



TRINITY COLLEGE

39th ANNUAL GENERAL MEETING

9 MAY 2022

www.trinity.sa.edu.au

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

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

The Head thanked senior staff for their leadership and contribution; all staff for their passion and commitment to serve the community; parents for working with us and accepting what had to be put in place due to COVID restrictions; and the students for their resilience during what has been a very challenging 12 months.

Mr Hately emphasised that the College is committed to openness, excellence, inclusiveness and innovative teaching.

Motion: That the 2020 Head's Report be accepted

Moved: Mr N Hately

Seconded: Mr I Dale

CARRIED

6.3 Treasurer's Report

6.3.1 Balance Sheet, Income & Expenditure Statements.

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

The Treasurer reflected that the Board is committed to ensuring that Trinity remains financially strong, environmentally responsible and continues to provide quality education and opportunities for all. Importantly, a strong financial performance also allows the College to offer more support to our current students and future generations to come.

Motion: That the 2020 Trinity College Incorporated Financial Statements of the Balance Sheet and the Statements of Income and Expenditure be accepted.

Moved: Mrs G Pelle

Seconded: Mr D Russell

CARRIED

6.3.2 Auditor's Report

Motion: That the Auditor's Report be accepted.

Moved: Mrs G Pelle

Seconded: Dr R Thorne

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 2021.

Moved: Mrs G Pelle

Seconded: Mr K Reynolds

CARRIED

8. QUESTIONS ON NOTICE

Nil.

9. INTRODUCTION OF BOARD MEMBERS 2021-2022

9.1 Ex Officio Member

The Head – Mr Nick Hately

9.2 Nominated Members 2021-2022

- 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 – Mr Kym Reynolds
- 9.2.3 Nomination from St. Francis Congregation – Mrs Elizabeth MacGillivray
- 9.2.4 Nomination from Playford City Church – To be confirmed
- 9.2.5 Nominations from Diocesan Council – Dr Ken Heath and Mr David Russell

9.3 Appointed at 2020 AGM for two years

Mrs Grace Pelle, Mr Bradley Collings, Mr David Bradley

9.4 Newly Appointed 2021 Members

Mrs Joanne Cammans, Mrs Kyla Pizzino and 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:

- Ms Claire Goble
- Ms Kelly Lange
- Mrs Karen Murray
- Mr Brian Quill

11. VOTE OF THANKS

The Chair acknowledged and thanked retiring Board member, Mrs Wendy Dimmock.

12. 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 attendance. He congratulated the newly appointed Board members and the recipients of the Distinguished Service Awards.

The Chair closed the meeting with The Grace at 7.35 pm.

6. Reports

(a) CHAIR'S REPORT



Chair of Trinity College Board

Annual General Meeting Report

Maybe if I don't mention COVID-19 in my report this year, then all its impacts on our College and the wider community will magically disappear ... but unfortunately this is not the case. The start of the year was again impacted with staggered starts for different year levels, and we had almost daily fluctuation of case numbers across all schools and all classes. This challenged our team incredibly – and yet they carry on, because that is what they have committed to do ...

The fog that has been COVID-19 could have given Trinity College an excuse for being distracted and not staying on task - that being the education and development of the children within our community - but I am pleased to say this has not been the case. Both the senior leadership of the College, the wider Staff and the Board remain focussed on delivering a school that leads education and educational opportunities, not just in the northern suburbs of Adelaide but across the whole of the State.

In recognition of the struggles many in our community face, the Board made the unusual decision to NOT raise tuition fees in 2022 and hope this goes a little way to making the cost of education more palatable. We continue to try and keep the fees at Trinity as 'affordable' as we can, whilst maintaining opportunities that amaze outsiders.

The Board and College is coming to the end of the 2018-2022 Strategic Plan. We will soon begin the visioning process to put into place an overarching strategic framework that the College operational and teaching team can interpret and weave their educational translation into an Operational Strategic Plan.

This can, to the uninitiated, sound like a lot of waffle ...

This would be true if there wasn't significant buy-in and involvement of staff across the College. What I have seen in my time as Chair is that the 'magic' happens at a staff level - where the Board create a framework, but the teaching professionals fill out the plan with educational ideas and interpretations which the Board, with their limited educational skills may never have envisaged. Great teamwork I'd suggest – my thanks go across the College to ALL staff, no matter what their role. Without each and everyone of them, it would be a much poorer outcome for our children.

The old saying "If you fail to plan, you are planning to fail" will hopefully not be heard at Trinity.

Some very big projects roll through over the next few years; they include many local projects at all the school sites, and the more obvious Trinity Theatre and the College's newest school at Roseworthy. These last two continue to go through very extensive planning and scrutinisation by a range of professional teams both internal and external. For most schools these would be very distracting, but at Trinity, we almost casually treat them like common events – we should pinch ourselves and be reminded that these really are amazing projects to do!

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.

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.

DR KEN HEATH
Chair, Trinity College Board

"The only way to achieve the impossible is to believe it is possible."

Alice Kingsleigh, 'Alice Through the Looking Glass'.



Head of Trinity College

Annual General Meeting Report

Contents

Introduction.....	10
PART A: School Performance Information	11
PART B: 2021 Strategic Action Items Report to the College.....	15
Principals' School Reports.....	43
Strategic Plan 2021 Action Items Scorecard	54
2021 Strategic Action Plan Brochure	57

INTRODUCTION

I have great pleasure in releasing the 2022 AGM report to the Trinity College Community.

Despite the upheavals and uncertainty COVID caused in 2021, our students, staff and community proved again 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 2021 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 Trinity College Theatre (to open mid 2023)

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 96.81% Admin & Support Staff 97.71%	
Staff Retention <i>The proportion of permanent teaching staff retained in a year from the previous year</i>	Teaching Staff 89.78% Please note that the reasons for non-retention can include any of the following: parenting responsibilities, retirements, family movements, new positions at other schools, unwilling to meet the vaccine mandate and unsatisfactory performance.	
Staff Retention <i>The proportion of permanent admin & support staff retained in a year from the previous year</i>	Admin & Support Staff 92.98% Please note that the reasons for non-retention can include any of the following: parenting responsibilities, retirements, family movements, new positions at other schools, unwilling to meet the vaccine mandate and unsatisfactory performance.	
Expenditure and Teacher participation in professional learning	Expenditure: The College expended \$1,114 per full-time equivalent teaching staff, for 2021. 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

Key Student Outcomes College-wide Data	
Student Attendance <i>The average attendance rate</i>	92.79%
Proportion of Year 9 students retained to Year 12	325 students began Year 9 in 2018. 285 students from the 2018 Year 9 cohort began Year 11 in 2020 (87.69% retained). 261 students from the 2018 Year 9 cohort began Year 12 in 2021 (80.31% retained). 22 new students entered TCS in 2021. During 2021, 29 TCS students left the College during the academic year for various reasons including successful pathway destinations such as employment, TAFE or apprenticeships.

NAPLAN 2021

Proportion of students College-wide meeting NAPLAN's national minimum standards in 2021

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

Year 12 Results – 2021

Trinity College wishes to congratulate all Year 12 students on their results for 2021.

SACE Results 2021

Trinity College congratulates all Year 12 students on their fine results for 2021!

- Nathan Stafford was Dux with an ATAR of 99.9.
- 30 students attained an ATAR above 90.
- The top 4 students attained ATARs above 99 placing them in the top 1.0% in Australia.
- Over 127 Trinity students scored ATARs above 70 in 2021.
- 365 'A' Grades were awarded.
- 100% of Trinity students achieved their SACE.

In 2021 the College Dux was Nathan Stafford with an ATAR of 99.9. Nathan achieved Merits in the subjects of Creative Arts and Research Project B. Nathan looks to pursue a career in the arts and will study a Bachelor of Fine Arts (Musical Theatre) at Melbourne University on a Grand Chancellor's Scholarship.

38 A+ grades were attained with 7 Merits

Merits were achieved in the following subjects: Chemistry, Creative Arts, Digital Communication Solutions, Health & Wellbeing, Physics and Research Project B.

Club 90

We would like to acknowledge the following 30 students who have been inducted into Club 90 by attaining an ATAR above 90, placing them in the top 10% in Australia.

Jake Bonner	Theresa Guo	Noah Lunau	Nathan Stafford
Sophie Brown	Darcie Hancock	Colin Mcwhorter	Lauren Standish
Max Bubner	Riley Hately	Eleanor Merrett	Emilie Timmings
Jack Carter	Ryan Heath	Lily Moore	Rieley West
Eloise Cox	Jack Hill	Aballa Opio	Jade Wood
Phillip Crosby	Tiffany Koek	Jake Rayment-Brown	Iram Yushra
Patrick Dunstone	Mark Kuruvila	Matthew Ryan	
Brooke Freeman	Naomi Lawson	Eden Smyth	

Acknowledgements

We would like to acknowledge all students who did their best in 2021. 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 2021

We are pleased to report that:

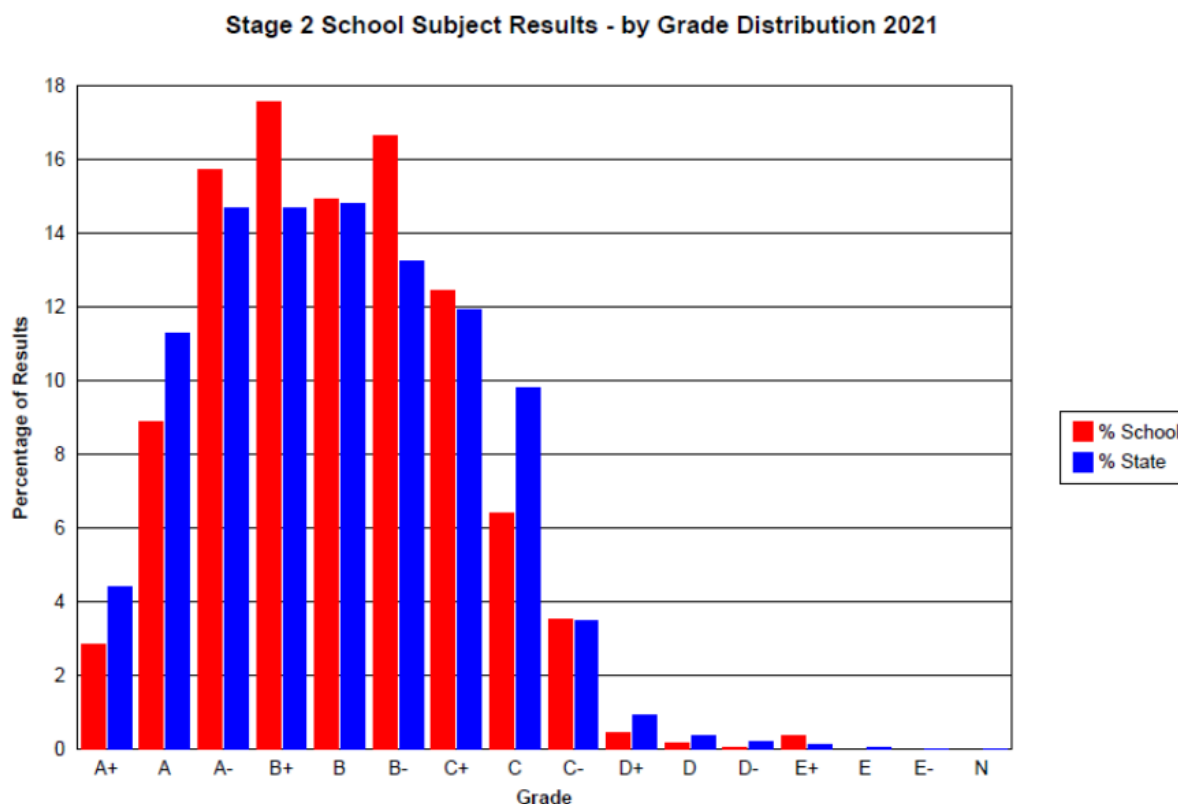
- 43 students completed a Certificate II VET qualification
- 116 students studied a Certificate III VET or higher qualification
- 84 students used VET towards their ATAR calculation
- 32 students completed a school based traineeship or apprenticeship within SACE

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

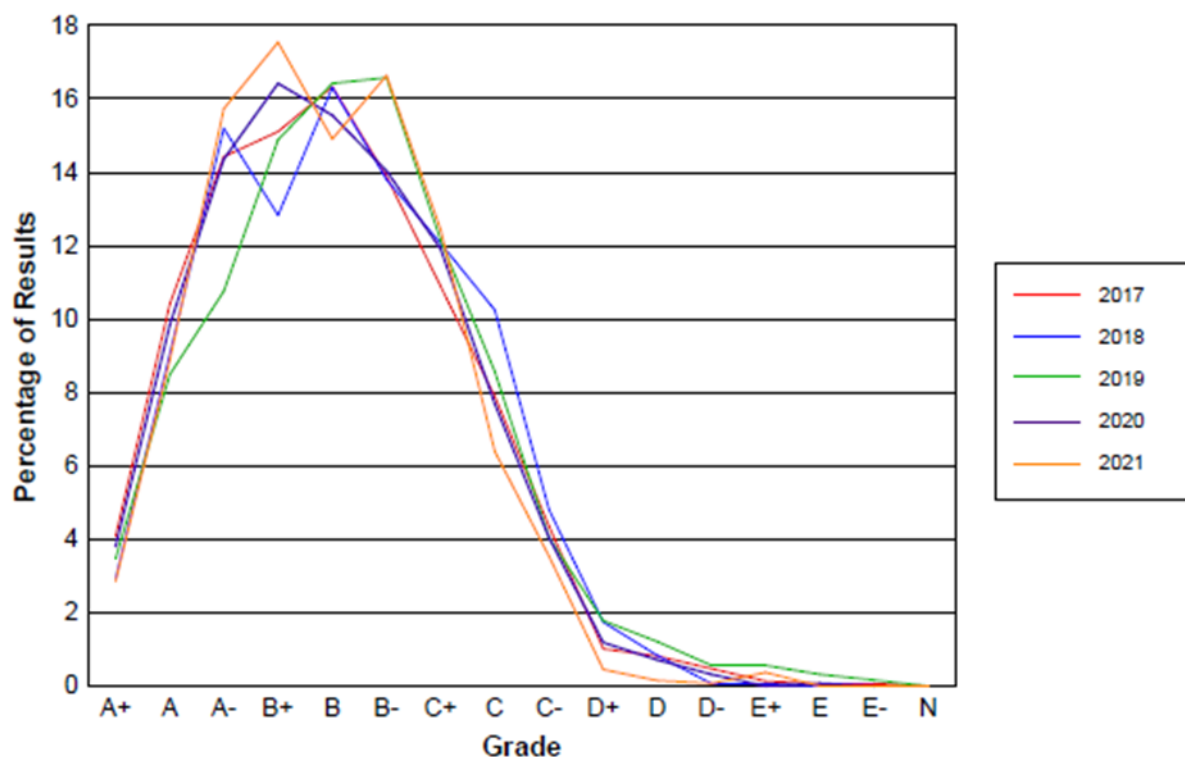
South Australian Universities to which Trinity students successfully applied

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

Grade Distribution



Stage 2 School Subject Results - by Grade Distribution by Year



Overall

The 2021 Year 12 results saw 100% of students completing their SACE qualification and 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.

Students were able to select from a broad and extensive range of SACE subjects offered at Trinity College Senior, complimented by a large range of VET courses. 2022 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 2022

PART B: 2021 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 2022.

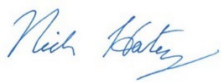
Principals and senior staff are to be highly commended for embracing the College vision and enabling these action items to be applied in their context. I thank all senior staff who have produced parts of this report and they are individually acknowledged on each page.

This document and the attainment or partial attainment of the listed items is a credit to the vision of the College Board, the skills of the operational team and our wonderful staff and wider community in ensuring life at Trinity improves systematically for the benefit of the students in our care. That so much was achieved in what will forever be known as the 'the second COVID-19 year' is remarkable.

Highlights in 2021 of strategic planning leading to improvement in the manner in which the College operates or increasing opportunities available to students and staff included:

- The work of the Trinity College Institute providing quality educational research and opportunities for staff to achieve a Professional Certificate in Future Oriented Learning.
- The way staff and students have embraced and championed inclusivity and cultural safety, supported by staffing and programme enhancements.
- The resources invested in student wellbeing and mental health - increasing Counsellors, adding Youth Workers, strengthening our relationship with Flow Psychology enabling access for more Trinity students and many staff completing Youth Mental Health First Aid Training.
- The significant progress towards our new school at Roseworthy and new Theatre projects.
- The roll-out of our Employee Assistance Programme offering mental health, fitness, relationship, nutrition and financial and professional development support for our staff.
- Teaching and learning enhancements including entrepreneurship, digital technologies and metapragis projects.
- Reinvigoration of STARplex including what is offered and staff work flows.

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



NICK HATELEY
Head of Trinity College
November 2021



KRA 1: Christian Values**Goal: To live the College motto of *In God is my faith*.****Priority 1.1**

Strengthen engagement with local parishes and the wider Church.

Action Item a.

Support and raise the profile of our Chaplaincy team and leverage traditional and innovative approaches and connections.

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 2021

The scarcity of ordained Anglican Priests, especially those who are suitable and willing to do school chaplaincy, continues to be a source of frustration in our efforts to staff our chaplaincy team. That frustration was exacerbated this year with the resignation of Rev David McDougall mid-year which meant that for the remainder of 2021, Rev David MacGillivray has been the sole ordained priest on staff across the College. Being spread thinly across five schools and having the added responsibility of being the Priest in Charge of St Francis without the intended team ministry approach has been a strain to say the least.

In spite of those frustrations and challenges, we have continued to develop innovative approaches to the ministry and chaplaincy at Trinity College. With confidence based on the strength of the work done by Miss Sasha Roullier in a lay (non-ordained) role as Youth Chaplain, we expanded our chaplaincy team at the start of the year with the appointment of Mrs Steph Agnew as Lay Chaplain at TCS. Steph came with experience as a Pastoral Support Worker (formerly chaplain) in the public school sector, and joined Trinity as a newly qualified teacher. Alongside teaching Senior School Psychology, Steph has fulfilled the role of chaplain in leading reflections and prayer times in public worship, assemblies and staff meetings. She is a valued addition to the team, building relationships and trust with staff and students and we look forward to seeing her increase her involvement working closely with the TCS Wellbeing team. Following the resignation of Rev David McDougall, Mrs Rhianna Otto was appointed to take on the teaching load of RAVE and Christian Living at North School. Rhianna has also had responsibility for leading North Junior School's chapel services.

COVID-19 has been a challenge that has forced us to embrace new approaches. There have been a number of online services for both our student chapel and staff PD. The online mode provides continuity of content across the College while enabling a greater intimacy of delivery in smaller groups. Students have enjoyed engaging with online chapel in their house and tutor groups and staff have enjoyed beginning their PD days with a service in their faculties, year levels, whole schools or sub-schools.

At the start of the year, after seeking ways to work in partnership, the chaplains and counsellors from across the College came together to participate in Youth Mental Health First Aid training. While the content was confronting, it was a positive day of mutuality and sharing.

Trinity College embraced the opportunity to raise the profile of chaplaincy not only within the College but across the Adelaide Diocese by hosting the chaplains from the Anglican schools of the Adelaide Diocese as the group participated in the Anglican Schools Australia National Conference. The two day conference was delivered online this year so the chaplains of Adelaide enjoyed the facilities of TICS and the hospitality of the College.

Plans for 2022

We have employed another ordained Anglican Priest in financial partnership with the congregation of St Francis Church, as a member of our chaplaincy team and to assist with the ministry of St Francis (it's great to welcome back Rev'd Tony Nicholls). We will also continue to grow our Lay Chaplains across the College with continued training and development of the role. The chaplain and counselling teams continue to seek opportunities for partnership and complimentary interactions for the wellbeing of our community. Archbishop Geoff Smith continues to be a great supporter of chaplaincy and our Anglican Schools. He is excited by our desire to move forward with an innovative approach to ministry; indeed the 'Vision 2022' statement of the Adelaide Diocese under the heading of 'Innovation & Advocacy' seeks among other things to, "strengthen chaplaincy and develop new and expanded faith communities."

KRA 1: Christian Values

Priority 1.1

Strengthen engagement with local parishes and the wider Church.

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 b.

Ensure all events, communications, public forums are engaging and promote our celebration of the 'whole child'.

Action Item a.

Celebrate and expand opportunities and resources for students with a wider range of learning and behavioural needs.

The School Principals have each reflected on the above Priorities in their individual school reports (pages 31-41)



Ms Claire Goble



Ms Kelly Lange



Mrs Karen Murray



Mr Brian Quill

2021 AGM. Distinguished Service Award recipients.

KRA 2: Our People

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

Priority 2.1

Attract, support, develop and retain top quality staff.

Action Item a.

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

Rationale

Intentionally fostering a strong, collegial atmosphere across our College, all takes effort and time. Designating time to what we want in this area is the best professional practice Trinity College continues to strive for and address when supporting, developing and retaining our new and existing quality staff.

This year, the teaching staff within the College have encountered another taxing year with the COVID-19 pandemic which has begun to surface some individual staff decisions to reassess their hours of work and ways of working, right through to resigning after many years, to work closer to home and family. This pandemic has shown some startling data of an increase (20%) in interstate applicants to South Australia, however the staff within SA are choosing to also move schools and take lesser hours, a lesser rate of pay and even lesser conditions.

Strategic Actions 2021

- Staff Professional Development Plans: Educator Impact is our current online actionable 360 degree feedback tool that Principals are using with a selection of their teachers to aid in individual development of goal setting. Our contract is for another year with this organisation, however I am working with Principals to gauge effectiveness and financial value and efficacy of this tool and whether or not we explore a more customised tool for our staff and provide authorship to the teachers to take charge of their own professional development goals.
- Growing Trinity Leaders and Graduate Recruitment: Our membership on the School Advisory Board at Adelaide University is an integral partnership in relaying matters pertaining to our pre-service teachers coming through for placement and acquiring new teachers on graduation. Our HR division, in 2021 have had to have regular pre and post meetings with the Universities to support the placements of the sometimes ill-prepared pre-service teachers, which we have incurred this year. The reasons for their ill-preparedness have been social and emotional issues, which we have attributed to the pandemic and individual's resiliency.
- Staff Induction: Improved practices have provided us with valuable feedback that this is 'time well spent'. In an average week, our HR office will receive regular positive feedback, by way of personal cards, emails or calls that the approach we adopt is effective.

Plans for 2022

- Staff Exit Plans have continued to provide us with valuable data to create effective change within the College. As a result, we have been able to create some procedures and practices which have eased transition for new staff starters mid-year, provided feedback to principals about their local induction practices and affirmed practices already in place.
- Recognising the social and emotional effects of the pandemic, to recruit and attract staff now, additional time is incorporated into the recruitment process, so that we may have pre-cursor meetings/conversations with the prospective applicants to allay concerns and provide role clarity to an already anxious applicant.
- Expr3ss continues to be our preferred hiring technology system and late Semester 1 this year, we elected to subscribe to other virtual job boards to attract top quality staff. We now subscribe to Teachers On Net, TES, Education HQ and Indeed.com. This has widened our presence in education vacancies across Australia and proven our commitment and determination to acquire the right candidate to align with our values and educational approach.
- Working with Finance Manager to provide a uniformed look to all of our College policies. The creation of a document register whereby every policy in the College is listed, who is responsible for the policy and when it is to be reviewed is aligned with the calendar within the Assurance section in Complispace.

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

Positive school culture is a true game changer at Trinity College. When it comes to providing optimal educational experiences, it is essential we adopt a conscious and active approach to effective College culture in order for our students to be afforded the biggest and best opportunities available. Undergoing a second year with the COVID-19 pandemic has seen some staff and families undergo another layer of disruption, disappointment and inability to function as effective as they would have liked. Trinity College have continued to embrace this time and use an appreciative enquiry approach when dealing with this and provided scaffolding to assist in our staff communication, consultation and culture.

Strategic Actions 2021

- Employees Assistance Programme: Has been a thoroughly successful and welcomed resource for our staff at Trinity College. Quarterly analytic reports have reported excellent take up and feedback to Senior Executive across the College has been that Converge International are providing quality and timely support to our staff in their times of need. [Our EAP: Converge International offers mental health, fitness, relationship, nutrition and financial and professional development support for our staff.]
- Expr3ss: Time has been spent with Principals new to Expr3ss to show them the resources available to aid in communication between new staff coming in and other information sought.
- College calendar changes: Made to improve College Pastoral Care and Staff Wellbeing. Feedback sought to make further changes for 2022 Week 0, Faculty meetings and Middle School meetings.
- Early Career Teachers: Ongoing. An infographic has been created for ECTs to *see* where they are in the big picture of the College and to highlight their role and the importance of staff voice and future leadership aspirations. [*HR trend data (Deloitte 2020) is reporting that it is this generation of ECTs who have aspirations of leadership much earlier than would be expected in the past and this needs to be nurtured and developed.*]
- Mentorship register: This register membership has been developed originally to support our pre-service teachers as they navigate the 'real world' of schools. Trinity College has been fortunate in our existing staff being so willing to be a mentor for these university students. Our induction of these PSTs has also been extended to include the knowledge of EAP to provide them with the knowledge of self-care early in their careers. The College Aspirational Leadership register has also grown which is promising (a very high percentage of staff intake are our young, early career teachers, which is promising). Other 'interested' long term staff however, unwilling to move between Trinity schools continues to be a concern.

Plans for 2022

- Regular HR scheduled meetings with Principals to work proactively regarding staff matters to try and circumvent the reactive nature of HR processes.
- Recruitment panels where possible now have school Principal and other elected school personnel involved in interviews. HR conduct the referee reports on applicants well before the interview to provide some pre-cursory information for school leadership.
- Whole of College Staffing News to be regularly issued to all staff, eg. Friday Week 5, each term. Staff feedback has stated that they would like to know when announcements are going to be made, however do not understand the behind the scenes incomplete information to hand (ie. awaiting signed contracts, applicants now have additional questions before signing, much time chasing responses to phone calls and emails, etc.)
- Spend time with the Aspirational Leadership members to ascertain the core reasons for not wishing to move schools. Create Career Pathway maps for staff to show them a clearer trajectory in their work.
- Regular meetings with College Psychologist to discuss staff wellbeing and professional development strategies to implement and support staff, ie. Mental Health First Aid, ReachOut, etc.

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.

Promote conference presentation and research paper generation. 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 2021

Academic Journal Publications:

- [Technology enhanced learning environments and the potential for enhancing spatial reasoning: a mixed methods study](#)- Mathematics Education Research Journal.
- [Secondary Education in COVID Lockdown: More Anxious and Less Creative- Maybe Not?](#)- Frontiers in Psychology.
- [A novel approach to mapping changes in student attitudes towards science and mathematics in reaction to changes to their learning environment](#)- National Centre for Student Equity in Higher Education.

International & National Conference Presentations:

- 28th International Conference on Learning: The networks and associated practices of social learning amongst school teachers engaged in practitioner research- Lesley Johnson.
- Education Futures HDR Forum: Practices of teachers engaged in social learning for practitioner inquiry- Lesley Johnson.
- 2nd Scuola Democratica Conference: How do we STEM? A case study of student attitudes towards evolving approaches to curriculum for developing complex competencies- Wayne Jaeschke.

2021 Professional Certificate in Future Oriented Learning (PCFOL) Outputs:

- Developing students' mathematical thinking in Year- Caitlin McManus & Kathryn Malone.
- Embedding emotional self-regulation in the JS classroom- Annemarie Nicolai.
- Student attitudes and Flipped Learning in Year 3- Dana Smith.
- Building parent networks to integrate learning at home- Ruth Paton.
- Building student resilience in MS Positive Education- Shannon Caire.
- Student attitudes towards STEM- Steve Grant.
- Social Inclusion- Nathan McGrath.

Plans for 2022

- Third cohort of PCFOL to focus on Self-Regulated Learning (SRL) and Digital Learning.
- Continued support for research, journal publications and conference presentations on creativity, student attitudes, SRL and professional learning.
- Host a conference with international speakers for educational leaders in schools and higher education focused on professional learning to support student attainment of 21st century capabilities.

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.

Deliver a clearly defined Trinity Education Model based around a positive collective efficacy approach.

Rationale

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

Strategic Actions 2021

- Redesign of reporting and assessment to align with the development of the Graduate Qualities including:
 - Pilot of Schoolbox Learning Moments to increase student agency and evidence growth.
 - Live reporting to provide in-time progress updates.
- Curriculum redesign in Junior School 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.
- Some restructuring at Senior School to enable greater support toward academic excellence.

Plans for 2022

Ongoing development of reporting and assessment to align with the development of the Graduate Qualities including:

- Expand the use of Schoolbox learning moments in the Junior School
- A concerted focus on a unified learning proposition with a closer connect between wellbeing and learning.



The College was recognised nationally with three Excellence Awards at the 2021 Australian Education Awards:

- Best Use of Technology
- Best Professional Learning Program
- Department Head of the Year: Ms Samantha Wyatt – STEM Co-Ordinator

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

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

Action Item b.

Embed the Trinity College Graduate Qualities and match our educational offering to deliver these qualities. Promote key cross-curricular capabilities and enterprise skills including collaboration, creativity, innovation, research and entrepreneurship.

Rationale

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

Strategic Actions 2021

Enhanced opportunities for students to develop the Graduate Qualities included:

- Developed cross-curricular projects with Geography to embed digital technologies and delivered across all schools.
- Further enhancing our critical engagement with emerging technologies through participation in AISSA VR in Schools Research Project, developing, prototyping, testing, evaluating teaching and learning programmes to evaluate the impact of VR on student content mastery and 21st Century skills; conducted with university partner University of Newcastle and industry partner VRTY.
- Cross-curricular capabilities were developed through the engagement with the meta praxis project.
- Boss Your Economy programme introduced in Year 7 Futures.
- Development of methods to assess student creativity and self-regulated learning.
- Pilot of flexible approach to teaching Stage 2 Research Project to provide greater opportunity for enabling gradual increase in learning autonomy based on individual learner need.

Plans for 2022

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



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.

Enhance cultural understanding, engagement and mentoring opportunities for culturally diverse students

Rationale

When students know that they are fully understood, and have a voice that is heard, they engage more productively, their wellbeing is assured and their ability to achieve to their full potential is enhanced.

Strategic Actions 2021**Cultural Safety Awareness**

- Trinity College Inclusion Committee was established. All staff, at all Trinity schools, embarked on the first year of a three-year professional learning plan to promote not only the Reconciliation Action Plan of the College but also to reflect on their knowledge and understanding of Aboriginal and Torres Strait Islander Peoples and Cultures. A greater connection with First Nations students is the long-term outcome. Staff were surveyed after the first sessions, and in professional learning teams or groups on school sites, interrogated the data collected and considered next steps based on their individual sites. Staff were led in this process by Dale Giles, who is also assisted by staff on the College RAP team and school based RAPAC teams (school-based teams vary from school to school whether just student membership or student and staff or just staff). An Acknowledgement of Country has been placed formally into assemblies and meetings on all sites. The Director of Development is working with all sites to create a College Acknowledgement of Country video using our Aboriginal and Torres Strait Islander students. Blakeview and South have looked extensively at collaborative artwork on their sites. South Junior School has First Nations learning symbols in the play areas and Blakeview's Community proposal project with Houses has meant the fence line will be painted with Aboriginal and Torres Strait Islander People's and Culture designs with the assistance of Scott Rathmann and also designs from the diverse cultural mix that makes up the Blakeview student body. Permission has been sought to name Blakeview's new play space *Mukanthi* which is Kurna for 'celebrate and play.' The Head of Junior School at South is completing a professional certificate through the Trinity Institute on cultural connectedness and a sense of belonging.

Reconciliation Action Plan April 2021- April 2022

- Our commitment to our RAP is co-ordinated and supported by the College RAP team and is proudly displayed. Traditional smoking ceremonies and Welcome to Country are encouraged at all large events utilising our network of elders.

'Trinity On Country'

- Trinity College has partnered with the Oak Valley Aboriginal Community, to offer a unique opportunity for students to grow their understanding of Aboriginal history, culture and perspectives, through a hands-on, immersive experience. A selection process has been completed with students from all sites being selected.

School Culture Groups

- Each Trinity School has a student led School Culture group which incorporates students from diverse cultural backgrounds. As these groups are inclusive of all, students who also live with a disability or who are working with gender identity are also included. Multi-cultural days, student forums, learning modules given to students by the students on inclusiveness, racism and social acceptance, and workshops and Pride Day have been celebrated on some, or all, of the sites. South School Culture committee students were interviewed by HMS from Blakeview as an exemplar of the actions of the Culture committee in creating Blakeview's group and also visited to share their vision, purpose and model.

Student Tutor

- Michael Akech works two days on Blakeview and one day at TCS mentoring and supporting students from an African background - particularly in engagement with school and maintaining learning impetus. Michael also offers a translation service.

AIME

- Students in all Middle Schools from Year 8 who identify as being of Aboriginal or Torres Strait Islander descent are able to be mentored through to University age under the Australian Indigenous Mentoring Experience.

Plans for 2022

- Dale Giles to become a member of Trinity Staff to concentrate more formally in the Cultural Safety and awareness area and to ensure the forward momentum is maintained.

KRA 3: Educational Development

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

Priority 3.2

Broaden educational offering to meet more diverse student needs.

Action Item a.

Develop a physical resource solution for improved educational access for high needs students.

Rationale

KRA 4.2b. outlines the masterplan process undertaken by the College in 2021. As part of this process, an area of the College to the South of the Roma Waite Library (in red below) was identified as ideal to locate improved physical wellbeing resources. The relocation of the current Tech Centre would further enhance this dimension. The centre would boost onsite professional services in allied health areas such as Occupational Therapy, Speech Therapy, Physiotherapy as well as boosting inclusion for a host of diverse students.



In the interim, enhancing physical resources at our individual schools has been improved. Examples include the wellbeing lounge and breakout space at Trinity College Senior. This space became available due to Art and Design moving to TICS. The area has been well utilised by students with professional support from our Counselling and Pastoral Care teams more readily available. More inclusive classroom layouts, more suitable furniture and modified spaces have been expanded at various sites. FLOW Psychology has taken over the old personal training room at STARplex to improve consulting and Occupational Therapy offerings.

Plans for 2022

New general learning area buildings (GLAs) at both North and South schools will enhance educational access for many students.

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 a.**

Expand the use of the Trinity Innovation and Creativity School, to more students, community, tertiary and corporate partners.

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 2021

Community	Featured public openings and art exhibitions in TICS Gallery (eg. SALA, year level exhibitions and site exhibitions).
Creative Partnerships	Developed creative partnerships in digital assets, teaching resources and guide creation, such as with Monkeystack Media, for VR, 360 Immersive, Creative Art and Design. Developed Artist In Residence (AIR) Programme.
STEM Partnership	Trinity College Gawler River participated in the What'll Happen To The Wattle Project founded by the One Giant Leap Australia Foundation. Students across the College participated in STEM Innovation Experience (STEMIE) which was co-ordinated by the University of South Australia.
Learning Hub Initiative	Develop TICS as a creative, innovative learning hub in the North-East Corridor for tertiary and adult education. Expanded existing TAFE and Certificate offerings to include local community offerings.
Education Partnerships	Consolidated and enhanced relations with TAFE partners, CDW, AIE, Australian College of the Arts. Developed reciprocal learning partnership with local commercial providers in VR technology, vrtty.io. Facilitated research into Future Orientated Pedagogies and Technologies, such as that with University of Newcastle and AISSA into efficacy of VR.
Entrepreneurial Partnerships	Initiated consultative relationship with feedback to vrtty.io into VR education platform.
TICS Engagement Capacity	Expanded podcast and multimedia offerings to schools. Expanded VR technology solution. TICS Accelerator Workshop series prototyped with Blakeview staff. A Scanning Electron Microscope (SEM) during Science Week.

Plans for 2022

Community	Further enhance TICS Gallery presence in local community through featured exhibitions and community facing events.
Creative Partnerships	Consolidate creative partnerships in digital assets, teaching resources and guide creation, such as with Monkeystack Media, for VR, 360 Immersive, Creative Art and Design. Enhance Artist In Residence (AIR) Programme.
STEM Partnership	Expand the What'll Happen To The Wattle Project across the College by allocating each site wattle seedlings that have visited space.
Learning Hub Initiative	Expand TAFE offerings in VEED to local schools.
Education Partnerships	Consolidating partnership with Flinders University and CDW Studios with view to enhancing offerings and pathways. Further enhance opportunities for students to engage in learning with virtual reality. Deliver professional learning opportunities for teachers in the use of digital technology to accelerate learning. Continue research into emerging technologies.
Entrepreneurial Partnerships	Collaborate further vrtty.io on improving VR teaching platform.
TICS Engagement Capacity	Expand TICS Accelerator Workshop series to other Trinity schools. Build capacity of local site champions as TICS Ambassadors.

KRA 4: Enterprise Development

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

Priority 4.1

Investigate stronger partnerships with tertiary institutions.

Action Item b.

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

Rationale

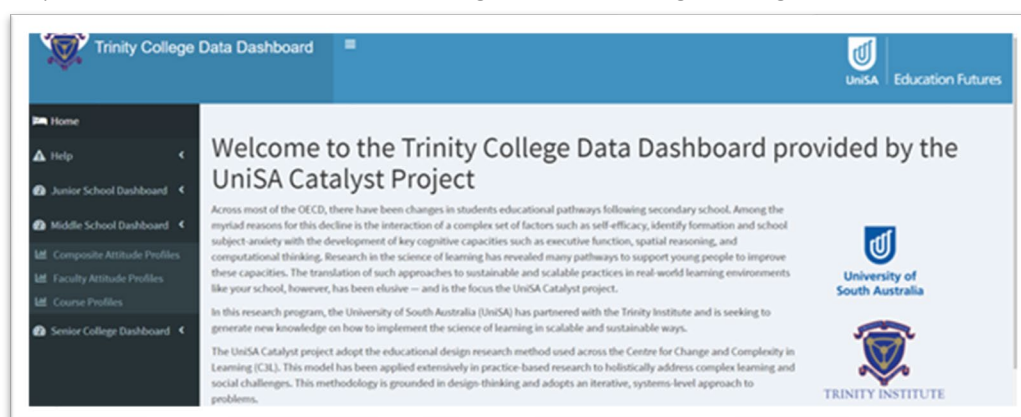
The Trinity College Institute (TCI) seeks to improve educational practice to support young people to succeed personally and academically at school, and in their lives beyond school in a world increasingly shaped by change and disruption. It does this primarily through practitioner inquiry, supporting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

Strategic Actions 2021

- Development of a prototype dashboard to enable teachers to interrogate student attitude data across subjects, faculties, year levels and schools.
- Professional learning on Show Day that provided schools with the opportunity to collectively engage with student data from the Wellbeing and Engagement Collection (WEC) and Student Attitude System (SAS) dashboards.
- PCFOL 2021 focus on wellbeing, further built capacity of staff to engage critically with educational research, and enhanced our ability to operationalise insights from WEC data.
- Datavise professional learning community developing capacity of teachers to more effectively engage with data to inform decisions and evaluate programme outcomes.
- Pilot of Learning In Our Networks (LIONS), designed in collaboration with educational academics from Swinburne University, to engage parents in discussion about approaches to integrate learning at home.

Plans for 2022

- Professional learning on Show Day will allow teacher with the opportunity to collectively engage with student data from the Wellbeing and Engagement Collection (WEC) and Student Attitude System (SAS) dashboards.
- Develop the data dashboard and data lake to connect datasets to enable triangulation of student learning data from diverse sources which informs teaching.
- Expansion of LIONS as a platform to engage the parent network and build their capacity to support student learning at home.
- Third cohort of PCFOL focused on self-regulated learning and digital learning.
- Pilot of delivery of UniSA courses in blended learning mode under Stage 2 Integrated Studies.



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.

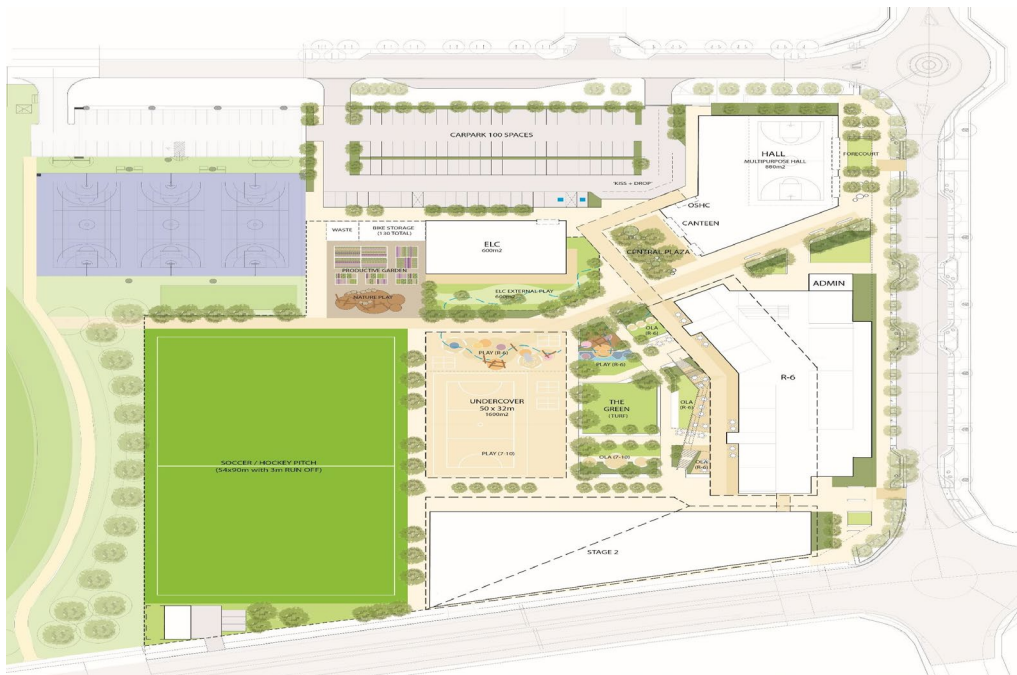
Action Item a.

Commence Roseworthy educational and site plan.

Rationale

The sixth Trinity School, to be built at Roseworthy and opening R – 6 in 2024 achieved some key milestones in 2021. The project will see the school established in two stages with R-6 offered from 2024 and the 7-10 component added in future years with the timing driven by enrolment numbers.

- June 2021 - the College Board ratified the relevant contracts.
- July 2021 - an extensive tender and interview process concluded and saw Swanbury Penglase appointed as the architects.
- August 2021 - the site was formally purchased by the College.
- September 2021 - we established our first Roseworthy specific scholarship through the generous support of Michael and Rosslyn Hewitson.
- October 2021 - parents were able to commence securing a place for their students with 27 signing up immediately.
- November 2021 - the formal application was lodged to register 'Trinity College Roseworthy.'

**Plans for 2022**

Building will commence in late 2022 and continue through 2023.

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.

Deliver a detailed Master Plan, including asset replacement and facility and programme enhancement.

Rationale

The College is a significant enterprise and employer in the North and has grown to become one of the biggest schools in Australia. As a large, mature and sophisticated business, it is critical that a well-defined and detailed Master Plan not only reflects but drives the vision and mission of the College. In a climate where population growth is high and the College has capacity to enhance its educational offerings, the Master Plan will both cater for future growth and ensure the College remains educationally and financially robust.

Strategic Actions 2021

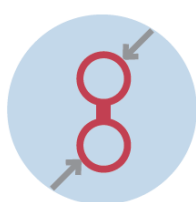
The College had a significant focus during 2021 on developing and implementing a detailed Master Plan. The following was achieved:

- An asset replacement and facility and programme enhancement plan was developed for the entire College.
- A Board-led workshop considered Master Plan strategic directions, objectives and priority projects.
- Swanbury Penglase were engaged to assist the College to Master Plan its Evanston South site. A 1 – 5 year and a 1 – 15 year plan were developed.
- A new set of five principles were agreed to per the below graphic.
- Identified projects were factored into the College's 10 year capital development programme, which forms parts of its budget for 2022. These projects range from the essential (such as a replacing a building at its end of life) to the new and aspirational. The College Board will collectively decide which of these strategic intents or projects should be actively pursued based on the desired strategy.

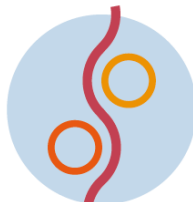
masterplan principles



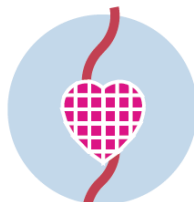
campus of villages



community hubs



campus connectivity



town square campus heart



sustainable infrastructure

Plans for 2022

The projects built into the 10 year capital development programme total \$200 million and will continue to be reviewed and prioritised based on alignment to the Master Plan, Strategic Plan and current internal and external conditions. Financial modelling indicates the College is able to commit to all projects however the construction of a new school at Roseworthy is likely to require debt borrowing. Along with the new school, a high end Regional Performing Arts Theatre will be the immediate priority for 2022, alongside smaller projects to replace ageing infrastructure, cater for growing enrolment and provide better physical connectivity throughout the schools. The College is also likely to again engage external expertise to help Master Plan its Gawler River and Blakeview sites.

KRA 4: Enterprise Development

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

Priority 4.3

Build philanthropic, community and parental support.

Action Item a.

Deepen the College's relationship with the Trinity College Foundation and Parents' and Friends' Associations. Embed new ways to engage with the community.

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 2021

The annual Foundation fundraising dinner provided a much-needed boost to philanthropic endeavours with over \$39,000 raised this year. Generosity was significant from College corporate relationships to this event and it provided a wonderful opportunity to showcase student talent to a wider audience when so many public student performances were cancelled due to COVID-19.

The Foundation has supported eight students every year since 2011 to undertake the Operation Flinders camp at a cost of \$3,000. Two new Scholarship have been created in 2022 – The Collings Family Scholarship and the Roseworthy Scholarship (to commence in 2024), which means the College now offers 12 Scholarships. The Spirit of Trinity Fund continues to provide much needed support to students at a grass roots level to participate in College life by paying for school camps, textbooks, uniforms, etc. Thirty-two students were supported at a cost of \$13,422 in 2020.

An executive P&F committee meeting was held with the Director of Development in May to gather feedback about Open Day activities and future fundraising initiatives whilst managing COVID-19 restrictions. The use of portable EFTPOS machines was greatly appreciated and has been requested to remain the operating tool to alleviate cash floats. This gathering of parent volunteers allowed them to learn from each other about successful fundraising campaigns and the best ways to foster support for their events. The discussion led to the possibility of a Schoolbox page for each P&F group as a way to engage with their own communities. A demonstration by our Schoolbox Manager, Wayne Philp was organised, however COVID-19 lockdown stopped this event proceeding. The North School P&F has established a Schoolbox page as a test. The use of the Qkr App for selling food at school carnivals and fundraisers makes event management much easier for our volunteer groups. The P&F groups are still hands-on with Father's and Mother's Day stalls, Swimming & Athletics Carnival stalls and purchasing Year 10 Graduation gifts.

The rise of Facebook as an easy tool for parents with limited English has initiated a new College Facebook page (closed group) commencing with South School as the pilot case. Launched in Term 4 known as LION – Learning Inside Our Networks has teachers creating content for this page about best practice for learning at home. The College Facebook page has grown from 3,451 in October 2020 to 4,510 in October 2021 (up 1,059).

Reunions for Old Scholars proceeded in 2021 and their sporting club numbers have stayed strong. Many Old Scholars supported current students, coming back as guest speakers for the careers event, A Day in the Life.

The College is erecting five digital pylon signs to help promote community events and these will be centrally controlled by the marketing team so that promotional content can also be distributed on other channels.

Plans for 2022

All P&F groups to have a dedicated Schoolbox page so that there is one source of truth that is secure for their minutes, ease of rostering, directory of information and archiving photos of their events.

The Foundation is to host a fundraising dinner once again and initiate a giving campaign in support of the new Performing Arts Theatre eg. Buy a chair.

The College LION Facebook page to grow beyond the pilot group at South School to include all parents.

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 2021

2021 has been a year that has seen significant evolution in the way STARplex operates and delivers services to the community.

After a tumultuous 2020 where it was necessary to focus on long term sustainability this focus has continued through 2021 with various physical, programming and personnel adjustments occurring.

The table below provides a snapshot of key performance indicators effective from October 2021 comparatively to that of 12 months prior.

The categories listed below are key financial drivers for STARplex success and show significant growth for the second consecutive year particularly in children's programming.

Encouragingly after noticeable membership attrition in the twelve months prior, fitness centre memberships have remained steady with small growth seen in the second half of 2021.

Snapshot of Stats in October	2021	2020	Variance #	Variance %
Average number of STARplex Fitness Members	1,286	1,249	37	3%
STARplex Swim School	1,796	1,573	223	14%
Number of Court Sports Teams	217	187	30	16%
Courts Training Programme Participants	131	60	71	118%
Gymnastics Enrolments	449	394	55	14%

Highlights of 2021

There have been many highlights in 2021, many of which will propel STARplex to a successful future with strong programming, customer engagement and enhanced flexibility in how the facility operates, these include:

- Redevelopment of the STARstore with accompanying storage area, creating a seamless retail experience for customers and an improved 'first impression' for Trinity families.
- Improved offering of commercial spaces due to redevelopment works.
 - New crèche facility adjoining to café.
 - Enhanced consulting space for FLOW Psychology by occupying the underutilised Personal Training studio.
 - Additional consulting space for NJF Wellness by occupying office space made available due to FLOW Psychology's transition.
- Launch of Studio Pilates @ STARplex. Maximising the space made available by the reshuffling and redevelopment of spaces. The old STARstore area now presents significant opportunity for new clientele to experience STARplex with reformer Pilates programming now offered.

- Enhancement of online services available to customers and perspective customers, including:
 - Online sales
 - Membership management
 - Class enrolment and class management
- Introduction of numerous innovative programmes to further enhance the STARplex offering to families and increase usage of off peak or historically quieter time periods, these include:
 - Birthday parties
 - STARfun Day and STARfun Club (school holiday programming)
 - Kindersport (aimed at under 5s)
- Transition of Gymnastics programme to perpetual on-going programme in favour of the previously term based programme. This has led to significant growth in the gymnastics in addition to:
 - Reprioritising court activities to allow additional court access.
 - Launch of 'Adults' classes.
 - Increased prominence of pre-school gymnastics programming.
- Introduction of basketball training programmes and streamlining of existing programmes to maximise opportunities for programme growth and skill development for a wider range of participants.
- Hosting of another highly successful Australia Day Basketball Carnival despite temperatures soaring into the 40s across the weekend.
- Installation of CCTV in Courts and Swim Centre areas to further promote safety of staff and the community.

Plans for 2022

- STARplex has seen much change in 2020 and 2021, as a product of this 2022 will be a year to reflect, review and build upon the transformation that has occurred.
- There has been significant personnel changes highlighted by the welcoming of new managers in the Customer Engagement and STARstore areas in the second half of 2021, this creates an exciting opportunity for progress.
- Pilates Studio @ STARplex was launched in the final quarter of 2021. The development, growth and fine tuning of this programme will be significant for the upcoming year to ensure its long term success and sustainability. This exciting new programme creates significant opportunity to draw an entirely new customer base to STARplex and Trinity which will be a key factor in assessing success.
- While programme enrolments and Fitness Centre memberships are in a positive position at the present time, maintaining this base of customers is a required focus. Cancellation rates are a continuous battle and one STARplex staff will be focussing on winning.
- Membership and Customer Engagement staff will have more of their focus redirected on ongoing customer communication in the hope that more potential departures will be alleviated, ultimately resulting in a larger membership base.
- STARplex is constantly reviewing its programme offering, with assortment of new programmes introduced in 2021 it will be imperative that their success is reviewed regularly and adjustments are made where necessary to ensure they are operating efficiently and effectively as well as providing an attractive offering to the community.
- New programmes will also be introduced where suitable with a focus on day time activities to further stimulate participation in traditionally off-peak times.

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 restructure 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 component 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 2021

Key members of the College co-curricular programme were invited to participate in a review of this essential element of life at Trinity (approximately 40). The purpose of the review was to reaffirm 'what we do' and provide informed direction. Participants were asked to provide a profile description of their particular activity and include: levels of student participation and commitment, duration, competition (if applicable), staff details, description of activity (if non-sport based), structure and content of programme plus an analysis identifying strengths, weaknesses and opportunities. In addition, a list of all activities was sourced with details regarding individual involvement in the co-curricular programme compiled. Ongoing discussions with key stakeholders were held throughout the year.

Review – Summary of Findings

- Co-curricular programme is integral to a holistic education and is highly valued.
- Broad range of offerings apparent however programmes should be delivered in a systematic way linked to identified Graduate Qualities.
- Student participation is high however in context remains an area for growth.
- The co-curricular programme to be structured and managed under the following broad sub-headings:
 - Operational (resources, timetabling, etc.)
 - Arts (Music, Musicals, Drama productions, etc.)
 - Sport (Football, Netball, Athletics, etc.)
 - Academic Extension (Debating, Robotics, TOM Mind Lab)
 - Support (Homework, Literacy, Numeracy, Kids Club, etc.)
 - Clubs (Goat Club, Cattle Club, Cultural Club, Philosophers Club, Entrepreneurs Club, etc.)
 - An abundance of opportunities identified to further grow, enhance and refine individual co-curricular offerings. Including community engagement – relationships with clubs, organisations, associations and peak bodies at local, state and national levels. The establishment of Coaching Hubs and Academy programmes.
- Communication (including 'What does co-curricular look like at Trinity?'). Student participation nomination process, and staff conditions are areas identified to be further articulated, reviewed and refined.
- Facilities and resources of high quality and were highly regarded and continue to be developed to enhance and facilitate the co-curricular experience.

Reflections

Why have a co-curricular programme? A clear understanding is evident that in addition to educational, personal and skill development that programmes are relational which link directly to the Graduate Quality of Community Engagement. Evidence suggests the programmes drive enrolment and the College brand.

Plans for 2022

- Within the broad sub-headings consider, address and implement (where appropriate) actions and opportunities articulated in 2021 review.
- Explore and expand opportunities to incorporate and enhance offerings utilising current Trinity resources – TICS, Blackham, STARplex and the Farm.
- Review the structure of Sport Administration support.
- Utilise Graduate Qualities to guide offerings available to students.
- Plan and prepare to maximise usage of the 'Performing Arts' Theatre.
- Explore opportunities to grow the profile of the co-curricular programme including potential usage of Trinity TV (YouTube Channel), Podcasts.
- Review student nomination process and timetabling of activities to enable and maximise involvement.
- Continue to refine co-curricular opportunities and ensure systematically introduced across the College.

KRA 4: Enterprise Development

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

Priority 4.5

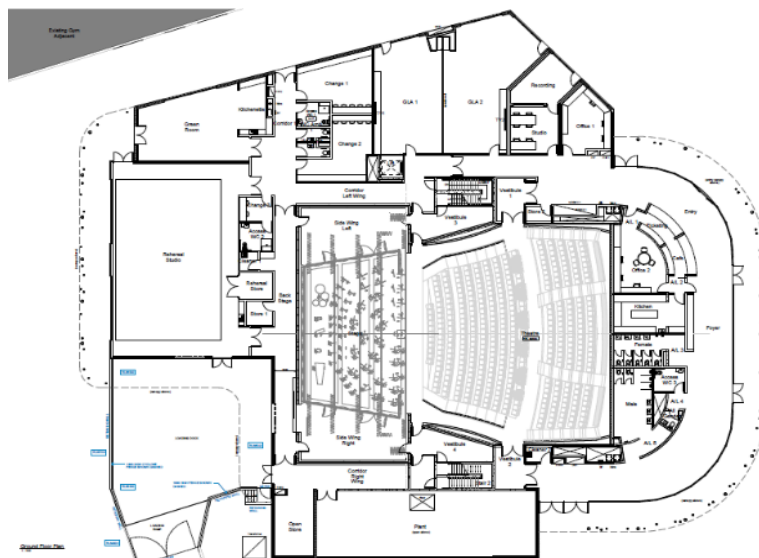
Enhance College facilities, policies, procedures and resources.

Action Item a.

Plan and commence the Trinity College Theatre project including an enhanced Teaching and Learning Arts plan.

Rationale

Trinity College Theatre: Our current Hewitson Theatre, while large and good for assemblies, is struggling to service the Performing Arts. The Hewitson Theatre is ideal for large assemblies but is not a purpose-built theatre and therefore is difficult to use, has poor acoustics, is 20 years old and goes 'offline' for significant times of the year due to the juggle of bookings. The Gawler region lacks a 'real theatre' and the Trinity College Theatre could become the leading performing arts hub for Gawler and immediate surrounding region. The Theatre would be the performance space for soon to be six Trinity schools, regional events, other local schools, Old Scholars, touring groups, etc. Public and community engagement would grow with this asset and associated programmes being a further driver of enrolment. Teaching and Learning opportunities would be enhanced in a similar manner to the impact TICS has had on technology education and the expanded use of Blackham has had on sustainability education. This project will increase the number of students involved in the arts and the quality and depth of their immersion. Employability of graduates will grow directly in arts fields and problem-solving capabilities and confidence are just two character strengths which will be enhanced.

**Strategic Actions 2021**

Major milestones achieved and key dates included:

- October 2020 - Detail Studio engaged to provide high level concept and indicative costing.
- November 2020 - Board provided indicative support for the project.
- December 2020 to June 2021- concept is developed alongside consultative workshops, site visits and stakeholder engagement.
- February 2021 - site visits to Melbourne to see similar concepts.
- June 2021 - concept signed off by the Board.
- July 2021 to October 2021 - design is further developed and Council planning approval is lodged.
- October 2021 to November 2021 - value management workshops occur and design is finalised.
- November 2021 to April 2022 - documentation progresses.
- November 2021 - building contract is put out to select tender.
- December 2021 - builder appointed.
- April 2022 - construction commences.
- April 2023 - practical completion.

KRA 4: Enterprise Development

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

Priority 4.5

Enhance College facilities, policies, procedures and resources.

Action Item b.

Review and enhance Governance policies and operationally embed relevant policies, procedures, our Reconciliation Action Plan (RAP) and Codes of Conduct. Further embed the Trinity Risk Management framework into the College's management and operational performance.

Rationale

In order to be open to new ideas and opportunities, the College has to have an efficient framework for managing policies and procedures so that all that has to be done can be done as well as possible.

Strategic Actions 2021

A number of Governance policies have been implemented during 2021 including Whistle-blower, Conflict of Interest and Business Continuity Management. In addition to this, more than 20 finance and operating policies and procedures have been developed and implemented during the year. A review was undertaken to ensure all documents were readily available to staff, with Complispace used to streamline and simplify this process alongside a stakeholder and communication strategy for each document. Following an audit across the College, a comprehensive register has also been created, which includes almost 400 documents, and is a critical tool in managing the overall framework including reviewing existing policy and addressing gaps. Moving into 2022, developing new policies and reviewing existing will remain a high priority with Board Induction, Code of Conduct and a new Charter as key focuses.

The following policies/guidelines have been produced, are pending approval or reviewed and updated:

- | | |
|--|---|
| 1. Whistleblower Policy | 20. BYOD Financial Assistance Guideline |
| 2. Sustainability Policy | 21. Banking Guideline |
| 3. Board Conflict of Interest Policy and Board Interest Disclosure Form | 22. Asset Disposal Policy |
| 4. Travel Guideline | 23. General Ledger Guideline |
| 5. Terms and Conditions for Proposal / Tender Submissions Policy and Request for Proposal Form | 24. Internal Instructions – Discount Internal Control, Credit Card Administration |
| 6. TRT and PD Guideline | 25. Contract Register and Form |
| 7. Team Building and Staff Recognition Guideline | 26. Finance Performance Template |
| 8. Staff Payments Guideline | 27. Authorised Documents Policy |
| 9. Purchase Order Procedure | 28. Master Plan is being worked on |
| 10. Procurement Policy | 29. Business Continuity Management Plan and Policy |
| 11. Petty Cash Procedure | 30. Board Induction Form |
| 12. Payroll Approval Guideline | 31. Board Code of Conduct |
| 13. Account Cards Guideline | 32. Board Charter |
| 14. Operational Conflict of Interest Policy | 33. Service Level Agreement |
| 15. New Creditor Form | 34. Risk Management Policy |
| 16. Cash Float Procedure and Form | 35. Reconciliation Action Plan |
| 17. Missing Receipt Form | 36. Investment Committee Charter |
| 18. Canteen EFTPOS Guideline | 37. Finance, Risk and Audit Committee Charter |
| 19. Camp Payment Guideline | 38. Bursary Application Form |
| | 39. Staff Vehicle Policy |

Plans for 2022

We need to develop a formal KPI target to the Executive Team to update the document register and carry out the policy review.

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 a

Prioritise bullying prevention and friendship skill promotion.

Rationale

Healthy friendships play an important role in our students' social and emotional lives. Students need to develop an awareness of some basic understandings. For example:

- No two friendships are the same
- Friendships change and that's ok
- There is a difference between friendship fires and mean on purpose behaviours

Skills to address complex friendship issues are vital in successfully navigating challenging times in relationships.

Strategic Actions 2021

Across the College, two significant programmes that deliver on consistent communication and the development of emotional literacy have continued to be embedded into our schools – in particular, Junior Schools:

Friendology 101 is a **friendship curriculum** that inspires kids to feel empowered, develop a strong sense of self, and love themselves while learning to manage the most important thing to them... their friendships. ... The Friendology 101 curriculum is designed as a framework to support a school-wide friendship strategy. Staff have been trained and resources are provided to make the approach consistent and deliverable as a 'whole school'

The Zones of Regulation assists with developing emotional management and self-regulation. The programme utilises a variety of tools and strategies for overall wellbeing through mindfulness, sensory integration, thinking strategies and healthy connections with others. It supports positive mental health, including strategies for neurodiverse learners and those who have experienced trauma through activities to support social, emotional and behavioural development.

Plans for 2022

In the middle of 2021, the Middle School Friendology curriculum was released. Our goal in 2022 should be to explore the curriculum and see how the programme can roll into our Middle Schools. This will enable the language of friendship to be consistent across the EY-10 schools.

Schools should also plan to further embed the emotional management and self-regulation techniques examined through 'Zones' as another consistent approach through R-10 year levels.

KRA 5: Wellbeing

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

Priority 5.1

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

Action Item b.

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

Rationale

As the world entered into a second year of COVID-19 uncertainty and sweeping social changes, we were seeing the human impacts of these combined issues at school in reduced student and staff resilience, and increasing presentation of high level mental health concerns in students. It was important to further develop and refine our response to these significant school and community concerns.

Strategic Actions 2021

- In 2021 Flow recruited an Art Therapist and increased staffing of both fully registered and provisionally registered psychologists. This has enabled Flow to expand the on-site-at-schools service delivery model which presents such an advantage in accessibility of service to our families. Flow has also refined its intake and triage model to improve the speed of access to services. Trinity worked with Flow to create and fit out a purpose designed Group Therapy Room and Occupational Therapy services space along with the creation of additional office space, which has in turn increased the number of therapy groups Flow can facilitate and clinicians who can be providing service at the clinic. Flow also became a registered provider of services under the National Disability Insurance Scheme enabling the practice to meet the therapy needs of Trinity families with NDIS funding plans.
- Our Trinity College Junior schools have expanded and embedded the implementation of the Zones of Regulation Programme. Self-regulation is a key skill in resilience. Students are now moving from being able to engage with the language and implement strategies with support, to being able to identify their own states of regulation and choose their own strategies to manage their regulatory needs.
- Trinity College participated for its second year in the state-wide Wellbeing and Engagement Data collection. This year's collection saw extremely high participation rates of our students so this gave us very useful data about the proportion of Trinity students with High, Medium and Low wellbeing in key areas. Each Trinity school staff team was provided with time and scaffolded support to examine their school's data in detail, with each team developing priorities and actions to implement on the basis of this data.
- By the end of 2021, all staff at Trinity Senior will have completed Accredited Youth Mental Health First Aid Training.
- The Head of the College launched the Trinity College Inclusion committee, tasked with supporting the development of our College wide practices in this area across numerous domains of inclusion. An early action arising from this development has been the employment of a cultural safety officer for the College.
- South School trialled the addition of a Youth worker to help support student wellbeing. This role has proven to be so valuable that the College will now invest in staffing a youth work role at each Trinity school.
- In response to the further increase in demand for counselling services, the College has also employed an additional 1.6 counsellors.

Plans for 2022

- Trinity College Senior has undergone a major structural review of its timetable and pastoral care system, with the new arrangements to be implemented in 2022, increasing flexibility for students and increasing pastoral wellbeing engagement
- Trinity will, after broad consultation, launch its revised and more inclusive uniform policy.
- The roll out of staff training in Youth Mental Health First Aid will move to our Middle and Junior Schools, commencing with training for our Pastoral and Wellbeing Leadership staff in Term 1.
- The new Youth Worker roles will be bedded into Trinity schools and attendant processes for within and across team collaboration and activities will be developed.

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.

Implement the 2021 Trinity College Employee Assistance Package. Embed staff driven action plan for Staff Wellbeing.

Strategic Actions 2021

- Staff Wellbeing Checks - ongoing; currently linked to individual Staff Health Plans, but future strategic plan is to create Trinity College Staff Professional Development plans to have a Wellbeing section for ALL staff to highlight and address their own wellbeing and include measures they have in place for monitoring.
- College Staff Professional library - has been initiated for staff to access resources on wellbeing, coaching and change management. It has now grown into receiving recommendations from staff for future purchases regarding groups of teachers' professional interest, etc.
- College Staff Wellbeing Committee - these school representatives have worked tirelessly reporting to both the College Psychologist and myself on individual, group and sub school matters requiring focus. This school to College conduit for information sharing has proven highly successfully in remedying items quickly and effectively.
- North school beginning their trial on Visible Wellbeing has been highly effective at a local level and the College looks forward in sharing the second year's data.
- Staff Wellbeing Toolkit – whilst we originally were looking at several programme offerings, Trinity College has prospered both financially and personally in using the champions within the school and crafting a Staff Wellbeing Notebook which we have shared via Schoolbox for every staff member to adapt, adopt and share amongst their teams at school.
- Employees Assistance Programme - Converge International researched and introduced successfully late Term 4, ready for operation in 2021.

Plans for 2022

- Employees Assistance Programme - Converge International has been a highly effective additional service to Anglicare as an EAP for our College for many years. We have utilised and actioned the service delivery very early in the year without an official launch. The College would benefit from an Official Launch of the programme to further embed the message of self-care and to spread the importance of staff wellbeing across the entire College.
- College Staff Induction processes - every staff member who is working in a voluntary or newly recruited role is inducted and made aware of our new EAP partner, Converge International (eg. Pre-Service Teachers, LAP volunteers, Temporary Relief Teachers and new teaching staff).
- Mental Health First Aid Training - the College continues to train staff in the important area of mental health first aid in order to fully inform and prepare staff for the increase in this area closely connected to teaching and learning.
- Berry Street Education Model (BSEM) - The College is exploring complementing our existing Positive Psychology and Wellbeing practices amongst College staff. We can see this further strengthening our pedagogical strategies in providing for ALL of our students and their presentations to 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, staff and the wider community. Develop partnerships with families and external providers to support the learning and wellbeing of students, their parents/guardians and siblings.

Action Item d.

Reflect and apply learnings from COVID-19 experience.

COVID-19 Reflections:

Opportunities: Generally speaking Trinity students were very fortunate in terms of COVID-19 impacts relative to students in the Eastern States and their predecessors. The vast majority of events, camps and experiences were able to be held. Interstate and International trips were obviously the most likely experiences to be cancelled. Parents felt more of the brunt with density restrictions impacting crowds at various parts of the year. Overall, sport, music, camps, graduations, and rite of passage events all occurred even if in a modified or postponed form. The work of staff to provide this flexibility was remarkable and the need to maintain breadth in our opportunities in order to build connection and resilience was reinforced through COVID-19.

Communication: Throughout the COVID-19 experience we have consciously sought to communicate with staff, students and our wider community as regularly and transparently as possible. This has been well received by the community and built on trust. All major events should come with a commitment to keep people as informed as we can.

Community and Engagement: This experience demonstrated the key societal and community building component of schools. After short periods of home-schooling the attendance rate was often higher on a daily basis than the pre-COVID experience. Students, and their parents, were keen to get back into a public environment. While a host of events had to be modified the buy-in when public events did run was very positive. Utilising outside venues and alternate spaces has enabled a number of trial features to likely be incorporated in an ongoing manner, post-COVID. Trinity and authentic community engagement will be a critical component of what we offer moving forward. Good links between school and home is an element COVID-19 has proven we should continue to build and utilise.

Online Learning: When compared with our Eastern State cousins, Trinity saw very few significant online learning periods required. Our technology platforms held up well especially with our older students who were more comfortable in learning via this manner. Some research which was led via the Trinity Institute was quite affirming to the online learning experience for most students. For younger students the transition was less seamless. This will continue to improve as our BYOD programme progressively moves down the school grades. The impact of an online learning mode arguably does widen the gap between some segments of learners. Students who require more direct supervision, to remain on task, can disconnect faster when online. Obviously practical subject experiences do diminish when exclusively online. The combined skillset of staff in terms of enhancing the mix of pedagogies they can utilise, jumped significantly due to COVID-19. Overall, the skillset of staff and greater utilisation of relevant technology will be advantageous for the College.

Resilience and Independence: One necessary component of the COVID-19 experience was restricted access for parents. As outlined in the community section we are delighted to re-engage and return to greater face to face contact with the community. For younger students many teachers noted an improvement in student independence and resiliency as they had to do more things for themselves, such as get themselves organised for the start of the day. Moving forward we look to keep parent engagement high but also develop greater independent experiences for students in a bid to boost resilience.

Mental Health: The restrictions from COVID-19 certainly reduced opportunities and connection points for students. Ongoing monitoring will be required to see if the past two years does contribute to a decline in mental health. The College will employ Youth Workers in 2022 across all five schools to complement our counselling, pastoral and Chaplaincy teams.

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 enterprise options. Continue to improve the financial performance of STARplex. 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 the College to work with and the resources to deliver quality opportunities. Following a very strong 2020, enrolment and applications for enrolment have continued at high levels. 2021 delivered on 2020's all-time high census enrolment, increasing by a further 136 students. More than 4,000 students experienced a Trinity education in 2021 from the preschool level through to Year 12. The College's financial performance from its schools has been and continues to be very strong. The College's business model has proven to be consistent, viable and sustainable. To achieve further improvement, it is important that non-school operations and other enterprise activities are reviewed and further developed.

Strategic Actions 2021

The continued strong enrolment has come from a number of 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-19 matters.
- Improved internal and external communication and more targeted marketing.
- Improved internal systems including follow up and promotion.
- The Trinity Innovation and Creativity School has resonated very positively in the community.

From a financial perspective, the College's main three supplementary operations are STARplex, Early Learning (ELC) and Out of Schools Hours Care (OSHC). Each of these are likely to record its best ever financial result in 2021. This has been achieved by:

- After increasing capacity at its existing ELC by 50% in 2019, a new ELC was built at Gawler River and opened in 2021, catering for 40 students per day.
- A significant review of OSHC to operate a leaner and more efficient service was undertaken in 2019, resulting in a substantially improved financial performance in 2021.
- STARplex undertook a major review and restructure in 2020 to operate more efficiently yet provide improved services for clients. It has also explored new income generating activities, including the opening of a Pilates Reformer Studio and offering birthday parties.

**Plans for 2022**

In 2022, the College expects its strong enrolment to continue, with student numbers forecast to increase by another 100. The construction of a new school in Roseworthy will commence, supporting major and long term growth. The College will also undertake minor capital works to offer a third classroom (a further 20 students) at its Gawler River ELC. With the new Pilates Reformer Studio growing and most programmes performing well, especially considering the impacts of COVID-19, STARplex is expected to continue its positive financial performance into 2022.

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 2021

In 2021, the College Operations Committee formed the Operational Risk Committee and out of this researched and developed the new role of Risk, Safety and Compliance Manager. Mark Borchard, an experience Safety Professional has significantly enhanced this area and is helping us to manage risk much better. The Operational Risk Committee also helps management raise the focus on Risk.

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. Here to the Risk, Safety and Compliance Manager is proving very helpful.

Plans for 2022

We are continuing to improve our use of Complispace and in 2021 will have a lot more forms and workflows in Assurance. We are also exploring Excursion Manager in Synergetic and this will include improve Risk Assessment in Complispace. 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.



Student artwork on display in The Gallery

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.

Enhance and expand our digital communication, Learning Management Systems, services and presence.

Rationale

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

Strategic Actions 2021

- Leveraging of digital textbooks within our Learning Management System (Schoolbox) using Box of Books for parents to order and students to access from any device for Years 7 to 12.
- Improving teachers understanding of Flipped Learning as a meta-practice and how the LMS can improve student engagement and learning opportunities.
- Development of on-line learning resources for students within the LMS to improve retention and enrolment opportunities.
- Expanding and improving the Trinity App to better communicate more effectively and efficiently with parents.
- Development of a Continuous Reporting Model to enable the capacity to deliver personalised and timely feedback to inform learning using the LMS.
- The continued development of Schoolbox learnings to enable teachers on-line learning opportunities to inform their classroom practices.
- Leveraging the LMS to enable the more efficient booking of resources across the College for Instrumental Music teachers.
- Development of a digital presence for the LAP (Learning Assistance Programme) across the College to enable improved collaboration of and access to resources for students and parents.

Plans for 2022

- The development of an agreed strategic plan to transition to the new ACARA Curriculum across the Junior Schools leveraging the Schoolbox LMS. This will provide opportunities to:
 - Provide the application of consistent standards across all schools.
 - Improve efficiencies for teachers in planning and assessing.
 - Evaluate current assessment and reporting practices to better align with the Australian Curriculum.
 - Unlock cross-curricular teaching and assessment practices.
- The implementation of a continuous reporting model across the Middle Schools to better inform learning through relevant, timely and effective feedback.
- Improving access to digital technology for Junior School classrooms to leverage digital teaching and learning and to reduce reliance on consumables.
- The investigation and implementation of micro-credentialing models in areas such as co-curricular and wellbeing.
- The development of 'dashboards' within the LMS to improve access to and analysis of student data to inform student-teacher interactions in a student-centred manner.
- The Pastoral Care module within Schoolbox to evolve with the use of digital 'flags' to improve student-teacher interactions.
- The implementation of an improved communication system for co-curricular ensuring we promote our co-curricular programme more effectively. This will also ensure co-curricular fixtures, attendance and electives are communicated through Schoolbox and the Trinity App.
- Expand the use of Complispace Assurance to digitise operational workflows and further reduce the use of paper-based systems.
- Further expand the use of digital textbooks to encompass Music and Chinese.

KRA 6: Sustainability

Goal: Ensure Trinity remains financially strong and environmentally responsible.

Priority 6.2

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

Action Item a.

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

Rationale

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

Strategic Actions 2021

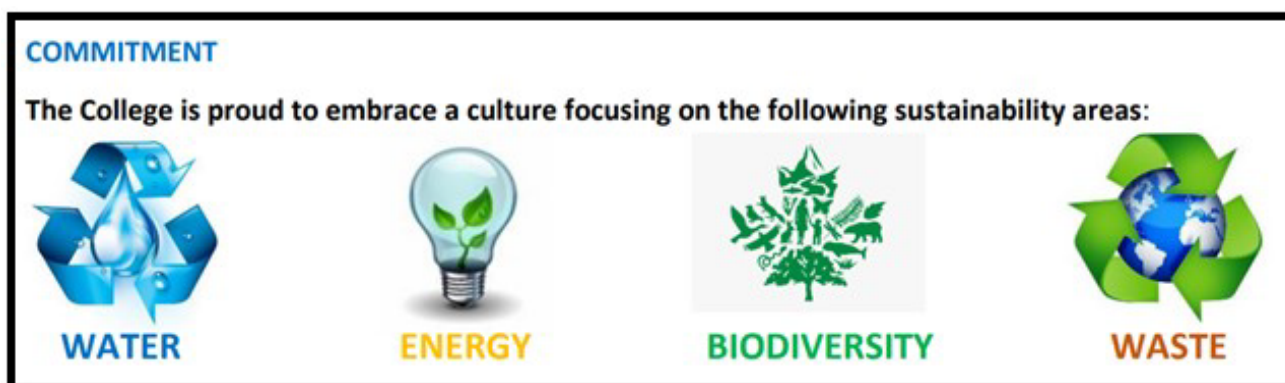
In recent years, the College has made significant investment and seen dramatic improvement in sustainability with initiatives including:

- The College wide rollout of a \$2 million, 1.2MW solar system, offsetting 1,000 tonnes of carbon per year.
- Drawing upon dam and bore water to supplement the College's consumption.
- Installing an irrigation system to efficiently manage the majority of the College's ovals.
- Implementing electricity and water monitoring across all schools.
- Installing LED lighting.
- Implementing heat exchange systems (where heat is recycled and returned) and integration with the building management system as part of the College's extensive air-conditioning rollout.
- Embracing technological and digital solutions to drastically reduce paper.
- A focus on waste management across all schools and activities including waste specific bins, recycling stations, better signage, improved collection points and back of house green and manure waste recycling bays. The College's goal is to reduce the amount of general waste going to landfill to 10% from a starting point of 89%.

In 2022, the College launched a new Sustainability Policy that reflects the work already undertaken but also identifies further areas for improvement. Through a partnership with Zen Energy and Solar Schools, across its five schools, the College implemented an education based learning programme with real-time solar data. The package includes an educational toolkit of learning resources, lesson plans and curriculum aids. It is able to both visually show the solar generation as it happens in the school environment and educate students on climate change, renewable energy and how to be more energy efficient.

Plans for 2022

Following the implementation of the above sustainability initiatives, the College is likely to engage an external expert to both guide future improvement and report on the positive outcomes already achieved. This will then feed into a Trinity Environmental Management plan, providing a framework for the College moving forward sustainably.



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 2021.

Nick Hately

Action Item 1.1b. Ensure all events, communications, public forums are engaging and promote our celebration of the 'whole child'.

Rationale

All students need to know that we understand their needs, that we protect them with the Blakeview Shared Values which are based on our Christian belief and the Values of the College, and that everything we plan for them has their wellbeing, learning, friendships and potential in mind.

Strategic Actions 2021

- Three Year 4 students came second in Australia in the Robocup competition for Onstage. We celebrated their achievements through the eNews and the achievements of all our robotics teams, whatever their results, as they had truly followed the Blakeview Shared Value of Doing Your Best.
- Parents have access to information articles from Parenting Ideas published on Schoolbox that promote wellbeing.
- Our school awards recognise students for the Blakeview Shared Value of Care and Compassion in using their skills learned in 'Friendology,' Christian Living, Pastoral Care and RAVE lessons.
- In the Middle School, the Head of Pastoral Care reviewed the student behaviour management reflection documentation and completed an in service of staff in current restorative practices. The Junior School also analysed their procedures and changed their 'time out' room to a 'reflection' room and encouraged peer mentors. Students actively seek to be restorative and to mend their differences showing the Shared Values of Being True, Responsibility and Respect. Parent and student meetings, even for significant issues, are conducted with Respect and Compassion so that all can move forward positively with the Blakeview Shared Value of Forgiveness.
- Harmony Day and Pride Day, and their message of inclusiveness, were a success. Blakeview's diverse student culture is reflected in the membership of the student led School Culture committee which led a student information session and an end of year multi-cultural celebration.
- Despite COVID-19, we managed to: celebrate our 30th birthday, have most of our camps, enjoy Blakeview's Got Talent, have virtual or hybrid events such as Music Night, Grandparents' Day, RU OK? Day, EY transition, interviews, an EY-10 Book Week parade, Science Week, the Fiddler on the Roof Jnr Drama production and, during remote learning, our mantra of Engagement and Connectedness meant House Challenges, competitions, a virtual Pancake Day, and constant check ins by staff both from a wellbeing and teaching and learning context. Student voice was vital in this success.

Action Item 1.2a. Celebrate and expand opportunities and resources for students with a wider range of learning and behavioural needs.

Rationale

Understanding how children learn and what they need to grow and thrive is vital in ensuring students achieve to their potential.

Strategic Actions 2021

- Friendology 101, Zones of Regulation and Restorative Conferences are an integral part of Blakeview's response to allow students to self-regulate and focus on a calm solutions-based approach rather than heightening responses.
- The new sensory play space in the Junior School named *Mukanthi* (Kaurna for celebrate and play) is particularly useful for those needing to self-regulate during breaktimes.
- Michael Akech is on staff to tutor students of an African background, to maintain engagement with school and to keep staff aware of their individual stories. He also assists with parent meetings and translation.
- In 2022, we launch our .6 EALD intervention programme in the Junior School, EALD English courses in the Middle School and our Gifted GATEway programme.

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

Rationale

Staff at Blakeview need to know their voice is heard for their wellbeing and that the management of our school is just as much 'bottom up' as 'top down'.

Strategic Actions 2021

- All teaching and admin & support staff responded to a staff survey on work/life balance, common stresses and school issues. Results were published in a shared folder in Teams for all staff to read and action areas noted during a Whole School staff meeting. A review at the end of 2021 ensured progress had been made and areas still needing attention were formulated into goals for 2022 by Leadership.
- Teaching and ESO staff conducted a National School Improvement Tool (NSIT) analysis at the beginning of 2021. In PLT groups this data informed our strategic actions alongside the College strategic plan. From this:
 - Action statements were created for Staff, Leadership and other groups such as PLTs and Chaplaincy.
 - Blakeview Staff PD over 4 terms was arranged through 'Happy School' which facilitated a staff wellbeing course on staff meetings and workload, work/life balance and effective communication channels. This was in response to staff feedback through the NSIT analysis and the staff survey.

- The TICS accelerator programme over 4 terms upskilled staff in VR, Podcasts, 3D printing and GPS trackers as this had been noted through the staff survey and NSIT.
- Staff received weekly 'Happy School' articles which emphasize solutions-focussed approaches to common issues when working in schools.
- Staff PLTs reviewed email and communication policies and published this on Teams.
- The Learning Support teacher informed staff on Adjustment plans for compliance and understanding.
- Staff took on certain strategic areas such as EALD/ESL, Gifted Education (GATEway) and Cultural safety around Aboriginal and Torres Strait Islander Peoples and Culture as goals. Two members are on the College RAP committee and created resource kits and a scope and sequence for Junior School visits to Blackham for an 'on Country' immersion programme. The Learning Support teacher created resources and professional learning for staff in this area and for the Gifted GATEway programme.
- Staff presented, and showcased best practice whilst leading staff professional development sessions.
- The Junior School HTL embarked on an audit of current assessment platforms in order to focus on Dibels, Brightpath and PAT Maths and English. Staff were in-serviced in the evidence-based approaches.
- Each sub-school presented a summary of the Blakeview NAPLAN results to the leadership group.
- Junior School staff continue to undertake LETRS-*Language Essentials for Teachers of Reading and Spelling* so that by 2024 all are trained in this evidence-based approach. This has totally changed our pedagogy and the teaching of literacy for the better. The literacy intervention teacher is also following this pedagogy.
- All staff, non-teaching and teaching, will commence a Visible Learning partnership with Corwin for Professional learning over the next three years.
- Staff PLTs analysed the WEC and SAS data collected and shared the documents on the TEAMS site.
- Important documentation is shared on the 'Whole School Information' on Teams so that staff are able to access the information they require from one true source, and from home.
- All teaching staff, admin & support staff and volunteers received personalised well wishes from the Principal and a special personalised biscuit on their special days. We continue to celebrate special events and birthdays in a COVID-19 safe manner.
- A published teacher appraisal cycle is in place - this includes: Growth Coaching, AITSL Teacher standards with goal setting and Educator Impact.

Action Item 4.1b. Promote the Trinity College Institute to drive research from the College and empower staff in leading rigorous, evidence-based pedagogy improvement.

Rationale

A professional and knowledgeable staff team enhances wellbeing and the way the curriculum is delivered for our students.

Strategic Actions 2021

- With the University of East London, over three years, we have now embedded transdisciplinary practice from Year 4 to Year 10. Staff have presented our findings, progress and future orientation to the University and also College staff.
- Staff analysed the Trinity Institute data collected from the WEC and SAS surveys for a 2022 focus.
- The HPC Junior School took both Middle School and Junior School staff through the Zones of Regulation and the HPC Middle School led all staff in restorative conferencing skills.
- All Junior School staff worked on the National ACARA curriculum review. This work and input were praised by ACARA staff for its depth and effectiveness.
- The Cultural Safety three year programme with Dale Giles and the work of RAP committee members promoting Uncle Moogy, NAIDOC Week, Reconciliation Week, Harmony Day. Staff analysed their survey data in this area.

Action item 4.3a. Deepen the College's relationships with the Trinity College Foundation and Parents' and Friends' Associations. Embed new ways to engage with the community.

Rationale

Our community is our strength and, in our community lies our UNITY. Our theme throughout COVID-19 has been engagement and connectedness.

Strategic Actions 2021

- P&F meetings continued throughout the year with Webex and small face to face happenings. The P & F continued to support school initiatives and events in a COVID-19 safe manner. Parent membership still grew.
- As it was our 30th birthday celebration, our history was published around the school from 1991 to present day and on the Blakeview Parents Page we presented several challenges: cultural recipes to try and school history quizzes. We will have signage in every language of our school greeting people at our entrances in 2022. All staff have been active in promoting Immersion Reader on Schoolbox so that parents can access information easily.
- Each House in the Middle School created a community project which was voted on by students and staff for 2022. We will start by painting our fence line with Indigenous designs and designs reflecting our cultural diversity.

Action Item 1.1b. Ensure all events, communications, public forums are engaging and promote our celebration of the 'whole child'.

- Student School Awards presented at Speech Day, Academic and Pastoral Assemblies, within the House structure, in Junior Schools and co-curricular programme clearly acknowledge and celebrate the achievements of the whole child.
- Parenting Workshops, an initiative of the Junior School Heads of Pastoral Care and in collaboration with Families SA, titled 'My Child and Me' focussed on the development of the whole child.
- Parent Information Evenings, Parent Teacher Interviews and Transition Programmes conveyed all aspects of the student's life at school.
- Use of the Student Management System, Schoolbox and available technologies enabled engagement of families in the life of the School including access to Parent Information Sessions.
- Regular e-news articles and broadcasts relating to whole child development specifically cyber safety topics and friends were distributed to families.
- Junior School staff engaged in professional development in the usage of Schoolbox (student Learning Management System) - Sharing Moments program to convey student learning online.
- Implementation of personal and leadership development programmes, eg. Grip Conference, Day of Hope.

Action Item 1.2a. Celebrate and expand opportunities and resources for students with a wider range of learning and behavioural needs.

- Targeted Professional development aimed at improving staff expertise in catering to the diverse needs of individuals occurred in a variety of ways: Staff attendance at the 'Resilience Project', participation in 'Raising Resilient Kids' virtual Conference, undertaking in-service in 'Trauma informed Practise'.
- School based programmes What's the Buzz? WUSHKA reading programme, Early Years to Year Two 'I love literacy', Da Vinci Decathlon continued to be implemented and reviewed.
- A review was undertaken regarding the deployment of ESOs resulting in their direct involvement during play times including shadowing students with specific needs and further support provided to identified students.
- Staff participated in training regarding the requirements for the National Consistent Collection of Data (NCCD) and developed protocols to collect evidence.
- Capital works project undertaken to re-develop existing Information Technology rooms to create breakout spaces, focus area and sensory room.

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

- Clear and effective communication, during COVID-19 period. Use of Webex employed extensively to ensure connectedness was maintained during periods when meetings were not possible.
- Continued use and reliance on Schoolbox pages by teaching staff to communicate with parents.
- Staff Wellbeing Team introduced a series of 'theme' days to enhance wellbeing and in conjunction with the Principal implemented measures to create a more aesthetically pleasing staffroom environment.
- Staff and Leadership Team meetings recognising 'What Went Well' and regular staff emails featured to continue to build a strong staff culture of connectedness, collaboration and gratitude. World Teachers' Day was celebrated and included a personalised letter of gratitude from the Mayor of the City of Playford.
- The Quality Teacher Programme comprised: staff utilising the AITSL Teachers and Leader Improvement Tool to inform and guide practice, select staff participation in the Educator Impact programme, Peer Mentoring and Leadership and Early Careers programmes, Personal Development Plans (including goal setting), Growth Coaching, Appraisals and Staff 1:1s.
- The National School Improvement Tool (NSIT) was utilised to conduct an analysis of school operations. As a consequence a series of actions which were congruent with the College Strategic Plan were formulated, key staff and related responsibilities identified with related implementation timeline established. A review and audit of progress was undertaken regularly by the School Leadership and Management Team and reported to staff.
- Professional Learning Teams (PLTs) used extensively in the areas of Culture and Inclusion (including RAP), Quality Teacher Programme, Meta-Praxis project and Visible Learning, a bespoke programme designed to improve student learning and achievement through a model of research and evidenced based professional learning. The school is now completing the first year of a three-year Visible Learning partnership with Corwin.
- Staff usage of emails (with clearly established protocols), Schoolbox and Microsoft Teams continued to ensure effective communication at the individual, PLT sub-school, faculty and school level but fostered increased collaboration, consultation amongst staff and the building of networks and learning communities.

Action Item 3.1b. Embed the Trinity College Graduate Qualities and match our educational offerings to deliver the qualities. Promote key cross-curricular capabilities and enterprise skills including collaboration, creativity, innovation, research and entrepreneurship.

- In collaboration with the AISSA and led by Michael Bunce, University of East London, the school has now completed the three year meta praxis project in which interdisciplinary learning environments are created that can enable the development of agency, cognitive skills, critical and creative thinking, personal and social capabilities and meta-skills. The collective task was to build capacity in students, staff and Gawler River itself to develop and apply 21st Century competencies. Our

journey will continue beyond 2021 where the focus will be to measure the impact of embedded interdisciplinary learning and further develop authentic community engagement and student agency.

Action Item 4.1b. Promote the Trinity College Institute to drive research from the College and empower staff in leading rigorous, evidence-based pedagogy improvement.

- Staff encouraged and supported regarding enrolment in the Trinity College Institute in the Professional Certificate in Future Oriented Learning (PCFOL), Masters degree and Doctor of Philosophy by:
 - Provision of release time to arrange study requirements.
 - Empowering these staff to share their expertise and learning during staff meetings and professional development sessions.
 - Enabling staff to incorporate the Gawler River community with approved educational research.
- Allocations of time provided for students and staff to participate in research conducted by the Trinity Research Institute.
- Data from the Wellbeing and Engagement Collection Report (WEC) and Student Attitude survey (SAS) was interrogated with strategic actions identified and implemented to improve student wellbeing. Select staff championed identified areas (Emotional Regulation, Resilience, Nutrition, Sleep, Work and Body Image) by leading further research and introducing a raft of initiatives including parent and student workshops, podcasts, e-news articles and provision of pertinent resource materials.

Action Item 4.3a. Deepen the College's relationships with the Trinity College Foundation and Parents' and Friends' Associations. Embark new ways to engage with our Community

- Significant school events were planned regarding special days of recognition; Mother's Day, Father's Day and Grandparents' Day. Unfortunately, due to COVID-19 implications, only Grandparents' Day with attendance guidelines was able to be conducted. As a consequence, an increase in the usage of technology to enable engagement has occurred, eg. Book Week Parade video, Early Years Transition video, online parent workshops (Junior School Reading).
- 'Kind Hearts, Strong Minds' a podcast series about all things wellbeing was produced by the Junior School Heads of Pastoral Care and distributed to families via Schoolbox and the College website. The seven episodes featured: Raising Grateful Children, 123 Grab a Strategy, What are the Zones of Regulation? All Things Parenting, How to Help Your Child Have a Better Night's Sleep, Does your Child Worry? The Language of Friendship.
- The school continues to build a strong connection with the College Foundation through providing specific support for the Annual Foundation Dinner (Art Faculty) and raising funds through Casual Clothes Day.
- Gawler River Student Wellbeing page on Schoolbox was created and linked to student and parent pages.
- Promotion of parent webinars by eSafety Commissioner and Alannah Madeline Foundation.
- Our Parents & Friends group, despite COVID-19 related constraints, provided an excellent avenue for parent engagement and continued to contribute to the life of the school in a myriad of ways (eg. Sports Day BBQ, Refreshments at Grandparents' Day, Welcome Morning Teas, P & F Facebook page).
- Service is a key component of life at Gawler River and is readily visible. Each House, the Junior and Middle Schools and whole school have a nominated charity(ies). Throughout the course of the year where possible interaction occurs between school group and charity including fundraising pursuits. In addition the annual Service Day sees all Middle Houses venture into the community to undertake activities to benefit identified groups or organisations eg. Backpack for Kids, RSPCA.

Action Item 4.5b. Review and enhance Governance policies and operationally embed relevant policies, procedures, our Reconciliation Plan (RAP) and Codes of Conduct. Further embed the Trinity Risk Management framework into the College's Management and Operational performance.

- Staff participated in responding to Risks of Harm, Abuse and Neglect Education and Care training and received professional development to further understanding of the Disability standards for Education (DSE), the Disability Discrimination Act and Child Protection (Mandatory notifications).
- Gawler River representatives joined Colleagues from across the College to formulate the Trinity College Reconciliation Action Plan (RAP).
- The school continued to enhance the celebration of significant First Nations' days and weeks throughout the year, eg. Uncle Moogy workshops during Reconciliation Week.
- Staff were involved in a series of professional development opportunities led by Dale Giles to address staff cultural capacity and confidence in First Nations' history and sensitivities from both educational and societal perspectives. Gawler River Junior and Middle Schools committed to specific RAP actions for 2021 and 2022 including the development of individual House 'Acknowledgements of Country'.
- Risk management procedures for excursions was reviewed with the schools Education Support Officers providing increased administrative support.
- A student Cultural and Inclusion Committee was formed and provided direction in School and College operations including the review of the student Uniform.
- AISSA Mentoring for Indigenous students.

Action Item 1.1b. Ensure all events, communications, public forums are engaging and promote our celebration of the 'whole child'.

Being a part of a community that thrives on developing the 'whole child' is a very rewarding experience for all who are members. Trinity North is an environment that encourages and develops everyone to be who they are at their best self. We strive to make sure that nobody leaves part of themselves at the gates when they enter. This is evidenced through the incredible range of opportunities that our students are presented. These would not happen if it wasn't for the wonderfully dedicated team of professionals who work at North. We give thanks for all of the amazing adults who have the pleasure of engaging with the children at our site each day. We don't limit this to the 'teachers' alone but believe that everyone on the North staff plays a significant role in shaping our students. I know you will agree with me that our highly committed and dedicated staff are outstanding at looking after children's social, emotional, psychological, physical and educational wellbeing. I sincerely thank them for all that they do.

Some examples that highlight these include:

- Middle School Child Studies working with our Year 2 students
- Junior School Outdoor Classroom Day
- Year 10 Food Technology Gratitude Lunch
- Junior School Friendship Day
- Year 9 and 10 Drama performances
- Various sporting carnivals and events
- Mind Lab and Accelium Olympic Games



Action Item 1.2a. Celebrate and expand opportunities and resources for students with a wider range of learning and behavioural needs.

Mind Lab is an exciting initiative that was introduced into our Junior School. Mind Lab began in Israel in 1994 and is now used in over 25 countries. Trinity College North is one of only a small number of schools currently offering the Mind Lab programme in Australia. Mind Lab uses hands-on strategy games to develop cognitive, emotional and social skills through play. Structured game-playing sessions, which are entertaining, engaging and at times quite exciting, enable students to learn life skills and to deepen their creative and critical thinking capabilities. Further to this, the Mind Lab students entered the Accelium online Olympic competition. Accelium develops higher-order cognitive, social and emotional skills using strategy games. Based on a scientifically proven methodology and adopted in over 40 countries worldwide, the unique learning process blends class instruction, personal coaching and state of the art digital learning. Since this time, we have expanded Accelium into the Middle School with the aim of it growing further in 2022. Research has given many benefits from interacting through board games. Our initial thoughts turn to simple, but true benefits such as, colour recognition, hand-eye co-ordination, counting spaces, taking turns, etc. But these are only a few of the proven benefits. Clinical psychologists have proven that, in older kids and teens, board games provide a simple opportunity to encourage healthy brain development. This is particularly true for strategy games (as in the case of Mind Lab games) as they work on developing the frontal lobes – which are responsible for executive functioning skills - decision making, planning and organising. As board games are structured, they also have proven benefits for children who struggle with friendship issues – their structure can provide an easier mode of relationship building through communication based around their game play.



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

COVID-19 has provided many challenges for schools regarding consultation and culture. It has been challenging to keep to density guidelines and facemask wearing, while maintaining a sense of connection to each other. The redevelopment of the North Staff Room came at a very good time – the re-opening after the second lockdown. This was an opportunity to 'reinvent' the staffroom as a place where the wellbeing of staff was paramount. The introduction of Visible Wellbeing (discussed later) was also an opportunity to put the wellbeing of staff at the forefront. Staff consultation became integral for two main reasons: input into the staffroom redesign and for the development of an email etiquette document to further assist the creation of effective communication.

Action Item 4.1b. Promote the Trinity College Institute to drive research from the College and empower staff in leading rigorous, evidence-based pedagogy improvement.

As a result of the success of the candidates who completed the PCFOL in 2020, I provided significant encouragement for the North staff to undertake such studies. Pleasingly, we had a number of teachers involved: Tyson Greenwood, Jackson Cole, Katharine Malone and Dayna Smith. Each of these staff members has been committed to furthering their research skills. Pleasingly, these staff were proactive in leading a Professional Development session in Term 3, empowering staff to actively analyse our school data and make plans for further development.



Action Item 4.3a. Deepen the College's relationships with the Trinity College Foundation and Parents' and Friends' Associations. Embed new ways to engage with the community.

The North Parents' & Friends' committee are always active in creating a sense of community for the North families. Under the leadership of Steven McKenney (President), the committee actively provides a service in keeping all members (students, staff and parents) connected. Activities such as:

- New Parents Coffee Mornings
- Sporting event catering (Sports Days, Swimming Carnivals)
- Mother's and Father's Day stalls
- Treat Days

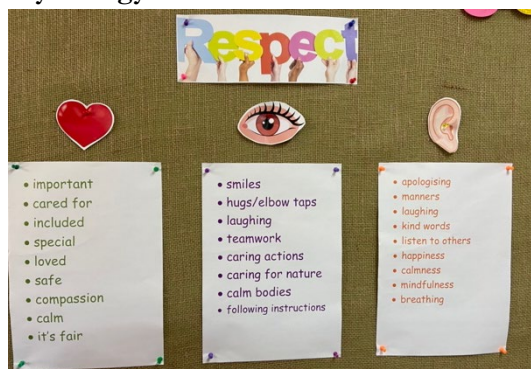
all serve a purpose and work to bring a sense of belonging to our community.

Action Item 4.5b. Review and enhance Governance policies and operationally embed relevant policies, procedures, our Reconciliation Action Plan (RAP) and Codes of Conduct. Further embed the Trinity Risk Management framework into the College's management and operational performance.

Significant progress has been made to bring our RAP to life. I'm pleased to say that we were able to hold the first Smoking Ceremony (which will now become a yearly feature – to start each school year) and create a relationship with Uncle Moogy. A curriculum audit was conducted and evolved into staff undertaking the 'First Steps' project to find connections and ways of embedding Indigenous Studies authentically into the curriculum. Students were actively involved in creating our very own 'Acknowledgement of Country' video that we have been playing at North special events.

A review of our excursion procedures created an opportunity for us to evaluate our risk management when allowing staff and students to venture beyond the grounds of Trinity.

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



One of the most significant developments in our Wellbeing programme has been the implementation of Professor Lea Waters' Visible Wellbeing. Visible Wellbeing™ (VWB). The programme combines the science of wellbeing with the science of learning and teaching to make wellbeing visible in all classes and across co-curricular. The VWB techniques help teachers to use the learning process itself as a delivery mechanism to build student wellbeing. VWB is not a set curriculum, it is a flexible approach which can be applied across any subject matter, and in all contexts. Staff development has been through face to face as well as self-paced online modules. The staff and student uptake has been very positive. Students have been recognised by Professor Waters for their understanding and language acquisition and now feature in her training modules. The ability for staff and students to articulate their wellbeing through the SEE, HEAR and FEEL approach, coupled with the SEARCH

Framework for wellbeing is progressing at a rapid pace.

Action Item 1.1b. Ensure all events, communications, public forums are engaging and promote our celebration of the 'whole child'.

At South, 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 2021 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. South school expressed the 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. 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. South worked in collaboration with Anglicare to support families at Christmas with the Annual Food Hamper Appeal.

Action Item 1.2a. Celebrate and expand opportunities and resources for students with a wider range of learning and behavioural needs.

Learning Support built on 2020 audit to define and redefine (and establish) high impact systems and practices to support and maximize the learning outcomes of students with learning needs (ongoing). Intervention – inclusive approach to learning support. Key shift in learning support structure to provide more in-class support for students with a learning need opposed to withdrawing students from class. R-2 literacy support pilot in EY1 received positive feedback as opposed to the withdrawing of students. Staff reported increase in collective efficacy and a growth in a shared understanding of student progress in literacy. Review and diagnosis of the creation and implementation of Adjustments Plans and Learning Goals (ongoing).

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. Re-establishment of the educational partnership with Autism SA. Staff Professional Development Training/In-Class Student observations and feedback. Screening assessments (YARC and LUCID) used to identify students who are at risk and experiencing difficulties with their learning. Learning Interventions - literacy programmes EY- 6 (Macqlit, Playberry and Early Years Literacy). Piloting of literacy intervention programme (Macqlit) in the Middle School.

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

Focus on progressing teacher performance and development. Teachers go through a cycle using performance and development plans, self-reflect using the AITSL Teacher Improvement Tool, set goals based on strategic and school improvement plans, regular check-in and walkthroughs to monitor progress occur.

Impact Coaches Brief: Schools are adept at analysing data, creating goals and selecting strategies and practices to address the goals. They are adept at identifying 'what' they need to do. However, 'how' they will achieve those goals, ie. the implementation, has been the missing link (Barber, Rodriguez, Artis, 2016). All students and staff deserve an opportunity to exceed their expectations and to do so we need to achieve deep implementation in which the concepts and practices become second nature. The Impact Coaches and their actions are 'how' teachers will be supported to improve student achievement. The Impact Coaches alongside, school leadership teams act as beacons, keeping focus through continuous Impact Cycles. They are the catalyst that moves the pedagogy forward. The 'what' of Impact Coaches will be in the evidence the coaches will see in teacher practices and students' learning growth, achievement and mind-frames. Impact Coaches support the implementation of practices at the system, school and at the classroom level. They are a staff member who possesses the requisite knowledge, skills and attitudes to coach. Professional Learning Communities (PLCs) introduced. Staff taking ownership of their development, setting goals and discussing these with staff in a collaborative manner. South Leadership worked together with the Evidence into Action tool to gather evidence and implement appropriate interventions. Building a clearly defined understanding and expectations for learning in a Trinity College South classroom was a key focus in 2021.

Action Item 4.1b. Promote the Trinity College Institute to drive research from the College and empower staff in leading rigorous, evidence-based pedagogy improvement.

JS moderated writing with a progress tool called Brightpath. Its purpose was creating a clear and defined understanding and scale of writing, while staff working together to define next steps in learning. All staff trained in Brightpath and relationship with VCOP. JS Year Level Teams are working more collaboratively to plan and assess. Year Level meetings are with leadership staff and development of planning documents, which are shared and monitored by leadership. Working collaboratively during COVID-19 Online learning was a successful feature. We reviewed the 2020 plans and increased accountability for 2021. These plans covered 2022 new ACARA actions, renewed focus on ACER PAT Data, NAPLAN Data analysis and grade point average scores to measure progress. Touch Typing Programs in Year 2 and 3 are being established to prepare students for online assessment. A deeper focus in Coaching in Numeracy in Years 3 & 5. JS PE Teachers undertook Game Sense Theory approach in lessons. Music and bands very successful, which was significantly identified in a large increase in participation.

South renewed: 2 x Heads of House, 4/5 contract staff, elevated 3 contract staff to permanency for 2022. Recruited: Alice O'Leary (new JS Class) Kiah Robertson-Burne (Yr 2 Gawler and District) Jan Jacobson (Head of Pastoral Care, St

Columba, English HASS) Samara Mapstone (Head of House, Nuriootpa HS, English HASS) Ryan Hagemann (early career teacher, English HASS). This is mainly due to 3 staff going on maternity leave next year. Reviewed and implemented strategies to enhance- Learning Support, Leadership Roles, Transition Days, Systems for PL, Absence, House, Pastoral Care and Teaching and Learning.

Internationally respected consultants reviewed South and reported significant growth in the areas of data and evidence collections, use of high impact teaching strategies, enhanced collaboration within teaching teams, improved feedback practices and the inclusion of PLCs was a highlight.

South has utilised TICS for a variety of lessons including, HASS, English, Maths and Digital Technologies. Year 3, 4 and 6 using the space regularly. Year 7 & 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 to use 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. Year 6's - Market Day with money raised (\$2300) going to support Cambodia (also links with Christian Values).

Action Item 4.5b. Review and enhance Governance policies and operationally embed relevant policies, procedures, our Reconciliation Action Plan (RAP) and Codes of Conduct. Further embed the Trinity Risk Management framework into the College's management and operational performance.

Reconciliation Action Plan - South School were privileged to welcome Uncle Moogy for a Smoking Ceremony and Welcome to Country. South's Student Representatives on the Reconciliation Action Plan Advisory Committee along with First Nations Students were able to collaborate on this special event. This included planning the day, preparing and delivering speeches that reflected on Reconciliation and creating an artwork as a gift for Uncle Moogy. Students shared their perspectives on and journeys regarding Reconciliation. Xavier Pipe shared his didgeridoo playing for all to experience.

KRA 5: Wellbeing

What's the Buzz - small group intervention to support Social Emotional Literacy targeting those most in need. The introduction of the Student Wellbeing Youth Worker was a significant success, as they were able to support the early interventions of pastoral care and be a triage in the counselling of students. Schoolbox wellbeing pages for students, staff and community were created. Counselling Schoolbox wellbeing page and tele-counselling support during COVID and teaching staff online support. A good relationship with Flow psychology managed as a referral through Counsellors. Mentors having Pastoral Care time with students four times a week increased connectivity. Especially through the introduction of daily House sports. 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 lunch time activities and respite. The Junior School continued to develop pastoral care programmes such as: Friendology – teaches students the skills to negotiate friendships and issues that may arise. Cyber Safety – The students from Years 3-10 engaged in a Cyber Safety session lead by SAPOL. The Year 6's 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.M's. 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 –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. R U Ok? Day - We used our PC time to talk with our students about checking in with others. Zones of Regulation – Whole JS implemented 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. Responses to behaviour flow chart and systems reviewed over 2021. A number of reactive and proactive strategies updated.

KRA 6: Sustainability

World Environmental Day-The focus of the day was to raise awareness about the environmental issues. The Green Team recognised Schools' Tree Day (31 July) by getting their hands dirty, planting trees, shrubs and seeds. Clean-up Day-In the week leading up to Schools' Clean-up Day on Friday 28 February, the Green Team collected litter that was left lying around our school. Sustainable use of resources and energy-Green team members promoted sustainable use of resources and energy to their classes. They encouraged class members to turn off lights and interactive whiteboards. They also reminded their peers to use water sparingly and turn off taps. The Rubbish Bin System-Green Team Members monitored what rubbish was put in the new bin system.

Action Item 1.1b. Ensure all events, communications, public forums are engaging and promote our celebration of the ‘whole child.’

- Some key features of the College calendar continued to occur during 2021 but COVID-19 restrictions severely restricted opportunities for us to gather as a Senior School or even as Year groups.
- Dancing lessons for the Presentation Ball continued but subsequently the Ball was postponed twice and is now scheduled in March 2022. In lieu of this we organised a movie night in TCS on 6 November for approximately 130 students. This was a no-cost event.
- The Year 12 Formal was held at the Convention Centre and proceeded as per a normal evening.
- 2021 Valedictory Service revised. We will now hold and Valedictory Dinner in the Convention Centre, accommodating 900 persons within a COVID-safe plan, Year 12 student references, subject prizes and special awards will be presented throughout the night. Year 12 Bibles were presented at the Chapel Service on Celebration Day. Year 11 awards will be presented during Year 11 Transition Days.
- Some changes in chaplaincy arrangements across the College have resulted in the appointment of a Senior School Chaplain. There have been limited opportunities to celebrate our Christian traditions with the students because of COVID-19 limitations but celebrations with the staff have continued in a regular way.
- Optional chapel gathering during tute time on Thursdays for any students who wish to attend – run by Rev David MacGillivray.

Action Item 1.2a. Celebrate and expand opportunities and resources for students with a wider range of learning and behavioural needs.

- Developed Wellbeing Space, staffed Wellbeing Space with an ESO, developed process around its management.
- Academic and Effort awards for Year 11 and 12s awarded in 2021.
- Offered more flexible learning programmes in 2021.
- Expanded VET offerings to cater for students for more flexible SACE achievement.
- Employed Community Liaison Support Officer to work with students and families.
- Expanded Community Studies options including teaming with Junior and Middle schools.
- Organised targeted LAP for Junior and Middle School students utilising Senior students.
- Establishment of a new Maths programme to cater for students with difficulties in Maths and those with high anxiety around tests.

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

- Staff have worked on and established a ‘Why’ for the Senior School. This document is essentially a map of purpose for TCS and it is guiding us in a redevelopment of our support structures for 2022.
- Work has continued to recognise the initiative of staff members in gatherings which occur each week.
- The Leadership of the Senior School has been streamlined through use of Executive, Executive Plus, Wellbeing, and Academic teams.
- TCS staff culture improved by more positive, refreshing and vibrant communication from office.

Action Item 4.1b. Promote the Trinity College Institute to drive research from the College and empower staff in leading rigorous, evidence-based pedagogy improvement.

- 3 x TCS staff embedded in the Institute and are utilised for PD at TCS.
- Used SAS and WEC data to review our processes and drive future change.
- One member of staff in Semester 1 was supported by TCS to gather data as part of their research on feedback.

Action Item 4.3a. Deepen the College’s relationships with the Trinity College Foundation and Parents’ and Friends’ Associations. Embed new ways to engage with the community.

- Breakfast Bar to provide a welcoming amenity for students and staff College wide.
- Lockdown Lowdown in Schoolbox – Pastoral Page for students during home schooling and COVID-19 lockdown – enabled connection and engagement with students despite not being on-site.
- A new Submission Policy required staff to phone home if a substantial draft was not submitted promoting and supporting parental engagement.
- Parent teacher interviews are now held via telephone at TCS– aided some parents who were unable to attend the College in person.
- Parent Info Nights were unable to happen in person, but a presentation was recorded in TICS, utilising the green screen facilities and accessible to parents – including families new to Trinity College in 2022.

- Providing free sanitary products to students and encouraging students to donate products for students whose families are unable to afford these.
- RAP – 3 x staff on RAP team. Linked with the Aboriginal Liaison Officer at AISSA.
- Acknowledgement of Country on all TCS class doors, Smoking Ceremony and significant cultural purchases.
- Solidarity group formed: Wear It Purple Day event held.

Action Item 4.5b. Review and enhance Governance policies and operationally embed relevant policies, procedures, our Reconciliation Action Plan (RAP) and Codes of Conduct. Further embed the Trinity Risk Management framework into the College's management and operational performance.

- Stocktake of TCS facilities since new Principal started in 2021 and budgetary development forecast for facilities in 2022.
- RAP – 3 x staff on RAP team. Linked with AISSA and Aboriginal Liaison Officer. Significant cultural purchases - Acknowledgement of Country on all TCS class doors. Smoking Ceremony.



Trinity College Senior Breakfast Bar (offers VET skill-set training with proceeds donated to charity).

Plans for 2022

2022 will see some major changes in Senior. A new unified learning proposition will bring wellbeing and academic support for students under one umbrella. Three Heads of Pastoral Care and a team of nine Student Advocates collaborate to meet the support needs of our students. We are replacing our 20-minute per day pastoral care sessions with two 50-minute allocations to provide a more meaningful experience. There will be greater flexibility in our timetable with a shorter day on Wednesday. This will enable VET programmes to run, some workplace learning, and some 'breathing space' for highly anxious students. Our key is to be far more proactive, rather than simply reactive moving forward.

STRATEGIC PLAN 2021 ACTION ITEMS SCORECARD

01 Christian Values

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

Priority 1.1	Strengthen engagement with local parishes and the wider Church.
	a. Support and raise the profile of our Chaplaincy team and leverage traditional and innovative approaches and connections.

--	--	--	--	--

	b. Ensure all events, communications, public forums are engaging and promote our celebration of the 'whole child'.
--	--

--	--	--	--	--

Priority 1.2	Inspire, celebrate and more closely support indigenous, economically vulnerable, academically and psychologically diverse students.
	a. Celebrate and expand opportunities and resources for students with a wider range of learning and behavioural 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. Promote conference presentation and research paper generation. 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. Deliver a clearly defined Trinity Education Model based around a positive collective efficacy approach.

--	--	--	--	--

	b. Embed the Trinity College Graduate Qualities and match our educational offering to deliver these qualities. Promote key cross-curricular capabilities and enterprise skills including collaboration, creativity, innovation, research and entrepreneurship.
--	--

--	--	--	--	--

	c. Enhance cultural understanding, engagement and mentoring opportunities for culturally diverse students.			
Priority 3.2	Broaden educational offering to meet more diverse student needs.			
	a. Develop a physical resource solution for improved educational access for high needs students.			
04 Enterprise Development To be open to new ideas and opportunities and willing to invest in them.				
Priority 4.1	Investigate stronger partnerships with tertiary institutions.			
	a. Expand the use of the Trinity Innovation and Creativity School, to more students, community, tertiary and corporate partners.			
	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.			
	a. Commence Roseworthy educational and site plan.			
	b. Develop a detailed Master Plan, including asset replacement and facility and programme enhancement.			
Priority 4.3	Build philanthropic, community and parental support.			
	a. Deepen the College's relationships with the Trinity College Foundation and Parents' and Friends' Associations. Embed new ways to engage with the community.			
Priority 4.4	Expand our community engagement programmes consistent with our Values.			
	a. Reinvigorate STARplex as a leader and sustainable 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	Enhance College facilities, policies, procedures and resources.			
	a. Plan and commence the Trinity College Theatre project including an enhanced Teaching and Learning Arts plan.			

	b. Review and enhance Governance policies and operationally embed relevant policies, procedures, our Reconciliation Action Plan (RAP) and Codes of Conduct. Further embed the Trinity Risk Management framework into the College's management and operational performance.
--	--

--	--	--	--	--

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. Expand our partnership with Flow Psychology services.
--	--

--	--	--	--	--

	c. Implement the 2021 Trinity College Employment Assistance Package. Embed staff driven action plan for Staff wellbeing.
--	--

--	--	--	--	--

	d. Reflect and apply learnings from COVID-19 experience.
--	--

--	--	--	--	--

06 Sustainability

Ensure Trinity remains financially strong and environmentally responsible.

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

--	--	--	--	--

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

--	--	--	--	--

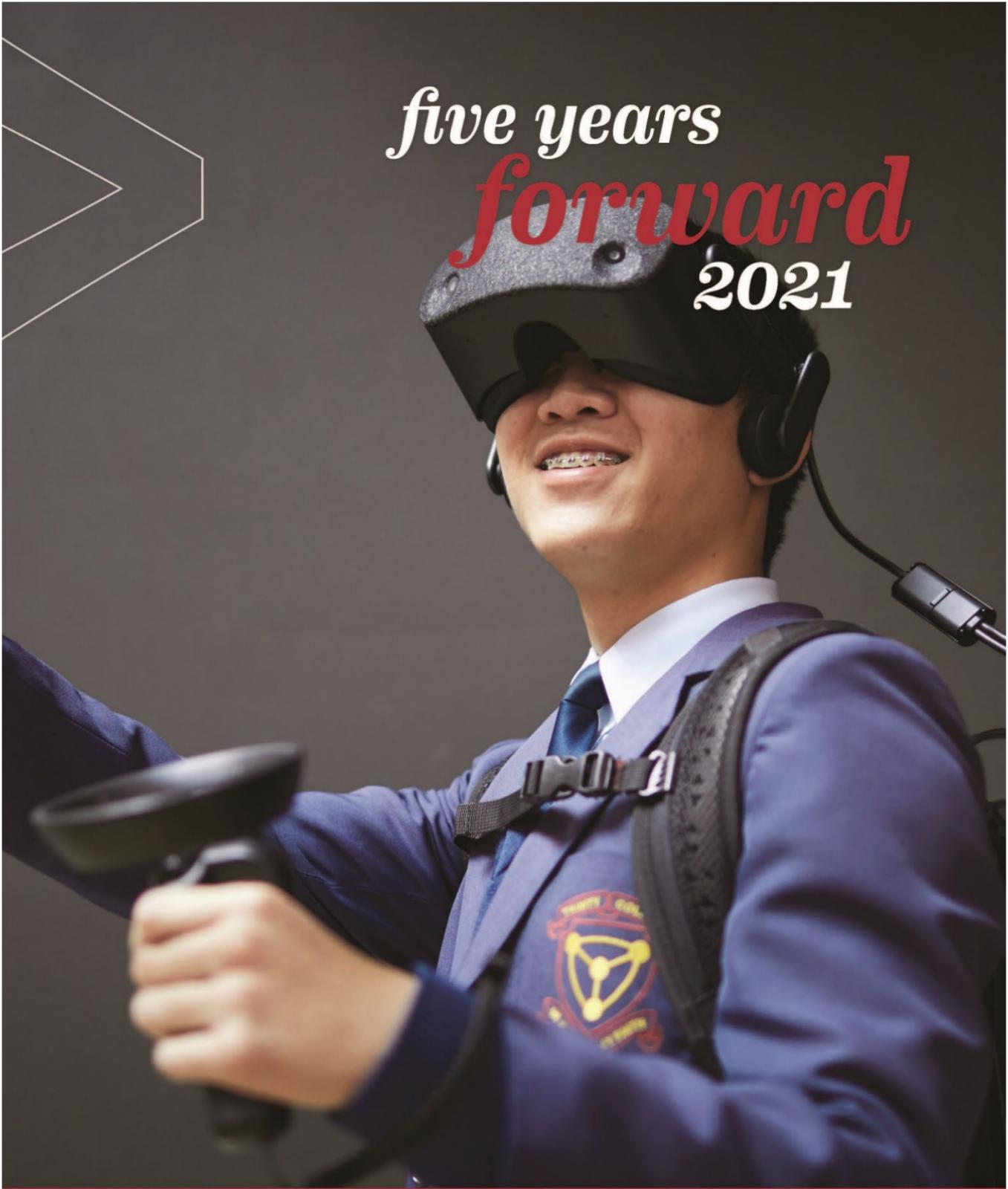
	c. Enhance and expand our digital communication, Learning Management Systems, services and presence.
--	--

--	--	--	--	--

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

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

--	--	--	--	--



*five years
forward*
2021

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 2021 Actions

KRA 1: Christian Values

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

PRIORITY 1.1

Strengthen engagement with local parishes and the wider Church.

ACTION

- Support and raise the profile of our Chaplaincy team and leverage traditional and innovative approaches and connections.
- Ensure all events, communications, public forums are engaging and promote our celebration of the 'whole child'

PRIORITY 1.2

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

ACTION

- Celebrate and expand opportunities and resources for students with a wider range of learning and behavioural 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.

ACTION

- 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.

ACTION

- Promote conference presentation and research paper generation. 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.

ACTION

- a. Deliver a clearly defined Trinity Education Model based around a positive collective efficacy approach.
- b. Embed the Trinity College Graduate Qualities and match our educational offering to deliver these qualities. Promote key cross-curricular capabilities and enterprise skills including collaboration, creativity, innovation, research and entrepreneurship.
- c. Enhance cultural understanding, engagement and mentoring opportunities for culturally diverse students.

PRIORITY 3.2

Broaden educational offering to meet more diverse student needs.

ACTION

- a. Develop a physical resource solution for improved educational access for high needs students.

KRA 4: Enterprise Development

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

PRIORITY 4.1

Investigate stronger partnerships with tertiary institutions.

ACTION

- a. Expand the use of the Trinity Innovation and Creativity School, to more students, community, tertiary and corporate partners.
- 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.

ACTION

- a. Commence Roseworthy educational and site plan.
- b. Deliver a detailed Master Plan, including asset replacement and facility and programme enhancement.

PRIORITY 4.3

Build philanthropic, community and parental support.

ACTION

- a. Deepen the College's relationships with the Trinity College Foundation and Parents' and Friends' Associations. Embed new ways to engage with the community.

PRIORITY 4.4

Expand our community engagement programmes consistent with our Values.

ACTION

- a. Reinvigorate STARplex as a leader and sustainable 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

Enhance College facilities, policies, procedures and resources.

ACTION

- a. Plan and commence the Trinity College Theatre project including an enhanced Teaching and Learning Arts plan.

- b. Review and enhance Governance policies and operationally embed relevant policies, procedures, our Reconciliation Action Plan (RAP) and Codes of Conduct. Further embed the Trinity Risk Management Framework into the College's management and operational performance.

KRA 5: Wellbeing

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

PRIORITY 5.1

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

ACTION

- a. 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. Expand our partnership with Flow Psychology services.
- c. Implement the 2021 Trinity College Employment Assistance Package. Embed staff driven action plan for Staff wellbeing.
- d. Reflect and apply learnings from COVID experience.

KRA 6: Sustainability

Goal: Ensure Trinity remains financially strong and environmentally responsible.

PRIORITY 6.1

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

ACTION

- a. Consider additional enterprise options. Continue to improve the financial performance of STARplex. Maintain the financial health of all schools via healthy enrolment.
- b. Progress and expand an active risk framework to better manage identified risks.
- c. Enhance and expand our digital communication, Learning Management Systems, services and presence.

PRIORITY 6.2

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

ACTION

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

Trinity College **Distinguishing Features**

Students
Engaged + Aspirational

Staff
Quality + Caring

Volunteers
Generous + Loyal

Opportunities
Extensive + Affordable

Care
Extraordinary
opportunities with
small school care



TRINITY COLLEGE

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

www.trinity.sa.edu.au

Trinity College **Graduate Qualities**

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

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

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

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

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

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

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

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

Follow us on  
@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 2021

	2021	2020
	\$	\$
INCOME		
Tuition Fees	16,079,797	15,119,940
Government Grants	54,652,653	60,929,890
Other	4,118,795	3,273,388
TOTAL INCOME	74,851,245	79,323,218
EXPENDITURE		
Teaching	46,197,895	42,808,445
Cleaning	1,385,214	1,351,736
Grounds	1,776,724	1,608,182
Maintenance	1,221,078	1,305,761
Administration	14,562,057	14,719,843
TOTAL EXPENDITURE	65,142,968	61,793,967
COLLEGE OPERATING SURPLUS	9,708,277	17,529,251
INVESTMENT OPERATIONS	208,727	971,876
GROSS TRADING RESULT	9,917,004	18,501,127
NON-TRADING ACTIVITIES		
Disposal/Scrapping of Assets	114,700	(2,369)
Capital Development Levy	995,619	953,668
TCG Foundation	-	-
Government Development Grants	1,036,000	420,000
TOTAL NON-TRADING ACTIVITIES	2,146,319	1,371,299
COLLEGE SURPLUS AFTER NON-TRADING ACTIVITIES	12,063,323	19,872,426

BALANCE SHEET

As at 31 December 2020

	2021	2020
	\$	\$
CURRENT ASSETS		
Cash & cash equivalents	25,736,041	16,616,657
Trade & other receivables	3,717,373	3,226,401
Inventories	348,719	334,018
Financial assets	23,066,834	18,654,221
Other current assets	331,482	1,735,905
TOTAL CURRENT ASSETS	53,200,449	40,567,202
NON-CURRENT ASSETS		
Property, plant & equipment	77,856,747	75,653,620
TOTAL NON-CURRENT ASSETS	77,856,747	75,653,620
TOTAL ASSETS	131,057,196	116,220,822
CURRENT LIABILITIES		
Trade & other payables	5,178,143	4,624,039
Provisions	7,966,244	7,382,798
TOTAL CURRENT LIABILITIES	13,144,387	12,006,837
NON-CURRENT LIABILITIES		
Other payables	610,456	611,009
Provisions	596,490	531,749
TOTAL NON-CURRENT LIABILITIES	1,206,946	1,142,758
TOTAL LIABILITIES	14,351,333	13,149,595
NET ASSETS	116,705,863	103,071,227
EQUITY		
Retained Earnings	113,870,334	101,807,011
Share Portfolio Reserve	2,835,529	1,264,216
TOTAL EQUITY	116,705,863	103,071,227

STATEMENT OF CHANGES IN EQUITY

For the year ended 31 December 2021

	Retained Earnings	Share Portfolio Reserve	Total
	\$	\$	\$
Balance at 1 January 2020	81,934,585	799,338	82,733,923
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	101,807,011	1,264,216	103,071,227
Surplus from operations after non-trading income	12,063,323	-	12,063,323
Transfers to/(from) reserves	-	1,571,313	1,571,313
Balance at 31 December 2021	113,870,334	2,835,529	116,705,863

CASH FLOW STATEMENT

For the year ended 31 December 2021

	<u>2021</u>	<u>2020</u>
	\$	\$
CASH FLOWS FROM OPERATING ACTIVITIES		
Tuition Fees	15,522,086	14,773,800
Receipts from Government	54,652,653	60,929,890
Other Receipts - Schools	5,043,374	2,133,548
Interest Received	280,578	361,165
Non-Schools Activities	7,783,012	7,994,614
Payments to Suppliers and Employees	(63,426,167)	(60,371,830)
Finance Costs	(19,009)	(22,866)
NET CASH FLOWS FROM OPERATING ACTIVITIES	<u>19,836,527</u>	<u>25,798,321</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Repayment of Related Party Loans	70,487	(488,773)
NET CASH (USED IN) FINANCING ACTIVITIES	<u>70,487</u>	<u>(488,773)</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Payments for Property, Plant & Equipment	(9,407,066)	(6,366,559)
Government Development Grants	1,036,000	420,000
TCG Foundation	-	-
Proceeds on disposal of Property, Plant & Equipment	424,736	138,304
Payments for Investments	(2,841,300)	(8,000,000)
NET CASH (USED IN) INVESTING ACTIVITIES	<u>(10,787,630)</u>	<u>(13,808,255)</u>
NET INCREASE/(DECREASE) IN CASH HELD	<u>9,119,384</u>	<u>11,501,293</u>
CASH AT BEGINNING OF FINANCIAL YEAR	16,616,657	5,115,364
CASH AT END OF FINANCIAL YEAR	<u><u>25,736,041</u></u>	<u><u>16,616,657</u></u>

NOTES TO THE CONCISE FINANCIAL REPORT

For the year ended 31 December 2021

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 2021. The concise financial report has been prepared in accordance with Accounting Standard AASB 1039: Concise Financial Reports.

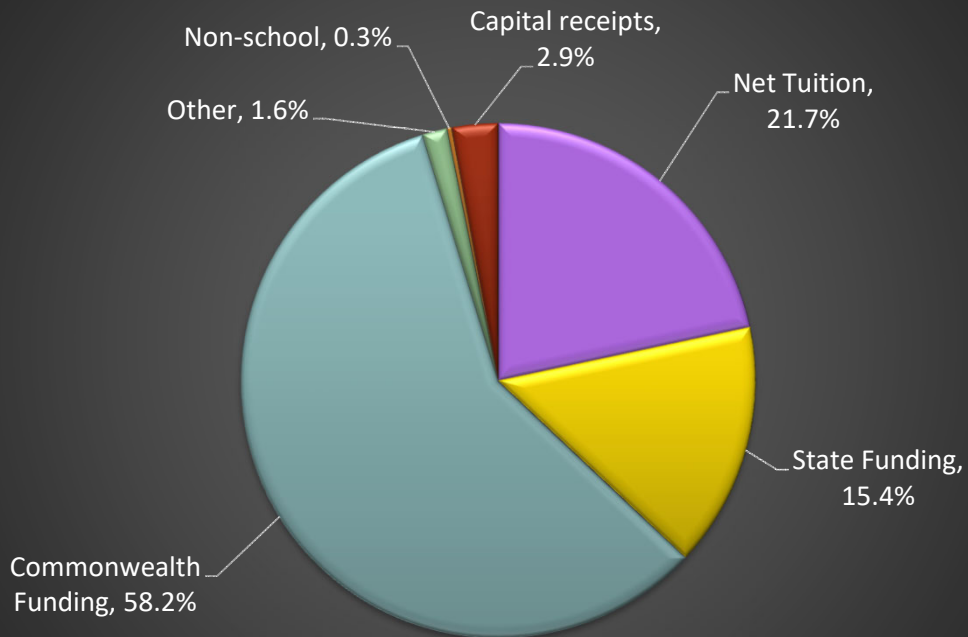
The financial statements and other information included in the concise financial report are derived from, and are consistent with, the full financial report of Trinity College Gawler Incorporated. The concise financial report cannot be expected to provide as detailed an understanding of the financial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

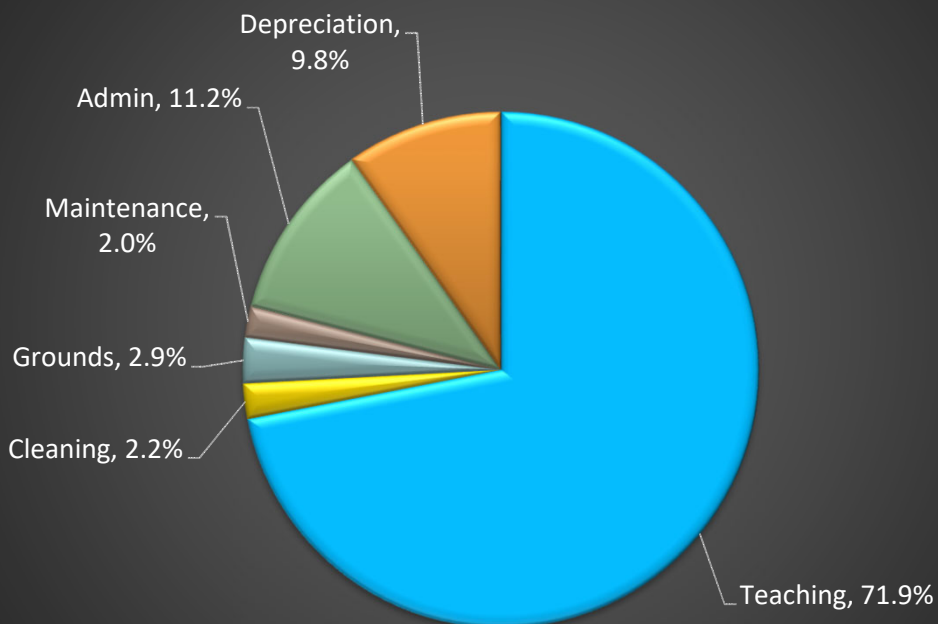
Trinity College Gawler

Annual Accounts for the year ended 31 December 2021

Income 2021



Expenditure 2021



**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 2021, the 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, statement by the committee and committee report.

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 2021 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 Regulation 2013*.

Basis for opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of our report. We are independent of the College in accordance with the auditor independence requirements of the *Australian Charities and Not-for-profits Commission Act 2012* 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.

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

Committee Members' Responsibility for the Financial Report

The Committee Members are responsible for the preparation of the financial report that gives a true and fair view and have determined that the basis of preparation described in Note 1 to the financial statements is appropriate to meet the requirements under the College's Constitution and the transitional reporting arrangements for non-government schools 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.
- 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.

**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 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

7 April 2022

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

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

As lead audit partner for the audit of the financial statements of Trinity College Gawler Inc for the financial year ended 31 December 2021, I declare that to the best of my knowledge and belief, there have been no contraventions of any applicable code of professional conduct in relation to the audit.

Nexia Edwards Marshall

Nexia Edwards Marshall
Chartered Accountants

D. Pozza

Damien Pozza
Partner

Adelaide
South Australia

7 April 2022



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

Annual General Meeting Reports

Blakeview P&F - President's Report

In 2021, Trinity College Blakeview Parents & Friends (P&F) Association was again fortunate to have a wonderful group of dedicated volunteers from within the Trinity College Blakeview community. We still had a few dealings on the COVID-19 front to work through, as always though, the communication provided by the College as a whole and filtered down from our own Principal has been great.

I would like to thank the current committee for their support throughout another interesting year and look forward to working with you or any other community members in 2022.

We were able to assist this year with many events held, below is a rundown of the year as it was:

- We kicked off the year with 'Tea & Tissues' – this again was in the form of a little welcome pack which included a 'Welcome to Blakeview' cookie, a small packet of tissues, sachets of tea, coffee and sugar which was greatly received by our new families – predominately for the Early Years.
- Middle School Athletics Carnival was held in March, we were able to put on a BBQ and refreshment stall.
- Junior School Sports Day was held on the last day of Term 1 in April, we were again able to put on a BBQ and refreshment stall, thank you to those who assisted on this day.
- In May we had our P&F meeting prior to the College AGM in Evanston, followed by a quick tour of the TICS building. Following on from that was a meeting with Kay Fyfe from the Foundation Office and other P&F Executives.
- Our mid-year intake received their 'Tea & Tissues' welcome pack.
- Middle School Swimming Carnival was held in September at STARplex and we were fortunate to be able to hold our Sausage Sizzle there.
- The Grandparents had an altered day plan a couple of weeks ago, here's hoping that next year brings involvement for us.
- I spoke to the families at both transition days for mid-year and those commencing in 2022 – this is a little chat about the school and what the P&F does and how parents can be involved.
- The sale of Entertainment Books, Chocolates and second –hand uniforms continued to give us a nice profit.
- The Middle School were thrilled we were able to supply funds of \$1085 for them to purchase a Portable flagpole – the flagpole arrived just in time for Remembrance Day, the flag made its debut on this day. A plaque has been placed on the base of the pole which states the words 'Donated by the Blakeview Parents & Friends'.
- We funded \$250 for Icy Poles which was requested by Meggie Ayris for Pride Day.
- A further \$300 was granted to the Middle School to fund paints as part of a 'Colour Run' – this event is now being held in 2022 –our Year 10 Student Leaders are keen to take on the project.
- A donation of \$650 to The Spirit of Trinity Fund and \$650 to The Scholarship Fund was made, both these causes are extremely beneficial to our community.
- We were able to hold a stall at the Junior School Christmas Carols selling snacks and drinks – this was a lovely night.
- The Blakeview P&F provided and presented awards at our annual Speech & Awards Ceremony to students who displayed improved school performance throughout the year.

Thank you to everyone that assisted in any way to see us through 2021. The profits are ticking along nicely and we were able to donate funds that were requested. Looking forward to seeing what 2022 brings.

TINA COLE

President, Blakeview P & F

Gawler River P & F – President's Report

2021 ... another unpredictable year for our Parents & Friends committee. Just when we thought we were in the clear to hold our 21st birthday celebrations COVID-19 restrictions hit once again and we had to cancel all of our plans. This was a big disappointment.

On the bright side we were able to hold our annual Middle School sports day BBQ. It was a wonderful day as always.

Mother's and Father's Day stalls are always a success for us. We don't hold these stalls as a fundraiser, we run them purely for the Junior School students to enjoy purchasing a gift for their loved ones. The smiles on the children's faces demonstrates success.

Lastly, we were able to hold our famous Open Day BBQ. As always it was a huge success. The never-ending line up was proof of this. I'd like to give a huge thank you to the mums and dads who volunteered their time at these events. We couldn't run such smooth and successful events without you.

We continue to sell our very popular shopping bags and drink bottle coolers as well as running a Kytons Easter fundraiser and Entertainment books. As part of our 21st birthday we also sold wine bottles. We thank Virgara Winery for supplying us with the wine that we labelled for this occasion. We still have some for purchase in 2022 for anyone who missed out.

Our P & F committee donated money towards end of year awards, as well as purchasing hand sanitizer stands, a LEGO wall and Podcast equipment for our new STEM building.

COVID-19 tried to put a squash to us again, however I feel we stuck together and made the most of the year. It was as successful as always.

I would like to thank the Gawler River office staff and the Groundmen for their ongoing support. Thank you to the parents who volunteer time to attend meetings, help at events and fundraisers.

Rick Jarman, thank you for always listening, answering questions, offering advice and being so supportive to me personally and the committee. We appreciate your honesty and openness as well as taking time to attend every meeting.

To the committee members who attend meetings, your ideas, advice and support are what enables our group to be so successful. I have enjoyed lots of laughs and yummy nibbles with you all.

David Bradley our Board representative and committee member, thanks for keeping us updated on whole school news as well as listening and contributing to our committee. Oh, and thanks for being the only male, it must get tiring sometimes.

Mimm Manno - Vice President, Kirsty Young – Treasurer, Nicole Masiero – Secretary, thank you for everything. Nicole you always make me sound so good. I'm not sure where we would be as a committee without you guys, I truly appreciate having you along side of me.

Sadly after 6 years of being President I have decided to step down. It is time for some fresh blood to take over this role, someone younger with new and exciting ideas. I have really enjoyed my time as President and loved meeting so many people. Thank you to everyone who has been kind and supportive. I have certainly made some wonderful friendships and will be forever grateful that I had the time to invest in my children's school.

Good luck to the 2022 committee. I wish you all as much success and happy times as I've been honoured to have.

SAM SANDS

President, Gawler River P & F

North P & F – President's Report

Resilience, perseverance and innovation are all traits we want to instill in our children but this year they were traits which enabled us as a P&F group, to push forward and make the most of another COVID-19 ravaged year for our community.

As COVID-19 rules came and went, we were forced to adapt and find new ways to function as an organization and within this adaptation it has created for many of the highlights that punctuated this year.

In 2021 we experienced and all became very familiar with the use of TEAMS meetings. While daunting at first, this has given the P&F the ability to connect with more people than ever before. With increasing demands on life and the inevitable inability to attend meetings in person, having a digital means of connecting is imperative and necessary. To underpin the commitment of North P&F members, online meetings allowed a parent to attend a meeting while waiting in a car at a child's sport training!! Looking forward to 2022, TEAMS meetings will be a fixture on our calendar.

Personal highlights for myself in 2021 were:

- The ability to provide seed funding to the Yr 5, Project Based Learning cookbook, an innovation that I would like to see expanded into the new year. Your funding pitch is one of the best I have ever seen!!
- Funding contribution to student wellness posters in the toilet blocks across the school.
- Funding to purchase additional combination seating outside the Early Years classrooms.

I would personally like to thank Mr David Kolpak for his unwavering support and trust in the P&F to deliver, no matter how short the notice or outrageous the idea.

As a testament to the perseverance of the committee and our members, we made use of any and all opportunities as they became available during the year and were able to get the following events COVID-19 approved and delivered:

- Junior Sports Day catering
- Open Day catering
- Mother's Day Flowers (a shift from the traditional gift offerings)
- Middle School Swimming Carnival catering
- Father's Day online cookies
- Kyneton's Easter Fundraising

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

To the amazing committed members of the P&F Executive and House/Class Representatives who put their hands up to help and see through my crazy ideas, which I do believe this year got a little more crazy than normal, I don't know what I would have done without you! But with your support and help we delivered more than I believed was even possible.

It has been a pleasure to hold the position of President for 2021.

STEVEN MCKENNEY
President, North P & F

South P & F – President's Report

"With the new day comes new strength and thoughts."

Eleanor Roosevelt

Last year brought with it significant change, especially with a new leadership team and the backdrop of COVID-19 remaining ever-present. We achieved some important things, though:

- Found new ways of working to provide COVID-19 safe events.
- Formed event teams, led by a Parents & Friends Committee member, that provided new opportunities for our school community to be involved.
- Increased communication through the newsletter and raising volunteer engagement via EdSmart.
- Found alternative fundraising ideas, like our affiliation with 'stuckonyou' labels.

2022 will be important for our school community and the Parents & Friends Committee. We enter this year with a key focus, *Building Community*.

We'll continue to find new ways of working and new ideas, including:

- Friend-raising events to promote community within our school.
- Partnering in school project funding that directly benefit students.
- Improving on our event planning.
- More opportunities for our school community to be involved.

Thank you to all who participated last year to bring us to where we are today. I'm looking forward to the opportunities this year will bring in our efforts of *Building Community*. Please join us.

GLENN NITSCHKE
President, South P & F



TRINITY COLLEGE FOUNDATION (SA) INC 2021 ANNUAL CHAIR'S REPORT

Once again during the past year individuals, organisations and the nation continued to grapple with the significant difficulties due to the worldwide pandemic but, these circumstances have also encouraged many Australians to innovate and build resilience, including the Trinity College Foundation. I am very pleased to report that the Foundation Board continued to adapt to these challenging times displaying admirable spirit and fortitude.

Despite the prolonged stress and strain everyone in our community has had to endure, 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.

The COVID-19 pandemic has reminded us repeatedly of the critical importance of good governance. In times of crisis. It is crucial not for only governments but also schools, businesses and organisations to have sufficient suitable protocols and procedures in place. As such, during the year the Board's attention focused on a range of strategic issues including succession planning and governance. The Board approved a Trinity Foundation Conflict of Interest Policy and Trinity Foundation Board Interest Disclosure Register as well as a new Trinity Foundation Investment Policy. The Foundation investment portfolio was then reviewed and amalgamated to reflect this new policy.

As custodians of the Foundation funds, the investment strategy reflects this measured and cautious approach. During 2021, the Board was once again successful in achieving healthy returns under the skilful guidance of Board Treasurer Brad Collings and Board member and College Finance Director Jon Munn.

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

Our community's emerging philanthropic culture continues with a number of staff continuing to make a fortnightly donation to the Foundation via a fortnightly payroll deduction. Currently, 32 staff members support the Foundation in this way. This commitment to the College and the Foundation is something we are rightly proud of and happily acknowledge and celebrate. I am also very pleased to report that 100 percent of Foundation Board members are also donors to the Foundation.

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

After a pandemic induced interruption, the Board was especially pleased that the 2021 *Taste of Tokyo Foundation Dinner* was able to go ahead after being postponed twice due to COVID restrictions. Held in September at the Hilton Adelaide Ballroom, the dinner attracted a diverse cross-section of our community who enjoyed this special occasion. The event raised the outstanding amount of \$39,484.00. In 2022, the dinner will take place on Friday 29 July in the Attenborough Room at the Adelaide Zoo. Our theme for this dinner is *A Masquerade Party*. I encourage you to attend this thoroughly enjoyable evening to help the Foundation continue to support our students. You can contact the Foundation Office to book a table or purchase tickets.

While the Board was extremely pleased and grateful that the annual dinner was able to take place, sadly, the annual Frocks & Fascinators Luncheon was not able to proceed. The Board is quietly confident however, that this event will return again in 2022.



TRINITY COLLEGE FOUNDATION (SA) INC 2021 ANNUAL CHAIR'S REPORT

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.

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 each one of them for their tireless dedication.

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

I would also like to acknowledge and sincerely thank long serving Board member Brad Collings who resigned from his position on the Foundation Board at the AGM in 2021. His work and commitment to the Foundation, particularly his willingness to volunteer for whatever tasks were needed; from labelling wine to securing donations for the silent auction for the annual dinner and especially, his skill and expertise as Treasurer of the Foundation Board. Brad always went beyond an official capacity to support the Foundation, and he leaves a significant legacy after eight years as Treasurer. His generosity and presence will be missed by all.

As much as 2021 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, and 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 2021, 64 donors gave \$65,797.90 to the Foundation. Notably and pleasingly, as mentioned, 32 donors are staff of the College. A further \$39,488.00 was received from the Foundation dinner event. Our overall total fundraising for 2021 was \$105,285.90.

SPIRIT OF TRINITY FUND

The *Spirit of Trinity Fund* was established in 2013 to assist students in need. As a discretionary fund for use by the Head of the College and the Finance Director, 41 students benefited throughout 2021 by the provision of uniforms, textbooks and other resources.

2021 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 2021 Yuvika Chakawala (Year 11) was the successful applicant for this scholarship that provides up to \$1,500 paid into the student's school account for tuition fees.

Foundation General Excellence Scholarship

The Foundation General Excellence Scholarship was awarded to Trent Tattoli (Year 10) as well as external student Charlie Forgione (Year 10). The scholarship provides 50% remission of tuition fees for Years 11 and 12.



TRINITY COLLEGE FOUNDATION (SA) INC 2021 ANNUAL CHAIR'S REPORT

AON Scholarship

AON Insurance Services offers one scholarship annually to a Year 10 student entering Year 11. In 2021 the AON Scholarship was awarded to Olivia Karta. 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 2021 this award was split between three students, Nathan Stafford (Year 12), Darcie Hancock (Year 12) and Emma De Maria (Year 12). In 2021 the Whole College Musical was *Catch Me If You Can*.

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 2021 this scholarship was awarded to Kaitlyn Wood (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 2021, this scholarship was awarded to Ryan Walker-Kluske (Year 10).

Collings Family Scholarship

Offered for the first time in 2021, This scholarship was established by Brad and Sally Collings and their daughters, old scholars Sophie (2017), Maggie (2019) and Breanna (2021) who were all keen hockey players and generous volunteers to college life. The scholarship seeks to support a student who contributes to the richness of College life, enjoys team work, strives to do their best academically and has a passion for hockey. The inaugural winner of this scholarship was James Launer (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 2021 at a cost of \$3,300.00.

AWARDS

2021 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
Amelia Launer James Launer	Jasmine Jones Annabel Blake	Chelsea Bentley Lily Clezy Bella Wright	Jacob Evdokiou James Skelton	Tegan Hardy Daniel Hurst



TRINITY COLLEGE FOUNDATION (SA) INC 2021 ANNUAL CHAIR'S REPORT

2021 Certificate of Academic Merit

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

Gawler River	Blakeview	South	North
Addison Dohnt Patrick Costigan Lucas Watson Shelbie Hussey	Madison Mohylenko Alexander Argent Erica Sheriff Alyssa Hayward	Peter Bampton Emma Dowling Abigail Jennings-Frick Adam Nathan	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 Friday 8th April 2022 at 4:00 pm, there were three people nominated for the three positions on the College Board. These nominations: David Bradley, Grace Pelle, and Ben Clark were all in order.

I declare them duly elected.

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

INFORMATION ON CANDIDATES

David Bradley

I have been on the Trinity School Board for the last two years. In addition to the board duties, I have three children at Trinity College Gawler River and have been involved with many other school activities, First Lego League, Musical Set Building and Parents and Friends fundraising. I have been a member of the Gawler River Parents and Friends committee for five years.

I bring to the board 30 years of experience in the defence industry, in Systems Engineering, Engineering Management and Project Management. This experience provides me with a wide range of management skills that are applicable to working on a board, planning, scheduling, cost management, schedule management and risk management.

One of my most enjoyable duties at work is being one of the lecturers on the Saab Combat System Engineering course. The course aims to provide recent graduates with an understanding of how naval ships operate and how naval programs are managed. I presently present the course material for Communications Systems, Aviation Operations and Australian Defence Contract (ASDEFCON) standard contracting terms. Being able to provide young graduates with the skills to develop their theoretical knowledge into skills relevant to the business is very rewarding.

Ben Clark

My name is Ben Clark and I am a parent of three current students attending Trinity College South. I have been a part of the Trinity College family since 2013. I am nominating for the College Board as I see this as an opportunity for me to use my skills and experience to help the College continue to deliver fantastic outcomes for students and the broader community.

I am currently the Group Manager for Assets & Infrastructure where I lead a team responsible for Engineering & Project Delivery, Asset Management, Operations & Maintenance, Asset Accounting and Finances, Strategy and Future Planning, Waste and Sustainability. This gives me a broad range of skills and knowledge that I believe can help the College Board. I am currently the President of the Institute of Public Works Engineers Australasia (IPWEA) SA Division Board and represent SA on the Australasian Board, this have given me invaluable experience in how Boards are run and the positive impact that can be made.

Grace Pelle

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

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

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

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