EDUCATIONAL AND FINANCIAL REPORT TO BOARD OF STUDIES

FOR THE CALENDAR YEAR 2014
MESSAGE FROM THE SCHOOL COUNCIL:

Work has finally commenced on the largest capital works project ever undertaken at the School – our new Centenary Aquatic Centre.

Extensive community consultation took place between the School and the local community in the lead up to the demolition of several houses owned by the School, followed by the excavation of the site. At the time of writing this report the ground work for the foundations is well under way.

The School has been researching the potential of establishing an Environmental Field Study Centre in a location which is within reasonable travelling time from our Summer Hill campus. Currently we have an option on a property in the Shoalhaven area which will enable the continuation and enhancement of the Year 9 Outdoor Education programme and allow us to extend into the environmental and research studies carried out by our students in their final years leading up to the HSC and IB.

Within the Council itself we have seen the retirement of two long serving members in Mr. James Mills and Rev. Hugh Scott. Joining Council is Mr. Peter Bakunowicz and Rev. Alan Lukabyo, (’86), a previous School Captain. Both are current parents.

The Council is always mindful that parents make a significant decision to give their sons a Trinity education and make many sacrifices in order to see their sons continue through the School and towards responsible adulthood.


The Parents’ and Friends’ Association provides a forum for parents and guardians who are committed to building a strong School community to unite and interact with the Head Master and senior members of his staff. Meetings are held generally once a month during term time.

We have been able to host a number of guest speakers with funding contribution from the P&F for the benefit of the whole School community. The list of speakers has included:

> Prue Salter, to present on study skills on 20th November to Years 10 and 11 boys, and their captive parents.
> Michael Carr Greg on March 3rd to present on The Real Wired Child, and how our children are connected to the world and the good and bad sides to this (followed by a magnificent closing speech) and a fantastic attendance.
> We also had a talk by Melinda Tankard Reist on 17 July on the sexualisation of young people.

The Trinity Family Fiesta was held in November. A massive effort was put in by the whole organising committee to make this event a special Fiesta. We were blessed with warm weather on the day without the side effects of plastic shirts. It is always an amazingly wonderful fun day, and I trust that last year’s effort was as relaxing and stress free for you as it was for me.

The School put on a wonderful evening on December 7th to thank all the School volunteers, and I would like to reinforce the Head Master’s words of thanks to everyone for what they do, no matter how big or small.

Extract from School Magazine – distributed to all School families.

MESSAGE FROM THE SCHOOL CAPTAIN:

The Class of 2014 has been a year that has struggled in some areas and excelled in others; nevertheless we have still fostered a great sense of community. This is not just a result of the great calibre of companionship seen by the Class of 2014, but it is also a reflection of the amazing pastoral care system of Trinity, beginning at the House level.

You may think it important that your School is able to have an amazing Volleyball team or intellectually perfect students; I would like to argue otherwise. Trinity is not great because in 2011 it had an amazing 1st XV, or because last year we had a cohort who achieved over seven academic all-rounders. This School is great because it is able to cater for almost anyone and assist them to pursue any fruitful interest they may have. This results in a School that is amazingly diverse and which fosters an extremely well-rounded student: healthy in mind, body and spirit. A School which helps us all reach our potential, to enjoy our passions and to live life with great purpose.

Extract from School Magazine – distributed to all School families.
NAPLAN TESTS

In 2014 all boys in Years 3 and 5 (both Preparatory and Junior Schools) and Years 7 and 9 participated in the National Assessment Programme Literacy and Numeracy (NAPLAN) tests mandated by the Australian Government. The tests measured Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.

The following set of tables compare the percentage of students at Trinity with the percentage of students across the state of NSW in the top two performance bands in each of the five tested areas. The higher the band, the higher the level of performance, i.e. Band 10 is the highest, Band 1 the lowest. It should be noted that only 6 performance bands are available to each Year group.

YEAR 3

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Prof Bands</td>
<td>Mean</td>
<td>Prof Bands</td>
<td>Mean</td>
</tr>
<tr>
<td>Trinity</td>
<td>480.6</td>
<td>75%</td>
<td>430.3</td>
<td>67%</td>
<td>478.8</td>
</tr>
<tr>
<td>All NSW Schools</td>
<td>423.3</td>
<td>49%</td>
<td>409.0</td>
<td>48%</td>
<td>423.9</td>
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YEAR 5

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<th>Reading</th>
<th>Writing</th>
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<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Prof Bands</td>
<td>Mean</td>
<td>Prof Bands</td>
<td>Mean</td>
</tr>
<tr>
<td>Trinity</td>
<td>552.5</td>
<td>54%</td>
<td>510.3</td>
<td>32%</td>
<td>537.6</td>
</tr>
<tr>
<td>All NSW Schools</td>
<td>504.7</td>
<td>35%</td>
<td>474.0</td>
<td>18%</td>
<td>507.1</td>
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</table>

YEAR 7

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<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Prof Bands</td>
<td>Mean</td>
<td>Prof Bands</td>
<td>Mean</td>
</tr>
<tr>
<td>Trinity</td>
<td>596.2</td>
<td>54%</td>
<td>537.0</td>
<td>24%</td>
<td>589.0</td>
</tr>
<tr>
<td>All NSW Schools</td>
<td>549.4</td>
<td>31%</td>
<td>512.6</td>
<td>19%</td>
<td>552.8</td>
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</tbody>
</table>

YEAR 9

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Prof Bands</td>
<td>Mean</td>
<td>Prof Bands</td>
<td>Mean</td>
</tr>
<tr>
<td>Trinity</td>
<td>624.5</td>
<td>46%</td>
<td>586.0</td>
<td>24%</td>
<td>624.5</td>
</tr>
<tr>
<td>All NSW Schools</td>
<td>586.4</td>
<td>27%</td>
<td>548.7</td>
<td>16%</td>
<td>590.5</td>
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</tbody>
</table>

Proficiency Bands = Top Two Bands
REPORTING AREA 4
STUDENT PERFORMANCE IN STATEWIDE TESTS

HIGHER SCHOOL CERTIFICATE

In 2014, 160 students completed the Higher School Certificate. Of the 40 subjects offered, the mean mark gained by Trinity students exceeded the State mean in 33. In total, 98% of Trinity candidates achieved marks of 50 or above (Band 2 or higher) in 2 unit subjects. In 2 unit subjects, 13% of all results were Band 6 (90 – 100 marks); 59% of all such results were in Bands 5 or 6 (80 – 100 marks). In total 99% of Trinity candidates achieved marks of 25 or above (Band E2 or higher) in 1 unit Extension subjects. In 1 unit Extension subjects, 32% of all results were in Band E4 (40-50 marks); 88% of all such results were in Bands E3 or E4. Four Trinitarians were honoured as HSC All-Rounders.

HSC 2 UNIT SUBJECT ACHIEVEMENT BANDS 2007-2014

HSC EXTENSION SUBJECT ACHIEVEMENT BANDS 2007-2014

In 2014, 60 students participated in vocational courses offered at the School. Some undertook more than one course, and so the following was the distribution of results: Construction (15), Electrotechnology (7), Entertainment Industry (5), Information Technology (5) and Hospitality (28). In 2014, 14 Trinity Vocational Academic Course (TVAC) students also participated in School Based Traineeships.

It must be noted that, in 2014, 41 Trinity Year 12 students chose to sit for the International Baccalaureate Diploma instead of the Higher School Certificate. All 41 students were successful in obtaining their Diploma with an average score of over 39 points. Of the 35 courses offered, the mean mark gained by Trinity students was 6.12 out of 7 and in all but one of these courses, the Trinity course mean was significantly above the world mean. Four Trinity students achieved perfect IB scores of 45 (ATAR equivalent 99.95) while 23 students (66% of the candidature) were awarded IB distinction certificates (the equivalent of HSC All-Rounders) for achieving scores of 40 or more (an ATAR of 98.50+). 34 out of our 41 candidates (83%) achieved an IB score of 33+ and therefore an ATAR equivalent of 90.00+. It is worth noting that over 95% of our candidates obtained IB scores in excess of 29 points which is the IB world average score. As well, 21 students (over 50% of the candidature) achieved the full three extra points awarded for the Theory of Knowledge and the Extended Essay, something which is achieved by only 5-10% of candidates throughout the world.

VALUE ADDED MEASURES

The School engages an educational statistician annually to analyse the results earned by final year students undertaking both the HSC and the International Baccalaureate. Part of the analysis is a measure of value added, using the aggregated School Certificate results earned by the students in the cohort, and comparing them to the Australian Tertiary Admission Ranks (ATARs) earned two years later by the same students. The comparison makes use of a well accepted and validated line of regression. In 2014, this analysis concluded that 90% of students earned a result beyond what would have been expected. Just 5% of students fell short of expectation.
**PROFESSIONAL LEARNING ACTIVITIES**

**Requirement**

1. The number of teachers indicated below participated in professional learning activities to update and develop their professional skills and education in their individual chosen teaching area and sporting activities, to support the delivery of an all-rounded education for the individual student.

2. Participation of teaching staff in professional learning activities: 235

3. Average expenditure per teacher (expressed in rounded dollars): $394

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### Workplace Profile

<table>
<thead>
<tr>
<th>Staff</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>114</td>
<td>148</td>
<td>262</td>
</tr>
<tr>
<td>Support Staff</td>
<td>78</td>
<td>51</td>
<td>129</td>
</tr>
</tbody>
</table>
1. Student Attendance

On the average school day in 2014, 95% of Years 7-12 students were in attendance. The following table gives an indication of attendances in each Year, as well as a whole School figure:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>Absences</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>197</td>
<td>1113</td>
<td>95.78%</td>
</tr>
<tr>
<td>8</td>
<td>225</td>
<td>1891</td>
<td>95.19%</td>
</tr>
<tr>
<td>9</td>
<td>211</td>
<td>2027</td>
<td>94.52%</td>
</tr>
<tr>
<td>10</td>
<td>188</td>
<td>1717</td>
<td>94.79%</td>
</tr>
<tr>
<td>11</td>
<td>206</td>
<td>1947</td>
<td>94.64%</td>
</tr>
<tr>
<td>12</td>
<td>208</td>
<td>2783</td>
<td>92.34%</td>
</tr>
<tr>
<td></td>
<td>1235</td>
<td>11478</td>
<td>94.54%</td>
</tr>
</tbody>
</table>

Parents are requested to notify the School as early as possible of their son's absence. An answer machine is available on that number, 24 hours a day and parents are requested to leave their son's name, Year and House or class, the reason and likely length of his absence. Any student who has been absent from School must bring a note from his parents explaining the circumstances and hand it to the Student Services Secretary or class teacher on his return to School. Alternatively, parents may Email their letter, use the Absentee Phone App or send an SMS message when their son has an unexplained absence. The Email and Phone App correspondence is printed and filed by the School. The SMS message is matched and stored on the School’s Administration database.

2. Student Retention from Year 10 to Year 12

94% of the 2012 Year 10 Cohort completed Year 12 in 2014. The apparent and actual retention rates have remained reasonably constant. A few students are leaving after commencing studies in the HSC or International Baccalaureate to transfer to other schools. Most other students have left due to family circumstances.

3. Student Population:

The School has 2070 students enrolled, 1279 in the secondary school. The School has a boarding house that caters for 40 students from Years 7 to 12 from Australia and overseas. The School is of a comprehensive nature and therefore draws students from a number of socio-economic and cultural backgrounds as well as with a wide range of abilities. The School does provide places for students of indigenous background and has an ongoing programme in place that caters for Students from indigenous communities in the Northern Territory.

Although the destinations of all of the 201 Trinity students who achieved either the Higher School Certificate or the International Baccalaureate Diploma in 2014 are not known, data held indicate that at least 181 (90%) received offers of places in Australian universities. Of these, 41 were from the University of Technology Sydney (UTS), 40 from the University of Sydney, 38 from the University of New South Wales, 21 from Macquarie University, 18 from the University of Western Sydney, and 10 from Wollongong University. These figures are not complete, with some students having gained late entries, and entry to overseas universities. A number of students entered vocational training through the TAFE system or in private colleges (some as apprentices) and some also entered the workforce.
Trinity Grammar is a comprehensive Pre K –12 School that aims to provide a thoroughly Christian education for its boys, imparting knowledge and understanding of the world we live in, and recognizing the importance of spiritual qualities in every sphere of learning. The School operates within the policies of the NSW Board of Studies. Applications are made for students to be added to the School’s waiting lists. They are then assessed, with consideration given to a number of criteria determined by the School. Offers are made to students and the expectations of the School that are required to be complied with in order to maintain enrolment are then outlined.

**ENROLMENT PROCEDURES**

**Step 1: Application**

The application for Registration on a Waiting List is completed and sent to the Enrolment Officer. A receipt confirming the payment and application is issued.

Once the completed Application for Registration on a Waiting List form has been received, a boy will be placed on a waiting list for his chosen year of entry.

**Step 2: Assessment of Students**

The School contacts parents to arrange an academic assessment of the student, in order to determine the student’s specific educational needs.

**Step 3: Interview**

Following the Assessment, the School contacts parents to arrange a formal interview with the Registrar or Senior staff member.

**Step 4: Letter of Offer**

Following the Interview, the Head Master writes to notify the parents of the results of the Enrolment Application.

**Step 5: Acceptance of Place**

If successful, the student’s place is secured when the applicant has paid the Enrolment Fee with the Acceptance of Place form.

Places in the Senior School are usually confirmed approximately two years prior to the time of entry. Places at the Preparatory School and Junior School are usually confirmed approximately one year prior to the time of entry.

**Step 6: Ready to Commence**

Parents are notified of commencement date, orientation days, any extra required details and start dates in the term prior to commencement.
POLICIES AND GUIDELINES FOR STUDENT WELFARE

Trinity Grammar School is committed to fulfilling its duty of care to all its students by seeking to provide them with a safe, supportive and caring learning environment that endeavours to:

> minimise risk of harm and ensure students feel secure;
> support the spiritual, social, academic, physical and emotional development of students;
> provide student welfare policies, guidelines and programmes that develop a sense of self-worth and foster personal development.

<table>
<thead>
<tr>
<th>DOCUMENTS</th>
<th>CHANGES IN 2014</th>
<th>ACCESS TO FULL TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child Protection Policy</strong> encompassing:</td>
<td>Changes made in 2014</td>
<td>Full text: Issued to all members of staff and the School Council. Parents may request a copy by contacting the Head Master’s Secretary. Abridged version of ‘Creating a Safe Learning and Working Environment’ is contained in the School Handbook that is given to all families.</td>
</tr>
<tr>
<td>&gt; publication and distribution;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt; legislative requirements;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt; reporting obligations;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt; risk management;</td>
<td></td>
<td></td>
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<tr>
<td>&gt; investigation;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt; record keeping;</td>
<td></td>
<td></td>
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<tr>
<td>&gt; dictionary of terms.</td>
<td></td>
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</tr>
</tbody>
</table>

**Pastoral Care Guidelines and Programmes:**

> Child Protection Policy;
> Creating a safe learning and working environment;
> Staff responsibilities;
> Reporting Obligations;
> Discipline guidelines;
> Guidelines for investigating allegations of significant student misconduct;
> Grievance Procedures;
> Welfare guidelines and programmes;
> Student Welfare teams;
> School expectation of students;
> Life skills programme;
> Complaint investigation procedures for alleged misconduct by staff;
> CyberSafety Policy;
> Student Medical Care Guidelines;
> eSmart Policy.

Parents sign a copy on enrolment. Students signed a copy in 2012. Parents may request a copy by contacting the Head Master’s Secretary.

<table>
<thead>
<tr>
<th>ICT Student Acceptable Use Agreements</th>
<th></th>
<th>Parents may request a copy by contacting the Head Master’s Secretary.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ICT Teacher Acceptable Use Agreement</th>
<th></th>
<th>Staff sign a copy each year. Parents may request a copy by contacting the Head Master’s Secretary.</th>
</tr>
</thead>
</table>

**General Routines** encompassing:

> Classroom order;
> Attendance;
> Lateness to school;
> Unexplained absences;
> Staff and student security.

Full text in the Staff Manual. An abridged version is contained in the School Handbook that is given to all families. Supporting information is in the ‘Pre Kindergarten Handbook 2014’, the ‘Preparatory School Information Handbook 2014’ and the ‘Junior School Information Handbook 2014’. These are given to Preparatory or Junior School parents and teachers. Parents may request a copy by contacting the Head Master’s secretary.

**Grounds Supervision** encompassing:

> instructions and responsibilities.

Full text in the Staff Manual. Parent may request a copy by contacting the Head Master’s Secretary.
<table>
<thead>
<tr>
<th><strong>Privacy Policy</strong></th>
<th>encompassing:</th>
<th>Full text is given to Staff and is on the School’s Website.</th>
</tr>
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<tbody>
<tr>
<td>&gt; collection of personal information;</td>
<td>&gt; use of personal information;</td>
<td></td>
</tr>
<tr>
<td>&gt; disclosure of personal information to other bodies;</td>
<td>&gt; treatment of sensitive information;</td>
<td></td>
</tr>
<tr>
<td>&gt; management of personal information;</td>
<td>&gt; School’s obligation to people it holds information on;</td>
<td></td>
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<tr>
<td>&gt; Enquiries.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Security</strong></th>
<th>encompassing:</th>
<th>Full text in the Staff Manual. Parents may request a copy by contacting the Head Master’s Secretary.</th>
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</thead>
<tbody>
<tr>
<td>&gt; procedures for the security of grounds and buildings;</td>
<td>&gt; hire and use of facilities;</td>
<td></td>
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<tr>
<td>&gt; emergency procedures;</td>
<td>&gt; travel on school-related activities.</td>
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<tr>
<th><strong>Critical Incident Guidelines</strong></th>
<th>encompassing:</th>
<th>Full text in the Staff Manual Parents may request a copy by contacting the Head Master’s Secretary.</th>
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<tbody>
<tr>
<td>&gt; definitions;</td>
<td>&gt; effects of;</td>
<td></td>
</tr>
<tr>
<td>&gt; information management;</td>
<td>&gt; support, counselling and supervision;</td>
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</tr>
<tr>
<td>&gt; Critical Incident management team;</td>
<td>&gt; emergency evacuation;</td>
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<tr>
<td>&gt; lockdown procedures.</td>
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<table>
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<tr>
<th><strong>Staff Code of Conduct</strong></th>
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<th>Full text in the Staff Manual.</th>
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<tbody>
<tr>
<td>&gt; ethical decision making;</td>
<td>&gt; conflict of interest;</td>
<td></td>
</tr>
<tr>
<td>&gt; relationships between staff and students;</td>
<td>&gt; drugs, alcohol and tobacco;</td>
<td></td>
</tr>
<tr>
<td>&gt; discrimination, harassment and workplace safety;</td>
<td>&gt; information protection and public comment;</td>
<td></td>
</tr>
<tr>
<td>&gt; Participation in external organisations;</td>
<td>&gt; Private and secondary employment;</td>
<td></td>
</tr>
<tr>
<td>&gt; Use of official resources;</td>
<td>&gt; Reporting suspected wrongdoing;</td>
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<tr>
<td>&gt; Workplace grievances;</td>
<td>&gt; Including Staff ICT Acceptable Use Agreement.</td>
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<table>
<thead>
<tr>
<th><strong>Guidelines and Procedures for Camps and Excursions</strong></th>
<th></th>
<th>Full text for staff on the School’s intranet Parents may request a copy by contacting the Head Master’s Secretary.</th>
</tr>
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<tr>
<td>&gt; responsibilities of staff</td>
<td>&gt; approval procedures</td>
<td></td>
</tr>
<tr>
<td>&gt; risk management</td>
<td>&gt; student behaviour</td>
<td></td>
</tr>
<tr>
<td>&gt; safety and operating procedures</td>
<td>&gt; teacher: student ratios</td>
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<tr>
<td>&gt; accommodation arrangements</td>
<td>&gt; transport arrangements</td>
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<tr>
<td>&gt; feedback from students</td>
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<table>
<thead>
<tr>
<th><strong>Guidelines for Groups Undertaking Overseas or Interstate Tours</strong></th>
<th></th>
<th>Full text for staff on the School’s intranet Parents may request a copy by contacting the Head Master’s Secretary.</th>
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<tr>
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<td>&gt; risk management</td>
<td></td>
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<tr>
<td>&gt; billeting of students</td>
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<table>
<thead>
<tr>
<th><strong>Education Support Services</strong></th>
<th>encompassing</th>
<th>Full text in the School Handbook that is given to all staff and families, and on the School website.</th>
</tr>
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<tbody>
<tr>
<td>&gt; goals</td>
<td>&gt; staffing</td>
<td></td>
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<tr>
<td>&gt; academic support</td>
<td>&gt; gifted and talented</td>
<td></td>
</tr>
<tr>
<td>&gt; counselling</td>
<td>&gt; career education</td>
<td></td>
</tr>
</tbody>
</table>
B. POLICIES FOR STUDENT DISCIPLINE

Trinity Grammar School, a traditional boys’ School founded on Christian principles, recognises the prerequisite need for the existence of a secure and disciplined environment to enable boys to be effectively educated and that ‘‘stages of discipline’ are a necessary step to the eventual aim of seeing students graduate from School as self-disciplined young men.

Despite the best efforts of staff, there are occasions when a student may fail to act reasonably or may act in a way that impinges on the rights of others and the core values of the School community. The discipline system comprises guidelines, structures, procedures and programmes designed to create clear, justifiable rules and predictable, consistent consequences for correcting inappropriate behaviour. This system is built on Christian values and the rights and responsibilities of staff and students.

All disciplinary action that may result from any sanctions against the student, including suspension and expulsion, is based on procedural fairness. Corporal punishment is not permitted under any circumstances.

<table>
<thead>
<tr>
<th>DOCUMENTS</th>
<th>CHANGES IN 2014</th>
<th>ACCESS TO FULL TEXT</th>
</tr>
</thead>
<tbody>
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<td>Discipline Guidelines encompassing:</td>
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<td>Full text is in the Staff Manual</td>
</tr>
<tr>
<td>&gt; role of the teacher;</td>
<td></td>
<td>Abridged version is in the School Handbook that</td>
</tr>
<tr>
<td>&gt; teaching strategies;</td>
<td>is given to all families and which is on the School’s</td>
<td></td>
</tr>
<tr>
<td>&gt; rights and responsibilities of staff and students;</td>
<td>website.</td>
<td></td>
</tr>
<tr>
<td>&gt; pro-active preventive measures;</td>
<td>Parents may request a copy by contacting the Head</td>
<td></td>
</tr>
<tr>
<td>&gt; responsive reactive measures;</td>
<td>Master’s Secretary.</td>
<td></td>
</tr>
<tr>
<td>&gt; sanctions employed at Trinity.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parents may request a copy by contacting the Head Master’s Secretary.
C. POLICIES FOR COMPLAINTS AND GRIEVANCES

The School's procedures for dealing with complaints and grievances include processes for raising and responding to matters of concern identified by parents, students and staff members. These processes incorporate, as appropriate, principles of procedural fairness.

<table>
<thead>
<tr>
<th>DOCUMENTS</th>
<th>CHANGES IN 2014</th>
<th>ACCESS TO FULL TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complaints – included in the ‘Pastoral Care Policy’ subsection ‘Creating a Safe Learning and Working Environment’ are:</td>
<td></td>
<td>Full text is in the Staff Manual Abridged version is in the School Handbook that is given to all families. Parents may request a copy by contacting the Head Master’s Secretary.</td>
</tr>
<tr>
<td>&gt; Reporting Obligations;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt; Investigation;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt; Pastoral Care.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grievances Procedures – incorporated in the ‘Pastoral Care Policy’ subsection ‘Grievance Procedure’.</td>
<td></td>
<td>Full text is in the Staff Manual Abridged version is in the School Handbook that is given to all families. Parents may request a copy by contacting the Head Master’s Secretary.</td>
</tr>
<tr>
<td>Procedural Fairness – incorporated in the ‘Pastoral Guidelines’ subsection ‘Guidelines for Investigating an Allegation of Significant Student Misconduct’.</td>
<td></td>
<td>Full text is in the Staff Manual Abridged version is in the School Handbook that is given to all families. Parents may request a copy by contacting the Head Master’s Secretary.</td>
</tr>
</tbody>
</table>
### 2015 Priority Areas for Improvement:

<table>
<thead>
<tr>
<th>AREA</th>
<th>PRIORITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching and Learning and Staff Development</strong></td>
<td>The Practice of Teaching at Trinity Annual Plan (POTT) provides a focus for annual Professional Learning taking into account Whole School and Department Goals.</td>
</tr>
<tr>
<td></td>
<td>This annual plan is reflective of all areas of the formal curriculum incorporating Board of Studies and the International Baccalaureate as well as areas of student support such as Trinity Educational Student Services (TESS) and the Trinity Education Enterprise Programme (TEEP).</td>
</tr>
<tr>
<td></td>
<td>The launch of the 2013 POTT Annual Plan coincided with the implementation of the new National Teaching and Professional Learning Framework. ‘The Framework requires that every teacher, every year, in every school receives, regular, appropriate and constructive feedback on their performance, opportunities to identify areas for development, as well as effective and ongoing support to further impact on their practice.’ (AITSL 2012)</td>
</tr>
<tr>
<td></td>
<td>Our 2014 Annual POTT Plan gives us a road map for the year ahead to help us as we collectively strive to achieve such noble ends. The ‘CPR’ key elements of this year’s plan viz.:</td>
</tr>
<tr>
<td></td>
<td>&gt; <strong>Curriculum</strong> (writing / numeracy focus; MYP investigation)</td>
</tr>
<tr>
<td></td>
<td>&gt; <strong>Pedagogy</strong> (summative assessment practices)</td>
</tr>
<tr>
<td></td>
<td>&gt; <strong>Relationships</strong> (personal and interpersonal relationships; ‘trios’) have emerged from the broad reflections of individual faculty groups and sub-sectional elements of our school, from Pre-K through to the Senior School.</td>
</tr>
</tbody>
</table>

#### CURRICULUM

**GOALS**

To provide a proactive response to developing the writing and numeracy skills of students.  
To investigate the possible introduction of the International Baccalaureate Middle Years Programme (MYP).

**STRATEGIES**

> Consolidation and imbedding of the Trinity Grammar School Literacy Framework through Trinity Education Support Services, Department Literacy Representatives and through POTT Pedagogical groups.  
> Undertake professional learning about the MYP through attendance at appropriate courses and by visitation to schools currently providing this programme. The initial investigation to be undertaken by the POTT Committee and the Head Master’s Executive.

#### PEDAGOGY

**GOALS**

To improve summative assessment practice.  
To continue to improve the application of Information and Communication Technology in the teaching and learning process.

**STRATEGIES**

> Provide opportunity for staff to design quality tasks through collaborative planning time.  
> Improve the skill level and training capacity of ICT Representatives.  
> E-Smart committee to continue to review the ICT practices utilised within the School.  
> To replace Electroboards where appropriate transitioning to new technologies such as Smart Televisions.  
> Develop a three year strategic management plan for the application of ICT in the teaching and learning process.
### RELATIONSHIPS

#### GOALS

To further develop the positive relationships between and amongst staff and students.

#### STRATEGIES

- Enhance the personal and interpersonal relationships of staff through the possible introduction of an appropriate framework.
- Provide Whole School Professional Learning regarding the rationale for the Trios and the introduction of the framework.
- Considering such strategies as:
  - complete a Relationship Audit and discuss the findings with their Trio members
  - have opportunity for regular lunchtime gatherings
  - conduct a Lesson Observation with a member of their Trio. Observations should focus on something that is being done well or on something that will help improve the teaching practices and learning outcomes observed.

### Student Welfare

- Annual review of the Life Skills course to incorporate revised units on the responsible use of ITC and cyber bullying and related topics
- Incorporation of child protection issues at parent information evenings including the production of handouts for parents
- Provide seminars for parents on ‘parenting’
- Review of policies and procedures in accordance with the School’s registration as an eSmart School.

### Facilities and resources

- Continue to establish full occupancy of the new Junior School building reflective of PK to Year 6 profile
- Progressive implementation of the School’s Master Plan
- Initiating capital works regarding the Centenary Aquatic Centre.
In 2014 Trinity continued to foster respect for and responsibility to others within the School and the wider community. Initiatives included:

(a) Celebrations of the national days of students at the School. Trinity students derive from over 30 different nationalities and on the national days for these countries, the national flag of the country is flown and a student gives a presentation at morning assembly regarding the country concerned.

(b) For boys in Year 7 to 12, as part of the Life Skills programme that is taught during House Tutor group classes, the following topics that cover specific aspects of respect and responsibility are taught:

<table>
<thead>
<tr>
<th>PRIMARY SCHOOL</th>
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</thead>
<tbody>
<tr>
<td>SOCIAL SKILLS</td>
</tr>
</tbody>
</table>

**KINDERGARTEN**

<table>
<thead>
<tr>
<th>Session</th>
<th>Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Feeling shy and lonely</td>
</tr>
<tr>
<td>Session 2</td>
<td>Getting to know others</td>
</tr>
<tr>
<td>Session 3</td>
<td>What do children like about other children?</td>
</tr>
<tr>
<td>Session 4</td>
<td>Including others</td>
</tr>
</tbody>
</table>

**YEAR 1**

<table>
<thead>
<tr>
<th>Session</th>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>How to be a thoughtful friend</td>
</tr>
<tr>
<td>Session 2</td>
<td>Being separated from a friend</td>
</tr>
<tr>
<td>Session 3</td>
<td>Good and bad ways to disagree</td>
</tr>
<tr>
<td>Session 4</td>
<td>Apologising</td>
</tr>
</tbody>
</table>

**YEAR 2**

<table>
<thead>
<tr>
<th>Session</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>How to be a thoughtful friend</td>
</tr>
<tr>
<td>Session 2</td>
<td>Being separated from a friend</td>
</tr>
<tr>
<td>Session 3</td>
<td>Good and bad ways to disagree</td>
</tr>
<tr>
<td>Session 4</td>
<td>Apologising</td>
</tr>
</tbody>
</table>

**YEAR 3**

<table>
<thead>
<tr>
<th>Session</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Getting along with others</td>
</tr>
<tr>
<td>Session 2</td>
<td>Being a good listener</td>
</tr>
<tr>
<td>Session 3</td>
<td>Having an interesting conversation</td>
</tr>
<tr>
<td>Session 4</td>
<td>Popularity</td>
</tr>
</tbody>
</table>

**YEAR 4**

<table>
<thead>
<tr>
<th>Session</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Getting along with others</td>
</tr>
<tr>
<td>Session 2</td>
<td>Being a good listener</td>
</tr>
<tr>
<td>Session 3</td>
<td>Dealing with rejection</td>
</tr>
<tr>
<td>Session 4</td>
<td>Disagreements and saying sorry</td>
</tr>
</tbody>
</table>

**YEAR 5**

<table>
<thead>
<tr>
<th>Session</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Getting along with others</td>
</tr>
<tr>
<td>Session 2</td>
<td>Listening and conversation skills</td>
</tr>
<tr>
<td>Session 3</td>
<td>Popularity</td>
</tr>
<tr>
<td>Session 4</td>
<td>Shyness and feeling self-conscious</td>
</tr>
</tbody>
</table>

**YEAR 6**

<table>
<thead>
<tr>
<th>Session</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Friendship</td>
</tr>
<tr>
<td>Session 2</td>
<td>Friendship problems</td>
</tr>
<tr>
<td>Session 3</td>
<td>Managing disagreements</td>
</tr>
<tr>
<td>Session 4</td>
<td>Reflections</td>
</tr>
<tr>
<td>MIDDLE SCHOOL</td>
<td>YEAR 7</td>
</tr>
<tr>
<td>---------------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>TERM 1</strong></td>
<td>Peer Support and Growth Mindset</td>
</tr>
<tr>
<td>Session 1</td>
<td>Peer Support Session 1 (Remaining sessions conducted during Record Book check Tutor Period)</td>
</tr>
<tr>
<td>Session 2</td>
<td>My Digital Footprint (Session conducted by Master MS)</td>
</tr>
<tr>
<td>Session 3</td>
<td>Growth Mindset 1 (Session conducted by Dean of Boys’ Ed)</td>
</tr>
<tr>
<td>Session 4</td>
<td>Growth Mindset 2</td>
</tr>
<tr>
<td><strong>TERM 2</strong></td>
<td>Rights and Responsibilities and Learning Styles</td>
</tr>
<tr>
<td>Session 1</td>
<td>Rights</td>
</tr>
<tr>
<td>Session 2</td>
<td>Responsibilities</td>
</tr>
<tr>
<td>Session 3</td>
<td>Learning Styles (Session conducted by TESS staff)</td>
</tr>
<tr>
<td>Session 4</td>
<td>Learning Styles Assessment</td>
</tr>
<tr>
<td><strong>TERM 3</strong></td>
<td>Bullying and Harassment</td>
</tr>
<tr>
<td>Session 1</td>
<td>Bullying Behaviours</td>
</tr>
<tr>
<td>Session 2</td>
<td>Bullybodies</td>
</tr>
<tr>
<td>Session 3</td>
<td>Cyber Bullying: “Tagged”</td>
</tr>
<tr>
<td>Session 4</td>
<td>Dealing with Bullying and Exploring Options 1 (Session conducted by Dean of Boys’ Ed)</td>
</tr>
</tbody>
</table>

**SENIOR SCHOOL**

<table>
<thead>
<tr>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TERM 1</strong></td>
<td>Young Leaders</td>
<td>Mental Health 3 (Including ‘Wired’ presentation)</td>
</tr>
<tr>
<td>Session 1</td>
<td>Purpose of Leadership</td>
<td>Building Resilience</td>
</tr>
<tr>
<td>Session 2</td>
<td>Traits of a Leader and Team Building</td>
<td>Relationships</td>
</tr>
<tr>
<td>Session 3</td>
<td>Leadership Case Studies</td>
<td>Issues Impacting on Young People</td>
</tr>
<tr>
<td>Session 4</td>
<td>Can Young Men Lead?</td>
<td>“Wired” Follow-up Session (Session conducted by TESS staff)</td>
</tr>
<tr>
<td><strong>TERM 2</strong></td>
<td>Careers 1 (All sessions conducted by the Careers Counsellor)</td>
<td>Driver Safety</td>
</tr>
<tr>
<td>Session 1</td>
<td>Career Avenues Vocation Profile</td>
<td>“Youthsafe” presentation (Session conducted by ‘Youthsafe’)</td>
</tr>
<tr>
<td>Session 2</td>
<td>VET, TVET Courses and TEEP</td>
<td>“Youthsafe” Follow-up 1</td>
</tr>
<tr>
<td>Session 3</td>
<td>Occupations and Employment Prospects</td>
<td>“Youthsafe” Follow-up 2</td>
</tr>
<tr>
<td>Session 4</td>
<td>Apprenticeships, Trainee-ships and University Study</td>
<td>“Youthsafe” Follow-up 3</td>
</tr>
<tr>
<td><strong>TERM 3</strong></td>
<td>Mateship</td>
<td>Internet Safety</td>
</tr>
<tr>
<td>Session 1</td>
<td>Reactions</td>
<td>Digital Footprint and Social Networks (Session conducted by IT staff)</td>
</tr>
<tr>
<td>Session 2</td>
<td>Risks (Session conducted by Housemasters)</td>
<td>Privacy, Geolocators and Phototagging (Session conducted by IT staff)</td>
</tr>
<tr>
<td>Session 3</td>
<td>The Party Scene</td>
<td>Cyber Bullying and Inappropriate Texting (Session conducted by IT staff)</td>
</tr>
<tr>
<td>Session 4</td>
<td>Safe Celebrations</td>
<td>“Internet Safety” Follow-up Session</td>
</tr>
</tbody>
</table>

| **TERM 4** | Life Skills Review, Goal Setting and Pastoral Care Week Follow-Up | Life Skills Review | Goal Setting |
| Session 1 | Life Skills Review | | |
| Session 2 | Goal Setting | | |
| Session 3 | Follow-up from Pastoral Care Week | | |

**NEW ACADEMIC YEAR**

| Session 1 | Life Skills Review |
| Session 2 | Goal Setting |
| Session 3 | Follow-up from Pastoral Care Week |
(c) Primary students attend a Chapel service each day and Middle and Senior School students attend a weekly Chapel service.

(d) The primary and infants sections of the School have an annual ‘Grandparents Day’ to encourage the boys to respect older members of the family and the wider community and to develop an awareness of their responsibility to these people.

(e) Peer Mediation across the School. Selected boys in Year 6 are trained to help mediate in minor disputes between students in the primary sections of the School. In a similar way, selected Year 11 boys are trained to help boys in Years 7 to 12. The Peer Mediators provide feedback to counsellors.

(f) Peer Support Programmes – Year 6 boys are trained help boys in Year 3 boys and Year 11 boys help boys in Year 7.

(g) Extensive sport and co-curricular programmes that develop a range of skills in the boys and which foster respect, cooperation and responsibility.

(h) Charity and Community Committee – This student committee organises a range of events to raise money for charities, to develop an awareness of the needs of others and to foster a caring attitude by boys for others.

(i) Student committees
   i. Year 12 Prefects elected by the students and staff. They have a major role in student leadership and to provide valuable feedback to the School on matters that are important to the boys.
   ii. Year 10 Committee – organises the Year 10 Formal with the help of the Master of the Senior School. The Committee discusses with the Master of the Senior School matters relating to student welfare.
   iii. Year 12 Committee – organises the Year 12 Formal and the Year 12 jersey. Meets with the Master of the Senior School to discuss student welfare issues.

(j) Student Welfare Teams – There are six of these teams – Middle, Senior, Junior (Pre K-2), Junior (Year 3-6), Preparatory (Pre K-2), Preparatory (Yrs 3–6) Welfare Teams. They are composed of a Senior staff member, Academic Support teacher, Psychologist, Chaplain and Gifted and Talented teacher. They have as their brief to monitor the welfare of students at risk.
## SOCIAL SERVICE RELATED ACTIVITIES 2014

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>DETAILS OF ACTIVITY / ORGANISATION</th>
<th>NATURE OF INVOLVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparatory</td>
<td><strong>Bandana Day for CanTeen</strong>&lt;br&gt;National Bandana Day is CanTeen’s signature fundraising event. The bandana was chosen as the symbol of CanTeen because certain forms of cancer treatment results in hair loss and many people choose to wear a bandana during this period.</td>
<td>&gt; Students and teachers throughout the Preparatory School raise money by purchasing a bandana or a pen on Bandana Day.&lt;br&gt;  &gt; This is a very popular day with the boys, as not only are they allowed to wear casual clothes to school, they can also wear their bandanas all day!</td>
</tr>
<tr>
<td>Preparatory</td>
<td><strong>Jeans for Genes Day</strong>&lt;br&gt;Jeans for Genes Day supports the work of the Children’s Medical Research Centre in trying to prevent diseases such as Leukaemia, Muscular Dystrophy, Cystic Fibrosis and many other disorders before they occur in children, and where that is not possible, to develop better treatments.</td>
<td>&gt; Students and teachers from Pre-Kindergarten to Year 6 are allowed to wear jeans and casual t-shirts if they bring a gold coin donation.&lt;br&gt;  &gt; Jeans for Genes Day items are on sale for all classes: Slogan Rings, Australian Jeans badges, Double-Helix badges, Jean Jewels. All money raised goes towards the Children’s Medical Research Institute.</td>
</tr>
<tr>
<td>Preparatory</td>
<td><strong>Good Sports Day (Cancer Council)</strong>&lt;br&gt;Good Sports Day is run in conjunction with the Children’s Cancer Institute of Australia. The day is held to raise money for children who are experiencing trauma associated with cancer.</td>
<td>&gt; Students and teachers from Pre-Kindergarten to Year 6 are allowed to wear their favourite team colours if they bring a gold coin donation.&lt;br&gt;  &gt; The best-dressed students and teacher on the day win a donated prize (this is judged by the House Captains).&lt;br&gt;  &gt; A special Sports Lunch Pack is also organised by the canteen and proceeds are donated to the Children’s Cancer Institute Australia.</td>
</tr>
<tr>
<td>Preparatory</td>
<td><strong>Red Nose Day – SIDS</strong>&lt;br&gt;Red Nose Day, held annually on the last Friday in June, is the major fundraiser for SIDS and Kids. Funds raised through Red Nose Day activities assist them in providing vital services and programmes.</td>
<td>&gt; Students and teachers from Pre-Kindergarten to Year 6 support Red Nose Day by purchasing the various fundraising items available.</td>
</tr>
<tr>
<td>Preparatory</td>
<td><strong>World Vision – 2 Sponsor Children</strong>&lt;br&gt;World Vision is a charitable organisation providing help on a need basis. Their aim is to improve the lives of children, families and communities living in poverty. They work on long-term projects that address the causes of poverty and help people become self-sufficient. In addition, they provide relief in emergency situations.</td>
<td>&gt; Money is raised through weekly missionary collections in Chapel and through donations at other School functions.&lt;br&gt;  &gt; Supporting the 8 Hour and 40 Hour Famine</td>
</tr>
<tr>
<td>Preparatory</td>
<td><strong>Samaritan’s Purse</strong>&lt;br&gt;Samaritan’s Purse is a non-denominational evangelical Christian organisation providing spiritual and physical aid to hurting people around the world. Since 1970, Samaritan’s Purse has helped meet needs of people who are victims of war, poverty, natural disasters, disease, and famine with the purpose of sharing God’s love through His Son, Jesus Christ.</td>
<td>&gt; Biannually, boys support the Operation Christmas Child Appeal, which brings joy and hope to children in desperate situations around the world through gift-filled shoe boxes and the Good News of God’s love. Along with shoe box gifts, millions of children are given Gospel booklets in their own language.&lt;br&gt;  &gt; Take a group of Year 6 boys to assist with the collation and packing of boxes at the Samaritan’s Purse warehouse.</td>
</tr>
<tr>
<td>Preparatory</td>
<td><strong>World Vision – 8hr famine</strong>&lt;br&gt;World Vision is a charitable organisation providing help on a need basis. Their aim is to improve the lives of children, families and communities living in poverty. They work on long-term projects that address the causes of poverty and help people become self-sufficient. In addition, they provide relief in emergency situations.</td>
<td>&gt; Biannually, boys support the 8hr famine. This does not necessarily involve fasting.</td>
</tr>
<tr>
<td>Preparatory</td>
<td><strong>MS Readathon</strong>&lt;br&gt;By supporting MS Readathon students help make a difference to the lives of Australians living with Multiple Sclerosis (MS), their families and support network.</td>
<td>&gt; Students obtain sponsorship to read books, with money raised going to MS Australia.</td>
</tr>
<tr>
<td>Preparatory</td>
<td><strong>Church Missionary Society</strong>&lt;br&gt;Jono Vink is in Tanzania, helping to train church leaders, grounding them in biblical theology and practical exegetical skills to help them teach the Bible and pastor God’s people. Amy home schools Lili and Isaac, and leads GB and Sunday School at the local church.</td>
<td>&gt; Money raised through voluntary offertory collection during weekly Chapel Services throughout the year.</td>
</tr>
<tr>
<td>SCHOOL</td>
<td>DETAILS OF ACTIVITY / ORGANISATION</td>
<td>NATURE OF INVOLVEMENT</td>
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</tbody>
</table>
| Preparatory | TEAR Australia  
TEAR Australia is a movement of Australian Christians responding to the needs of poor communities around the world. TEAR supports the initiatives of other Christian groups, including churches, relief and development agencies and community-based organisations, which are working with the poor in their communities. Priority is given to those programmes that strive to involve the most marginalized and exploited members of each community, regardless of their religious or political beliefs. | > Money raised through voluntary offertory collection during Chapel Day each year. |
| Preparatory | Anglicare  
Anglicare is the urban mission and welfare arm of the Sydney Anglican Church. Each year, Anglicare reaches out to over 400,000 people, bringing Christian care and support to those struggling with poverty, disability, illness and despair. | > Money raised through voluntary offertory collection during weekly Chapel Services throughout the year.  
> A group of Year 6 boys go to Anglicare to assist with the packing of Christmas boxes and hampers. |
| Preparatory | Different Church Groups through Missionary Offerings | > Money raised through voluntary offertory collection during Chapel Services throughout the year. |
| Preparatory | Different Church Groups through Missionary Offerings | > Money raised through voluntary offertory collections during House Chapel Services throughout the year. |
| Preparatory | Australian Red Cross  
Special appeals due to international or national natural disasters e.g. Samoan Tsunami; Haiti Earthquake; Victorian Bushfires | > Money raised through voluntary offertory collections during Chapel Services |
| Preparatory | HOPE World Wide | > Annually books are donated from the Trinity Grammar School Preparatory School Library and also from Preparatory School families to send to Papua New Guinean schools and communities. |
| Preparatory | The Children’s Hospital, Westmead  
The Children’s Hospital at Westmead is a stand-alone service dedicated to paediatrics.  
World Vision – Sponsor Child  
World Vision is a charitable organisation providing help on a need basis. Their aim is to improve the lives of children, families and communities living in poverty. They work on long-term projects that address the causes of poverty and help people become self-sufficient. In addition, they provide relief in emergency situations. | > Year 5 boys hold a Trade Fair as part of their PYP Unit of Inquiry ‘What a Profit’. Boys from Kindergarten to Year 6 have the opportunity to purchase items from a variety of stalls set up by the Year 5 boys. |
| Preparatory | Anglicare or Samaritan’s Purse | > Year 6 boys complete one day service work in one of the organisations |
| Preparatory | The Cancer Council of Australia  
Australia’s Biggest Morning Tea | > Staff make a donation at morning tea to support the Cancer Council. |
| Junior | World Vision  
World Vision is a charitable organisation providing help on a need basis. Their aim is to improve the lives of children, families and communities living in poverty. They work on long-term projects that address the causes of poverty and help people become self-sufficient. In addition, they provide relief in emergency situations. | > Sponsor a child in Malawi  
> Support World Vision appeals throughout the year.  
> Money raised through weekly missionary collection in Chapel and through donations at play nights. |
| Junior | Anglicare - Marrickville  
Anglicare Australia is the national network of care and social justice agencies of the Anglican Church in Australia working within Australia. | > Provide Christmas presents for needy children and families in the local area. |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Junior</td>
<td>Samartian's Purse</td>
<td>Biannually, boys support the Operation Christmas Child Appeal, which brings joy and hope to children in desperate situations around the world through gift-filled shoe boxes and the Good News of God’s love. Along with shoe box gifts, millions of children are given Gospel booklets in their own language.</td>
</tr>
<tr>
<td>Junior</td>
<td>Bandana Day for CanTeen</td>
<td>Students and teachers throughout the Junior School raise money by purchasing a bandanna or a pen on Bandanna Day. The boys are allowed to wear casual clothes to school with their bandannas.</td>
</tr>
<tr>
<td>Junior</td>
<td>Jeans for Genes Day</td>
<td>Students and teachers are allowed to wear jeans and casual t-shirts if they bring a gold coin donation.</td>
</tr>
<tr>
<td>Junior</td>
<td>Variety of Organisations</td>
<td>Money raised at Mufti days is donated to organisations selected by School Officers and links in with Senior School Mufti.</td>
</tr>
<tr>
<td>Junior</td>
<td>SIM - International Missionary Organisation</td>
<td>Money raised through weekly chapel collections</td>
</tr>
<tr>
<td>Middle/Senior</td>
<td>Father Riley Youth off the Streets</td>
<td>Youth Off The Streets has been providing services to assist homeless and disadvantaged youth since 1991. We believe that in order to break the cycle of disadvantage, abuse and neglect, all young people need to be provided with the opportunity to achieve their full potential.</td>
</tr>
<tr>
<td>Middle/Senior</td>
<td>The Cancer Council of Australia - Daffodil Day</td>
<td>Group of up to 10 students with 2 supervising staff assist Cancer Council staff at Ashfield Train Station selling items; 7 am – 8 am. At School, Whole House assists selling items during House/Tutor time, recess and lunch time.</td>
</tr>
<tr>
<td>Middle/Senior</td>
<td>Jelly Baby Day</td>
<td>Boys sell bags of Jelly Babies around the School with all proceeds going to JDFR</td>
</tr>
<tr>
<td>Middle/Senior</td>
<td>Daffodil Day</td>
<td>Daffodil Day – selling Cancer Council merchandise at school and assisting Cancer Council staff at Ashfield Train Station from 7 - 8 am on the day, selling merchandise</td>
</tr>
<tr>
<td>Middle/Senior</td>
<td>Exodus Foundation</td>
<td>Students organise and sell soup at lunchtime during winter to raise funds and also engage fellow students in a can food drive as part of their contribution.</td>
</tr>
<tr>
<td>Middle/Senior</td>
<td>World Vision</td>
<td>Senior boys contribute $1 per month for sponsor child. Send sponsor child a card twice a year and sign it. Supporting the 40 Hour Famine with great vigour. Regular updates and reminders at House meetings.</td>
</tr>
<tr>
<td>SCHOOL</td>
<td>DETAILS OF ACTIVITY / ORGANISATION</td>
<td>NATURE OF INVOLVEMENT</td>
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</tbody>
</table>
| Middle/Senior | Salvation Army Winter Appeal                                                                       | > Families asked to donate unwanted clean old blankets, doonas and quilts for donation to the Salvation Army Winter blanket Appeal.  
> This is intended to alternate each year with linen, followed by bath towels and so on |
| Middle/Senior | Leukaemia Foundation of Australia.  
The Leukaemia Foundation is Australia’s peak body for blood cancer, funding research and supporting people with leukaemia, lymphoma, myeloma and related blood disorders. | > Holwood House will be fundraising for The World’s Greatest Shave Event. House members will be donating money to support the event. |
| Middle/Senior | The Samaritan’s Purse  
Samaritan’s Purse is a nondenominational evangelical Christian organization providing spiritual and physical aid to hurting people around the world. | > Staff and boys donated items such as toys to fill shoe boxes. These are then given to children around the world as gifts. |
| Middle/Senior | OXFAM Trail Walker – Sydney  
OXFAM, which is the old Community Aid Abroad, is a non-profit organization that supports community at risk overseas. It raises nearly 3.5 million dollars annually from the Sydney trail walk. | > The Latham Boys contribute to this by raising funds to support this charity. They do this by sponsoring the team that their Housemaster is involved in. Each boy donates money ranging from $3 - $5 to the cause. |
| Middle/Senior | Arrow Bone Marrow Transplant Charity  
Arrow Bone Marrow Transplant as a charity provides support to families of sufferers of cancer by offering accommodation, food parcels, transport, etc so that they can be supported during this tough time in their lives. | > The Latham House boys support this cause by raising money in Term IV to support their House master who is involved in the Canoe Classic. In 2009 the boys donated around $3 each to this worthy cause. |
| Middle/Senior | The Salvation Army - Red Shield Appeal  
The Red Shield Appeal is a year-round nationwide fundraising appeal to support The Salvation Army’s many community service programmes. | > Boys collect donations in groups of 4 (usually 2 Middle School, 2 Senior School), wearing their School uniform and ID.  
> Boys are assigned specific areas in Summer Hill and Ashfield as designated by the Salvation Army.  
> Boys issue all donors with receipts.  
> Boys do tallies of their collections, verify them against their receipt books and then present the money to a central collection point in N1.6. |
| Middle/Senior | World Vision  
World Vision is a charitable organisation providing help on a need basis. Their aim is to improve the lives of children, families and communities living in poverty. They work on long-term projects that address the causes of poverty and help people become self-sufficient. In addition, they provide relief in emergency situations. | > Weekly morning teas are held to raise money.  
> House Captain reports to the House on all communications, with boys from the House writing letters in reply. |
| Middle/Senior | Community Service  
Boys take turns to keep the house tidy. | > Boarders of School House volunteer to assist local organisations on a regular basis, including St Andrews church. |
| Middle/Senior | Loud Shirt Day  
Loud Shirt Day is a national fundraising event for deaf children’s charities across Australia. | > Stephenson House boys replace their white school shirt with a ‘loud’ shirt for a day.  
> Boys seek donations and sponsorship from friends etc. for this. |
| Middle/Senior | White Ribbon Day  
White Ribbon Australia is Australia’s only national, and the world’s largest, male-led Campaign to end men’s violence against women. White Ribbon Day is held annually on November 25, the International Day of the Elimination of Violence against Women | > Taubman House students collect donations and sell ‘White Ribbon’ merchandise during the week of 25 November to raise awareness and funds to support the White Ribbon organisation in its campaign against violence against women. |
| Middle/Senior | Bear Cottage  
Bear Cottage is an initiative of the Children’s Hospital at Westmead and is the only children’s hospice in NSW that’s dedicated to caring for children with life-limiting conditions. | > Funds are raised within the House throughout the year to donate to Bear Cottage. |
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>DETAILS OF ACTIVITY / ORGANISATION</th>
<th>NATURE OF INVOLVEMENT</th>
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</thead>
<tbody>
<tr>
<td>Middle/Senior</td>
<td>Legacy</td>
<td>&gt; Year 12 boys sell badges on the day at Summer Hill Station and at School during recess and lunch.</td>
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<tr>
<td></td>
<td>Legacy is a uniquely Australian organisation, established in 1923 by ex-servicemen dedicated to the task of caring for the widows and dependants of their comrades.</td>
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</tr>
<tr>
<td>Middle/Senior</td>
<td>Compassion Australia – Sponsor Child</td>
<td>&gt; Boys in the House raise money to sponsor the children through two fundraising days per year - usually selling gelato and running a BBQ at lunch time. These funds may be supplemented by additional contributions given in the running of special House lunches.</td>
</tr>
<tr>
<td></td>
<td>Compassion Australia is a Christian NGO run on similar lines to World Vision, helping individuals (children) in third world countries through sponsorship.</td>
<td></td>
</tr>
<tr>
<td>Middle/Senior</td>
<td>Australian Red Cross Appeal</td>
<td>&gt; The House organises a coin collection and will continue to support on an ad hoc basis.</td>
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<tr>
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<td>Since 1914 Australian Red Cross volunteers have been responding to need at local, national and international levels.</td>
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<tr>
<td>Middle/Senior</td>
<td>Archbishop's Winter Appeal</td>
<td>&gt; The main focus is the collection of cans of food and used winter clothing.</td>
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<tr>
<td></td>
<td>Since the 1930s The Archbishop of Sydney has held a winter appeal to help fund the work done in his name amongst the poor and underprivileged in the Sydney Diocese.</td>
<td>&gt; Coin collections are organised for House BBQs.</td>
</tr>
<tr>
<td></td>
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<td>&gt; Boys in the House are encouraged to support the Sleep under the Stars fund-raiser in the middle of June, arranged by external sources, to help focus the plight suffered by the homeless</td>
</tr>
<tr>
<td>Middle/Senior</td>
<td>Pink Ribbon Day</td>
<td>&gt; Boys in the House sell pink ribbons at the School on Pink Ribbon Day each October, with money going to the Cancer Council.</td>
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<tr>
<td></td>
<td>Pink Ribbon Day is an annual awareness day promoted by The Cancer Council Australia to increase awareness of Breast Cancer and raise funds to combat the disease.</td>
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<tr>
<td>Middle/Senior</td>
<td>Plan - Foster Child</td>
<td>&gt; Year 7 boys write letters to Foster Child.</td>
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<tr>
<td></td>
<td>For over 65 years, Plan has worked with children to help transform their lives and bring sustainable improvements to their communities.</td>
<td>&gt; House Pizza days each Term to raise funds.</td>
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<tr>
<td></td>
<td></td>
<td>&gt; Regular updates at House meetings.</td>
</tr>
<tr>
<td>Middle/Senior</td>
<td>The Cancer Council of Australia</td>
<td>&gt; Staff make a donation at morning tea to support the Cancer Council.</td>
</tr>
<tr>
<td></td>
<td>Australia’s Biggest Morning Tea</td>
<td></td>
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<tr>
<td>Middle/Senior</td>
<td>Variety of Organisations – determined each year by the Year 10 Committee.</td>
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<tr>
<td>Middle/Senior</td>
<td>Archbishop's Overseas and Relief Aid Fund</td>
<td>&gt; Money raised through voluntary offertory collection during House Chapel Services throughout the year.</td>
</tr>
<tr>
<td></td>
<td>The Overseas Relief and Aid Fund (ORAF) works with Christian partners in some of the poorest countries in the world. It is involved in a range of development programmes that include health care, preventative health, education, food security, income generation schemes, refugee support, skills training and the provision of clean water. ORAF is also active in providing emergency relief in times of crises - which have recently included substantial aid to tsunami victims and those who have suffered through the South Asia earthquake.</td>
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</tr>
<tr>
<td>SCHOOL</td>
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<tr>
<td>Middle/Senior</td>
<td><strong>Anglicare</strong>&lt;br&gt;Anglicare is the urban mission and welfare arm of the Sydney Anglican Church. Each year, ANGLICARE reaches out to over 400,000 people, bringing Christian care and support to those struggling with poverty, disability, illness and despair.&lt;br&gt;Anglicare services include emergency relief for families in crisis; foster care and adoption for abused children and those with special needs; counselling and support for children and youth with disabilities; migrant services; aged care through both nursing homes and community services; opportunity shops providing low-cost clothing; emergency services in times of disaster and chaplains in hospitals, prisons, mental health facilities and juvenile justice institutions.</td>
<td>&gt; Money raised through voluntary offertory collection during House Chapel Services throughout the year.</td>
</tr>
<tr>
<td>Senior</td>
<td><strong>Exodus Foundation</strong>&lt;br&gt;The Exodus Foundation, based in Ashfield, assists homeless and abandoned youth and other people in need.&lt;br&gt;<strong>Cardinal Freeman Village</strong>&lt;br&gt;Cardinal Freeman Village is an aged care service for seniors.&lt;br&gt;<strong>St. John’s, Ashfield</strong>&lt;br&gt;<strong>St. Andrew’s, Sumer Hill</strong>&lt;br&gt;<strong>Bethel Nursing Home</strong></td>
<td>&gt; Year 12 students volunteer a full day of service related activities during their final week at the School.</td>
</tr>
<tr>
<td>Old Trinitarian’s Union</td>
<td><strong>Alumni Scholarships</strong>&lt;br&gt;The Alumni Scholarship Programme seeks to encourage Old Trinitarians of a particular year to help sponsor a new student, or students, to attend Trinity from Years 7 - 12. A student’s eligibility criteria for Alumni Scholarships will be similar to that which applies for School Scholarships. In essence, the School seeks to identify boys who possess the qualities which Trinity espouses, who will contribute to all aspects of school life, and who genuinely require the support of such a Scholarship to make their admission to Trinity financially feasible.</td>
<td>&gt; Old Boys voluntarily fund an Alumni Scholarship to the value of 50 per cent of the student’s tuition fees from Year 7 to Year 12. The student’s family pays the other 50 per cent of fees. The administration of the Alumni Scholarship Programme is handled by the School, so Old Boys’ contributions will be applied purely towards tuition.&lt;br&gt; &gt; It is expected that Sponsorship will continue for the six years during which the student progresses from Year 7 to Year 12. At the end of that period it would be up to the sponsoring group to decide if it wishes to recommence the scholarship for a new student.</td>
</tr>
<tr>
<td>Whole School</td>
<td><strong>Katoke</strong>&lt;br&gt;Trinity has introduced a voluntary scheme to support the development of a new Anglican secondary school in North-western Tanzania</td>
<td>&gt; Founder’s House students, as part of their community development commitment, will have the opportunity to plan and work towards projects to assist the school.&lt;br&gt; &gt; The whole School community is asked to contribute $25 per term to assist in the provisions of new classrooms and facilities.</td>
</tr>
</tbody>
</table>
REPORTING AREA 13
PARENT, STUDENT AND TEACHER SATISFACTION

PARENT SATISFACTION.

The School continues to be well supported in relation to parents choosing it as the preferred School for their sons’ education. In addition, further support and encouragement of the School in general is given through the tireless work of numerous volunteer bodies, such as the various Auxiliaries which support the School in a range of activities involving the Junior School, the Preparatory School and the Middle and Senior Schools. There are regular public meetings held throughout the School terms when parents can come along and be further informed of the School’s various activities and on each of these occasions there is an open forum for parents to raise any particular issues or concerns with the Head Master and senior staff who are present at these meetings. These auxiliary bodies communicate regularly and frequently with the rest of the School community through the School’s weekly Bulletins and in the annual magazine, which is distributed to all parents. See also Reporting Area 1.

The Parents’ and Friends’ (P&F) executive liaises closely with the School in determining the nature and range of topics to be presented throughout the year at open P&F meetings, which all parents are invited to attend. These topics relate to areas of school life where parents seek further information or, indeed, input in regard to ongoing reviews of policy and practice.

<table>
<thead>
<tr>
<th>2014 P &amp; F MEETINGS</th>
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</thead>
<tbody>
<tr>
<td>Wednesday 1st April</td>
<td>P&amp;F Meeting</td>
</tr>
<tr>
<td>Tuesday 6th May</td>
<td>P&amp;F Meeting</td>
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<tr>
<td>Tuesday 3rd June</td>
<td>P &amp; F Meeting</td>
</tr>
<tr>
<td>Tuesday 5th August</td>
<td>P&amp;F Meeting - AGM</td>
</tr>
<tr>
<td>Tuesday 2nd September</td>
<td>P&amp;F Meeting</td>
</tr>
<tr>
<td>Tuesday 11th November</td>
<td>P &amp;F Meeting</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
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</tr>
<tr>
<td>Tuesday 4th February</td>
<td>Years Pre K – K Parent Information Meeting (Prep)</td>
</tr>
<tr>
<td>Wednesday 5th February</td>
<td>Head Master’s Chapel Service and Morning Tea – all new families welcome. Strathfield Auxiliary Meeting Junior School Auxiliary Meeting Outward Bound Information Evening for Year 10 Introduction to THRASS Parent Session x 2</td>
</tr>
<tr>
<td>Thursday 6th February</td>
<td>Year 11 Parent Information evening</td>
</tr>
<tr>
<td>Monday 10th February</td>
<td>Parent Information Evening – Readak</td>
</tr>
<tr>
<td>Tuesday 11th February</td>
<td>Years 1 &amp; 2 Parent Information Evening Year 7 Parent Information Evening</td>
</tr>
<tr>
<td>Tuesday 18th February</td>
<td>Years 5 &amp; 6 Information Evening</td>
</tr>
<tr>
<td>Wednesday 19th February</td>
<td>Year 3 &amp; 4 Parent Information Evening PYP Information Session X2</td>
</tr>
<tr>
<td>Thursday 20th February</td>
<td>Years Pre K &amp; 2 Parent Information Evening</td>
</tr>
<tr>
<td>Tuesday 25th February</td>
<td>Year 7 Parents – Head Master’s welcome and Introductory Evening</td>
</tr>
<tr>
<td>Friday 28th February</td>
<td>Junior School Auxiliary - Cocktail Function</td>
</tr>
<tr>
<td>Monday 3rd March</td>
<td>Parent Presentation &quot;Real Wired Child&quot; Dr M Carr-Gregg</td>
</tr>
<tr>
<td>Tuesday 4th March</td>
<td>Summer Hill Auxiliary Meeting</td>
</tr>
<tr>
<td>Wednesday 5th March</td>
<td>Strathfield Auxiliary Meeting</td>
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<tr>
<td>Thursday 6th March</td>
<td>Junior School Auxiliary Meeting</td>
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<tr>
<td>Tuesday 11th March</td>
<td>Year 7/2015 Parent Information Evening</td>
</tr>
<tr>
<td>Monday 24th March</td>
<td>Years K-6 Parent/Student/Teacher Conferences Year 7 Information Evening</td>
</tr>
<tr>
<td>Saturday 29th March</td>
<td>School Open Day</td>
</tr>
<tr>
<td>Monday 31st March</td>
<td>Year 12 Parent /Teacher Meeting</td>
</tr>
<tr>
<td>Tuesday 1st April</td>
<td>Strathfield Auxiliary Meeting</td>
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<tr>
<td>Thursday 3rd April</td>
<td>Junior School Auxiliary Meeting</td>
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<tr>
<td>Thursday 1st May</td>
<td>Junior School Auxiliary Meeting</td>
</tr>
<tr>
<td>Wednesday 7th May</td>
<td>Summer Hill Auxiliary Meeting</td>
</tr>
<tr>
<td>Thursday 15th May</td>
<td>Year 10 Parent/ Teacher Meetings</td>
</tr>
<tr>
<td>Monday 19th May</td>
<td>Year 7 Parent/Teacher Meetings</td>
</tr>
<tr>
<td>Tuesday 20th May</td>
<td>IB Information Evening</td>
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<td>Date</td>
<td>Event</td>
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<tr>
<td>Monday 26th May</td>
<td>Year 9 Parent/Teacher Meetings</td>
</tr>
<tr>
<td>Monday 2nd June</td>
<td>Year 11 Parent/Teacher Meetings</td>
</tr>
<tr>
<td>Tuesday 3rd June</td>
<td>Year 8 Parent/Teacher Meetings Summer Hill Auxiliary Meeting</td>
</tr>
<tr>
<td>Wednesday 4th June</td>
<td>Strathfield Auxiliary Meeting</td>
</tr>
<tr>
<td>Thursday 17th July</td>
<td>Information evening for Parents: The Sexualisation of Young People in</td>
</tr>
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<td></td>
<td>the 21st Century. Presenter:</td>
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<td></td>
<td>Melissa Tankard Reist</td>
</tr>
<tr>
<td>Tuesday 22nd July</td>
<td>Year 8 Parents and Middle School Housemaster Meeting</td>
</tr>
<tr>
<td>Tuesday 5th August</td>
<td>Summer Hill Auxiliary Meeting</td>
</tr>
<tr>
<td>Wednesday 6th August</td>
<td>Strathfield Auxiliary Meeting</td>
</tr>
<tr>
<td>Monday 25th August</td>
<td>Out of Hours Care Parent Information Evening (Prep)</td>
</tr>
<tr>
<td>Wednesday 3rd September</td>
<td>Strathfield Auxiliary Meeting</td>
</tr>
<tr>
<td>Thursday 16th October</td>
<td>Year 12 (2015) Parent Information Evening</td>
</tr>
<tr>
<td>Thursday 23rd October</td>
<td>Year 11 (2015) Parent Information Evening</td>
</tr>
<tr>
<td>Monday 27th October</td>
<td>Parent seminar: Coaching Adolescent Boys to Good Health</td>
</tr>
<tr>
<td>Tuesday 28th October</td>
<td>Year 10, 2015 – Parent Information Evening</td>
</tr>
<tr>
<td>Wednesday 29th October</td>
<td>Year 12 - Presentation – Young People and Risk Taking</td>
</tr>
<tr>
<td>Wednesday 5th November</td>
<td>Football Tour Information Evening</td>
</tr>
<tr>
<td>Thursday 6th November</td>
<td>Duke of Edinburgh Scheme Information Evening</td>
</tr>
<tr>
<td>Tuesday 11th November</td>
<td>Summer Hill Auxiliary Meeting - AGM</td>
</tr>
<tr>
<td>Wednesday 26th November</td>
<td>Maths and Science Tour Information Evening</td>
</tr>
</tbody>
</table>
STUDENT SATISFACTION

The School obtains both formal and informal feedback in relation to student satisfaction throughout the year via various means, including the following:

> Individual Year 12 Interviews for all students, conducted by the Head Master.
> Direct feedback through individual House Tutor Groups where students undertake weekly pastoral care sessions with their House Tutors and Housemasters (Note: There are 96 individual Tutor Groups in Years 7 to 12)
> Fortnightly anonymous feedback sheets submitted by all boarders in relation to general routines and welfare in the Boarding House (including comments on the meals!)
> Gatehouse Survey – an anonymous survey undertaken by all Year 8 and Year 9 students, originally compiled by the Victorian Adolescent Health Centre, which reports on student wellbeing. Note: The results of these surveys are then discussed with the students at subsequent School assemblies.
> Anonymous Year 11 Surveys undertaken during the Year 11 camp which all Year 11 students attend.

TEACHER SATISFACTION

The School obtains both formal and informal feedback in relation to staff satisfaction through various means, including:

> Formal induction programme for new teachers and allocation of mentors by the School’s Human Resource Manager
> Formal exit interviews of staff undertaken by the School’s Human Resource Manager.
> Representations and contact made by the voluntary staff Common Room Association with the School Management Team.
> Regular meetings throughout the year of key staff interest groups including: the Academic Committee; the Pastoral Committee; the Head Master’s Executive and Trinity Education Support Services (TESS), the Counselling arm of the School that gives regular feedback on issues of staff morale and wellbeing to the Head Master.
> Formal interviews with non-teaching staff regarding general working conditions and performance.
> Feedback is also received through the Work, Health and Safety Committee which meets at least every term at the School. Concerns and or suggestions are then forwarded to management requesting their attention.
REPORTING AREA 14
SUMMARY FINANCIAL INFORMATION

RECURRENT/CAPITAL INCOME

- Fees and Private Income 73.85%
- Commonwealth recurrent grants 14.32%
- Other Capital Income 8.02%
- State recurrent grants 3.81%

RECURRENT/CAPITAL EXPENDITURE

- Salaries, allowances, related expenditure 52.37%
- Non salary expenses 35.66%
- Capital expenditure 11.97%