

# Year 7-12

## Parent Information Night Carousel 2026

Trinity College is committed to continuous improvement.

Please help us understand which sessions are most relevant and appropriate to our families at the 2026 Year 7-12 PIN Carousel.

### STEP 1:

SCAN THE QR CODE AT EACH SESSION

### STEP 2:

SELECT THE SESSION YOU'RE CURRENTLY ATTENDING



# Character Formation Journey at Trinity College

*The Path to Becoming a Man for Others*

*Presented by Mr Clint Testa*

*Coordinator of Student Formation and Leadership*

Why is this conversation  
important?

# To fulfil our human promise

Professor James Arthur

[Jubilee Centre for Character & Virtues](#); **University of Birmingham**

*Harvard Flourishing Program*; **Harvard University**

- We build the character of our students for public service.
- A sole focus on the development of 'skills' diminishes the value of the development of self.
- If you make 'success' the be all and end all for our students, it'll only increase their anxiety.
- Leaving the student to develop their own virtues is not to the benefit of society as a whole. Don't leave it down to chance.

# What is Character Formation?

# Definitions

**Character** is a set of personal traits or dispositions that produce specific moral emotions, inform motivation, and guide conduct.

**Character formation** includes all explicit and implicit educational activities that help young people to develop positive personal strengths called virtues.

*Embedding Civic Character in Schools: A Practical Resource*, Birmingham: University of Birmingham, Jubilee Centre for Character and Virtues.

# Caught, Taught and Sought

- Character is largely **caught** through role-modelling and emotional contagion: committed leadership, school culture and ethos are therefore central;
- Character should also be **taught**: direct teaching of character provides the rationale, language and tools to use in developing character elsewhere in and out of school;
- Character is **sought** freely to pursue a better life;

*The Jubilee Centre Framework for Character Education in Schools, 3ed.*, Birmingham:  
University of Birmingham, Jubilee Centre for Character and Virtues.

# What does that look like here?

CAUGHT	TAUGHT	SOUGHT
<p>Identifying and acknowledging virtuous behaviours</p> <p>Crowns and Pinder Boor Certificates</p> <p>Father Mac Awards</p> <p>Commendations</p>	<p>The Resilience Project (4 – 8)</p> <p>Becoming Brothers (Yr 7)</p> <p>Building Bridges (Yr 8)</p> <p>Becoming Men (Yr 9)</p> <p>PDW (Yr 10)</p> <p>Pastoral Care program</p> <p>Year group service program</p> <p>Retreats</p> <p>Camps</p>	<p>Service opportunities</p> <p>Immersions</p> <p>Senior Project</p> <p>Leadership camps &amp; summits</p>

THE

# RESILIENCE PROJECT

Proudly supported by **coles**

[THERESILIENCEPROJECT.COM.AU](http://THERESILIENCEPROJECT.COM.AU)

# Mental Health State of Play



## PRIMARY

**32%** 

of students reported symptoms of **anxiety**.

## SECONDARY

**43%** 

of students reported symptoms of **anxiety**.

# PRIMARY

**1 in 4** 

experience symptoms of **depression.**

# SECONDARY

**1 in 3** 

experience symptoms of **depression.**



**65%**  
of adolescents  
**do not**  
**seek help**  
for mental illness

# How do we address this?

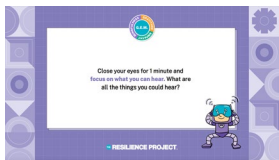
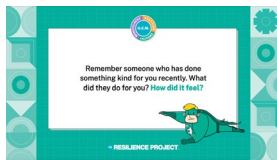
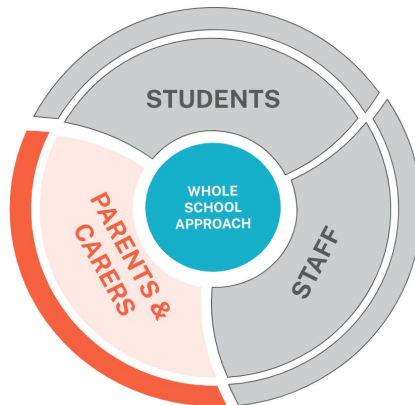
# **G**ratITUDE **E**mpathy **M**indfulness & **E**motional **L**iteracy



# TRP at Trinity College

# Whole School Approach

- Junior School: weekly lessons in-class
- Year 7 and 8: Embedded in their formation programs
- Teachers who care, are passionate and invested
- TRP@Home component
- GEM Chats



## GEM Chats



21 DAY WELLBEING JOURNAL



FAMILY WELLBEING JOURNAL



6 MONTH WELLBEING JOURNAL



GEM CONVERSATION CARDS

## TRP Resources

**TAKE IT HOME ACTIVITY**  
EMOTIONAL LITERACY | LESSONS

**Hi Families,**  
This week in class, we explored Emotional Literacy by looking at the **21 Character Strengths** and trying to notice them in people we admire. Character strengths are the positive qualities that a person possesses internally, and impact the way a person thinks, feels and behaves in their life. You can see a list of the Character Strengths and links to each to identify your own at [www.trp.org.au/character-strengths](https://www.trp.org.au/character-strengths)

Working on our own emotional literacy means we can become better at understanding and expressing our own emotions, as well as recognizing and reading the emotions in people around us. This helps when making new friends, managing conflict and coping with challenges in our lives.

**WHAT YOU WILL NEED:**

- These together as a family
- The 21 Character Strengths list
- The book

**WHAT TO DO:**

- Family members take turns sharing ideas about someone they admire and discussing what makes them admirable. This might be someone famous or it could be someone they work with, a neighbor or close family friend.
- After describing the person, the family has to try to name a few of the character strengths they think the admirable person shows in the way they live.
- Continue until each family member has described at least one admirable person.
- Parents can share ideas about ways possible that admired when they were children and you can also have a go at naming some of the strengths you see in each other, or examples of when the strengths have been evident.

**Family Emotional Literacy habits builder:**  
Every night at dinner have each person describe a feeling they had during the day and what made them feel like that. If negative, discuss what did, or could have helped them turn their emotion around to positive.

**We would love to see what you are doing at home. Please share some photos or let your child's teacher know what you have enjoyed.**

**TRP HOME**  
For more activities to complete as a family check out <https://www.trp.org.au/character-strengths>

**Parent & Carer Hub**

Whenever you've arrived at this Parent & Carer Hub because your child's behavior concerned you, the Resilience Project's wellbeing practitioners - and we're pretty certain!

When reading your children's behavior, we know the best outcomes happen when we work together as a practice.

That practice often fits the acronym: **TRP**. In your unique, evidence-based strategies using taught in the classroom or your workplace, that might be home. Each team we know of will be so excited to hear from you. However, if you're looking to learn more and be inspired with evidence-based tips for you, they and yourself, that's happy, we've got you covered.

Have questions or need to know more? Check out our FAQ page for more.

**MODELLING**

Explore the key principles:

- Gratitude
- Empathy
- Mindfulness
- Emotional Literacy

## Activities at Home



# Year 4 Character Formation

- *Strong sense of belonging and positive relationships*
- *Shared experiences and reflective activities*
- *Connection, gratitude and challenge*
- *Appreciation of the unique strengths of others,*
- *Empathy, respect, and gratitude in a mutually supportive community*

# Year 5 Character Formation

- *Guiding students toward leadership and responsibility*
- *Collaborative experiences and reflective practices*
- *Empowers students to develop confidence, initiative, and empathy*
- *Respect, gratitude, and a commitment to service in preparation for servant leadership*

# Year 6 Character Formation

- *Greater independence in preparation for the transition to Middle School*
- *Challenging experiences and reflective practices*
- *Take ownership of their learning, choices and actions while continuing to demonstrate empathy and respect for others*
- *Resilience, self-management, and a sense of personal accountability*

## **Year 7 ~ Becoming Brothers**

Transitioning into secondary school  
Organisation, relationship-building

## **Year 8 ~ Building Bridges**

Responsibility, Cultural Understanding

## **Year 9 ~ Becoming Men**

Personal growth, becoming a good human

## **Year 10 ~ Personal Development Workshops**

Life skills and understandings

# Year 7 – Becoming Brothers

*A program designed to help students who are entering a secondary school environment establish new friendships in a constructive and respectful manner, whilst also allowing for personal growth which is meaningful and sustainable, grounded in resilience and self-belief, giving them the best opportunity to succeed in all facets of their lives.*

# Year 7 – Becoming Brothers

- **Term One: Adapting to change**
  - Emotional Literacy
  - Becoming Brothers Camp (Growth vs Fixed Mindset)
  - Developing a vision
- **Term Two: Building positive relationships**
  - What makes a good friend
  - Celebrating diversity
  - Empathy

# Year 7 – Becoming Brothers

- **Term Three: Being our best selves**
  - The science of happiness
  - Balancing our screen time
  - Benefits of showing gratitude
- **Term Four: Connection with self and others**
  - Mindfulness

# Year 8 – Building Bridges

*A program designed to build students' capacity to assume more responsibility for their actions and behaviours, with the purpose of strengthening their bonds with others and increasing their capacity to achieve personal excellence in all aspects of their lives.*

# Year 8 – Building Bridges

## Term One: Self actualisation

- SMART Goals
- Mindfulness Carousel

## Term Two: Cultural Appreciation

- Traditions and Rituals
- Language and history
- Diversity in culture
- Cultural empathy

# Year 8 – Building Bridges

## Term Three: Developing compassion

- Emotional Literacy
- Empathy
- Appreciating different perspectives

## Term Four: Positive Relationships

- Gender stereotypes
- Sexting
- Actual scenarios
- Project work

# Year 9 – Becoming Men

*A Rite of Passage program in which students are instilled with important values which will equip them with the tools and inner fortitude to tackle the many hurdles that teenagers face in today's world.*

# Year 9 – Becoming Men

## Term One: Understanding Self

- Understanding my family
- Values
- Role Models
- Mentors

## Term Two: Educating Men, Empowering Women

- Social Sexuality
- Challenges women face
- Consent and coercive control

# Year 9 – Becoming Men

## Term Three: The making of a good man

- Masculinity
- Values
- Integrity, honesty, empathy, compassion
- Manhood manifesto

## Term Four: Personal Project of Gratitude

# Year 10 – Personal Development Workshops

- Keys 4 Life
- Careers
- Food tech @ Mercedes
- Christian Service
- Relationship IQ
- Positive Emotional Health (*Helping Minds*)
- Financial Literacy

# Formation Journey at Trinity College

*The Path to Becoming a Man for Others*

*A whole school approach designed to support your sons in becoming the best version of themselves as they head towards young adulthood.*