



TRINITY GRAMMAR SCHOOL

2022 ANNUAL REPORT

Presented to the NSW Education Standard Authority (NESA)



Message from key school bodies

It's never easy to know what to highlight – so much is happening in the life of the School, and so much is rising up on the horizon of days to come. However, I will point the spotlight at a few initiatives and accomplishments of the year.

Field Studies Programme – we are absolutely delighted to have been able to take our first cohort through the term-long programme. There were challenges of various sorts, however, the consistent feedback from the boys and their parents has been that our Field Studies Programme is immensely valuable as an experience of learning and growing and it provides a meaningful rite of passage toward adulthood.

The redesign of the Stage 5 – that is, the Years 9 and 10 – curriculum. The redesigned curriculum is now more broad, more focussed, and more intense.

My thanks to those staff who brought their professional expertise to designing these learning experiences for our students.

The first stages of The Renewal Project commenced construction this past year – just in time for the wettest year on record. Thankfully, the work is now coming up out of the ground. Many of the elements so far are not particularly glamorous, but they are highly functional, enabling future growth, safe movement, reliable infrastructure, and smooth functioning.

Another initiative of the year was the Trinity Grammar School Foundation's establishment of the Scholarship Trust. The reality is that a Trinity education is out of the reach of most families. Believing in the Christian call to care for the vulnerable, believing in the value of diversity, and believing in the civic obligation to contribute to the public good, we want to (metaphorically) widen the gates of the School.

Our hope and prayer is that, over time, we might be able to build the Scholarship Trust to the point that it can become a powerful means of remedying disadvantage through scholarships based on need as well as merit.

To point to these major initiatives should not give the impression that the School is about programmes and buildings. The School is about people – people in community with one another, sharing experiences, learning from one another, challenging one another, supporting one another and travelling together through life.

Tim Bowden | Head Master

During the past year the Council has continued with the development of The Renewal Project for the Summer Hill campus. Works commenced mid-year and are now progressing well. During the year, substantial renovation work was undertaken on Bishop Chambers House, converting this from the previous Boarding House configuration to a new state of the art Examination Centre. This has been well received by all, especially with intrusive construction works underway on the main Summer Hill campus.

Over the past year, the School Council has continued to function effectively and address the challenges of the School as they arise, in close partnership with the Head Master and School Executive.

The Council remains ever mindful that parents make a significant decision which often involves sacrifices to give their sons a Trinity education and see them progress through the School towards responsible adulthood.

Martin Cook | Honorary Secretary School Council

With the threat of COVID nearing an end, there has been far more optimism and opportunities to hold events and get Old Boys more involved.

This year, the OTU provided support in the way of financial contributions to the following areas:

Scholarships. The OTU currently has 13 boys on partial OTU scholarships in the Secondary School. We look forward to continuing this support of Old Boys and their sons and helping them financially into the future.

Main Sponsor for the Trinity Golf Day. This usually has a high Old Boy turnout so it makes sense for us to support it this year.

Financial support to the Trinity Giving Day via the 'matched funds' pool. The OTU committee unanimously agreed to support the School and help it achieve its goal. The OTU congratulates the School for achieving its goal and the School community for their generous support, which helped raise over \$400,000.00.

Funding to the Futures Fair 2022 career expo. The OTU thanks all the Old Boys who gave up their time to come in and provide valuable career advice to the boys.

Support of the Generations Breakfast and Back to Trinity Day. Both of these events are usually well supported by the Old Boy Community.

OTU gifts (OTU branded cuff links) for the Year 12 boys at Valedictory Assembly.

The OTU also congratulates the School on winning the CAS Athletics championship again. Another dominant victory and great effort from the boys again. Well done.

Now that we are moving to more business as usual with events, it is especially important that we can communicate with our Alumni community. Moving forward, the OTU Committee will work to explore more ways for greater Old Boy involvement. This will include ways where we can help give back to the community. There will be many challenges ahead but the Committee is committed to working through any issues that may arise.

Chris Paras ('90) | President, Old Trinitarians' Union

As the outgoing President, it is my delightful duty to write on behalf of the Parents and Friends' Association.

One of the main aims of the P&F is to build interconnectedness and community through events and functions. However, we also play a big role in school fundraising. The P&F and Auxiliaries' financial philosophy is to provide gifts to the School that will have maximum outreach and assist as many students as possible. One example is the new classrooms at the Woollamia Field Studies Centre. Other examples include the shade cloth on Oval no. 2 that provides much needed shade to many of our boys.

Amongst the COVID recovery, there was a lot of work being done in the background by the committee and the School as we worked together to put on a Trinity Gala Ball like no other before it at Trinity. It was our first major event in two years and it did not disappoint.

Our focus for the evening – other than catching up with old friends and making new ones – was understanding what the Renewal of the Quadrangle looked like. The Quadrangle development is an invaluable aspect of the Renewal Project, connecting the shared history and traditions from the past and the memories to the Trinity Grammar School of tomorrow.

Jinan Ammoura | President Parents and Friends' Association



2022 has been the first year since the outbreak of COVID-19 that there hasn't been a single lockdown. This additional time spent at School was coupled with the re-establishment of the School's atmosphere. Home games returned for all Year groups and were attended by eager students to support their fellow Trinitarians. The growth of opportunity to hold school events was taken advantage of by many senior students, some even managing to entice what seemed like the entire School to fit inside the gymnasium for a Staff versus Prefects Basketball match.

That is why this year was special; Trinitarians were able to experience everything great about this school.

Looking back on my time at Trinity, the School had a large impact on my development as a young man. I surpassed my greatest fear of standing up as an individual through my participation in the Drama Club and performing in multiple school productions. I was also introduced to sports that I love to this day and learned what it means to work hard in multiple aspects of School life. One of the greatest skills that Trinity teaches us is managing time efficiently. We have so many commitments at this School, which makes this School great. But these commitments can be difficult to manage. With the help of the skill of time management, and assistance from staff, students are able to flourish.

Always knowing that we will be supported by our teachers is what allows us to push ourselves further with our academic efforts.

Plain and simple: If you wish to gain the most out of this school, you must get involved. It is through the act of participating that Trinity students are able to grow as young men and 2022 has allowed participation in many aspects of the School to occur. For the future Trinitarians, opportunities to grow at this school will only increase throughout the years, you merely have to get involved.

Detur gloria soli Deo

Steven Yarad | School Captain

We started the year off with the official opening of the Year 5 and 6 Learning Centre, the new Llandilo Playground and the undercover Basketball Court. This is a huge play space where students can eat, talk, learn and play, even when there is wet weather.

The Music Gala started us off with amazing performances. Other highlights from this year included Book Week, the Public Speaking and Poetry Recitation Competitions, Cross Country Carnival, Athletics and Swimming Carnivals, Pre-Kindergarten to Year 2 Athletics Carnival and the Head Master's Dash.

As a School community one of the things we continue to do is give to those who are less fortunate than us. We were able to raise money for a variety of different charities throughout the year.

We enjoyed sharing our learning with our parents through the Student Growth Conversations, Open Classrooms and the Student-led Conferences.

There have been many wonderful opportunities this year at Trinity Grammar School but one particular highlight was the PYP Exhibition. The Year 6 group were fortunate this year to once again be able to share their extensive knowledge with members of the community in person, as the last couple of years Year 6 had to conduct the Exhibition online. The Transdisciplinary Theme this year was, "Where we are in Place and Time". We enjoyed all the complexities that came by working collaboratively as a group and to learn more about ourselves through this experience.

I hope that the amazing opportunities, school events, fantastic staff and students, and great school spirit will always continue to shine brightly in our School.

Detur gloria soli Deo

Domenic Alvaro | Preparatory School Captain

School is a wonderful place to learn. It is where we can have fun, enjoy ourselves and set goals to strive in mind, body and spirit. However, we have also learnt outside the classroom during our School camps. Year 6 visited Canberra and Somerset. Some of us were able to go on the North Coast Rugby and Football Tour with the Prep School at the end of Term 2. Year 6 also had two other excursions.

At the start of Term 3, Year 6 was excited to start their PYP Exhibition. This year, the Central Idea was 'Understanding universal issues cultivates global citizens.' We began by exploring different issues and topics around the world and then started to think about what we could focus on. We commenced our research and groups were formed around similar issues.

We are truly fortunate to be in a school where we can learn more about Jesus. Mrs Leedow has helped all students at the Junior School to understand more about Jesus during Chapel, lunchtime groups and Christian Studies lessons. Mr Bishop has delivered some great messages in Chapel as well and has been a great helping hand to Mrs Leedow. Mr Niulala's singing at Chapel made all our services special.

Detur gloria soli Deo

Luke Holani | Junior School Captain

Contextual information about the school and characteristics of the student body

Trinity Grammar School is an independent Anglican school for boys from Pre-Kindergarten to Year 12. Our mission is to provide boys with a thoroughly Christian education in mind, body and spirit.



The school has 2252 students enrolled, with campuses in Summer Hill, Strathfield, and Woollamia. The school draws students from across Sydney, with the largest number coming from the Inner West. The School's comprehensive, rather than selective, enrolment policy draws students from a number of socio-economic and cultural backgrounds as well as with a wide range of abilities.

[Learn more](#) about our school ethos.



Student outcomes

In standardised national literacy and numeracy testing

NAPLAN Tests

In 2022 all students in Years 3 and 5 (both Preparatory and Junior Schools) and Years 7 and 9 participated in the National Assessment Program Literacy and Numeracy (NAPLAN) tests mandated by the Australian Government. TGS results remain robust in comparison to State means; in all measures TGS means are above State means. TGS results remain strong in percentages of students at Proficiency. In all domains for all cohorts, TGS percentages at Proficiency are significantly above State percentages.

	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
	Mean	Mean	Mean	Mean	Mean
Year 3	496	467	488	505	480
Year 5	549	531	546	531	552
Year 7	587	569	590	575	631
Year 9	630	599	613	627	660

Link to: [Myschool](#)



Student achievement

Senior secondary outcomes

Record of School Achievement (RoSA)

In 2022 the School awarded four Records of School Achievement. Three students discontinued Year 11 and received their Year 10 RoSA; one student in Year 12, studying the International Baccalaureate Diploma Programme, also received a Year 10 RoSA (2020) as he had completed the IB Diploma syllabi in Year 11 rather than NESA syllabi. This represents less than 1% of all students in Year 11 and less than 1% of all students in Year12.

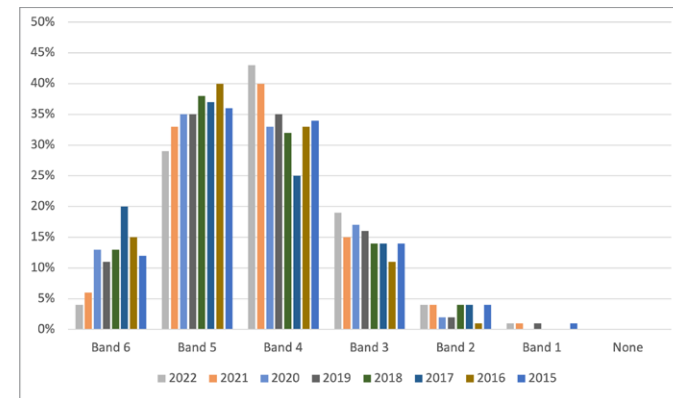
Higher School Certificate

In 2022, 107 students completed the Higher School Certificate. Of the 33 subjects offered, the mean mark gained by Trinity students exceeded the State mean in 16. In total, 99% of Trinity candidates achieved marks of 50 or above (Band 2 or higher) in 2 unit subjects; 4% of all 2 unit results were Band 6 (90 – 100 marks) and 33% were in Bands 5 or 6 (80 – 100 marks). In total, 96% of Trinity candidates achieved marks of 25 or above (Band E2 or higher) in 1 unit Extension subjects. In 1 unit Extension subjects, 17% of all results were in Band E4 (40-50 marks); 64% of all results were in Bands E3 or E4. One student was recognised on the All-Round Achievers list and 26 students were recognized on the Distinguished Achievers list, with 38 Band 6 or E4 individual results.

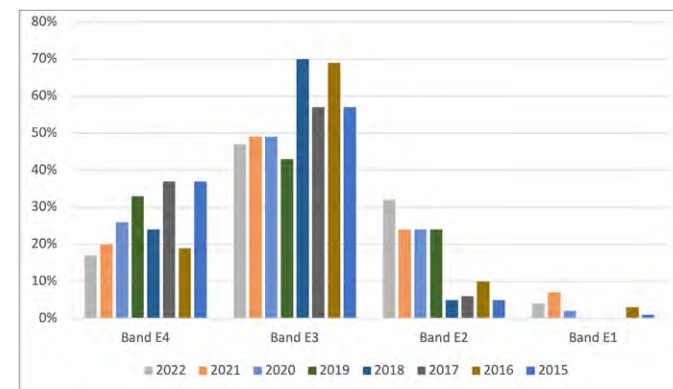
In 2022, 17 Year 12 students participated in vocational courses offered at the School. The pattern of participation across courses was Construction (12) and Information and Digital Technology (5) There were 38 students from Year 11 enrolled in vocational courses: Construction (26), Hospitality (9) and Information Digital Technology (3).

Three Year 11 Trinity students began a School Based Traineeship, two in Construction and one in Hospitality. There were no Year 12 students pursuing School Based Traineeships in 2022.

HSC 2 Unit Band Distribution Percentages 2015 - 2022



HSC Extension Band Distribution Percentages 2015 – 2022



International Baccalaureate Diploma

It must be noted that, in 2022, 115 Trinity Year 12 students chose to sit for the International Baccalaureate Diploma instead of the Higher School Certificate. 114 of these students were successful in obtaining their Diploma, with an average score of 36.3 points (out of a possible 45 points), which equates to a mean ATAR of 92.50; seven students achieved a perfect score of 45 and an ATAR of 99.95.

Link to: [Trinity Grammar School HSC and IB Results](#)



Teacher Professional Learning

A range of Professional Learning activities were offered throughout the year to support staff in maintaining their current skill sets in relation to matters of compliance and to develop knowledge and capacity in student-centred teaching and learning. Thirty-four teachers were supported by the School to begin or continue further Higher Education.

All the teaching staff participated in professional learning relating to the annual Acknowledgement of School Policies, Child Protection and Cardio Pulmonary Resuscitation. To develop pedagogy, Trinity designs and runs its own suite of Professional Learning Teams and all staff participate in these semester-long, collaborative and sustained courses that pursue an action inquiry cycle and are aligned with NESA Effective Professional Development Guidelines.

These courses are designed to advance the School's current teaching and learning priorities and in 2022 included:

- ▲ Academic Care
- ▲ Academic Learning in Residential Programmes
- ▲ Amplifying Student Voice
- ▲ Critical Thinking
- ▲ Creative Thinking
- ▲ Engaging in Classroom Observations
- ▲ Engaging with Sustainability as a General Capability
- ▲ Enhancing Academic Writing
- ▲ Literacy
- ▲ Research Strategies
- ▲ The HSC Journey: Unpacking NESA and the HSC Examinations as a Teacher
- ▲ Pedagogical Play with iPads

Notably, a leadership course introduced in 2021 was continued and expanded in 2022; 12 staff currently performing or recently stepping into leadership responsibilities completed an Agile School Leadership course. School representatives also engaged with educational research, notably through the ACER Research Conference and the International Boys' School Coalition.

Accreditation of Teaching Staff

Level of Accreditation	Number
Conditional	1
Provisional	18
Proficient	240
Highly Accomplished	1
Lead	0
Total	260

Teacher Qualifications

All teaching staff have a teacher education qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

Workforce Composition

School Staff	No of Teachers
Teaching (headcount)	260
Full-time equivalent teaching	249.7
Non-teaching (headcount)	185
Full-time equivalent non-teaching	161.45
Total FTE	411.15



Student attendance, retention rates and post-school destinations in secondary schools

Student Attendance

On the average school day in 2022, 93% of Years K-12 students were in attendance. The following table gives an indication of attendances in each Year, as well as a whole School figure:

Middle and Senior School		Preparatory School		Junior School	
Year	Attendance	Year	Attendance	Year	Attendance
7	90.31%	K	94.26%	K	92.27%
8	89.69%	1	91.73%	1	92.98%
9	91.34%	2	93.10%	2	94.27%
10	89.17%	3	94.92%	3	92.48%
11	90.19%	4	94.70%	4	91.29%
12	87.83%	5	99.39%	5	91.70%
		6	99.40%	6	91.96%

WHOLE SCHOOL: 96.72%

Student Retention from Year 10 to Year 12

96% of the 2020 Year 10 Cohort completed Year 12 in 2022. 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.

Management of Non-Attendance

Parents are requested to notify the School as early as possible of their son's absence. They use the School App. Parents are requested to include their son's name, Year and House and the reason for and likely length of his absence. App receipts are stored electronically.

Any unexplained absence is followed up via a SMS or phone call. All hard copy notes or record book notes are scanned and stored electronically or copied and placed on the student's file.

In the event of concerns around school attendance, or if it is suspected that any absence(s) are in relation to student welfare, school avoidance or potential school refusal, the first step, if the School has not been made aware of the reason for the absence pattern, is for the following to make contact with the Parent(s).

- ▲ Class teacher, (at the Junior or Preparatory Schools - Years Pre-K to 6);

- ▲ Middle School Housemaster or Housemaster, (at the Middle and Senior Schools - Years 7 to 12)

As a result of that initial contact, or any other information that suggests there may be an issue with student welfare, school avoidance or school refusal, a Welfare Referral will be made to the respective Welfare Team, (Junior School, Preparatory School, Middle School or Senior School).

The Welfare Team may assign a School Psychologist to follow up with the Parent(s) or, if the Student is already accessing the services of the School's TESS Counselling and Psychological Services Department, the Student may be assigned a Case Manager.

The School will work with the Parent(s) and *external agencies, (if necessary) to ascertain the reasons for any welfare issues, school refusal or school avoidance and to provide support for a return to normal school attendance. The support given may include a partial attendance plan and adjustments such as modifications to academic, (homework and assessments), sport and co-curricular activities.

Absences from school due to student welfare issues, school refusal or school avoidance will be recorded as accepted, (L) in the Register of Daily Attendance.

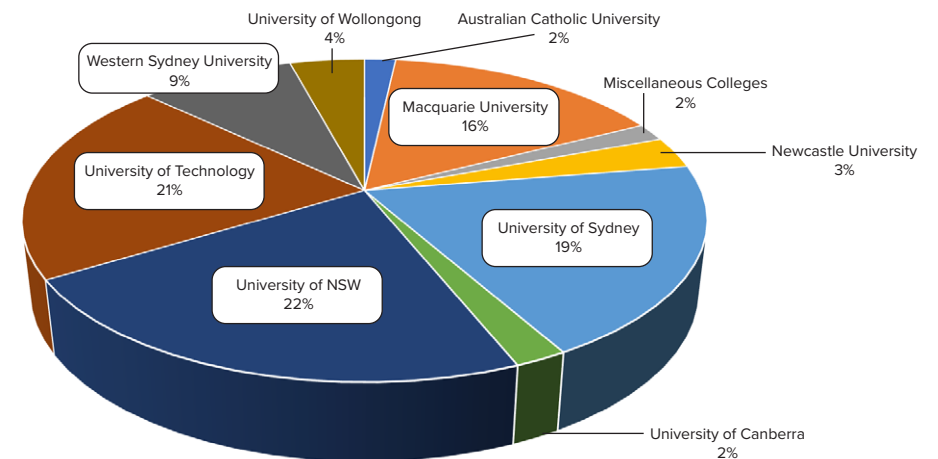
*External agencies may include health professionals, external counselling services or professional support services such as the Association of Independent Schools, (AISNSW), Headspace or Local Area Mental Health Services.

Post School Destinations

The graphs below indicate the offers to Trinity students from various universities and by area of study

Post School Destinations

- 5 Australian Catholic University
- 45 Macquarie University
- 5 Miscellaneous Colleges
- 9 Newcastle University
- 55 University of Sydney
- 6 University of Canberra
- 64 University of NSW
- 59 University of Technology
- 25 Western Sydney University
- 12 University of Wollongong





Policies

Documentation about a range of School policies and procedures are available through the School's intranet portal, or available publicly through the [School Website](#)

Enrolment Policy

The full text of the Enrolment Policy can be found here. [Enrolment Policy](#)

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 growth.

Link to: [School Handbook](#) [CP Policy](#)

Anti-Bullying Policy

Trinity Grammar School is committed to providing all students and staff with a learning and working environment which is safe, supportive and caring and which is free of harassment and discrimination of any kind. Accordingly, harassment and discrimination will not be tolerated under any circumstances. The School expects everyone who is part of the School community to honour the School's commitment in this regard and to work with the School in achieving a safe learning and working environment.

Link to: [Safe Learning and Working Environment](#), [School Handbook](#)

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 are based on procedural fairness.

Corporal punishment is not permitted under any circumstances.

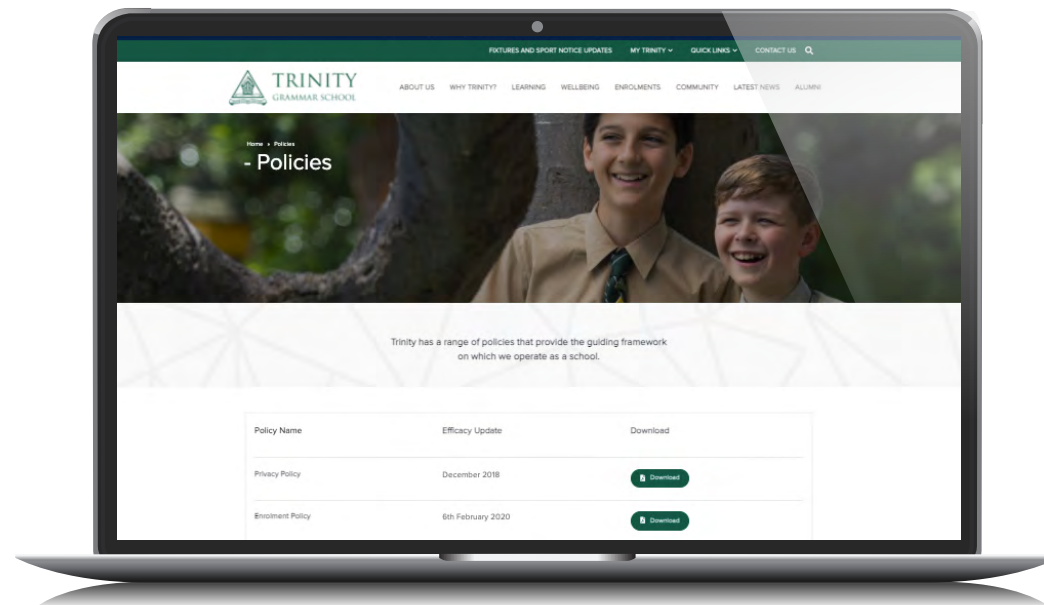
Link to: [School Handbook](#)

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.

View policies on the school website:
[Grievance Procedure](#), [Complaint Investigation Process](#).

All policies underwent review and format changes during 2022 in preparation for the launch of a new Intranet- INSITE at the end of 2022.





School Determined Priority Areas for improvement

The basic expectation in implementation of our strategy is continual improvement. As a mature and high-performing organisation, most of these improvements are incremental. The responsibility for continual improvement sits with all staff in all areas of the School. There are three key themes that will be emphasised in our improvement initiatives. These are: staff development; sustainability; and engagement with data, evidence and research.

In addition to this focus on continual improvement across the School, there were a number of specific areas and initiatives that were in particular focus during 2022.

- ▲ The Renewal Project on the Summer Hill Campus commenced construction with Stages 1 and 2 in March 2022. This incorporates a number of enabling infrastructure works for the further stage of the project, including; a new Car Park under no 3 Oval with an increased drop off and pick up capacity, new maintenance facilities on Seaview Street, a better link to the Junior School from the Car park, upgraded Quadrangle and Chapel Way pedestrian access, and a number of upgrades to existing services.
- ▲ The conversion of Bishop Chambers House into an Examination centre was completed in July 2022. The facility provides a dedicated centre for HSC and IB Examinations, Trial Examinations, and large cohort assessment tasks.
- ▲ Llandilo Development at the Preparatory School has been able to allow students to continue with their transition toward Flexible Personalised

Learning. The new basketball court and COLA were also completed at the start of the 2022 school year.

- ▲ The “Green Patch” initiative at the Junior School has developed during the course of the Year with all boys in all classes able to have weekly lessons in the spaces.
- ▲ The extended Field Studies Programme at the Woollamia Campus commenced, which provides a term-long residential programme for all students in Year 9, encompassing elements of the Stage 5 curriculum and a challenging Outdoor Education programme.
- ▲ The redesigned Stage 5 Curriculum was implemented in the 2022 school year. This redesign aims to produce the following outcomes –
 - Accommodate a full term-long field studies experience while meeting NESA mandatory hours requirements
 - Expand elective choice for students
 - Broaden the ways students learn by incorporating inquiry-based pedagogies, place-based pedagogies at Woollamia and opportunities to learn in both sustained and intensive modes
 - Reduce cognitive load in terms of the number of subjects that students manage at any one time
- ▲ The review and revitalisation of the School Digital Communications ecosystem continued in 2022 with the implementation of the new School Website and the development of the new INSITE intranet portal for launch at the beginning of 2023

Initiatives promoting respect and responsibility

In 2022 Trinity continued to foster respect for and responsibility to others within the School and the wider community in various ways, such as:

- ▲ The Life Skills Programme is part of a whole School approach to health and wellbeing as well as focussing on promoting respect and responsibility within the School and the wider community. The programme is implemented in the Tutor Group in the Middle and Senior School, and in class in the Junior and Preparatory School.
- ▲ Student Welfare Teams – There are six teams: Middle, (Years 7 to 9), Senior, (Years 10 to 12), Junior, (Pre-K to Y2), Junior, (Years 3 to 6), Preparatory, (Pre-K to Year 2), Preparatory, (Years 3 to 6) which comprise a Deputy Head Master – Summer Hill, (Middle and Senior), Head of School, (Junior and Preparatory), Academic Support teacher, Psychologist, Chaplain, and Gifted and Talented teacher. Each staff member is required to monitor the welfare of students at risk.
- ▲ Primary, Middle and Senior School students attend a weekly Chapel service.
- ▲ Peer Mediation across the School – Selected boys in Year 6 are trained to help mediate in minor disputes between students in the primary years campuses. In a similar way, selected boys in Year 11 are trained to help boys in Years 7 to 12. Peer Mediators also provide feedback to counsellors.
- ▲ Peer Support Programmes – Year 6 boys are trained to help boys in Year 3 and Year 11 boys help boys in Year 7.
- ▲ Student Committees and House activities – a number of student committees and House groups work on all campuses and organise a range of events to raise money for charities, develop an awareness of the needs of others and foster a caring attitude for others.
- ▲ Extensive sport programs and co-curricular activities that develop a range of skills in the boys and foster respect, co-operation, and responsibility.



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 son's 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 also 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, the Head of Community Engagement and other 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.

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 to 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.

The School will continue with its policy surveying parents through the MMG Parent survey in 2023.

Student Satisfaction

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

Primary School Students have a number of methods of providing feedback:

- ▲ Primary Well-Being Survey;
- ▲ Trinity Action Group, (Student led leadership and consultation group that meets twice a term);
- ▲ Student-led conferences, (with staff and parents where students can reflect on teaching and learning);
- ▲ Student Essential Agreements, (class and whole school collective agreements on learning and behaviour).
- ▲ Middle and Senior School Students have a number of methods of providing feedback:
- ▲ Social and Emotional Wellbeing Survey Years 8 and 10;
- ▲ Motivation and Engagement Survey Years 7 and 10;

- ▲ 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;
- ▲ Class surveys completed in Years 7 to 12;
- ▲ All students on overnight activities are required to complete individual camp feedback form, which can be anonymous;
- ▲ Anonymous Year 11 Surveys undertaken during the compulsory Year 11 camp;
- ▲ Individual Year 12 Interviews are offered for all students, conducted by the Head Master.

Staff Satisfaction

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

- ▲ Formal induction programme for new employees and allocation of mentors by the School's Head of Human Resources and Head of Professional Standards.
- ▲ Formal exit interviews of staff undertaken by the School's Head of Human Resources.
- ▲ Representations and contact made by the voluntary staff Summer Hill 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 School Executive; 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.

The Voice Project - staff satisfaction

This annual survey is benchmarked against other like schools. The report that the survey produces helps leaders and employees better understand the quality of current work practices that affect employee engagement, wellbeing, and school performance. Based on this understanding, an action plan should be created to capitalise on strengths and address development areas.

Survey results 2022	Engagement	Wellbeing	Progress
% Favourable	84%	71%	82%
% Change 2021 to 2022	-1%	-2%	0%
% Industry Comparison	↑ +1%	↑ +5%	↑ +6%

Survey Topic Definition:

ENGAGEMENT – represents the level of job satisfaction and staff commitment to your school. WELLBEING – reflects the emotional wellness of staff at work, and their ability to successfully manage job stress.

PROGRESS – reflects staff perceptions about School performance.

Response Analysis:

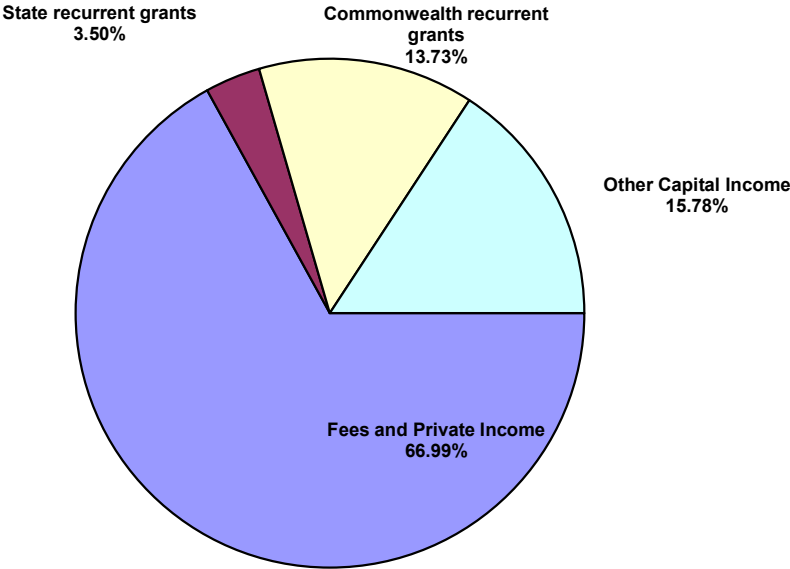
% FAVOURABLE	Percentage of respondents who provided a positive response.
% CHANGE 2021 TO 2022	The percentage change from 2021 to 2022.
% INDUSTRY COMPARISON	Comparison with Independent School Benchmark.

* Voiceproject.com



Summary Financial Information

Recurrent/Capital Income



Recurrent/Capital Expenditure

