service days increased to two per year - one School and House based one based on service to external agencies and school initiatives such as Sports Day, Junior School Christmas Carols, Blackham, Anglicare and Playford Council.
- All points from Middle School Service booklets and Junior School charts towards House Community Service Shield.
- Liaising with St Catherine's Parish and Anglicare - student visits through RAVE and Year 10 RAVE seminars. Active promotion of Breakfast Club, Connect prayer group by Youth Chaplain. Anglicare presence for Open Day.
- Utilising House worship space in Activity space and taking student opinion when structuring Eucharist services, worship opportunities and Remembrance Day.
- Student Service focus - assembly led by Adams House - celebrated Service learning and the diverse opportunities taken by students from Junior and Middle Schools - Student Leaders undertaking yard duty, Breakfast Club washing up and cooking, two Service Days, House service, Sound Crew running assemblies/events, emptying paper recycling, LAP mentoring by Year 10, Year 6 mentoring EY in reading and Digital Technology, litter management, Green Team, maintaining the produce trading trolley, delivering laptops, milk and canteen lunch boxes, PE equipment management, mentoring in Dance, giving up time for yard games, giant Connect-4 and chess, draughts and movies.
- Youth Chaplain and CLO in the Junior School working together on Christmas Carols and other wellbeing and spiritual initiatives.
- Junior School Service audit saw 85% of Junior School students involved in service on a weekly basis. 90% of Middle School students involved in Service Days.

2020 focus- Student agency in Service opportunities as the norm. School service days termly.

CONNECTEDNESS (Incorporating KRA 2-2.1b 2.2a, 3-3.1a/3.1b/3.1c, 5-5.1a/5.1b and 6-6.1a)

- Junior School using 123 Magic to ensure consistent method of behaviour management. Friendology 101 used to build resilience when in conflict and empathy/inclusion when moving forward. All staff upskilled in this intervention with parent workshops completed.
- A move to focus on positive relationships rather than 'anti-bullying' Anti Bullying Pledges linked to character strengths and Blakeview Shared Values and written by Student Leaders. In every room and signed by the students. Student Leaders and School Captains promoted NDA against Bullying and Violence as a College and School. Student Leaders created video. Student led cultural awareness week- creation of EY-10 House UNITY poster. (Using the Blakeview drone.)

- Junior School PERMA series – on engagement and growth mindset.
- Explicit discussions in parental meetings on Anti-Bullying stance and Wellbeing focus.
- Staff in PLTs based on areas of development informed by the AITSL standards and the Trinity College QTP- focus on collaboration, Meta-Praxis, shared vision, profiling HALT staff, Big Write (JS) and surface to deep learning.
- Blakeview 6 Shared Values visible in everything we do, including extra signage in the school.
- Special whole school focus days- Easter, Advent, Trinity Sunday, Harmony Day, Mother's Day, Father's Day, RuOK? Day, NDA against Bullying and Violence, Dyslexia Light it Red, Grandparents' Day, National Reconciliation Week, Book Week, Science Week- emphasis on empathy, community, resilience, inclusiveness and faith.
- Social Work Students and LAP mentors, including Year 10s, offered 1:1 support to at risk students.
- Increase in numbers of students being supported by AIME programme and Defence Force mentor.
- Connections with community through shared produce trolley. Community encouraged to 'Take what you need and give what you can'.
- P &F emphasis on parent engagement and service to the students- All events catered for by P & F and more outdoor games purchased for lunch activities. P&F an integral and visible presence in school life.

2020 focus - Student leaders review BV Anti Bullying fridge magnet.

ENGAGEMENT (Incorporating KRAs1-1.2a, 2-2.1a, 3-3.1a/3.1b/3.1c, 5-5.1a/5.1b and 6-6.2a)

- Robotics team –competed in state and national RoboCup competition successfully. Co-curricular for Year 4-6.
- Staff PD – Meta-Praxis/project based learning, Big Write, Phonics, LETRS, Explicit instruction. Friendology and PERMA- presented by Heads of Pastoral Care.
- Oxygen Factory presentation to all Year 10s on positive mindset and personal goals. Parent workshop on Positive Psychology. Men of Honour day for Year 9 and 10 boys. Odyssey Project presentation 'Inspire for Girls', for Year 9 and 10. Kids Biz sessions for Year 6 students. Seasons of Growth, Peaceful Kids, Drumbeat and Body Image awareness, facilitated by Youth Chaplain and HPC.
- Furniture purchased to facilitate collaboration, creativity, communication and critical thinking- Middle and Junior School breakout spaces and the INNOV8 Centre at the forefront.
- Reconciliation Action Plan- Blakeview Statement of Reconciliation- also part of Harmony Day and UNITY.
- Pastoral Care Positive Engagement - 13 activities from HIIT, craft, Karoke, yoga, mindfulness run by HOH and House Tutors.

Focus for 2019/2020 and 2021 - 'Meta-Praxis' termly presentations to staff and/or students and parents. Project based learning for Year 4-8 based on initially on 'Time', then 'Events of Significance.' Weekly session for collaborative learning/critical thinking with support and guidance. Staff Meta-Praxis team regular Zoom sessions with Michael Bunce, University of East London and AISSA.



KRA 3 Educational Development

Priority 3.1 b. Promote key cross-curricular capabilities and skills including Collaboration, Creativity, Innovation, Research and Entrepreneurship and expand project based learning and STEM opportunities.

Meta-Praxis Project

Gawler River has joined select South Australian Independent schools including Trinity Blakeview and Trinity North in the Meta-Praxis Project, a three year programme co-ordinated by the AISSA and lead by Michael Bunce – University of East London. The aim is to create interdisciplinary projects that feature real reflective focus. Meta-Praxis is interdisciplinary learning environments that can enable the development of: agency, cognitive skills, creative and critical thinking, personal and social capabilities, meta-skills.

Through this framework we have developed interdisciplinary projects that build capacity to develop and apply twenty first century competencies. In this first year, we have created Signature Experiences for each year level which will develop student agency general capabilities and embodies the values of Gawler River.

Each year level project is designed to:

- Be interdisciplinary.
- Present students with a challenge on problem to solve.
- Encourage the use of the Design Thinking process.
- Incorporate a range of Gawler River Values.

Signature Experiences have been prepared and occurred at varying times throughout the year, e.g.:

- Community Engagement – Students developed and operated a class business ‘River Dog Homemade Dog Treats’ (Year 2).
- Biomimicry Study – Are bees replaceable? (Year 8).
- Sustainable Cities (Year 4).

STEM

- Year 8 students were involved in an Interdisciplinary Project, ‘How is climate change impacting our community?’ The focus was on the Trinity Farm and incorporated Mathematics, Science and Digital Technology.
- Selected Year 9 Mathematics Students attended the National Australian Mathematical Sciences Institute ChooseMaths programme to empower girls in Mathematics.
- Middle School Multi-Media and Digital Technology students have produced a series of school information videos.
- Design Technology students in consultation with Early Years students have designed and produced furniture to be utilised in Junior School classes to facilitate problem solving activities.
- In congruence with the Meta-Praxis project, the school has undertaken a STEM activity – Bee Safety as a consequence of concerns regarding Bee Health and their significance. Bee hives have been installed and the school has become a registered Bee Keeper. Middle School students have been involved in the planning, implementation and maintenance stages and it is envisaged all students will develop their entrepreneurial skills by utilising the production of honey and bees wax in varying enterprises.

KRA 5 Wellbeing

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

- A Junior School wellbeing team consisting of approximately 80 students has been formed and implemented a range of initiatives including: Regular ‘Greetings’ at school entry points and major school events days, organised lunch time game activities, Dance lesson for EY - Year 2 students ‘Good Vibes’ Fridays, Mindfulness sessions, presentations at assemblies, designing and displaying positive messages throughout the school, Think Tanks organised to develop ideas and concepts to positively impact the school.
- Junior School and Middle School leadership teams meet regularly to discuss Wellbeing and Tone.
- Continuation of Friendology programme.
- The school continues to be an e-Smart school with current Year 6 and 8 students obtaining their digital licences.
- ‘Selfie’ Project Part 2 co-ordinated by the Alannah Madeline Foundation was undertaken by Year 9 and 10 students.
- The ‘Think U Know’ Cybersafety programme was introduced to the Year 3 to 6 students.

- Student and Parent Seminars were held in the areas of:
 - Day of Hope by Glen Gerryyn (Year 10)
 - Men of Honour by Glen Gerryyn (Year 9 and 10 Boys)
 - Inspire for Girls (Year 8-10 Girls)
 - Encounter Youth – Safe Partying (Students & Parents)
 - SAPOL – Cybersafety (Year 7 and 8)
 - Selfie 2 Project (Parent Workshop)
 - Positive Parenting Seminar – Glen Gerryyn

KRA 6 Sustainability

Priority 6.2 Engage students in environmental issues and Management including at an experiential level.

Action Item: a. Continue to embed Environmental education and experiential learning in the school curriculum.

Action Item: b. Further develop and implement high impact environmental and sustainability programmes with a particular focus on waste.

- Expansion of Kitchen Garden Project with land adjacent to the OSHC Centre being re-developed and will feature garden beds, sheltered area, mini-orchard and poultry farm.
- New waste management system introduced and included presentations to students and staff from ‘Cleanaway’ regarding the impact of recycling from a Global and Australian perspective and out Nation’s impact on the world.
- The Junior School Green Team regularly features at school Assemblies and have presented to the staff a strategic plan. The Team submit articles for the eNews, co-ordinated activities for World Environment Day, National Tree Day, National Recycling Week, Outdoor Classroom Day in conjunction with Middle School Staff, initiated paper recycling in all rooms, monitor Wipe Out Waste and Nude Food Days, manage the compost programme and produce ‘How to recycle?’ information posters. Future plans include utilising Schoolbox and SeeSaw to inform parents and have them engaged in recycling and to develop a resource pack for Year 1 to Year 4 students to assist making good lunch box choices.
- Stevens House has created ‘Blue Gold’ an entrepreneurial business which embraces sustainability and use of natural ingredients to produce a range of products.

KRA 2 Our People

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

- Staff were engaged in a raft of identified professional development opportunities as a consequence of College Strategic Direction, School focus areas and Individual and Team Development needs these included: ‘Discovering Positive Education’ Institute of Positive Education – Geelong Grammar (Melbourne).
- The Positive Education Schools Association National Conference (Melbourne).
- AISSA Early Careers Teachers Programme.
- Sixth Annual STEM Education Conference (Sydney).



KRA 2 Our People

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

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

In 2019 all members of the North leadership team were challenged to develop professional networks both within and beyond Trinity and this has been a strong focus with all teaching staff. Examples within North's leadership team are outlined below.

- Head of Junior School - Strong involvement with the Independent Primary School Heads of Australia. The Head of Junior School attended every meeting and SA school visit, is a member of a breakfast-meeting group of Heads' hub group, attended the national conferences for both the Independent Primary School Heads and the Australian Primary Principals' Association, along with seminars in student agency (Charles Leadbeater) and Meta-Praxis (Michael Bunce).
- The Head of Middle School - actively involved in the Early Adolescent Reference Group for Middle School leaders, as well as developing close connections through school visits to Seymour College, St John's Grammar School and All Saints College in Perth. Connections were further developed through the commencement of a Master's Degree in leadership and seminars in student agency and meta-praxis, and investigations of The Rite Journey.
- Head of Teaching and Learning (Junior School) - liaison and ongoing relationship with staff at St John's Grammar, Pedare, St Peter's Woodlands and schools in China. Involvement in Rudolph Entrepreneurship project, Project-Based Learning project and Meta-Praxis project with many schools through AISSA, in addition to a special, meta-praxis student agency Mathematics project with AISSA, involving collaboration with numerous schools and the presentation of a poster.
- Head of Teaching and Learning (Middle School) - leader of a joint French project with Seymour College and schools in Burgundy, Italy, Germany, Portugal and Spain, senior presenter for AIM ANZ, mentor for language teachers who attend his presentations. Visited Seymour College Middle School to discuss transdisciplinary learning.
- Head of Pastoral Care (Junior School) - Strong connections reinforced this year with Seymour College, Annesley College, St John's Grammar, Geelong Grammar, PLC (Sydney) through his work as a Friendology presenter, plus Berry Street and Austin Hospital regarding his work in behaviour management and dealing with autism. Professional connections with William DeJean, Ash Buchanan and other noted educational authors.
- Heads of Pastoral Care (Middle School) - presentation and associated networking at the Paradigm Shifters Symposium, visits to St John's Grammar, St Peter's College and Pulteney Grammar, networking at the Anglican Schools Networking Group (ASNG) Leadership Day, investigations into The Rite Journey and contemporary behaviour management strategies.
- Daily Administrator – Board member and Director of Educators SA, Chairperson of Australian Society for Music Education (SA Chapter), committee member and conference presenter for Orff Schulwerk Association of South Australia, delegate for Music Education roundtable, participant in numerous workshops and Arts panels, participant in numerous Arts workshops and conferences, including an association forum in Canberra, visited St Andrew's School.
- Principal – continued association with PESA (presented at the national Gold Coast conference on staff wellbeing), membership of the Anglican Schools Networking (ASNG), the Rudolph Project (AISSA), ideas exchange each term with leaders of St John's Grammar School plus much more.

KRA 3 Educational Development

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

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

Trinity North continued its conversion of old-fashioned 'box' classrooms into Collaborative Learning Studios (CLS), and all Year 3 – 6 classrooms have adapted to this 21st century format.

Year 5 continued as our 'demonstration' year level for Project –Based Learning, working in conjunction with AISSA to achieve Gold Standard pedagogy.

In Gold Standard Project Based Learning (PBL), students work in small groups to solve a challenging real world problem, or address big questions that have no simple answers. This occurs over an extended period of time and across discipline boundaries. Sustained inquiry provides the students with a mindset for encountering and solving real-world problems. The learning is student-centred due to the learners being provided with an element of voice and choice in how they approach the challenge, and added authenticity comes from the requirement that the students collaborate in some way to produce a

public product. Importantly, the teacher is present as a learning manager, and is in a position to facilitate explicit instruction with regard to the knowledge and skills required to complete the project, on a needs basis. Thus, an element of academic rigour is inherent in the process of Gold Standard PBL.

Unlike traditional school projects, PBL utilises the problem or the project's driving question as a tool to achieve the required knowledge and problem-solving skills necessary to meet the desired learning goals. Whereas a traditional project product would be used to demonstrate a student's learning in a topic, PBL uses the project itself to achieve the learning goals.

Junior School teachers have all been asked to begin their PBL journey, and in Semester 2, we have been able to release Lesley Johnson to coach others in the implementation of this pedagogy. The teachers are at varying stages, but importantly, all have been reflecting on best practice for optimal and relevant 21st century learning and all teachers have demonstrated the ability to change in some way. The need for authentic differentiation has been a driver for this professional growth.

Trinity North has also been working alongside AISSA, with guidance from UK academic, Michael Bunce. Teachers have been encouraged to think carefully about learning within and across the boundaries of subject disciplines, and this marries beautifully with PBL in the Junior School.

With a separate faculty structure, this is a more complex transformation in the Middle School. A champions group of interested staff was formed and ideas for moving forward have been presented to faculties. Much planning has been happening and this will continue to occur, as we enter into an exciting new era in Middle School education. This will require significant teamwork and teachers to venture beyond their comfort zones, thus being fine role-models for the students in the process.

Current 'box' classrooms present some limitations, and it is anticipated that the Middle School will continue the Junior School path of installing glass stackable walls to create flexible classroom spaces. These will also benefit our larger Houses as large meeting spaces are currently limited.

Entrepreneurship continues as a feature of a North education, incorporating an emphasis on student agency. This year the success of our Middle School 'Plant Go Grow' project was recognised at the Paradigm Shifters Learning Symposium at the National Wine Centre, as a model of good practice. A number of leaders from other school also visited North to meet with staff and students regarding the implementation of our trailblazing project.



Similarly, the Junior School continued its very successful Entrepreneurial Fair. Once again, student agency was in evidence as staff were only able to pose coaching questions and the students took full responsibility for each year level's activity and choice of charity (following considerable scrutiny and investigation. Students were able to apply for seed money, but first needed to present their project to the 'bank manager' (Principal), convince him of the validity of their project, including predicted profits, possible hurdles and their ability to service their loan. Some students also needed to liaise with the Parents and Friends' Association – even attending an evening meeting.

Revised House System

In 2019 we began our new 'superhouse' format, moving from 12 to six houses.

The combined houses have proved to be very effective, and giving the six Heads of House additional time has paid pastoral dividends. The depth of student talent from the larger houses has increased standards at inter-house events and leadership development. As predicted, the new structure has also enabled Positive Education to be more authentically embedded.

In Junior School, the Friendology programmes have gone from strength to strength, coupled with the 2019 introduction of zones of regulation. A common language is now being used by students, staff and now, parents. A focus on positive emotions has enhanced the integrity of the Friendology program, as have the parent education sessions run by Head of Pastoral Care, Tyson Greenwood. We are currently discussing the possibility of continuing Friendology into Year 7. Wellbeing and our caring culture have become even more robust following the second year of Trinity North's guiding principles of Integrity, Excellence, Optimism, Resilience and Respect, and CSW (Consider Staff Wellbeing) has been introduced as an agenda item at every North leadership meeting. North's guiding principles continue to underpin our decision making, words and actions and give hope to a very bright future.

KRA 3 Educational Development

Action Item 3.1b promote key cross curricular capabilities and skills including collaboration, creativity, innovation, research and entrepreneurship and project-based learning and STEM opportunities

Strategic Actions 2019

South staff continue to be involved in researching, contributing to and implementing a variety of initiatives to enable us to provide a greater range of contemporary and relevant educational opportunities for our students.

- A number of South staff are part of contemporary professional development opportunities including working with internationally recognised educational leaders such as Charles Leadbeater as part of a commitment to developing Student Agency.
- A number of staff undertook roles as SACE assessors to enhance their understanding of curriculum and assessment.
- A number of South staff have been part of the College Innovation committee and contributed to consultation regarding the Trinity Institute and to the new library learning space.
- Trinity South has also been a trial school for NAPLAN Online gaining valuable insights into this process.
- Staff continue to utilise insights gained from NAPLAN, ICAS testing and school-based assessments to track student progress in Spelling, Writing, Mathematics and Reading, to inform teaching practice.

STEM, collaboration and creativity have continued to be a focus this year.

- In the Junior School teachers have collaborated with Year Level teachers to build curriculum links with their subjects to investigate and implement STEM activities.
- In response to NAPLAN data, there has been a focus on a number of key literacy areas including:
 - writing with all Junior School staff engaged in the VCOP – Big Write professional development programme and using the programme's tools to improve the use of assessment to collect data to inform practice.
 - the adoption of a Spelling Programme to monitor student progress and respond to identified needs.
- There has been an increase in the number of students participating in the Premier's Reading Challenge.

Action Item 3.1.c. Embrace, promote and build student agency and ownership of learning and behaviour.

Student Agency

Student agency has been a significant focus at South with the entire leadership team involved in researching how this highly regarded, contemporary thinking can enhance opportunities for students to engage in learning and thereby improve educational outcomes in both the short and long term. Student Agency is designed to empower students to become more purposeful, reflective, responsible learners by investing themselves actively and learning to achieve goals they devise related to the topic. In this the first year of the project, research is being considered and data is being collected, and plans are being made to design an approach appropriate to the context learning needs of South.

Project Based Learning (PBL)

Project Based Learning (PBL) is a pedagogical approach used to engage students in interdisciplinary learning by providing the opportunity to consider real-world issues guided by teachers.

A number of teaching staff attended workshops and subsequently trialled a number of different PBL models within their classrooms. This approach was trialled in Junior School Mathematics, English, HASS and Middle School Geography. In this approach, a problem is first presented to students who work towards a solution through a series of 'micro-tutes' where the knowledge and skills are then applied to address a real-world problem. Students progress through stages at their own individualised pace and peers provide continuous feedback based on the success criteria. Students are assessed on their thinking, rather their ability to simply recall information. Students are provided with tools such as graphs, maps and diagrams to evaluate the information, and draw conclusions from other learnings. The feedback from students indicates that they enjoy greater ownership of their learning, feel less pressure to 'study', are more compelled to contribute to groups, and work more closely with their peers.



KRA 5 Well-being

Action Item 5.1 a. Become a community leader in bullying prevention and friendship skill promotion.

A new 'Super House' system

Considerable work has been undertaken this year in implementing a new House structure. Six new Heads of House were appointed and considering this is the first year of this new system there have been considerable gains in the provision of pastoral care, support for students at risk, enhanced student leadership and improved communication between school and parents. In addition, year level meetings have allowed for the delivery of age specific programmes.

Partnerships with external providers

Partnerships continue to be built with local parishes, Anglicare, Dyslexia SA, and the Indigenous community through a range of community service, fundraising and educational initiatives some of which have been led by staff, some lead by the school chaplain and some led by student leaders.

Action Item 5.1 b. Build student, staff and community resilience and connectedness. Engage with, and drive student, staff and community well-being utilising data driven initiatives. Seamlessly embed our partnership with Flow Psychology services.

Partnership with parents

- Parents were welcomed into assemblies, Chapel and classrooms. Communication with community has improved through fortnightly communication via Schoolbox/Trinity App.
- A range of events for parents have been offered including the Information night, workshops, the Twilight Picnic and Literacy afternoons with the Literacy Specialist Teacher.

Restorative Practices

- Staff have been undertaking training to utilise a coaching rather than punitive approach with students to deal with social issues of concern and this has encouraged more positive, longer lasting outcomes.
- As a Junior School, there has been significant improvement in the management of social conflict as staff adopt more restorative conversations with students. In addition, staff have adopted a more restorative approach to managing social issues that arise. The students in turn have developed a greater ability to self-regulate and resolve conflict.

Student leadership

- A restructured student leadership format has enhanced the role of student leaders who have instigated a number of initiatives including a student led anti-bullying project and various fundraising ventures.
- The LAP programme at South is thriving with more than 60 mentors (including Year 10 students) supporting a number of students throughout South.
- A Peer Mediator workshop has been delivered by staff to students enabling them to undertake a more significant role in supporting fellow students.

New physical education programme

- A new programme approach has been adopted by the PE staff based on engaging the students in more game-based lessons to increase activity with considerable success.

KRA 2 Our People

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

Staff and particularly new staff of which there were five at South this year continue to be supported through leadership, learning teams, subject, faculty and year level groups and the South Teaching Model. A culture of collegiality is promoted which assists in retaining staff.

ASSISA Student Agency Lab



Research and Inquiry

Making Student Learning Authentic

Hypothesis: *An intrinsically motivated learning environment will achieve greater student engagement in the learning process. This will empower students to seek purpose and meaning.*

Definition of Student Agency: *"Students should emerge from their schooling as purposeful, reflective, responsible agents, investing themselves actively to achieve goals they devise and endorse to shape the future for the better."* Charles Leadbeater, ASSISA Student Agency Lab.

Our Case for Change: Phillip Schlechty's model of student engagement outline five distinct categories as seen in the opposing graphic.

Anecdotally it appears many of students are compliant and show limited commitment to their learning rather than being passionate learners who are able to critically question their observations and experiences.



Initial Trailings: In 2020 we will identify a select group of students at the level of 'retreatism' from Schlechty's model, who are compliant but retreating; who become easily disengaged in the traditional learning environment. In most part these students are inattentive and show no commitment to their learning.

Related promising practice: Year 9 and 10 Geography, Culture of Thinking, Project Based Learning, Meta Praxis (Year 7 Drama, English, RAVE) Templestowe College, Experiential Learning (Year 9 camp)

Levels of Student Agency – Levels and Dimension: Creative/ Individual agency. Helping to bring the new into being



Process and Methodology

Timescale: 2019 Initial Research/ Preparation Phase, 2020 Implementation Phase, 2021 Analysis and Presentation Phase

Schedule: 1. Teacher Education (Term 4 2019/ Term 1 2020) 2. Student Education/ Skill Acquisition (Term 1 2020) 3. Identify four experiential learning opportunities (Term 4 2020) 4. 1st Experiential Activity (Term 1, 2020) 5. Experiential Activity (Term 2, 2020) 6. Experiential Activity (Term 3, 2020) 7. Experiential Activity (Term 4, 2020) 8. Data Analysis (Term 1 2021)

Process Approach: Over the course of 2020 we are going to provide four opportunities (one per term) for students to participate in a self-directed experiential learning activity in a subject or area of passion of their choice. This will be open to all Year 6 and 9 students. For those students wishing to partake in these learning opportunities they will need to provide an outline of the learning they wish to engage in. As part of this, students will need to consult with their subject/ classroom teacher to ensure that their learning experience is in line with the curriculum. As part of their submission, students will need to demonstrate their learning, this could be done in a variety of different modes or mediums. This will be a student directed activity supported by the subject/ classroom teacher, Student Mentors and Heads of House.

Impact and Outcomes



- Paradigm shift in teachers' traditional models of teaching pedagogies and assessment
- Paradigm shift in students' and parents traditional models of learning and assessment
- Student leadership – positive influence of student leadership moving from 'ritual compliance' to 'engaged' models of leadership
- Positive Education – student learning to support and reflect an improvement in an individuals PERMA, this in turn will have an improved effect of their mental health and well-being



We hope that this will lead to the establishment of 'engaged student learning' and allow us to guide and support 'empowered student learning' so that it becomes the new norm of student learning. Our future direction will allow students to be creative, self-directed learners that allow them to go beyond just being, to be truly empowered in their learning.



Enablers of the Program include:

- Trinity Staff/ Students and Parents
- Positive Education focus of Growth mindset and Signature Character Strengths
- College Direction of Graduate Qualities
- Innovation and Creativity Centre



Trinity College Graduate Qualities

Wellbeing	Lifelong Growth	Applied Creativity	Community Engagement
A state of physical, mental and spiritual health that enables individuals to flourish in life with meaning and purpose	The ability to be self-regulated and self-directed in the ongoing pursuit of personal and professional growth	The ability to develop novel and effective solutions in response to current and future challenges	The ability to build positive and responsible relationships that achieve social good, locally and globally

KRA 5 Wellbeing

Priority 5.1 b. Build student, staff and community resilience and connectedness. Engage with, and drive student, staff and community wellbeing utilising data driven initiatives. Seamlessly embed our partnership with Flow Psychology services.

In 2019 Senior set out to further develop and build student, staff and community connectedness by changing the Tutor Group structure to Year 11 and 12 combined House groupings, enabling staff to work together in their pastoral role as Tutors and providing students with access to a male and female adult involved in their daily pastoral care. It also connected Year 11 and 12 students together in a more cohesive manner.

Year 11 community service week occurred in Week 9 of Term 2 for the first time at Senior. Students participated in a variety of activities including the first tree planting at Blackham, students working at Anglicare Elizabeth and Backpack 4 Kids at Para Hills. In between providing services to these local organisations, all students completed a bushwalk at Blackham.

After ongoing feedback from staff requesting further knowledge and support to help manage the increasing number of students with Mental Health issues, we have begun training staff in Mental Health first aid. This involves two solid days of staff participation in learning how to manage Mental Health concerns.

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

In 2019, Parent Information Sessions changed formats, they became social events with food and wine, good conversations and community buy in. This change raised attendance numbers considerably from on average 160 parents to 300 attendees. The school leadership team delivered informative and interactive presentations on Schoolbox, SACE, Subject Counselling, University Pathways and Vocational opportunities at Senior and beyond. The Wellbeing Team tackled difficult topics such as sexting, naked selfies and party behaviours. At the end of each community parent engagement at the school, we enabled parents to leave their voice on the walls of the building for students to be able to interact with throughout the year.

The Leadership Team interviewed all students in Year 10 and 11 during a comprehensive overhaul of the subject selection process.

Senior engaged the services of external organisations such as the Emergency Services to deliver hard-hitting programmes to the students such as road safety awareness and risky behaviour discussions. Internally the Wellbeing Team upskilled students to manage and support friends and family members struggling with mental health issues. This is a situation that the students have found themselves managing alone and without much guidance until recently. Our students now have capacity to know how to reach out to others for support, where to seek assistance in an emergency and how to better manage their own mental health whilst they are supporting someone else.

We commenced work this year on building the links with our refugee and migrant families. Two staff have undergone training on the core concepts of working with families from refugee backgrounds enabling us to unpack the needs of this diverse group. The Year 11 Presentation Ball was adapted slightly in its format. Boys voiced a desire to be able to select their own suits; students experienced their first understanding of the Ball with a dance class whilst they were still in Year 10 and an invite for parents to attend practices was taken up with gusto, seeing 150 parents attend Friday nights.

KRA 3 Educational Development

Priority 3.1 c. Embrace, promote and build student agency and ownership of learning and behaviour.

It is difficult to imagine that any school has ever reported to its Board quoting the words of British actor Hugh Grant, but this year just that is happening *“Love really is all around.”*

Ryan Mason’s dream to watch his 200th viewing of Love Actually (staring Hugh Grant!) with his peers happened, with 70 students joining him on the night and Senior hiring a 5m by 5m metre screen for the movie. Jessica Johnson’s entrepreneurial project of buttonholes and corsages for the Year 11 Presentation Ball was one of those moments of sheer beauty, a great deal of learning on the pressures of running a business and a tidy profit of \$500 for her work being achieved. Daniel Potter and Liam Blakemore’s crazy idea to buy Potter’s Pigs, developed one lunchtime, saw the boys fundraise \$150.00 enabling them to send three little pigs to Africa to support families in the developing country. Four Prefects, Chaplain Dave, Gary Arias, Ben Marton and Michael Holmes fundraising over \$6000 for Anglicare homelessness appeal with the idea of abseiling off the Westpac building. These projects started from student agency and represent the Year 11 and 12 cohorts individual drive to showcase their unique and diverse range of talents and passions, supported by a staff team that understand that for students to believe that the impossible can come true they have to believe it too.

At Trinity Senior in 2019, we engaged with student voice at every opportunity it could. Using the College Instagram and Facebook pages we were able to banter actively with the student community on two student driven memes pages. This had two very strong outcomes; it enabled students to see we would not ignore their voices in whatever form they chose to communicate with us. It also showcased to the student body what we were telling them in seminars on how to behave, how to look after themselves and how to get the positive best from technology was possible in the real world.

In more structured activities, we asked them to voice their opinions on developing a Wellbeing Framework for Trinity Senior in 2020 and beyond. Armed with five sticky dots each and a range of initiatives for them to engage with they told us what

was important for young adolescents to be able to gain knowledge in, interact with and develop skills around for their future success.

KRA 2 Our People

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

PIVOT student surveys

In 2019, the Senior School made use of the PIVOT survey tool, allowing teachers to receive student feedback in relation to teacher effectiveness across the five AITSL standards. The data provides useful information to individual teachers, heads of department and school leadership through the identification of areas of strength and areas for growth. The survey will provide the school with baseline and longitudinal data that will allow priorities to be set in relation to professional development. The whole school data reflected the same strengths and weakness during the two survey periods.

Areas of Strength

Areas for Growth

Survey Period 1 / 2 (March / September)	Survey Period 1 / 2 (March / September)
This teacher is knowledgeable about the topics in this subject	At the end of each lesson, this teacher reviews what we have just learned
This teacher treats me with respect	Our class is busy learning and doesn't waste time
I feel comfortable asking this teacher for individual help about the things we are learning	This class keeps my attention- I don't get bored

Greatest Improvement over the survey periods 2019

+0.17	Q23	I know how well I am doing in this class
+0.17	Q9	In this class, the teacher helps me to build my vocabulary
+0.12	Q13	This teacher explains why we are learning what we are learning.

The data can be used: to inform development and learning goals; in working with colleagues to identify shared areas of strength and for development, common priorities and mutual needs such as the need for a Professional Learning Community; as evidence of progress towards Proficient, Highly Accomplished or Lead Teacher career stages within the Australian Professional Standards for Teachers; to promote and recognise student voice as a means of engaging students in their learning.

Priority 2.2 b. Promote and improve our staff consultation culture and mechanisms.

We spent 2019 consulting with staff on change. Change that would enable students to be able to engage with much more relevant topics that would see Trinity Senior developing future-ready citizens who embrace the values of Trinity College. Staff looked at the structure of the daily timetable, what topics they believed students might want to know more about, advice, links and network contacts that they had who could support initiatives. They were asked for their opinions and currently work is being undertaken to bring those ideas from the dream phase to the delivery phase.

Plans for 2020

The results indicate that there are continuing issues with regard to student engagement in the Senior School classes. This may be linked to the drive to get through content whilst some is no doubt linked to pedagogical practice. During 2020, consideration will need to be given to 'How TCS creates a learning architecture that allows for teacher collaboration with regard to improving teaching practice?'



Teacher collaboration sessions need to be further integrated into the staff meeting schedule and occur every two-three weeks. Staff within each team would be encouraged to visit each other's classes for targeted, 10-15 minute observations. Staff could work together to draw on individual strengths, demonstrate respect for a variety of perspectives, and actively promote learning opportunities for our students. Utilised effectively this programme has the potential to create a vibrant, synergistic environment of learning for our teachers allowing them to develop and grow knowledge and skills that will increase the engagement of each of our students within their learning programme.

STRATEGIC PLAN 2019 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. Embed the new College and Community Chaplaincy team model including provision of Sunday services at St Francis.

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	b. Celebrate and expand Service learning throughout the College.
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Priority 1.2	Inspire, celebrate and more closely support indigenous, economically vulnerable, academically and psychologically diverse students.
	a. Complete an evidence-based assessment of our ability to cater effectively for all students who enter our school, including the professional skills needed by our staff, the resourcing implications and the partnerships we need to establish. Celebrate and expand opportunities and resources for students with a wider range of learning and special needs.

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

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Priority 2.2	Enable staff to develop a broad educational world-view and apply this for the benefit of Trinity.
	a. Augment investment in professional development for staff with support for internal professional learning teams which allow staff to learn together and from each other. Bring nationally and internationally respected education experts to Trinity to engage with our staff.

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	b. Promote and improve our staff consultation culture and mechanisms.
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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. Establish a definitive set of Trinity College Graduate Qualities and match our educational offering to deliver these qualities.

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	b. Promote key cross-curricular capabilities and skills including collaboration, creativity, innovation, research and entrepreneurship and expand project based learning and STEM opportunities.
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	c. Embrace, promote and build student agency and ownership of learning and behaviour.
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Priority 3.2	Expand particularly our early learning/Montessori educational offering and also reflect on our size and shape.
	a. Develop a business case for an expanded early learning/Montessori educational offering.

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04 Enterprise Development

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

Priority 4.1	Investigate stronger partnerships with tertiary institutions.
	a. Identify the potential to grow the capacity of the current Senior School to offer tertiary courses and conduct a feasibility study on the range of TAFE/RTO and university courses or partnerships that Trinity could embrace.

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	b. Establish and promote the Trinity College Research Institute. The TCRI will look to create and embed new educational knowledge in our context.
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Priority 4.2	Expand the educational offering of Trinity directly to the community in and around Roseworthy.
	a. Deliver the contractual, educational and business case framework to successfully establish the sixth Trinity school.

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Priority 4.3	Build philanthropic and community support.
	a. Promote philanthropic and community support of the Trinity College Foundation and Parents' and Friends' Associations.

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

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Priority 4.5	Maximise the use of facilities and resources.
	a. Enhance the Trinity Building Master Plan and explore commercial, residential and replacement/expansion and refinement opportunities.

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	b. Deliver, promote and embed College, corporate and community partnerships, collaborations and opportunities for the Innovation and Creativity School and new Synthetic Hockey/Tennis pitch.
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05 Wellbeing**To encourage good physical and mental health in students and build strong partnerships with families**

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

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	b. Build student, staff and community resilience and connectedness. Engage with, and drive student, staff and community wellbeing utilising data driven initiatives. Seamlessly embed our partnership with Flow Psychology services.
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06 Sustainability**Ensure Trinity remains financially strong and environmentally responsible**

Priority 6.1	Continue to seek efficiencies and revenue growth opportunities for the College.
	a. Consider additional options to improve the financial performance of STARplex and maintain the financial health of all schools via healthy enrolment.

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	b. Progress and expand an active risk framework to better manage identified risks.
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	c. Reinvigorate and enhance College marketing, promotion and communication, especially in the digital space.
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	d. Ensure quality procurement, planning, cost management and budgeting systems are enhanced.
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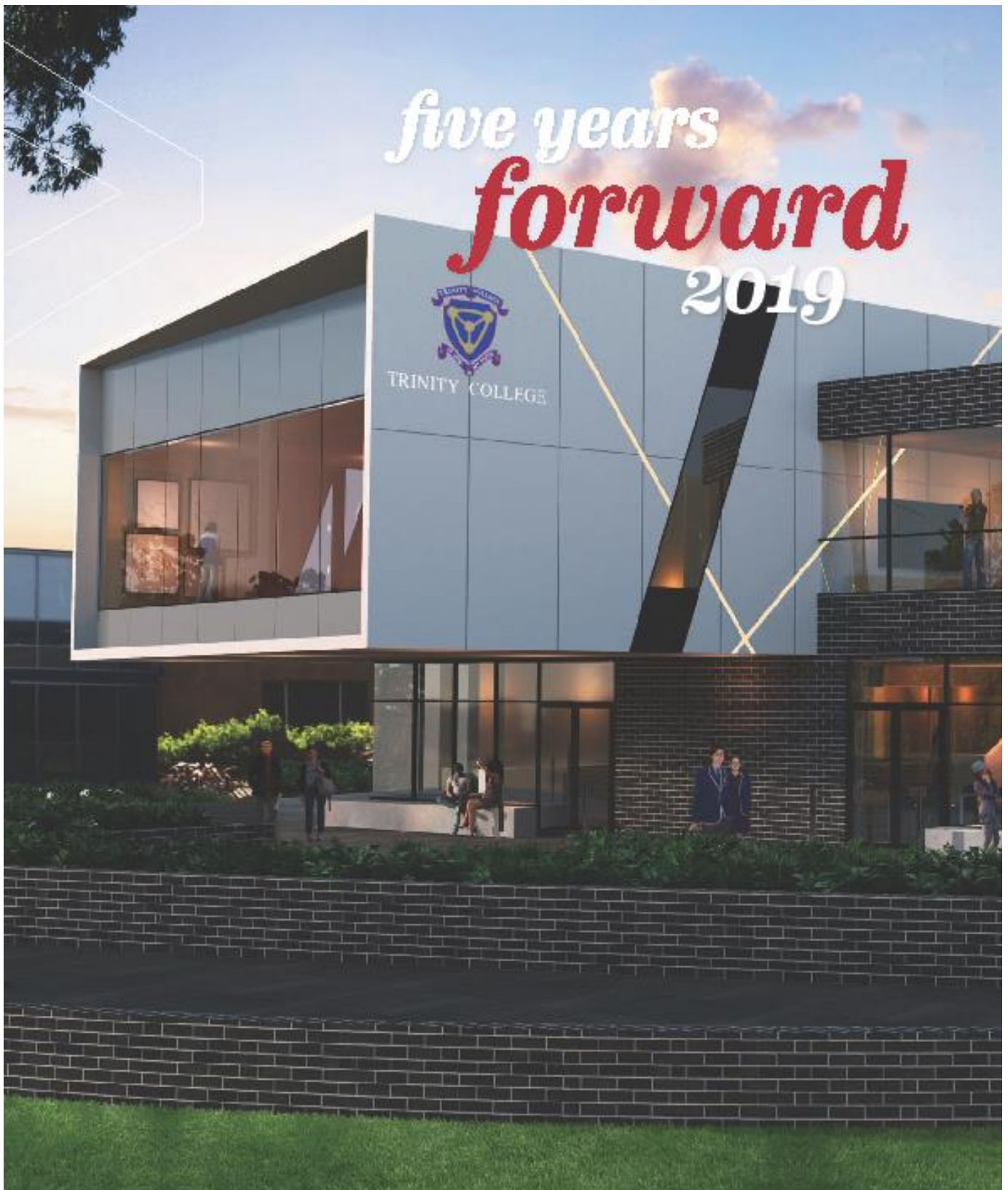
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Priority 6.2	Engage students in environmental issues and management, including at an experiential level.
	a. Continue to embed environmental education and experiential learning in the school curriculum.

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	b. Further develop and implement high impact environmental and sustainability programmes with a particular focus on waste.
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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 2019 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.

ACTIONS

- Embed the new College and Community Chaplaincy Team model including provision of Sunday services at St Francis.
- Celebrate and expand Service learning throughout the College.

PRIORITY 1.2

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

ACTIONS

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

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.

ACTIONS

- Upgrade policies and practices to attract, develop and retain staff and support their commitment to our values and educational approach.
- Engage and support staff to enable students to empower their learning in a student-centred and individualised manner within an innovative and relevant digital teaching and learning environment.

PRIORITY 2.2

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

ACTIONS

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

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.

ACTIONS

- Establish a definitive set of Trinity College Graduate Qualities and match our educational offering to deliver these qualities.
- Promote key cross-curricular capabilities and skills including collaboration, creativity, innovation, research and entrepreneurship and expand project based learning and STEM opportunities.
- Embrace, promote and build student agency and ownership of learning and behaviour.

PRIORITY 3.2

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

ACTIONS

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

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.

ACTIONS

- Identify the potential to grow the capacity of the current Senior School to offer tertiary courses and conduct a feasibility study on the range of TAFE/RTO and university courses or partnerships that Trinity could embrace.
- Establish and promote the Trinity College Research Institute. The TCRI will look to create and embed new educational knowledge in our context.

PRIORITY 4.2

Expand the educational offering of Trinity directly to the community in and around Roseworthy.

ACTIONS

- Deliver the contractual, educational and business case framework to successfully establish the sixth Trinity school.

PRIORITY 4.3

Build philanthropic and community support.

ACTIONS

- Promote philanthropic and community support of the Trinity College Foundation and Parents' and Friends' Associations.

PRIORITY 4.4

Expand our community engagement programmes consistent with our Values.

ACTIONS

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

PRIORITY 4.5

Maximise the use of facilities and resources.

ACTIONS

- Enhance the Trinity Building Master Plan and explore commercial, residential and replacement/expansion and refinement opportunities.
- Deliver, promote and embed College, corporate and community partnerships, collaborations and opportunities for the Innovation and Creativity School and new Synthetic Hockey/Tennis pitch.

KRA 5: Wellbeing

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

PRIORITY 5.1

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

ACTIONS

- Become a community leader in bullying prevention and friendship skill promotion.
- Build student, staff and community resilience and connectedness. Engage with, and drive student, staff and community wellbeing utilising data driven initiatives. Seamlessly embed our partnership with Flow Psychology services.

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.

ACTIONS

- Consider additional options to improve the financial performance of STARplex and maintain the financial health of all schools via healthy enrolment.
- Progress and expand an active risk framework to better manage identified risks.
- Reinvigorate and enhance College marketing, promotion and communication, especially in the digital space.
- Ensure quality procurement, planning, cost management and budgeting systems are enhanced.

PRIORITY 6.2

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

ACTIONS

- Continue to embed environmental education and experiential learning in the school curriculum.
- Further develop and implement high impact environmental and sustainability programmes with a particular focus on waste.

*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



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(c) TREASURER'S REPORT

- (i) Balance Sheet, Income & Expenditure Report**
- (ii) Auditor's Report**



College Treasurer

Annual General Meeting Report

TRINITY COLLEGE GAWLER INC
INCOME STATEMENT
For the Year Ended 31 December 2019

	<u>2019</u>	<u>2018</u>
	\$	\$
INCOME		
Tuition Fees	14,501,774	14,804,474
Government Grants	46,075,984	44,558,290
Other	1,566,655	1,448,647
TOTAL INCOME	<u>62,144,413</u>	<u>60,811,411</u>
EXPENDITURE		
Teaching	41,728,147	40,597,453
Cleaning	1,088,513	1,005,292
Grounds	1,525,854	1,367,803
Maintenance	1,180,772	1,084,730
Administration	11,559,119	10,923,763
TOTAL EXPENDITURE	<u>57,082,405</u>	<u>54,979,041</u>
COLLEGE OPERATING SURPLUS	<u>5,062,008</u>	<u>5,832,370</u>
INVESTMENT OPERATIONS	<u>(131,050)</u>	<u>(53,699)</u>
GROSS TRADING RESULT	<u>4,930,958</u>	<u>5,778,671</u>
NON-TRADING ACTIVITIES		
Disposal/Scrapping of Assets	51,593	41,494
Capital Development Levy	920,665	933,451
Donations	-	-
TCG Foundation	126,400	-
Government Development Grants	420,000	1,247,500
TOTAL NON-TRADING ACTIVITIES	<u>1,518,658</u>	<u>2,222,445</u>
COLLEGE SURPLUS AFTER NON-TRADING ACTIVITIES	<u>6,449,616</u>	<u>8,001,116</u>

TRINITY COLLEGE GAWLER INC
BALANCE SHEET
As at 31 December 2019

	<u>2019</u>	<u>2018</u>
	\$	\$
CURRENT ASSETS		
Cash & cash equivalents	215,364	1,016,832
Trade & other receivables	2,802,852	2,494,799
Inventories	396,355	395,258
Financial assets	15,089,343	15,252,062
Other current assets	465,979	601,311
TOTAL CURRENT ASSETS	<u>18,969,893</u>	<u>19,760,262</u>
NON-CURRENT ASSETS		
Property, plant & equipment	75,593,889	67,598,269
TOTAL NON-CURRENT ASSETS	<u>75,593,889</u>	<u>67,598,269</u>
TOTAL ASSETS	<u>94,563,782</u>	<u>87,358,531</u>
CURRENT LIABILITIES		
Trade & other payables	3,724,701	3,990,745
Provisions	6,546,172	6,145,307
TOTAL CURRENT LIABILITIES	<u>10,270,873</u>	<u>10,136,052</u>
NON-CURRENT LIABILITIES		
Long-term borrowings	1,168,076	1,134,091
Provisions	390,910	391,362
TOTAL NON-CURRENT LIABILITIES	<u>1,558,986</u>	<u>1,525,453</u>
TOTAL LIABILITIES	<u>11,829,859</u>	<u>11,661,505</u>
NET ASSETS	<u>82,733,923</u>	<u>75,697,026</u>
EQUITY		
Retained Earnings	81,934,585	75,484,969
Share Portfolio Reserve	799,338	212,057
TOTAL EQUITY	<u>82,733,923</u>	<u>75,697,026</u>

TRINITY COLLEGE GAWLER INC
STATEMENT OF CHANGES IN EQUITY
For the Year Ended 31 December 2019

	Share Portfolio	
	Retained Earnings	Reserve
	\$	\$
		Total
	\$	\$
Balance at 1 January 2018	67,483,853	67,811,996
Surplus from operations after non-trading income	8,001,116	8,001,116
Transfers to/(from) reserves	-	(116,086)
Balance at 31 December 2018	75,484,969	75,697,026
Surplus from operations after non-trading income	6,449,616	6,449,616
Transfers to/(from) reserves	-	587,281
Balance at 31 December 2019	81,934,585	82,733,923

TRINITY COLLEGE GAWLER INC
CASH FLOW STATEMENT
For the Year Ended 31 December 2019

	2019	2018
	\$	\$
CASH FLOWS FROM OPERATING ACTIVITIES		
Tuition Fees	14,323,264	14,343,603
Receipts from Government	46,075,984	44,558,290
Other Receipts - Schools	2,440,418	2,209,760
Interest Received	486,080	447,897
Non-Schools Activities	6,547,815	6,571,120
Payments to Suppliers and Employees	(58,741,683)	(56,730,767)
Finance Costs	(40,077)	(38,167)
NET CASH FLOWS FROM OPERATING ACTIVITIES	11,091,801	11,361,736
CASH FLOWS FROM INVESTING ACTIVITIES		
Payments for Property, Plant & Equipment	(13,468,938)	(8,380,349)
Government Development Grants	420,000	1,247,500
TCG Foundation	126,400	-
Proceeds on disposal of Property, Plant & Equipment	198,382	193,969
Payments for Investments	750,000	(3,750,000)
Repayment of Related Party Loans	80,887	145,969
NET CASH (USED IN) INVESTING ACTIVITIES	(11,893,269)	(10,542,911)
NET INCREASE/(DECREASE) IN CASH HELD	(801,468)	818,825
CASH AT BEGINNING OF FINANCIAL YEAR	1,016,832	198,007
CASH AT END OF FINANCIAL YEAR	215,364	1,016,832

TRINITY COLLEGE GAWLER INC
NOTES TO THE CONCISE FINANCIAL REPORT FOR THE YEAR ENDED 31 DECEMBER 2019

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 2019. The concise financial report has been prepared in accordance with Accounting Standard AASB 1039: Concise Financial Reports.

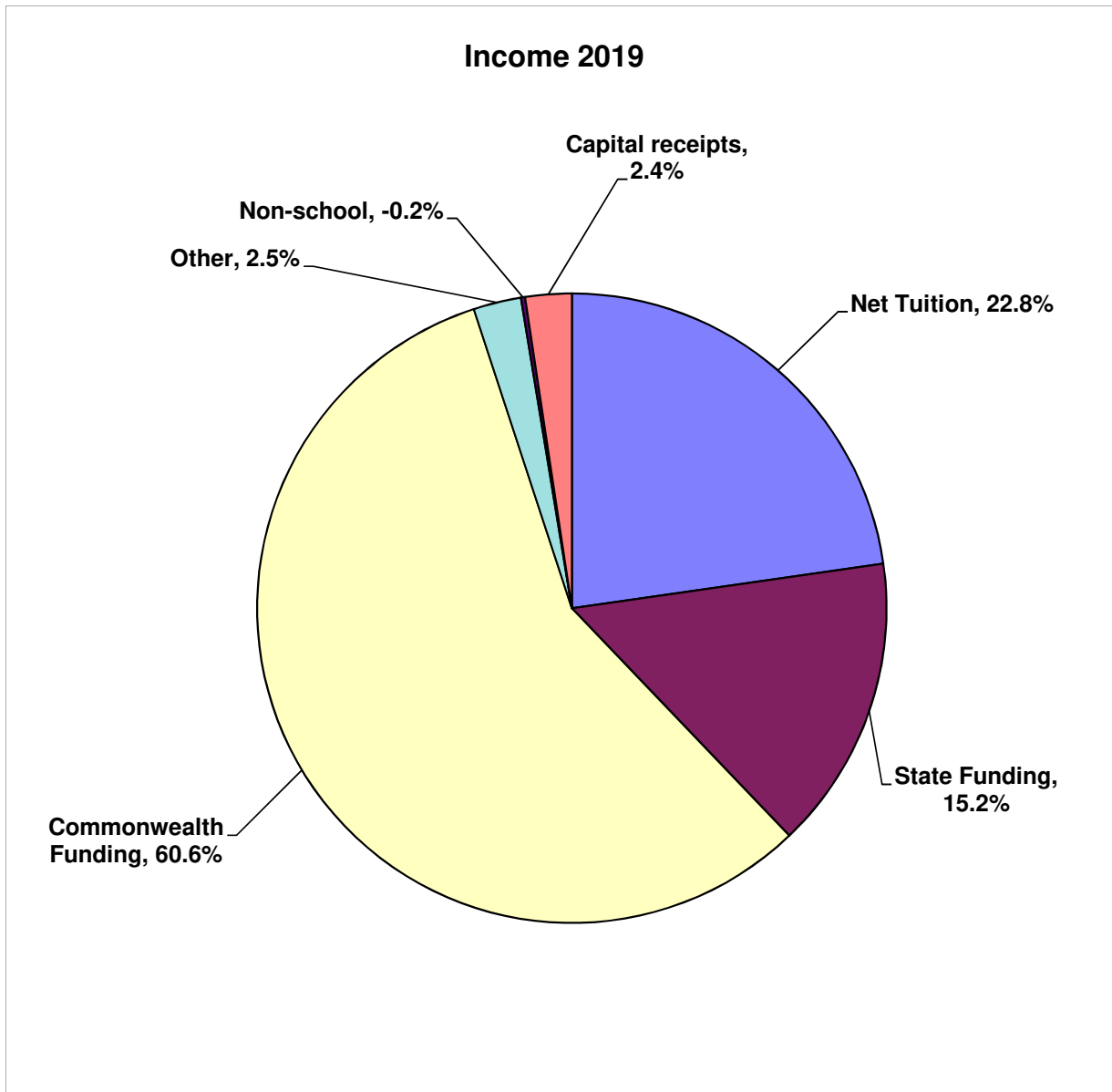
The financial statements and other information included in the concise financial report are derived from, and are consistent with, the full financial report of Trinity College Gawler Incorporated. The concise financial report cannot be expected to provide as detailed an understanding of the financial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

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

Trinity College Gawler Inc

Annual Accounts for the year ended 31 December 2019

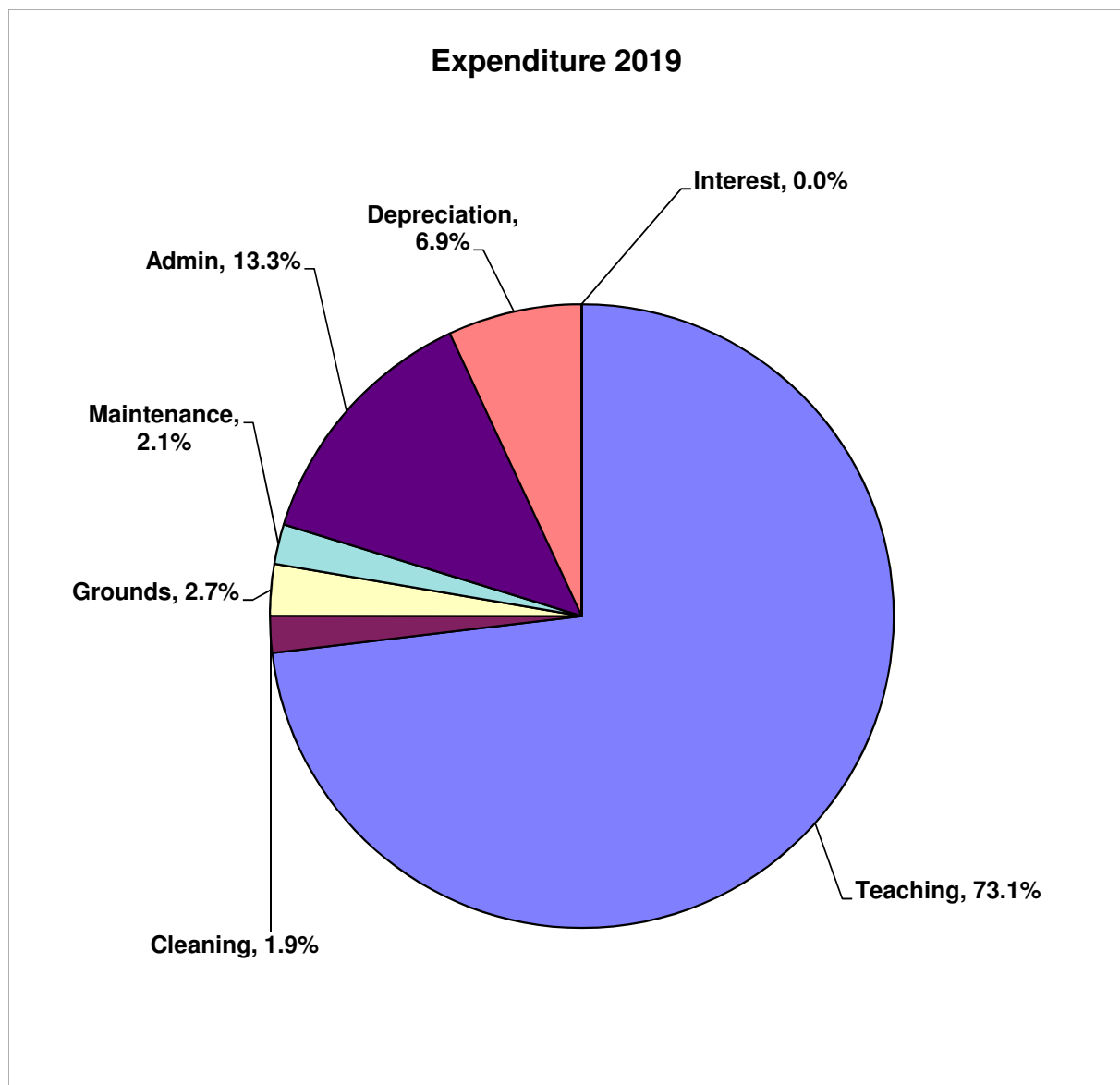
Where does the money come from?



Trinity College Gawler Inc

Annual Accounts for the year ended 31 December 2019

Where does the money go?



INDEPENDENT AUDITOR'S REPORT TO THE 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 balance sheet as at 31 December 2019, income statement, 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 the committee report.

In our opinion, the accompanying financial report of the College, is prepared in all material respects, in accordance with the transitional reporting arrangements for non-government schools under 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 2019 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 2013*.

Basis for opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report. We are independent of the College in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 Code of Ethics for Professional Accountants (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

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

Emphasis of Matter - Basis of Accounting

We draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared for the purpose of fulfilling the College's financial reporting responsibilities under the transitional reporting arrangements for non-government schools of 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.

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 transitional reporting arrangements for non-government schools of 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.

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

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 transitional reporting arrangements for non-government schools of 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.
- 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 Council 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.

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

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

- 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
Chartered Accountants



Damien Pozza
Partner

Adelaide
South Australia

3 April 2020

**AUDITOR'S INDEPENDENCE DECLARATION UNDER SUBDIVISION 60-40 OF THE
AUSTRALIAN CHARITIES AND NOT-FOR-PROFITS COMMISSION ACT 2012 TO THE
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 2019, 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

Nexia Edwards Marshall
Chartered Accountants

D. Pozza

Damien Pozza
Partner

Adelaide

South Australia

3 April 2020



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

Annual General Meeting Reports

Blakeview P&F - President's Report

In 2019, Trinity College Blakeview Parents & Friends (P&F) was again fortunate to have a group of dedicated volunteers from within the Blakeview community. With a keen interest to support our P&F activities, either as committee members or participation in key activities and events throughout the year, our P&F is most appreciative and grateful for all contributions made by our volunteers. This essentially has enabled the committee to function and successfully achieve our identified goals.

The Annual General Meeting (AGM), was held in February 2019, however, we were unable to fill all the office bearing positions. An extraordinary AGM was held later and all positions were filled. I would like to thank the current committee for the support and enthusiasm throughout 2019. We did struggle for support from the broader Blakeview community, however, when required the dedicated group we had, stepped up to the plate. It would be remiss of myself to say we need to reach out to the broader Blakeview community and have more parents, time permitting of course attend as a committee member or as a volunteer. To this end the current committee has proposed that we revert back to one meeting per term, this will encourage more parents to become involved in the P&F. When we reviewed this, it was driven by the free time families have and with a commitment of one per term we might attract more parents. The current committee members attended meetings whenever they were available, contributing ideas to discussions, volunteering for activities and assisting with a range of tasks.

All of the decisions and strategies undertaken in 2019, were made with a conscious decision to carefully review, consolidate and plan forward, with a view to ensure outcomes would be well aligned with the College vision and P&F charter. The review process included assessing the current financial outlook, which ensured that we were able to support any pending or future projects. In doing so, it enabled informed decisions to be made based on solid and identified directions. By purposefully selecting to pursue activities which supported the College, benefited our community and developed our children, our goals have been achievable. With a healthy financial outlook, the result of hard work and successful outcomes from previous Blakeview P&F Committees (over many years).

In 2019, the level of engagement across our on-going fundraising activities remained solid. Fundraising activities for 2019 included the ever popular sale of Entertainment Books, chocolate treats, second-hand uniforms and books. We received increased interest from the College community. Blakeview P&F was well positioned this year to support requests for assistance from within the College community. Planned use of our funds were identified by the committee and then communicated clearly to the College community, ensuring a continuous cycle of transparency and accountability was maintained. Examples of our expenditure were providing a refrigerator for the breakfast club, stained glass windows and a trolley for the canteen. Our P&F continues to provide grants to groups of students, upon application, to enable College team participation in activities and competitions. Providing funds to support activities such as the 'Robotics Trip', and students to participate in a musical performance in the South East of SA.

As always there were numerous events and activities that require facilitated volunteer participation which guided and assisted students to engage with associated activities. Providing support and a presence for College activities and events is always valued and appreciated by the College itself as well as the community. This year, Blakeview P&F volunteers again made themselves available for large-scale undertakings. These included Junior and Middle School Sports Days and Swimming Carnival, where we provided BBQ and refreshment stalls. As always, our hard-working volunteers, who give their time so freely, ensured contributions made by Blakeview P&F were successful. The willingness and support of our volunteers was most appreciated and valued. Our P&F continues to provide catering and refreshments for a variety of events including, Information Nights, Music Night, Parent/Teacher Interview events, the Trinity College Blakeview Musical, Parent forums and 'Tea & Tissues' (for parents/caregivers with students starting in Reception and families commencing their learning journey with the College).

Grandparent's Day is one of our largest events of the year and Blakeview P&F contributes substantially to this. In support of our dedicated teaching staff, the P&F provides bottles of water and snack-packs

for Parent/Teacher Interview evenings and this continues to be well received. In 2019, our P&F donated gift-baskets to the silent auction of the Trinity College Foundation Gala Dinner. We also made the decision to contribute financially to the Trinity College Foundation and the Spirit of Trinity. Both support the needs of students and were considered to be worthy causes by our committee. Our financial contributions initiated in 2019, will now continue as on-going annual financial commitment. Recognising the achievements of Blakeview students is a wonderful opportunity for the P&F to celebrate success within the College community.

In 2019, Blakeview P&F will again provide awards to students who displayed improved school performance throughout the year. Awards will be presented at the annual Speech and Awards Ceremony. Having a strong presence at Trinity College Blakeview events has encouraged wider engagement from the College community. Our P&F Information stalls, at significant events such as Open Day, have been opportunities for our committee members to connect directly with families wishing to engage, seek advice and discover the opportunities and support available to them. It has also provided an occasion to discuss activities undertaken by our members.

As in previous years we continue to ensure the flow of information through all social media be well informed and up to date of our activities, newsletter articles, notes home and the 'College Sign' to our advantage. Additionally, our Facebook page has served as a useful platform for parents within the community to seek and share information. This evening the 2019 AGM is being held to facilitate election of a committee for the year 2020.

In closing I would like to thank:

- Nick Hatley for providing such positive and motivating leadership to Trinity College.
- Karen McMahon for her leadership, sharing her knowledge and advice so readily. Also for presenting informative reports and updates on school activities during our meetings.
- David Russell for his continued interest as a representative of the Trinity College Board and for providing advice and insight during our meetings.
- Cathy Sulser and Nicholas Sharrad for providing detailed reports of each of their respective school divisions for our meetings.
- Staff for promoting P&F activities to students and families, and of course for teaching our children!
- Past Blakeview P&F Presidents and committees, for providing a strong foundation to work from.
- All Blakeview P&F Association office bearers within our current committee, for their collaborative teamwork, ideas, knowledge, energy, humour, skills and hard work.
- Tina Cole and administrators of the P&F Facebook group.
- Tina Cole for coordinating us for our many catering activities.
- Members of the College community who attend Blakeview P&F meetings whenever available and for volunteering time both behind the scenes and during events on behalf of the Association.
- Our group of parents and friends who volunteer and assist during our events and fundraising activities.
- Blakeview ground staff who support our endeavours by setting up tables, cables, bins and barbecues for us and have become our main P&F board updaters.
- Brenda DeDuonni and office staff, who manage our newsletter articles, collate orders and forms, process payments and provide overall administrative support.
- Kay Fyfe for advice and leadership on matters relating to the College and the P&F.

Thank you all.

RUSSELL DAVIES
President, Blakeview P & F

Gawler River P & F – President's Report

In 2019, the Parents and Friends once again supported the Gawler River school community.

Our year started by welcoming new families to our 'Tea and Tissues' morning tea. Some of our committee members were able to provide emotional support to our new parents who were feeling a little nervous about their child/ren starting school. This event is held on the first day of Terms 1 and 3.

A BBQ for the Middle School students, families and teachers was held at the Middle School Sports Day. The weather was perfect, we had a good turnout of volunteers, kept the crowd happy and was able to watch the students enjoy their day.

Regretfully, we were unable to run the Open Day BBQ due to committee members having prior commitments. We handed the task over to the Houses. Thank you to Mr Anthony Cini for his assistance. We look forward to taking responsibility for this again in 2020.

In Term 2, we held our Parent's and Friend's meeting at Trinity Senior which included a tour of the school. It was interesting to visit TCS and have a good look around with some members remaining for the College AGM. A highlight included hearing about staff achievements.

We held our Mother's and Father's Day stall in the school Activity Room. These events are not fundraisers, they are purely for the children. We set up 'shop' with multiple items priced from \$1-\$5 which we purchase from Smart Gift Ideas. Watching the children go shopping for their loved ones is such a pleasure. The hard work is well worth it to see the smiles on their faces.

Grandparents' Day is our biggest event of the year. So much time and effort is put into making our morning tea a success. Every year we aim to make it that little bit better than the last. We cater for 600+ grandparents and special friends in our Theatre. Tables are set up with flowers in vases as well as juice and water. The main food tables are filled with sandwiches, scones with jam, pies, sausage rolls, quiches, fruit platters and biscuits, all put together by our Parents and Friends volunteers with the help from the canteen. Coffee and tea stations are also set up. Thank you to our wonderful student leaders who serve food as well as clearing tables at the completion of the morning. We love hearing the positive feedback we receive from our guests.

Another favourite is the Christmas Twilight Picnic. This is generally a very relaxed event. In 2019, we hired an Obstacle Course Bouncy Castle. This was very popular with the students. We also had three food vans and who wouldn't be happy with pizzas, Yiros, milkshakes and doughnuts? Once again our DJ, Martin Mitrovic, provided a great range of music and sound. Santa surprised the littlies by arriving on the back of a ute and gave out lolly bags to the children. Apart from some power-tripping issues, the night was again a great success.

We held a number of fundraisers throughout the year including Billy G's Cookie Dough and Entertainment Books. Both were very successful.

School Banking has again been a huge success. We have a record number of students signed up and banking on a regular basis. Thank you to Kerry Dudley, Natasha Albanese and Alicia Edwards for their commitment to this programme.

I would like to thank Nicole Harwood in the Admin office for all of the support given during the year. I'm not sure what would have happened without her.

Thank you to the Facilities staff for helping with the set up and pack up of all of our events. Their assistance and support is invaluable.

Thank you to the parents and grandparents that volunteered time to help at events. Without their support these events would not be possible.

Thank you also to Rick Jarman for his constant support, and the belief that no matter what, we will get through it and be successful. Thank you for attending the meetings and answering questions with honesty, as well as offering information regarding the latest school news.

Thank you to the committee members who attend meetings, help with ideas, suggestions and offer support. I enjoy catching up with you all at meetings and having a good chat. I appreciate you all.

Lastly, a big thank you to the executive committee members: Vice President, Mimm Manno; Secretary, Karen Collins; and Treasurer, Leanne Cannizzaro. Our events and fundraising would not be successful without your help. I appreciate all of the support you give me, more than you know. Karen Collins has been critical in ensuring the Facebook page has been updated and presented professionally. Thank you for your time and effort in this area.

I wish the 2020 committee every success and look forward to more memories being made at Trinity College Gawler River.

SAM SANDS

President, Gawler River P & F

North P & F – President's Report

2019 saw a change of leadership for the Parents and Friends (P&F) for the first time in two years. This year saw the P&F continue to build on the ethos of building communities, by the continuation of events such as the Movie Night, end of Term BBQs and the introduction of new events such as Treat Day (an idea cooked up in the carpark after Open Day, as a way to move surplus items not sold on the day. Great work Emma!)

Highlights of the 2019 P&F calendar were:

The year started with a venture into providing catering for the first time to the twilight picnic after a moment of madness earlier in the week. The turn out and support was amazing and was bigger than anything we could have dreamed of. Have no fear, it will be back bigger than ever next year.

2019 also saw our first attempt at catering of the interschool gymkhana. The event proved very popular with attendees and is sure to be a continuing success over the coming years with a few tweaks, and for those of you who didn't get to try one of Ross's bacon and egg rolls, you missed a thing of beauty!!

Movie night was again a popular event however someone forgot to tell Mother Nature to cooperate!! With the impending threat of rain, plan 'B' was enacted and the event was moved to the South Hall which proved to be a worthy venue, I am sure movie night is here to stay.

Open Day also saw an opportunity for the P&F to provide catering to the event which was again a success. Not only for the money raised on the day but the assistance offered by the wider school community to help on the stall was amazing.

Treat day was introduced by accident in Term 1, however the success of the event has led to it being a permanent event on the calendar for each term and is eagerly awaited by the children, just like end of term BBQ.

Hopefully by the end of the 2019 calendar year, I will be able to have ready and installed for the start of 2020 new seating across the North school. To say this has been a labour of love and tears is an understatement but I am determined to see it through (Kiong and Tash, I guess this is my paver moment!)

2019 also saw the launch of the Qkr! App for the P&F and what a godsend it has been with the instant payment feature eliminating the need to count and balance books after each event. The class reporting is magnificent and should make coordination of future events a dream, which is why all P&F events will be Qkr! only in 2020.

2019 by the numbers:

- 2025 cans/fruit boxes sold
- 1500 sausages cooked
- 300 hamburgers made
- 150 bacon and egg rolls assembled
- 400 steak sandwiches constructed
- 250 ham and cheese sandwiches toasted

2020 poses plenty of challenges for the P&F given the departure of some amazing and loyal team members from the group:

- Natasha Pasin
- Kiong Pelton
- Emma Tassell

The hole you will leave will be large, but the legacy will not be forgotten.

The year ahead will also see the introduction of a new principal to North, Mr David Kolpak after the departure of our wonderfully talented Principal, John Robinson. On behalf of the P&F we wish John all the best on the next chapter of life.

I believe the future of the P&F events will lie in the ability to leverage individual class cohort support, so to this end in 2020, I would like to see the role of class and house representatives expanded. This will ensure that each of us busy working parents are able to share our time wisely and effectively.

The P&F have also been provided with the opportunity to promote our group on the Schoolbox App and I look forward to the opportunities that this will be able to create for us.

On a personal note, it has been a wonderfully rewarding role being the President of the P&F and to each and every person who has helped out in any way at a P&F event for the year, thank you so much! You are amazing, and I do look forward to working with you and more again in the near future.

STEVEN MCKENNEY
President, North P & F

South P & F – President's Report

2019 saw the return of many faces on the Parents' & Friends' Committee as well as the welcoming of new faces. I would like to take this opportunity to thank Heather Hill (Vice President), Tanya Tuckey (Secretary), Julia Trescowthick (Minute Secretary), Clare Clayton (Treasurer), Jessica Ashby, Angela Curthoys, Margaret Gordon, Louise Hanberger, Hollie Langman, Kristie Mellors, Glenn Nitschke, Sarah Pomeroy, Cheryl Skeen and Kelly Taylor, along with Mark Simpson (Principal), Ruth Paton (Teacher Representative) and Father Bart O'Donovan (College Board Representative). Without this team of dedicated parents, our committee would not have been as successful in 2019 as we were.

2019 saw our normal annual fundraising events – Open Day, Junior School Sports Days (Early Years – Year 2, and Years 3-6), Colour Run, Middle School Swimming Carnival and the Middle School 5 Cent Challenge. These fundraising events assist us to assist the school in a number of ways including donating towards the Speech Day awards, Year 10 Graduation books and purchasing the new monkey bars for the Junior School. This year the Colour Run funds were specifically used to purchase new Bluetooth portable speakers for each of the new Houses to use.

During the year we are also very involved in other events that are not fundraisers for the committee, such as the Welcome Morning Tea on day 1 of the year, welcoming new parents. Then later that day the Zooper Dooper give away to all students to say 'Welcome to the 2019 school year'. We also help Middle School students run their stall at the Middle School Sports day and assist at Grandparents Day, helping with the refreshments on the day.

Easter Bunny again visited the children of Junior School at the end of Term 1 and was once again very popular with the children, particularly when demonstrating the Bunny 'floss'!

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

To the South families, thank you for all your support in 2019! We look forward to your support again in 2020.

ANNETTE GILBERT
President, South P & F



TRINITY COLLEGE FOUNDATION (SA) INC 2019 ANNUAL REPORT FROM THE CHAIR

I am delighted to be looking back on another huge year for the Trinity College Foundation, where we've made some solid steps towards the Foundation's vision of 'creating a world of opportunity' and continuing to deliver on our aims and purpose.

Thank you for making 2019 not only an outstanding year but also one of the best of my years of service. Because of you, our donors, many more Trinity College students have been supported in their academic endeavours and have had the opportunity to learn and thrive in the College's state-of-the-art facilities, both inside and outside the walls of a classroom. Put simply, the Trinity College Foundation and your continued support of its aims, is creating opportunities and improving lives.

The planning and implementation to achieve such outcomes is nothing short of remarkable. However, more noteworthy is the continued support from our community, which provides the funds for the work of the Foundation in its aim of supporting the College and Trinity students.

Funds come primarily from individual donors and pledges, not only from our current community but also the wider community. The Foundation's commitment to those who support our endeavours is to allocate funds received in the most effective way. This year, consistent with all previous years, I am very proud to say, that every cent donated has been used to assist the College and the students. While large donations are always most gratefully received, donations of only \$1.00 are equally important and accepted with as much gratitude. After all, *'from little things, big things grow.'*

Over the past 12 months the Trinity College Foundation has continued on an upward path and the Board has sought to become more engaged and more purposeful. All Board members continue to volunteer their time and energy. Their thoughtful consideration to building capacity and self-reliance within our community and ensure the diligent management of funds, is paramount to the success of the Foundation. In my view, we have a healthy and energised Board, with all members contributing actively and generously – and long may it remain so!

An excellent example of our community's growing philanthropic culture is the number of Trinity staff who make a fortnightly donation to the Foundation via a payroll deduction. Currently, 36 staff members support the Foundation in this way. This commitment to the College and the Foundation is something we are rightly proud of and happily acknowledge and celebrate.

Our other source of income is through our major fundraiser, the annual black-tie dinner and silent auction. The 2019 Trinity College Foundation *Da Vinci Dinner* attracted a diverse cross-section of our community, who gathered in the Ian McLachlan Room at the Adelaide Oval to enjoy this special occasion. The event raised the outstanding amount of \$34,664.00. In 2020 the dinner will take place on Saturday August 01 and will be held in the Ballroom of the Adelaide Hilton Hotel. I encourage you to attend this thoroughly enjoyable evening to help the Foundation continue to support our students. You can contact the Foundation Office to purchase tickets.

On Melbourne Cup Day in November, the Foundation hosted its third *Frocks & Fascinators Luncheon* in the Trinity Pavilion. Entertainment included raffle prizes and sweeps as well as a fashion parade of formal attire presented by Brides and Bloom and modelled by Year 11 students. Over 60 guests relished the opportunity to see our students in action. Catering and service for the lunch was provided by Year 11 Semester two Hospitality students and they excelled in the roles of chefs, kitchen crew and waiting staff. They greeted guests with a warm smile and no dietary request was too difficult for them to handle. A total of \$2,670.00 was raised during this event.

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



TRINITY COLLEGE FOUNDATION (SA) INC 2019 ANNUAL REPORT FROM THE CHAIR

The Trinity College Foundation would not be able to achieve these outcomes without the support the Board receives from the Development Office Team of Kay Fyfe, Clarissa Russo, Melissa Hardy and Debbie Collins. I would also like to acknowledge departing Board Member Ms Michelle Radford for her dedicated service over many years. Michelle will be greatly missed but we know that her commitment to the College and Foundation will continue in other ways. Thanks must also be extended to the contributions of this year's Board.

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

I personally enthusiastically support the Foundation and what it stands for. It continues to grow and with this growth comes the ability to offer opportunities to more students. I am extremely proud of the work the Foundation has undertaken this year, but I know I speak for all Board members when I say that we are driven to do more. I sincerely hope you will join us in this journey.

FOUNDATION ANNUAL GIVING

During 2019, 75 donors gave \$106,390.90 to the Foundation. Notably, as mentioned previously, it is pleasing to report, 36 donors are staff of the College who make a weekly pledge to the Foundation. A further \$37,335.50 was received from events. Our overall total fundraising for 2019 was \$143,726.40.

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, 51 students benefited throughout 2019 through the provision of uniforms, textbooks and other resources.

2019 FOUNDATION ANNUAL DINNER

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

Platinum	Silver	Bronze	Table
HP	Campion Education	Mossop Construction + Interiors Academy Photography Detail Studio	Nexia Edwards Marshall ORORA Neopost Nuago

FOUNDATION THANK YOU EVENT

The Board held its annual donor thank you event in June for all persons and organisations who donated throughout 2018/2019. Hosted by the Foundation Board guests enjoyed refreshments and conversation in the Common near Central Administration. Highlights of the evening included the induction of three new Fellows onto the Donor Board as well as donors who moved from Fellow to Companion, from Companion to Ambassador and Ambassador to Benefactor. Guests were also able to see the initial construction works of the Trinity Innovation and Creativity School.



TRINITY COLLEGE FOUNDATION (SA) INC

2019 ANNUAL REPORT FROM THE CHAIR

2019 SCHOLARSHIPS

Innovation Support Scholarship

I am pleased to advise that this new scholarship has been established through a generous donation from Mr Richard Giles. The Innovation Support Scholarship is awarded to a student who excels in science, maths or technology, has a passion for engineering and innovation and may require financial support to continue to pursue these interests. The inaugural winner of the Innovation Support Scholarship is Ying Lieu (Year 10). The scholarship provides up to \$1,500 paid into the student's school account for tuition fees.

Foundation General Excellence Scholarship

Two Foundation General Excellence Scholarships were awarded to Lauren Smith and Nathan Zhang (both in Year 10). The scholarship provides 50% remission of tuition fees for Years 11 and 12.

ORORA Scholarship

While an outstanding candidate was offered this scholarship, it was respectfully declined, after careful consideration. Although the candidate is currently studying Mechatronic Engineering, he felt his particular area of interest was not a good fit for the work experience component offered. However, Orora is keen for this scholarship to continue and will undertake a review this year to widen the parameters of the offering in the hope of encouraging a broader range of applicants.

AON Scholarship

AON Insurance Services offers one scholarship annually to a Year 10 student entering Year 11. In 2019 the AON Scholarship was awarded to Eden Smyth. This scholarship provides a 50% remission in fees, in addition to an optional work experience component.

College Musical Award

Formerly known as the Foundation Performing Arts Scholarship this award is presented to a student who is in the Whole College Musical, has talents in aspects of performing arts or stage management production ambitions and who is prepared to show leadership and commitment in the major production. In 2019 this award was split between six students, Zara Cox (Year 12), Emma De Maria (Year 10), Flynn Hawkey (Year 11), Ryan Mason (Year 12), Charlotte Stomaci (Year 9) and Jess Thiele (Year 9).

Atkinson Academic Support Scholarship

This scholarship is awarded annually and seeks to support a student who has a passion for maths, science and music and may require financial assistance to continue to pursue these interests. For 2020 this scholarship was awarded to Darcie Hancock (Year 10). The scholarship provides up to \$1,500 paid into the student's school account for tuition fees.

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 2020, this scholarship was awarded to Mia McMenamin (Year 10).



TRINITY COLLEGE FOUNDATION (SA) INC 2019 ANNUAL REPORT FROM THE CHAIR

ADDITIONAL SUPPORT

Operation Flinders

The Foundation provided financial support to Operation Flinders, an internationally recognised wilderness adventure program for young people at risk. The program takes participants between the ages of 14 and 18 years on an eight-day exercise in the far northern Flinders Ranges, providing an opportunity for its participants to grow individually and as valued members of the community. The Foundation's support of this program enabled eight Trinity College students to attend in 2019 at a cost of \$3,300.00.

AWARDS

Faculty Support Fund

The Faculty Support Fund aims to support students selected into Trinity College teams who, without this support, may not be able to compete. In 2019 this fund supported eight students in College teams competing in the fields of sport, music and robotics.

2019 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
Marcus Roling	Gabrielle Close	Evan Staker	Brianna Jefferson	Yumeng Liu
Chloe Sharpe	Matthew Cole	Matthias Holt	Daniel Sherratt	Hayley Goode
		Darcie Hancock		

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

David Russell FIEAust CPEng APEC Engineer IntPE(Aus) MIET CAAM
Chair, Trinity College Foundation (SA) Inc.

RETURNING OFFICER'S REPORT

At the close of nominations on Friday 3rd April 2020 at 4:00 pm, there were four people nominated for the four positions on the College Board. These nominations: Grace Pelle, Bradley Collings, David Bradley and Russell Johnstone were all in order.

In his nomination Russell Johnstone indicated that he was interested in the one year term. Therefore; Grace Pelle, Bradley Collings and David Bradley will fill the two year vacancies and Russel Johnstone will fill the one year term vacancy on the College Board.

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

INFORMATION ON CANDIDATES

DAVID BRADLEY

I have been involved with Trinity College since relocating from Melbourne at the start of 2017. I have three children at Gawler River, and I am a member of the Gawler River Parents and Friends committee.

I have 30 years of experience in the defence industry, in Systems Engineering, Engineering Management and Project Management. I am presently part of the Hunter Class frigate program which as well as providing me with a great opportunity will be providing employment to both apprentices and graduates for many years to come. Children starting this year at Trinity College who go on and complete a degree would still be able to work on the design, build, test and delivery of the last three ships.

I believe that many aspects of my work provide relevant experience to the Trinity Board. As a Control Account Manager (CAM) I have full responsibility for the delivery of several of the Hunter Class frigate systems including; planning and scheduling; cost and schedule performance; risk management; resource management including interviewing and selecting engineers, annual performance assessments and salary recommendations; and sub-contract management.

Whilst I have no education background, I do have a good understanding of the skills required by future engineers, trades, technical specialists and project managers in the defence industry. One of the most satisfying aspects of my work is the development of graduate engineers, taking the theoretical knowledge they have gained at university and helping them learn how to employ that knowledge in a practical and meaningful way.

BRADLEY COLLINGS

My association with Trinity College started soon after the birth of our first daughter as my wife, Sally, and I began to consider schools for Sophie's future education. We live in the Barossa Valley and were keen to explore what Trinity College could offer our children. Sophie and Maggie have successfully completed Year 12. Sophie is in her third year of Physiotherapy at the University of South Australia, Maggie is enjoying a Gap Year (organised by the College) in Wales and Breanna has commenced Year 11. Both Maggie and Breanna attended Montessori at Trinity, with all three girls commencing at South in Reception. From our first tour of the College all those years ago right up to today, we have always been very impressed with all that the College offers; whether

that be academic, the facilities, sports, the arts and the like, and the College's continued investment in these areas.

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

I am a Chartered Accountant, who initially worked for Arthur Andersen in Adelaide for six years, before joining the Yalumba Wine Company in 1995, a fifth generation family business, owned by the Hill Smith family. I have held a number of financial and commercial roles in my 25 years at Yalumba, culminating in my current role as General Manager of the Hill Smith Family Office. This role has responsibility for managing all aspects of the Hill Smith family's investments. I am sure that the diverse nature of my experience in the workforce over 31 years will allow me to make a positive contribution to Trinity College.

Sally and I have been married for 24 years.

RUSSELL JOHNSTONE

My association with Trinity College began in 2001 when our daughter Nathalie commenced at Trinity College Montessori preschool. I have a continuing keen interest in supporting the success and progress of our remarkable institution. Now, with twelve years' service to the Board of Trinity College, I would like to continue my commitment by serving for a further year. 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 Chair of the Section 41 Committee of the Barossa Bushgardens for The Barossa Council and recently, I was elected to The Barossa Council where I also serve on a range of committees and boards including, the Audit and Risk Committee. With this range of experience, I will continue to bring a broad perspective to the Board.

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

GRACE PELLE

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

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

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

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