

# Trinity College Colac Inc. Colac

## 2022 Annual Report to the School Community



Registered School Number: 495

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## Contact Details

|           |                                   |
|-----------|-----------------------------------|
| ADDRESS   | 119 Hart Street<br>Colac VIC 3250 |
| PRINCIPAL | Paul Clohesy                      |
| TELEPHONE | 03 5233 9200                      |
| EMAIL     | principal@tcc.vic.edu.au          |
| WEBSITE   | www.tcc.vic.edu.au                |
| E NUMBER  | E2072                             |

## Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

06/03/2023

**NOTE:** The School's financial performance information has 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](http://www.acnc.gov.au)

## Governing Authority Report

The Diocese of Ballarat Catholic Education Limited (DOBCEL) is now in its second year of governance of schools. In 2022 two additional schools - Damascus College and St Francis Xavier transferred their governance to DOBCEL, a total 58 schools in the Diocese are governed by DOBCEL.

Across our diocese, schools governed by DOBCEL provide distinctive Catholic education from the Murray to the Sea. This support is operationalised by Catholic Education Ballarat and is responsible for the implementation of DOBCEL strategies, policies and procedures, and overseeing the day to day running of our schools.

The role of DOBCEL is to lead, provide service to, and partner with schools to enable every student to flourish and every student, staff member and family to experience the presence of the risen Christ in our schools.

We recognise the extraordinary servant leadership of all our school staff, leaders and Principals during 2022 as they supported their school communities through a myriad of challenges that included staff shortages, covid disruption, implications of widespread flooding and Enterprise Bargaining negotiations. We recognise the commitment and focus all school staff give to the students and families in their care in the spirit of the Gospels. Their commitment has been unwavering.

We thank families for their commitment to partnership with our schools in Catholic Education again in 2022 to support all our students to flourish.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

## Vision and Mission

The College's vision is 'Inspired by Jesus, We Make a Difference'. This difference is articulated in the Trinity Difference model which clearly identifies our goal to develop the skills, knowledge and character of each student enrolled.

The mission of the college is to nurture students in a Christ-centred community, to challenge students to gravely and passionately undertake the exploratory journey of self-awareness as learners now and in the future and to inspire the individual to develop a sense of justice, respect, wonder and empowerment.

## College Overview

### COLLEGE OVERVIEW

Trinity College Colac is a Catholic co-educational college for students in Years 7 to 12. Our vision is 'Inspired by Jesus, We Make a Difference'. 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 run 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.

A new School Improvement Plan was developed in 2021 and the process developed the following three priorities:

- Nurturing our Catholic school community, reflective of our past, inclusive of our diversity and co-creating our future
- Recognising and enhancing our culture of learning that honours and develops the whole person
- Revisit processes and practices to establish clear expectations and embed transparent and consistent approaches to decision-making and communication processes, thereby creating mutual accountability across the College community

## Principal's Report

The theme chosen by this year's student leaders for 2022 was 'inclusive community'. Making sure all students and staff reconnected to their school and felt a sense of belonging was definitely the priority following two years of interruptions due to COVID-19.

We welcomed 141 Year 7 students into the newly refurbished and extended Mercy Wing which is also the new home for Wellbeing and Learning Diversity. I am pleased to report that the transition from primary to secondary school for the year 7 students was smooth and I am thankful to the Year 7 homeroom teachers and our Year 7 Coordinator, Mr Jarmin Paddick, for ensuring our new students were provided with the care and support they needed. Mr Paddick launched the year with his Bee Kind theme which clearly set the tone for how we expect our students to treat each other.

Along with welcoming our new students, we also welcomed 9 new members of staff to our school community who have all added tremendous value to Trinity College throughout 2022. Included in our staffing changes was a new Deputy Principal, Ms Rachel McGennicken. Rachel came to Trinity College after spending three years working at Catholic Education Ballarat and prior to that teaching at St Brigid's College Horsham where she was also a Deputy Principal. Rachel has brought expertise particularly in the area of Learning and Teaching and has been a tremendous support to me throughout the year.

Term 1 is always extremely busy in every school. Some of the key events that took place included year 7 camp, Commencement Mass, Year 10 camp, Year 11 & 12 Retreats, Swimming Carnival, Year 9 Beachy camp and the Athletics Carnival. All of these activities aim to develop school and House spirit as well as provide opportunities for our students to connect with each other and our staff to get to know their students.

To have an entire year uninterrupted has been fantastic. For the first time many of our students and staff, including me, have been able to experience all Trinity College has to offer both in and out of the classroom. In addition to the many camps, retreats, excursions, sporting fixtures and music performances, we were able to celebrate our history with our first Founder's Day in three years. This year students and staff attended a liturgy that focused on Edmund Rice, Mary McAuley, Monsignor Gleeson and Mary Glowrey the four people our Houses are named after. Following the liturgy each House ran two activities that aimed to raise funds for a charity of their choice. The day was very successful and provided a model for future Founder's Days.

As the 2022 school year comes to a close, I would like to thank our families for their ongoing support. In particular, I would like to thank the parents who are part of the School Advisory Council for their generous donation of time, advice and support. Council members: Adrian Murphy (Chair), Kate Borch, Michelle Carmody, Chris Kemp, Mark Billing and Sandra Darwin who completed her term on the Council earlier this year provides advice on all matters concerning the school and generously give of their time and wisdom to help make Trinity College a better school.

Fr Michael O'Toole continues to be a great support to all students and staff at Trinity College. Despite how busy Fr Michael is, he always makes himself available to the school and always shares his stories and wisdom with our students. Fr Michael continues to be a great personal support as well, and I thank him on behalf of all students and staff at Trinity College.

Our Year 12 student leaders have done a magnificent job this year. Coming back from two years of interrupted learning the leaders had the task of reuniting and reconnecting the students back to their school, not an easy undertaking. From the outset the students led by school

captains Sophie Darroch and Ben Black worked tirelessly to represent the student body with distinction while also devoting themselves to their studies.

The College Leadership Team includes Deputy Principal Ms Rachel McGennissen, Director of Faith & Mission Mr Daniel Rodway, Director of Learning Ms Libby Ryan, Director of Students Mrs Natalie Holt, Business Manager Mr David Testa and Development & Communications Leader Mr Steve O'Dowd. This group of committed staff work tirelessly to support Trinity College and do everything in their power to keep improving the school. The hours of work these staff put in is immense and the support they provide me is unwavering.

The challenges that the pandemic caused meant that all staff and students were required to readjust to 'normal' school life and I would like to thank all our staff for the support they have provided the students both in and out of the classroom. I would also like to congratulate the students for the manner they have readjusted to the structure of school, this has not been easy for all of them.

We have a number of staff leaving us at the end of the year who I would like to thank for their service to Trinity College. Ms Kirsty Almond has been teaching at Trinity College for 2 years predominately in the Science learning area including Unit 3/4 Chemistry. Kirsty has decided to accept a job opportunity in Geelong for 2023, and we wish her well at her new school. Ms Isabelle Philpott has accepted a job opportunity in the Northern Territory which will be a great experience for her, and we wish her every success with her new role. Ms Cleo Bailey was employed at Trinity College this year to replace Mr Pat Seal who took the year off to work on Palm Island. Cleo took on the Unit 3/4 Geography class along with other Humanities and English classes. Cleo has accepted a teaching position in Geelong for 2023. Mia Morrow took leave in 2022 to take up a position at Geelong Grammar's Timber Top campus and has decided to officially resign her position at Trinity to stay at Timber Top so we wish her well. Kate Nolan took up a position at Clonard College in Geelong at the end of semester one this year, so we also formally farewell Kate from Trinity College.

Past students Josh Garner and Joe O'Farrell have been working at Trinity this year. Josh as the Sports Trainee and Joe in media and publications. Both will be leaving at the end of the 2022 school year, and we wish them every success with their journey ahead. Mitch Withers joined us as a Learning Support Officer early this year and will also be leaving at the end of this year to devote more time to his work as a filmmaker.

Our current Year 7 Coordinator, Mr Jarmin Paddick, has decided to take 12 months off to travel. Jarmin will return to Trinity in 2024, and we wish him success and happiness with the adventures that 2023 will bring him. Mrs Trish Barclay will also be taking leave in 2023 which will be a long, well-deserved break after many years of dedicated service. Mrs Adele McKee will also be on parental leave for the entire 2023 school year.

Our Director of Faith and Mission, Mrs Anne Hughes, has been on leave for all of 2022 and has informed us that she will not be returning to Trinity College in 2023. Anne was a wonderful servant of Trinity College for eight years. Throughout her time at Trinity, Anne worked tirelessly to ensure our school was faithful to its Catholic tradition in an authentic way. Anne always devoted her time and expertise to her students and to staff and her insight and wisdom was always appreciated on the College Leadership Team. The entire Trinity College community wish Anne health and happiness in the years ahead.

Finally, I would like to wish all students, staff and families a safe, happy and holy Christmas. I wish all our Year 12 students and students from other year levels who are leaving Trinity College success and happiness with the next stage of their lives. Always remember you are Trinity College Old Collegians and that you are always welcome in your school.





## School Advisory Council Report

I am pleased and proud to say it has been another successful year at Trinity College Colac. This is due to the passion and commitment by all our great leaders within our school, both staff and students alike.

After two very challenging and interrupted Covid years, it was nice to return to some normality. While it was a year of consolidation in respect of major projects, we were still able to open and enjoy the refurbished Mercy Wing.

Congratulations and thank you to Paul Clohesy on a tremendous job as Principal. It was also great to welcome Rachel McGennicken to our school and community. Rachel's enthusiasm and dedication to teaching is inspiring.

Thank you to David Testa, our Business Manager and his supportive team on their professional approach and guidance through this year and the past two years of challenges.

Thank you, as always, to Fr Michael O'Toole for his guidance and passion to our faith and the enthusiasm he brings to this role.

Congratulations to all our fantastic students and I hope your results reflect the hard work you've put in, especially our Year 12 students.

I'm also comfortable in saying the new structure of DOBCEL and their governance of our school after two years has been a terrific success.

Thanks to my fellow School Advisory Council members: Kate Borch, Chris Kent, Michelle Carmody and Mark Billing for their hard work and commitment to volunteer their valuable time to be part of the important role of governance of our school.

Thank you for a great year and for the opportunity to be part of a great organisation.

**Adrian Murphy, School Advisory Council Chair**

## Catholic Identity and Mission

### Goals & Intended Outcomes

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.

### Achievements

- Aligned the College's Catholic Identity more closely with the House icons.
- Utilised the Faith & Mission professional learning day to deepen the understanding staff have of the charism of our founders and the life of our House icons. The focus for 2022 was Sr Dr Mary Glowrey.
- In collaboration with St Mary's Parish the College changed the name of Gleeson House to McKillop House to provide staff and students with a more significant icon to learn about and follow the example of.
- The College redesigned its House banners to base the symbol of each house on a quote either from or about each House's icon.
- Religious Education teaching staff participated in professional learning with Bernadette Tolan from Catholic Education Ballarat.

### VALUE ADDED

- Commencement Mass for students and staff
- Retreat program for all year levels
- Trinity Day (formerly Founders' Day) celebration
- Mother/female mentor & Child Time & Space evening
- Father/male mentor & child Time & Space evening
- Indigenous immersion trip to Palm Island
- St Vincent de Paul Winter Sleep out
- St Vincent de Paul Christmas & Winter appeals

- Sustainability Team reignited after COVID
- Celebration of Refugee Week

## Learning and Teaching

### Goals & Intended Outcomes

- Provide all students with a rigorous curriculum with opportunities for differentiation and challenge all students to learn new things with a focus on continuous improvement.
- Celebrate learning success and promote a culture where high achievement is valued.
- Promote success and high achievement throughout the school community and encourage parents/carers to hold high expectations of their children.
- Interdisciplinary Literacy built into curriculum across the school.
- Clear and consistent expectations for student learning in classrooms.
- Implement sessions for staff to interpret and understand student data.
- Investigate and focus on student engagement specifically relating to classroom behaviour and effort.
- Provide detailed and specific feedback through rubrics.
- Provide opportunities for student reflection through self and peer assessment of their work.
- Use data to help plan teaching and understand student needs.
- Ensure meeting structures support collaboration for curriculum planning and development within teaching teams.
- Actively participate in learning and teaching teams that have shared goals focused on improved student learning and planning effectively.

### Achievements

- STRETCH class implemented for Year 8 focused on high expectations.
- Cross Curricula program implemented at Year 8 to lead into inquiry learning for PBL.
- Rubric use across the school to provide detailed and specific feedback for students to achieve growth.
- Awards aligned with the Trinity Difference and celebrating high achievement at each year level.
- Academic Redemption practices have improved Assessment task completion.
- Training of Learning Area Leaders across the school in Interdisciplinary Literacy in Secondary Years (ILSY) and dedicated professional learning time for all teachers to embed literacy practices in all classrooms.
- Data Analytics Leader working with staff to collect, use and understand student data.
- Professional Practice development through Learning Area Meetings each week for active collaboration and consistent delivery of curriculum.
- NCCD notebook has improved communication and goal setting across the school for all students with individual needs.

**STUDENT LEARNING OUTCOMES**

2022 NAPLAN data illustrated substantial improvement in writing both at Year 7 and Year 9. This result was pleasing as there has been a deliberate focus on writing within the school. Other results across both year levels remained very similar. There was a drop in Grammar at Year 9 that was more significant and will be an area of focus moving forward.

Programs and strategies that are in place and designed to improve student learning outcomes include:

- Implementation of Interdisciplinary Literacy across Secondary Years (ILSY).
- QTR – Quality Teaching Rounds – 6x Year 8 staff working with University of Newcastle to collect data on teaching practice, receive training and implement high quality teaching tools across Year 8 classes.

Students at risk are supported through the Learning Diversity area of the College and interventions include team teaching, tutoring, Learning Support Officers in class as well as withdrawal for small group and individual support. All interventions are implemented as part of the Parent Support Group meetings that take place for all students who attract NCCD funding.

**MEDIAN NAPLAN RESULTS FOR YEAR 9**

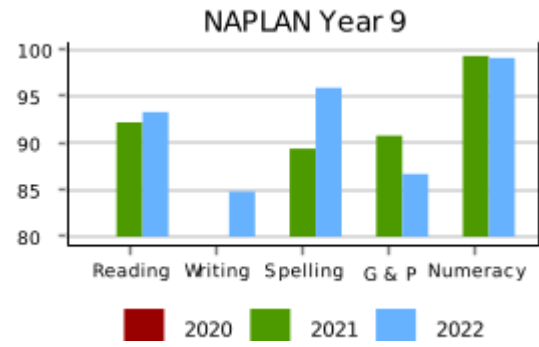
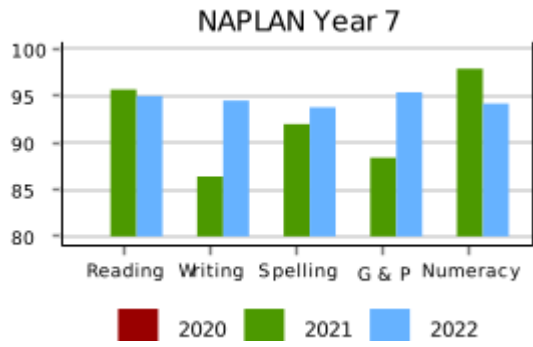
|                              |       |
|------------------------------|-------|
| Year 9 Grammar & Punctuation | 546.7 |
| Year 9 Numeracy              | 566.0 |
| Year 9 Reading               | 572.5 |
| Year 9 Spelling              | 569.0 |
| Year 9 Writing               | 560.2 |

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS |      |  |                        |      |                        |
|--|------|--|------------------------|------|------------------------|
| NAPLAN TESTS   | 2020 | 2021   | 2020 – 2021<br>Changes | 2022 | 2021 – 2022<br>Changes |
|  | %    |  |                        | %    |                        |
|  | *    |  | *                      |      |                        |
| YR 07 Grammar & Punctuation                          | -    | 88.4   | -                      | 95.4 | 7.0                    |
| YR 07 Numeracy                                       | -    | 97.9   | -                      | 94.2 | -3.7                   |
| YR 07 Reading  | -    | 95.7   | -                      | 95.0 | -0.7                   |
| YR 07 Spelling                                       | -    | 92.0   | -                      | 93.8 | 1.8                    |
| YR 07 Writing  | -    | 86.4   | -                      | 94.5 | 8.1                    |
| YR 09 Grammar & Punctuation                          | -    | 90.8   | -                      | 86.7 | -4.1                   |
| YR 09 Numeracy                                       | -    | 99.3   | -                      | 99.1 | -0.2                   |
| YR 09 Reading  | -    | 92.2   | -                      | 93.3 | 1.1                    |
| YR 09 Spelling                                       | -    | [naplan.p<br>revY9.sc<br>hoolSP.m<br>inimumSt<br>andardsS<br>tr] | -                      | 95.9 | 6.5                    |
| YR 09 Writing  | -    | 79.6   | -                      | 84.8 | 5.2                    |

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.





## Student Wellbeing

### Goals & Intended Outcomes

Develop consistent behaviour management strategies by:

- Teaching, modelling and promoting values and positive behaviour in order to create and maintain supportive and safe learning environments.

Develop and sustain a culture of respect by:

- 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 families.
- Develop and implement a Trinity College MO1359 Action Plan.

Develop and maintain proactive, whole school wellbeing strategies through:

- Engaging in professional learning to promote staff well-being 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 families.

Develop a platform for promoting and implementing authentic student voice by:

- 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

Engaged in whole staff professional learning with the ReLATE Framework for supporting staff and students who may have experienced trauma (post COVID).

- Wellbeing team developed and implemented a Think Resilience wellbeing program to proactively teach students from Year 7-12 self-regulation techniques, mindfulness, effective communication, gratitude, empathy and conflict management.
- Wellbeing team delivered whole staff PD during staff meetings around self-regulation techniques, window of tolerance, mindfulness.
- A Building a Culture of High Expectations staff working party was established to develop a new behaviour management structure to be implemented for the beginning of the 2023 school year.

#### VALUE ADDED

The list below includes some of the extra-curricular activities the school ran in 2022 that had the purpose of improving student wellbeing:

- Cyber Safety Project – providing proactive strategies for students in Year 7-10 to combat Cyber bullying and promote positive online behaviours.
- Engaged with Colac Police and SOCIT to deliver consent education to all students across the school.
- Brainstorm Productions – providing proactive strategies for Year 7 and Year 8 students around bullying and cyber safety.
- Lunchtime activities held for students to cater for diverse interests.
- Wellbeing initiatives and activities driven by the SRC, implemented over lunch times.

## STUDENT SATISFACTION

Insight SRC surveys did not take place in 2022, however, student data was collected through regular internal surveys in the area of wellbeing. A summary of student feedback received in 2022 is included in the dot points below:

- When asked about their overall experience at Trinity College students were given a 1 - 5 scale to select from with 1 being extremely poor and 5 being extremely positive. The overall average rating was 4.36.
- In terms of what specifically had the biggest positive impact on their experience at school, students predominately pointed out staff and friends.
- When asked about what could be improved student responses varied with the most consistent themes being around communication with teachers and a lack of respect shown from some students and teachers.
- Students were asked to rank, again on a 1- 5 scale, how they believed Trinity College supported their well-being with the average rating coming out at 4.03. A follow-up question was posed about how they believed the school could improve the well-being support it provided. Again there were varied responses with some repeated answers being increasing the number of well-being staff to accommodate the student population and also doing more to provide a voice to students.
- A further question asked students to rank how they rated the overall support provided to them from their teachers with the average being 4.53.

The summary above demonstrates that overall Trinity College is providing a high level of well-being and academic support to the students.

## STUDENT ATTENDANCE

Thankfully we were able to complete the entire 2022 school year without the need to have students learn remotely due to COVID-19. This situation allowed the College to implement our regular attendance monitoring procedures which are outlined below.

- When students are absent without any notification from the family, the parent/carer receives an SMS text to advise the family of their child's absence and requesting an explanation for this.
- Parents/carers are requested to notify the College of any student absence via a dedicated 'student absence' phone line, email address or through their Parent Access Module (PAM) portal.
- Parents/carers receive a summary of each child's absence on the end-of-semester report.

The procedures for following up student absences are as follows:

- The homeroom teacher of each class is primarily responsible for monitoring student absence for students allocated to their homeroom. Should a student record an absence for more than 3 days, the homeroom teacher informs the Year Level Coordinator and, after consultation, either the homeroom teacher of the year level Coordinator contacts home to enquire about the reason for the absence. This follow-up is imperative in maintaining student engagement with the school.

#### YEARS 9 – 12 STUDENT RETENTION RATE

|                                      |       |
|--------------------------------------|-------|
| Years 9 to 12 Student Retention Rate | 79.8% |
|--------------------------------------|-------|

#### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

|                            |       |
|----------------------------|-------|
| Y07                        | 89.2% |
| Y08                        | 85.6% |
| Y09                        | 83.8% |
| Y10                        | 84.4% |
| Overall average attendance | 85.8% |

#### SENIOR SECONDARY OUTCOMES

|                      |       |
|----------------------|-------|
| VCE Median Score     | 28.0  |
| VCE Completion Rate  | 93.0% |
| VCAL Completion Rate | 94.0% |

| POST-SCHOOL DESTINATIONS AS AT 2022  |       |
|--|-------|
| Tertiary Study   | 43.0% |
| TAFE / VET   | 0.0%  |
| Apprenticeship / Traineeship   | 27.0% |
| Deferred   | 4.0%  |
| Employment   | 22.0% |
| Other – The category of Other includes both students Looking for Work and those classed as Other | 4.0%  |

## Child Safe Standards

### Goals & Intended Outcomes

The College has been working diligently to fully integrate the new child safe standards into the vision and broader goals of the school. Our first task in 2022 was to develop a Ministerial Order 1359 school improvement plan to clearly outline the strategies and actions attached to each of the 11 Child Safe Standards. A key part of our plan was to adopt and promote the new child safe policies attached to the standards which we completed in 2022.

### Achievements

The list below includes many of the College's achievements connected to the ongoing implementation and review of the child safe standards:

- Formulation of the Child Safety: Ministerial Order 1359 Trinity College Colac Improvement Plan
- Adoption and publication of all policies connected to child safety within the Trinity College community
- Introduction and explanation of the new standards to college staff
- Inclusion of Ministerial Order 1359 into new staff and volunteer induction programs
- Establishment of a Reconciliation Action Plan working party
- Student, staff and parent/care professional learning in the area of cyber safety
- Regular publications of child safe matters in the College Newsletter
- Feedback from students around the current culture and practices associated with child safety and the creation of a more inclusive environment more broadly
- Establishment of a Child Safe Committee and promotion of the College's two Child Safety Officers

## Leadership

### Goals & Intended Outcomes

- A clear vision and direction for Trinity College that is known and understood by all staff.
- Improvement focused leadership. Leadership meetings would have a strategic focus, leadership is distributive and senior and middle leaders work more collaboratively.
- A cohesive and effective leadership team. All leaders to be provided with feedback as part of a formal appraisal process. Annual Review Meetings to be more linked with the schools strategic plan.

### Achievements

- Allan Hutchison, a psychologist with Catholic Education Ballarat, worked with all senior and middle level leaders at Trinity College. Allan worked with the leaders on their personal style indicators and will continue to work with Trinity College on leadership development in 2023.
- New learning support officers employed for 2022 were provided with support to complete a level IV qualification in Educational Support.
- Staff teaching religious education were encouraged and supported to complete a Graduate Certificate in Religious Education.
- Teachers of VCE subjects were given broader access to VASS so that deeper analysis of their results could take place.
- A number of staff were provided with leadership opportunities due to the College's commitment to appoint acting leadership positions for all staff holding leadership positions who take leave for three weeks or longer.
- Support is provided for any staff member who undertakes further study. This support comes in the form of a monetary contribution or study leave days.
- A new Annual Review Meeting form was developed that is more closely linked with the College's strategic plan.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2022

- Improving Literacy in the Secondary Years (ILSY) program
- The Brown Collective Pathways to Leadership
- iVet Curriculum Delivery & Assessment Breakdown Unit 3/4
- ReLATE Trauma Informed Framework for schools
- LawSense for School Counsellors
- Aboriginal Cultural Awareness

- Leadership Development with All Hutchison
- New Child Safe Standards - Code of Conduct
- Australia Cyber Conference
- Developing Disciplinary Literacy
- Think Resilience Curriculum Design
- QTR - Building Capacity for Quality Teaching Study
- Critical Agendas - Teaching complex, hard to reach, disinterested and disruptive students
- Awakenings Curriculum - Bernie Tolan
- A variety of subject based conferences

|   |       |
|---|-------|
| Number of teachers who participated in PL in 2022 | 71    |
| Average expenditure per teacher for PL            | \$951 |

**TEACHER SATISFACTION**

Insight SRC surveys did not take place in 2022 so no data that specifically outlines teacher satisfaction is available for this report. Despite this the focus of 2022 was on student behaviour and maintaining high expectations. This focus came as a result of the negative impact remote learning during COVID-19 had on students being able to regulate their behaviour on their return to full-time onsite learning. Feedback from all staff played a significant role in the formulation of a staff selected working party that were tasked with addressing this issue and responding to the specific challenges that were outlined by staff.

**TEACHING STAFF ATTENDANCE RATE**

|                                |       |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 84.9% |
|--------------------------------|-------|

**ALL STAFF RETENTION RATE**

|                      |       |
|----------------------|-------|
| Staff Retention Rate | 89.8% |
|----------------------|-------|

| <b>TEACHER QUALIFICATIONS</b> |       |
|-------------------------------|-------|
| Doctorate                     | 1.4%  |
| Masters                       | 15.5% |
| Graduate                      | 32.4% |
| Graduate Certificate          | 4.2%  |
| Bachelor Degree               | 93.0% |
| Advanced Diploma              | 14.1% |
| No Qualifications Listed      | 1.4%  |

| <b>STAFF COMPOSITION</b>              |      |
|---------------------------------------|------|
| Principal Class (Headcount)           | 3.0  |
| Teaching Staff (Headcount)            | 84.0 |
| Teaching Staff (FTE)                  | 73.5 |
| Non-Teaching Staff (Headcount)        | 53.0 |
| Non-Teaching Staff (FTE)              | 39.8 |
| Indigenous Teaching Staff (Headcount) | 1.0  |



## Community Engagement

### Goals & Intended Outcomes

- 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.
- Stronger partnerships with tertiary, community and employment organisations to build aspirations and create learning opportunities.
- 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.

### Achievements

- A Year 9 Aspiration Summit took place which included presentations from past students designed to inspire students to aim high and achieve their best.
- A partnership with ACU Ballarat was established which enabled two Year 11 students to undertake a Step Up Into Teaching program guaranteeing them a place in an Education Degree after successful completion.
- Parent forums were conducted and provided the opportunity for feedback to be given to the school from our parent/carer community.
- The college continued to provide financial support to families experiencing financial difficulty.
- Communication between school and home remains a key priority for the College.

### VALUE ADDED

- The College conducted a very successful welcome evening for the families of our 2023 Year 7 students.
- Music and drama performances were held for our parent/carer community.
- Our parent/carer community was invited into the College for Information evenings and guest speaker events.
- A decision was made to continue remote student learning conversations with our parent/carer community to allow working families to access this important event.
- A relationship was formed with St Michael's Catholic Primary School in Palm Island that allowed our students to visit and assist at this school as an alternative 'Schoolies' trip.

## PARENT SATISFACTION

SRC surveys did not take place in 2022, however, parent forums were conducted and made available to every person in our parent/carer community. These forums were well attended and provided the following feedback:

- There was the belief that the overall education provided by Trinity College was very good particularly at the senior end of the school, however, the feeling was that standards may have dropped in the middle school.
- The general feeling was that the points system that was part of the student management structure was too punitive and did not result in changed behaviour.
- Trinity College remains the school of choice for over 60% of families in and around Colac and our families remain positive about the education and care provided to their children.

## Future Directions

The College plans to continue our theme of building a culture of high expectations into 2023. The newly developed rights and responsibilities behaviour management framework will need to be further embedded in 2023 through clear explanations of the model being communicated to families and students. The model will also require reflection and modification as we move forward.

Student learning will be a future focus of the school with a planned curriculum review to take place in 2023. A staff working team will be implemented to research the best possible curriculum and timetable structure to promote student engagement and agency.

A new Positions of Leadership structure will be developed in 2023 for implementation in 2024. The new structure will be developed in line with the school's strategic plan thereby providing the necessary support for the school to achieve its future goals.