

DIOCESE
OF
BALLARAT
CATHOLIC
EDUCATION
LIMITED



2023

Annual Report to the School Community



Trinity College Colac Inc.

119 Hart Street, COLAC 3250

Principal: Paul Clohesy

Web: www.tcc.vic.edu.au

Registration: 495, E Number: E2072

Principal's Attestation

I, Paul Clohesy, attest that Trinity College Colac Inc. is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 03 May 2024

About this report

Trinity College Colac Inc. is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

The Diocese of Ballarat Catholic Education Limited (DOBCEL) governs 52 primary schools, one F – 8 school, and five secondary Colleges, educating around 13,500 students and employing more than 2,200 teachers and staff, from Mildura in the north, Portland in the south, and west to Edenhope and Nhill.

Now in its third year of operation, DOBCEL continues to work diligently to ensure all its schools flourish fully in their mission to provide high-quality, affordable, faith-based education opportunities for students and families in safe, supportive, and secure learning environments, that value diversity and promote cooperation, care, and respect for all.

During 2023, I was fortunate to visit all of our schools as the DOBCEL Board held meetings in different venues across the diocese. The spirit of harmony and sense of community, along with cultures of care for students and staff I experienced, was extremely encouraging. These school visits were also a reminder of the calibre of young people we have in our education system.

The role of school Principal continues to grow in complexity, demanding an increasingly diverse skillset and knowledge base. I am proud and deeply grateful for the exceptional dedication and professionalism of our 58 Principals, who, along with leadership colleagues and staff, work tirelessly to deliver education services for the families and communities they serve.

Enterprise Bargaining Agreement negotiations continued this year, involving staff from schools and human resources teams giving many hours and great effort to the process. Working with the inter-Diocesan bargaining group, DOBCEL continued to support efforts to finalise the Agreement with the Independent Education Union (IEU) as expediently as possible. DOBCEL continues to recognise the extraordinary work of staff in our schools and offices, and the substantial changes to the Agreement are intended to have a positive impact on staff and their workload.

As mandated by the Victorian Registration and Qualifications Authority (VRQA), the development of clear policy and procedural documents continued apace, with schools required to utilise DOBCEL foundational work, yet contextualise documents to suit the specific needs of each school. I express my gratitude to the team at Catholic Education Ballarat, who are both talented and conscientious in delivering this vital work.

During the year we saw the end of an era with the closure of St Brendan's Primary School, Dunnstown. Over 160 years of schooling was celebrated through speeches, laughter, and the sharing of many memories. Pleasingly, we also saw the refurbishment and opening of several new school buildings across the diocese this year.

I continue to be extremely grateful for the ongoing dedication, professionalism, and support of our personnel at Catholic Education Ballarat. I particularly acknowledge the commitment of our school leadership teams and their staff in nurturing and empowering the students in our care, as together we work to bring to life our vision: As partners in Catholic Education and open to God's presence, we pursue the fullness of life for all.

Tom Sexton

Executive Director DOBCEL

Vision and Mission

We value our Catholic ethos. In the spirit of our Founders, Edmund Rice and Catherine McAuley and with Jesus Christ as our friend and brother, we celebrate our tradition in word and action.

We value our Community. In accepting and respecting all, we offer a genuine welcome and encourage all to contribute to our College in a positive way with a sense of belonging, tolerance and care for self and others.

We value our Learning. In forming life-long learners, we cultivate a thirst for knowledge and a quest for understanding so all will strive to be their best.

We value Social Justice. In accepting the call of Jesus, we act with hope and love to bring about a socially just world.

VISION

Trinity College is a vibrant learning community where our students are inspired to reach their potential in a happy and supportive environment.

MISSION

- To nurture students in a Christ-centred community.
- To challenge students to bravely and passionately undertake the explorative journey of self-awareness as learners now and in the future.
- To inspire the individual to develop a sense of justice, respect, wonder and empowerment.

As a child safe school, in line with Ministerial Order 1359, Trinity College Colac is committed to the implementation and ongoing maintenance of child safe standards.

College Overview

Trinity College Colac is a Catholic co-educational college for students in Years 7 to 12. Our vision is that Trinity College will be a vibrant learning community where our students are inspired to reach their potential in a happy and supportive environment. The core values of Trinity College Colac are that we value our Catholic ethos, we value our Community, we value our Learning and we value Social Justice.

In 1967 Trinity College commenced as a secondary school for boys by the Christian Brothers, and in 1983 the amalgamation with St Joseph's College run by the Sisters of Mercy was finalised. Together with our Catholic ethos and the charism of its founders, Edmund Rice (Christian Brothers) and Catherine McAuley (Mercy Sisters), Trinity College, as a Christ-centred community, espouses the Gospel values of faith, hope and love.

Learning for our students is facilitated in modern, well-resourced facilities, utilising a curriculum that caters to students' individual needs and interests. We take our responsibility for the wellbeing of students seriously using an effective pastoral care system. The College has a highly-regarded academic and extra-curricular program and our top students consistently achieve ATAR scores in the 90s. We have a well-developed transition program for students entering the College at Yr 7 who are supported in their own area of the school. Our middle school students are involved in a range of activities including the Yr 9 Experiential Learning Program and the Yr 10 Camp and Work Experience Program. At the senior years we offer over 40 VCE, VET and VCAL subjects, working with local businesses to offer a range of vocational programs and career pathways for our students. A body of committed, caring and qualified staff, working in a friendly and supportive environment, makes Trinity College an attractive option for post-primary schooling.

Trinity College offers students many extra-curricular opportunities such as music, bands, College Production, performing arts, chess, robotics, debating and public speaking, retreats, local and interstate excursions and camps, social gatherings and a comprehensive sports program.

As a Catholic College, our community is ever mindful that God is central to our being and to our actions. We endeavour, through practical action, to be true to our Core Values and to the teachings of Jesus Christ.

Principal's Report

My speech to this year's graduating class reflected on the privileged position that I have as principal of Trinity College. Each day is different, and I get to work with passionate students who want to make a difference in their world and teachers who are dedicated to the learning and wellbeing of their students. In addition, we have a parent community and the wider Colac community invested in supporting our school to be the best it can. Outside of their families, teachers and other staff working in schools, have the most contact with students and therefore get the opportunity to watch them grow from children when they arrive at secondary school to young adults when they leave. We know that this journey includes lots of challenges as well as many highlights and we get to share in these. We are also provided with the opportunity to help support and guide the students through the tricky times. Education in schools is much more than what we learn in the classroom, we are provided with the opportunity to provide advice and model behaviour that educates the students about life in general. We also get the opportunity to help families navigate challenging situations with their children and this too is a privilege.

This year has brought with it many unforgettable moments. One of the highlights was the students' stunning performance of "The Addams Family" musical. The students' talents shone brightly on stage and the hard work and commitment of all those involved was clearly evident. The way the show came together with our Director, Ms. April Greaves, and her assistant Ms. Grace Wiedemann along with Ms. Sarah Glennen supporting the cast and crew through hours and hours of rehearsals was amazing. The show was a great success, and all involved should be very proud.

On a personal note, this year I was very fortunate to be able to take the first six weeks of term 3 as Enrichment Leave. The time away from the school definitely allowed me time and space to reflect on my role, and also have experiences that deepened my faith and furthered my education and understanding. Being away for such an extended period of time also illustrated what I already knew about the staff here at Trinity; they possess great knowledge and skill and are prepared to take a risk and step into positions that come with increased responsibility and expectations.

The end of the school year is always accompanied by mixed emotions. While we are extremely proud of the Year 12 students for the contributions they made to their school throughout their journey we are also sorry to see them leave. As they embark on their life beyond school, we feel proud that we have played a part in their lives and wish them success and happiness in the future. I would like to acknowledge the selfless efforts of our Year 12 student leaders and express my heartfelt gratitude to them for being excellent role models for the entire student cohort.

Each year we also have staff who leave Trinity whether that be due to them taking up other opportunities or hanging up the whiteboard marker and retiring. While we do dedicate space in the yearbook to acknowledge all departing staff, it would be remiss of me to not personally recognize the service of some. Mr. Des Ryan will be known by many current and former members of the Trinity College community. Des attended Trinity College as a student from 1967 until 1970. He then returned as a staff member and spent 33 years teaching in a variety of areas including English and PE. Des is fondly remembered by many of his past students and his dedication and commitment to Trinity College is just about unparalleled. Such has been Des' impact on the school that the main oval is named in his honour. On behalf of the school community, I wish Des happiness and exciting times ahead as he transitions into retirement.

For the past five years, Ms. Elizabeth Grayland has made a wonderful contribution to Trinity College. Teaching mainly RE, English and Humanities, including VCE History and Religion and Society, Elizabeth has dedicated many hours guiding our students through their final years. Elizabeth is leaving to work much closer to her home in Geelong and will apply her talents at Iona College in 2024.

Earlier in the year our Development and Communications Leader, Mr. Stephen O'Dowd resigned to take up a position with the Colac Otway Shire. Steve had a significant impact on Trinity College during his time here and was responsible for developing the school's digital platforms and transforming the manner in which we communicated with the school and wider community. Steve was also a member of the College Leadership Team where he was always able to provide an alternative way of looking at things and bring a community perspective to discussions.

A principal is only able to do his or her job if they are supported by a loyal and talented senior leadership team, and I have been in the fortunate position to have one of these. In only her second year at the school, Deputy Principal, Ms. Rachel McGennisken, has settled in comfortably to the school and wider community and has earned the trust of staff, students and parents very quickly. Other members of the team include our Director of Catholic Identity & Mission, Mr. Daniel Rodway, Director of Learning, Ms. Libby Ryan, Director of Students, Ms. Natalie Holt, and Business Manager, Mr. David Testa. The College is in good hands with each of these staff members. They all are experts in their fields, all are fully invested in Trinity College and all work extremely hard to ensure this school is always working to improve in everything we do.

Ms. Libby Ryan has decided to step away from the position of Director of Learning at the end of 2023. Libby has worked extremely hard throughout her time as Director of Learning and is responsible for many initiatives over the years. Learning and Teaching is our core business and to be responsible for overseeing all aspects of this part of the school is an enormous task and Libby has done it with expertise and professionalism for seven years. While Libby will no longer be part of the College Leadership Team, her experience, advice, and expertise

will continue to inform our decision making. On behalf of the entire College, I would like to thank Libby for her contribution as Director of Learning over the last seven years.

The School Advisory Council is made up of a group of generous parents who provide their expertise to help guide the running of the College. I am very grateful to every member of the council for the passion you display for Trinity College and for the support you continue to provide me as the principal. To Adrian Murphy (Chair), Kate Borch, Chris Kemp, Mark Billing, and Michelle Carmody, thanks for your dedication, generosity and support throughout the year. 2023 is Michelle's final year on the Council as her youngest child, Paddy, has just graduated so I want to thank Michelle for her five and a half years on the Board initially then Advisory Council.

Again in 2023 our Parish Priest Fr. Michael O'Toole has guided the faith life of the school and provided unwavering support to the staff, the students and to me. I often reflect on how lucky our school is to have Fr. Michael as part of our community.

Ms. Jenny Barake has been my Executive Assistant since I was appointed to the position in 2019. There is no possible way I could manage the demands of my role without her. Jenny is one of the hardest working people I have come across and I can't thank her enough for the loyalty, support, and friendship she provides to me each and every day.

As we close the chapter on 2023 and look forward to the future my final thanks go to all our students, staff and families for their continued support of Trinity College. A school can only ever be as good as the people who are part of it and we have great people as part of this school. Thank you to all of you for being part of the 2023 journey and what an incredible journey it was.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals

- Learning at Trinity College is underpinned by our deep connection to our Catholic identity and the Mercy and Edmund Rice Traditions.
- Inspired by Jesus and the stories of our House Inspirations, our school community aspires to make a difference through words and actions that build a better world for all.
- Our Religious Education program is dynamic and responds to the changing needs of our world. Programs offer opportunities for dialogue and genuine engagement in a systematic and critical synthesis of culture and faith, and of faith and life.

Intended Outcomes

- Provide formation and support for all teaching staff to build a shared, authentic and contemporary understanding of, and connection to, the vision and mission of Trinity College as a Catholic school in the Mercy and Edmund Rice Traditions.
- Ensure that our commitment to our Catholic Education mission is visible and evident within the school, to our families, and broader community.
- Increase the percentage of teaching staff who are both accredited to work in a Catholic school and accredited to teach Religious Education in a Catholic school.
- Provide students and staff with opportunities to experience meaningful and authentic prayer, liturgy and contemplative experiences which engage and enliven their spiritual lives.
- Ensure that the stories of our House Inspirations are known, embraced and celebrated as a key aspect of our Catholic connection within our school and community.
- Provide all students and staff with opportunities to participate in Social Justice activities, seeing this as a way to live their faith and put our Catholic and House Inspirations values into practice.
- Develop a religious education program that develops the cognitive, affective and spiritual skills and dispositions students need to experience and interpret their lives as a journey of personal meaning-making and growth toward truth and wholeness.
- Provide targeted professional learning for Religious Education teachers in content knowledge and recontextualization, and effective pedagogies in religious education, building on the CECV Accreditation policies.

- Ensure Catholic Social Teachings are embraced across the curriculum.

Achievements

- Utilised the Faith & Mission PD days to explore the College's rich Catholic heritage and history by having Christian Brother Clem Barrett present to the entire staff on the works the Brothers undertake in Africa.
- Provide staff with professional learning opportunities provided by EREA and Mercy Education to build their own understanding of the two charisms.
- Renaming of 'Founders' Day' to Trinity Day' to make the purpose of the celebration clearer to our students.
- Preliminary work undertaken to gain the services of a mural painter to promote the College's identity through artwork on the external wall of the Chapel.
- Conducted an audit to ensure that each classroom has a triune cross and an image of the four house namesakes on the wall.
- Facilitate House Days that provide an opportunity for students and staff to build their understanding of each of the four house namesakes.
- House days were incorporated into the calendar and new house icons and banners were designed and purchased to foster a greater sense of connection to each house.
- Continue to ensure that all students are provided with meaningful opportunities to engage with the Catholic story and to develop an understanding of how it relates to their own lives (e.g., reflection days, retreats, guest speakers).
- Work began to restart the Year 12 Tanzanian Immersion, with a view to it recommencing in 2024.
- Work began on reconnecting with local organizations (e.g., Riding for the Disabled, Anam Cara, Mercy Place, St Vincent de Paul Society, etc.) that were severed during 2020-2022 by the pandemic and lockdowns. Hopefully, this will allow students to see Catholic Social Teachings in practice and will allow them to contribute.
- Continue to promote and recommend the RE accreditation program with staff.
- Continue to invite educational staff from DOBCEL to work with RE teaching staff to ensure that the 7-10 RE curriculum meets its requirements.
- All fundraising efforts across the school prioritised Catholic charities and organisations, and students were provided with information to inform them about the work undertaken by the organisations so that students see how they align to the College's values.
- Opportunities to enhance the current RE curriculum to ensure that it responds to the needs of our community and our world were explored.

Value Added

- The initiation of House days into the calendar of events was very successful. Students took part in a liturgy led by the House leaders then had the opportunity of participating in activities during break time.
- The Faith and Mission professional learning day received very positive feedback and deepened staff knowledge about the works of the Christian Brothers in Africa.
- All students and staff participated in a celebration of the Eucharist at St Mary's at the beginning of the year with two commencement masses taking place.
- Student led liturgies associated with the key Catholic events on the calendar were meaningful, informative and engaging.
- Service-learning opportunities for our students were discussed with local organisations with a view to being launched in 2024.

Learning and Teaching

Goals & Intended Outcomes

Goals

- A curriculum structure that is engaging and promotes rigour.
- A culture of high expectations
- Explicit teaching practices

- Effective assessment and feedback

- A culture of Collaboration
- Professional learning to build collective staff efficacy

Intended Outcomes

- Review our current curriculum structure and investigate opportunities to improve student engagement and rigour.
- Survey current students, staff and families to understand current curriculum structure.
- Create a Curriculum Working Party to research information from other schools and evidence-based practices to provide recommendations for the Curriculum Committee.
- Plan for and implement changes to the curriculum structure.

- Celebrate learning success and promote a culture of valuing high achievement through the Trinity Difference.

- Provide all students with high quality learning opportunities including challenging tasks which require deep thinking and problem solving

- Build opportunities for student agency in learning

- Provide and use model responses, exemplars and annotated work samples to show levels of achievement for students.

- Develop and/or adopt a school-wide pedagogical framework to explain, model and guide learning

- Provide and design engaging lessons, including engaging initial activities and short quizzes, open-ended questions, exit tickets or lesson summaries to check for understanding at the end.

- Work collaboratively to develop and improve unit outlines, linked to the Victorian Curriculum scope and sequence, to build, share and evaluate consistent curriculum.

- Use data to inform teaching, modify programs and implement and evaluate classroom strategies.
- Embed Interdisciplinary Literacy built into curriculum across the school.
- Embed the Trinity Difference in lessons and assessment tasks to demonstrate knowledge, character and skills.
- Provide timely and targeted feedback for students and include opportunities for students to reflect on feedback and formulate strategies for improvement.
- Ask students for feedback on lessons or units of work, through surveys or informal conversations and to act on the feedback to improve practice.
- Use rubrics to support self-assessment and reflection.
- Actively participate in teams that share learning, effective practices, classroom successes and resources to improve student learning.
- Meeting structures which support collaboration for curriculum planning and development within teaching teams.
- Investigate, plan for and implement a professional learning model that will enable all other strategies.

Achievements

- Reviewed our current curriculum structure and began to investigate opportunities to improve student engagement and rigour.
- Surveyed current students, staff and families to understand current curriculum structure.
- Created a Curriculum Working Party to research information from other schools and evidence-based practices to provide recommendations for the Curriculum Committee.
- Began planning for changes to the curriculum structure.
- Expanded and enhanced the way the school celebrates learning success and increased our promotion of a culture of valuing high achievement through the Trinity Difference.
- Developed structures that enabled staff to work collaboratively to develop and improve unit outlines, linked to the Victorian Curriculum scope and sequence, to build, share and evaluate consistent curriculum.

- Expanded our use of data to inform teaching, modify programs and implement and evaluate classroom strategies.
- Embedded Interdisciplinary Literacy into curriculum across the school.
- Embedded the Trinity Difference in lessons and assessment tasks to demonstrate knowledge, character and skills.
- Initiated the use rubrics to support self-assessment and reflection.
- Implemented meeting structures that support collaboration for curriculum planning and development within teaching teams.
- Investigated a professional learning model that will enable all other strategies to be fully implemented.

Student Learning Outcomes

NAPLAN data at both Year 7 & 9 reveals that writing continues to be the area that requires most improvement. Writing data not only shows Trinity College students as below the state average but also shows that our top students are not performing as high as the top students in other schools and that our lower students are lower than other schools.

Reading and Numeracy data are much more in line with expected levels.

In order to support student writing, our school wide literacy program will be continued and we will also include more writing in English courses in Year 7 - 10.

More contact and discussion with our feeder primary schools is also taking place. Being able to share our data (particularly at Year 7 as it is also their data) with the primary schools, allows us to have some influence on primary school teaching programs.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	533	65%
	Year 9	547	53%
Numeracy	Year 7	538	68%
	Year 9	565	69%
Reading	Year 7	531	69%
	Year 9	569	71%
Spelling	Year 7	536	72%
	Year 9	546	55%
Writing	Year 7	535	64%
	Year 9	550	52%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	28
VCE Completion Rate (includes VCE VM completions)	96.70%
VCAL Completion Rate (VCAL Intermediate)	*

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Post-School Destinations as at 2023	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Data is based on On Track Year 12 completer survey 2023 for Post School Destinations of Year 12 or equivalent completers in 2022.

* indicates no data reported for schools with any of the following:

- (i) less than 10 Year 12 completers,
- (ii) less than 10 On Track respondents,
- (iii) less than 50% consent rate,
- (iv) less than 50% response rate or
- (v) less than 20% of the Year 12 cohort participating in the survey.

Student Wellbeing

Goals & Intended Outcomes

Goals

- Develop consistent behaviour management strategies.
- Develop and sustain a culture of respect.
- Develop and maintain whole school, proactive, wellbeing strategies.
- Develop a platform for promoting and implementing authentic student voice.

Intended Outcomes

- Teaching, modeling and promoting values and positive behaviour in order to create and maintain supportive and safe learning environment.
- Fostering and maintaining positive, caring and respectful student–peer, student–teacher, teacher–parent and teacher–teacher relationships with tiers of support to meet the diverse needs of students, staff and College community.
- Developing and implementing a Trinity College MO1359 Action Plan.
- Engaging in professional learning to promote staff wellbeing and build capacity for enhancing the social, emotional and learning outcomes of all students.
- Implementing the Resilience Rights and Respectful Relationships curriculum across the school.
- Developing robust wellbeing initiatives that engage with staff, students and the wider College community.
- Celebrating a wide range of student achievements.
- Students becoming active agents in their learning, wellbeing and safety.
- Implementing student led activities that promote health, safety, wellbeing and inclusion.

Achievements

- A student Engagement Framework was developed and implemented.
- All staff were inducted into the new Engagement Framework during a professional learning day at the beginning of the year.

- The Engagement Framework Notebook was implemented as a means of tracking behaviour and engaging in tiers of support when necessary.
- Homeroom staff title was changed to Homeroom Mentor to clearly redefine their role as a support for students in their homeroom class, encouraging students to connect, grow and flourish.
- Homeroom staff and Year Level Coordinators were supported so they were able to deliver effective RRRR curriculum within the iLEAP program.
- Homeroom mentors initiated regular (at least once a term) contact with families to develop positive relationships.
- Year 10 leaders were trained and prepared to run the Peer Support program with Year 7 students in Term 3.
- Senior student leaders and Peer Support Leaders attended a welcome BBQ for prospective Year 7 families.
- A Reconciliation Action Plan (RAP) team was established and given the task to develop the school RAP that fosters partnerships with Aboriginal and Torres Strait Islander families and ensures a culturally safe and inclusive environment.
- Wellbeing leaders reviewed Child Safe Standards and ensured recommended actions were implemented across the school.
- Wellbeing leaders delivered regular professional learning at staff meetings to build capacity around self-regulation techniques, understanding the teenage brain and how trauma affects behaviour.
- Staff meeting time was regularly dedicated to discussing the Engagement Framework.
- The Cyber Safety Project was engaged to deliver cyber safety education.
- Colac Police and members of the SOCIT division presented information to all students about consent.
- Regular SRC meetings took place and focused on student areas of interest that promoted student voice.
- Wellbeing leaders attended SRC meetings and implemented lunchtime workshops and guest speakers according to student needs.
- Senior student leaders led all College Assemblies and had a focus on celebrating student success.

- Staff were encouraged to write commendations for students who demonstrate positive behaviour and learning habits aligned with our core values and gospel values.

Value Added

- Successful implementation of Student Engagement Framework.
- Students at each year level attended a presentation on 'consent' from SOCIT.
- Successful implementation of Year 7 Mentor Program.
- The 'Cyber Safety Project' presentations were successfully run.
- All school assemblies are being run by our Year 12 student leadership team.
- Reconciliation Action Plan was completed in draft form ready for editing and finalising in 2024.
- College Wellbeing Team was expanded to include a male counsellor.
- Staff professional learning in the areas of trauma informed education and student self-regulation increased staff knowledge and capabilities in these important areas.

Student Satisfaction

Data from the Insight SRC surveys were positive overall in regards to student satisfaction levels. There is still some concern about students feeling confident enough to speak up and seek help when they are struggling emotionally and around students feeling engaged and connected with their learning. These areas will be part of our focus in our 2024 Action Plan.

Student Attendance

Attendance is monitored by teaching staff every lesson. An SMS is automatically sent to families if any student is not present in homeroom and parents have not notified the school about an absence. Year Level Coordinators and Homeroom Mentors follow up with families when student attendance levels become concerning.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	75.4%

Average Student Attendance Rate by Year Level	
Y07	89.1%
Y08	86.9%
Y09	84.9%
Y10	85.8%
Overall average attendance	86.7%

Leadership

Goals & Intended Outcomes

Goals

- A leadership culture that supports the growth and development of leaders at all levels.
- A leadership culture that facilitates the creation of excellence in teaching and learning.

Intended Outcomes

- Leadership talent, capability and potential is identified and nurtured.
- Leaders seek opportunities for professional growth and role model quality leadership skills and capabilities.
- Leaders and Leadership Teams use feedback to regularly appraise and review their own efficacy and performance.
- Trinity College leaders collaborate to build an environment where learning excellence is achieved.
- College structures and systems align with, and enable, school improvement goals.
- Leadership roles are clearly defined and prioritised to meet school improvement needs.
- Leaders hold themselves and others accountable to agreed goals.
- Teachers and support staff have input into the decision-making process.
- Decision making processes are transparent and consistent and include staff input wherever possible.

Achievements

- Staff who demonstrate leadership capacity and/or interest were identified and targeted for development through aspirant leader programs, shadowing and mentoring and acting leader opportunities.
- Staff were encouraged to prepare for Positions Of Leadership applications 2024 by participating in leadership Professional Learning in 2023.
- Leadership Professional Learning opportunities were promoted.

- Staff with leadership aspirations were encouraged to undertake tertiary leadership study – eg Master of Instructional Leadership.
- Work continued with Allan Hutchison (DOBCEL) leadership PSI program.
- A new POL structure that was in alignment with College Strategic Goals was implemented.
- The new POL structure provided increased leadership opportunities for aspiring staff.
- Staff were consulted about the new POL structure.
- Staff were included in decision making re Curriculum Review and were given the opportunity to be part of the Curriculum Review Working Party.
- Leadership meetings were clearly separated into Operational and Strategic meetings to ensure adequate time was spent on strategic priorities.
- ARM timing and processes were reviewed to ensure that ARMs are more effective in their role within the improvement process.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Staff at Trinity College participated in a wide range of professional learning experiences throughout 2023. Some of those experiences included:

Various faculty based professional learning activities eg. Science Teachers Association of Victoria, ACHPER Conference for Health and Physical Education, Mathematics SAC Workshop and Psychology Teachers' Conference.

VCE Conference and examiner's report

'MARS' EARS' Language Curriculum Design

ILSY Project

Test & Tag training

Faith & Mission - Our Catholic Heritage & History

Career Counselling and Development

Middle Leaders Workshops

Mercy Education Deputy Principal's

Modelling Respect and Equality program training

Youth Mental Health First Aid

Kirsten Bourne - Education Consultancy - Planning for the new VCE Literature Study Design.

CPA Australia - Leading the Not For Profit sector into the next decade.

SIMON Training

VATE Leadership Conference

AFL Coaching Accreditation First Aid

Respectful Relationships

Mountain Bike Instructor Training

Turning into Teens

Expenditure And Teacher Participation in Professional Learning	
Timetabling Solutions	
Critical Agendas - Effective Collaboration between Teachers and LSOs	
Seasons for Life training	
Critical Agendas - Teaching Complex, Hard to Reach, Disinterested and Disruptive Students.	
Number of teachers who participated in PL in 2023	125
Average expenditure per teacher for PL	\$1083.89

Teacher Satisfaction

Feeling more stressed at work, a lack of communication between staff and a lack of feedback on performance were the three areas that staff are most concerned about according to the Insight SRC data.

Workload has definitely increased in teaching which has led to higher levels of stress. Demands from students and their families have also added to stress levels. While digital communication platforms such as One Note and Teams have significantly improved the way we can teach, they have also meant that students can attempt to communicate with their teachers at any time of the day, or night, which places extra workload and stress on particularly teaching staff as the work/home balance can become distorted.

Teacher Qualifications	
Doctorate	0.9%
Masters	9.1%
Graduate	20.0%
Graduate Certificate	2.7%
Bachelor Degree	57.3%
Advanced Diploma	9.1%
No Qualifications Listed	0.9%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	82
Teaching Staff (FTE)	73.1
Non-Teaching Staff (Headcount)	60
Non-Teaching Staff (FTE)	50.0
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

Goals

- The College nurtures/fosters connectivity, collaboration, partnerships and alignment within and beyond our school community.
- Parents and carers are active partners in their child's education.

Intended Outcomes

- Develop partnerships with tertiary, community and employment organisations to build aspirations and create learning opportunities.
- Increased student participation in community events and projects to live our Trinity values.
- Increased promotion and celebration of student achievements and events within our local community. Community achievements and events are promoted and celebrated by Trinity College.
- The establishment of a College Alumni to maintain the Trinity College Community beyond graduation. Alumni presence and involvement in College life will serve to inspire student aspirations and learning.
- Regular communication between teachers and parents/carers to create strong school/home partnerships that support student learning.
- Regular parent/carer forums provide feedback on existing school processes and practice.
- Parents are invited participate in a wide range of academic and social school activities.
- Interpretation services are provided to those families who need support with English language.
- Provide the opportunity for parents/carers to join the School Advisory Council

Achievements

- Successful recruitment and employment of a Communication and Development Leader to replace the former person holding this position who resigned.
- Exploration of opportunities for new partnerships with local businesses and organisations began.

- Opportunities for students to participate in social justice/community events and projects were explored with the view to commencing again in 2024.
- Social and media communication events expanded to include:
 - Promotion and profiling of student achievements: academic/competitions/employment/apprenticeships/awards/sporting/music etc.
 - Celebrations and promotion of Trinity associated families/business etc achievements (eg via public comment or reposting)
- Work was undertaken on the redesign/redevelopment of the College website to ensure the school's online presence is contemporary, the user experience is improved and all content is current.
- Work has started on the development of an alumni network to enable past students to become engaged in the life of the College:
 - Alumni will be invited to attend key events
 - A Trinity College 'Hall of Fame' inaugural event will be planned
 - Alumni invited to sponsor school achievement awards
- Fundraising took place to allow the development of a Bursary Fund to provide financial support to students/families who are not able to cover the cost of their education at Trinity College.
- Investigations into Trinity College sponsoring community youth awards have begun.

Parent Satisfaction

The data received from the Insight SRC surveys completed by our families did reveal a decrease in the overall satisfaction levels of our parent/carer community. Of particular concern is the drop from 63% to 42% of parents/carers being satisfied with parent partnerships. It must be noted that there was also a significant drop in the number of parents/carers who took up the opportunity to complete the survey. This number reduced from 87 in 2020 to 18 in 2023. The data still highlights that we have work to do to ensure we are providing partnership opportunities that our parents/carers want and need and are likely to engage in.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.tcc.vic.edu.au