

A photograph of three female students in school uniforms (dark blue blazers over plaid shirts) sitting at a desk. They are looking at a laptop. The student on the right is smiling at the camera. The background is a classroom with a whiteboard covered in colorful sticky notes and papers. A white geometric shape is overlaid on the top left of the image.

*Discover  
a world of  
Opportunity*

***Trinity College***  
*Strategic Plan 2026-2030*

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

## Background

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We are at a moment of deliberate choice, not one of reinvention or crisis. We have reached a position of significant scale, deep trust, and cultural clarity. But the world around us continues to change rapidly, and the decisions we make now will determine whether we remain not just respected, but truly leading as a model of inclusive, values-based, high-performing education at scale.

### The Environment Around Us

We operate in a rapidly changing landscape. Key forces shaping our context include:

#### A Softening Funding Base

Government funding is declining in real terms. Wage growth, cost-of-living pressures, and changing policy settings are making it more expensive to offer the same level of support and access. While we remain financially secure for the next five years, beyond that point we will need new income sources and/or efficiencies to maintain affordability and quality.

#### A Growing, Diverse Region

Northern Adelaide is one of the fastest-growing areas in South Australia, with the Concordia development alone expected to add 25,000 to 30,000 residents over the next 30 years. Families in this region are younger, more diverse, and seeking high-quality schooling that is both close to home and financially accessible. That demand presents significant opportunity but also pressure. Meeting it without compromise will require deliberate planning and careful management.

#### Shifting Social Expectations

Today's families and policymakers expect schools to do more than teach. We are increasingly expected to support mental health, identity development, equitable access, digital capability, and future career readiness. The definition of "school quality" has expanded and so has the complexity of the educator's role.

#### Cultural Complexity and Inclusion Needs

We serve an increasingly multicultural, multilingual, and socially diverse population. This includes neurodiverse students and students requiring tailored wellbeing support. Designing for this diversity is not optional. It is central to who we are and what we promise families.

#### Faith in a Secularising World

As the presence of organised religion declines, faith-based schools like ours are playing a more visible role in shaping moral and spiritual development. This is both an opportunity and a responsibility. It calls on us to express faith in ways that are authentic, practical, and genuinely inclusive.

#### Technology and the Future of Learning

AI, digital platforms, and personalised tools are reshaping what learning looks like. Our challenge is not whether we adopt these, but how. We must ensure that new technologies serve deep learning, human connection, student growth, rather than becoming distractions or gimmicks.

## Where Trinity College Is Today

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Against this complex background, Trinity finds itself in a position of strength, but also of strategic tension.

### Strong Foundations

We are widely recognised for our inclusive ethos, strong and stable leadership, breadth of educational offerings, and commitment to the whole child. Our hub-and-spoke model has allowed us to grow with purpose, keeping fees low while offering high-quality facilities and shared services. Our size now enables scale efficiencies and opportunities that few others can match. Our culture is grounded in openness, humility, and a deep belief in values-led education.

### Pressure Points Are Emerging

Our Senior School is nearing capacity. Without further investment or design change, it becomes the rate-limiter on future growth. We are also seeing increasing pressure on staff workload and wellbeing, and some inconsistency in student experience across sites. While we are good, we know we can be better.

### A Moment of Choice

We are not looking to reinvent ourselves. But we do need to decide whether and how we grow, what we prioritise, and how we protect what matters most. There is a risk of complacency, of assuming that what has worked before will always work. We are alert to this. The question is not whether we can expand or evolve, but where we should, and how.

### Trusted and Valued...But Never Finished

With over 4,500 students and 800 staff, we are a major institution in Northern Adelaide. Our reputation for care, inclusion, and quality continues to attract families, but demand brings responsibility. Waiting lists are growing. Expectations are rising. And the challenge of balancing openness with excellence, without raising fees, is getting harder.

### In Summary

We are strong, trusted, and deeply respected, but we are operating in a world of rising complexity, tighter funding, and growing demand. Our role as a low-fee, high-trust, whole-child Anglican school in one of the most dynamic regions of South Australia has never been more important.

But we now face sharper choices. We need to be clear about where to hold the line, where to evolve, and where to lead so that we continue to offer an inclusive, future-focused education without losing what makes us distinct.



## Strategy Logic

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While many private schools speak of inclusion and student-centred values, our sector remains dominated by institutions whose quality depends, directly or indirectly, on wealth. Prestige is often built through exclusivity: beautiful campuses, broad offerings, and strong outcomes, but these are priced accordingly. The implied trade-off is that excellence requires affluence, and that inclusive schools will always be somewhat "less."

We have broken that pattern. Our hub-and-spoke model, deliberate discipline on fees, and a culture of care rooted in Anglican values have allowed us to grow to over 4,500 students while remaining truly accessible. Our students come from every part of Northern Adelaide, from families who could afford anywhere, and from families who otherwise would not have access to a school like this. That breadth is our feature.

And yet, our success creates its own pressure. As demand continues to rise, particularly in the Concordia growth corridor, the temptation to keep expanding is real. But growth is not without cost. Our model works because every student is known, and experiences both care and quality.

The Senior School, as the shared destination for all five feeder schools, is already the rate-limiting step. Push too hard on numbers, and quality erodes. What made us grow in the first place would begin to break down.

This is our core insight: unchecked growth risks damaging the very distinctiveness that has made us who we are. Other schools may chase expansion and prestige. We will choose something harder and more valuable.



## Therefore, our strategy is...

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**To protect and strengthen what makes us distinct: inclusion, excellence, and care at scale. This will be achieved by investing in our people, evolving how we teach, building the systems students truly need, and preparing now for sustainable revenue growth that does not compromise who we are. All of this is grounded in our faith, values, and commitment to community. We will pursue quality, deliberately.**

This means that we will invest in the core enablers of our impact - educators, pedagogy, student support, and real-world pathways - so that every student can thrive. At the same time, we will confront the financial reality ahead and take deliberate steps to secure new revenue, whether through smart, values-aligned growth or other means. Everything we do will be shaped by our Anglican identity, our lived values, and our role as a trusted presence in the community, because this is the foundation that makes our model work.

## Delivery

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### Non-Negotiables that Define Us

Before we act, we must be clear: there are non-negotiables that define Trinity College, the deep-running conditions that have made us trusted, respected, and distinct. These are not 'values' in the abstract. They are operational truths we must continue to live by:

- **Faith that is lived, not just named:** Anglican values are the bedrock of our community, shaping how we care, how we lead, and how we serve. They are to be expressed in real, inclusive, relevant ways that feel true in a modern world.
- **Genuine inclusion:** Not just welcome at the door, but personalised care, real access, and full participation for students across every social, cultural, and neurodiverse background.
- **Uncompromising quality:** Every student should experience the full Trinity standard - academically, personally, spiritually, and socially.
- **A staff culture of humility and intent:** We attract and retain people who are here for the right reasons - grounded, committed to growth, and driven to work together by purpose not ego.
- **Community connection:** Our schools are part of the fabric of Northern Adelaide, and our decisions must reflect that role. Local involvement is not a bonus it is the context in which we operate.
- **Financial responsibility:** Our fee model reflects a considered approach to financial responsibility, prioritising long-term sustainability through growth, partnerships, and targeted investment.
- **Our individual schools are the places of care and learning, with the Senior School as a fulcrum:** Our individual schools keep the Trinity experience personalised. The shared Senior School experience is both our greatest strength and natural constraint. If we stretch it too far, we lose what makes us.

**Everything we do next must strengthen, not stretch, these foundations.**

## Four Strategic Pillars for Delivery

### A. Invest in Learning and the People Who Lead It

*Trinity will strengthen and elevate its standard of teaching excellence, support ongoing professional growth for educators and deliver learning experiences that engage, promote core skills, stretch and prepare all students to thrive. We will:*

- **Become a magnet for great educators**, not just by offering Professional Learning, but by building real career pathways and a professional culture that supports purpose, not just performance.
- **Evolve how we teach**, giving staff the permission and tools to blend rigour with relevance, personalise learning, and lead the evolution of pedagogy rather than chase fads.
- **Balance care with stretch so that every student**, regardless of their background or path, is seen, supported, and expected to grow; recognising that development is individual, contextual, and not a single linear journey.
- **Develop internal leadership capability**, especially at the middle and emerging levels, to ensure that change is stewarded well at every site.

### B. Build the Systems That Hold Students Up

*We will scale the support structures that ensure every student receives the support they need, from wellbeing and learning support to future pathways, and ensure these are integrated, early, and effective. We will:*

- **Build a flagship vocational and applied learning precinct** that sends a clear message: every path is valid, and excellence looks different for everyone.
- **Expand our student support systems** including psychology, allied health, and learning assistance, to meet rising complexity and individual needs.
- **Equip educators to notice, respond, and escalate** so that support isn't separate from learning, it's embedded within it.
- **Form deep partnerships** with external experts, industry, and community groups to deliver real-world learning opportunities and evidence-based wellbeing initiatives, that go beyond what schools can do alone.

### C. Ensure Organisational Excellence and Grow Where We Can Lead

*We pursue growth that enhances and strengthens what makes Trinity distinctive. We will explore new income sources with the same integrity we bring to education. We will ensure all components of Trinity College are run to a very high standard.*

- **Set clear parameters for student number growth** as a source of revenue, until we can identify structural and design changes that make that growth beneficial to overall quality.
- **Explore new revenue pathways**, including philanthropic investment, social enterprise, and ventures like STARplex, to offset rising costs, without raising fees.
- **Review and audit key structures**, settings and policies to see where strategic expansion or reconfiguration could support quality and sustainability.
- **Face into the funding reality**: Recognise the funding landscape, acknowledging Government support is unlikely to return to previous levels. Our financial strategy anticipates and plans thoroughly.

### D. Live Our Faith and Deepen Our Community Roots

*We will express our Anglican faith through purposeful, inclusive actions that shape culture, guide decisions, and connect us more deeply with the communities we serve. We will:*

- **Anchor decision-making in values, not just metrics**, making sure how we grow, teach, and support reflects care, humility, and purpose.
- **Ensure faith is experienced, and lived**, through practices, partnerships, and community life that feels alive, inclusive, and relevant to today's families.
- **Deepen local connections** by seeing each school as part of the fabric of its place - engaging families, churches, and civic life meaningfully.
- **Nurture a shared culture across Trinity schools** that reflects both our Anglican roots, the diversity of Northern Adelaide and promotes student agency.
- **Engage the community**, as active partners, whether in shaping support programmes, pathway design, or wellbeing initiatives.
- **This is not an overlay. It's the thread.** Our faith and our role in the community shape how every other investment is made and measured.

