



TRINITY COLLEGE



# *Trinity College*

*Cultural Safety & Inclusion  
Enrichment Plan*



# *Kaurna Acknowledgment*



*Ngadlu tampinthe ngadlu yartangka inparrinthe  
Kaurna miyurna yaitya mathanya wama tarntanyaku  
Parnuku yaitya parnuku tapa purruna  
parnuku yarta ngadlu tampinthe  
Yalaka Kaurna miyurna itu yaitya  
tapa purruna yarta kuma puru martinthe  
puru warri-apinthe puru tangka martulayinthe*

*'We would like to acknowledge that we meet on the traditional land of the Kaurna people.  
We recognise and respect their cultural heritage, beliefs and relationship with the land.  
We acknowledge that they are of continuing importance to the Kaurna people living today.'*



# *Trinity Mission*

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



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## *Trinity Aims*

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

**Aim F:** To help each student appreciate the joy of living.

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## *Strategic Action*

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





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## ***Commitment Statement***

It is a great honour to present to the Community our Cultural Safety and Inclusion Enrichment Plan.

Since 1984, Trinity College has developed a strong connection to the community, particularly within Northern Adelaide and surrounding regional areas.

We pride ourselves on our community engagement, positive social impact and uplifting educational opportunities that the College delivers. We seek to live our mission of being genuinely open to all.

As a College, we recognise the platform we have and embrace our responsibility to promote inclusivity and diversity. Every human has their own special and unique value and journey. We strive for understanding and respect in all human interactions.

We seek to empower and include all people, regardless of their gender, ethnicity, faith, sexual orientation, or ability.

Many of our students and staff are already thriving, but for some, greater support is needed to empower and connect them.

This plan is a commitment to continue to grow and improve what we do in this space, to connect and inspire our community. Our goal is for inclusion, diversity, belonging and flourishing, to be synonymous with our College.

We make a commitment to our students, staff, parents, volunteers, supporters and the wider community that we will continually strive for a more inclusive and culturally safe environment.

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**Ken Heath**  
*Chair of Trinity College*

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**Nick Hatery**  
*Head of Trinity College*



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## *Trinity College Inclusion, Chaplain's perspective*

As an Anglican College, Trinity's values are founded on Christian teaching and tradition. We seek wisdom from the word of God - the Bible, the people of God - the Church and its tradition, but also from human reason that comes from understanding the observable world.

There is no neutrality in education; every school has its own beliefs and values. We need not hide or be shy about our faith and the values it inspires. It is what has enabled us to dare to believe that a College of this scope and scale is possible without losing sight of our mission to be 'open to all' that is, to ensure that quality education is accessible to as many as possible.

Our Christian faith inspires and animates all that we do and strive to do through education at Trinity College as we seek to live out our motto 'In God is my Faith'.

We believe that people are made in the image of God<sup>1</sup> - that we are unique and special with a dignity above any other of God's creatures. We want to follow in the example of Jesus, as his first disciples did, loving and accepting people regardless of age<sup>2</sup>, ethnicity<sup>3</sup>, religion<sup>4</sup>, gender<sup>5</sup> or sexuality<sup>6</sup>. The students of Trinity College are encouraged to recognise their own dignity; to know they have an inherent worth - and that is not something they need to earn or prove; it's not dependent on what their grades are or whether they are great at sports, music, drama,

or have leadership potential; all are equal under God. It is also not limited to those who profess a Christian faith. Knowing this ought to affect the way they perceive themselves, their attitudes and actions. It ought to give them a self-confidence - even when things are tough and maybe they are not doing so well - or as well as they would like. At Trinity College we recognise that same dignity in others and show this by our respect, courtesy and consideration for them.

To be truly human is to be in relationship; we cannot be human in isolation. Schools are fundamentally human communities that share deep bonds made through shared experience.

Students are urged to appreciate the efforts that others make on their behalf and to express gratitude by a spirit of co-operation and loyalty. As a community committed to living out the founding Christian faith, Trinity College is a place of love and respect, for ourselves and for others.

Students are encouraged to embrace fullness of life<sup>7</sup>, exploring their passions with curiosity and energy. When we find something of our purpose there is a great sense of satisfaction which gives confidence to continue down the path of discovery. It is right for schools to celebrate the good, as students set and achieve goals, face and overcome challenges and reflect and grow from their experience.



<sup>1</sup> Genesis 1:26-27 - "Then God said, 'Let us make mankind in our image, in our likeness...'"

<sup>2</sup> Mark 10:13-16 - "Jesus took the children in his arms, placed his hands on them and blessed them."

<sup>3</sup> Luke 10:25-37 - The Parable of the Good Samaritan.

<sup>4</sup> Acts 17:22-23 - Paul engages respectfully with a group of Epicurean and Stoic philosophers.

<sup>5</sup> John 4:1-26 - Jesus discipled a Samaritan woman.

<sup>6</sup> Acts 8:26-40 - Philip and the Ethiopian eunuch.

<sup>7</sup> John 10:10 - Jesus says, "I have come that they may have life, and have it to the full!"

# Scope and Purpose



*At Trinity College, we will use our resources to connect members of our community. We pride ourselves on our dedication to diversity and inclusion across all facets of our College. This plan looks to build dignity and respect for all people.*

Schools can have a major impact and influence within their community. Our College embraces this responsibility to ensure the importance of diversity and inclusion is communicated and upheld throughout our community.

This Cultural Safety and Inclusion Enrichment Plan was borne from the College's determination to build on its commitment to diversity and inclusion, and to constantly seek improvement and growth.

Its purpose is to support inclusivity across our College and in the broader community, including increasing opportunities and acknowledgement for all students, staff, volunteers and supporters, regardless of their background.

Cultural safety and inclusion as recognised within this plan, includes:

1. Religious tolerance and understanding
2. Gender equity
3. First Nations
4. Multicultural
5. LGBTQI+
6. People with disability or special needs

Components of this plan will be launched in stages over a three-year period spanning 2022-2024.

When launching the action items of the plan, the College identified the following key areas:

1. Governance and strategy
2. Education and training
3. Events, applications and communications

This Cultural Safety and Inclusion Enrichment Plan builds on the College's Reconciliation Action Plan which is being further developed to build a culture of equity, respect and recognition of the cultures, histories and contributions of Aboriginal and Torres Strait Islander peoples as the First Australians and to stand as a beacon to the community around us.

Diverse perspectives will be sought to ensure lived experiences inform these action items.





## Key Terms

To ensure we are aligned across our College in regards to these key terms, our Inclusion Advisory Committee embraced the following terms:

### *Diversity*

These can be traits born into or identifying as, and can include physical traits, ethnicity, gender identity, gender expression, sexual orientation, age, socioeconomic status, (dis)ability, nationality, body size, and spirituality or religion.

### *Equity*

Equity is not accomplished by treating everyone the same. It is achieved by creating solutions that address disadvantage and treat everyone fairly according to their circumstances.

### *Inclusion*

People feeling welcomed and valued across all diversities, in a culture which strives to remove barriers that limit the rights for everyone to participate fully in the life of the College.

### *Anti-bias*

Challenge prejudices and mitigate the impact of individual or systematic bias. Relearning, opposing discrimination and increasing awareness and understanding.

### *Belonging*

A sense of spiritual connection and being valued. Safe, supported, connected and accepted.

### *Allyship*

A significant commitment to understand one's own privilege and acting to work towards equity by breaking down the structures and every day actions that contribute to inequality, whilst building relationships and supporting marginalised groups.

### *Anti-racism*

Actively engage in recognising and opposing structures, policies, practices and procedures that perpetuate racism.

## Inclusion Advisory Committee

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**Nick Hatley**

*Head of Trinity College*  
 .....

**Susan Hart-Lamont**

*Deputy Head of Trinity College*  
 .....

**Beth MacGillivray**

*Deputy Chair of College Board*  
 .....

**Bishop Tim Harris**

*College Board Member*  
 .....

**Dale Giles**

*Cultural Inclusion Leader & Youth Worker*  
 .....

**Pastor Odangi Guwey**

*South Sudanese Community Leader*  
 .....

**Lisa Kettler (Term 1) and  
 Lisa Johnson (Term 2-4)**

*College Psychologist*  
 .....

**Kristy Triantafilakis**

*Director of Co-Curricular Music*  
 .....

**Nathan McGrath**

*Head of Pastoral Care Senior School*  
 .....

**Joseph Campbell**

*STARplex Courts*



# Actions

## 1. Governance and Strategic Planning

		Completed In	Responsibility
A	Review all College Board policies in terms of inclusiveness.		Chair/Head
B	Ensure key inclusive operational matters are reported to the College Board.		Chair/Head
C	Review and update our operational policies, processes and frameworks to ensure they are inclusive and support increased diversity.		Inclusion Advisory Committee
D	Be more publicly definitive regarding theological underpinnings related to inclusion.		Head/Chaplains
E	Inclusion Advisory Committee to meet each term to ensure Actions are being delivered.		Head
F	Each person on the Inclusion Advisory Committee becomes a champion of inclusion and receives additional training to continue to drive initiatives and change.		Inclusion Advisory Committee
G	Conduct a survey of all staff on their demographics to measure progress and how different groups of employees experience our College's culture.		Deputy Head
H	Introduce, drive and facilitate diversity, inclusion and empowerment through College strategy and policy.		Head
I	Review our external facing forms and communication to ensure they are inclusive.		Deputy Head/ Business Manager
J	Review policies, processes, language guides and forms to ensure inclusion responsibilities and processes are clear, understood and inclusive.		Inclusion Advisory Committee
K	Develop an inclusive statement for College policies and website which will be used throughout our recruitment process.		Deputy Head/ Director of Development
L	Review and update relevant Codes of Conduct regarding behaviour and communicate both internally and externally.		Principals
M	Ensure our staff employee assistance program supports staff including specialist helplines for LGBTQI+, Aboriginal and Torres Strait Islander Peoples, domestic and family violence, eldercare, disability.		Deputy Head
N	Expand Reconciliation Action Plan.		Cultural Inclusion Leader
O	Embed key findings from the Learning Support Review (2021).		Deputy Head
P	Ensure student guidelines such as uniform and other rules are inclusive and culturally supportive.		Principals





## 2. Education and Training

		Completed In	Responsibility
A	Provide opportunities to increase awareness, develop and educate our students, staff and community in the focus areas of this plan.		Principals
B	Provide enhanced inclusion training and education for Board, staff and students.		Head/Chair
C	Provide opportunities for staff and students to be mentors within our community programs.		Principals
D	Continue to fund and support cultural harmony development mentoring programs.		Inclusion Advisory Committee
E	Continue to engage and connect with diverse and marginalised communities.		All
F	Continue to educate and develop inclusively through our co-curricular program.		Co-Curricular Leaders
G	Roll out of inclusion and diversity education programs to our co-curricular teams and groups.		Co-Curricular Leaders
H	Further resource Inclusion Committees at each school.		Principals
I	Develop immersive First Nations content via TICS and Blackham.		Cultural Inclusion Leader/Blackham Team
J	Enhance training for staff to assist students with special and diverse needs.		Deputy Head



### 3. Events, Applications and Communication

		Completed In	Responsibility
A	We will continue to disrupt the status quo; educate, celebrate and inspire.		All
B	Review communication materials and marketing strategy to ensure, where possible, equal and appropriate inclusive representation.		Director of Development
C	Develop an inclusion calendar, recognising key dates for all six key groups outlined in this plan.		Inclusion Advisory Committee
D	Ensure appropriate events are acknowledged internally and externally in: <ul style="list-style-type: none"> <li>Religious tolerance and understanding</li> <li>Gender equity</li> <li>First Nations</li> <li>Multicultural</li> <li>LGBTQI+</li> <li>People with disability</li> </ul>		Principals/ Inclusion Advisory Committee
E	Seek to be industry leaders in the field of inclusive education.		Board/Head
F	Review of facilities available to support inclusion.		Business Manager
G	Use STARplex more expansively to host inclusive community events.		STARplex Team
H	Embed inclusive guest speakers into assemblies and community events.		Principals
I	Building on existing facilities increase additional gender-neutral bathrooms.		Head/Finance Director
J	Embed First Nations perspectives in major building projects.		Head
K	Ensure disability access, beyond compliance, in new building projects.		Head/Finance Director
L	Share multicultural and diversity success stories more extensively.		All
M	Embed restorative educational practices.		Principals







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