



TRINITY COLLEGE

38th ANNUAL GENERAL MEETING

3 MAY 2021

www.trinity.sa.edu.au

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

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

**THIRTY-SEVENTH ANNUAL GENERAL MEETING OF
TRINITY COLLEGE GAWLER INC.
HELD VIA WEBEX VIDEO CONFERENCE DUE TO GOVERNMENT COVID19 RESTRICTIONS
ON MONDAY, 4 MAY 2020**

MINUTES

1. The Chair opened the meeting at 7.00 pm with a welcome, Acknowledgement of Country and a prayer.
2. **PRESENT:**
116 members were reported as in attendance. 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-sixth Annual General Meeting held on 6 May.

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

Moved: Mr B Collings Seconded: Mrs E MacGillivray **CARRIED**

5. **ELECTION OF BOARD MEMBERS**

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

“At the close of nominations on Friday, 3 April, four persons were nominated for the four possible positions on the College Board and these nominations are in order. As there are four vacancies and four nominations I declare all of the nominees duly elected unopposed to the Trinity College Board, one for a one-year term and three for a two-year term.

They are:

Mrs Grace Pelle, Mr Bradley Collings and Mr David Bradley for two-year terms and Mr Russell Johnstone returning for a one-year term.”

6. **RECEIPT OF REPORTS**

6.1 **Chair’s Report**

Dr Heath presented the Chair’s Report which was included in the AGM report.

Dr Heath paid tribute to College teaching staff who have had to change direction with their teaching programmes quickly; their resilience, patience and work ethic has been a great example to the students. He also acknowledged the administration and management team, for their hard work, strong leadership and effective communication.

The College is in a planned, good financial position which allows support to be provided to families whose employment has been affected by COVID19.

The Christian faith of the College has been put into action.

Motion: That the 2019 Chair's College Board Report be accepted.

Moved: Dr K Heath Seconded: Mrs E MacGillivray **CARRIED**

6.2 Head's Report

Mr Hately referred members to the extensive Head's report which was included in the AGM report. 2019 achievements included: The Innovation and Creativity School, stronger links with St Francis, defined Graduate Qualities and commitment to research.

Mr Hately thanked the students for their patience, dedication and flexibility during the COVID19 restrictions. He thanked the parents who sent their children back to school and the parents who were keeping their children home. Mr Hately was humbled by the staff who have been remarkable in their flexibility, adaptability, work ethic and care for students. He thanked the Board members for all of their support and every staff member and volunteer for the work they do for the College.

Motion: That the 2019 Head's Report be accepted

Moved: Mr N Hately Seconded: Mrs E MacGillivray **CARRIED**

6.3 Treasurer's Report

6.3.1 Balance Sheet, Income & Expenditure Statements.

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

Motion: That the 2019 Trinity College Incorporated Financial Statements of the Balance Sheet and the Statements of Income and Expenditure be accepted.

Moved: Mrs G Pelle Seconded: Mrs E MacGillivray **CARRIED**

6.3.2 Auditor's Report

Motion: That the Auditor's Report be accepted.

Moved: Mrs G Pelle Seconded: Mrs E MacGillivray **CARRIED**

6.4 Reports for Information

6.4.1 Parents' and Friends' Committees

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

6.4.2 Trinity College Foundation (SA)

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

7. APPOINTMENT OF AUDITOR

Motion: That Nexia Edwards Marshall be appointed auditor for 2020.

Moved: Mrs G Pelle Seconded: Mr B Collings **CARRIED**

8. QUESTIONS ON NOTICE

Nil

9. INTRODUCTION OF BOARD MEMBERS 2020-2021

9.1 Ex Officio Member

The Head – Mr Nick Hately

9.2 Nominated Members 2020-2021

9.2.1 Nominated by the Anglican Archbishop of Adelaide

The Reverend Simon Bailey and The Right Reverend Dr Tim Harris

9.2.2 Nomination from the Parish of Gawler – Mrs Wendy Dimmock

9.2.3 Nomination from St. Francis Congregation – Mrs Elizabeth MacGillivray

9.2.4 Nomination from Playford City Church – To be confirmed

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

9.3 Elected at 2019 AGM for two years

Mrs Joanne Cammans and Mrs Kyla Pizzino

9.4 Newly Elected 2020 Members

For a two-year term

Mrs Grace Pelle, Mr Bradley Collings, Mr David Bradley

For a one-year term

Mr Russell Johnstone

10. PRESENTATION OF DISTINGUISHED SERVICE AWARDS

The Chair provided some background to the Distinguished Service Award.

Mr Hately announced the following recipients:

- Mrs Anna Doudle
- Ms Vickie Lester
- Mr Mark Paton
- Mrs Audrey Grave
- Mrs Maria Lavender
- Mr Ricky Simpson

11. PRESENTATION OF LIFE MEMBERSHIP

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

Robert was employed by Trinity College in 1989 and served for 30 years with distinction. Robert served as a teacher, Daily Administrator, Head of House, Head of Faculty, Principal of Blakeview and College Deputy Head; forever putting the needs of the students and College before his own.

Robert provided exceptional leadership for staff across all schools - employing, mentoring and guiding staff in a kind and generous manner. He also worked with South Australian universities assisting in the development of teacher course curriculum and mentoring student teachers.

Robert's considered manner, outstanding work ethic and decent approach when dealing with people earned him an incredible amount of respect and trust.

He was a wise mentor for the Board, giving advice when needed.

Robert played an integral role, setting the tone and culture for staff. He is a man of strong faith and the highest integrity.

It gives me great pleasure to bestow Life Membership of Trinity College on Mr Robert Smedley.

A video of Mr Smedley accepting the award was played.

12. VOTE OF THANKS

The Chair acknowledged and thanked the two retiring Board members:

Ms Helen Clarke and The Rev'd Bart O'Donovan.

13. CLOSE OF MEETING

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

The Chair closed the meeting with The Grace at 7.31 pm.

6. Reports

(a) CHAIR'S REPORT



Chair of Trinity College Board

Annual General Meeting Report

When I write my yearly report for the AGM and Magazine, I always refer back to the previous year's report to remind myself of "What did we get up to?" and like a favourite book that you know how it ends, I still am surprised at how well the year turned out for the College – despite the infamous COVID-19 crisis.

- Our teachers advanced plans for on-line learning and Schoolbox communication at a rate that was done in weeks, rather than the planned years.
- Our enrolments did not go down as we had theorised, but instead went through the roof to levels never seen before in the Colleges history. The College leadership's clear communication of a plan and strategy, and a teaching team that worked hard to create new creative ways of learning would have helped public confidence in what we offer to no end.
- JobKeeper enabled us to continue to support employees at STARplex when otherwise mass redundancies and stand downs would have had to occur.
- We had our first ever 'virtual AGM' and a quorum was achieved in almost certainly record time with most of our College community logging in from their lounge rooms to participate.
- South Australia then bounced back with a rapid shutting down of the community transmission of COVID-19, allowing our students and teachers to transition back to face-to-face teaching - again at a rate faster than predicted ... and once more our College staff pivoted and delivered. We expect the modern student to pivot and be flexible, so it was reasonable to expect our teachers to do the same.
- The College requested JobKeeper only for STARplex affected staff but was told by the Australian Government that it was "all in or none in". We chose the path that allowed us to continue to pay staff who otherwise would have had no money coming in.
- After the initial freezing of all non-essential capital developments at the early stages of the crisis, it became clear midway through the year that the JobKeeper stimulus the College received for *all* employees would result in a larger than predicted surplus for 2020. The Board chose to treat this one off windfall as a way to advance future capital projects so that current students may gain the advantage of new facilities and opportunities, and in doing so, help to stimulate the state and local economies by not just sitting on a surprise nest egg.

This year the Board met to discuss the long-term significant Capital and Strategic Plans. This has confirmed a focus and time scale that will be released to the College Community in the future. The plans include (but are not limited to) a theatre, student and staff wellbeing, repurposed administration building, the Roseworthy school, a special education facility, replacing the Big Shed classrooms, and teacher training and support.

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 again worked very hard 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.

Our Board continues to reflect on the question from the kids in the back seat ... “are we there yet?”

... and we still say as a group that we can do a great deal more.

We are not perfect.

We are not complete.

To that aim the College will continue to resource: teaching and learning beyond standard levels; special needs; student and staff mental health and wellbeing; increasing awareness of our community's diversity.

The Board remains committed to *'A College of excellence, open to all, in a disciplined, caring and Christian environment.'*

In practical terms this means open to ALL religions, cultural backgrounds and genders and we very much look 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.

I repeat the closing paragraph from last year's report because I firmly believe it.

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 adopted, 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

Contents

| | |
|--|----|
| Introduction..... | 11 |
| PART A: School Performance Information..... | 12 |
| PART B: 2020 Strategic Action Items Report to the College..... | 16 |
| Principals' School Reports | 45 |
| Strategic Plan 2020 Action Items Scorecard..... | 56 |
| 2020 Strategic Action Plan Brochure | 59 |

INTRODUCTION

I have great pleasure in releasing the 2021 AGM report to the Trinity College Community.

Despite the upheavals and uncertainty COVID caused in 2020, our students, staff and community proved how incredible and resilient they all are. Our vibrant students, talented staff, generous volunteers and supportive parents combined to achieve some remarkable things.

This report has two distinct sections. Section A contains performance data including the Year 12 academic report and section B is a very extensive summary regarding progress against the specific 2020 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



Architects impression of the Gawler River Early Learning Centre (to open 2021)

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 96.79% Admin & Support Staff 97.51% | | |
| Staff Retention <i>The proportion of permanent teaching staff retained in a year from the previous year</i> | Teaching Staff 94.31% 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 97.98% Please note that the reasons for non-retention can include any of the following: parenting responsibilities, retirements, family movements, new positions at other schools and unsatisfactory performance. | | |
| Expenditure and Teacher participation in professional learning | Expenditure: The College expended \$814 per full-time equivalent teaching staff, for 2020. Please note this does not include staff costs for the four student free professional development days. | Outline of professional learning undertaken: All staff at the College have access to professional learning opportunities to enhance their professional learning and standing and to add value to the programmes at the College. These opportunities include but are not limited to: <ul style="list-style-type: none"> • Individual professional development based on subject and school programme expertise • Attendance at workshops • Involvement in further study • Structured professional reading • School visits et al Due to COVID the opportunities in 2020 were limited. | |

| Key Student Outcomes | | College-wide Data | |
|---|---|-------------------|--|
| Student Attendance <i>The average attendance rate</i> | 92.03% | | |
| Proportion of Year 9 students retained to Year 12 | 346 students began Year 9 in 2017. 267 students from the 2017 Year 9 cohort began Year 11 in 2019 (77.17% retained). 242 students from the 2017 Year 9 cohort began Year 12 in 2020 (69.94% retained). 17 new students entered TCS in 2020. During 2020, 28 TCS students left the College during the academic year for various reasons including successful pathway destinations such as employment, TAFE or apprenticeships. | | |

NAPLAN 2020

Education ministers made the decision to cancel NAPLAN in 2020 due to the COVID-19 pandemic. This meant that the 2020 Years 3, 5, 7 and 9 students did not undertake the assessment. The decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education.

Year 12 Results – 2020

Trinity College wishes to congratulate all Year 12 students on their results for 2020.

SACE Results 2020

Trinity College congratulates all Year 12 students on their fine results for 2020!

- Harliai Curthoys-Davies was Dux with an ATAR of 99.6.
- 31 students attained an ATAR above 90.
- The top 3 students attained ATARs above 99 placing them in the top 1.0% in Australia.
- Over 100 Trinity students scored ATARs above 70 in 2020.
- 353 'A' Grades were awarded.
- 99% of Trinity students achieved their SACE.

In 2020 the College Dux was Harliai Curthoys-Davies with an ATAR of 99.6. Harliai achieved Merits in the subjects of Chemistry, English and Workplace Practices. Harliai looks to pursue a career in health and medicine.

48 A+ grades were attained with 16 Merits

Merits were achieved in the following subjects: Agricultural Production, Biology, Chemistry, Dance, Drama, English, English Literary Studies, General Mathematics, Health, Mathematical Methods, Modern History, Music Performance and Research Project.

Club 90

We would like to acknowledge the following 31 students who have been inducted into Club 90 by attaining an ATAR above 90, placing them in the top 10% in Australia.

| | | | |
|-------------------------|-------------------|-----------------|-----------------|
| Stephanie Beazleigh | Hannah Feuerherdt | Alyssa Jones | Britney Russell |
| Sophie Bubner | Sophie Fielke | Monty Kemsley | Madeline Ryan |
| Nakai Bvunzawabaya | Abigail George | Yumeng Liu | Olivia Sharp |
| Thomas Clements | Joanna George | Tiahna Ludborzs | Kelly Sims |
| Harliai Curthoys-Davies | Hayley Goode | Lauren Mckiggan | Fatin Syed |
| Stephanie Damiani | Flynn Hawkey | Felicity Paige | Todd Watt |
| Nicholas Elverd | Angus Heath | James Prior | Danielle Zeitz |
| Cooper Everett | Rachel Hosking | Olivia Puccini | |

Acknowledgements

We would like to acknowledge all students who did their best in 2020. Many students have achieved some remarkable personal bests and their journey may or may not be outlined above. All members of our community are special and unique and all achievements should be celebrated.

Thank you to our excellent staff and supportive parent community who have helped nurture and guide our graduating students. The values and skills our graduates take away from school will help them make wonderful contributions to the wider community.

Vocational Education Training Results 2020

We are pleased to report that:

- 23 students completed a Certificate II VET qualification
- 119 students studied a Certificate III VET or higher qualification
- 74 students used VET towards their ATAR calculation
- 24 students completed a school based traineeship or apprenticeship within SACE

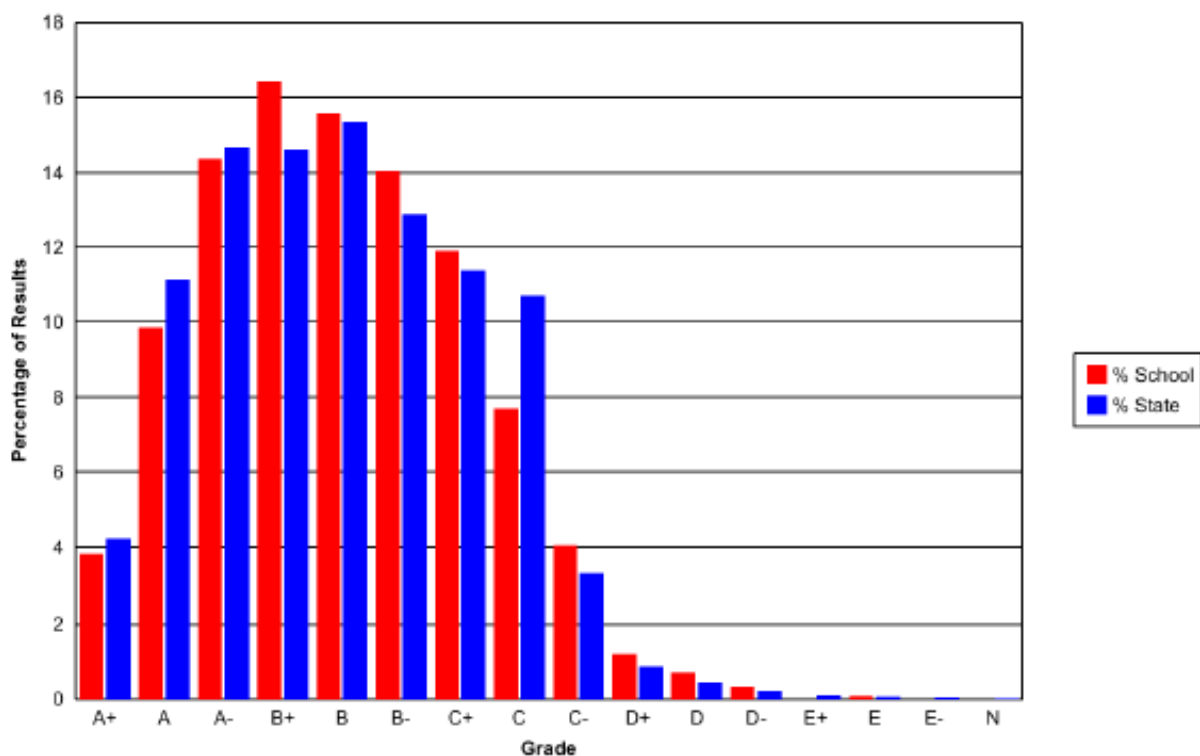
Many students have already commenced an apprenticeship or employment as a consequence of their VET studies at school. These qualifications were attained in areas as diverse as automotive, cookery, electro-technology, electronics construction, makeup, hairdressing, plumbing, fitness, sport, visual art,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

South Australian Universities to which Trinity students successfully applied

| University | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------------|
| Uni SA | 59% | 61% | 55% | 51% | 57% | 68% | 65% | 51% | 34% | 51% | 47% | 47% | 60% | 53% |
| Adelaide | 35% | 32% | 35% | 43% | 31% | 27% | 29% | 33% | 58% | 28% | 32% | 38% | 27% | 33% |
| Flinders | 6% | 7% | 9% | 5% | 6% | 4% | 4% | 14% | 7% | 15% | 19% | 13% | 10% | 13% |
| Other SA | | | 1% | 1% | 6% | 1% | 2% | 2% | 1% | 1% | 2% | 2% | 3% | 1% |

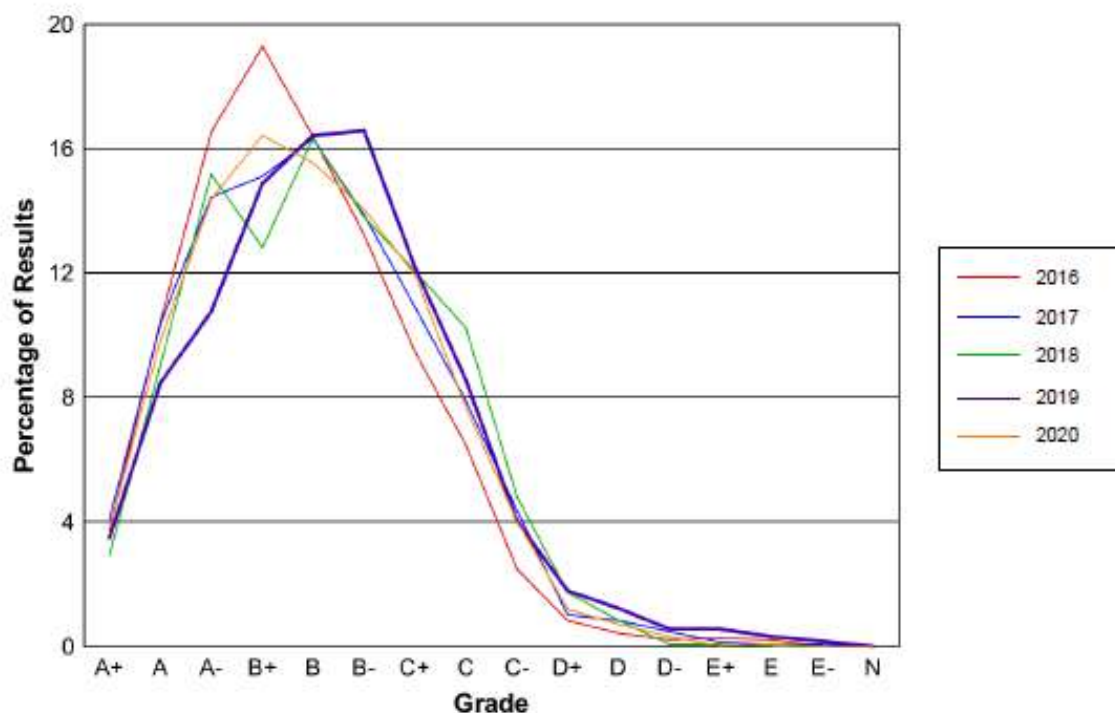
Grade Distribution

Stage 2 School Subject Results - by Grade Distribution 2020



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

This report provides a grade distribution for the school, calculated using the grades of all enrolments that were awarded a result in all graded subjects, by year. The grade distribution is represented in this report as a line graph.



Overall

The 2020 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.

2020 saw a broad and extensive range of SACE subjects being offered at Trinity College Senior, complimented by a large range of VET courses. 2021 brings a stronger focus on wellbeing and improving the academic culture through encouraging and supporting students to achieve their personal best.

Nick Hately

Head of Trinity College

April 2021

PART B: 2020 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 2021.

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. That so much was achieved in what will forever be known as the 'COVID year' is remarkable.

Highlights in 2020 of strategic planning leading to improvement in the manner in which the College operates or increasing opportunities available to students and staff included:

- The development of the St Francis 'ministry arm' and establishment of the St Francis Community Fund which helped to support families impacted by COVID.
- A remarkable increase in enrolment and application for enrolment, despite the pandemic, leading to the College opening three additional classes to help cope with the demand.
- The teaching focus embedded more evidence based decision making, utilising the research capability of our Trinity College Institute.
- Year 7 and 8 students Digital Technology course being delivered in whole week blocks at the Innovation and Creativity School.
- The Innovation and Creativity School being short listed as a finalist in the Australian Education Awards and receiving a Commendation Award at the South Australian Architecture Awards.
- The rapid uptake of 2021 places at the new Gawler River Early Learning Centre.
- The complete reinvigoration of STARplex by 'de-siloing' the departments.
- Our partnership with Flow Psychology providing access for more students needing mental health support, with less wait time.

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



Nick Hatley

Head of Trinity College
November 2020



KRA 1: Christian Values**Priority 1.1**

Strengthen engagement with local parishes and the wider Church.

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

Action Item a.

Support and grow our 'College and Community Chaplaincy Team' model.

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 2020

The St Francis ministry as a responsibility of the Chaplaincy team of Trinity College has continued to develop in 2020. While the main responsibility rests with Rev David MacGillivray as Priest in Charge, it has been a blessing to have Rev David McDougall (newly appointed Chaplain) support in preaching and sharing the Lord's Supper.

Anglican Diocesan Office has had some staffing changes, including the appointment of a new registrar, which has put a temporary hold on the conversation around the governance structures of St Francis. Nevertheless the practical outworking of ministry has continued. Unfortunately, due to COVID, public gatherings including our anticipated Baptism Sunday services had to be cancelled.

In response to the perceived stress COVID and the subsequent shutdowns could create, the Council of St Francis established the 'St Francis Community Fund' aimed at offering practical financial support to struggling families. The Fund has gifted nearly \$500 in the form of grocery vouchers to half a dozen families who have been affected negatively by the disruptions this year has presented. St Francis Church intends to keep this fund available into the future as a continued blessing to the community.

The Chaplaincy team continues to grow. Unfortunately (for us) Rev Paula Bullock decided to pursue a full-time commitment with Anglicare, ending her time with Trinity. We welcomed Rev David McDougall to the team as a full-time staff member in a chaplain/teacher role. Sasha Roullier continues in a full-time capacity as our Youth Chaplain.



Mural at OHSC painted by Scott Rathman

Plans for 2021

There is a scarcity of ordained Anglican Priests in the diocese of Adelaide (indeed the country) which makes the quest of finding clergy with the gifts for school chaplaincy a challenge. Developing our team approach of ministry across the College means that we can have a greater diversity within our Chaplaincy team. With two ordained ministers on staff we are able to perform any formal liturgy or function that require clergy across the College. We are excited to explore the role of lay chaplaincy in the College. The involvement of Youth Chaplains over the years has been very successful and we are confident this is a positive way to grow the College and Community Chaplaincy Team model.

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.

Ensure all events, communications, public forums reflect our broad yet clear values.

The School Principals have each reflected on this Priority in their individual school reports (pages 32-42)



2020 AGM. Life Membership presented to Mr Robert Smedley



Mrs Anna Doudle



Mrs Audrey Grave



Ms Vickie Lester



Mrs Maria Lavender



Mr Mark Paton



Mr Ricky Simpson

2020 AGM. Distinguished Service Award recipients.

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 2020**Teaching and Learning**

- Realigning Trinity College inclusive education categories with NCCD policy.
- Analysis of Student data to tailor adjustment plans for individuals.
- Use of staff meetings to build staff capacity to understand data profiles of individual students.
- Make best use of available expertise and resources including extending the partnership with Flow (services including: psychology, speech pathology, and educational assessments).
- Flexible curriculum delivery and construction of learning activities that are accessible, engaging and challenging (Schoolbox online learning due to COVID).
- Strategies in place to assist teachers and support staff to continue to develop and share deep understanding of how students learn. Data analysis MSLQ, SAS.
- College wide enrolment process enhanced to identify and plan for the future of new students with diverse learning needs.
- Enhance accessibility to the support offered by external agencies (eg. Autism SA, Cora Barclay, Down Syndrome SA, Dyslexia SA, SPELD, and SASVI).
- Developing consistent eligibility criteria for access to learning support staff and resources across the College.
- Wellbeing and Engagement data collection (T3).
- Schoolbox student, staff and community wellbeing pages with external links (T3).
- Review of Positive Psychology in Education (T4).
- Addition of Year 8 Positive Education.

Plans for 2021

- Professional learning with teachers and ESOs regarding NCCD.
- Increase rollout of Youth Mental Health First Aid training for teaching staff.
- Increasing flexible learning options at TCS including online content and out of hours support.
- Addressing gaps in current Positive Education practice.
- Additional psychologist to support mental health and wellbeing with a Junior School focus.
- Continue to build the partnership with Flow (services including: psychology, speech pathology, and educational assessments).
- Look at further opportunities to build wellbeing concepts into curriculum - Visible Learning Wellbeing model.
- Develop online learning units for staff around positive psychology.

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.

Rationale

Committed to continuous improvement in the recruitment and retention of excellent teachers, is how Trinity College has experienced success again in 2020 with our investment of quality staff. Our investment in human-centred, high quality induction programmes and using Exp3ss as our preferred hiring technology system, has seen 2020 pinpoint applicants with the right skills, attitude and cultural fit.

Strategic Actions 2020

This year's recruitment has again, received wide interest from interstate and overseas for vacancies in our Senior Executive leadership ie. Principal for TCS, Head of Junior School, 2x Junior School Heads of Teaching & Learning, School Daily Administrator and Timetabler and a Head of Pastoral Care. We have appointed two new School Principals this year (North and South) who are performing exceptionally in checking for understanding of their respective sites and attending to staff culture as their first integral task as new principals.

There have been two retirements and three resignations and approximately 20 new staff appointed to Trinity College for 2021. We continue to host a significant amount of pre-service teachers from surrounding universities, as another mechanism within our system to attract and screen quality educators.

We have attracted significant interest and many successful applicants from quality institutions and continue to be a significant employer of choice.

To enhance our already excellent practices of supporting our skilled, professional staff, considerable time and work has been spent this year exploring:

| | |
|---------------------------|---|
| <u>Staff Health Plans</u> | To have clear, documented and confidential information on individual staff who require support during a particular episode of their lives and/or have documented strategies which are shared with the employer, so that preventative measures can be put in place. |
| <u>Staff Exit Plans</u> | Exit interviews conducted with staff, so that the College can gather information pertaining to staff, site and College operations. |
| <u>Staff PDP/Training</u> | Discussions are ongoing with all of our principals regarding our current contract with Educator Impact (online feedback portal for teachers and leaders), its efficacy and the possibility of exploring the AITSL resources and its similar (and free) alternative. Staff Spotlight Seminars to run in 2021. |
| <u>Stillwell Coaching</u> | 2020 saw our cessation of our involvement with Stillwell Management Consultants. As a College, we undertook organisational psychological coaching in 2019 and decided to utilise resources in-house and provided 1:1 coaching with a few individuals in 2020. This proved to be more economical and successful due to the regularity of the sessions. |

Plans for 2021

| | |
|--------------------------------|--|
| <u>Staff Induction</u> | Similar to the improvements made this year with TRT induction ie. specific questions about their philosophy and past placements with each TRT, a TICS tour and referee checks – new staff induction will be personal and followed up within first five weeks of term. |
| <u>PDP Policy</u> | Create a standard template for schools to use. A possible online version, stored within Schoolbox for ease of accessibility and regular referral. |
| <u>Growing Trinity Leaders</u> | The creation of an online system where staff can digitally access PD opportunities offered by the College and AISSA, access professional articles, staff notes from past PD, information for pre-service teachers and new staff, plus a suite of tools for Principals and individual staff to interact with. |

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.

Promote and improve our staff communication, consultation and culture.

Rationale

The world has been disrupted in fundamental ways by the COVID-19 pandemic. Disruption also creates historic opportunity for innovation, allowing us to transform our education space and its operations and capitalise on opportunities. There has never been a better time to innovate than this time of crisis. Our staff have embraced this wholeheartedly and our staff have had the support and confidence to instil an innovation mindset and identify resources around them (i.e. the people, IT skills and expert knowledge of their colleagues) to create an agile and innovative Trinity College.

Strategic Actions 2020

School/College communication systems - Microsoft Teams channels have been created this year to adopt a collaborative forum to communicate updates, urgent messages and changes in team members, etc. Areas which have embraced this well are the College co-curricular channels, specific Faculty Teams, Individual Learning areas and TICS.

Staff coaching - specific individuals have received individual/group coaching from our experts in our LMS team (Learning Management System – Schoolbox) to develop their knowledge and adapt their delivery during COVID-19 and build their own capacity to engage with children and their families.

Staff College communication during COVID-19 - Regular updates from our Head to receive the one message from one voice in charge of our staff, students and families in Trinity College's care. Feedback received has been overwhelming as to the increased confidence, comfort and certainty through unprecedented times.

Leadership coaching - 1:1 and group coaching occurred this year, to provide clarity to individuals' roles and collectively as a group.

Staff mediation - 1:1 sessions were conducted this year to provide the sounding board needed for individual staff to see alternate views, reflect on their own practice and to encourage productive conversations/relationships.

Flow Psychology/College counsellors – Improved consultation with our families, via our online consults with existing and new clients has improved consumer confidence and in turn promoted this effective service even wider across the community.

Staff, student and families and friends wellbeing pages in Schoolbox. These pages went live much earlier than expected due to COVID and have provided a one-stop-shop for all of our Trinity connections to link and seek service.

On the return of our College Psychologist in Term 2, the Schoolbox pages were supplemented even further and the College now provides a comprehensive online bank of resources where everyone can access anywhere, at any time of the day, vital services which can help them in any situation.

Plans for 2021

Employee Assistance Programme – Working with the College Psychologist, further exploration is being undertaken to offer all Trinity College staff with an additional alternative to counselling and assistance in conjunction with Anglicare.

Costing and quotes are underway.

Staff grievance procedures – Ongoing. Working with the College Business Manager, this work has begun in developing a clearer policy and procedures on reporting grievances and actions thereafter. Improved documentation processes and follow up has been a highlighted area for improvement.

Mentorship register – Ongoing. Great Mentors offer more than just expertise and whilst we have started some mentorship links between staff this year, COVID has affected some of them as well. It has been made clear in the early stages of the year that the mentor/mentee goes far beyond subject matter expertise and the relational link has been beneficial for all concerned.

Expr3ss – Communicate to Principals and share a guide on Recruitment and Selection of Staff at Trinity College.

In the area of registering expression of interest to work at Trinity College, we are planning to extend the options to include 'Volunteers/Sporting Coaches'. We are in high level talks presently to request that we be a pilot school to trial the new offering of exploring Working with Children checks, Volunteer Agreements and online referee checks via Expr3ss. This will streamline operations with all the necessary checks and balances.

Supporting Early Career Teachers - Create a guide to support our new teachers within Trinity College.

College calendar changes – Faculty Meetings, JS and MS Meetings and Whole of School have all been designated more time to meet, either on PD Days or throughout the year, via alternative delivery modes of Webex/MS Teams/Face2Face time.

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.

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 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 this in mind, the College:

- Commenced '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.
- Started to 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.
- Developed a register for Mentor Teachers and Aspiring Leaders and provide opportunities for further PD.
- Assisted staff with defining their leadership style, by providing Spotlight Seminars on staff culture profiling, application writing, interview guidelines and providing and receiving critical feedback.
- Continued with Expr3ss as our partner in online HR recruitment processes.
- Clarified and united 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.

Plans for 2021

Professional Development

- Professional Certificates.
- Professional Learning Communities -develop and support PLCs within and across Schools in specific domains (eg. STEM, Literacy, Numeracy, Digital Literacy).
- Individual Professional Learning Opportunities.
- Teaching, Learning, Pastoral Leadership team-specific professional development.
- Opportunities for staff upskilling in Aboriginal and Torres Strait Islander Awareness, Understanding, Competency, and Fluency.

Scope out opportunities for Centres of Educational Excellence - eg: Research Project, Sport Data Science, Future Oriented Learning (FOL), etc., with a view to functioning as lighthouse organisations leading and networking with schools in SA and across Australia.

KRA 3: Educational Development

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

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

Action Item a.
Embed the 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 2020

- Transdisciplinary learning in Metapraxi activities (Lifelong Growth & Applied Creativity).
- Designed and implemented the Year 7 Futures course (Lifelong Growth, Community Engagement & Applied Creativity).
- Immersive Digital Technologies course at TICS for Year 7 and 8 students (Lifelong Growth & Applied Creativity).
- Development of executive function skills through implementation of Zones of Regulation in JS (Wellbeing & Lifelong Growth).
- Development of social and emotional skills through expansion of Friendology in MS including addition of Year 8 Positive Education lessons (Wellbeing & Lifelong Growth).
- Introduction of Visible Learning principles and practices (Lifelong Growth).
- Applied research activities through Professional Certificate in Future Oriented Learning including:
 - Assessing creativity in JS Metapraxi and MS STEM (Applied Creativity).
 - Developing meaning and purpose in Year 12 RAVE (Wellbeing).
 - Feedback and literacy in JS and TCS (Lifelong Growth).
 - SMARTAR Goals in JS (Lifelong Growth).
 - Innovative approaches to languages education in MS (Lifelong Growth).
 - Self-efficacy in MS PE (Wellbeing & Lifelong Growth).

Plans for 2021

- Redesign of reporting and assessment to align with the development of the Graduate Qualities including:
 - Expansion of e-portfolios to increase student agency and evidence growth.
 - Live reporting to provide in-time progress updates.
 - Refinement of feedback processes to students.
- Curriculum redesign in JS to facilitate flexible, transdisciplinary approaches to the delivery of the National Curriculum.
- Applied research activities through Professional Certificate in Future Oriented Learning with an increased focus on wellbeing.

KRA 3: Educational Development

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

Priority 3.1

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

Action Item b.

Deliver an enhanced academic leadership and staff collaboration model leading to a clearly defined Trinity Education Model.

Rationale

Despite COVID upheaval the College has made great strides in repositioning our teaching and learning agenda. A significantly enhanced, progressive and 21st century focussed transition is occurring. This is built around our desired graduate qualities and driven through the Trinity College Institute and from staff across the College and in individual Trinity schools. Partnership with external bodies including universities, the Association of Independent Schools (and their partners) and with other schools is at an all-time high.

Strategic Actions 2020

While we might not have settled completely on a new and overachieving Trinity Education Model we do have significantly greater congruence across the College.

As outlined to the Board in our October meeting key dimensions underpinning our approach include:

- Education is more than achievement in a standardised test or an ATAR. The future of education includes building capabilities alongside subject knowledge.
- The place where learning happens is not just in the classroom. Learning occurs best when students have agency and opportunity to engage in rich and authentic learning environments.
- The nature of intelligence is expandable. At Trinity, we believe in growth mindsets so that learners do not perceive themselves to be limited by fixed intelligence. We want learners to understand that their capacity for intelligence can grow as they practise things.
- The role of the teacher is as a learner and inquirer. We believe in growing teacher capacity so that teachers seek to develop their own professional practice and learn to feel comfortable out of their depths, just as they expect from their students.

Plans for 2021

In 2021 we move further down this path via increasing reach of the Trinity College Institute, delivering increasingly targeted Professional Development, holding ourselves to more evidence based interventions.

Enhancing opportunities for students:

- Develop enhanced Graduate Qualities.
- Self-regulation.
- Increasing opportunities to build flexibility into our timetable.
- Improved communication channels.
- Further leverage our size and structure.



360 projection room at TICS

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.

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.

Strategic Actions 2020

Opportunities in 2020

- Alternate timetables running in the Innovation and Creativity School.
 - Year 7 and 8 Digital Technology course delivered through immersion across a full week in the Innovation and Creativity School.
 - Increase in the use of team-teaching approaches, specifically when using technology to improve student progress. Examples include embedding 3D modelling within Year 11 Mathematics and the use of virtual spaces in Food Technologies. The use of virtual reality art has been introduced to both Middle School and Senior School students.
- More accurate understanding of student engagement through surveys and self-assessment.
 - School Attitude Project (Student and teacher attitudes).
 - Motivated Strategies for Learners Questionnaire (Self-Regulated Learning).
 - Innovation Phase Assessment Instrument (Creativity).
 - Wellbeing and Engagement Collection.
- Improved collaboration spaces (schools, libraries, Innovation and Creativity School).
 - Improved student agency to be able to utilise collaboration spaces by organising their study times independently.
- Opportunities for students to develop entrepreneurial skills they are passionate about.
 - Year 7 Futures (Innovation and Entrepreneurial Studies).
- 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.



Winning Lego Competition Wall at TICS

Plans for 2021

- Increasing the use of micro-credentialing for students.
- Use of digital textbooks for students in Year 7 to 12 using Box of Books.
- Move towards continuous reporting across the middle schools.
- Further leveraging Schoolbox to implement digital students' diaries.
- Expand flexible learning opportunities.
- Improving teachers understanding of Flipped Learning.
- Encourage greater adoption of team-teaching EY to 12.
- Expanding and building upon the suite of technologies available through TICS (VR, AR, 360 Content creation).
- Expanding research base into Future Orientated Learning.
- Develop capacity to deliver personalised, automated feedback using OnTask software.

KRA 3: Educational Development

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

Priority 3.1

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

Action Item d.

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

Rationale

When students find their voice in a supportive setting, they are more likely to have a confident voice, one which provides them a capacity to act and lead others. Engagement occurs when students feel they can exert influence and participate more fully in the classroom, school and community.

Strategic Actions 2020

COVID-19 saw a number of external activities and opportunities for all members of the School community to come together throughout 2020 being significantly reduced. While many activities did not proceed, we were keen to deliver quality outcomes for the class of 2020 in order to make this a memorable one for all students.

- Lock Down Low Down page (Schoolbox) was developed in order to share and celebrate the activities being undertaken by students while at home. It provided students with a platform to escape the pressures they faced while being at home. During the holiday period with travel being banned, we took students on a journey across a number of different nations and attractions.
- Community service activities were significantly reduced this year, though students pushed for this to remain as part of our pastoral care activities. The programme from previous years was modified and students undertook @home community service – helping those in the household or those surrounding their dwelling.
- Year 12 Prefects ran a mini show experience in late Term 3 with students participating in activities such as the longest kick, sponge throwing and lucky dip. The Prefects also had show bags on sale for the students to purchase. Monies raised went to Canteen.
- Student PC activities occurred in Term 3 based upon feedback from students regarding skills and values they thought they were missing through the normal curriculum platforms. Students undertook a variety of different activities ranging from basic car maintenance, yoga, mindfulness, juggling, and personal finance.
- In order to provide staff with an understanding into the background of many of our Sudanese students, an evening was held with the South Sudanese Women's Council. The evening was designed to open a dialogue between staff and community leaders so we can work together to better support our young people.
- Conor Syron appeared on Imagi-Nation youngsters segment. He delivered a speech as the President of Imagination and as co-host alongside CEO Jack Manning Bancroft.
- Year 11 Leaders reflected on their Transition experience into Senior and took responsibility for producing a seven minute video about 'Life at Senior'. This provided Middle School students with a real life example of how Senior operates and what students can expect in this new environment.
- Breakfast club formed in late Term 3 based upon information from students that a number of members of the community were coming to school without having eaten in the morning. A plan was put into action and students now provide a service for others each morning with the assistance of our Gap Student.

**Plans for 2021**

- Continue to develop student leadership programmes and opportunities for students to take on leadership roles.
 - Leadership groups will be run by staff in Senior in 2021 who presently don't hold leadership positions – this has been designed to provide staff with growth opportunities.
 - Developing students' knowledge of contemporary schooling; the need for students to take responsibility for their learning; the need for teachers to challenge student thinking routines; and how students are able to provide teachers with meaningful feedback to ensure choice in learning and that teaching matches student learning needs.
- Continue to provide learning opportunities for families to increase their understanding of what occurs at Senior.

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 2020

Even after increasing the College's Montessori offering at Evanston South in 2019 from 40 to 60 students per day, the College continued to have long waiting lists, with 121 students unable to attend.

A business case was prepared and provided to the College Board in March 2020. The business case recommended the construction of a new ELC at the College's Gawler River School outlining the financial, educational and stakeholder benefits. A new centre would generate a financial return for the College, generate demand for Junior School enrolments, provide a high quality educational pathway for more pre-schoolers and provide an option for Gawler River and other parents who were on the current Montessori waiting list. Gawler River was selected as the preferred site following a comprehensive demographics report and ELC analysis prepared by Stimson Consulting based on demographics, cost, risk and alignment with Gawler River.

The Board approved the investment in a 40 space ELC at Gawler River and pre-construction demolition commenced in September 2020. The centre will open in early 2021 with timing impacted by delays caused by COVID-19. Demand and parent interest for the new centre has been strong.

**Plans for 2021**

Following the construction and opening of the new centre in Gawler River in early 2021, the College will continue to assess demand and future opportunities to expand its offering. Options for growth include:

- Future expansion of the Montessori at Evanston South.
- Monitoring demographics and growth near the College's Blakeview School for unmet demand.
- Furthering discussions with the developers of Springwood to determine the feasibility of opening a new centre.
- 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.

Through the Trinity Innovation and Creativity School, expand enterprise skills and build tertiary, community and corporate partnerships.

Rationale

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

Strategic Actions 2020

- Trinity College Senior subjects (such as Art and Design) timetabled into the relevant learning spaces.
- Years 7 and 8 Digital Technology 'blocked' over a period of a week to enable an intensive experience.
- STEM, Project Based Learning (PBL) and other creative endeavours embedded via intensive, immersive opportunities.
- Co-curricular offerings in Creative Arts, Digital Technologies, Business developed in partnership with CDW and Queensford College.
- Partnerships with TAFE, universities and private enterprise are well advanced.
- Mr Stephen Grant from ACARA appointed as Trinity's first Director of Innovation and Creativity.
- Partnerships with creative industry to produce content and provide support, such as with Monkeystack Media.
- School leadership meeting strategy – hosting meetings in TICS.
- Partnerships with AISSA exploring future orientated educational technologies.
- Hosted seminars and webinars with NASA JPL scientists.
- Hosting EPIC Challenge, connecting students with local and international experts in solving problems.

Plans for 2021

Community

- Reach out to local area schools to develop education pathways in VET/Creative space.
- Council.
- Art Exhibitions (eg. SALA, Year Level Expos).

Creative Partnerships

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

STEM Partnerships

- Develop STEM Professionals in Schools programme in support of Year 11-12 research project.
- Investigate partnerships with Defence, Aerospace, Agriculture Industry SMEs.
- Cultivate partnerships with national STEM Education providers, such as EPIC Challenges, One Giant Leap, RoboCup Australia, to provide expanded offerings for students in STEM.

Learning Hub Initiative

- Develop TICS as a creative, innovative learning hub in the North-East Corridor for tertiary and adult education.
- Expand existing TAFE and Certificate offerings to include local community offerings.

Education Partnerships

- Consolidate and enhance relations with TAFE partners, CDW, AIE, Australian College of the Arts.
- Explore reciprocal learning partnership with local commercial providers in VR technology, Lumination and vrty.io.
- Facilitate research into Future Orientated Pedagogies and Technologies, such as that with University of Newcastle and AISSA into efficacy of VR.
- Facilitate further research opportunities with UniSA.

Sports Data Science Hub

- Build capacity of teachers and students, in partnership with UniSA in developing Trinity Sport Data Science Hub.

Entrepreneurial Partnerships.

- Connect with Gawler Business hub.

TICS Engagement Capacity

- Expand podcast and multimedia offerings to schools.

KRA 4: Enterprise Development

Priority 4.1 Investigate stronger partnerships with tertiary institutions.

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

Action Item b.

Promote the Trinity College Institute to drive research from the College and empower staff in leading rigorous, evidence-based pedagogy improvement.

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 inquiry, supporting the staff of Trinity College and educators everywhere to improve their professional practice and the practice of their profession.

Strategic Actions 2020

- 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 Future Oriented Learning.
- Development and implementation of data collection, reporting and feedback tools and processes to inform stakeholders of student attainment of the Graduate Qualities.
- Expansion of university partnerships to support and lead applied research.
- Sharing of research findings with College staff (Foldback reports) and wider education community (academic journal articles).



NASA engineer live-streamed talk about the Mars 2020 mission

Plans for 2021

- Mapping of communities of interest (based on Graduate Qualities) to connect staff across the College with complementary interests, knowledge and skills.
- Investigation of the knowledge, attitudes and beliefs of College stakeholders (including students, parents and staff), towards 21st century education and the resources required to support it.
- Identification of leaders from each community of interest, and provision of support to lead evidence-informed change.
- Support for staff undertaking Higher Degrees by Research (HDR) and Professional Certificates in Future Oriented Learning PCFOL).
- Sharing of research findings with a broad range of stakeholders through activities including: conferences and scholarly fora; local community events, and College professional learning opportunities.

KRA 4: Enterprise Development**Goal: To be open to new ideas and opportunities and willing to invest in them.****Priority 4.2**

Expand the educational offering of Trinity.

Action Item a.

Progress the educational and contractual frameworks and partnerships to successfully establish the sixth Trinity school at Roseworthy.

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, whilst generating a moderate return on investment.

Strategic Actions 2020

Following a long and robust feasibility study and undertaking significant due diligence, in late 2018 the College Board committed to build a new school at Roseworthy and entered into a Heads of Agreement with the developer, Land Vision Group (LVG).

During 2020, discussions and contractual negotiations with LVG have progressed positively. The College has focussed on mitigating its adverse exposure to risk and ensuring the best outcome for current and future students, whilst mindful of the commercial realities for all parties. LVG have commenced site works with the College consulted in relation to civil and social infrastructure that will impact upon the School. The College continues to work closely with LVG and its team of consultants in contributing to the final design.

The College has also worked closely with staff from the Light Regional Council, executing a Heads of Agreement and commencing the preparation of a formal shared use agreement in relation to social infrastructure planned for the development, including an oval, courts and playground. Community consultation and a number of legal steps need to occur before this is executed.

The College has engaged its key financial partners, NAB and JB Were, in relation to the funding model to be used for Roseworthy. The College remains eager to explore further opportunities to develop partnerships with Government (local and State), commercial, health and educational (including the Adelaide University's Roseworthy campus) stakeholders.

Plans for 2021

2021 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 4.2

Expand the educational offering of Trinity.

Action Item b.

Ascertain detailed demographic data to underpin strategic and master planning.

Rationale

The College strives to maximise its transformative impact and can achieve this by increasing its scope and scale. The College's scope is clearly defined and articulated within its mission and includes the number of opportunities provided through the College's curriculum and co-curricular programmes. Scale relates to the number of students the College is able to positively impact, thus critical to it achieving its mission. Further to this, from a financial perspective, enrolment is the key economic driver for the College. It is vital that strategic and master planning take into account future growth so that the College can meet demand but also not over invest in capital.

Strategic Actions 2020

The College relies heavily on demographic data in its future planning, closely monitoring publically available information relating to a number of key areas including population growth, age profile, the economy and educational supply and demand in the Northern region. In addition to this, the College has engaged external expertise through Stimson Consulting for specific demographic analysis and has recently commissioned the following reports:

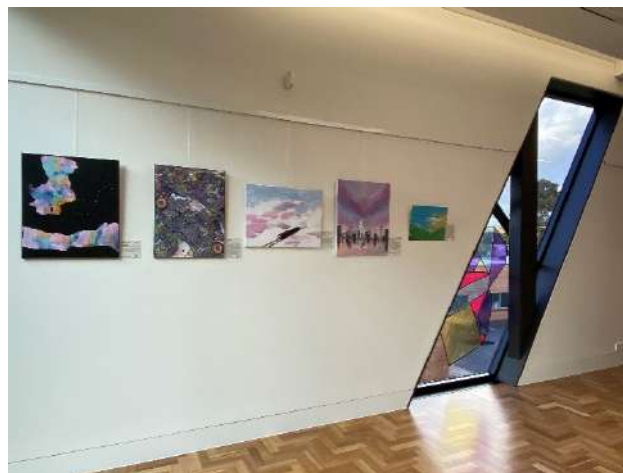
- An early learning centre analysis to explore growth and demand in the North, specifically focusing on population projections for 0 to 4 year olds.
- School age population forecasting for the Roseworthy catchment area.
- School age population forecasting for the greater Adelaide region, focusing on growing regions with unmet demand.

The College also closely monitors internal trends and indicators including enquiries, numbers attending tours, applications and school leavers. Pleasingly, after achieving record enrolment in 2020, applications continue at high levels with the College's enrolment expected to grow further into 2021.

These internal trends and indicators correlated against external data are vital in the formulation of the College's critical plans including budgeting and strategic and master planning. This underpins relevant expansion in both scale by increasing enrolment through adding classes, opening new schools and building a new early learning centre and scope by increasing the College's quality curriculum and co-curricular programmes via an investment in assets, infrastructure and resources.

Plans for 2021

The College will continue to use all relevant data to underpin critical planning. The Strategic Plan is due to expire in 2022, with a review to occur in 2021. The College will also work with the Board to create a more sophisticated and robust Master Plan that aligns to the College's strategic intent and clearly articulates future capital priorities.



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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.

More deeply engage Trinity College Foundation, Parents' and Friends' Associations and relevant community groups.

Rationale

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

Strategic Actions 2020

Additional closed Facebook accounts have been initiated for P&F groups across the College and a Schoolbox page for our OSHC community. The use of these digital tools has created an accessible voice for our P&Fs seeking volunteers for activities, sharing of communications and engagement of content. A smiley face emoji has very high value! The need to cancel gatherings/events in 2020 made the social media platforms and electronic tools invaluable for expediting communication when volunteers could not physically be on site. It has also permitted our P&F groups to share their success stories and learn about our other supporter groups via on-line channels, eg: Old Scholars Sporting Clubs, STARplex and the Foundation. The use of the Qkr! App for selling food for school carnivals and fundraisers, eg. Pavers, has helped streamline processes for our P&F groups. They continue to be hands-on for our students with Father's Day and Mother's Day stalls, Swimming and Athletics carnivals and purchasing Year 10 Graduation gifts. A Friends of Music Group was initiated late in 2019 through the Arts faculty.

The Old Scholars community continue to strengthen with a new Tennis Club commencing late 2019 and an additional netball team in 2020. The Old Scholars Facebook group had 2,676 followers in August 2019 and in August 2020 had 3,269 an increase of 22% (up 593 members).

With no annual fundraising dinner in 2020, a direct giving campaign letter was sent to active donors in June to support the Spirit of Trinity Fund for which 13 donors gifted a total of \$21,900 within two weeks. This fund is able to support students at a grass roots level to participate in College life and now has two of the P&F groups making annual contributions.

| Spirit of Trinity Fund | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <i>Total students helped</i> | 15 | 21 | 10 | 32 | 8 families | 26 | 51 |
| <i>Value of Support Provided</i> | (\$5,271) | (\$6,380) | (\$5,570) | (\$11,681) | (\$6,615) | (\$6,572) | (\$22,655) |
| <i>Foundation Gifted</i> | | \$5,000 | | | \$7,500 | \$13,905 | \$18,977 |
| <i>Donors Gifted</i> | \$10,000 | \$5,000 | \$15,000 | \$10,000 | \$10,900 | \$10,872 | \$8,500 |

The Foundation continues to acknowledge donors via the permanent Honour Board in the Common and the hosting of fundraising and friend-raising events, eg. The Melbourne Cup Luncheon where the students are chefs/waitresses/models giving our donors the opportunity to see our students in action.

A new scholarship was created and awarded in 2020 – The Innovation Support Scholarship which means the College now offers 10 scholarships. The Trinity2Cambodia Service Award was introduced to help support a student/students wanting to undertake the Trinity2Cambodia trip by way of \$1,500 p.a. and the Foundation for nine years has funded Trinity students to undertake the Operation Flinders excursion at a cost of \$3,000 p.a. These opportunities created by the Foundation have strengthened the College offerings.

Plans for 2021

- The Trinity Spectacular FREE event hosted for the first time in 2020 (650+ persons) with all P&F groups participating will be on the 2021 calendar.
- The College will erect five digital signage boards at high traffic entry point across the College to help promote community events and these will be centrally controlled by the marketing team so that content can be distributed on social media channels.
- A new support scholarship for Year 10/11 will be launched in 2021 bringing the College offerings to 11 scholarships.

KRA 4: Enterprise Development

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

Priority 4.4

Expand our community engagement programmes consistent with our Values.

Action Item a.

Review purpose and place of STARplex as a leader and hub for community wellbeing.

Rationale

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.

Six principles are considered in the establishment and implementation of STARplex services:

1. Reduce barriers that prevent participation and identify motivators that increase participation.
2. Have regard for 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 participants' experience and retention.
5. Provide pathways for participants to transition as their skills, fitness and interest change.
6. Look to offer best practice delivery to enable growth and sustainability.

Strategic Actions 2020

Consistent with the community in general, 2020 has been an especially challenging year for the Sport and Recreation industry. An industry wide shut down in March for an extended period of time followed by an eventual re-opening under heavy restrictions has strengthened the prioritisation of long term strategic thinking to ensure sustainability.

The below table provides a snapshot of key performance indicators effective from October 2020 comparatively to that of 12 months earlier, signalling a prioritisation of services directed at children which is notable with increases in Swim School, Gymnastics and Team Sports and noticeable attrition in adult activities such as Fitness memberships.

| Snapshot of Stats in October 2020 | Point 1 | Actual | Point 2 | Actual |
|--|----------------|---------------|----------------|---------------|
| Average number of STARplex Fitness Members | Oct-19 | 1394 | Oct-20 | 1249 |
| Trinity community members using STARplex Fitness | Oct-19 | 383 | Oct-20 | 333 |
| STARplex Swim School | Oct-19 | 1350 | Oct-20 | 1573 |
| Number of Court Sports Teams | Oct-19 | 159 | Oct-20 | 188 |
| Gymnastics Enrolments | Oct-19 | 324 | Oct-20 | 394 |

Highlights of 2020

Many of the key achievements of 2020 will act as a platform that enables STARplex to form a sustainable model as a leader in the community and fitness and recreational industry into 2021 and beyond, these include:

- Re-modelling of STARplex front of house including the construction of the more purposeful and flexible reception area and STARstore.
- Transition to Links Modular Solutions and Debit Success as our membership management system, moving away from the ill-equipped Envibe system previously in use.
- Engagement of Active Exchange software to allow STARplex opportunity to better understand its current users and as well as direction on how to retain members and the best methods to source new members.
- Construction of new easy to navigate website to provide our customers with a more pleasing and valuable online experience.
- Enhanced utilisation of SportsTG for management of all After School and Social sporting activities.
- Les Mills Virtual was introduced to allow for the expansion of Group Fitness programming in non-peak times to facilitate usage patterns of all users.
- Long term renewal of leases for Gawler Physiotherapy & Sports Injury Clinic and Cuttin it Loose Hair & Beauty.
- Establishment of relationship with NJF Wellness for utilisation of gym, pool and office space for the provision of Exercise Physiology services.

Amid the uncertainty of 2020, STARplex has successfully established itself as an industry leader with its customer relations and COVID recovery actions.

- Members, Swim School families and other key stakeholders were engaged with and received communication early and often before shutdown, throughout the shutdown and for re-opening, ensuring community trust was maintained in a time of extreme uncertainty.
- Strict hygiene and social distancing guidelines were established for users and staff with clear direction and enforcement again ensuring to maximise community trust and encourage the community to re-engage in physical activity.
- STARplex was on the front foot in re-engaging users in a variety of different ways leading the way in SA:
 - The first pool to re-open for competitive swimming, lap swimming and welcoming in external groups in need of a training facilities.
 - Introduction of outdoor fitness training when indoor fitness was prohibited.
 - Concise planning and re-opening of facilities in a safe and deliberate manner immediately as dictated by government restrictions.

Australia Day basketball tournament continues to grow with a record 169 teams participating in 2020, eclipsing the 2019 total of 150.

Plans for 2021

STARplex management and staff deployment model has been thoroughly reviewed and 2021 will see the introduction of a new approach that allows STARplex to become more efficient and nimble to maintain its place within the community, while also ensuring it becomes more financially sustainable. This will be done via:

- Renovations completed, underway and upcoming to ensure better utilisation of staff and space.
- A leaner, more flexible staffing model with clear direction and defined purpose.
- Utilisation of enhanced technologies established in the second half of 2020.
- Establishment of online sales and customer communication mechanisms.

STARplex prioritises the health and safety of its staff, users and community. The enhancement of the use of CCTV through the premises will greatly assist in creating a safe and welcoming environment for all users of the facility.

Gymnastics has long been a successful programme of STARplex. Changes coming in 2021 headlined by the shift from an upfront payment model to perpetual Direct Debit is expected to enhance retention and consistency of the programme throughout the year resulting in greater financial returns.

The relationship between STARplex and Flow Psychology continues to build. In 2021 Flow will increase their footprint with an additional office space and establishment of an Occupational Therapy and Group room to assist in allowing the enhancement of their offering to the community.

New Programmes Planned:

- Birthday Parties with catering provided direct by STARplex utilising Senior School catering room, initially in the Aquatic area with plans to expand into Courts.
- Packages for 'fun days' for OSHC groups in school holiday periods and schools/kindergartens for end of year celebrations.
- Reform Pilates programmes to expand our user base and capitalise on our engaged Group Fitness market.
- Les Mills GRIT Group Fitness programme to replace Small Group Training in a more structured member friendly format.
- Futsal expansion to include Social Futsal, Walking Futsal and the view to expand After School Futsal to be year-round.



New STARstore location

KRA 4: Enterprise Development

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

Priority 4.4

Expand our community engagement programmes consistent with our values.

Action Item b.

Review and re-structure the Co-Curricular Programme to ensure seamless linkages and relevancy to the Graduate Qualities and the Strategic Plan of the College.

Rationale

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

Strategic Actions 2020

Note: In 2020, the co-curricular programme, including the review process, has been severely restricted and compromised due to COVID. A considerable number of traditional offerings were postponed, cancelled (eg. debating) or modified (eg. Tournament of Minds, sporting programmes). Furthermore, our ability to engage with planned new offerings has been significantly affected. Nevertheless as the year progressed the programme began to open and whilst responding to challenges, some new opportunities were created.

- Comprehensive audit of co-curricular offerings and staff involvement undertaken. Co-curricular activities are classified under five headings: Sport, Academic Extension, Music, Dramatic Arts, Other. Schools have the opportunity to offer two local based activities, eg. Café GR, Lion Dancing.
- Strategic intent to offer co-curricular in a systematic way with activities linked to identified graduate qualities to maximise resources in order to provide best outcomes for students. In this context the enhancement of digital technologies across the College and 'TICS' utilised extensively, enabled more integrated co-curricular offerings.
- Specific strategic focus on academic co-curricular offerings. As a consequence, the following activities were to be systematically implemented this year: Junior RoboCup, Robotics and Technology Competitions, Extended Learning Programme, da Vinci Decathlon, Kidspreneur, Coding and Kids Club.
- Review participation in Tournament of Minds competition and explore potential involvement College-wide in the da Vinci Decathlon, an academic competition with students competing in teams (Junior School and Middle School) across 10 disciplines: Mathematics, English, Science, Code Breaking, Engineering Challenge, Ideation, Creative Producers, Art and Poetry, Cartography, and General Knowledge. (Due to COVID this competition was cancelled in 2020.) Junior School and Middle School teams were to participate to ensure relevance for potential involvement of all Trinity schools in 2021. Tournament of Minds was conducted in virtual format in which several Trinity schools participated.
- Robotics was systematically introduced across all schools. Key Staff were appointed Mr S Coad (teacher in charge of Junior School Robotics) and Mr S Harmon (teacher in charge of Middle and Senior School Robotics and Technology competition) with co-ordinating teachers and coaches identified at all schools. Teams from all schools competed in Inter-School Competitions including first Lego League Competition (FLL), Junior RoboCup Competition, First Tech Challenge, External Scrimmages and Internal Competition. Recently, the four EY-Year 10 schools competed in the COVID interrupted RoboCup Junior South Australia (RCJSA) State Championships held at St Peter's College with outstanding success. Sumo Division – Gawler River 1st, North 2nd and Blakeview 3rd with Blakeview teams achieving 1st and 2nd place in the Sumo Open division.
- Extended Learning Programme (Junior School Years 2-4) co-ordinated by Mr C Saunders implemented and offered to students across all schools.
- 2020 Debating and Public Speaking competitions unfortunately were cancelled with some Trinity schools conducting internal programmes in preparation for participation in recognised competitions in 2021.

Plans for 2021

- Complete review of co-curricular programme participation levels and offerings.
- Further leverage resources to maximise outcomes for students including the use of TICS.
- Continue to refine co-curricular opportunities and ensure systematically introduced across College.
- Provide co-curricular learning opportunities in the areas of STEM to develop critical and creative thinking skills.
- Provide academic and co-curricular learning opportunities that incorporate student agency and innovate technologies.
- Continue to explore Academic co-curricular offerings, eg. Innovation Club, Entrepreneurial Club, Junior School Code Club.

KRA 4: Enterprise Development

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

Priority 4.5

Maximise the use of facilities and resources.

Action Item b.

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

Rationale

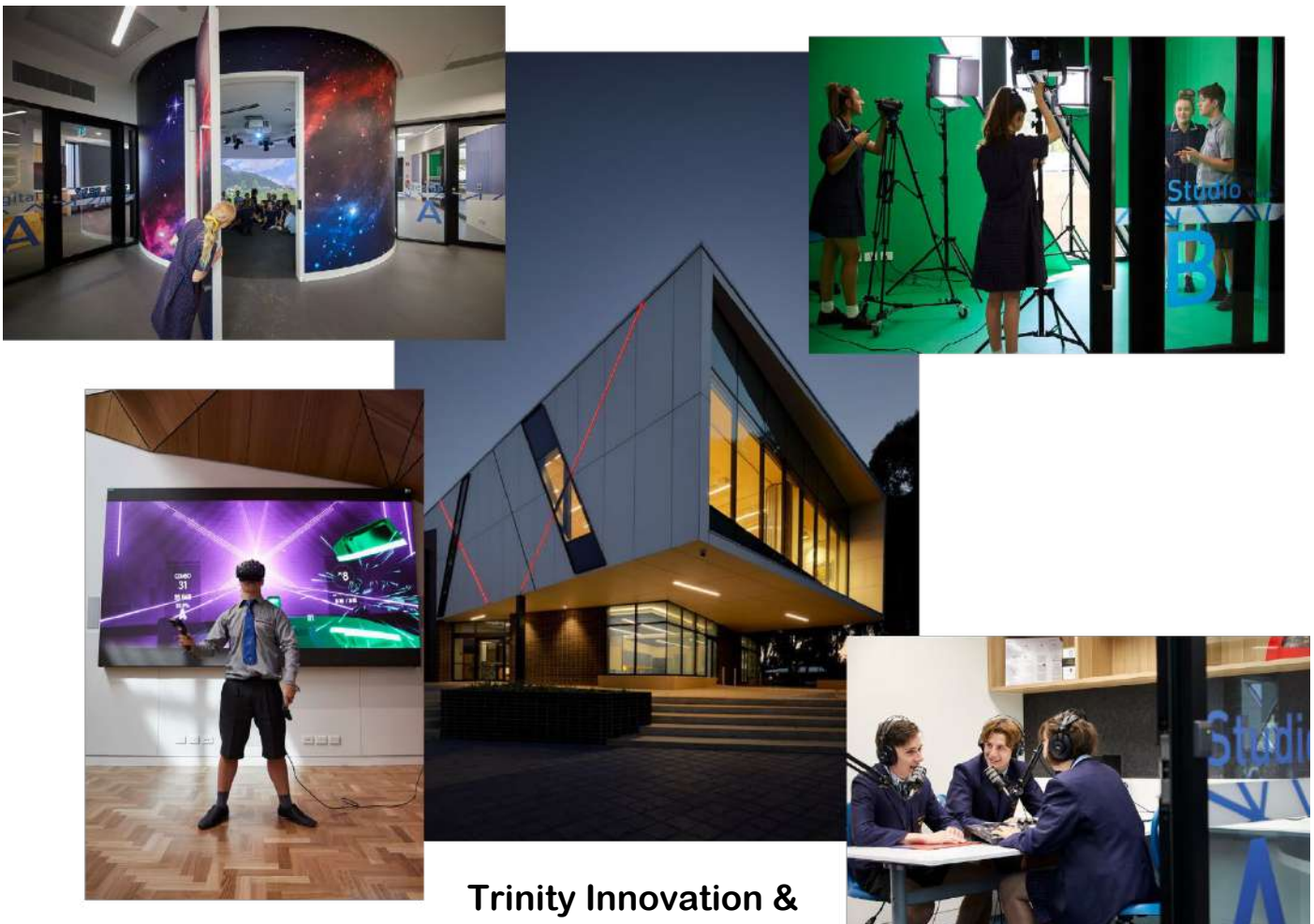
Trinity College lives its Mission by intentionally turning strategic plans into operational achievements. Capital spending is a significant way the College demonstrates to the community what is important and what we value. The operational team makes recommendations and builds projects into the budget based on the wider strategic direction and intent provided to them by the Board. We seek to ensure investment and reinvestment occurs to ensure the College remains educationally and financially healthy. Capital projects are also built into this modelling. These projects range from the essential (ie. building is end of life and must be replaced) to the new and aspirational. The College Board collectively decides which of these strategic intents or projects should be actively pursued based on the desired strategy.

Strategic Actions 2020

COVID significantly slowed project delivery and strategic thinking from March to July. Post that, quite intense reflection occurred and several discussions occurred in the later board meetings around next steps in our Master Planning.

Plans for 2021

The operational team has built the new Performing Arts Centre into the 2021 budget, which if approved, would also need a 2022 financial commitment. Our recommendation is this project best fits the current strategic intent of the College. This recommendation of course will be scrutinised and reflected upon at a Master Planning strategy day scheduled for February/March 2021.



Trinity Innovation & Creativity School

KRA 5: Wellbeing

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

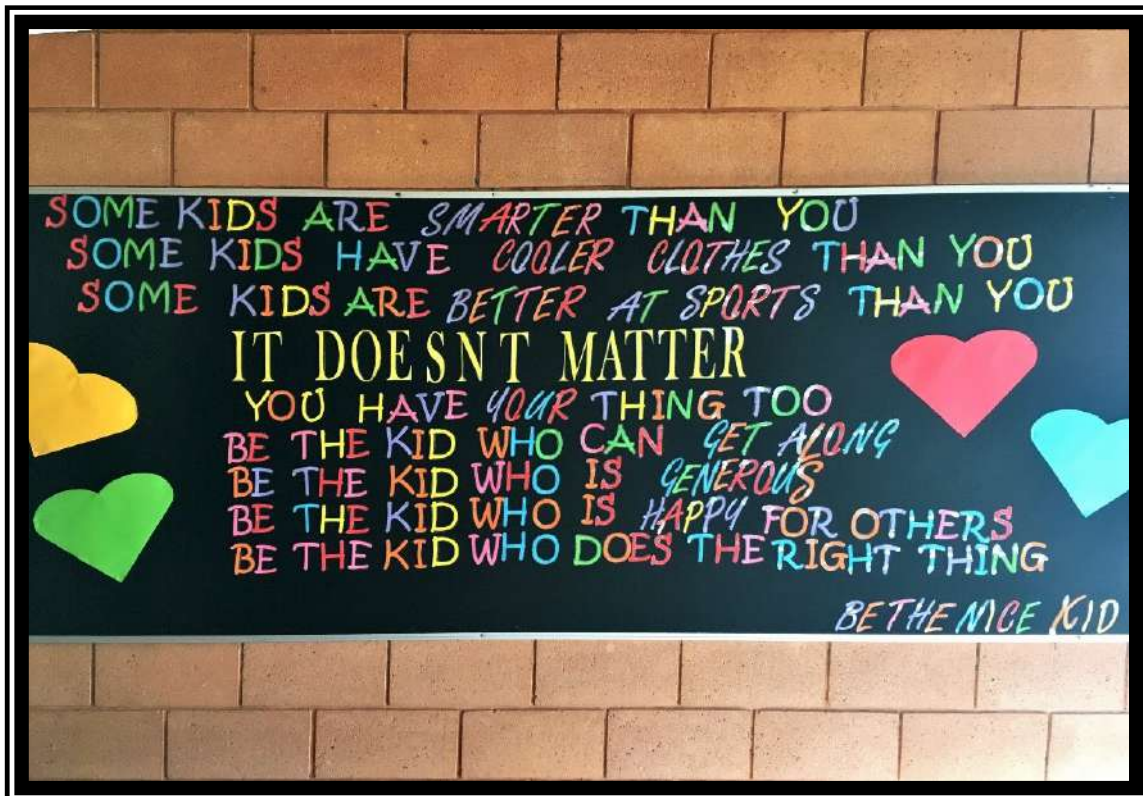
Priority 5.1

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

Action Item a.

Prioritise bullying prevention and friendship skill promotion.

The School Principals have each reflected on this Priority in their individual school reports (pages 32-42)



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

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.

Rationale

In the wake of bushfires, the COVID-19 pandemic and unsettled political and social times internationally, the mental health and wellbeing of our students and our connection with families is even more important than ever.

Strategic Actions 2020

Strategic actions for 2020 were all set in relation to the Trinity College partnership with Flow.

- Increase capacity within the team to ensure ongoing and timely accesses to therapy and support services.
 - In 2020, Flow has engaged a full time educational assessment specialist, a therapy assistant and supported an increase in available hours for Flow from existing team members. However, one full time Flow clinician left the team so net gain in service capability has been limited by this unexpected departure.
 - Flow has established a therapy space at all Trinity schools, enabling on a weekly or fortnightly basis, Flow clients to access services on site at their school, with no need to travel to the clinic at STARplex unless this is preferred.
- Increased offerings of evidence-based group-therapy programmes, to address sub-clinical need, provide early and preventative intervention and further build community resilience.
 - This has been achieved. Flow has delivered Mindful Self-Compassion Groups for Trinity teens with the support of the College and has offered Therapy Skills groups for tweens and adolescents currently on the wait list for individual services, via Medicare. These have been highly valued by attending clients and will become an ongoing offering through Flow.
- Increased opportunities to support the training and development of provisional psychologists through partnership with South Australian universities. Two provisional psychologists will have completed placements at Flow in 2020.
- Extension of our nature therapy collaboration with Naturally Gathered.
- Introduction of Animal Assisted Therapy through provision of an accredited therapy dog.
 - Psychologist Emma Currie has introduced a therapy dog into her practice at Flow.
- A recruitment drive to continue building the Flow team.
 - Flowing from the heightened level of community distress at large, the Flow team has experienced a significant increase in the number of referrals, resulting in longer wait times for families. Flow continue to engage in active recruitment efforts to better meet this increased demand for services.

Plans for 2021

- Employ an additional Psychologist at Trinity College, to have a JS focus, providing direct therapeutic care for students.
- Consider and respond to findings from the 2020 Wellbeing and Engagement data collection.
- Progress further data collection and analysis about current practice and best next steps in the College for the implementation of Positive Psychology principles in Education.
- Extend the allocation of space for Flow within STARplex to facilitate ongoing provision of group Psychology services and Occupational Therapy services.
- Provide Youth Mental Health First Aid training to key staff in Pastoral and Leadership roles.
- Facilitate training in Trauma Informed Practice for the College Wellbeing Executive and school leadership teams.
- Consolidate existing wellbeing resources available to families through Schoolbox with curated web links and other resources including School TV. Further explore online wellbeing training and engagement offerings for parents that could be made available at low or no cost to families through our online learning platforms.
- Undertake a feasibility assessment for the introduction of a wellbeing skills focussed SACE subject choice, under the banner of Integrated Studies or Community Studies.
- Trial a Trinity Senior programme for a limited number of students, offering increased flexibility of access to school. This would involve a blend of online learning and most likely, out of regular school hours staff tutoring support on-site, for students who would most benefit from a more flexible learning model in order to stay engaged with learning:
 - Target students may include:
 - Students who have established patterns of chronic absenteeism but who are academically capable.
 - Students whose mental health challenges substantially limit capacity for on-site engagement or present heightened risk in the School context but who remain committed to their schooling.
 - Elite athletes.
 - Highly capable students who would benefit from the opportunity to access advanced subjects without needing to attend physical classes.

KRA 5: Wellbeing

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

Priority 5:1

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

Action Item c.

Deliver a comprehensive staff wellbeing package.

Rationale

The success of our College is intrinsically linked to the performance of our people. Any staff wellbeing resource which affects staff, ultimately connects to student learning. We aim to enable individuals to take a proactive approach to their own wellbeing and develop the mindsets and behaviours which will support them through challenging times. Trinity College will enable professional communities to work collaboratively to more effectively support one another's health and wellbeing. By developing a whole of College response, we will contribute to improved student outcomes through enhancing staff engagement, wellbeing and connectivity.

Strategic Actions 2020

- Creation of staff, student and families and friends wellbeing online pages in Schoolbox. Cross promotion of other agencies – Flow Psychology, Beyond Blue, Smiling Mind, Relationships Australia, Lifeline, etc.
- Introduction of Weekly Wellbeing Blessings – thoughtfully created and collated by our Co-ordinating Chaplain, David McGillivray. These blessings provided uplifting words during an uncertain time.
- The College meeting schedule included regular Staff Wellbeing Committee meetings, including site representatives from each school/learning space who met once a term to share good practice.
- During COVID-19, each Staff Wellbeing Committee site representative was instructed to monitor, share and report to the Deputy, their perception of the 'state of play' at their site and areas of concern were addressed immediately. (I.e. shared with College Chaplaincy, College Psychologist and the Head). As a result, increased staff communication occurred and/or visits to sites to speak individually to staff members.
- New North Principal, David Kolpak provided internal professional development to both North and South schools on Positive Wellbeing.
- College Psychologist and Deputy revisited work on the online Staff Wellness Notebook started in 2019.
- North trialled daily digital 'Character Strengths' emails to staff with intention to cross promote through Principal meetings and whole of College.

**Plans for 2021**

- Introduce and promote Staff Wellbeing Checks (linked to Staff Health Plans and their own PD Plans).
- Deputy Head, North Principal and College Psychologist have discussed and received quotes on various Staff Wellbeing Toolkits. The National Excellence in Schools Leadership Institute ((NESLI) is the preferred model presently and will be shared with the Head and Principals' Meeting before a final decision is made.
- Promote resources on our Schoolbox wellbeing pages: Be Well Plans, Corona Virus Care Kit, Be Kind to Yourself (Berry Street Professional Development).
- North Principal is trialling Visible Wellbeing at their own site in 2021 with a view to across-the-College dissemination.
- Deputy Head has created a professional library for College staff to access resources on wellbeing, coaching and adapting to change.
- Deputy Head and College Psychologist meet fortnightly to cross reference reports on staff wellbeing concerns/successes and are also working on the improved EAP programme across the College to provide a diverse and comprehensive suite of offerings.

KRA 6: Sustainability

Goal: Ensure Trinity remains financially strong and environmentally responsible.

Priority 6.1

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

Action Item a.

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

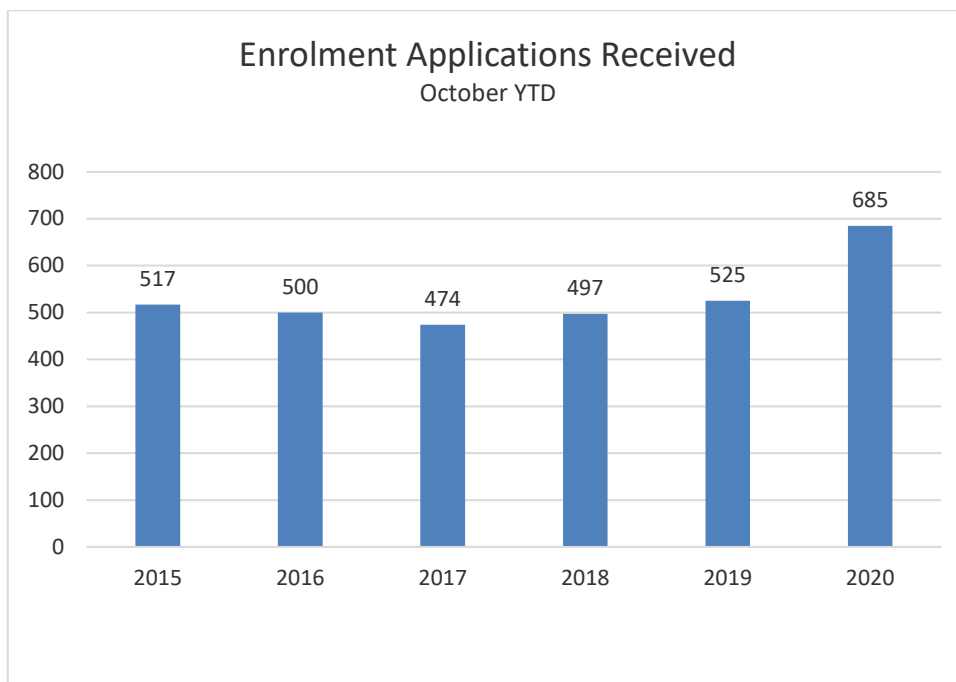
Rationale

Enrolment is the lifeblood of the College. A healthy enrolment provides the students for us to work with and the resources to deliver quality opportunities. COVID-19 reduced key marketing opportunities such as Open Day and led to the cancellation of some tours and events. Despite this, enrolment and applications for enrolment have soared. 2020 delivered an all-time high enrolment at census day. The restructure of STARplex to be more efficient yet provide improved services for clients will ensure a stronger financial footing moving forward.

Strategic Actions 2020

Increased enrolment and applications have come from a combination of the following external and internal factors:

- Improving demographics (an increase in the number of school-aged students in the area).
- Additional tours, including more flexible afternoon opportunities.
- Good handling of COVID matters.
- Improved internal and external communication and more targeted marketing.
- Improved internal systems including follow up and promotion.
- Individual schools more actively supporting at risk students leading to earlier intervention.
- The Trinity Innovation and Creativity School has resonated very positively in the community.



For STARplex a restructure to ensure a more client focussed, and less departmental or siloed staffing has occurred. The major physical restructure to enable staff to operate more seamlessly across the centre and been a key factor in advancing this.

Plans for 2021

The College will face increased competition from additional schools commencing in the area from 2021.

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 2020

In 2020 Jon Munn and I have continued 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. This is managed through Complispace Assurance.

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 2021

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 have a new Complaints Management module in Complispace and this will be implemented in 2021 and the analysis of the complaints will help in the risk management area, as it will highlight community concerns. 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.



Yr 12 Graduating Exhibition

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

Consumer demand for 24/7 digital platforms is the new shopping normal, however, the diversity of digital platforms by which we can promote the College requires us to be strategic for our brand. The creation of authentic digital content to support our 'word of mouth' promotion of College life to retain students, improve enrolment enquiries and increase engagement with the College community are the key objectives for our enrolment success.

Strategic Actions 2020

The completion of TICS gave us the opportunity to create new dynamic marketing content early in 2020 to share on all digital platforms, including a video with drone footage that has been edited for a variety of marketing formats. Further professional photography will occur late in 2020 for a new Prospectus rollout in 2021 with TICS to be a feature.

We have expanded the College website with VIMEO Showcase Channels to include a student channel, staff presentations and a back catalogue of College promotional videos and the necessary COVID-19 messages. VIMEO analytics show that more people watch videos on their mobile devices, and hence we regularly use internally shot video footage on our social media accounts, which has grown engagement with our community. Current followers on Facebook are 3,445 (up 1,349 persons over August 2019, an increase of 39%) our Instagram followers are 2,257 (up 584 persons over August 2019 an increase of 25%). Our LinkedIn account has grown from 121 followers to 358 in 12 months (a growth of 237 persons, up 66%).

The implementation of a new publicity permission process for parents in 2020 has allowed us to maximise the use of Schoolbench software to identify students for our various publicity channels. This has helped streamline marketing processes and permitted timely upload of content to digital platforms. Schoolbench also allows us to archive in the Cloud and have a secure data source with event notations. This has created our own digital library about College life.

The engagement of a new school photography company (Advanced Life) has permitted digital downloads of material 24/7 via the Cloud of school photography for the Yearbook production and an archive service (FREE) for parents. Parents have the convenience to buy photos on-line and archive indefinitely with Advanced Life.

In 2019 we implemented a seven month News Corp paid digital campaign (NewsXtend). After review of that contract we engaged these digital advertising channels to run continuously. From August 2018 to August 2019 we had 420 enrolment enquiry forms filled out on our website, in August 2019 to August 2020 it was 622 - an increase of 48%; this can be attributed to the NewsXtend digital campaigns pushing traffic to our website. With the ability to review monthly the NewsXtend analytics via a dashboard, we can tweak geo fencing, change retargeting impression numbers, refine search words or alter social media campaigns. For example, with the announcement of the new preschool at Gawler River in June 2020 we could refine those advertising parameters to help prospective parents search for our new offering. Our website analytics show with this announcement that the number of Enrolment forms filled out in May 2020 was 46 and in June 2020, it increased to 118. We also trialled the NewsXtend digital campaign for STARplex January–March 2020 which was tracking very well and have reactivated this as at October 2020 which is timely with the launch of the new STARplex website. Using our mobile digital sign across College sites has helped promote the STARplex re-opening and new programme offerings.

The results from our Whole College Parent Communications Survey late in 2019 has meant a refinement of the College App channels in 2020 and less repetition for parents of communications, with them now receiving all content via Edsmart.

Plans for 2021

- A virtual 360 tour map of College facilities will be created for our website with Advanced Life photography company.
- The enrolment process will move to an on-line portal linked directly to our Synergetic database reducing paperwork and data entry for the enrolments and finance teams.
- We have engaged our website designers to refine our Search Energy Optimisation to ensure top Google rankings.
- The Schoolbench software will have an App in 2021 to expedite social media posts and we shall purchase a 4K video camera for our department to increase quality video production.

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 2020

Please note these occur on all or some of the Trinity schools, and also at Blackham Experiential Centre.

- Student led Green Teams or equivalent on most schools- coordinating 'Green/Sustainability Day', Clean Up Schools Day, World Environment Day, National Recycling Day, promoting sustainability, recycling for Metapraxi projects, composting, kitchen garden projects and a BV sustainability passport based on Community, Unity, The 3 Rs *Reuse/Reduce/Recycle*, Environment and Respect.
- Education for Sustainability Group (EfS)- staff from all parts of College, students and members of NRM Board maintained connections through email.
- All schools are working with Cleanaway system to ensure rubbish sorted to 10c, Co-mingled Recycling, Landfill, Paper and Organics. Less rubbish is going to landfill and photocopying and colour printing reduced through auditing. Some schools have also used KESAB for incursions.
- Blackham has had 29 Experiential Learning excursions and camps with more than 1600 student day visits despite COVID. Composting toilets are now operational at Blackham and planting completed to support the endangered Diamond Fire Tail Finch. Walking tracks have been completed and reduction burns also completed. Boneseed, wild olive and wild artichokes control is also on track.
- MS and JS Staff representatives are on the College Solar Schools committee to utilise solar information from school solar panel arrays, to upskill staff, and provide lesson plans and resources.
- Widespread use of Wipe out Waste (WOW) initiatives in classes, particularly in the Junior Schools.
- Curriculum perspectives, eg. Sustainability projects through Metapraxi, Mars project in conjunction with TICS, Future Food Production expos, Junior School Waste Curriculum available to all schools, Environmental concerns and Climate change embedded in curriculum offerings, classroom foci on landfill waste, GR Bee project.
- A move to removing textbooks in the Middle and Senior Schools, with students using online means instead.
- Kitchen Garden or Vegetable garden projects and/or Bush food gardens maintained. Succulents and plants propagated for the SA Bushfire Garden Revival Group.
- Use of Blackham, Trinity farm and other areas for experiential learning from EY to Middle School, eg. SHE tasks on finches in ecosystem, farm visits, camps, Indigenous programmes at Blackham.
- An emphasis within Service Days to look at cleaning up school and community environs, planting new seedlings and trees, and to focus on environmental issues in a COVID Safe environment.
- Year 8, 9 and 10 camps through WEOA have a sustainable focus and an attempt to minimise and count all waste.
- Creation of diverse nature play areas on all sites, with some sites budgeting for nature play grounds.
- The Technology Faculty recycled plastic lids to be shredded or pressed through heat and formed into extruded or flat materials which are manufactured into products or student projects.
- The creation of insect homes and bee hotels on most sites.

Plans for 2021

- EfS group to facilitate a Whole College response, and communication through media, for specific agreed focus days (did not happen in 2020 due to COVID).
- To investigate how to 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.
- To have all Junior Schools review the Waste Curriculum document that has been in place for five years.
- To promote climate change discussion and the possibility of students becoming part of Student Environment Network and the SA Youth Environment Council (YEC), to encourage 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, and also promote parent membership of the EfS Group through P&F groups.

KRA 6: Sustainability

Goal: Ensure Trinity remains financially strong and environmentally responsible.

Priority 6.2

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

Action Item b.

Formally establish the Trinity Environmental Management plan with a particular focus on recycling.

Rationale

To ensure the College’s environmental footprint is minimised, achieving reductions in the key areas of energy, waste and water, as well as financial savings for the College. To engage students in a meaningful way so that the College’s positive impact extends well beyond the school fence.

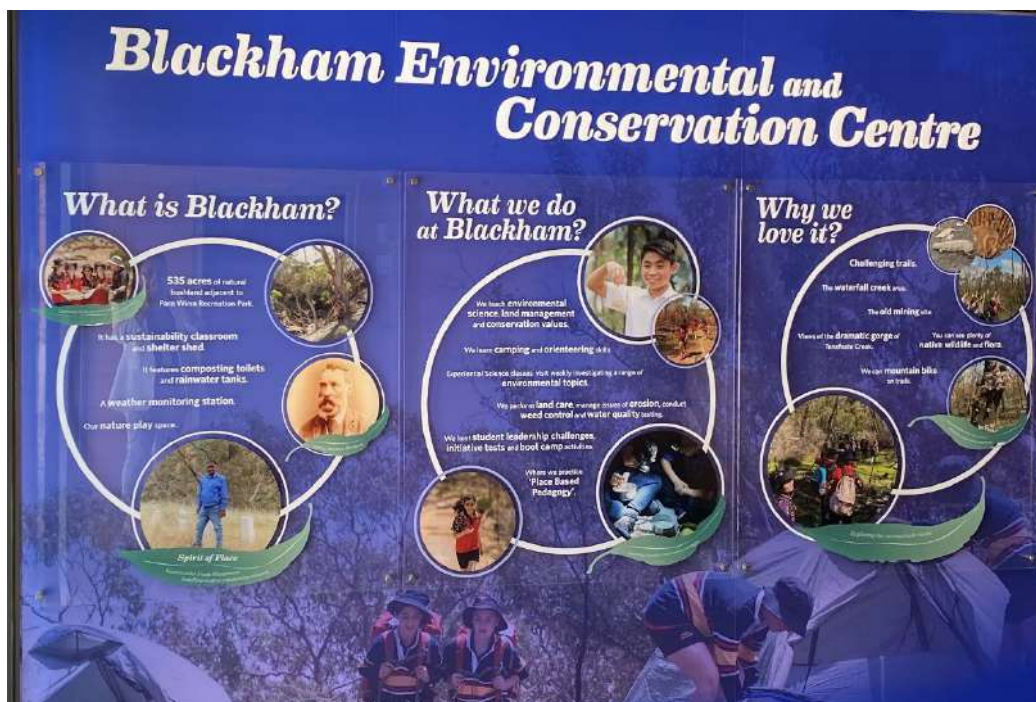
Strategic Actions 2020

After several years of significant improvement through sustainability initiatives focussing primarily on water and electricity, 2019 saw the implementation of a major upgrade to the College’s waste management and recycling programme. This rollout continued into 2020 with further work undertaken to reduce the 89% of general waste going to landfill towards its long term goal of 10%. Recycling stations, better signage, improved collection points and better waste specific holding options (skips and large bins) have been installed. A College commendation was given to the Trinity College North Early Years students based on their strong engagement in improving waste management and innovative school based signage.

With significant improvement achieved to reduce waste generated by students, focus shifted to the College’s back of house waste. The Facilities Team has commenced recycling all animal manure generated by the Farm and Equestrian Centre as well as mulching all garden limbs, scraps and offcuts. This is generating tonnes of mulch and manure per annum, reducing waste and minimising costs.

Plans for 2021

The College will move into a formal and structured phase to develop a report on the impact of recent initiatives and an Environmental Management Plan to both embed positive actions and plan for targeted approaches moving forward. A budgeted allocation has been made to commence and drive the development, consultation and implementation of this plan. This may include the employment of a Sustainability Officer. As a long term project, this is expected to continue into 2022.



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 2020.

Nick Hatley

KRA 1: Christian Values

Action Item 1.1b. Ensure all events, communications, public forums reflect our broad yet clear values.

Rationale

Learning, Wellbeing, Excellence, Community, Opportunity and Openness are the College Values and are embedded in whatever we do at Trinity Blakeview School.

Strategic Actions 2020

- To ensure our College Values: Learning, Wellbeing, Excellence, Community, Opportunity and Openness are reflected in our daily life, the Trinity Blakeview Principal eNews sections were written around these values throughout the year.
- In addition, Trinity Blakeview contributed to the Anglican Schools Synod report on Faith, Reason, Worship, Pluralism, Character and Service which underpin all of our College Values.
- Our UNITY campaign focussed attention on the unique nature of the diverse student community at Trinity Blakeview with 33% of students from an EALD/ESL background. We made it our mission to know each other's unique story due to the work of Student leader, Aballa Opio. This particularly emphasises the College Values of Community, Wellbeing and Openness. UNITY has also proved effective as a positive deterrent against bullying behaviours and has increased connectedness and resilience. We have created several wall posters. See example →
- We will again work with Anglicare, alongside our Youth Chaplain Sasha, to prepare hampers for those in need during the Christmas season.
- We also continue to build on our COVID style Service programme with assistance around the School, in our immediate neighbourhood and at our Blackham sites.
- As a result of the National School Improvement Tool process, we formed staff working parties to investigate better protocols and strategies with regard to the teaching and learning of those with ESL/EALD backgrounds and students who have been identified as Gifted. This approach builds upon the College Values of Learning, Excellence, Community and Opportunity.
- Two members of Trinity College Blakeview staff are active on the College RAP committee and coordinated Kaurna Welcome songs and activities for National Reconciliation Week, and curriculum audits throughout the year, to further focus on the inclusivity of our College Values of Openness and Community. This was also broadcast through the Blakeview Parents' page on Schoolbox.

**KRA 2: Our People**

Action Item 2.1b. Promote and improve our staff communication, consultation and culture.

Rationale

Excellent teaching and learning is the result of supporting, developing and retaining top quality staff at Trinity Blakeview School.

Strategic Actions 2020

- All staff (within Professional Learning Teams, EY-2, 3-4, 5-6, Maths/Science and Language/Humanities) during staff meetings, and on school based professional learning days, analysed our School utilising the National School Improvement Tool over the eight domains. We included a ninth dimension: Faith. From this, staff created a document that itemised the areas needing further development and attention in 2020, and into 2021. Staff 'buy in' is a direct result of allowing staff the opportunity to comment and be consulted. Some areas such as investigations into how the needs of ESL/EALD students and their families are met, and the differentiation required by gifted students, have already commenced. Other suggestions have informed the budget requests presented for 2021, changed the scheduling of meeting times to create more opportunities for the Middle School to meet, and opened up an analysis into the formatting of reports. The other items for development will form the basis of the 2021 PLT focus.
- The appraisal system at Trinity Blakeview emphasises the importance of professional discourse. Sixteen staff worked on a professional reflection document (designed by the Middle School HTL, Rebecca Garrett), with the Principal based on their AITSL standards report suggestions. Another 10 staff worked with the Principal to complete an Educator Impact appraisal cycle. Remaining staff were either placed in a Growth coaching appraisal process with their relevant head of sub-school or involved with the Principal in a formal appraisal process. Professional discourse formed the basis of all these approaches which focussed on communication and consultation. From this all staff created a SMART teaching and learning goal moving forward into 2021.
- The Staff Association and leadership worked together to create various COVID safe events and special birthday biscuits from Crumble and Crunch.
- Non-teaching Staff Day and National Volunteer Day were celebrated with specially decorated biscuits from Crumble and Crunch. World Teachers' Day was also celebrated with biscuits from Crumble and Crunch, and a personalised message card from the Principal.

KRA 3: Educational Development

Action Item 3.1a. Embed the Trinity Graduate Qualities (GQ) and match our educational offering to deliver these qualities.

Action Item 3.1c. Promote key cross curricular capabilities and enterprise skills including collaboration, creativity, innovation, research and entrepreneurship.

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

Rationale

Priority 3.1a, 3.1d and 3.1c are integral to the teaching and learning excellence offered at Blakeview through curriculum studied in classrooms, co-curricular offerings in both Junior and Middle Schools and external competitions within COVID guidelines.

Strategic Actions 2020

- Staff and student engagement in the Metapragis project in partnership with Michael Bunce from the University of East London and AISSA is in its second year. Junior School students from Years 5 and 6 have created a showcase in their classrooms for other students and staff and the planning and documentation has been loaded onto the Teams document managed by the University of East London. Middle School students are also undertaking their Passion Projects and all documentation is being shared on the Teams document. This emphasis on the GQ of Lifelong Learning and Applied Creativity is also being mapped by the University of East London using their mapping tool.
- The GQ of Wellbeing is being embedded through weekly Positive Education lessons in EY-Year 9 and through Pastoral Care activities in House. A common positive language has continued to be shaped around the 24 character strengths. The GQ of Community Engagement has been embedded with Service opportunities, and WebEx, EdSmart and Schoolbox communications due to COVID measures.
- Our Robotics excellence continues with more competition wins and also an excellent scope and sequence from EY-Year 6. Robotics and Entrepreneurship co-curricular activities are available to all our students.
- A focus on the 7 Learning Dispositions, and intervention programmes such as Glen Gerreyn's Oxygen Factory, Kids Bizz, continuation of Friendology, 123 Magic, Zones of Regulation, Peaceful Kids, Mindfulness, Positive Education and PERMA, student and House leadership, the JRC in the Junior School, Student Leader events at lunchtimes, has seen student agency nurtured and student wellbeing supported and enhanced.

Plans for 2021

1. To continue to develop an infographic that marries the Trinity College Values with the GQ, Character Strengths and the six Blakeview Shared Values to ensure the strategic actions of the KRA are met.
2. To ensure that all Junior School staff by 2023 complete LETRS (*Language Essentials for Teachers of Reading and Spelling*) a PD programme that provides teachers with the skills they need to master the fundamentals of reading instruction - phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. Authored by literacy experts Dr Louisa Moats and Dr Carol Tolman this evidence based course will allow us to meet the needs of all our students so that, regardless of their cultural background, they will have the etymology, knowledge, vocabulary and skills to read and spell skilfully before they reach Year 3.
3. To promote community involvement after COVID, maintain PD training and use of 'Brightpath' and continue to address all NSIT areas requiring development.
4. To continue to emphasise the INNOV8 4 Cs - Collaboration, Communication, Creativity and Critical Thinking in all aspects of teaching and learning- curriculum, classroom furnishing, school resources, co-curricular opportunities and cross-curricular capabilities.

KRA 1: Christian Values**Action Item 1.1b. Ensure all events, communications, public forums reflect our broad yet clear values.**

- The College Values of Opportunity, Openness, Excellence, Community, Learning and Wellbeing which underpin ‘everything we do’ are highly visible within the life of the school.
- Youth Chaplain Roullier implemented a five week ‘Worthy’ programme involving Middle Schools girls. This practical and values based course emphasises the uniqueness and worth of the individual and others.
- Worship Services and weekly reflection videos which feature related Bible Readings are based on College Values and Character Strengths.
- Worship Services are held throughout each team and involve all students from EY to Year 10.
- Values reflected in communication to families and the wider community: eNews articles, Trinity Times, College Magazine and Principal reports to Parents and Friends. These values are clearly articulated and expanded upon during parent tours, New Student Transition and Orientation sessions and Beginning of Year and Subject Information evenings. Themes used in eNews articles are regularly based on College values.
- Community Service is an integral feature of the school with all students involved in structured charitable endeavours at the class, House, sub-school and whole school level. In addition, Service Day is held annually in which the Houses undertake service activities throughout the community. Individual students are encouraged to actively engage in the community with their contributions acknowledged at the school level through the Pastoral Care programme. This year students, staff and families participated in the annual ‘Walk a Mile in my Boots’ campaign conducted by the Hutt Street Centre and walked, as a school, throughout the township of Angle Vale demonstrating support and awareness for the homeless.
- Student school awards presented at Speech Day, Academic and Pastoral Care Assemblies, within the House structure, in Junior School classes and co-curricular programmes reflect our shared values.
- Topics for the school Public Speaking and Writing Awards are based on College Values.
- Rite of passage events namely, the Years 10 and 6 Graduation ceremonies and the Student Leader Commissioning Services which engage the school community and reinforce the values of the College.

KRA 2: Our People**Action Item 2.1b. Promote and improve staff communication, consultation and culture.**

A culture of collaboration and lifelong learning exists at Gawler River.

- Within the Quality Teacher Programme, Leadership development is a key component. As a consequence key Junior School staff are participating in the Independent Primary School Heads Association (IPSHA) Aspiring Leaders Programme. Co-ordinated by Professor Giles from Flinders University and supported by school leaders across the Independent sector, staff develop their leadership through the formulation and subsequent implementation of a school based project utilising an Appreciative Inquiry approach for organisational development. In addition, an Emerging Leader programme has been established with identified staff participating in specific and targeted areas, namely, school based projects – Kitchen Garden, Bee Study; ‘Championing’ new Teaching and Learning initiatives - Brightpath, iMaths; school event co-ordination; leading staff committees – Wellbeing, RAP, Sustainability, Student Agency, Entrepreneurship. Furthermore, initiatives to provide opportunities to experience and share duties have received positive feedback from staff as a means for personal development and exploration of potential future pathways. This has included members of the School Leadership Team assisting with parent tours, staff assuming short term roles due to staff absence – Daily Administrator, invitations to observe and participate in school, sub-school, Pastoral Care, Heads of House and parent meetings. These measures in addition to all staff being able to contribute to the formulation of staff meeting agendas and join school and college based committees further develops a sense of ownership.
- Staff have Individual Development Plans prepared which include strategic professional development opportunities. Regular reviews occur with a reflective and feedback dimension incorporated.
- The introduction of the Trinity Institute, including providing opportunity to undertake further study, contributes to the building of a culture of lifelong learning and self-development.
- Initiatives such as RUOK Day?, weekly Principal emails to staff, Wellbeing Team activities, staff social activities, 1:1s with the Principal, Wellbeing as a set staff meeting agenda item have highlighted the importance and enhanced staff wellbeing.
- Staff have embraced the usage of Microsoft Teams as a means of communication at the individual, faculty, sub-school and school level which has resulted in improved efficiencies but also a catalyst in creating increased collaboration amongst staff and building further networks.

KRA 3: Educational Development

Action Item 3.1a. Embed the Trinity College Graduate Qualities and match educational offering to deliver these qualities.

- Staff have been supported to undertake post-graduate studies, (Professional Learning Certificate through the Trinity Institute in partnership with the University of South Australia), to ensure our pedagogical approach and assessment of graduate qualities is evidence based. Currently two Gawler River staff members are participating in this opportunity and are involved in collaboration with colleagues from across the College to challenge current and traditional teaching practices and developing and testing theories based around future oriented learning styles.
- The establishment of TICS has enabled Gawler River staff to utilise the resource so all students have the opportunity to access learning spaces and technologies that foster the graduate qualities. Year 7 and 8 students underwent an immersive Digital Technologies course at TICS with students from all year levels utilising this facility throughout the year.
- Teaching and Learning programmes now incorporate the Graduate Qualities as learning outcomes.
- Heads of Pastoral Care lead Junior School staff through the analysis and development of executive functioning skills and subsequent connection to the Pastoral Care programme (Zones of Regulation). Middle School students engaged in the 'Bite Back' six week Mental Health challenge through the Black Dog Institute and participated in a 'Healthy Relationships' programme presented by Dr T Opie through the Carly Ryan Foundation. Wellbeing Day, a new initiative, was held and underpinned by the Habits of Mind and Character Strengths.
- Opportunities continued to be created for students to experience learning and success beyond the classroom environment, eg. excursions, incursions, Bee Project, Kitchen Garden Project, co-curricular programme, including Robotics and Engineering.
- The school continued its involvement in the Metapraxia Project (second year of a three year programme) directed by Michael Bunce, University of East London and supported by AISSA. This integrated approach to learning provides staff and students with meaningful learning experiences that are cross-curricula and develop student agency and the Trinity Graduate Qualities: Applied Creativity, Wellbeing, Lifelong Learning and Community Engagement. 'Hexagonal Thinking' a curriculum mapping tool, was employed to link individual teaching programmes across all year levels to make natural connections and learning clusters underpinned by relevant Graduate Qualities. Guided by findings, Professional Learning Teams collaboratively developed topics to be implemented in Semester Two utilising a Gawler River generated template which featured:
 - Content (What?): Including Overview, Targeted Graduate Qualities, Curriculum Links.
 - Context (Where?): Where is the Learning Occurring and Cross-curricular Opportunities.
 - Mode (How?).
 - Assessment.
 - Schedule.
 - Example of Unit of Learning; 'Survival Day'. Inspired by the English novel study the 'Bombing of Darwin', Year 6 students utilised the Blackham Bush site and TICS and incorporated the subjects of Digital Technologies HASS, Mathematics, Science, English and Design & Technology to virtually experience, design, construct, present and evaluate a sustainable existence as a consequence of a natural disaster.
- Significant entrepreneurial enterprises provided the opportunity for the delivery of the Graduate Qualities.
 - Café GR is now fully operational and provides a service to parents, visitors and staff each morning in addition to a Farmers Market in conjunction with the Kitchen Garden Project on Friday afternoons. Recognising this school based business as a Registered Training Organisation is currently being explored.
 - Year 7 students incorporating participation in the newly introduced 'Futures' course developed a business model to produce sustainable and recyclable stationery.
 - Early-Years classes within the framework of student agency chose to create a Cook Book. A business plan was developed including production and marketing strategies with profits from sales apportioned to their nominated charity, the Indigenous Literacy Foundation and the business. Volume 2 is currently being prepared!
- In partnership with AITSL and ACARA, Junior School and Middle School staff participated in research activities working towards the development of a technical ecosystem that will support teacher practice with formative assessment and implementing a learning programme.

KRA 1: Christian Values**Priority 1.1b. Ensure all events, communications, public forums reflect our broad yet clear values.**

At events and public forums held over the course of 2020 in the North School, as well as in the North Newsletter going out to the school community, the College's values, including 'In God is My Faith' have been reflected in a manner which has been both clear and broad:

- At camps organised by the North School, leadership of groups and facilitation of programmes have deliberately included the ministry of the school chaplain. This inclusion, especially as leader of a group in the Year 9 cohort on their recent hiking camp, has enabled the delivery of high quality pastoral care and input from a Christian perspective into young people's lives. I am very grateful to the prominence and significant trust given to the ministry of the chaplain in this context. It raises the profile of our Christian Values at Trinity College, and many parents have expressed gratitude for the progress made in their children's lives as a result.
- At North School, large assemblies conducted at both STARplex, in the Glasshouse and in the Chapel over the course of all terms in 2020 to which parents and grandparents have been invited, such as leadership and awards ceremonies and assemblies and other large assemblies have wherever possible included the Chaplain as one of the speakers. Prayers and scripture readings were presented at these public occasions by the presenting students and a blessing given to conclude in keeping with broad Anglican Christian traditions.
Chapel services and significant public assemblies at which many students and their family members have been present have been accompanied by homilies which have been prioritised by the organising staff in which a broad but invitational message has been articulated and welcomed.
- Typically themes stemming from the concerns and teaching priorities of Pastoral Care staff, especially re-enforcing and going a bit deeper with the tenets of the Positive Education curriculum from a biblical starting point have received the most appreciative response.
- Chapel services have been carried on in a pandemic appropriate manner and innovative format, including the provision of carefully put together online chapel services delivered in the context of House and learning from home. The line managers of the North School have gone out of their way to ensure that this chapel input was provided throughout the two terms in which learning was most disrupted by the pandemic in a way which served to honour and underline the place of Christian worship in the life of the school.

KRA 2: Our People**Priority 2.1b. Promote and improve our staff communication, consultation and culture.**

- During a year of unprecedented times, this area has been of significance. Throughout the year, the intention has always been to provide staff with clear guidelines and processes for how things were to be done. We have maintained open communication, through weekly updates, staff meetings and electronic communication. Processes have been established to provide staff clear operational instructions around 'Who to see about what' which has greatly improved administrative processes.
- The Staff Association, has worked tirelessly at maintaining social connection with physical distancing. Ideas that promote staff wellbeing and enhance culture have continued to thrive.
- Finding ways of keeping staff morale high and feeling supported has been a central feature of our staff Meetings. Celebrating 'WHAT WENT WELL' and expressing gratitude towards our colleagues kept the staff feeling collaborative and appreciated. What it also did, was demonstrate a need to establish a common, shared understanding of what Staff Wellbeing is and how this is then transferred into or classroom environments.
- In setting up our 'new' Year 7 spaces, consultation occurred between the Year 7 teachers, the HMS and the HTL to unpack the connection between pedagogy and flexible learning furniture. The result has been the creation of spaces in which modern pedagogies can be trialled and evaluated. This empowering of teacher voice in classroom design has significantly worked to create an effective, collaborative team.
- Throughout Term 4, the staff were sent a daily 'Character Strength' email detailing what each of the strengths are and how they can be used to benefit us in our lives. More importantly, though, they were provided with exercises to 'boost' each of the Character Strengths to enable them to learn that our strengths aren't fixed – they can be developed.

KRA 3: Educational Development**3.1a. Embed the Trinity College Graduate Qualities and match our educational offering to deliver these qualities.**

- We have continued our work with developing Learning Communities at each year level through the use of flexible furniture and learning spaces. In addition, the implementation of Project Based Learning, ensuring a student-centred approach to learning and the development of dynamic classrooms in which students are developing the skills and knowledge through active exploration of real-life challenges and problems.
- A continued focus on excellence in literacy and numeracy across all year levels with the introduction of various programmes- MacqLit, Brightpath Writing Assessment, Mangahigh, Times tables Rockstars, Wushka Online Readers, Decodable readers along with professional development opportunities for staff focusing on these key areas.
- Throughout the school, we have also developed an extensive programme of in-house professional development on the topic of differentiation to ensure opportunities for all.

- Introduction of an outstanding Metapraxi project in Year 7 to strengthen cross-curricular ties and to develop capabilities. Introduction of Futures subject with focus on entrepreneurialism. Encouragement of cross-curricular projects in Maths and Science, Art and Drama, PE and Science.
- Frequent use of TICS by MS students to harness the opportunities of using technology to further education. A whole school project was undertaken to establish *What is an Effective Learner?* All students went through a series of discussions and questions to establish the difference between ‘compliance’ and ‘active learning’. The result has been the development of a poster that clearly aligns:
 - Character Strengths (individual)
 - Integrity, Optimism, Excellence, Resilience, Respect (North)
 - Graduate Qualities (College)

3.1c Promote key cross-curricular capabilities and enterprise skills including collaboration, creativity, innovation, research and entrepreneurship.

- This year, we are in our second-year phase of the Metapraxi Project. This has been a joint project through AISSA and has been coordinated by Michael Bunce from the University of East London. This multidisciplinary, transdisciplinary and interdisciplinary approach has created vibrant and engaging learning environments that has provided cognitive development through student agency. Closely aligned with the Australian Curriculum capabilities (Personal and Social and Critical and Creative) our students have quickly learned to cross boundaries of school disciplines to deepen their understanding.
- The Junior School has continued delving into Project Based Learning (PBL), an approach that engages students in rigorous learning whilst developing knowledge, skills and understandings through the Australian Curriculum. Students have demonstrated rich understanding of topics explored and have made significant connections between their learning and their own lives – demonstrating connection.



- Entrepreneurship is an exciting feature of our school. And provides all of our students with opportunities to learn life skills to navigate through their future. Skills such as teamwork, empathy and failure are all vital lessons that need to be learned and experienced in a comfortable environment. The Junior School students have continued to take full responsibility for the development of an activity to fund raise for a charity of their choice. The Middle School Garden Project has also made significant progress, with the introduction of a ‘Shark Tank’ presentation to the Forage Supply Company.

KRA 1: Christian Values**Priority 1.1b. Ensure all events, communications, public forums reflect our broad yet clear values.**

At South school the College's values, including 'In God is My Faith' have been reflected in a manner which has been both clear and broad.

- All assemblies conducted in 2020 to which families have been invited, have included the chaplain as one of the speakers. Prayers, scripture readings and a concluding blessing were given by students. The South school expressed its desire that the chaplain robe in the vestments of the church at these events which serves to further honour the place of faith in the life of our school in a clear, visible and public way.
- Chapel services have been carried on in a manner and format around numbers sensitive to the requirements of public health presented by the COVID 19 in a way which honours the place of Christian worship in the life of the school.
- The presence of a chaplaincy and worship programme has been a visible and clear indication from the school at South of the school's understanding that in times of adversity, faith and prayer are a great comfort and source of strength to many.

KRA 2 and 3: Our People and Educational Development

- Learning Support Team Meetings/Professional Development – inclusion of Educational Support Officers (ESOs) in strategic meetings to diagnose the intent and purpose of Learning Support. This included the inclusion of the Learning Support Team (ESOs) in the Visible Learning Professional Development Learning Modules teaching staff were part of.
- Learning Support audit to establish high impact systems and practise to support and maximise the learning outcomes of students with learning disabilities. Intervention – Inclusive approach to learning support. Key shift in learning support structure to provide more in-class support for students with a learning disability opposed to withdrawing students from class.
- Learning Interventions - literacy programmes EY-Year 6 (Macqlit, Playberry and Early-Years Literacy). Piloting of literacy intervention programme (Macqlit) in the Middle School.
- COVID-19 Response – Establishing a student data repository to identify and record the support provided to students with specific academic, social and emotional needs. Targeted online support (and communication) provided to students and parents by Pastoral Care and Learning Support Teams.
- Pilot programme in Year 3 and Year 7 of C-Pen reading capable scanning device (pen).
- Academic and Effort Awards Services held at the conclusion of each term.
- 'Light it Red for Dyslexia Day' Junior School/Middle School Activities, 'Celebrating Diversity' Professional Development Resources/Educational links provided for staff.
- Review and diagnosis of the creation and implementation of Adjustments Plans and Learning Goals (ongoing). Process review - inclusion of key stake holders (Teachers/Students/Parents/Learning Support Team/Educational Experts and outside Educational Agencies).
- Re-establishment of the educational partnership with Autism SA. Staff professional development training/in-class student observations and feedback.
- Reconciliation Day - PD Resources/educational links provided for staff. House based activities and discussion.
- Student-led Anti-Racism Advisory Committee (ongoing).
- Screening assessments (YARC and LUCID) used to identify students who are at risk and experiencing difficulties with their learning.
- Introduction of the Staff Development policy
 - Focus on development and appraisal.
 - Clear process for contract staff – Leader to work through appraisal process.
 - Other staff designated Instructional Coaches – GROWTH coaching.
 - 10 staff undertaking Educator Impact, instructional coach alongside them. Also working collaboratively with staff to gain feedback through observations, surveys, etc.
 - AITSL Teacher Improvement Tool.
 - Staff taking ownership of their development, setting goals and discussing these with staff in a collaborative manner.
- South Leadership working together with the Evidence into Action tool to plan evidence to be collected to diagnose where we are at as a school.
- Making Learning Visible – Learning Intentions and Success Criteria.
 - Whole school focus and area of learning.
 - Differentiated learning structure to help each staff member grow and develop.
 - Staff working in Professional Learning Teams to discuss and develop understanding.
 - Building a clearly defined understanding and expectations for learning in a Trinity College South classroom.
 - Consistent language of learning across the school.
 - Continued focus on high-impact teaching and learning strategies.
 - Making the process of thinking visible through the use of thinking routines.
- JS Moderation of Writing with Brightpath.
 - Creating a clear and defined understanding and scale of writing.
 - Moderation of pieces.
 - Staff working together to define next steps in learning.

- Junior School Year Level Teams working more collaboratively to plan and assess: Year level meetings with leadership staff and working collaboratively during COVID on-line learning.
- Renewed- Head of MS, HTL MS, 1/2 Heads of House, PE Coordinator and 5/7 Contract Staff for 2021.
- Recruited- DAT from Trinity Blakeview, EY teacher from North, 3 x Maths/Science teachers- USA, Wilderness and Sacred Heart, JS teacher from Rostrevor College, HTL JS from Pembroke College.
- Reviewed- Learning Support, Leadership Roles, Transition Days, Systems for PL, Absence, House, Pastoral Care and Teaching and Learning.

KRA 4: Enterprise Development

South has utilised TICS in a number of ways:

- Years 7 and 8 Digital Creativity and Innovation weeks which allowed students to experience and develop skills in narrative design, 3D modelling, robotics, live data analytics, as well as self-directed learning surrounding coding and web safety.
- English classes in MS have undertaken the use of the open learning areas while experiencing/developing podcasting skills.
- JS classes will have undertaken experiential learning in the Innovate rooms, 360 room and gallery, as well as developing skills in podcasting and green screen.

KRA 5: Wellbeing

- Tele-counselling support during COVID and teaching staff online support.
- Mentors having Pastoral Care time with students four times a week.
- The creation of the 'Breakout' room, instead of an 'exit' card for Middle School students with high levels of anxiety.
- Further development of the Pastoral Care Room for lunchtime activities and respite.

Junior School

- Friendology – This teaches students the skills to negotiate friendships and issues that may arise.
- Cyber Safety – The students from Years 3-6 engaged in a Cyber Safety session lead by SAPOL. The Year 6 students completed their Digital 'E – Licence' during their Digital Technologies lessons which covered learning about privacy, searching, sharing, gaming, social networking, risky behaviours and cyber bullying.
- R.P.M – Restorative Peer Mediators – At the beginning of the school year, 15 Year 6 students undertook training to become R.P.Ms. Over the course of the year they have assisted Junior School students with resolving conflict and minor friendship issues that occur in the yard.
- Bullying No Way Day! – Our Junior School focus was on building and maintaining healthy and respectful relationships.
- Feel Good Friday - Our SRC leaders ran Feel Good Friday activities as a way of connecting students, strengthening relationships among different age groups and providing activities for all Junior School students to participate in.
- Harmony Day – focusing on respectful relationships and the importance of celebrating diversity.
- Reconciliation Week – Junior School class teachers integrated Indigenous studies and culture throughout different learning experiences, such as listening to dreamtime stories, creating artworks inspired by Indigenous culture, looking at how Indigenous people were and are still treated today and their culture.
- RUOK? Day - As a Junior School we used our PC time to talk with our students about checking in with others.
- Zones of Regulation – During Terms 3 and 4, a select group of teachers participated in trialling the Zones of Regulations Programme. They have provided feedback and recommendations on the effectiveness of the programme. They have found students are able to regulate their emotions better and therefore be more successful within maintaining healthy relationships with their peers.

Middle School

- Bullying Policy – Near the beginning of the year students go through the Bullying Policy from the diary in House/Mentor groups. Various points are discussed and clarified with students.
- Bullying No Way Day! – This year in the Middle School the Student Leaders did some activities during House time.
- Reconciliation Week – Each House used the House sessions for the week to educate students around Indigenous culture and tried to get students to empathise with some of the difficulties that Indigenous people face.
- RUOK? Day – The Student Leaders presented to all year levels on this and explained to students that it was alright to ask for help and how they could do that and what to look out for. A variety of activities around this meant it became a focus over a week rather than just a day.
- Many discussions had through House sessions about 'mean on purpose behaviours' and the excuse of having jokes with people when in fact they are being mean.
- Cyber Safety sessions were held in Mentor groups as a reminder about how to behave on line before they went on holidays.
- Restorative meetings – When there are issues with friendships, restorative meetings are held with the students concerned.

KRA 6: Sustainability

- World Environmental Day-The focus of the day was to raise awareness about the environmental issues.
- To promote an awareness of living organisms, students participated in a sunflower growing competition.
- The Green Team recognised Schools' Tree Day (31 July) by getting their hands dirty, planting trees, shrubs and seeds.
- Clean-up Day-The Green Team collected litter left lying around school and placed it in a glass box to highlight the problem.
- Green team members promoted sustainable use of resources and energy to their classes.
- New Rubbish Bin System-Green Team Members monitored what rubbish was put in the new bin system.

KRA 1: Christian Values**Priority 1.1b. Ensure all events, communications, public forums reflect our broad yet clear values.**

- Key features of the College calendar continued to occur during 2020 even in the face of COVID-19 restrictions.
 - The Presentation Ball saw dancing lessons being modified in order to reduce the progressive nature and reduce the contact between different couples.
 - The Year 12 Formal was moved from the Hilton Hotel to the Convention Centre in order to provide Year 12 students with an opportunity to celebrate this event.
 - Rather than go to a virtual Valedictory Service, the day service was moved to the evening with student references, subject prizes and special awards being presented throughout the night.
- Online learning during the COVID-19 lockdown saw the development of key policies regarding our online learning pedagogy. Professional development around online learning occurred in the move towards home learning and staff have significantly advanced their knowledge in this space. Policy and information was shared with parents at all stages of the lock-down, with a high degree of support and understanding being shown by students and parents.

KRA 2: Our People**Priority 2.1b. Promote and improve our staff communication, consultation and culture.**

- Staff gatherings continued to occur in Senior while COVID-19 has occurred with opportunities to participate in meetings online via Webex. When people were in lock-down, all members of the community were able to dial in and participate. Staff members at Senior checked in regularly with those that were locked down. Tutors also made significant contact with students at home in order to assist the transition back to school.
- Microsoft Teams has been the platform utilised by all to distribute information, though more will need to be done in 2021 and beyond, to ensure information and messages are not being lost.
- Work has occurred in recognising the work of staff members in gatherings which occur each week.
- Staff have been employed to work on small projects throughout the year in order to provide opportunities to show leadership in different areas.

KRA 3: Educational Development**Action Item 3.1a. Embed the Trinity College Graduate Qualities and match educational offering to deliver these qualities.**

- Faculty groups have worked throughout the year to review results and strategies in order to reduce the number of students who are achieving below expectations. Senior has established a number of new courses for 2020 in order to provide opportunities tailored to the learning needs of the students. Students identified as being at risk, are personally managed by a member of the senior leadership team.
- Commercial relationships were established with AIBT in order to provide programmes in Cert III Business both on-site and in town. Agreements were also established to offer a Cert III in Sports and Rec at STARplex and a new Screen and Media Course for 2021 to run in the Innovation Centre.
- Students are provided with insight into the journey that the class of 2019 has undertaken since leaving Senior. These images highlight the many different and varied pathways are available to students, and that we don't all need to follow the same journey.
- Investigations occurring around the possibility of running a Flexibility Centre in 2021 to ensure students who are experiencing either mental health or other issues, are able to continue to still be engaged in learning – potentially after hours.



KRA 5: Wellbeing

Action Item 5.1a. Prioritise bullying prevention and friendship skill promotion.



- Increasing presentation of students with mental health and anxiety related issues at TCS has seen the need for additional space in order to support students. With students providing feedback into what they needed to manage mental health concerns, the old Art space was converted into a new wellbeing space. The space provides students with an opportunity to be away from other students or speak to the student counsellor/pastoral care leaders. For larger group matters, the new space provides a more suitable setting to bring students together.

- Formulation of a wellbeing wall for students to come and collect motivational quotes in order to provide them with a little pick-me-up.

- Students continue to work and be educated on the issues of working together for the greater good. Our pastoral care programme focusses strongly on the notion of showing respect for all and taking a stand to stamp out racism. Our Year 11 Leaders have reflected this push in a new visual representation in the Hall as a daily reminder for all who pass through this area.



STRATEGIC PLAN 2020 ACTION ITEMS SCORECARD

| | | | | |
|---|---|--|--|--|
| 01 Christian Values | | | | |
| To live the College motto of <i>In God is my faith.</i> | | | | |
| Priority 1.1 | Strengthen engagement with local parishes and the wider Church. | | | |
| | a. Support and grow our 'College and Community Chaplaincy Team' model. | | | |
| | | | | |
| | b. Ensure all events, communications, public forums reflect our broad yet clear values. | | | |
| | | | | |
| 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. | | | |
| | | | | |
| | b. Promote and improve our staff communication, consultation and culture. | | | |
| | | | | |
| 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. | | | |
| | | | | |
| 03 Educational Development | | | | |
| To deliver quality outcomes for all students across a broad range of current and relevant educational opportunities. | | | | |
| Priority 3.1 | Develop a future-oriented educational model that continues to reinforce Trinity's educational excellence. | | | |
| | a. Embed the Trinity College Graduate Qualities and match our educational offering to deliver these qualities. | | | |
| | | | | |
| | b. Deliver an enhanced academic leadership and staff collaboration model leading to a clearly defined Trinity Education Model. | | | |
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| | c. Promote key cross-curricular capabilities and enterprise skills including collaboration, creativity, innovation, research and entrepreneurship. |
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| | d. 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. |
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| | 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.

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| Priority 4.1 | Investigate stronger partnerships with tertiary institutions. |
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| | |
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| | a. Through the Trinity Innovation and Creativity School, expand enterprise skills and build tertiary, community and corporate partnerships. |
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| | b. Promote the Trinity College Institute to drive research from the College and empower staff in leading rigorous, evidence based pedagogy improvement. |
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| Priority 4.2 | Expand the educational offering of Trinity directly to the community in and around Roseworthy. |
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| | a. Progress the educational and contractual frameworks and partnerships to successfully establish the sixth Trinity school at Roseworthy. |
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| | b. Ascertain detailed demographic data to underpin strategic and master planning. |
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| Priority 4.3 | Build philanthropic and community support. |
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| | a. More deeply engage Trinity College Foundation, Parents' and Friends' Associations and relevant community groups. |
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| Priority 4.4 | Expand our community engagement programmes consistent with our Values. |
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| | a. Review purpose and place of STARplex as a leader and hub for community wellbeing. |
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| | b. Review and restructure the co-curricular programme to ensure seamless linkages and relevancy to the Graduate Qualities and strategic plan of the College. |
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| Priority 4.5 | Maximise the use of facilities and resources. |
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| | a. Enhance the Trinity Building Master Plan and explore commercial, residential and replacement/expansion and refinement opportunities. |
| | |
| 05 Wellbeing | |
| To encourage good physical and mental health in students and build strong partnerships with families. | |
| Priority 5.1 | Encourage good physical and mental health in students, staff and the wider community. Develop partnerships with families and external providers to support the learning and wellbeing of students, their parents/guardians and siblings. |
| | a. Prioritise bullying prevention and friendship skill promotion. |
| | |
| | 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. |
| | |
| | c. Deliver a comprehensive staff wellbeing package. |
| | |
| 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. |
| | |
| | b. Progress and expand an active risk framework to better manage identified risks. |
| | |
| | c. Reinvigorate and enhance College marketing, promotion and communication, especially in the digital space. |
| | |
| Priority 6.2 | Engage students in environmental issues and management, including at an experiential level. |
| | a. Continue to embed environmental education and experiential learning in the school curriculum. |
| | |
| | b. Formally establish the Trinity Environmental Management plan with a particular focus on recycling. |
| | |



*five years
forward
2020*

*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 2020 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

- Support and grow our 'College and Community Chaplaincy Team' model.
- Ensure all events, communications, public forums reflect our broad yet clear values.

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.
- Promote and improve our staff communication, consultation and culture.

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.

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

- a. Embed the Trinity College Graduate Qualities and match our educational offering to deliver these qualities.
- b. Deliver an enhanced academic leadership and staff collaboration model leading to a clearly defined Trinity Education Model.
- c. Promote key cross-curricular capabilities and enterprise skills including collaboration, creativity, innovation, research and entrepreneurship.
- d. 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

- a. 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

- a. Through the Trinity Innovation and Creativity School, expand enterprise skills and build tertiary, community and corporate partnerships.
- b. Promote the Trinity College Institute to drive research from the College and empower staff in leading rigorous, evidence based pedagogy improvement.

PRIORITY 4.2

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

ACTIONS

- a. Progress the educational and contractual frameworks and partnerships to successfully establish the sixth Trinity school at Roseworthy.
- b. Ascertain detailed demographic data to underpin strategic and master planning.

PRIORITY 4.3

Build philanthropic and community support.

ACTIONS

- a. More deeply engage Trinity College Foundation, Parents' and Friends' Associations and relevant community groups.

PRIORITY 4.4

Expand our community engagement programmes consistent with our Values.

ACTIONS

- a. Review purpose and place of STARplex as a leader and hub for community wellbeing.
- b. Review and restructure the co-curricular programme to ensure seamless linkages and relevancy to the Graduate Qualities and strategic plan of the College.

PRIORITY 4.5

Maximise the use of facilities and resources.

ACTIONS

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

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

- a. Prioritise bullying prevention and friendship skill promotion.
- 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.
- c. Deliver a comprehensive staff wellbeing package.

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

- a. Consider additional options to improve the financial performance of STARplex and maintain the financial health of all schools via healthy enrolment.
- b. Progress and expand an active risk framework to better manage identified risks.
- c. Reinvigorate and enhance College marketing, promotion and communication, especially in the digital space.

PRIORITY 6.2

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

ACTIONS

- a. Continue to embed environmental education and experiential learning in the school curriculum.
- b. Formally establish the Trinity Environmental Management plan with a particular focus on recycling.

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

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

www.trinity.sa.edu.au

Trinity College Graduate Qualities

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

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

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

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

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

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

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

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

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[@TrinityCollegeSouthAustralia](https://www.instagram.com/TrinityCollegeSouthAustralia)

(c) TREASURER'S REPORT

(i) Balance Sheet, Income & Expenditure Report

(ii) Auditor's Report



College Treasurer

Annual General Meeting Report

INCOME STATEMENT

For the year ended 31 December 2020

| | 2020 | 2019 |
|---|-------------------|-------------------|
| | \$ | \$ |
| INCOME | | |
| Tuition Fees | 15,119,940 | 14,501,774 |
| Government Grants | 60,929,890 | 46,075,984 |
| Other | 1,248,174 | 1,566,655 |
| TOTAL INCOME | 77,298,004 | 62,144,413 |
| EXPENDITURE | | |
| Teaching | 42,808,445 | 41,728,147 |
| Cleaning | 1,351,736 | 1,088,513 |
| Grounds | 1,608,182 | 1,525,854 |
| Maintenance | 1,305,761 | 1,180,772 |
| Administration | 12,694,629 | 11,559,119 |
| TOTAL EXPENDITURE | 59,768,753 | 57,082,405 |
| COLLEGE OPERATING SURPLUS | 17,529,251 | 5,062,008 |
| INVESTMENT OPERATIONS | 971,876 | (131,050) |
| GROSS TRADING RESULT | 18,501,127 | 4,930,958 |
| NON-TRADING ACTIVITIES | | |
| Disposal/Scrapping of Assets | (2,369) | 51,593 |
| Capital Development Levy | 953,668 | 920,665 |
| TCG Foundation | - | 126,400 |
| Government Development Grants | 420,000 | 420,000 |
| TOTAL NON-TRADING ACTIVITIES | 1,371,299 | 1,518,658 |
| COLLEGE SURPLUS AFTER NON-TRADING ACTIVITIES | 19,872,426 | 6,449,616 |

BALANCE SHEET

As at 31 December 2020

| | <u>2020</u> | <u>2019</u> |
|--------------------------------------|---------------------------|--------------------------|
| | \$ | \$ |
| CURRENT ASSETS | | |
| Cash & cash equivalents | 16,616,657 | 5,115,364 |
| Trade & other receivables | 3,226,401 | 2,802,852 |
| Inventories | 334,018 | 396,355 |
| Financial assets | 18,654,221 | 10,189,343 |
| Other current assets | 1,735,905 | 465,979 |
| TOTAL CURRENT ASSETS | <u>40,567,202</u> | <u>18,969,893</u> |
| NON-CURRENT ASSETS | | |
| Property, plant & equipment | 75,653,620 | 75,593,889 |
| TOTAL NON-CURRENT ASSETS | <u>75,653,620</u> | <u>75,593,889</u> |
| TOTAL ASSETS | <u>116,220,822</u> | <u>94,563,782</u> |
| CURRENT LIABILITIES | | |
| Trade & other payables | 4,624,039 | 3,724,701 |
| Provisions | 7,382,798 | 6,546,172 |
| TOTAL CURRENT LIABILITIES | <u>12,006,837</u> | <u>10,270,873</u> |
| NON-CURRENT LIABILITIES | | |
| Other payables | 611,009 | 1,168,076 |
| Provisions | 531,749 | 390,910 |
| TOTAL NON-CURRENT LIABILITIES | <u>1,142,758</u> | <u>1,558,986</u> |
| TOTAL LIABILITIES | <u>13,149,595</u> | <u>11,829,859</u> |
| NET ASSETS | <u>103,071,227</u> | <u>82,733,923</u> |
| EQUITY | | |
| Retained Earnings | 101,807,011 | 81,934,585 |
| Share Portfolio Reserve | 1,264,216 | 799,338 |
| TOTAL EQUITY | <u>103,071,227</u> | <u>82,733,923</u> |

STATEMENT OF CHANGES IN EQUITY

For the year ended 31 December 2020

| | Share Portfolio | | |
|--|---------------------------|-------------------------|---------------------------|
| | Retained Earnings | Reserve | Total |
| | \$ | \$ | \$ |
| Balance at 1 January 2019 | <u>75,484,969</u> | <u>212,057</u> | <u>75,697,026</u> |
| Surplus from operations after non-trading income | 6,449,616 | - | 6,449,616 |
| Transfers to/(from) reserves | - | 587,281 | 587,281 |
| Balance at 31 December 2019 | <u>81,934,585</u> | <u>799,338</u> | <u>82,733,923</u> |
| Surplus from operations after non-trading income | 19,872,426 | - | 19,872,426 |
| Transfers to/(from) reserves | - | 464,878 | 464,878 |
| Balance at 31 December 2020 | <u>101,807,011</u> | <u>1,264,216</u> | <u>103,071,227</u> |

CASH FLOW STATEMENT

For the year ended 31 December 2020

| | 2020 | 2019 |
|---|---------------------|---------------------|
| | \$ | \$ |
| CASH FLOWS FROM OPERATING ACTIVITIES | | |
| Tuition Fees | 14,773,800 | 14,323,264 |
| Receipts from Government | 60,929,890 | 46,075,984 |
| Other Receipts - Schools | 2,133,548 | 2,440,418 |
| Interest Received | 361,165 | 486,080 |
| Non-Schools Activities | 7,994,614 | 6,547,815 |
| Payments to Suppliers and Employees | (60,371,830) | (58,741,683) |
| Finance Costs | (22,866) | (40,077) |
| NET CASH FLOWS FROM OPERATING ACTIVITIES | 25,798,321 | 11,091,801 |
| CASH FLOWS FROM FINANCING ACTIVITIES | | |
| Repayment of Related Party Loans | (488,773) | 80,887 |
| NET CASH (USED IN) FINANCING ACTIVITIES | (488,773) | 80,887 |
| CASH FLOWS FROM INVESTING ACTIVITIES | | |
| Payments for Property, Plant & Equipment | (6,366,559) | (13,468,938) |
| Government Development Grants | 420,000 | 420,000 |
| TCG Foundation | - | 126,400 |
| Proceeds on disposal of Property, Plant & Equipment | 138,304 | 198,382 |
| Payments for Investments | (8,000,000) | (2,000,000) |
| NET CASH (USED IN) INVESTING ACTIVITIES | (13,808,255) | (14,724,156) |
| NET INCREASE/(DECREASE) IN CASH HELD | 11,501,293 | (3,551,468) |
| CASH AT BEGINNING OF FINANCIAL YEAR | 5,115,364 | 8,666,832 |
| CASH AT END OF FINANCIAL YEAR | 16,616,657 | 5,115,364 |

NOTES TO THE CONCISE FINANCIAL REPORT

For the year ended 31 December 2020

NOTE 1 - BASIS OF PREPARATION OF THE CONCISE FINANCIAL REPORT

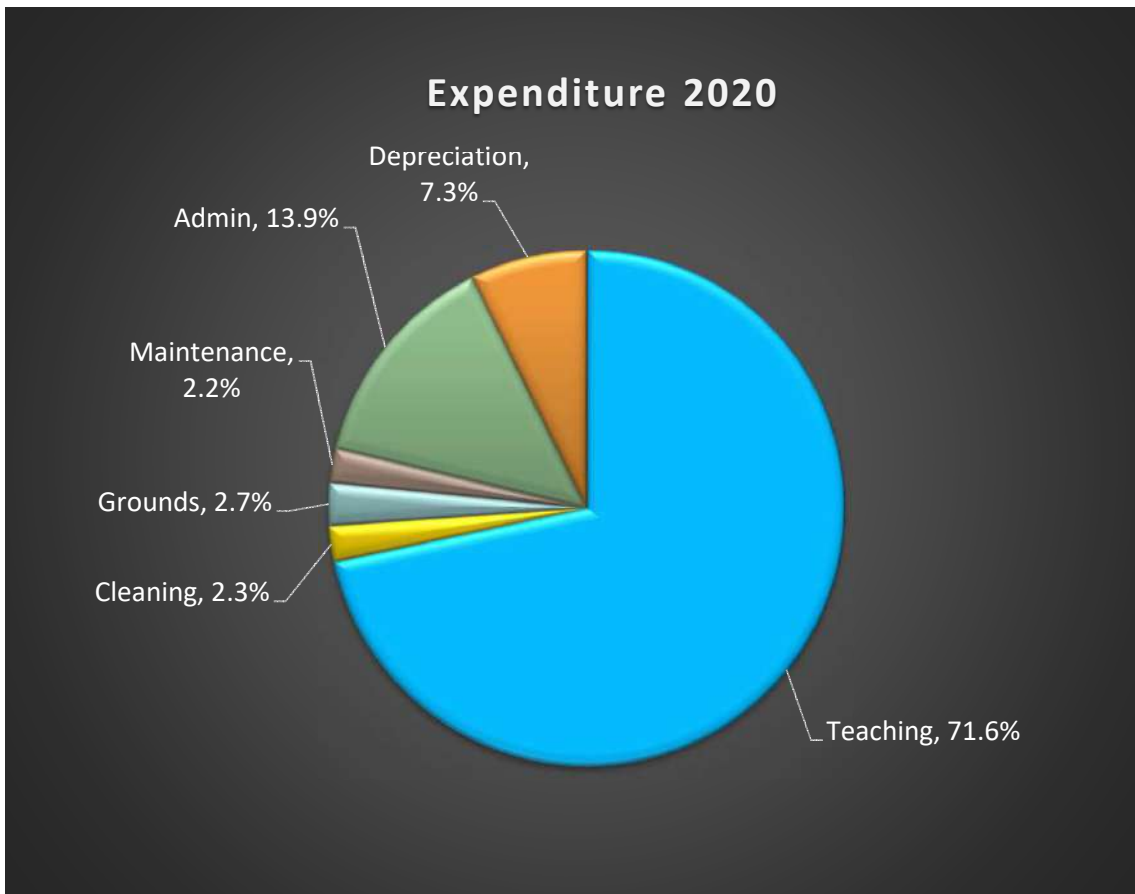
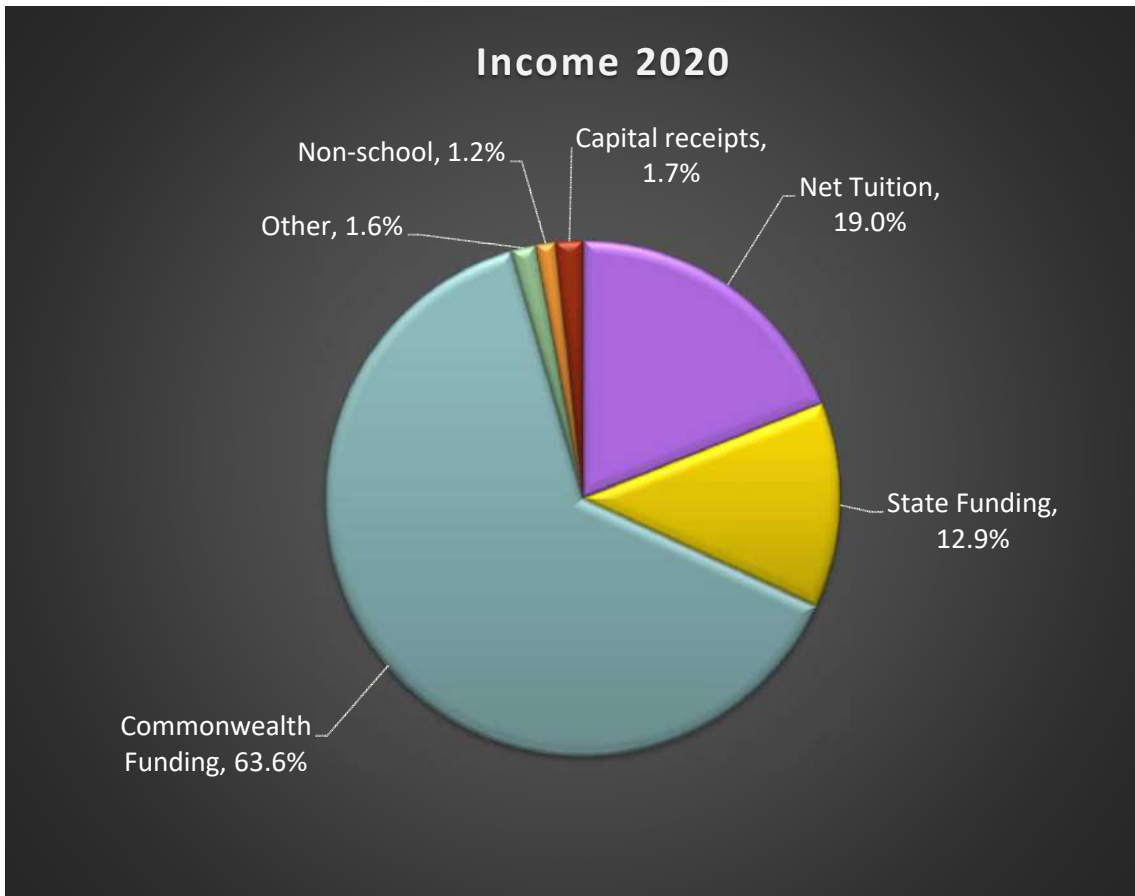
The concise financial report is an extract from the full financial report for the year ended 31 December 2020. The concise financial report has been prepared in accordance with Accounting Standard AASB 1039: Concise Financial Reports.

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

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

Trinity College Gawler

Annual Accounts for the year ended 31 December 2020



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

We have audited the financial report, being a special purpose financial report, of Trinity College Gawler Inc ("the College"), which comprises the balance sheet as at 31 December 2020, 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 statement by the committee.

In our opinion, the accompanying financial report of the College, is 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 2020 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 auditor independence requirements of the *Australian Charities and Not-for-profits Commission Act 2012* and the ethical requirements of the Accounting Professional & Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

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

Emphasis of Matter - Basis of Accounting

We draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared for the purpose of fulfilling the College's financial reporting responsibilities under the transitional reporting arrangements for non-government schools under the *Australian Charities and Not-for-profits Commission Act 2012* and the College's constitution. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

Other information

The Committee Members are responsible for the other information. The other information comprises of the information in the Committee report for the year ended 31 December 2020, but does not include the financial report and the auditor's report thereon.

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

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

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

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

Committee Members' Responsibility for the Financial Report

The Committee Members are responsible for the preparation of the financial report that gives a true and fair view and have determined that the basis of preparation described in Note 1 to the financial statements is appropriate to meet the requirements under the College's Constitution and the transitional reporting arrangements for non-government schools under the *Australian Charities and Not-for-profits Commission Act 2012*, and is appropriate to meet the needs of the members. The Committee Members are also responsible for such internal control as they determine is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

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

Auditor's responsibility for the audit of the financial report

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

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

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

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

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

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

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

Nexia Edwards Marshall

Nexia Edwards Marshall
Chartered Accountants



Damien Pozza
Partner

Adelaide
South Australia

1 April 2021

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

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

As lead audit partner for the audit of the financial statements of Trinity College Gawler Inc for the financial year ended 31 December 2020, I declare that to the best of my knowledge and belief, there have been no contraventions of any applicable code of professional conduct in relation to the audit.



Nexia Edwards Marshall
Chartered Accountants



Damien Pozza
Partner

Adelaide

South Australia

1 April 2021



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

Annual General Meeting Reports

Blakeview P&F - President's Report

In 2020, Trinity College Blakeview Parents & Friends (P&F) was again fortunate to have a group of dedicated volunteers from within the Trinity College Blakeview community, they were geared up and ready, however, 2020 had a different plan and what a year it has been so far! Our community has come out stronger and united. Partly this is attributed to the excellent form of communication that has been provided from the College as a whole and filtered down also from our own Principal. It certainly puts your mind at ease knowing that everything possible is being done to keep our children safe.

I would like to thank the current committee for the support and enthusiasm throughout a tough 2020 and encourage it to carry on into 2021.

The year as it was:

- We kicked off the year with 'Tea & Tissues'.
- Middle School Sports Days, we provided BBQ and refreshment stalls.
- Parent/Teacher interviews were altered, with the teachers still able to obtain their chocolate fix with a selection of chocolates and soft drinks to select from if they wished.
- Our mid-year intake had an altered version of 'Tea & Tissues', instead we opted for a little individually named welcoming parent pack which had a lovely welcome cookie, a small packet of tissues, sachets of tea, coffee and sugar.
- There are quite a few other events which the P&F would normally cater for including Grandparents Day which is one of our largest events of the year and sadly like others, had to be cancelled.
- Despite other events throughout the year where the Blakeview P&F would normally provide catering and refreshments for, an enjoyable and profitable year was had. The sale of Entertainment Books continued as did the chocolate treats, along with the sale of second-hand uniforms.
- The Junior School were thrilled we were able to supply funds for them to purchase their decodable readers, as per the funding request for \$1650 that was approved back in February.
- We once again donated to The Spirit of Trinity Fund and The Scholarship Fund, both these causes are extremely beneficial to our community.
- The Trinity Spectacular was just that and we were able to sell a large amount of sticky fairy floss at our stall.
- The Blakeview P&F provided awards to students who displayed improved school performance throughout the year, this was presented at the annual Speech & Awards Ceremony, this year held at Blakeview.

Thank you to each and everyone of you that assisted in anyway to see us through this 2020 year we had. Onward and upward for 2021.

TINA COLE

President, Blakeview P & F

Gawler River P & F – President's Report

Without stating the obvious 'what a year'
It was nothing like anyone could have predicted or even made up.
But here we are - at the end of 2020.

Sadly, we were unable to hold the majority of our annual events or fund-raisers. We were however lucky to be able to get a couple of them in.

We held our AGM in the Junior School activity room with a record number of attendees.

We just scraped in with the Middle School sports day BBQ. The weather was beautiful and the smell of BBQ sausages and onions were in the air. We had many parent volunteers which was fantastic. The demand for sausages in bread and steak sandwiches was high. All resulting in a very successful BBQ.

Due to the fact that we had started our Kytons Easter fund-raiser prior to Covid starting we had to make sure we delivered these out to families appropriately. We kept to the rules with hygiene and social distancing and successfully distributed them to our families. We are very grateful for this as its one of our better fund-raisers.

Mother's Day and Father's Day stalls were both during times where restrictions had been limited. We were able to continue with sanitisers and social distancing to make these events as successful for the students as we could. We were so happy that we could go ahead with these events. The looks on the children's faces whilst purchasing gifts for loved ones is priceless. We don't do these stalls to raise money for the school. We do this purely for the students.

We welcomed new families to the school by holding our 'Tea and Tissues' morning tea in Terms 1 and 3. We would love to see more families attend in the future.

Unfortunately, we were only able to hold 2 meetings. These meetings were productive and well attended. I am thankful to the parents who attend and continue to show support for our committee.

As a committee we purchased stand-alone hand sanitisers for the school, as well as contributed to the Pizza Wood oven.

As always, it's been a pleasure having Rick Jarman attend our meetings. He always has some interesting and informative news. I'd like to personally thank him for the support he gives to the P & F as well as to myself. It is truly appreciated.

To the other Executive Committee members:

Mimm Manno - Vice President,

Karen Collins – Secretary,

Kirsty Young – Treasurer,

Thank you from the bottom of my heart. The 3 of you are always willing to help and support our committee without question. Nothing is too much to ask.

I could not do this without you.

Thank you to the many parents who attend meetings and help at events where possible. Your contributions certainly do not go unnoticed. We really appreciate everything you do.

Thank you to our Board representative and long-time committee member Mr David Bradley. You always attend every meeting armed with interesting information.

Sadly, we missed out on throwing our big 20th birthday celebrations, but look out, because the 21st will be bigger and better.

I look forward to a more traditional 2021.

Looking forward to seeing what the committee will achieve and wishing them good luck.

SAM SANDS

President, Gawler River P & F

North P & F – President’s Report

2020 the year that could have been.....

Trinity North P&F started 2020 with a bang holding our first meeting in the new Trinity Innovation and Creativity Building (as well as getting a guided tour before it officially opened!) we also welcomed a new Principal to the School, Mr David Kolpak. This meeting saw a record attendance of over 25 people representing all year levels and all classes, what an amazing result. Term 1 was also when the long-awaited seating for Junior and Middle School arrived. This represented a two-year \$10,000 investment to the school facilities.

We were able to provide catering for the Junior School Twilight Picnic in Term 1 which again grew in popularity from last year. This proved to be our only major event for the first half of the year before our and everyone’s world got turned upside down by COVID-19.

As a testament to the perseverance of the committee and our members, we made use of any and all opportunities as they arose during the remainder of the year. We were able to get the following events approved and done:

- Dads Day stall this year with a chocolate theme. Supporting Melbas chocolates who were devastated by the Cudlee Creek fires in January.
- Middle School Swimming Carnival catering.
- Term 3 Treat Day cookies.
- Trinity Spectacular.

Finally, to everyone who supported a P&F initiative during this year, thank you so very much as without you, we wouldn’t be able to do the things we do. Also to the committee and amazing members of the P&F who put their hands up to help and see through my crazy ideas, particularly in this even more crazy year, I don’t know what I would have done without you.

STEVEN MCKENNEY
President, North P & F

South P & F – President’s Report

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

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

2020 saw a lot of new challenges for everyone with the bushfires, followed closely by the global pandemic. It’s so great to see the children’s successes despite such unique and sometime trying conditions. Congratulations to everyone for working together to successfully complete this school year!

2020 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), Clare Clayton (Treasurer), Kelly Taylor (Secretary), Julia Trescowthick (Minute Secretary) and committee members Jessica Ashby, Angela Curthoys, Michelle Dwyer, Brooke Eime, Belinda Freisler, Margaret Gordon, Hollie Langman, Kristie Mellors, Glenn Nitschke, Cheryl Skeen and Tanya Tuckey for all your dedication throughout the year. Without this team of dedicated parents, our committee would not be able to support the school when needed throughout the year.

We started the year, as we always do, with our Welcome Morning Tea for parents on the first day of school. That day we also welcomed all students back to school with a nice refreshing Zooper Dooper/Fruit Quelch which was a hit with the students.

The AGM saw me proudly accept the nomination as President for another year and then we began our busy Term 1 planning, looking forward to working with the school and the students for the Junior School Sports Days, the Middle School Sports Day and Open Day.

As you are all acutely aware, that’s when COVID-19 hit and this brought about new challenges for us all. Sadly, these events needed to be cancelled and/or postponed with parent assistance/attendance not being able to be granted.

Unfortunately, COVID-19 also prevented Easter Bunny visiting the children of Junior School as he has done for many years. Fortunately though, Easter Bunny was able to get his gift to the students at the school so that they didn’t miss out – even if it was later than usual.

As COVID-19 hampered the committee being as involved in school activities as much as in past years, so our committee looked at new initiatives to continue to build our ‘Community’ spirit. As a part of this we offered our South families who own and/or run businesses to be a part of a South business ‘Buzz Book’. The idea behind our ‘Buzz Book’ is to provide a one stop listing of all the businesses in our local community that are run by South families. This Directory is not an advertising medium for those businesses but is designed to offer our families the opportunity to find another South family business to support, when looking for a service provider.

Term 4 saw a new timeslot for our ‘Colour Run’ event. This year’s ‘Colour Run’ raised money for Backpack for Kids SA. Over \$2500 was raised by the Middle School Students – a fantastic job! Unfortunately, the Parafield COVID Cluster brought about a Lockdown and tighter restrictions, resulting in the actual run not being able to be held in 2020. The fundraising for the charity was a great reward for all involved.

Our committee also attended the inaugural Trinity Spectacular, holding a drinks stall. It was great to be involved and great to listen to all the talented students at the College.

The fundraising events we run each year assist's us to assist the school in various ways. We not only annually contribute towards things such as donating towards the Year 10 Graduation books and Speech Day awards, but this year we also contributed towards helping people in our Community – something we are all very proud of. We could not successfully contribute in these ways if not for the support of the collective South School family.

We are very blessed at South to be supported by so many people. To the office staff Sam, Di, Sophia, Jodie, Kelly and the rest of the team, no request is too big and we all appreciate and sincerely thank you for all you did for us during the year. To Vince and the facility and grounds staff, thank you for your tireless efforts to assist us whenever we needed.

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

Ruth Paton, again your assistance and advice was unwavering. We appreciate everything you have done for us, including all the after-hours work you did, as well as attending our meetings - thank you so much.

Sean Watt, our Principal, you certainly have had an interesting and challenging first year! Thank you for your assistance, advice and support. Without your energy our committee would not be the strength it is today.

To the South families, thank you for all your support and patience in 2020! We look forward to your support again in 2021 at our annual events and hope that 2021 is an easier year or everyone.

ANNETTE GILBERT
President, South P & F



TRINITY COLLEGE FOUNDATION (SA) INC 2020 ANNUAL CHAIR'S REPORT

There is little doubt that 2020 was an extraordinary year. Like so many individuals and organisations in our community, the Trinity College Foundation Board faced substantial day to day challenges. College life was disrupted and normal work and social routines were interrupted. Nevertheless, I feel a great sense of pride in what the Foundation managed to achieve.

During the year, everyone in our community felt some stress and strain but, despite this, the Board was able to demonstrate that the Foundation remains strong and stable and, most importantly, capable of delivering ongoing support for our students and the College.

Importantly, the Board did not lose sight of our aim to support the students at Trinity College. Of course, none of this would have been possible without the dedicated contributions of our volunteer Board members. As the potential impact of the COVID-19 pandemic became clear, the College's priority was to look after our community and protect their health and wellbeing. This focussed and sustained effort enabled the Foundation Board to continue to work productively, albeit remotely. All Board members continued to ensure that the diligent management of Foundation funds remained paramount and thereby built capacity and self-reliance within our community.

Unfortunately, due to state-wide restrictions on large gatherings, the Board was unable to host the annual black-tie dinner and silent auction. While it was disappointing that this widely anticipated and much-loved event did not go ahead, I am delighted to report that individual donors and pledges, not only from our current community but also the wider community, remained strong during this demanding year.

An excellent example of our community's emergent philanthropic culture is the number of Trinity staff who continued to 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.

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

Preparations for the 2021 dinner are well underway with the event to take place in July 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 for further details or to purchase tickets.

Pleasingly, on Melbourne Cup Day in November, the Foundation Board was able to host its fourth 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 40 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 who 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. While the number of guests we hosted for this event was less than the previous year, their generosity was not diminished and a total of \$2,563.00 was raised, only \$107.00 less than the previous year.

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



TRINITY COLLEGE FOUNDATION (SA) INC 2020 ANNUAL CHAIR'S REPORT

The Trinity Foundation was pleased to support the construction of the Trinity Innovation and Creativity School with a donation of \$100,000 from the Foundation Building Fund. Officially opened in February 2020, this new facility has been designed for learning in the 21st Century and reflects the increasing dependence on technology in the workplace, along with greater need for critical and creative, collaborative working skills. Featuring flexible, fluid spaces with embedded and integrated collaborative ICT services; break-out spaces alongside classrooms; a lecture theatre, with facilities for VR and a 360-degree immersive environment, this outstanding facility was an Australian Education Awards 2020 Finalist in the category of, Innovation in Learning Environment Design.

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

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.

As much as 2020 was about change and adapting to 'the new normal', the Foundation Board remains focused on long-term growth and continuing to serve the Trinity community through planning, disciplined execution and strategic investments that will achieve growth.

While we are continuing to operate in uncertain times, there are many good reasons to be optimistic about the year ahead. I continue to 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 and support us in this journey.

FOUNDATION ANNUAL GIVING

During 2020, 73 donors gave \$79,792.14 to the Foundation. Notably and pleasingly, as mentioned, 36 donors are staff of the College who make a fortnightly pledge to the Foundation. A further \$2,563.00 was received from one event. Our overall total fundraising for 2020 was \$82,355.14.

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, 32 students benefited throughout 2020 by the provision of uniforms, textbooks, and other resources.

FOUNDATION THANK YOU EVENT

This event was originally scheduled to occur in November 2020. However, due to restrictions on large gatherings at the time, it was rescheduled and eventually held in February 2021. The Board hosted 2019/2020 donors and guests who enjoyed refreshments and conversation in the Gallery of the Trinity Innovation and Creativity School. Highlights of the evening included the induction of two new Fellows onto the Donor Board as well as three donors who moved from Companion to Ambassador, one donor from Benefactor to Patron and one donor from Scholarship Provider to Benefactor.



TRINITY COLLEGE FOUNDATION (SA) INC 2020 ANNUAL CHAIR'S REPORT

2020 SCHOLARSHIPS

Innovation Support Scholarship

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. In 2020 Yuvika Chakawala (Year 10) was the successful applicant for this scholarship that provides up to \$1,500 paid into the student's school account for tuition fees. Yuvika addressed the gathering at the Thank You event in February, where she spoke most eloquently about her goals and future plans.

Foundation General Excellence Scholarship

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

AON Scholarship

AON Insurance Services offers one scholarship annually to a Year 10 student entering Year 11. In 2020 the AON Scholarship was awarded to Jack Burt. This scholarship provides a 50% remission in fees, in addition to an optional work experience component.

College Musical Award

This award is presented to a student who is participating in the Whole College Musical, is talented in performing arts or stage management, has production ambitions and who is prepared to show leadership and commitment in this major production. In 2020 this award was split between four students, Cooper Everett (Year 12), Emma De Maria (Year 11), Samantha Wormald (Year 11) and Adam Roling (Year 9). In 2020 the Whole College Musical was *Footloose*.

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 Bansari Patel (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 Aaron Walker (Year 10).

ADDITIONAL SUPPORT

Operation Flinders

The Foundation once again provided financial support to Operation Flinders, an internationally recognised wilderness adventure program for young people at risk. The program takes participants between the ages of 14 and 18 years on an eight-day exercise in the far northern Flinders Ranges, providing an opportunity for its participants to grow individually and as valued members of the community. The Foundation's support of this program enabled eight Trinity College students to attend in 2020 at a cost of \$3,300.00.



TRINITY COLLEGE FOUNDATION (SA) INC 2020 ANNUAL CHAIR'S REPORT

AWARDS

Faculty Support Fund + Trinity2Cambodia Service Award

The Faculty Support Fund aims to support students selected for Trinity College teams who, without this support, may not be able to compete. During 2020 due to the impacts of COVID-19, competitions, and events in the fields of sport, music, and robotics where our student teams would normally compete could not take place. Therefore, no money from this fund was awarded in 2020.

Additionally, due to restrictions associated with international travel during 2020, the annual Trinity2Cambodia Service Trip did not take place

2020 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 |
|--|----------------------------|---|----------------------------------|--------------------------------|
| Maia Bartolo Olivia Gilmore-Rankine | Jack Dexter Bryce Young | Caitlin Burdelof Broc Rowen Matthew Jacks | Zac Walker-Kluske Tegan Hardy | Chloe Sharpe Darcie Hancock |

2020 Certificate of Academic Merit

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

| Gawler River | Blakeview | South | North |
|---|---|---|---|
| Felix Lloyd Harrison Spackman John-Paul Bergamin Mikaelah Harris | Rishika Dahal Jack Hanly Merliz Augustus Ashton Hill | Isabella Surman Bailey Yeomans Aimee Hanson Jirselle Sison | Cameron Herd Grace Reeves Ebony DeKort Jordan Hissey |

I would like to sincerely thank all those who have offered the Foundation financial assistance and encouraged our efforts throughout the past year. The Foundation's future can only be 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 Tuesday 6th April 2021 at 4:00 pm, there were three people nominated for the three positions on the College Board. These nominations: Kyla Pizzino, Joanne Cammans and Russell Johnstone were all in order.

I declare them duly elected.

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

INFORMATION ON CANDIDATES

JOANNE CAMMANS

As a parent and active member of the school community for the last 18 years, and a Board member for the last 2 years, I wish to re-nominate for a position on the Trinity College Board.

I am married to Frank and have 3 children who have all attended Trinity; our 2 boys have now graduated and our daughter is currently in Year 9 at South.

I have very much enjoyed my last 2 years on the Board and feel that I have been able to contribute and learn from other Board members through a variety of different issues and challenges. I believe that I have been able to use my experience in dealing with strategic issues, problem assessment and resolution during this time to effectively support the Chair, Head and staff of the College.

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

RUSSELL JOHNSTONE

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

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

Presently, I am Deputy Mayor of The Barossa Council where I serve on a range of committees and boards including the Council Audit and Risk Committee. I am Chair of the Section 41 Committee of the Barossa Bushgardens for The Barossa Council and I serve on both the Gawler

and Barossa Aboriginal Reconciliation Committees. With this range of experience, I hope to bring a broad set of perspectives to the Board.

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

KYLA PIZZINO

During my recent time on the Board, I have been very fortunate to be a part of some remarkable discussions and decisions that I believe will ultimately further enhance the already extensive offerings that Trinity College provides its students, staff and the greater community.

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

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