

# SCHOOL PERFORMANCE INFORMATION 2023



**Men for Others**



EDMUND RICE EDUCATION  
AUSTRALIA

# SCHOOL PERFORMANCE 2023

Under the Australian Government funding requirements and in line with the Schools Assistance Act 2008, our school is required to publish specific information on the college website each year, relating to the previous year.

## PART 1 : Publication of Information Relating to Schools

### 1. Contextual Information

Trinity College has its origins in Christian Brothers College (Perth). Founded in 1894, the 'Terrace School' was located at the corner of St Georges Terrace and Victoria Avenue in the heart of the city. In 1938, the boarders moved to the new Aquinas College, while the day boys remained at CBC. When Perth hosted the 1962 Commonwealth Games, the City Council acquired the Terrace site for a hotel and the College moved to the new Trinity College campus located beside the river in East Perth. In 2007, the Christian Brothers' handed the governance of their schools over to Edmund Rice Education Australia (EREA). Trinity College recently celebrated its 125 Year Anniversary, and its sixtieth year at the current East Perth Campus.

Trinity College is a Catholic school in the Edmund Rice Tradition. The College receives its educational mandate from the Catholic Archbishop of Perth and operates in accordance with the policies of Edmund Rice Education Australia and the Catholic Education Commission of Western Australia. Trinity College is a member of the Public Schools Association (PSA) of Western Australia.

Trinity College proudly provides an all boys' education for students from Year 4 through to Year 12. A Trinity College education is based on four pillars – Faith, Academic, Cultural and Sport, with our commitment to the development of each student's faith and personal spirituality being of most importance. A particular emphasis is placed on a developmental program that assists in the formation of each student as they journey from boyhood to manhood. The College motto *In Nomine Domini - In the name of the Lord*; is the foundation for all in our community to focus their endeavours at the heart of our call to be Christian. The maxim by which our students are encouraged to live by is *Men for Others*. This philosophy is clearly articulated through our Service programs, our Immersion experiences and our Retreat programs. We demonstrate the Church's commitment to the dignity of the individual, particularly by being called to relationship in community.

Our spacious and well-appointed East Perth campus has grown considerably thanks to the efforts of many in the College community. Several specialist facilities have been developed including the Chapel, Design and Technology Centre, Observatory, VR Laboratory and Swimming Pool. In recent years, a new Cultural Centre (Music, Art, Campus Ministry) was added along with extensions to the Library and Science Block. Most recently, the magnificent new Sports Centre was completed. These excellent facilities are complemented by our Outdoor Education Centre, (Camp Kelly, Dwellingup) and our playing fields at nearby Waterford.

Due to its central location, Trinity College attracts enrolments from all over the metropolitan area and this provides a wonderfully eclectic mix of students. Trinity College aspires to be an inclusive, creative learning community centred in Christ, committed to the education and development of each individual. To this end, a range of pathways are offered to cater for the diverse needs of all boys. Our Mary Rice Centre provides education for students with particular learning needs, extension programs exist across all curriculum areas and our scholarship and bursary programs for Aboriginal and Refugee students is very highly regarded. Trinity College provides recognised pathways for University entrance (ATAR Courses) and has established a well-earned reputation for excellence in this regard. The College also provides a comprehensive set of highly developed Vocational Education and Training opportunities. These

offer nationally accredited qualifications, valuable work experience and enable access to post-school destinations such as TAFE, traineeships and apprenticeships. The curriculum programs are current, utilise the latest technology and respond to emerging trends in education and the ever-changing demands of our modern world.

The College enjoys a strong reputation for the excellent pastoral care and formation of our boys. The College Staff are wonderful role models who give enormous hours of their time to both the formal and informal curriculum. They value the dignity and worth of every student and strive to create a positive learning environment in which the personal needs of all students are catered for. The boys are encouraged to seek personal excellence and challenged to discover and develop their talents not only for themselves, but in the service of others.

## 2. Teacher Standards and Qualifications

The College employs 118 teachers; of these 118 are four-year trained, 33 teaching staff have attained a Master's degree, and three teachers have attained a Doctoral degree.

## 3. Workforce Composition

According to our employment records, Trinity College personnel included:

- Teaching staff: 118, of these 48 are female and 70 male. We have one Indigenous teacher.
- Support staff: 64, of these 36 are female and 28 are male. This includes two Indigenous male support staff members.

## 4. Student Attendance at School

On average 93.01% of students attended each day in 2023. This is broken down into year groups as follows:

Year	Number of Students	Mean % Present
4	62	94.41
5	74	92.19
6	78	92.56
7	191	94.06
8	190	92.63
9	192	91.42
10	178	92.41
11	186	93.18
12	170	90.36

### 2023 Attendance Half Days Summary

We ask that a parent or guardian phone or email the College in the morning so that teachers can be made aware of a student's absence. Non attendances, where no contact from a parent or guardian has been received, are followed up with a phone call to the parents.

Students are to approach each of their teachers on their return, in order to catch up on work missed during the absence.



## 5. NAPLAN Information

NAPLAN 2023	All Australian Schools Mean	Trinity Mean	% of students who achieved at or above the level 'requiring support'
<b>Year 5</b>			
Reading	496	506	97%
Writing	483	493	96%
Grammar & Punctuation	497	494	92%
Spelling	489	504	97%
Numeracy	488	521	99%
<b>Year 7</b>			
Reading	536	572	98%
Writing	534	557	97%
Grammar & Punctuation	539	568	98%
Spelling	539	564	97%
Numeracy	538	587	98%
<b>Year 9</b>			
Reading	564	611	99%
Writing	567	594	98%
Grammar & Punctuation	557	590	99%
Spelling	568	591	99%
Numeracy	568	642	99%

## 6. Parent, Student and Teacher Satisfaction

Trinity College is committed to seeking the views and expectations from key stakeholders and regularly seeks feedback on such areas as Catholic ethos, academic performance, pastoral care, sport and other co-curricular programs, the teaching and learning process, communication, community engagement and the College facilities. This feedback greatly assists the College with its operational and strategic planning and its pursuit to continually improve the educational experience offered to our students. Whilst results around 'satisfaction with the College' are very good, we are committed to providing our students with the highest possible standard of education and we have in place a process to use these findings to assist us with this objective.

As a Catholic school in the Edmund Rice tradition, Trinity College is governed by Edmund Rice Education Australia (EREA). As a school, we are required to undergo a regular and detailed process of 'Renewal'. This School Renewal Process allows our College community an opportunity to reflect on how the [EREA Charter](#) and its Touchstones are evident and evolving within the life of our College.

Trinity College underwent a comprehensive School Renewal Process in 2023. The EREA School Renewal Team used a series of surveys and follow up interviews with all members of the College Community – students, families, Staff, Council members, Representative Groups and the wider community to check satisfaction and recognition of our identity and mission. Charter Surveys were completed by over 900 students and further qualitative data was gleaned from the many targeted interviews conducted over several days. The Four Touchstones of Justice & Solidarity, Inclusive Community, Liberating Education and Gospel Spirituality were used as reference points for this extensive community feedback. Below is a snapshot of some of the feedback;

## 1. LIBERATING EDUCATION

*We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all.*

Statements acknowledge 85% + in sometimes/often/always. Represented as a single percentage. Statements acknowledge 75%+ in often/always. Will be stated.

### 1.1 Teacher Qualities

Students surveyed indicated that they feel very supported by their teachers in their learning experiences. They describe their teachers as knowledgeable (89% often/always) and committed to their teaching practice (84% often/always). An exceptionally high proportion of students see their teachers as being helpful and encouraging (96%), enthusiastic (94%) and flexible and open minded (92%). Focus groups confirmed that students valued inspirational stories, well-paced presentations and a balance between individual and group work by teachers. Students consistently named flexibility as a key attribute of an effective teacher.

### 1.2 Challenging Lessons

A considerable number of students surveyed indicated that they feel inspired by their lessons because they encounter tasks which are appropriately challenging (94%), and teachers usually vary lessons to increase student engagement (87%). Students appreciate that tasks are regularly negotiated and inclusive of their input (84%). Focus groups confirmed that good feedback, including written, verbal annotations on tasks - from teachers provides encouragement to deepen their engagement. Teachers care about student learning and challenge students to work productively.

### 1.3 Liberating Practice

Students surveyed positively report that lesson tasks regularly involve problem solving activities (91%) and appreciate that group work and hands-on tasks are regular feature of their lessons (85%+). A significant proportion (89%) of students indicated that they are given feedback and opportunities to reflect on their learning to value add and they enjoy having access to a variety of digital technologies. Focus groups confirmed that the most liberating practices apply to building positive relationships with each student, understanding their individual journey and learning style and adapting to a range of student dispositions in the learning space.

## 2. GOSPEL SPIRITUALITY

*We invite people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.*

Statements acknowledge 82% + in sometimes/often/always. Represented as a single percentage. Statements acknowledge 75%+ in often/always. Will be stated.

### 2.1 Life and Teachings of Jesus

The majority of student surveyed believe that their teachers endeavor to make the teachings of Jesus meaningful by utilising positive language and images (84%). There is a strong recognition that staff at Trinity College share the story and teaching of Jesus as an important part of what they do (78%). Focus Groups confirmed that there has been deliberate focus to make this more relevant to the students through their ministry and service activities and classroom Religious Education curriculum.

## 2.2 Religious Education

A high number of students surveyed indicated they recognise their Religious Education classes are taught by passionate and creative teachers of Religious Education (88%) which, in turn, supports their own level of active participation (83%). Students feel that lessons provide them with opportunities to think about their beliefs and spirituality in ways that promote non-judgmental and open conversations (83%). Focus groups confirmed that the structure of the Religious Education team - seven full time RE teachers and seven teachers who teach in other faculties - assists in developing a collaborative, passionate and innovative team approach to building participation and engagement.

## 2.3 Gospel Values

The majority of students surveyed indicated that they have seen or experienced the Gospel values being lived out in the school via the modelling of compassion and understanding (88%) and by the respect shown to people of diverse cultures and faith (89%). A substantial number of students reported that they view the college as a place of forgiveness (85%). Focus groups confirmed that forgiveness, respect and compassion were features of daily life at Trinity and modelled also in the way families and staff are supported in times of difficulty.

# 3. INCLUSIVE COMMUNITY

*Our community is accepting and welcoming, fostering right relationships and committed to the common good.*

Statements acknowledge 85% + in sometimes/often/always. Represented as a single percentage. Statements acknowledge 75%+ in often/always. Will be stated.

## 3.1 Welcoming Relationships

Students strongly agree that there is a culture of friendly and welcoming relationships within the school community (91%). They feel cared for and value the respectful and open relationships that are nurtured at the college and in the broader community (85%+). Focus groups confirmed that this welcoming environment is present when entering Year 7, through the outstanding Year 11 / Year 7 Mentoring Program, the Year 7 Retreat and the placement of lockers to facilitate greater connection between students of all ages. Students noted that Student Services and College Psychologists help them to feel safe and welcome. Pastoral Care Teachers are commended for their care and students appreciate the constant presence of the PC teacher through their school journey.

## 3.2 Safe and Accepting Environment

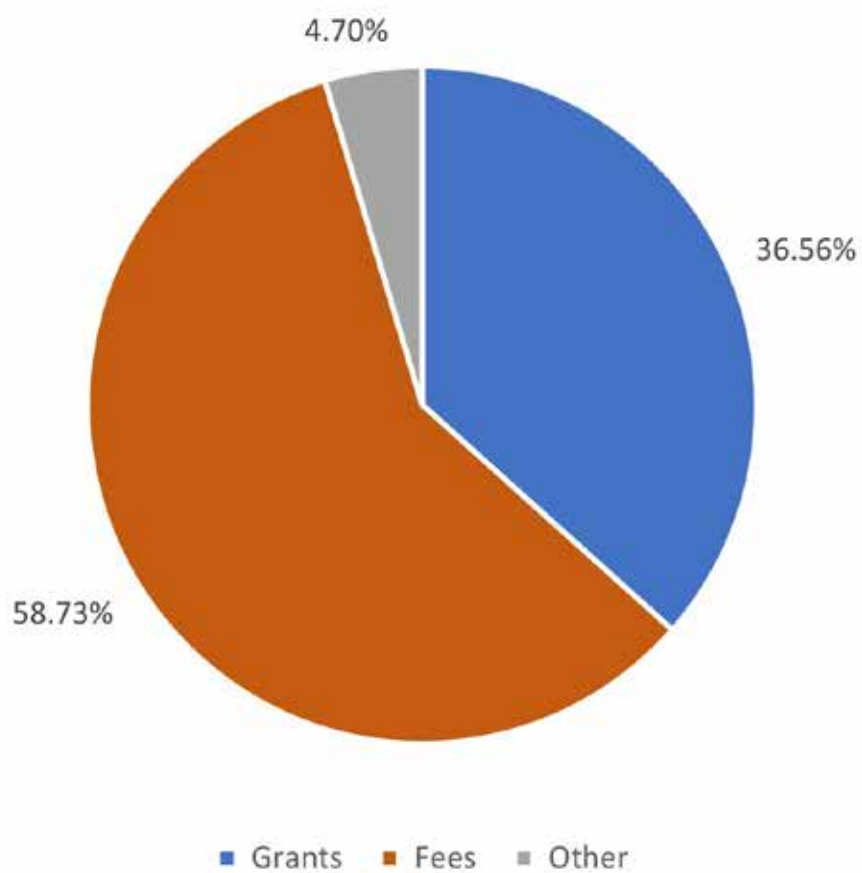
Students clearly voice that the school is a safe and inclusive learning community where they feel known and accepted (90%+). There is a strong sense of belonging within the college (89%) and the students indicated that they feel understood, appreciated and listened to (85%+). Focus groups have confirmed that there is a caring and protective climate across the College for all students particularly for those more vulnerable.

## 3.3 Inclusive Opportunities

A tremendous (95%) of students acknowledge that they are provided with opportunities to participate and contribute to college activities and community life. Similarly, students report that they are encouraged and supported to learn from their own mistakes (93%). In addition, they recognise they have many opportunities to express themselves and are provided with experiences to appreciate and learn from one another (88%+). Focus groups have confirmed that opportunity is a hallmark of life at Trinity College. It was one of the most frequently named words when focus groups were asked to nominate one word which captured their experience of Trinity.

## 7. School Income

Funding was received as follows in 2023:



Further information can be found at the My School website: [www.myschool.edu.au](http://www.myschool.edu.au)



## 8. Senior Secondary Outcomes

As a College, we would like to congratulate the Class of 2023 on their excellent WACE results, which are a result of hard work and dedication by our students and their teachers, with strong support from parents and family members. The success of our students is due to many factors such as:

- Hard work, consistent application, determination and perseverance of our students
- Committed support of our parents
- High-quality Teaching and Learning provided by a professional, dedicated and hardworking staff
- A strong emphasis on providing a personalised and holistic education
- An unwavering focus on each individual student where they are challenged, encouraged, well-known and cared for
- Ensuring that students are engaged in all four pillars of College life – spiritual, academic, cultural and sport
- Individualised subject counselling for each student.

## WACE Results 2023

In 2023, 93 Trinity students were awarded an ATAR, with 44 of those students (47% of our ATAR candidates) achieving an ATAR of 90 or higher, which places them in the top 10% of the nation. Another 24 students (26% of our ATAR candidates) achieved an ATAR of between 80 and 90.

At a glance;

- 47% of ATAR candidates achieved an ATAR above 90.
- 26% of ATAR candidates achieved an ATAR of between 80 and 90.
- Therefore, 73% of students eligible for an ATAR, scored higher than 80.0.
- Median ATAR was 88.75.
- 12 students gained entry to the '97 Club' for achieving an ATAR of 97 or higher.
- 5 students achieved an ATAR of 99 or above, placing them in the top 1% nationally.

Non-ATAR Results;

We also take this time to celebrate the many boys who have achieved success through non-ATAR pathways.

- 13 students already attained and moving straight into Apprenticeships.
- 5 students have completed a Certificate IV in either Business or Education Support.
- 47 students have completed a Certificate II or higher throughout Years 11 and 12.
- 207 Endorsed Programs completed by the Year 12 cohort.
- 30 students successfully completed the Curtin Uni-ready Course.

Western Australia	Number of Students	> 90	80–89	70–79	60–69	50–59	<49	Median
<b>Trinity College</b>	170 (93 ATAR students) 55% of cohort	44 (47%)	24 (26%)	12 (13%)	8 (9%)	4 (4%)		88.75

### ATAR Results

We were pleased with how well our students performed in the ATAR.

### Secondary Graduation

100% of our Year 12 students achieved their WACE certificate in 2023.

Comparative Data:

- 2022 – 97%
- 2021 – 98%
- 2020 – 99%
- 2019 – 98%
- 2018 – 98%

### Percentage of students with 4 or more WACE course scores

55% of our Year 12 students were awarded an ATAR score in 2023.

Comparative Data:

- 2022 – 63%
- 2021 – 61%
- 2020 – 66%
- 2019 – 73%
- 2018 – 75%

### Excellence in WACE courses

In 2023 we were acknowledged as being a leading school in 8 WACE Courses:

- Applied Information Technology
- Business Management and Enterprise
- Chemistry
- Computer Science
- Geography
- Maths Specialist
- Physics
- Religion and Life

This compares to the acknowledgments in previous years:

- 2022 – 7 courses
- 2021 – 7 courses
- 2020 – 3 courses
- 2019 – 5 courses
- 2018 – 7 courses

### Final Scaled Mark at least 5% above the State Average

- AIT– 6%
- Computer Science – 8%
- Religion and Life – 5%
- Chemistry – 6%
- Economics – 5%
- Maths Methods – 5%
- Music – 7%
- Physics – 6%
- Italian – 7%
- Business Management and Enterprise – 5%

### ATAR course scores above 75%

34% of students attempting 4+ ATAR courses in 2023 achieved a scaled mark of at least 75% in at least one course.

Comparative Data:

- 2022 – 35%
- 2021 – 35%
- 2020 – 28%
- 2019 – 33%
- 2018 – 36%

### Vocational Education and Training

In 2023, 25% of Year 12 students completed a Certificate II or higher.

Comparative Data:

- 2023 – 48% Certificate II Year 12 qualifications or higher
- 2022 – 23%
- 2021 – 26%
- 2020 – 34%
- 2019 – 27%
- 2018 – 25%



## 9. Student Destinations: Year 12, 2023

In 2023 there were 171 Year 12 students who completed their studies at Trinity College. Most of these students continued the tradition of enrolling at university upon graduation (67%). However, the popularity of alternative programs and students pursuing VET pathways continues to rise. In 2023, 26% of the cohort were enrolled in an alternative program that still enabled them to attend university. These consisted of Certificate IV (6) and Curtin Uni-Ready (39). Many of these students successfully used these programs to enrol at university.

### University Preferences

UWA and Curtin continue to be the preferred destination for students. In 2023 they accounted for 46% of university enrolments. The University of Western Australia (30%) and Curtin University (16%) followed by Notre Dame University (10%), Edith Cowan University (2%), Murdoch University (2%) and interstate institutions or other providers. Students have also applied for other institutions across Australia.

### University Course Enrolments

The recent trend of students selecting Commerce/Engineering degrees continued in 2023. Other popular course enrolments were in the Health Sciences area, while Science became more popular. Early offers, while still being made, are not as prevalent as they are contingent upon students final results.

### Certificate IV Business

Since 2016 Trinity has offered a Certificate IV in Business which enables students to gain a VET qualification while keeping tertiary study options open. The course is competency based with students completing 10 units. In 2023 (4) students enrolled and achieved the qualification. Students used this to enrol in university courses. Another student completed the Certificate IV in Education Support and used this to access an undergraduate education pathway.

### Curtin Uni-Ready

Curtin Uni-Ready is an enabling course that allows Year 12 students to achieve a notional 70 ATAR which enables admission to university, without the need to generate an ATAR score. Trinity was part of a pilot program in 2019 and has continued to offer the program for Year 12 students. In 2023, 37 students enrolled in the course which represents the largest number of enrolments since its inception. Students used this course to enrol in courses including Secondary Teaching, Commerce and Construction Management, Cyber Security.

### Vocational and Educational Training (VET)

Trinity College students are encouraged and continue to enrol in a variety of VET and Endorsed programs in Years 10-12. These allow students to achieve credit towards WACE whilst gaining practical skills through competency-based learning. As part of these studies students often spend one day a week off-site either at TAFE enrolled in pre-apprenticeships or in the workplace.

In 2023 (104) students across Years 11-12 achieved at least one VET qualification. Four students completed pre-apprenticeships in trades including electrical and carpentry. Twenty-eight students also opted to participate in Workplace Learning as part of their enrolment at the College. This endorsed program allows students to spend one day a week in the workplace allowing them to explore potential career pathways. Thirty five (35) students undertook WPL in a variety of industries including building and construction, primary education, electrical contracting and plumbing.



## 10. Annual School Improvement

- Emerging from the College Strategic Plan Ambition 2024 (which outlines in detail 5 Ambitions, 12 Goals and 90 Actions), the College is required to present an annual School Improvement Plan (SIP). The SIP outlines the specific Actions (and associated) that we will seek to achieve in any given year. The SIP is presented to the College community at the start of the year and then critically reviewed at the end of the year to authentically monitor progress.
- The following information provides a summary of the 2023 School Improvement Plan according to each Ambition. A more detailed analysis can be located [here](#).

**Spirit of Faith** - To be a proud faith community where gospel values are known, lived and celebrated.

**Goal:**

- 1.1 Provide opportunities for students and staff to further their personal faith journey
- 1.2 Forge a strong reference to our identity as a Catholic School in the Edmund Rice Tradition

Strategic Plan Actions	Status
1.1.6 Review and renew Service programs for students and staff.	Achieved
1.2.6 Seek to establish a religious/ theological based Immersion or Tour.	Partly Achieved



**Spirit of Excellence** - To provide engaging teaching and learning practices that support wellbeing and inspire personal excellence amongst students to reach their full potential.

**Goal:**

- 2.1 An expert teaching team is attracted, retained and developed
- 2.2 Provide stimulating, engaging and innovative learning environments that are underpinned by high expectations and quality teaching practices
- 2.3 Establish a culture of academic rigour, innovation and challenge

	<b>Status</b>
2.1.7 Maintain a strong focus on supporting staff to integrate Information Technology into supplementing effective teaching and improved student learning.	Achieved
2.1.8 Establish clear and consistent practices with respect to staff wellbeing and HR matters for all staff.	Achieved
2.2.2 Strengthen the consistency of approach to the teaching of literacy and numeracy across the Junior School and into the Middle School years.	Partly Achieved
2.2.6 Review and renew the Gifted and Talented Education structures, programs and infrastructure with a view to best catering for student needs.	Not Achieved Review in 2024
2.3.3 Utilise a variety of student data to help direct curriculum innovation and challenge.	Partly Achieved
2.3.4 Seek involvement in recognised academic extension and excellence programs.	Not Achieved
2.3.5 Utilise data to set realistic and aspirational pre-requisite markers that predict excellence and success in senior course work.	Partly Achieved
2.3.7 Utilise data to set aspirational achievement goals for measures such as NAPLAN, OLNA and WACE	Partly Achieved

**Spirit of Service** - To form young men with the 'TC Spirit' who are authentic, active and outstanding role models in their outreach.

**Goal:**

3.1 All staff and students have the opportunity for mission inspired outreach

3.2 Continue to develop leadership capacity within the College community

Strategic Plan Actions	Status
3.1.3 Establish a planning calendar that clearly outlines and projects future mission/immersion/outreach activities.	Partly Achieved

**Spirit of Community** - To be an inclusive and welcoming community that supports wellbeing and learning for every student.

**Goal:**

- 4.1 Promote a shared responsibility for student wellbeing, formation and learning
- 4.2 Continue to provide a welcoming and inclusive environment where Family/College relationships are fostered

Strategic Plan Actions	Status
4.1.1 Establish a range of allied-health services that enhance the care and wellbeing of our students and staff	Achieved
4.2.2 Foster and celebrate the generosity of the various parent community groups that support the College.	Achieved
4.2.3 Establish an agreed approach amongst the various parent community groups that promotes the notion of 'one College – one Spirit'.	Achieved
4.2.7 Develop a business case that examines the provision of an Out of School Hours Care Centre on the College site.	Achieved



**Spirit of Stewardship** - To seek a real commitment to providing accessibility for all and to building a sustainable future.

**Goal:**

- 5.1 Increase accessibility to a Trinity College education with a view to achieving enrolment stability
- 5.2 Provide sound financial management and business leadership that ensures future sustainability
- 5.3 Provide contemporary learning spaces that support teaching, learning and an innovative mindset

Strategic Plan Actions	Status
5.1.3 Analyse and effectively utilise survey data from prospective parents.	Partly Achieved
5.1.4 Liaise with CEWA and other specialist organisations to analyse relevant school demographic data within our potential enrolment areas.	Partly Achieved
5.2.2 Establish a short, mid and long-term Financial Plan that projects financial position, debt servicing capacity and sustainability measures.	Achieved
5.2.2 Establish a short, mid and long-term Financial Plan that projects financial position, debt servicing capacity and sustainability measures.	Partly Achieved
5.2.6 Review the enrolment data collected from families to best position the College for future grant provisions.	Achieved
5.2.7 Explore digital, commercial and network expansion opportunities.	Achieved
5.2.8 Review the Master Plan and Capital Development Plan with consideration to mid and long-term sustainability options.	Partly Achieved
5.3.1 Explore opportunities to partner with commercial and alternate education institutions around the world.	Partly Achieved
5.3.2 Investigate opportunities for community involvement through virtual/mixed/augmented reality.	Partly Achieved
5.3.4 Establish a <u>long term</u> classroom refurbishment plan that enables programmed annual upgrades.	Partly Achieved



## PART 2: School Community Report 2023

### 1. **A report by the Chair of the College Advisory Council to the School Community on the operation of the Council during the preceding year.**

As we emerge from a difficult few years, where all aspects of school operations and community events have been significantly affected by ever changing COVID protocols, it is with a profound sense of gratitude and reflection that I write this report. During the past few years, our educators, students, parents and staff have faced unprecedented circumstances with remarkable fortitude. The commitment to academic excellence has remained unwavering, with our educators adapting and innovating to ensure that the educational journey of Trinity students continues to be enriching and impactful.

Like most years, 2023 has been a journey filled with challenges, achievements and moments that have strengthened the bonds that define our College community. At a College Advisory Council level, respective sub-committees have been particularly busy in supporting the College in its many endeavours.

Our Capital and Planning Committee has worked extensively throughout the year to capitalise on the opportunities presented at the neighbouring Waterbank site. Several alternatives were explored and discussed with each of the relevant stakeholders. At the time of writing this report, work has commenced on this site. We are confident that the outcomes achieved will benefit Trinity for many years to come, presenting opportunities for our boys to train and play sport on available playing fields.

Our Finance Committee has diligently guided the College to position itself to underpin further development. In doing so, the Committee and Council are cognisant of maintaining school fees at a level that ensures a Trinity education remains affordable for the typical demographic of the College. This is often difficult, and the Council is considering ways in which to bolster the College's revenue streams from other opportunities. Trinity remains the most affordable school in the PSA, and we endeavour to ensure it remains as such.

The Risk and Compliance Committee continues to monitor the ever-increasing compliance environment under which schools must operate. Detailed reviews and analysis of risks and policies consume a considerable amount of time for any council or board, and having this Committee provide specific focus on such matters is of great assistance. Changes to the College's external governance structures have also been a strong consideration during this time.

Fundamental to all matters considered by the Council is the unwavering commitment to the values and principles that underpin our Trinity identity. The dedicated teachers, staff and students have exemplified the spirit of compassion, kindness and service that are central to our College ethos. The commitment to academic achievement and holistic education remains at the forefront of our mission, preparing Trinity students not only for academic success, but also for lives of purpose and service.

All of this is led by College Principal Mr Darren O'Neill, the College Leadership Team and a determined team of committee leaders. There is an increasing narrative about the difficulties faced by educators. The Council is cognisant of these challenges and we strive to guide and support Darren as he steers the College through such challenges with a view to the future.

In the realm of community engagement, the 'Trinity Family' has remained active and supportive. Our parents, guardians and Alumni have played a crucial role in maintaining a strong sense of community. I always encourage all Old Boys, parents, grandparents, students and extended families to become involved in the Trinity community to ensure it maintains the wonderful culture it has enjoyed for so many years.

As stated previously, the Trinity College Advisory Council is just one of many groups who volunteer their services for the betterment of the College, and to enhance their son's educational experience. On behalf of the College and the Council, I reiterate my gratitude to those many volunteers who ensure Trinity College retains and grows the wonderful culture that it has enjoyed for so many years.

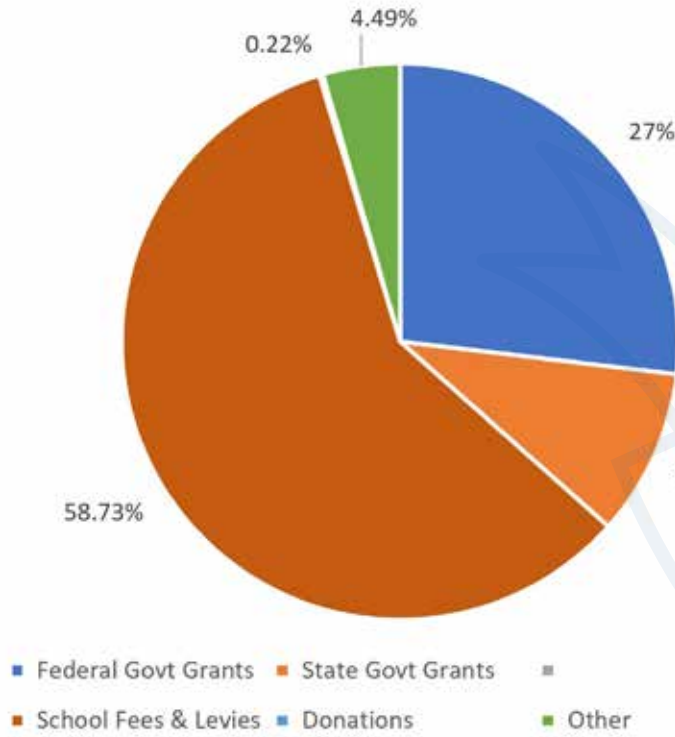
Looking ahead, the Trinity College Advisory Council is committed to fostering continuous improvement and growth. We continue to ensure that Trinity students receive the best possible education in an environment that reflects the values we hold dear.

**Mr Peter Torre**

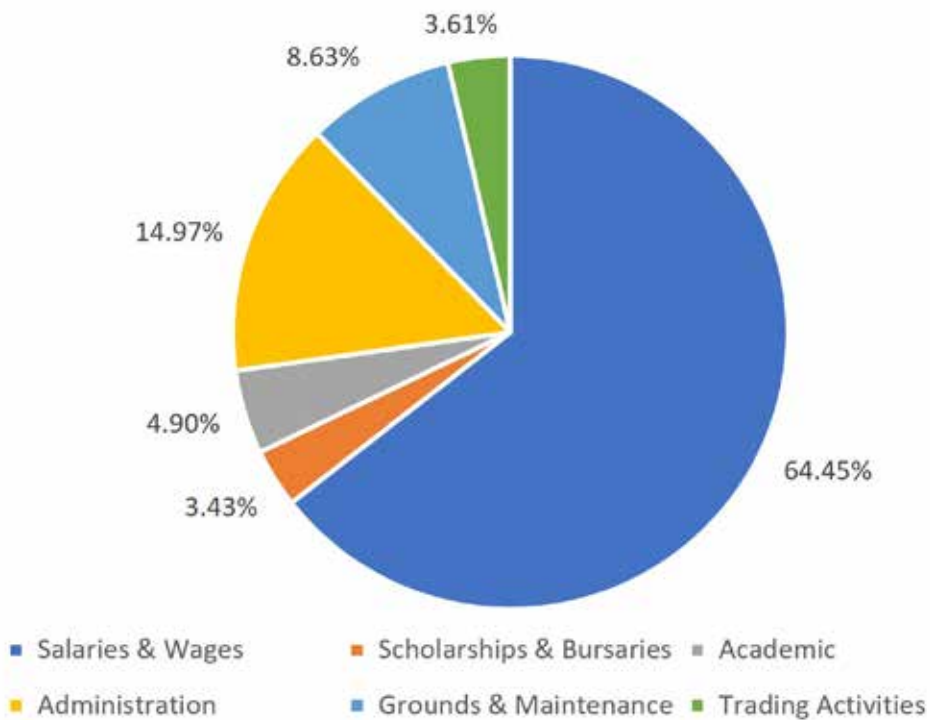
Chairman, Trinity College Advisory Council

2. A statement of the provisional budget for the ensuing year

2023 Operating Income



2023 Operating Expense





TRINITY COLLEGE



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EDMUND RICE EDUCATION  
AUSTRALIA

TRINITY COLLEGE IS A CATHOLIC DAY  
SCHOOL FOR BOYS FROM YEARS 4-12 IN  
THE EDMUND RICE TRADITION