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For more detailed assistance with locating information please refer to the Index at the back of the Handbook.
Foreword

This Handbook, the forty-fifth of its kind, is designed to give information to parents and boys concerning the School and the way it operates. It is essential that it should remain in a prominent place in each Trinity household in order that reference may be made to it. The education of the boys is most effectively carried on when home and school work together in a unity of purpose.

The Head Master

The School

Trinity Grammar School is an Anglican foundation. The School is governed by a Council (appointed by ordinance of the Diocese of Sydney). The Archbishop of Sydney is President.

The School is one of the original members of the Combined Associated Schools in New South Wales. The other members in the Association are Barker College, Cranbrook School, Knox Grammar School, St. Aloysius’ College and Waverley College. The Head Master is a member of the Association of Heads of Independent Schools of Australia, (A.H.I.S.A.).

The Right Reverend G.A. Chambers, O.B.E., D.D., subsequently Bishop of Central Tanganyika, founded the School in 1913 at Dulwich Hill, of which Parish – the Parish of Holy Trinity – he was then Rector.

The main campus at Summer Hill, set in eight hectares of land, was purchased in 1926, and the property at Strathfield shortly afterwards. The School consists of several separate but closely linked establishments. A Senior and Middle School (Years 7 to 12) and the Junior School (K to Year 6) are located at the Summer Hill Campus. The Preparatory School (Pre-K to Year 6) is located at the Strathfield Campus, on The Boulevarde. The Field Studies Centre is located on Woollamia Road, Woollamia on the NSW South Coast.

Mission Statement

Trinity provides boys with a thoroughly Christian education in mind, body, and spirit.

Our School Prayer

Heavenly Father, we ask your blessing upon all who work in and for this School.

Grant us faith to grow spiritually, strength to grow bodily and wisdom to grow intellectually, through Jesus Christ our Lord. Amen.
The Ethos of Trinity Grammar School

First and foremost, Trinity Grammar School is Christian in its foundation and in its orientation. The School is built on the convictions that this is God’s world, we are wonderfully made in his image, and tragically broken in sin. Sustained by him and loved by him, all people are called to look to Jesus Christ as both Lord and Saviour. This Christian faith is reflected in the life of the School, and shapes our understanding of ultimate meaning, purpose and identity.

Reflecting the meaning, purpose and identity found in relationship with God, Trinity is a school that prioritises relationships and community. Relationships shaped by respect and humility build a community in which people belong and to which they will contribute. More and more, we want to be a community that considers, includes, and cares for others.

Educating boys in mind, body and spirit requires us to value breadth in educational experiences. In these formative years of schooling, boys benefit from their participation in, and exposure to, a wide variety of curricular and co-curricular activities and experiences. School should be a time for expanding horizons and exploring new possibilities. We are convinced that our boys are better equipped for the years to come if they have a broad base of interests, capabilities, experiences and memories by the end of their school years.

This breadth of our educational offering necessarily challenges our students. We believe that there is more in them than they know. Therefore, we require and encourage them to lean into the challenges that they face, and to seek to overcome obstacles. In academics, in co-curricular, and in their participation in our community, we have high expectations of them. Their experience of these challenges is preparing them for the road ahead.

However, at the same time that we challenge our students, we also support them. The journey from childhood through adolescence to adulthood is not easy, and each of our boys has unique needs and circumstances. In partnership with families, we aim to ensure that they are adequately and appropriately supported, at whatever stage of their development, to give them every chance of experiencing success. They do not face their battles alone; their School is for them.

In challenging and supporting our students across the breadth of our education, our focus is on growth. The School celebrates excellence in performance, and many of our boys rise to the highest of standards in the various spheres of their endeavour, but growth is the more important lens through which we look. Every student can learn, every skill can be developed, and every boy can make progress.

Ultimately, our goal is the formation of character. Our world needs men who are decent and trustworthy, and our School aims to play our role in shaping them. Through a Trinity education, we want boys to develop their moral compass, to act in service to others, to take responsibility for those things that are within their power, and perhaps even to form a personal faith in Christ. The true value of a Trinity education is seen in the character of our men in the years long after their graduation.
The Christian Foundation of the School

The guiding educational philosophy of our School is Christian in its foundation and its expression. Trinity is a Christian school. More precisely, it is a school that stands in the evangelical Anglican tradition that is characteristic of the Diocese of Sydney. This Christian ethos has been consistently reinforced and adhered to by the School Council, the School’s Head Masters, and the School’s shared traditions and practices over the decades, and it is evidenced in our motto, our mission, and the educational principles articulated in this Handbook.

Consequently, it follows that students at Trinity will encounter Christian people, Christian ideas, and Christian ways of viewing the world. They will study the Bible in class, they will hear the Christian gospel proclaimed, and they will experience Christian expressions of faith in hymn singing, prayer and Bible-reading. They will have the opportunity to question, to challenge and to explore the Christian faith. Our hope is that they will develop an understanding of the Christian faith and, perhaps, a personal commitment to Jesus Christ.

The School does not proselytise, coerce or indoctrinate; rather, we aim to embody, to articulate and to commend. We want Trinity students to develop their capacity to critically evaluate ideas, to weigh arguments, and to consider possibilities. There is no requirement or compulsion to agree with the Christian faith as it is encountered in the School; in the marketplace of ideas, worldviews will stand or fall on their merits, plausibility and coherence.

This Christian foundation finds its expression in myriad ways throughout the School, not just in formal activities. The values that we seek to instil in students are grounded in Christian virtues. For example, the respect that we show to others arises from the recognition of the imago Dei in each person. Another example can be seen in our disciplinary processes, which recognise that there is ‘right’ and ‘wrong’, and which attempt to establish justice in our community. The School cannot be fully understood without reference to our Christian foundation. Yet another example may be seen in the School’s care for students, particularly the most vulnerable; in going the extra mile for those who are most in need, we are obeying the command of Jesus to love others. Therefore, it is not possible to be a member of our School community and be ‘protected’ from Christianity. The faith underpins and permeates our identity and our culture.

It is worth noting that, in an increasingly diverse and multicultural society, the foundational Christian principles of the School may not always be recognised or understood. In fact, Christian convictions may be unfamiliar to, or sit uncomfortably with, members of the Trinity community who hold different views or convictions. This is the reality of living in a diverse community such as modern Australia; consequently, it is a significant challenge that our students will continue to encounter in the years to come. Individually and corporately, we need to learn how to live well with one another, whatever the differences in our deep convictions.

The School motto ‘detur gloria soli deo’ means ‘Let glory be given to God alone’. Chosen by the forefathers of the School in 1915, the motto evokes the motive that lies behind all that this School has been and become through its history. It continues to undergird and orient us still.

Tim Bowden | Head Master
The Council of Trinity Grammar School Statement of Educational Principles

1. Spiritual Growth and Development

Growth in spiritual understanding is based on a thorough knowledge of the Bible, its teachings and its application to daily life. Boys are encouraged to accept the challenge of living their lives in the service of God and their fellow human beings, understanding the meaning of repentance and forgiveness, and faith and love, as realities in growth to maturity. A personal trust in Christ as Lord and Saviour is encouraged, as are both involvement in the church’s life of prayer and worship and a commitment to the moral standards and teachings of Christ.

<table>
<thead>
<tr>
<th>Aim 1</th>
<th>To impart a thorough knowledge of the Bible.</th>
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<tbody>
<tr>
<td>Objectives</td>
<td>a. To teach a Pre K-12 curriculum of Biblical studies so that each boy will know and understand its content and application to life.</td>
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<tr>
<td></td>
<td>b. To give boys sufficient tools to make a personal judgement in matters of faith and subsequently come to maturity of faith in the Christ of the Bible.</td>
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<thead>
<tr>
<th>Aim 2</th>
<th>To encourage boys to serve God and Mankind.</th>
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<tbody>
<tr>
<td>Objectives</td>
<td>a. To build up a sense of belonging by using all aspects of the School’s activities (e.g. in the classroom, through the House system, in the Head Master’s Assembly).</td>
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<tr>
<td></td>
<td>b. To foster trust and loyalty through staff example and through delegation of responsibility to the boys as well as the staff.</td>
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<td></td>
<td>c. To develop self-discipline within a framework of realistic and consistent School discipline.</td>
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<td></td>
<td>d. To foster family and School worship and community involvement.</td>
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</table>

<table>
<thead>
<tr>
<th>Aim 3</th>
<th>To encourage boys to have faith in God as a loving Father and Creator, in Jesus Christ as Lord and Saviour and in the Holy Spirit as Strengthen and Guide.</th>
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</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>a. To provide a Pastoral network of individual masters, class teachers (Primary), Housemaster (Senior School), School Counsellor and Chaplains.</td>
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<td></td>
<td>b. To provide opportunities for staff and boys to experience supportive Christian fellowship within the School. Some areas in which this would take place would be the Chapel, the classroom, the House period and co-curricular clubs.</td>
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<tr>
<th>Aim 4</th>
<th>To encourage involvement in the church.</th>
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<tbody>
<tr>
<td>Objectives</td>
<td>a. To establish or support contacts between the boys and their local parish church.</td>
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<tr>
<td></td>
<td>b. To provide a chaplaincy which supplements and supports the local parish ministry.</td>
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</tbody>
</table>
2. Academic Development

The acquisition of knowledge and understanding has a high priority in the School. Each boy is helped to develop his own academic ability within the School's learning programme. This is geared to assist him to make a maximum positive contribution to society to attain fulfilment in life. Boys will be able to think creatively and critically and to evaluate concepts and ideas, to differentiate central from peripheral issues and fact from opinion. In all aspects of the School’s academic programme it is acknowledged that: “The fear of the Lord is the beginning of wisdom.”

**Aim 5**

**To develop each boy’s academic ability to the full.**

**Objectives**

**Staff**

a. So to implement the teaching programme that there is effective teaching at all levels of a boy’s development.

b. To select staff who possess a genuine interest and expertise in their discipline and a capacity to communicate it effectively within the classroom.

**School Administration**

c. To evaluate each boy’s range of academic levels and abilities.

d. To place boys within suitable subjects, classes and levels to develop their ability more fully.

e. To assess a boy’s need for advancement or remediation and to indicate this to the boy concerned, the School and the parents.

f. To timetable the broadest range of options to cater for all levels of ability from Pre K-12.

g. To provide the best possible physical environment for academic instruction.

h. To provide the best possible budget allocation for each subject.

i. To provide for staff development within the curriculum and for staff assistance within departments.

j. To encourage staff to use fully the School’s resources and to maintain comprehensive and up-to-date resources, especially the Library facilities.

**Aim 6**

**To develop the faculty to think creatively and critically, to evaluate concepts and ideas, to differentiate central from peripheral issues and fact from opinion.**

**Objectives**

a. To present a range of ideas related to the subject matter, both fact and opinion.

b. To teach methods of evaluating and analysing argument.

c. To study community standards and to encourage discussion based on Christian teaching.

d. To provide for the participation of boys in debate inside and outside the classroom.

e. To use personal development, pastoral care and House periods as well as the classroom environment to achieve this aim.

**Aim 7**

**To acknowledge the centrality of God in the academic programme.**

**Objectives**

a. To encourage instruction which interfaces with Christian values at all levels.

b. To select staff who are in sympathy with the aims of the School.
3. Psychological Development

Boys are encouraged to gain insight into themselves in a way appropriate to their stage of growth, and to accept themselves and others as unique creations of God, in His image, and for whom Christ died. Psychosexual development is considered in the light of Biblical insights into the uniqueness and worth of each individual and our interdependence on each other.

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<tr>
<th>Aim 8</th>
<th>To guide boys to an awareness of themselves as human creatures under God.</th>
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<tr>
<td>Objectives</td>
<td>a. To stimulate active self-expression and self-confidence through the entire academic programme and through cultural and sporting activities.</td>
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<td></td>
<td>b. To promote membership of co-curricular groups.</td>
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<td></td>
<td>c. To create in the boys a consciousness of themselves as God’s creatures in all such activities.</td>
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<tr>
<th>Aim 9</th>
<th>To encourage boys to value their own self-worth and that of others.</th>
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<tbody>
<tr>
<td>Objectives</td>
<td>a. To allow the boys to make appropriate choices and decisions.</td>
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<tr>
<td></td>
<td>b. To examine different opinions and beliefs within the School and classroom.</td>
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<tr>
<td></td>
<td>c. To have boys clarify their own values.</td>
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<td></td>
<td>d. To teach the Christian doctrines of forgiveness and grace in order to emphasise the worth of the individual before God.</td>
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<td></td>
<td>e. To conduct activities which necessitate group interaction and reliance on others.</td>
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</table>

4. Social Development

Boys are encouraged to develop personal relationships on the basis of trust and mutual respect as well as care and concern for others. They are involved in contributing to, and learning from, the community around them. They are prepared for family life and the development of a mature understanding and respect for women, their elders, their peers and those younger than they. They should know that they are neither superior nor inferior to others - but equally the concern and care of Christ, who died for all without distinction.

<table>
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<tr>
<th>Aim 10</th>
<th>To impart to boys an understanding of our interdependence.</th>
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<tbody>
<tr>
<td>Objectives</td>
<td>a. To encourage mutual respect for all members of the School community.</td>
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<tr>
<td></td>
<td>b. To help staff, boys and parents work together.</td>
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<td></td>
<td>c. To have the boys participate in local community activities.</td>
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<tr>
<th>Aim 11</th>
<th>To encourage boys to develop relationships based on trust and mutual respect, care and concern.</th>
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<tbody>
<tr>
<td>Objectives</td>
<td>a. To introduce activities which establish a positive classroom climate.</td>
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<td></td>
<td>b. To become familiar with each boy’s strengths, weaknesses, needs and interests, in order to foster positive relationships.</td>
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</table>

| Aim 12 | To involve boys in contributing to and learning from their peer community, school community (parents, council, school bodies), home and the wider community, as practical extensions of the teaching of the School. |
### Objectives

- a. To encourage, recognise and reward the involvement of boys.
- b. To involve all sections of the School in community activities.
- c. To publicise community activities regularly.

### Aim 13

To develop in the boys a mature understanding of and respect for their family, women, their elders, their peers and younger children.

### Objectives

- a. To teach Christian values through courses of studies which promote an understanding of others.
- b. To make staff and prefects aware of the responsibility of their own example in engendering respect and consideration.
- c. To provide occasions for family activity.

### 5. Physical Development

Disciplined care of the body and the cultivation of temperate habits are essential for healthy living. Attention to good diet, adequate exercise and the avoidance of habit-forming and addictive drugs are characteristics of mature Christian living. Sporting activities are provided in a range catering for the abilities of all boys. Competitiveness is encouraged for the sake of enabling them to give of their best, rather than simply for the sake of winning.

### Aim 14

To encourage the disciplined care of the body.

### Objectives

- a. To provide a wide range of both team and individual physical pursuits.
- b. To provide curricula at all levels for teaching the necessity for the disciplined care of the body.
- c. To provide sufficient trained staff (both external and internal) to fulfil this aim.

### Aim 15

To provide sporting activities which cater for the abilities of all boys.

### Objectives

- a. To develop a sporting programme for each age level which will provide activities suitable to the abilities of the boys.

### 6. Cultural Development

The School develops the talents of its boys in the areas of art and music, and encourages them to appreciate their cultural heritage. Therefore, they are enabled to communicate clearly, to appreciate the beautiful, and to be creative and constructive in their contributions to society and in their leisure pursuits.

### Aim 16

To develop the talents of the boys in Art, Drama and Music.

### Objectives

- a. To provide a structured framework of activities to enable students at any age level to participate in the arts.

### Aim 17

To encourage the boys to appreciate their cultural heritage.

### Objectives

- a. To include in the basic curriculum a continuous and comprehensive programme of participation in the arts.

### Conclusion

All these aspects of education are integrated into one philosophy of life, which is distinctively Christian and seeks to promote the glory of God alone.
Learner Profile

The School uses the IB Learner Profile and its characteristics to inform transdisciplinary student outcomes of its educational programmes from Pre-K through to Year 12. These qualities are fostered as part of each student’s learner identity, whether or not they are directly engaging with the International Baccalaureate programmes, and facilitates a common language with which staff, students and parents can meaningfully engage.

Inquirers  We nurture our curiosity, developing skills for inquiry and research.  We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable  We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers  We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators  We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled  We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded  We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring  We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers  We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balance  We understand the importance of balancing different aspects of our lives intellectual, physical, spiritual and emotional to achieve wellbeing for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective  We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
School Council 2021

**President**
The Most Reverend Dr Glenn **Davies**, B.SC. M.Div. Dip. A. Ph.D  Archbishop of Sydney

**Chairman**
Mr Richard **Pegg**

**Honorary Secretary**
Mr Martin **Cook**

**Honorary Treasurer**
Mr Richard **Moffitt**

**Members of the Council**
Mr Matthew **Bradfield**
Dr Margaret **Chu**
Dr Robert **Claxton**
Dr Peter **Collins**
Dr Andrew **Connolly**
The Reverend James **Harricks**
The Reverend Alan **Lukabyo**
The Reverend David **Mears**
Mr Simon **Miller**
The Reverend Justin **Moffatt**
Mr Craig **Moore**
Mrs Wendy **Mugridge**
The Reverend Trevor **Oakley**
The Reverend Dr Brian **Tung**

**Members of the Executive Committee of the School Council**
Dr Peter **Collins** (Chairman)
Mr Matthew **Bradfield**
Mr Martin **Cook**
The Reverend Alan **Lukabyo**
Mr Richard **Moffitt**
Mr Craig **Moore**
Mr Richard **Pegg**
The School Council – Operations

The Council operates under an Ordinance of the Synod of the Diocese of Sydney and is empowered to carry on the School. It is composed of seventeen persons. Of these, six clergy nominees and six lay are elected by the Synod of the Diocese. Three members are elected by the Old Trinitarians’ Union and two by the Council itself. The Archbishop of Sydney is ex officio its President, but regular meetings are under the control of the Chairman of Council. The Head Master is not a member of the Council.

The Council is committed to maintaining an Anglican tradition and to upholding the teaching of the Anglican Church.

The Council functions with the following standing sub-committees and all members participate in one or more of them:

- **Building and Grounds Committee**
  Oversees the plant and buildings and the annual maintenance programme.

- **Education Committee**
  Monitors and reviews the educational progress of the School, and investigates matters of educational policy referred to it by the Council.

- **Executive Committee**
  Conducts the business of the Council between meetings.

- **Finance Committee**
  Provides the Council with advice and guidance on issues affecting the financial strategy of the School, including: reviewing the operational and capital budgets; monitoring the financial performance and compliance of the School; and developing financial strategies for the School

- **Finance Audit Committee**
  Reviews the School’s financial information, systems and processes to manage significant financial risk, integrity and quality of financial statements, disclosures, auditing, accounting and financial reporting processes.

- **Governance Committee**
  Deals with matters relating to Council governance referred to it from time to time and reports on those matters to the Executive Committee. It also oversees the implementation of the risk management framework and strategic direction in the management of material business risk.

Other Committees are formed and meet on an ad hoc basis as necessary.
# Staffing

## Head Master

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Qualifications</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>Mr Tim</td>
<td>Bowden, BA.(Commun) (UC), Grad. Dip. Ed (UC), MEdLead (Macq. Uni.), BDiv (Moore), DipMin (Moore) Exec.MBA (USYD)</td>
<td>2018</td>
<td></td>
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</tbody>
</table>

## School Executive

### Deputy Head Master - Policy and Strategy

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Qualifications</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>Mr Craig</td>
<td>Sandwell, B.A. (Syd), Dip.Ed. (Syd.CAE), M.Ed.Admin. (UNSW), M.A.C.E.L.</td>
<td>1990</td>
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### Deputy Head Master - Summer Hill

<table>
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<tr>
<th>Name</th>
<th>Role</th>
<th>Qualifications</th>
<th>Year</th>
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<tbody>
<tr>
<td>Mr Bradley</td>
<td>Barr, B.Ed. (Syd), Dip.Teach. (Syd), LLM (UNSW), M.A.C.E.L.</td>
<td>1986</td>
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### Bursar

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<tr>
<th>Name</th>
<th>Role</th>
<th>Qualifications</th>
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<tbody>
<tr>
<td>Mr Campbell</td>
<td>Dungan, C.P.A., B.Comm. (UNSW)</td>
<td>1988</td>
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### Head of the Preparatory School

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<tr>
<th>Name</th>
<th>Role</th>
<th>Qualifications</th>
<th>Year</th>
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<tbody>
<tr>
<td>Mr Christopher</td>
<td>Wyatt, B.Teach. (ACU), B.Ed. (NICE), M.Ed. (CSU)</td>
<td>2015</td>
<td></td>
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### Head of the Junior School

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<tr>
<th>Name</th>
<th>Role</th>
<th>Qualifications</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>Mr Mark</td>
<td>Dunn, B.A. (Syd), Dip. Ed. (UON), M. Leadership &amp; Mngt Educ. (UON), ATA (NSWIT), M.A.C.E.L.</td>
<td>2015/2</td>
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### Head of the Senior School

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Qualifications</th>
<th>Year</th>
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### Head of the Middle School

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Qualifications</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>Mr John</td>
<td>Allen, B.A. Grad. Dip.Ed. (UTS), M.Sc. (Oxon)</td>
<td>2004/4</td>
<td></td>
</tr>
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### Head of Field Studies Centre

<table>
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<tr>
<th>Name</th>
<th>Role</th>
<th>Qualifications</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>Mr Tim</td>
<td>Knowles, B.Ed (UOW)</td>
<td>2020</td>
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### Academic Dean

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<tr>
<th>Name</th>
<th>Role</th>
<th>Qualifications</th>
<th>Year</th>
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<tbody>
<tr>
<td>Mrs Deborah</td>
<td>Williams, B.Arts (Syd),Dip.Ed.(SCOA),M.Ed.(CSU)</td>
<td>2018</td>
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### Head of Community Engagement

<table>
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<tr>
<th>Name</th>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td>Mr Kell</td>
<td>Daniels, B.Ed. (Syd. CAE), M.Ed. Admin. (UNSW), F.A.C.E.</td>
<td>1997</td>
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### Head of Information and Communication Technologies

<table>
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<tr>
<th>Name</th>
<th>Role</th>
<th>Qualifications</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>Mr Paul</td>
<td>Queeney, B.Sc. Information Systems (Trinity College, Dublin)</td>
<td>2018/3</td>
<td></td>
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</tbody>
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### Head of Professional Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Qualifications</th>
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### Head of Operations - Summer Hill

<table>
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<tr>
<th>Name</th>
<th>Role</th>
<th>Qualifications</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Stephen</td>
<td>Heanly, B.Ed. (UON), M.Ed.(UON)</td>
<td>1993</td>
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</tr>
</tbody>
</table>

### Head of Human Resources

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Mrs Belinda</td>
<td>Reid, M. HR M. (CSU), B. Bus. (Griffith), Dip. Frontline Mgmt (Monash), C.A.H.R.I.,</td>
<td>2013</td>
<td></td>
</tr>
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### Senior Chaplain

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Qualifications</th>
<th>Year</th>
</tr>
</thead>
</table>
## Senior Staff | Summer Hill Campus

### Director of Enrolments (7-12)
Mr James Leckie, B.Ed. (Syd) 1998

### Director of Campus Administration
Mr Bradley Wirth, B.Ed. (Science) (Syd) 2000

### Deputy Head of the Senior School
Mr Andrew Yarad, B.Ed. (Secondary Mathematics) (ACU) 2001/4

### Deputy Head of the Middle School

### Director of Co-Curricular
Mr Lachlan White, B.Ed. (TAS) (Syd) 1998

### Sportsmaster
Mr Mitchell Kearsley, B.Sc.Ex.Sc (ACU), Dip.Ed (Secondary PDHPE) (ACU) 2018

### Activities Master
Mr Andrew Payne, B.Ed. (Physical & Health Ed) (ACPE), Dip.Ed. (UTS), M.Ed (Syd) 2013

### Director of TESS | Academic Support
Mrs Renee Culgan, B.Teach (WSU), B.Ed (WSU) 2020

### Director of Curricular and Psychological Services

### Director of Curriculum & Director of International Baccalaureate Diploma Programme (Acting)
Mr Andrew Scott, B.Ec. (Syd), Dip.Ed. (UNE), Dip.A. (Syd), M.Ed. Curriculum and Administration (Deakin) 2006/4

### Director of Professional Practice

### Director of Library Services
Ms Stefanie Gaspari, B.Com (UOW), Grad.Dip.Ed. (ACU) 2014/2

### Director of Academic Administration
Mr Peter Karakiozis, B.A., (Syd.), M.Teach. (Syd), M.Ed. (UON) 2010

### Director of Research

### Director of Music
Dr Michael McGregor, BMus(Hons) (UWA), PGDipEd (UWA), M.Sc (OXON), Ph.D (OXON) 1998/2

### Director of Marketing and Communications
Ms Philippa Lowe, B.A (UOR), M. Comm (CSU), Grad.Dip. Div (ACT) 2019/4

### Director of Finance
Mrs Rebecca Corias, B. Bus. (UTS). 2008/2
### Heads of Faculty | Summer Hill

<table>
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<tr>
<th>Faculty</th>
<th>Name</th>
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<th>Year</th>
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<tbody>
<tr>
<td><strong>Drama</strong></td>
<td>Mr Brendan Duhigg</td>
<td>B.A., (Syd), B.A. (Film and Television) (Aust. Film, Television and Radio School), Dip. Ed. (Mitchell CAE)</td>
<td>1998</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td>Mr Kai Ikeuchi</td>
<td>B.Social Work (Syd), B.Teach. (CSU) M.T.G.N</td>
<td>2011/3</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>Ms Norma Kamhieh</td>
<td>B.Ed (ACU), M.Ed. (UNSW)</td>
<td>2017/4</td>
</tr>
<tr>
<td><strong>HSIE</strong></td>
<td>Mr David Van Tol</td>
<td>B.A Arts (Syd), Grad Dip Edu. (UNSW)</td>
<td>2015/2</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td>Mr Adrian Shipp</td>
<td>B.Ed (NSW) B.Arts (NSW)</td>
<td>2018/4</td>
</tr>
<tr>
<td><strong>Languages</strong></td>
<td>Mr Ashley Lucas</td>
<td>B.A. (Hons.) (Syd), Dip.Ed. (Syd. CAE)</td>
<td>1984</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Mr Edward Habkouk</td>
<td>B.Sc. (Macq), Grad. Dip. Ed. (UNE), M.Ed. (UNE), M.T.G.N., M.A.C.E.</td>
<td>2011</td>
</tr>
<tr>
<td><strong>Music (Acting)</strong></td>
<td>Mrs Carlie Purkis</td>
<td>B.Mus (UNSW), M.Mus (UNSW)</td>
<td>2019</td>
</tr>
<tr>
<td><strong>Personal Development, Health and Physical Education</strong></td>
<td>Mr Andrew Simos</td>
<td>B.Ed. (ACU), B.PE (ACU)</td>
<td>2003</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Mr Timothy Nurcombe</td>
<td>B.SC (LEEDS), PGCertEd (RUUK)</td>
<td>2021</td>
</tr>
<tr>
<td><strong>Technological and Applied Studies</strong></td>
<td>Mr Timothy Warren</td>
<td>B.A (IndDes) (SCA) M.A. (Middlesex) M.Ed, (UWS)</td>
<td>2020</td>
</tr>
<tr>
<td><strong>Visual Arts and Design and Photo Media</strong></td>
<td>Mr Stephen Collins</td>
<td>B.Art.Ed. (City Art Inst.), M.Art.Ed. (UNSW), M.Ed. (Syd). M.T.G.N.</td>
<td>1987</td>
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</table>

### Academic Staff | Middle and Senior Schools | Summer Hill Campus

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Year</th>
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<tbody>
<tr>
<td>Mr Christopher Aschman</td>
<td>B.Mus. (Perf) (ANU), Grad. Dip.Ed. (CSU)</td>
<td>2005</td>
</tr>
<tr>
<td>Mr Peter Bamford</td>
<td>B.Ed. (Fine Arts) (UNE), Dip.Teach. (Kuring-Gai CAE), M.Ed. (Fine Arts) (UNSW)</td>
<td>2011/2</td>
</tr>
<tr>
<td>Mr Richard Bishop</td>
<td>B.A. (UON), Dip.Ed. (UON), Dip.Th. (ACT)</td>
<td>2000</td>
</tr>
<tr>
<td>Ms Phyllis Bookluck</td>
<td>B.A. (Syd), Dip.Ed. (Syd)</td>
<td>2000</td>
</tr>
<tr>
<td>Mr Simon Bootle</td>
<td>B.A. (Macq), Dip.Ed. (UNE)</td>
<td>1995</td>
</tr>
<tr>
<td>Mr Anthony Bosco</td>
<td>B.A (USYD), B. Teach (USYD)</td>
<td>2016/4</td>
</tr>
<tr>
<td>Name</td>
<td>Title and Qualifications</td>
<td>Year</td>
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<tr>
<td>Mrs Heidi Broadbent</td>
<td>B.Sc. (Syd), Dip. Ed. (Macq)</td>
<td>2007/3</td>
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<tr>
<td></td>
<td>Management.</td>
<td></td>
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<tr>
<td>Mr Daniel Chu</td>
<td>B.Sc (Syd), M.Teach. (Syd)</td>
<td>2013/3</td>
</tr>
<tr>
<td>Ms Vicky Courtenay</td>
<td>B.Teach (Pri) (CSU), M.Teach (TeachLib) (CSU), B.Th (JC)</td>
<td>2016/3</td>
</tr>
<tr>
<td>Mr Nigel Cowell</td>
<td>B.A., (Syd), Grad. Dip. Ed. (Wesley)</td>
<td>2021</td>
</tr>
<tr>
<td>Mrs Vikki Cummins</td>
<td>B. Comm (UWS) P.C.Ed (ACU) C.GR (ACU)</td>
<td>2017</td>
</tr>
<tr>
<td>Mr Robert Currer</td>
<td>B.Com (UOS), B.E. (UOS), M.Teach (UOS)</td>
<td>2018</td>
</tr>
<tr>
<td>Mrs Christine Daniel</td>
<td>B.Sc., M.Sc. (UTS), Grad. Dip. Ed. (Macq)</td>
<td>2012</td>
</tr>
<tr>
<td>Mr David Davies</td>
<td>B.Ed. (Ind.Arts) (Syd)</td>
<td>2012/2</td>
</tr>
<tr>
<td>Mr Guy Dennis</td>
<td>B.A. (Hons) (Exeter), M.Ed.St. (UNE), M.B.A. (UNE), M.Ed.</td>
<td>1998</td>
</tr>
<tr>
<td></td>
<td>Admin. (UNE), Dip.Ed. (UNE), G.A.I.C.D., M.A.C.E., M.A.C.E.L.,</td>
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<tr>
<td></td>
<td>F.R.G.S., A.F.A.I.M., JP</td>
<td></td>
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<tr>
<td>Mr Bobby Dimitrievski</td>
<td>B.Mus. (Syd Conserv.,) (Syd), Dip.Ed. (UNE), ADMT (Syd),</td>
<td>2010</td>
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<tr>
<td></td>
<td>A.Mus.A. (AMEB)</td>
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<tr>
<td>Mr Michael Di Paola</td>
<td>B.Ed. (Syd)</td>
<td>2019/4</td>
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<tr>
<td>Mr Matthew Driscoll</td>
<td>B.Ed. (Syd) B.Arts (Syd)</td>
<td>2018/4</td>
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<tr>
<td>Ms Marian Dunbar</td>
<td>B.Sc. (Syd), Grad. Dip.Ed. (CSU)</td>
<td>2012</td>
</tr>
<tr>
<td>Mr Andrea Folli</td>
<td>B.A (Witwatersrand, Sth. Africa), Higher Dip. Ed. (Natal),</td>
<td>2012/4</td>
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<tr>
<td></td>
<td>Honours Degree (Higher) (Rand Afrikaans University)</td>
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<tr>
<td>Mr William Foran</td>
<td>B.Ed. (CCE Syd), Dip.Teach. (CCE Syd)</td>
<td>2001</td>
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<tr>
<td>Mr Benjamin Fraser</td>
<td>B. Eng. (UNSW)</td>
<td>2020</td>
</tr>
<tr>
<td>Ms Simone East</td>
<td>Cert. Ed Studies (Uni London), B.Music (Syd Con), M.Music</td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>Comp (Syd Con)</td>
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<tr>
<td>Mrs Carol Geddes</td>
<td>B.Sc. (Syd) Grad. Dip.Ed. (Syd).</td>
<td>1999</td>
</tr>
<tr>
<td>Mr Brett Hall</td>
<td>BSc (UNSW), BTeach (Sec) (UWS), PGCertTESOL (MACQ),</td>
<td></td>
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<td></td>
<td>GradCertMath (ACU), MA SASTRO (SWIN)</td>
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<tr>
<td>Mr Mark Hatton-Ward</td>
<td>B.Sc. (Syd), Dip.Ed. (Syd)</td>
<td>1986</td>
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<tr>
<td>Mr William Henry</td>
<td>B.A. (Hons) (Leeds), M.Mus. (Lond), LRAM. (Lond). Grad. Dip.</td>
<td>2006/3</td>
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<tr>
<td></td>
<td>Ed. (UNE)</td>
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<tr>
<td>Mr Matthew Hirst</td>
<td>B.A. (UNSW), Dip.Ed. (UNSW), M.Ed. (Syd)</td>
<td>2009</td>
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<tr>
<td>Dr Anthony Hood</td>
<td>B.Music (UOS) M.Sc (UY) PH.D (UY) M.Teaching (UNE)</td>
<td>2017/3</td>
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<tr>
<td></td>
<td>College), M.Ed. (ACU), M.A.(Theology) (ACU), M.R.E. (ACU),</td>
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<td>H.F.T.G.N.</td>
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<tr>
<td>Mr Alastair Hunt</td>
<td>B.Sc. (Hons) (ANU), Grad. Dip. Ed. (UTS)</td>
<td>2014/4</td>
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<tr>
<td>Mrs Katherine Hronopoulos</td>
<td>BEd(Hum) [USyd]</td>
<td>2018/4</td>
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<tr>
<td>Mrs Daphne Kao</td>
<td>B.Ed. (Taiwan), Grad. Cert. Educ. Studies (Syd)</td>
<td>2002/4</td>
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<tr>
<td>Mrs Lara Kariatlis</td>
<td>B.Teach (Sec)</td>
<td>2020/4</td>
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<tr>
<td>Mr Don Kesby</td>
<td>B.Sc. (UNSW), Dip.Ed. (Syd)</td>
<td>2006</td>
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<tr>
<td>Mr Brett Lammiman</td>
<td>B.Ed. (Mitchell CAE), M.A. (Syd)</td>
<td>2005</td>
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<tr>
<td>Mr David Latimer</td>
<td>B.A. (Hons) (UON), M.Ed. (Languages) (Syd)</td>
<td>2000</td>
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<td>Mr Nathan Lee</td>
<td>BFA (UNSW) D.TH (YC) D.Ed (ACU)</td>
<td>2017/4</td>
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<tr>
<td>Ms Ami Liu</td>
<td>B.Arts (UNSW) M.Arts (UNSW), Grad.Dip.Ed (Sec) (ACU)</td>
<td>2014/3</td>
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</table>
Ms Angela Malek, B.A./B.Ed. (ACU) 2021
Ms Julia Malley, B.A.B. Teach (ACU) 2019/4
Ms Tania Mason, B.A. (Syd), M.A. (Syd), Dip.Ed. (Syd) (Leave Term 1) 2005/3
Ms Sophie Masson, B.A (Paul Valery University) PGCE (Uni of West England) 2020
Mr Justin McGrath, B.A. (UNSW), Dip. Ed. (Syd) 1995
Mr Philip McKay, B. Teach. (ACU), B.A. (ACU) 2011
Mr Andreas Mickler, Erstes Staatsexamen (Univ. Heidelberg, Germany), Grad. Dip. Ed. (Macq) 1997/4
Mr Mark Mikulandra, B.Ed. Advanced Cert. 2014/3
Mr Matthew Miller, B.A. (UNSW), Grad. Dip. Ed. (UNSW) 2013
Ms Katherina Miller-Bock, B.A/B.Ed. (Sec) (USYD) 2020
Mr Ian Moore, B. Com. (UNSW), Dip.Ed. (Syd), F.A.C.E 1978
Mr Ian Moran, B.Applied Sc.(Syd), B.Teach. (Syd) 2007
Mr Phillip Murgridge, B.A. (Lang)(Syd) 2017
Mr Samuel Mulgrew, B. Com. (CPIT), Grad. Dip.Ed. (Sec) (CPIT) 2021
Mrs Elizabeth Murphy, B.A. (Human Movement Studies) (UTS), Dip.Ed. (PD/H/PE) (UTS) 2010
Mrs Nadia Nero, B.Ed (ACU) 2018/4
Ms Helena Niranjan, B.Eng (UOW), M.Eng (Syd), Grad.Dip.Ed. (UNE) 2021
Mr Mark Oakley, B. Design (UNSW), B. Art Educ.(UNSW) 2008
Dr Rachel O’Brien, B.Ed. (Sec) (Syd), Ph.D Ed. (Syd) 2019
Mr Cameron Patrick, B.Ed. (USYD) 2020/4
Mr Nicholas Pay, BA/BT (Humanities) ACU; Cert. Secondary Mathematics (Syd) 2017
Mr Andrew Pierce, Grad. Dip. (ACC), S.Ch (ACC), M.Ed. (Syd), M.A. (Syd) 2002/3
Mr David Poirier, Grad. Dip. Ed (NWS), M.Edu. (Syd) 2019/4
Mr William Pratt, B.Ed. (Edith Cowan), Dip.Teach. (Riverina), B.Th., Dip. Min. (Morling), M.Ed. (UOW) 1998/3
Ms Danielle Raffaele, B.A. (USYD), M.Teach. (ACU) 2020/4
Mr Jean-Baptiste Ribola, IUT Measures Physiques (UPJ), BSc.BA (Business & Finance) (ESdCeG), Dip.Ed (Physics, Stage 4 and 5, Mathematics) (UNSW) 2018
Miss Sofia Robins, B.Sc (Boston University) 2017
Ms Nina Seeto, B.Sci (UTS), M. Teach. (Sec) (UNSW) 2019
Ms Kathryn Smith-Sergi, B.Ed (MELB) 2016/2
Mr Michael Snowden, B.A.B. Ed. (Maqu) 2019/4
Mrs Jessica Spratt, B.A. (Syd), Dip.Ed. (Syd). 1992
Mr Michael Spratt, B.Ed. (Syd), M.Ed. (Syd) 1995
Mr Brett Steinwede, B.Teach. (ACU) B.Arts (ACU) M.Div. (ACOT) 2018/4
Ms Rosey Stewart, Dip.Ed. (UNE), M.Design Sc. (Digital Media) (Syd), B.A. (Griffith) 2005/4
Ms Elizabeth Stockdale, B.A. (UNO), Dip.Ed (Sec) (UON), M.A. (Macq) 2021
Ms Kirsten Taylor, B.A. Lit. Studies (Hons) (Hull) PGCE (Hull) 2016/4
Mrs Maria Thanos, B.A. (UNSW), B.Ed. (UNSW) 2002/4
Mr Benjamin Treloar, B.Ed. (D&T) (Syd) 2008/4
Ms Emilia Tsaknis, B.Com (UNSW), B.Ed. (UNSW) 2019
Mr Joseph Vaccarella, B.Sc. (UNSW), Dip.Ed. (UNSW), Grad. Cert. Physics (ACU) 2004/4
Mr Neil Van Heerden, B.Ed. (Sec) (USYD) 2020/4
Miss Christina Vanden Hengel, B.VA (Fine Arts) (Sydney College of Arts), M.Teach. (Syd) 2014
Mr Steven Vazouras, B.Sc. (Industrial Arts) (UNSW), Dip.Ed. (UNSW) 2010/4
Mrs Lakshmi Venkatasubramanian, B.Eng (Chem) (NUS) 2020
Mrs Sylvia Wallace, B.Mus. Ed. (Hon) (Syd), M.Mus. (UNSW) (Maternity Leave) 2000
Ms Carrie Wang, BEd(Sec) [UNSW] 2019
Mr Mark Waters, B.Ed. (UON), B.Min. (SMBC), Ass.Dip. Divinity and Miss. (SMBC) 2006
Mrs Denise Whitten, B.A. (USYD) Dip. Ed. (Maccq) 2020/2
Ms Sabine Wieczorek, B.A. (Paris), Dip.Ed. (UNSW) 2000
Mrs Janet Wonders, B.Ed. (Human Movement/Maths Teaching) (Syd) 2001/4
Ms Alexandra Wood, B.Fine Art (Hons) (National Art School), M. Film and Television. (Bond), Dip Ed. (UOW) 2011/2
Mr Adam Wood, B.Comm. (UNSW), LLB (UNSW), M.Teach. (UNE) 2014
Mr David Zhang, B. Arts. (Syd.) B.Ed (Sec) (Syd.) 2017
Mr James Zhang, BA Edu,Syd Uni. BA Arts (combined) Syd Uni. 2017

TESS Support Services | Academic | Summer Hill Campus

Head of Gifted & Talented PK-10
Mrs Lisa Gossling, B.Ed. (ACU) Cert Learning Difficulties (UNSW), Dip.Teach (ACU), M.Ed (ACU), COGE (UNSW) 2014/3

Learning Support Coordinator (7-12)
Ms Katie Brett, B.Ed. (H.M.H.E) (Syd), M.Ed (EdLead&Adm) (Deakin) 2015/2

Learning Support Teacher
Ms Bulbin Aykiran, Dip.Ed. (UNSW), M. Ed. (Special and Inclusive) 2018
Mrs Leanne Heanly, B.Ed (PDHPE) 2017/2
Ms Jessica Jones, B.A. (ACU) M.SpEd (Maqu) 2019/2
Ms Shauna Murphy, B.Ed (DCU) 2021

EAL/D Coordinator (K-12)

EAL/D Teacher
Ms Lynette Ovens, B.Ed (English, EAL/D) (ACU), D.G (UTS), M.Arts (UTS) 2018

TESS Teacher’s Aide
Ms Tarni Bene, B.Ed (UWS) (Term 1-3) 2018
Mrs Cecilia Bertoia, Cert III Ed. Support Special 2015
Mrs Fiona Davies, B.Ed. (Ind.Arts) (Syd) 2018
Miss Krystle Figliano 2020/3
Mrs Julie Graetz 2020
Mrs Melissa Lynch 2019/3
Ms Mariah Sandy 2021
Mrs Samar Rizkallah 2019/4
Ms Marita Stephens, B.A. (Macq) 2014/2

<table>
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<tr>
<th>Position</th>
<th>Name</th>
<th>Qualification</th>
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<tbody>
<tr>
<td>Counselling and Psychological Services</td>
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<tr>
<td>Psychologist</td>
<td>Mrs Sandi Bell, B.A. (ANU), B.Sci. (ANU), Grad Dip Psych (U.C.), MAPS</td>
<td>2014/2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mr Micah Boerma</td>
<td></td>
<td>2020/3</td>
</tr>
<tr>
<td></td>
<td>Ms Sue Boursiani, Dip.Ed (Macq) B.Arts Psychology (Macq), M.Ed Counselling (UWS)</td>
<td>2017/3</td>
<td></td>
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<tr>
<td></td>
<td>Ms Cara Chilliari, B.Psy (UWS) D.Psy (COPP)</td>
<td>2017/3</td>
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<tr>
<td>Library Services</td>
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<tr>
<td>Library Manager</td>
<td>Mrs Courtney Nolan-Mcleod</td>
<td></td>
<td>2015/2</td>
</tr>
<tr>
<td>Library Services Specialist</td>
<td>Mrs Caitlin Weber, Dip. Lib.I.S. (TAFE)</td>
<td>2015/2</td>
<td></td>
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<tr>
<td></td>
<td>Ms Kasey Ann Drayton</td>
<td></td>
<td>2019/3</td>
</tr>
<tr>
<td></td>
<td>Ms Paula Herlinger, Dip. Lib.I.S. (TAFE)</td>
<td>2011/2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mrs Andrea O’Driscoll, B.A., M Teach (Sec) (Syd)</td>
<td>2019/3</td>
<td></td>
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<tr>
<td></td>
<td>Ms Deborah Case, Dip. Lib.I.S. (TAFE)</td>
<td>2020/2</td>
<td></td>
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<tr>
<td>Full-Time Music Performance Staff</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Band Master / Head of Brass</td>
<td>Mr Christopher Aschman, B.Mus Perf. (ANU), Grad Dip. Ed. Secondary (CSU)</td>
<td>2005</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ms Kate Morgan, B.Arts (Music) S.A.</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>Head of Strings</td>
<td>Mr William Henry, B.A. (Hons.) (Leeds), M.Mus.(Royal Academy of Music, Kings College London), LRAM, Dip. Ed (UNE)</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Head of Woodwinds</td>
<td>Mrs Carlie Purkis, B.Mus (UNSW), M.Mus (UNSW)</td>
<td>2019</td>
<td></td>
</tr>
<tr>
<td>Master of Chapel Music</td>
<td>Mr Gregory Kinda, B.Ed. (UWS), M.A. Piano (Poland)</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mr Gergely Malyusz</td>
<td></td>
<td>2019</td>
</tr>
<tr>
<td>Strings</td>
<td>Mrs Ludmila Palmer, Teaching Diploma (USSR), Performance Diploma (Distinction) (USSR), A.Mus.A.</td>
<td>1987</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mrs Valeria Korjenevski, B.Mus.(Performance &amp; Teaching) (Hons), Minsk Belarus</td>
<td>1999</td>
<td></td>
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</tbody>
</table>
### Support Staff | Summer Hill Campus

#### Secretary to the Head Master
Mrs Deborah Xuereb, JP. 1991/4

#### Community Relations Manager
Mrs Helena Scott 2013/3

#### Community Relations Officers
- Mrs Sue Trunk 1998
- Ms Rae Crawford 2017/3

#### Enrolments Officers
- Mrs Georgina Gunner, B. Arts (Syd), M.Comm. (Syd) 2014

#### Governance and Compliance Administrator
Mrs Tanya Murray 2010

#### Staffing Administrator
- Ms Rebecca Curtis 2015

#### Human Resources Generalist
- Mrs Robyn Evans 2020
- Mrs Linda Joseph 2014/3

#### Human Resources Project Officer
- Mrs Glenda Hunter-Brttain 2020

#### Executive Assistants
- Mrs Nadia Blazina 2017/2
- Ms Valentina Damcevski 2012/3
- Ms Simone Glassford 2020
- Mrs Helen McFarlane 2010/3
- Mrs Rebecca Miller, B. Bus. (UTS) 2007/2
- Mrs Margaret Murphy 2014/3
- Ms Bonnie Jensen 2016/1
- Mrs Lauren Metcalf 2017/3
- Mrs Annette O’Brien 1997/3
- Mrs Monika Slobodova 2019/2

#### Student Services Secretary
- Ms Renata Meleo 2016/1
- Mrs Rosanna Varrica 2021

#### Administrative Assistants
- Mrs Jacqueline Duncan 2020
- Mrs Sarah Grant 2015
- Mrs Rosanna Nunez 2012/3
- Ms Sally Mae 2018
- Ms Alysha Khan 2016/2

#### Music Assistants
- Mrs Dinora Marquez 2017/3
- Mrs Barbara Fox (part-time) 1992
<table>
<thead>
<tr>
<th>Position</th>
<th>Full Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance</td>
<td>Mrs Marian Bennett</td>
<td>1989/4</td>
</tr>
<tr>
<td></td>
<td>Mrs Liisa Chappelow</td>
<td>1989/4</td>
</tr>
<tr>
<td></td>
<td>Mrs Kerrie Hoy</td>
<td>2004</td>
</tr>
<tr>
<td></td>
<td>Mrs Jo Lazoroska</td>
<td>2010/3</td>
</tr>
<tr>
<td></td>
<td>Mrs Marianne Tanuse</td>
<td>2014/2</td>
</tr>
<tr>
<td></td>
<td>Mr Washington Maira</td>
<td>2010/3</td>
</tr>
<tr>
<td></td>
<td>Mrs Mariana Tokic</td>
<td>2003</td>
</tr>
<tr>
<td>eLearning Integrator</td>
<td>Ms Rachel Hughes</td>
<td>2017</td>
</tr>
<tr>
<td>Careers and Student Pathways Advisor</td>
<td>Mrs Susan Draysey</td>
<td>2019</td>
</tr>
<tr>
<td>Director of Basketball / Sports Centre Manager</td>
<td>Mr Ben Morrissey</td>
<td>1999/3</td>
</tr>
<tr>
<td>Director of Swimming</td>
<td>Mr Ben Tuxford</td>
<td>2016</td>
</tr>
<tr>
<td>Swimming Coach</td>
<td>Mr Calum Timms</td>
<td>2020</td>
</tr>
<tr>
<td>Assistant Swimming Coach</td>
<td>Mr Andrew Aebi</td>
<td>2016</td>
</tr>
<tr>
<td>Director of Tennis</td>
<td>Mr Jeremy Dykgraaff, B.A. (Economics) (UON), Dip. of Tour Guiding (Syd. TAFE)</td>
<td>2009/2</td>
</tr>
<tr>
<td>Director of Track and Field / Athletic Development</td>
<td>Mr Andrew Murphy, Post Grad., Dip.App.Sc. (Sports Coaching) (UQ), OACM</td>
<td>2006/3</td>
</tr>
<tr>
<td>Director of Water Polo Coaching</td>
<td>Mr Seamus Rodden, B.Ed., (Syd.)</td>
<td>2018/3</td>
</tr>
<tr>
<td>Athlete Performance and Development Specialist</td>
<td>Mr Elliot Taylor</td>
<td>2020</td>
</tr>
<tr>
<td>Debating and Public Speaking Coordinator</td>
<td>Mr Christopher Taplin</td>
<td>2020</td>
</tr>
<tr>
<td>Special Duties Master</td>
<td>Mr Peter Brooke</td>
<td>2019/4</td>
</tr>
<tr>
<td>General Duties Master</td>
<td>Mr Blake Tuxford</td>
<td>2020/4</td>
</tr>
<tr>
<td>Health Centre- Senior Nurse</td>
<td>Mrs Tessa Mansfield, B.Nursing (Syd)</td>
<td>2016/2</td>
</tr>
<tr>
<td>Heath Centre Nurse</td>
<td>Mrs Tania Askew</td>
<td>2020</td>
</tr>
<tr>
<td>Laboratory Assistants</td>
<td>Ms Joseline Nunag, B.Sci. Biology (Philosophy) (De La Salle Univ, Philippines), M.Biology (UST, Philipinnes), Grad. Dip. Sec. Ed. (ACU)</td>
<td>2011/3</td>
</tr>
<tr>
<td></td>
<td>Dr Cheryl Bawhey, B.Sc (Hons) (FLIN), PH.D (FLIN)</td>
<td>2017/4</td>
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<tr>
<td>Mrs Urania Sideris, (School of Biological Sciences), Pathology Techns. Cert. (STC) 2000/1</td>
<td></td>
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<tr>
<td>Curator of the Delmar Gallery and Convenor of the Society of the Arts</td>
<td></td>
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</tr>
<tr>
<td>Ms Catherine Benz, B.Art.Th. (UNSW) 2010/2</td>
<td></td>
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<tr>
<td><strong>Technology and Design Assistant</strong></td>
<td></td>
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<tr>
<td>TBA</td>
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<tr>
<td><strong>Teachers’ Aide, Food Technology</strong></td>
<td></td>
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<tr>
<td>Mrs Judy Martin 2019/2</td>
<td></td>
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<tr>
<td><strong>Art Assistant</strong></td>
<td></td>
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<tr>
<td>Mrs Sarah Rodriguez, BCA (UOW) 2013/4</td>
<td></td>
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<tr>
<td>Mr Patrick Cummins 2018/4</td>
<td></td>
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<tr>
<td><strong>ICT</strong></td>
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<tr>
<td><strong>ICT Operations Manager</strong></td>
<td></td>
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<tr>
<td>Mrs Eu-Gene Harpur 2018/4</td>
<td></td>
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<tr>
<td><strong>Business Applications Leader</strong></td>
<td></td>
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<tr>
<td>Mr Mark Thompson 2018/4</td>
<td></td>
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<tr>
<td><strong>Infrastructure Manager</strong></td>
<td></td>
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<tr>
<td>Mr Leonardo de Oliveira, Cassange Ortiz 2020/4</td>
<td></td>
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<tr>
<td><strong>Network and Systems Administration ICT</strong></td>
<td></td>
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<tr>
<td>Mr Michael Hickey 2013</td>
<td></td>
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<tr>
<td><strong>Applications and Data Base Manager</strong></td>
<td></td>
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<tr>
<td>Mr Neil Huang 2021</td>
<td></td>
<td></td>
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<tr>
<td><strong>ICT Service Delivery</strong></td>
<td></td>
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<tr>
<td>Mr Josh Bolst 2017/2</td>
<td></td>
<td></td>
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<tr>
<td>Mr Kenneth Brisebois 2012/2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs Sandhya Dimeglio, B.Appl. Sc. Maths (UTS) 2011/1</td>
<td></td>
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<tr>
<td>Mr Collin Lam 2016/3</td>
<td></td>
<td></td>
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<tr>
<td>Mr Christopher Macintosh 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms Irena Mocnik 2019/1</td>
<td></td>
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</tr>
<tr>
<td>Ms Naomi Ratnathurai, B.Sc. (Hons.) (Lond), (part-time) 2007/2</td>
<td></td>
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<tr>
<td><strong>AV Technician</strong></td>
<td></td>
<td></td>
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<tr>
<td>Mr Ben Cotton, D (Live Production) (JMEC) 2017/1</td>
<td></td>
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<tr>
<td><strong>The Trinity Archives</strong></td>
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<tr>
<td><strong>Archivist</strong></td>
<td></td>
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<tr>
<td>Mrs Alison Doran, B.A. (Syd), Dip.Inf.Mgmt. (Archives) (UNSW) 2008</td>
<td></td>
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</tr>
<tr>
<td><strong>Marketing and Communications</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Marketing Manager</strong></td>
<td></td>
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<tr>
<td>Mrs Tarryn Thompson 2020</td>
<td></td>
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</tr>
<tr>
<td><strong>Writer/Editor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr Doug Conway 2020/3</td>
<td></td>
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</tr>
<tr>
<td><strong>Graphic Designer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs Janine Wassens 2020/3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Publications Designers
Mrs Angela Lustre, B. Design (UWS) 2010/2
Ms Katrina Naess, B. New Media Arts (JCU) 2018
Mr Nicholas van Breda, BCA (UOW), M. Design (UTS) 2008/2

Digital Content Co-ordinator
Mr John Blois 2011

Administrative Assistant
Mrs Briony Nurcombe, B.A. (Honrs) (UNSW) 2021

Maintenance and Grounds
Facilities and Contractors Supervisor (Summer Hill)
Mr Peter Taylor 1980

Maintenance Supervisor (Summer Hill)
Mr John Cronin 2002/3

Maintenance Staff
Mr Simon Edge 1999
Mr Jon Jacobs 1996/4
Mr Angus Szczygiel 2016/2

Head Groundsman
Mr Scott Muller 1999/3

Grounds Staff
Mr Jamie Hillen 2004/2

Cafeteria
Cafeteria Manager
Mrs Nabiha Bitar 2004/4

Cafeteria Assistants
Mrs Kay Coleman 2004
Ms Chanelle Gilto 2018/4
Mrs Julliette Lipman 2013/3
Mrs Eva Ly 2004/2
Ms Renee Kertz 2016/3
Ms Nicole Marckinus 2016/3
Mrs Patrecia Mondal
### Senior Staff | Preparatory School | Strathfield Campus

#### Head of the Preparatory School
Mr Christopher Wyatt, B.Teach. (ACU), B.Ed. (NICE), M.Ed. (CSU), MBA (SCU) 2015

#### Deputy Head of the Preparatory School
Mr Richard Lever, B.Ed. (Primary) (QUT), M.Ed Information and Communication Technology. (UNE) 2005

#### Director of Curriculum and Early Learning (Preparatory School)
Ms Kirsti Hitz-Morton, Dip Edu Mitchell College; BA Edu Charles Sturt Uni. 2017

#### Assistant PYP Coordinator (Pre-K n Year 2 / STEAM Teacher)
Mrs Fiona Evans, PCGE (Primary) (Exeter), PG Cert in Ed & Training Management (Portsmouth) 2015

#### Assistant PYP Coordinator (Year 3-6 / STEAM Teacher)
Mrs Jessica Ford, BEd [UC], MEd(SpEd) [USyd] 2019

#### Director of Enrolments (P-6)
Mr Simon Kelly, B.Ed. (UNSW) 1998

#### Kindergarten Pastoral Leader
Mrs Sally Bailey, B.Ed. (Melb), Dip. Ed. (Melb) 2015

#### Stage 1 Pastoral Leader
Ms Michelle Sommerfield, B.Ed. (Primary) (Syd) 2005/3

#### Stage 2 Pastoral Leader
Ms Portia May, B.App Sci (UNISA), M.Teach (UNISA) 2019/1

#### Stage 3 Pastoral Leader
Mr Mark Gannon, B.A. (Primary Education) (Notre Dame) 2016

#### Director of Preparatory School Music

#### Sportmaster
Mr James Bremner, B.Ed. (Sec)(Human Movement & Health) (Syd), Dip. Business (Marketing) 2015

#### Assistant Chaplain
Mr Stuart Smith 2006

### Academic Staff | Preparatory School | Strathfield Campus

Mrs Jessica Brogan, B.Ed.(Early Childhood) (Macq) 2021

Mrs Holly Caddy, B.Ed. (Primary) (Notre Dame) (maternity leave / Christian Studies Teacher Term 4) 2013

Mrs Hilary Cardiff, B.Ed. (Hons) (Primary) (UTS). 2017

Ms Sarah Clay, B.Ed. (UOC) 2021

Ms Erin Cuthbert, B.Ed (Primary) (CANB) 2018

Mr Jason Freshwater, DipTrain [TAFE], BPhysHeD [UOW] 2019

Mr Thomas Gospers, B.Ed (Pri) (UNDA) 2020

Mr Robert Goulbourne, B.Ed (Primary) (Notre Dame) 2017

Mr Adam Herborn, B.Ed (EC) (Macq) 2019/2

Mr Brent Hinson, B.A., (Macq), Dip. Ed. (Macq) 2003
Ms Deanna Iannella, B.Ed. (Notre Dame) 2020/4
Ms Mikaela Janes, B.Ed (UNDA), M.Sp.Ed (UON) 2020
Ms Ke (Kiki) Kang, MMET (UNISA) 2020/2
Mrs Stephanie Katay, B.Ed. (Primary) (ACU) 2020
Mrs Yah Lay Kua, PostGradDipEd [NTUS], MSc [CITY], BSc(Hons)(ManSc) [LOND] 2019
Ms Amanda Levee, B. Art Ed. (Maternity Leave Term 1) 2016
Mrs Alia Lynden, B.Fine.Arts. (UNSW), M Teach (UTS) 2021
Ms Eleanor Mawson, B.Ed (Early Childhood) (Birth-12 years) (Mq) (maternity leave) 2016/2
Mr Sebastian McGrath, B.Ed. (ACU) 2014
Mr Scott Merrick, B.Ed. (UTS Ku-ring-gai) (Primary), M.Ed. (UOW) 2003
Dr Suallyn Mitchelmore, B.A (Syd), B Teach (Maccq), M.Ed. Leadership (Maccq), D.Ph (Maccq) 2021
Mr Stephen Mugridge, B.Sc. (UNSW), M Teach (Prim.) (ACU) 2017
Mrs Abigail Nel, BDes (Griff), GDipEd (Griff) 2019
Ms Nadene ONeill, BA DipEd (Maccq), PostGradCertEd (Maccq), MED(Lead) (Maccq) 2019
Mrs Karen Oliver, B.A. (Maccq), Dip. Ed. (Maccq), M.A.C.E. 2000
Ms Lucy Pero, B.A. (Syd), M Teach (Visual Arts) (Syd) 2021
Mrs Sara Palmer, B.Ed. (Primary) (UOT) 2021
Mrs Alexandra Schmidt, B.A. (Syd) M Teach. (Syd) 2007/3
Mr Adam Short, B.Ed (Physical Health), (ACPE), Grad Cert. Primary Mathematics (WSU) 2018
Mrs Angela Stitcher, B.A. (Hons) (Bath) Cert. Ed. (Chichester) 2021
Mrs Jessica Taylor, B.Ed (ACU) 2020
Ms Vincenza Toia, B.Ed. (Primary) (ACU) 2013

Counselling and Psychological Services | Strathfield Campus

Psychologist

Ms Caitlin Hill, B.Psych. (UWS) M.CIPsych (Maccq) 2020/2

TESS Support Services | Academic | Strathfield Campus

Learning Support Teacher

Mrs Helen Wills, B.Ed. (Early Childhood) (Maccq) 2006

EAL/D Teacher

Mrs Danielle Johnston, B. Human Movement, B. Ed. (UTS), M.Teach. (Primary) (UWS) 2014
Mrs Nicole Zabaras, B. FA (UNSW), B.Bus (IT) (UWS), B Teaching (Primary) (CSU) 2018/4

TESS Leader (Gifted & Talented Teacher)

Mrs Francene Bryce, B.Ed. (ACU), Dip. Teach. (CCE), M.Ed.(UNE) 2015
<table>
<thead>
<tr>
<th>Support Staff</th>
<th>Strathfield Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Secretary to the Head of the Preparatory School</strong></td>
<td></td>
</tr>
<tr>
<td>Mrs Theresa</td>
<td><strong>Carmichael</strong>, B.Sc. (Syd)</td>
</tr>
<tr>
<td><strong>Community Relations Officer</strong></td>
<td></td>
</tr>
<tr>
<td>Mrs Joanne</td>
<td><strong>Gabbe</strong>, B.CA (UOW)</td>
</tr>
<tr>
<td><strong>Campus Administration</strong></td>
<td></td>
</tr>
<tr>
<td>Ms Elizabeth</td>
<td><strong>Haines</strong></td>
</tr>
<tr>
<td>Mrs Sonia</td>
<td><strong>Harper</strong></td>
</tr>
<tr>
<td><strong>Enrolments Officers</strong></td>
<td></td>
</tr>
<tr>
<td>Mrs Alison</td>
<td><strong>Sinclair-Kydd</strong>, BA (UTS), Cert III (TAFE NSW), PG Cert. in Man (Macq)</td>
</tr>
<tr>
<td>Mrs Melissa</td>
<td><strong>Van Der Leeden</strong></td>
</tr>
<tr>
<td><strong>Health Centre - Senior Nurse</strong></td>
<td></td>
</tr>
<tr>
<td>Mrs Tessa</td>
<td><strong>Mansfield</strong> (Term 4)</td>
</tr>
<tr>
<td><strong>Health Centre Staff</strong></td>
<td></td>
</tr>
<tr>
<td>Mrs Kyllie</td>
<td><strong>Balazs</strong> (part time)</td>
</tr>
<tr>
<td>Ms Misty</td>
<td><strong>Roussel</strong>, B.Nurs. (UTS)</td>
</tr>
<tr>
<td><strong>Library Assistants</strong></td>
<td></td>
</tr>
<tr>
<td>Ms Jennifer</td>
<td><strong>Bruscino</strong></td>
</tr>
<tr>
<td>Ms Courtney</td>
<td><strong>Nolan-McCleod</strong>, Dip. of Library and Information Services (Syd TAFE)</td>
</tr>
<tr>
<td>Mrs Rossanna</td>
<td>Kwok</td>
</tr>
<tr>
<td><strong>TESS Teacher’s Aides</strong></td>
<td></td>
</tr>
<tr>
<td>Mrs Jacqueline</td>
<td><strong>Indari</strong></td>
</tr>
<tr>
<td>Ms Mia</td>
<td><strong>Kelly</strong> (Term 3-4)</td>
</tr>
<tr>
<td>Ms Vicky</td>
<td><strong>Orfanos</strong></td>
</tr>
<tr>
<td><strong>Teacher’s Aides</strong></td>
<td></td>
</tr>
<tr>
<td>Mrs Margaret</td>
<td><strong>Anshaw</strong></td>
</tr>
<tr>
<td>Mrs Catherine</td>
<td><strong>Charalambous</strong>, Dip. A.B.S. Cert III (Ed. Support) (TAFE)</td>
</tr>
<tr>
<td>Mrs Michele</td>
<td><strong>Gadaleta</strong></td>
</tr>
<tr>
<td>Ms Elizabeth</td>
<td><strong>Lassithioakis</strong></td>
</tr>
<tr>
<td>Mrs Carmel</td>
<td><strong>Lombardo</strong>, Diploma in Architecture (UTS), Graphic Design (KVB) Visual Arts Graphic (part-time)</td>
</tr>
<tr>
<td>Ms Ream</td>
<td><strong>Mansouri</strong></td>
</tr>
<tr>
<td>Ms Elena</td>
<td><strong>Molnar</strong>, B.A. Language Teaching (Serbia)</td>
</tr>
<tr>
<td>Mrs Mina</td>
<td><strong>Pahos</strong>, B.A. (UNSW), Graduate Dip.Ed. (UNSW) (part-time)</td>
</tr>
<tr>
<td>Mrs Julie</td>
<td><strong>Ters</strong></td>
</tr>
<tr>
<td><strong>Art Assistant</strong></td>
<td></td>
</tr>
<tr>
<td>Mrs Hien</td>
<td><strong>Lee</strong>, B.Ed (Pi.) (Syd) (Terms 3-4)</td>
</tr>
<tr>
<td><strong>eLearning Integrator</strong></td>
<td></td>
</tr>
<tr>
<td>Mr Carlos</td>
<td><strong>Dangoor</strong>, Audio-visual Comm. (URL), Post.G. Teaching (BIU)</td>
</tr>
<tr>
<td><strong>Canteen Manager</strong></td>
<td></td>
</tr>
<tr>
<td>Mrs Mary</td>
<td><strong>Saba</strong></td>
</tr>
<tr>
<td>Canteen Staff</td>
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<tr>
<td>Mrs Ann-Maree</td>
<td><strong>Rorie</strong>, (part-time)</td>
</tr>
<tr>
<td>Mrs Fulvia</td>
<td><strong>Sonego</strong>, (part-time)</td>
</tr>
<tr>
<td>Mrs Melani</td>
<td><strong>Thambar</strong>, (part-time)</td>
</tr>
</tbody>
</table>

### Senior Staff | Junior School | Summer Hill Campus

#### Head of the Junior School

| Mr Mark | **Dunn**, B.A. (Syd), Dip. Ed. (UON), M. Leadership & Mngt Educ. (UON), ATA (NSWIT), M.A.C.E.L. | 2015/2 |

#### Deputy Head of the Junior School

| Mr Craig | **Hassall**, Dip. Teach. (Physical Education) (C.C.E.S.), B.Ed. (ACU), M.Ed. (Deakin). | 1990 |

#### Director of Curriculum (Junior School)

| Mrs Merilyn | **Ormes**, B.Ed. (Early Childhood). (CSU) | 2001 |

#### Director of Enrolments (P-6)

| Mr Simon | **Kelly**, B.Ed. (UNSW) | 1998 |

#### Stage Co-ordinator - Pastoral & Teaching and Learning Leader Infants

| Mrs Shelley | **Richards**, B.Ed. (Macq), Dip. Teach. (Early Childhood) (Macq) Grad. Dip. Teach. (8-12) (Macq) | 1994/4 |

#### Stage 2 Teaching and Learning Leader

| Ms Chloe | **Martin**, B.Ed. (ECE, Birth-12) (Macq) | 2007 |

#### Stage 3 Teaching and Learning Leader

| Mr Patrick | **Hoare**, B.Ed. (VU), M.Ed (VU) | 2018 |

#### Stage 2 Pastoral Leader

| Mrs Megan | **Brandon**, B.A. (Psy) (MACQ), M. Teach (SWIN) | 2017 |

#### Stage 3 Pastoral Leader

| Mrs Jenny | **Tredinnick**, B.Ed. (Primary) (UC) | 2009 |

#### TESS Leader (Academic)

| Mrs Robyn | **Scott**, B.Ed. (Primary) (Syd) | 1996 |

#### Sportsmaster


#### Assistant Chaplain

| Rev Paul | **Brigden**, B.Ed.(Special) (UTS), B.D. (Moore College) | 2014/4 |

#### Director of Junior School Music

| Mr Trevor | **Adams**, B.Mus (UNE), Dip.Ed (UTAS), M.Ed. (UTS), A.Mus.A (Piano Perf.) | 2013/4 |

### Academic Staff | Junior School | Summer Hill Campus

<p>| Mrs Melinda | <strong>Bargwanna</strong>, B. Landscape Arch. (UNSW), Adv.Cert (Urban Horticulture) (TAFE) | 2021/1 |
| Ms Tabitha  | <strong>Bell</strong>, BA Special Edu. Uni Technology | 2017 |
| Mrs Nikki   | <strong>Bowden</strong>, B.Ed. (UC) , Grad. Cert. Ed | 2018 |
| Ms Miriam   | <strong>Cross</strong>, BA Edu (Primary) (UND) | 2021 |
| Ms Deanna   | <strong>Jabaji</strong>, BA Education (Primary) ACU Strathfield | 2017 |
| Ms Stephanie| <strong>Katay</strong>, B.Ed.(Pri) (ACU) | 2020 |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications</th>
<th>Year</th>
</tr>
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<tbody>
<tr>
<td>Ms Jacqueline</td>
<td>Kelly, B.Ed. (Hons) (UOW)</td>
<td>2015</td>
</tr>
<tr>
<td>Mrs Penni</td>
<td>Maher, B.A. (UNSW), B.Ed (Macaq) M.Ed (Syd) MACE MACEL</td>
<td>2021</td>
</tr>
<tr>
<td>Mrs Belinda</td>
<td>Nikolov, B.A.(Vis.Arts) (UON), Cert Desktop Publishing (TAFE), Cert. II Ed. Support (TAFE)</td>
<td>2015</td>
</tr>
<tr>
<td>Ms Eliza</td>
<td>Leedow, B.A, M Teach (Pri) (UWS)</td>
<td>2020</td>
</tr>
<tr>
<td>Ms Jessica</td>
<td>Taylor, BA Edu (Primary) ACU on leave</td>
<td>2017</td>
</tr>
<tr>
<td>Miss Alanna</td>
<td>Tone, BA Edu (Primary) (UND)</td>
<td>2021</td>
</tr>
<tr>
<td>Mrs Karen</td>
<td>Voysey, B.Ed (ACU), P.C.G.Edu (UNSW)</td>
<td>2018</td>
</tr>
<tr>
<td>Mrs Mary</td>
<td>Wang, B.A. (Chinese Lit) (Beijing Normal Univ.), M.Chinese Lit. (Beijing Normal Univ.) B.A. Teach. (Sec) (UTS)</td>
<td>2013</td>
</tr>
<tr>
<td>Mrs Natalie</td>
<td>Weston, B.Arts (Primary Teaching with Modern Foreign Languages) (Hons) (LHU)</td>
<td>2018</td>
</tr>
</tbody>
</table>

**TESS Support Services | Academic | Junior School | Summer Hill Campus**

**TESS Learning Support Teacher**
- Mrs Skye Beke, B.Ed (UWS) 2017

**TESS EAL/D Teacher**
- Mrs Kim Cook, B.Ed. (VC), G.Dip.A (Monash) 2019

**TESS Teachers’ Aide**
- Mrs Melissa Lynch 2019/3
- Mrs Marita Stephens, B.A. (MAQU) 2014

**Support Staff | Junior School**

**Secretary to the Head of the Junior School**
- Mrs Rina Bandaranayake, B.Bus. (CUT) 2013

**Community Relations Officer**
- Ms Joanne Webb 2017/4

**eLearning Integrator**
- Mr Evan Karagiannis, B.Bus. (UTS), B.Sc. (Information Technology) (UTS), Cert IV TAE 2013

**Teachers’ Aides, Junior School**
- Mrs Emily Brown 2006
- Ms Tiarna De Nobrega, Cert I, Cert II, Cert III in Child Studies, Dip. Child Studies 2016/3
- Mrs Simone McManus, Certificate III in Education Support (Armidale TAFE) 2011

**Library Technician, Junior School**
- Mrs Caitlin Weber, Dip. Lib.I.S. (TAFE) 2015/2
- Ms Debbie Case, Dip. Lib.I.S (TAFE) 2020

**Visual Arts Aide, Junior School**
- Mrs Kathy Griffiths 2016
- Mr Patrick Cummins 2018

**Youth Leader - Intern**
- Mr Nick Bishop 2021
Staff | Field Studies Centre

Head of Field Studies Centre
Mr Tim Knowles, B.Ed (UOW) 2020

Outdoor Education Co-Ordinator
Mr Wayne Pitts, Dip. Out Ed. (TAFE) 2019/4

Campus Administrator

Outdoor Educators
Ms Lorraine Dawes 2020/4
Mr Sean Leary 2018
Mr Ray Nupponen 2020/2
Mr Troy Peterson 2020/4
Mr Adam Slade 2020
Mr Kieren Slee 2018

Property Manager
Mr Andrew Lloyd 2014/2

Administrative Assistant
Ms Rebecca Olive 2017

Teachers Aide and Night Supervisor
Ms Cheryl Cater 2020/4
## Visiting Instrumental Specialists

### Brass
- **Mr Matthew** Harrison, B.Mus.(Perf) (Syd), Grad.Dip.Mus. (Perf) (Syd) 2018
- **Miss Madeleine** Saville, B.Mus. (Syd) 2018

### Cello
- **Ms Amelia** McCluney, B.Mus. Ed (Syd) 2019

### Clarinet and Saxophone
- **Mr Tobias** Armstrong, B.Mus. (Syd), L Mus A, A Mus A 2018
- **Mr David** Bell, B Mus. (Jazz) 2007
- **Mrs Samantha** Kelson-Gray, B.Mus. (Syd) (Hons), M. Mus (Syd) (Perf) 2018
- **Mr Edwin** Schots, Jazz Perf. (The Hague) 1996

### Flute
- **Ms Kellie** Grennan, B.Mus. (Hons) (Queensland), L.T.C.L. Dip. ABRSM 2018

### Guitar
- **Mr Stefano** Rocco, B.A. Jazz (London) 2014
- **Mr Andrew** Troy, Adv. Dip (Technical Production) 2016

### Oboe/Bassoon
- **Mr Anthony** Grimm, B.Mus (Syd) M.Mus, Dip. Health Science 2011
- **Mr Jonathan** Ryan, A Mus A, B.Mus. Perf. (Hons 1) (Syd), Diploma K.A. Musikhochschule Trossingen, M.Mus, [Munich] 2018

### Percussion
- **Mr Jeremy** Cook, B.Mus. (Jazz) (Syd) B. Sc. (Arch) (Syd) 1994
- **Ms Kaylie** Dunstan, B.Mus. (Syd), Performance Diploma (Detmold), B. Mus. (Perf) (Stuttgart), M.Mus. (Syd) 2018

### Pianoforte
- **Ms Heidi** Curran, B.Mus Ed (Syd) 2016
- **Mrs Jennifer** Swanton, B.Ed (Syd) A Mus A., Grad Cert. Divinity 2016
- **Ms Jennifer** Trynes, B.A. (Syd) (Music) 1998

### Violin/Viola
- **Mrs Sarah** Ash-Harrison, B Mus (Hons), MA (Perf), Dip ABRSM (Violin), Dip ABRSM (Instrumental Tuition) 2018
- **Mrs Antonia** Deasey, A.G.S.M, Dip Ed (London) 1981
- **Mrs Lorraine** Jayasinghe, B.A. (Melb), B.Mus. (Melb), Graduate Dip. of Profess. Music Practice (Tas), Suzuki Teachersi Cert. Australia (Primary) 2011
- **Ms Aeree** Kim, C.S.C.M, Dip Mus. (Syd) 1996
- **Mrs Annette** Smith, B Mus. (Syd) Dip Mus. (Perf), ATCL 2005
- **Mr Colin** Tripolone, B.Mus. (Syd) 2016
- **Mrs Jay** Tripolone, B.Mus. (Syd) 2016

### Voice
- **Mr Spencer** Darby, B Mus (Hons) (Adelaide), M Mus (Syd) 2012
### School Leaders for 2021

#### Captain of the School
Jamie Christopoulos (Ar)

Vice-Captains
Hunter Hannaford (Du)
William Martin (WH)
Samuel Vickery (WJ)

#### Prefects
Thomas Buvac (WJ)
Duncan Feng (Mu)
Euan Germanos (He)
Samuel Hohne (Ke)
Tyson Jackson (Fo)
Theo Kidd (WJ)
William Lenard (St)
Sebastian Papadopoulos (He)
Benjamin Powell (Ho)
Asher Tarbox (Du)
Leo Tarbox (Du)
Juno Yim (Ho)

#### House Leaders

<table>
<thead>
<tr>
<th>House</th>
<th>House Captain</th>
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<tbody>
<tr>
<td>Archer</td>
<td>Christian Becvarovski</td>
<td>Archer</td>
<td>Christian Becvarovski</td>
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<td>Dulwich</td>
<td>Patrick Cantlon</td>
<td>Dulwich</td>
<td>Patrick Cantlon</td>
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<td>Founder’s</td>
<td>Lucas Pezzano</td>
<td>Founder’s</td>
<td>Lucas Pezzano</td>
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<td>Henderson</td>
<td>Andrew Cavallaro</td>
<td>Henderson</td>
<td>Andrew Cavallaro</td>
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<td>David Gabriel</td>
<td>Hilliard</td>
<td>David Gabriel</td>
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<td>Holwood</td>
<td>Adam Stavros</td>
<td>Holwood</td>
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<td>Kerrigan</td>
<td>Adam Pascale</td>
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<td>Latham</td>
<td>Joel Matthei</td>
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<th>House</th>
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<tr>
<td>Murphy School</td>
<td>Joshua Butler</td>
<td>Murphy School</td>
<td>Joshua Butler</td>
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<td>Stephenson Taubman</td>
<td>Theodore Hatton-Ward</td>
<td>Stephenson Taubman</td>
<td>Theodore Hatton-Ward</td>
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<td>Weeks Wilson Hogg</td>
<td>Lachlan Dock</td>
<td>Weeks Wilson Hogg</td>
<td>Lachlan Dock</td>
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<td>Young Wynn Jones</td>
<td>Kosta Theodorou</td>
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<td>Kosta Theodorou</td>
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<td></td>
<td>Leo Tarbox (Du)</td>
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<td>Leo Tarbox (Du)</td>
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<td>Juno Yim (Ho)</td>
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<td>Juno Yim (Ho)</td>
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<td>Benjamin Powell (Ho)</td>
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<td>Benjamin Powell (Ho)</td>
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<td>Asher Tarbox (Du)</td>
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<td></td>
<td>William Martin (WH)</td>
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<td>William Martin (WH)</td>
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</tbody>
</table>

#### Captain of the Preparatory School
Aiden Coelho

Vice-Captains of the Preparatory School
Thomas Ko
Alexander Hu

#### Preparatory School Officers
James Ahn
Nathan Della Torre
William Hunt
Isaac Ismail
Orlando Ang

#### Captain of the Junior School
William Saunders

Vice-Captain of the Junior School
Timothy Buultjens

#### Junior School Monitors
Robbie Coneliano
Oscar Hannan
Benjamin Loughnan
Layth Nazha
Oliver Tucker
Hugo Walker
Trinity Grammar School
Summer Hill Campus

The Junior School

The Junior School at Trinity provides a strong foundation to meet the individual needs of boys as they begin their school experience. From the first day at school they are immersed in the School’s ethos of Mind, Body, and Spirit which will travel with them as they make their way through the Junior, Middle and Senior School. The Junior School Kindergarten to Year 6 is located in a purpose-built facility on the Summer Hill Campus.

The development of the Mind is paramount in the life of the Junior School. A differentiated curriculum allows the boys to develop their potential and have opportunities to succeed at their own level. The Junior School implements the International Baccalaureate’s Primary Years Programme from Kindergarten to Year Six. At the heart of the PYP is structured inquiry as a vehicle for learning. Inquiry learning gives ownership of learning to the students and develops their questioning, research and critical thinking skills. It allows them to pursue their own interests and make meaningful connections with what they are learning to their home, community and the world.

Sport is an essential element in the life of a Trinity boy, and each boy is given the opportunity to develop a healthy body. Boys from Year 4 to Year 6 participate in both the summer and winter sporting programme. Year 3 boys have a chance to develop their skills at all of the major sports that the School offers in the Primary School. Sport is viewed as an extension of the classroom and each boy can continue to develop not only his own personal fitness but also the important life lessons of team work and fair play. There is a variety of co-curricular sporting activities for boys to choose from at the Junior School, most of which are conducted using the state of the art sporting facilities on the Summer Hill site.

Junior School boys are encouraged to be part of the co-curricular programme that is offered. With outstanding Artistic and Musical programmes, along with many other activities, the boys can enhance and explore their creative potential. All boys are encouraged to develop through a wide range of co-curricular activities. This is an avenue where they may harness this important aspect their development.

The Middle School

These are boys who are neither Year 12 students cut off at the knees, nor are they Year 6 students who have suddenly outgrown their short pants. In the establishment of a Middle School at Trinity we recognise that there are distinct differences in the needs of boys in early adolescence in Mind, Body and Spirit.

The Middle School Programme is set within the context of the School’s fundamental belief that good classroom practice goes hand in hand with good pastoral care and in the programmes, that best suit their needs. In Middle School the students’ minds are developed through and Academic programme that can be divided into three main phases; transition to Middle School in Year 7, consolidation in Year 8 and moving on to the requirements of the preparation for Senior School in Year 9.

The School believes that to develop one’s body is an important part of school life and that a boy must be involved in sports programmes, with an emphasis on physical fitness, skill and team building. From Year 7, students are required to be involved in a Summer and Winter sport which would involve mid-week training and a Saturday commitment. In the Middle School Year 7 and 8 Sport training is inside the school day and Year 9 Sport has an integrated school day and after school training schedule.
The Middle School marks the commencement of an extensive Co-curricular Programme that continues for all Trinity boys until Year 12. Whilst no co-curricular activity is compulsory in Year 7, boys in Year 8 must participate in either one of the many auditioned Music groups or the School’s Cadet Corps as the minimum commitment but may also join additional co-curricular activities. The highlight of the boy’s development is the Field Studies Programme in Year 9. Students also commence a Life Skills Programme from Year 7 that aims to equip students with the skills needed to manage many of the issues they are likely to be confronted with throughout life.

The Middle School at Trinity recognises that a boy’s potential will flourish in an environment where he is valued and where he has the opportunity develop his understanding of the Christian faith, to pursue his interests and to discover his gifts and abilities. He is encouraged to grow in wisdom and stature and in favour with both God and man.

**The Senior School**

The Senior School Programme at Trinity bestows further opportunities for young men to mature in Mind, Body and Spirit.

To develop and challenge the minds of our young men is central to the Senior School. Academically, students’ progress from the NESA Stage 5 Curriculum in Year 10 to one of THREE alternative pathways in Year 11 and 12 then on to post school careers/destinations. The Higher School Certificate, The International Baccalaureate Diploma and TVAC (Trinity Vocational Academic Course) offer boys a breadth of academic and vocational choice which caters for a range of boys’ interests and abilities.

A healthy mind does need a healthy body and the Senior School endeavours to provide a wide range of sports to engage the boys. Extensive sporting programmes in traditional and individual sports enable boys to develop at the elite level or benefit from the social interaction of organised team sports. In Years 11 and 12 the range of sports options for boys increases.

The co-curricular options, creative and performing arts programmes all work to provide boys with the opportunity to pursue their areas of passion and broaden their experiences outside the classroom. The support given by quality pastoral care and the extensive leadership opportunities on offer enable Trinity senior students to grow into self-confident, resilient young men who will be challenged to reflect on their God-given talents.

This culmination of a Trinity education provides ideal preparation for future studies and career paths and the capacity for lifelong learning. The young men who leave the School are encouraged to have a healthy life style, and be confident of success in an emerging global community and to accept the challenge of living their lives in the service of God and their fellow human beings.

**The Chapel**

The Chapel lies in the north-eastern corner of the Quadrangle at Summer Hill and constantly reminds the School community of its Christian foundation and that the Christian Faith has a vital role in every aspect of life and education. The worship and religious teaching follow the practices and doctrine of the Anglican Church of Australia. The School strives to teach consistency: what is preached in the Chapel is upheld intellectually in the classroom and physically on the sporting field.

**Strathfield Campus | The Preparatory School**

At the Preparatory School we provide the foundation steps in a comprehensive all-round education, which ultimately develops responsible, contributing members of society. We understand the importance of a making a good beginning. The Preparatory School caters for
boys from Pre- Kindergarten to Year 6 (4 years – 12 years) and is located at Strathfield. The School has well- resourced classrooms and access to state of the art facilities. Experienced and caring staff members facilitate programmes to meet the academic, social, physical, emotional, spiritual and cultural needs of each child.

Trinity provides an opportunity for each child to develop and reach his academic potential. The PYP is taught at the Preparatory School from Pre- Kindergarten to Year Six. At the heart of the PYP is structured inquiry as a vehicle for learning. Inquiry learning gives ownership of learning to the students and develops their questioning, research and critical thinking skills. It allows them to pursue their own interests and make meaningful connections with what they are learning to their home, community and the world.

Physical activity is an integral component of the development of the all-round child. Opportunities are provided for each child to develop skills that will translate into many areas of his life well beyond the gates of the School. A commitment to a winter and summer sport for all boys from Year 4 to Year 6 as well as an opportunity to develop skills in all of the School’s major sports for Year 3 is the beginning of a programme to develop team building and life skills important to each boy’s personal development. There is also a variety of co-curricular sporting activities for every boy at the Preparatory School to ensure each boy can develop his body.

The co-curricular activities provided at the Preparatory School are diverse. Highlighted by an outstanding co-curricular Music programme, there are many opportunities for boys to explore an area of passion and interest outside of the classroom. Whilst not compulsory, boys are encouraged to become involved in the extra activities. The cultural development of each boy is another important dynamic in the development of the all-round young Trinity man.

At the Preparatory School, the boys receive a thoroughly Christian education with spiritual qualities in every sphere of learning so that they will “grow in wisdom and stature and in favour with God and man, in order that they may become responsible, contributing members of society.”

Woollamia Campus | Field Studies Centre

Trinity provides boys with a thoroughly Christian education in mind, body and spirit. This includes providing an education that challenges our students. As they meet these challenges, they are being prepared for the road ahead. The immersive education provided by the Field Studies Programme (FSP) equips boys by providing opportunities for self-discovery, building relationships, exploring new ways of being in community together, and providing time for self-reflection and spiritual growth in a unique environment.

The school has been committed to residential outdoor education since opening our Pine Bluff campus in 1993. The value of Trinity education is seen in the character of Trinity men long after graduation; the FSP plays an important role in developing their moral compass, being of service to others, and helping them take responsibility for things within their power. A growing body of research indicates the vital importance of immersive education. It is proving to be an effective antidote to apathy and alienation, increasing student engagement, boosting academic outcomes, as well as impacting the communities in which the immersive education takes places.

Whilst the 24 Day programme will continue until the end of Term 3 2021, the new extended term-long residential programme will commence from Term 4 2021. On an extended programme, the boys will engage more deeply in academic, outdoor, and socio-emotional learning. This encourages a stronger sense of affiliation, further developing problem-solving skills and the ability to collaborate with others, cultivating a sense of responsibility and instilling a recognition of each boy’s capacity to be a change-maker and leader.
The School as a Community

The Trinity family is colourful and varied. We come from different cultural, religious, social and economic backgrounds. We represent a number of races, speak a variety of languages – although we all have English in common – and enjoy all sorts of activities. We have different sporting and academic interests and different levels of skill. Our personalities, habits, preoccupations, and convictions mark us out as individuals.

But one important thing unites us. We are all human beings with an infinite value in the sight of God. As a consequence, we each have the right to be valued as an individual and the responsibility to value others in their turn.

We function as a team or family – and like a family we share common values and beliefs, and encourage one another to use and develop our individual gifts. Our strength does not spring from forcing people to conform to a rigid stereotype, but rather from appreciating every member’s contribution. In the same way, a team is strengthened when it combines individual talents, but weakened when it requires everyone to be the same.

You are accepted and valued as an individual, whatever your interests, abilities or origins. In turn, we expect you to respect and value your teachers and fellow students, and to extend this respect to those outside the School. You have the right to be valued for who you are. You have the responsibility to value others in turn. You have the right to contribute to Trinity without fear of ridicule or intolerance. You have the responsibility to listen to others and respect their right to make choices and have opinions.

Trinity is what you make it. Mutual respect, understanding, sympathy and generosity of spirit should be our aim in our relationships, while discrimination on the basis of gender, age, sexuality, race or social status must be a thing of the past.
Child Safe Standards

In November 2014 a Royal Commission into Institutional Responses to Child Sexual Abuse was established by the Federal Government. The final report of the Royal Commission was delivered in 2017. Volume 6 of this Report dealt with the topic Making Institutions Child Safe. Among other things, this Volume recommended ten standards that would assist institutions to be safe for children.

The Child Safe Standards are:

> Child safety is embedded in institutional leadership, governance and culture
> Children participate in decisions affecting them and are taken seriously
> Families and communities are informed and involved
> Equity is upheld and diverse needs are taken into account
> People working with children are suitable and supported
> Processes to respond to complaints of child sexual abuse are child focused
> Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training
> Physical and online environments minimise the opportunity for abuse to occur
> Implementation of the Child Safe Standards is continuously reviewed and improved
> Policies and procedures document how the institution is child safe.

In 2018, the Council of Trinity Grammar School endorsed and adopted these Standards, which inform and shape the School's policies and practices.
Pastoral Care

The School’s ethos reflects a concern for the development of character and articulates this through the symbolism of the Trinity triangle as a representation of our desire to cultivate Mind, Body and Spirit.

The Pastoral Care programme reflects current educational and psychological research, providing both care and discipline. An effective pastoral system requires unconditional regard for all individuals, together with the establishment of fair limits and logical consequences for negative behaviour.

Aims

> to provide a high-quality standard of care and guidance to enable each student to become a responsible, contributing member of society
> to encourage an understanding of the School’s Christian foundation
> to encourage boys to value their self-worth and the humanity of others
> to develop resilience and interpersonal competence
> to encourage self-discipline and personal responsibility

Objectives

> to present the Gospel so that each student may make an informed personal decision in matters of faith
> to teach Christian values
> to seek to meet each student’s spiritual, intellectual, social and physical needs
> to promote and teach understanding and tolerance
> to teach the principles of rights and responsibilities
> to clarify the School’s expectations and encourage self-discipline
> to recognise individual needs
> to promote a culture of mutual respect
> to provide logical consequences for inappropriate behaviour

Key Pastoral Care Staff

The Head Master and School Executive

The Head Master and School Executive are responsible for the overall delivery of pastoral care at the School.

Each Head of School is the Chairperson of their respective Welfare Team and Pastoral Committee.

Chaplain

The Chaplain and Assistant Chaplains play an important pastoral role in the School and a representative of the Chaplaincy team sits on each Welfare Team and Pastoral Committee.

Housemasters

The Housemaster aims to know each student well to guide and support his all-round development. This includes:
1. ensuring each student’s academic growth is monitored
2. encouraging participation in sport and co-curricular activities

Classroom Teachers (Pre-K to Year 6)

The Classroom Teacher is the principal provider of pastoral care and will normally be the first contact person for parents.
Pastoral Leaders provide support for classroom teachers and may contact parents with more serious or repeated breaches of discipline and counselling before involving the Deputy or Head of School.

**Psychologists**

The major responsibilities of the School Psychologists include:
1. facilitating programmes to develop intrapersonal and interpersonal skills
2. psychological and educational assessment of individual students
3. consulting with parents and teachers concerning educational support
4. providing short term counselling to individual students
5. maintaining relationships with external health professionals

**The Careers and Student Pathways Adviser**

The Careers and Student Pathways Adviser, in consultation with Housemasters, Psychologists and Academic Support teachers, provides assistance to individual students in career planning and academic course planning. The Careers and Student Pathways Adviser also co-ordinates vocational assessment and consultation for Year 10 students.

**Pastoral Care Programmes**

A number of programmes and activities contribute to the Pastoral Care system and operate at various levels of intensity, depending upon student need.

Proactive programmes aim to equip students with the skills to manage issues with which they are likely to be confronted. Drug education, mental health education, decision-making and managing stress provide strategies to help students cope with present and future events. Many are developmental, while others are reactive in responding to particular events or circumstances.

**ecare@trinity.nsw.edu.au** provides an opportunity for students to report concerns or incidents to our School Psychologists, which they may otherwise be reluctant to disclose face-to-face.

The Pastoral Care Programme includes:

- The Tutor Group for Middle and Senior School
- The Life Skills Programme
- The Peer Support Programme
- The Year 7 Orientation Programme, including Year 7 Camp and Swap Day
- The Year 9 Field Studies Programme
- The Year 11 Conference
- The School Officers’ Retreat
- The Sport and Co-curricular Programme
- The Personal Development, Health and Physical Education Curriculum
- The Chapel Programme
- The Career Education Programme
- The Trinity Education Support Service – Counselling and Psychological Service

**Life Skills Programme**

The Life Skills Programme is part of a whole School approach to health and wellbeing at Trinity. The programme is implemented in the Tutor Group in the Middle and Senior School, and in class in the Junior and Preparatory School.
The House System

Middle and Senior School

The Housemaster will normally be the first point of contact for parents.

The House Programme is central in fostering an environment where students feel safe, valued, engaged and purposeful.

The objectives of the House Programme include:

1. to encourage the fundamental virtues of good citizenship, courage, honour, loyalty, diligence and faith
2. to foster House spirit and identity that contributes to the overall spirit and culture of the School
3. to facilitate the efficient administration of School routines
4. to enable each student to be known and to encourage a sense of belonging
5. to monitor growth the academic programme and participation in the co-curricular programme
6. to develop leadership skills

Middle and Senior School

<table>
<thead>
<tr>
<th>House</th>
<th>Housemaster – Senior School</th>
<th>Housemaster – Middle School</th>
</tr>
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<tbody>
<tr>
<td>Archer</td>
<td>Mr Andrea Folli</td>
<td>Ms Ami Liu</td>
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<tr>
<td>Dulwich</td>
<td>Mr Christopher Aschman</td>
<td>Mr Arch Humphries</td>
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<tr>
<td>Founder's</td>
<td>Ms Marian Dunbar</td>
<td>Mr Neil Smallfield</td>
</tr>
<tr>
<td>Henderson</td>
<td>Ms Julia Malley</td>
<td>Mr Alastair Hunt</td>
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<tr>
<td>Hilliard</td>
<td>Mr Nicholas Pay</td>
<td>Mr David Zhang</td>
</tr>
<tr>
<td>Holwood</td>
<td>Mr Joseph Vaccarella</td>
<td>Mr Robert Currer</td>
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<tr>
<td>Kerrigan</td>
<td>Mr Ian Moran</td>
<td>Mr Philip McKay</td>
</tr>
<tr>
<td>Latham</td>
<td>Ms Nadia Nero</td>
<td>Mr Matthew Driscoll</td>
</tr>
<tr>
<td>Murphy</td>
<td>Ms Sabine Wieczorek</td>
<td>Mr Seamus Rodden</td>
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<tr>
<td>School</td>
<td>Ms Heidi Broadbent</td>
<td>Mr Matthew Miller</td>
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<tr>
<td>Stephenson</td>
<td>Mr Michael Spratt</td>
<td>Mr Will Henry</td>
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<td>Taubman</td>
<td>Mr Andrew Pierce</td>
<td>Mr Ben Treloar</td>
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<tr>
<td>Weeks</td>
<td>Mr Matthew Hirst</td>
<td>Ms Sofia Robins</td>
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<tr>
<td>Wilson Hogg</td>
<td>Mr Guy Dennis</td>
<td>Mr Jean-Baptiste Ribola</td>
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<tr>
<td>Wynn Jones</td>
<td>Mr Mark Waters</td>
<td>Ms Katie Brett</td>
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<tr>
<td>Young</td>
<td>Mr Peter Bamford</td>
<td>Ms Phyllis Bookluck</td>
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Preparatory School

There are four Houses within the Preparatory School – Archer, Henderson, Hilliard and School. Every boy is allocated to a specific House and in a variety of ways, and through personal endeavours, can earn points, merits and commendation awards for his House. Each House is under the direction of its own Housemaster, who is assisted by other members of the teaching staff.

Boys stay in these Houses throughout their time at the Preparatory School.

The award of the Champion House Trophy at Annual Prize Giving is made to that House which gains the highest points aggregate over the whole year for scholastic work, sport and other activities. The following are the Housemasters, elected House Captains and Vice-Captains:

<table>
<thead>
<tr>
<th>House</th>
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<th>Vice-Captain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archer</td>
<td>Mr Scott Merrick</td>
<td>Aravinda Chauhan</td>
<td>Kescharan Kethesawran</td>
</tr>
<tr>
<td>Henderson</td>
<td>Mr Robert Goulbourne</td>
<td>James Stlianou</td>
<td>Ben Gerges</td>
</tr>
<tr>
<td>Hilliard</td>
<td>Mr Stephen Mugridge</td>
<td>Jeremiah Sydhom</td>
<td>Oliver Varone</td>
</tr>
<tr>
<td>School</td>
<td>Mr Mark Gannon</td>
<td>Marcus Chiem</td>
<td>Kamile Abwi</td>
</tr>
</tbody>
</table>

Junior School

There are four Houses in the Junior School: Founders, Latham, Taubman, and Young. Every boy is allocated to a specific House, and through a variety of activities he can earn points towards his House. Each House is under the direction of a Housemaster who will be assisted by other members of the teaching staff. Boys stay in their House throughout their time at the Junior School.

<table>
<thead>
<tr>
<th>House</th>
<th>Housemaster</th>
<th>House Captain</th>
<th>Vice-Captain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Founder's</td>
<td>TBC</td>
<td>Luke Nada</td>
<td>Sam De Alwis</td>
</tr>
<tr>
<td>Latham</td>
<td>Ms Karen Morgan</td>
<td>Marc Licenblat</td>
<td>David Miller</td>
</tr>
<tr>
<td>Taubman</td>
<td>TBC</td>
<td>Zac Bachir</td>
<td>George Drivas</td>
</tr>
<tr>
<td>Young</td>
<td>Miss Deanna Jabaji</td>
<td>Charlie Earthrowl</td>
<td>Hugh Labas</td>
</tr>
</tbody>
</table>
The names of all the Houses remind us of the history of the School

**Archer:** is named after Mr Francis Henry Joseph Archer, Head Master from 1917 to 1922. He introduced the house system to Trinity. Colour: Red

**Dulwich:** the original site of the School was Dulwich Hill and the Church hall there was used by the School for over a decade; and the School Motto derives from Dulwich College, London. Colour: Sky Blue

**Founder’s:** is named after the Right Reverend George Alexander Chambers, the Founder of the School. Colour: Orange

**Henderson:** is named after the first Head Master, Reverend Kenneth Thorne Henderson, 1913. Colour: Gold

**Hilliard:** is named after the Right Reverend William George Hilliard, Coadjutor-Bishop of Sydney, who was Head Master twice, from 1913-1916 and again from 1929-1934. Colour: Purple

**Holwood:** is the name of an imposing old house in Victoria Street which was used by the School in the mid-twenties to house the boarders. Colour: Tan

**Kerrigan:** is named after a father and a son, Mr Walter Andrew Kerrigan, a member from 1913 to 1925 of the School Committee which controlled the affairs of the School while it was still a parochial institution connected with the Parish of Holy Trinity, Dulwich Hill; and his son, Mr Alan Bevly Kerrigan, who was second on the list of twenty-nine boys who were enrolled at the School when it began in 1913, and who was a member of the School Council from 1928 to 1965. Colour: Lime Green

**Latham:** is named after Mr Clarence Edmund Latham BEM (c), who served on the staff of the School from 1917 to 1971 and was on several occasions Acting Head Master. Colour: Black

**Murphy:** is named after Mr Vernon Sherren Murphy, Head Master from 1938-1942. Colour: Khaki

**School:** is the name of the original Boarding House. Colour: Royal Blue

**Stephenson:** is named after The RT Reverend Percival William Stephenson, Head Master from 1935-1937, afterward the 6th Anglican Bishop of Nelson. Colour: Turquoise.

**Taubman:** is named after Mr Claude Percival Taubman, a School Councillor from 1928 to 1966. Colour: White

**Weeks:** is named after Reverend Doctor George Edward Alison Weeks, Head Master from 1923-1928. Colour: Mid Blue

**Wilson Hogg:** is named after Mr James Wilson Hogg, Head Master from 1944 to 1974. Colour: Grey

**Wynn Jones:** is named after The RT Reverend William Wynn Jones an Old Boy of the School who was Sportsmaster and Housemaster in the 1920s and succeeded the Founder as the Bishop of Central Tanganyika. Colour: Bishop Pink

**Young:** is named after Mr John Anthony Young, the Foundation President of the Parents’ and Friends’ Association, for thirty years a School Councillor, and a lifelong friend of the School. Colour: Maroon
A Safe Learning & Working Environment

Introduction

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

Definitions

**Harassment** includes bullying and sexual harassment. It involves physical, verbal or psychological behaviour which makes another person feel embarrassed, offended, upset, devalued, degraded, afraid, frustrated or angry. **Bullying** is a form of harassment which involves repeated intimidation, over time, of a less powerful person by a more powerful person or group of people. **Sexual harassment** refers to unwelcome contact or advances of a sexual nature.

Examples of harassment include:

> hiding, damaging, destroying or stealing others' belongings;
> name calling, putting a person down, teasing, pulling faces, using abusive language;
> hitting, pushing, pinching or threatening;
> deliberately excluding a person;
> insulting, demeaning, humiliating, offensive, vilifying or intimidatory behaviour, or behaviour which incites hatred;
> making comments about a person’s sexuality;
> showing material of a sexual nature;
> whistling, gesturing or making comments that are sexually explicit and offensive;
> behaviour which is unwelcome, unreciprocated and uninvited.

**Sexualised Behaviour.** Trinity Grammar School places a high priority on creating a respectful and safe environment which is free from sexualised behaviour. Sexualised behaviour includes sexual harassment, physical contact of a sexual nature, viewing or showing material of a sexual nature (including, but not limited to pornography), comments about another person’s sexuality, using language that is sexually explicit or sexually suggestive or other behaviour that is unwelcome, unreciprocated or uninvited. Public displays of intimate affection or relationships, such as handholding or kissing, are not permitted in the School context. This includes when students are at any School campus, any School function, camp, tour or event, or any other public occasion in which students are associated with the School.

**Discrimination** refers to any behaviour or practice which reflects an assumption of superiority of one group over another or which discriminates on the basis of a real or perceived membership of a particular group. Examples include discrimination on account of a person’s gender, religion, intellectual or physical ability, culture, race or background. Examples of discrimination include:

> asking discriminatory questions;
> making offensive comments or gestures, telling offensive jokes or showing offensive material;
> calling a person names;
> deliberately excluding a person.
Creating A Safe Community

Our aim is to create an environment of understanding and co-operation. The School is committed to implementing strategies which create a safe learning and working environment and reduce, as much as possible, the incidence of harassment and discrimination. Anti-social behaviour of any kind is unacceptable in the School community.

The School provides proactive measures such as the Social and Emotional Wellbeing Survey, eCare email, Life Skills Programme, presentations and workshops, confidential surveys, active grounds supervision, peer mentoring and regular individual interviews with students by Housemasters and other Senior Staff. Students are educated to respect the rights of others to be free from harassment and discrimination.

Online Safety

Trinity places a priority on the provision of Internet access and Information and Communication Technology (ICT) equipment. However, the School recognises that the presence in the learning environment of these technologies may also facilitate anti-social, inappropriate, and illegal material and activities. The School, aims to maximise the benefits of these technologies, while at the same time minimising and managing the risks. Trinity has in place rigorous and effective school-wide cyber safety practices which are directed and guided by the School’s ICT Policy.

The Information and Communication Technology Student Acceptable Use Agreement sets out the expectations that the School has for by students at School and out of School.

Online Harassment

Neither the Trinity Grammar School network nor the broader Internet (whether accessed on campus or off campus, either during or after School hours) may be used for the purpose of harassment.

Online harassment includes, but is not limited to: harassing, teasing, intimidating, threatening or terrorising another person by sending or posting inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, or social media posts.

What to do if you are being harassed

If you feel you are being harassed or discriminated against, there are a number of actions you can take:

> Avoid retaliating or responding
> Collect the evidence - screenshot social media posts
> Block the person who is harassing you
> Report the abuse to the social media service
> Inform the School
> If you believe it is having a seriously threatening, intimidating, harassing or humiliating effect, make a complaint on the Children’s eSafety Commissioner’s website.
> Consider informing the police

All reports of harassment by Trinity students will be investigated. Sanctions may include, but are not limited to, detention, suspension or expulsion. In some cases, forms of online harassment may constitute a criminal act and the School reserves the right to refer the matter to the Police or other appropriate authorities.
If you are harassed or discriminated against:

If you feel you are being harassed or discriminated against, there are a number of actions you can take:

> Tell the person to “stop.”

> Avoiding a confrontation and just walking away can be effective, though ignoring continued incidents may give the impression that harassment and discrimination are accepted within the School. The School’s Counselling and Psychological Service is available to help students develop the skills to be assertive in these situations.

> Do not retaliate aggressively, either physically or verbally.

> Discuss the situation with someone you are comfortable with; your parents, your Housemaster, the Chaplain, a School Psychologist or the Head or Deputy Head of School. You may also use the School’s eCare email, which provides an opportunity to express concerns, and/or report incidents, which you would otherwise be reluctant to discuss in a face-to-face situation. The email address is eCare@trinity.nsw.edu.au

Students who observe any form of harassment or discrimination, wherever it occurs, are encouraged to report this to a member of staff as soon as possible. Harassment and discrimination can never be seen as being “just a joke” or “just mucking around.” There is nothing trivial about being victimised. Parents who observe a significant change in their son’s behaviour should talk to their son and a senior member of staff at the School, as such changes may be symptomatic of harassment or discrimination.

Investigation

The School will investigate all reports of harassment and discrimination in a way which affords procedural fairness to the person who is the subject of the allegation. In all cases, the School will act without bias and ensure claims of harassment and discrimination are addressed without undue delay, providing pastoral support and disciplinary action.

Working Together

Parents, students and the School cannot opt out of our joint responsibility in the matter of harassment and discrimination by saying “boys will be boys” as if this justifies aggressive and anti-social behaviour. We need to ensure that our students learn the right way to behave and to empower them to take a strong stand against anti-social behaviour in all its forms. Every member of the School community has the responsibility to contribute to the general welfare of the School.
Discipline System: Pre-K to 12

Trinity’s discipline policy and procedures are designed to be consistent across Preparatory, Junior, Middle and Senior Schools. While there are variations in different sections of the School community as a result of the different social, emotional, physical and intellectual needs of students at different stages of development, the principles and structures remain uniform. In this way, students will come to find disciplinary procedures predictable and familiar. The discipline policy and procedures are part of the broader Pastoral Policy. It involves the ways we support students at the School both proactively or reactively, like the teaching of values and positive social behaviours, and the imposition of consequences for breaches of School rules.

Although the School demands high standards of behaviour, its expectations are fundamentally reasonable. Our aim is to ensure that each and every individual within the School is given an equal opportunity to flourish and to develop his talents and skills. The discipline system is based on the principles of self-discipline and self-respect which, when responsibly exercised, promote a genuine concern for others and contribute to the development of a responsible and co-operative community. This system is built on Christian values, reflected in the rights and responsibilities outlined overleaf.

Investigation Process

Staff will make decisions regarding matters of student misconduct in a manner that affords procedural fairness. In all cases, staff will act without bias and ensure that investigations occur without undue delay, providing early and effective provision of pastoral support and disciplinary action where necessary. Students may appeal a discipline decision through the Deputy Head of School, Head of School, the Deputy Head Master or the Head Master. The Head Master is the final avenue for appeal. Before a final decision is made for breaches of discipline that may result in a student being suspended or expelled from the School, the student, with the support of a parent, will be able to give an explanation of the alleged incident at a formal Disciplinary Meeting.

DISCIPLINE LEVELS

Students, parents and staff all have rights that members of the Trinity community must respect. There are five levels of discipline. Each level provides different and/or additional consequences for the student, involvement of members of staff and communication with parents. There are minor variations in some of the details of these from campus to campus. However, the meaning of these levels remains consistent. The levels are colour coded to provide students, parents and staff with a clear indicator of the School’s concern, from the lowest level (white) to the most serious (black).

LEVEL 1 (WHITE)

All students automatically commence on this level, and most remain on it throughout their time at Trinity. Students on Level 1, may be involved in a small number of relatively minor disciplinary issues from time to time. The classroom teacher and/or other members of staff usually manage these. Typical consequences may include Record Book Comments and Demerits.

LEVEL 2 (GREEN)

Placement on Level 2 indicates that the student has continued to exhibit instances of rule-breaking behaviour, despite the imposition of Level 1 consequences. Consequences increase in severity at this level. Typical examples are Detentions. Students are also monitored closely...
and counselled by Housemasters or Heads of School. At the Junior and Preparatory Schools, the Deputy Head and Head of School may be involved.

**LEVEL 3 (AMBER)**

Like traffic lights, this colour warns of the need for caution. Placement on this level reflects continued participation in Level 1 and 2 behaviours or involvement in more serious incidents, including bullying. Individual behaviour plans and student contracts may be required. Senior members of staff usually become directly involved in communication with students and parents at this level.

**LEVEL 4 (RED)**

The Red level requires students, parents and staff to stop, review and plan thoroughly before moving on. Placement at Level 4 indicates either continued failure to modify behaviour or involvement in incidents deemed to be serious misconduct. At this stage the Heads of School are likely to be directly involved. Consequences may include Suspension, Probation and student behaviour contracts. Parent interviews are required.

**LEVEL 5 (BLACK)**

This is the most serious level of discipline and the student’s continued enrolment at the School is reviewed. Like other levels, this may involve repeated serious misconduct and/or serious incidences of bullying (physical and psychological), drug use, theft or extreme insubordination. The Head Master, Deputy Head Master and Head of School are involved in reviewing the student’s enrolment and determining the consequences at this level.

**Pre-K-12 Support Mechanisms**

Students who experience ongoing behavioural difficulties will be offered support to assist them in changing their behaviour, usually through School Psychologists within the TESS Counselling and Psychological Support Services. Psychologists may also seek interviews with parents and guardians to assist in the process.

*The School expressly prohibits the use of corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline.*
## Rights and Responsibilities of Students

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the right to be happy and to be treated with understanding.</td>
<td>I have the responsibility to treat others with understanding.</td>
</tr>
<tr>
<td>I have the right to be helped to learn self-discipline.</td>
<td>I have the responsibility to learn self-discipline and to learn respect for the rights of others.</td>
</tr>
<tr>
<td>I have the right to be treated with respect and politeness.</td>
<td>I have the responsibility to treat others politely with respect.</td>
</tr>
<tr>
<td>I have the right to be treated with respect by teachers.</td>
<td>I have the responsibility to respect the authority of teachers.</td>
</tr>
<tr>
<td>I have the right to express my opinion on matters of concern to me.</td>
<td>I have the responsibility to express my opinion in an appropriate manner, time and place.</td>
</tr>
<tr>
<td>I have the right to be safe.</td>
<td>I have the responsibility to contribute to School safety by not threatening, hitting or hurting anyone.</td>
</tr>
<tr>
<td>I have the right to expect my property to be safe.</td>
<td>I have the responsibility not to steal, damage or destroy the property of others, and to take good care of my own property.</td>
</tr>
<tr>
<td>I have the right to learn without disruption.</td>
<td>I have the responsibility to allow teachers to teach and students to learn without disruption and to keep up-to-date with required work.</td>
</tr>
<tr>
<td>I have the right to expect teachers to be punctual and participate in required activities.</td>
<td>I have the responsibility to be punctual, to attend School and to participate in required activities.</td>
</tr>
<tr>
<td>I have the right to have a pleasant, clean and well-maintained School and grounds.</td>
<td>I have a responsibility to care for the School environment – to keep it neat and be prepared to remove litter.</td>
</tr>
<tr>
<td>I have the right to use sound School buildings and equipment.</td>
<td>I have the responsibility to report defective equipment and damage in the School environment. I have the responsibility not to destroy School equipment.</td>
</tr>
<tr>
<td>I have the right to be respected by the local community and to receive their support.</td>
<td>I have the responsibility to behave in such a way that the community will respect the School.</td>
</tr>
</tbody>
</table>
Some Examples of Disciplinary Measures

**Middle and Senior Schools**

**Record Book Comments**

These can be either positive or negative about student attitudes and behaviour or class work.

**Merits**

Merits are formal recognition of good class work or actions by students in Years 7-9.

**Demerits**

Demerits are issued to students in Years 7-9 for failure to reform their behaviour, complete required work, fulfil a minor imposition or take heed of warnings.

**Detentions**

Detentions are issued to students in Years 7-12 for failing to modify behaviour, complete required work or for specific breaches of their responsibilities. They may be a One-Hour Detention to be served on a week day afternoon, or a Three-Hour Detention to be served on a Saturday morning for more serious misconduct.

**Suspension**

For serious misconduct, a student may be issued a Suspension.

During a Suspension, the student is not permitted to attend classes, train or play with his team or attend other School activities.

**Expulsion**

Students are likely to be expelled from the School if they bring illicit drugs on campus and continue to engage in behaviour or serious misconduct.

**Exclusion**

Exclusion is the act of preventing a student’s admission to a number of schools. The Head Master or his delegate may recommend to other schools that a particular student be excluded if he is a risk to the safety and wellbeing of other students or staff. The School will pass on relevant information to other schools under the provision of Chapter 16A Exchange of Information - Children & Young Persons (Care & Protection) Act 1998, so that risk assessments can be formulated by potential future schools when making enrolment decisions.

**Preparatory and Junior Schools**

Like the Middle and Senior Schools, Preparatory and Junior Schools have consequences for rule-breaking behaviours. Details of these vary in relation to the developmental stages of students, individual needs and individual circumstances. Sanctions for rule-breaking behaviours include: loss of privileges, time out/class detentions, in-class exclusion from specific activities, internal suspension from class and external suspension. Expulsion is used only when other interventions have failed or in the event of behaviour deemed to be extremely serious.
School Expectations

Driving to and from School

Parents and Students must follow the directions of the School’s Traffic Management plan when driving to and from school.

General Behaviour of Students

All Trinity Grammar School students are expected to behave in a co-operative and respectful manner at all times, inside and outside the classroom, when playing sport and on excursions or camps. Students should respect each other and avoid behaviour that may lead to injury or inconvenience. Behaviour that is likely to cause harm or injury to others is not acceptable at any time. Behaviour which is disruptive, uncooperative or dangerous is likely to result in the student being given a sanction. There must be no eating or drinking inside the School buildings. This also applies to the Sports Centre and Swimming Pool.

Behaviour on Public Transport

Like other Schools who have large numbers of pupils travelling by public transport, we are concerned at any reports of inconsiderate behaviour. The School’s good name is brought into disrepute by such reports and an investigation will be conducted into any allegation of anti-social behaviour travelling to and from School.

> Board and leave the bus, light rail or train in an orderly manner.
> Behave appropriately and safely.
> Accept that the driver or train guard is in charge and obey his or her instructions.
> Sit properly on a seat.
> Respect bus, light rail and train property and the property of others by not marking or damaging it.
> Do not carry bags on your back when entering and exiting the bus, light rail or train.
> Place bags under the seat, near your feet or in the storage areas provided. Do not put bags on the seats.
> Have your Opal Card ready.
> Treat other travellers and public transport employees with respect.
> Show constraint, keep the noise level down and do not move around the bus, light rail or train while it is in motion.
> Do not sit when adults are standing.
> Do not obstruct the aisle, door or emergency exits.
> Do not lend your Opal Card to another student.

Behaviour Whilst on Excursions and at School Activities

All students on excursion or at any School activity will follow the School rules set down in the School Handbook. Students are expected to co-operate and follow all reasonable instructions and behave in a safe manner to ensure their own safety, the safety of other students and the safety of staff.

Before and After School (Middle and Senior Schools)

If a student arrives at School between 7:30-8:00am or wishes to remain at School after classes have concluded (until 6:00pm) he must remain in either the Cafeteria or Library. On evenings
when special functions are on at the School, students may remain in the Library until the function commences. When students are waiting to be picked up by their parents they must wait in the School car park at the designated seating area.

The Special Duties Master is on duty in the afternoon until 5:30pm and may be contacted using the phone near the Special Duties Masters’ Office in Compass Courtyard. A security guard patrols the grounds from 5.00pm and on weekends.

Each Middle and Senior School student is provided with a locker and a combination lock. Students are expected to place their valuables and their bags in the locker when they arrive and to take them from their locker before leaving. Students are responsible for the security of their own belongings, including mobile phones.

Prohibited Substances

On School grounds, at School events, including events held by other schools where they are a guest or visitor, students must conform to the regulations of Trinity Grammar School. This includes any occasion when a student is coming to or from School or any School event, including excursions, camps, dances, sporting fixtures, performances, workshops or any other School activity. Students are not to consume alcohol, take illicit drugs, smoke tobacco or e-cigarettes (vapes) at School, travelling to and from School, at School organised activities, or as a guest or visitor at any event or activity at another school. Any student suspected of being under the influence of drugs or alcohol at School or at any School event, or being found to have been smoking or using an e-cigarette (vapes) whilst in the care of the School, irrespective of whether the breach has occurred off site or in transit, will be deemed to be in breach of this regulation and will be stood down until such time as an investigation is conducted and, if necessary, a formal Disciplinary Meeting is convened. Any student found to be in breach of this regulation is likely to be suspended or expelled. The use of alcohol, drugs, cigarettes and e-cigarettes (vapes) at School events is prohibited. Any student suspected of using cigarettes, e-cigarettes (vapes), alcohol or any other illicit substance at any School event will be stood down until such time as an investigation is conducted and, if necessary, a formal Disciplinary Meeting is convened. Any student found to be in breach of this regulation is likely to be expelled. Students in possession of smoking or drug paraphernalia (matches, lighters, tobacco, e-cigarettes [vapes], water pipes, bongs) will be deemed to be in breach of this regulation. Students who are suspected of bringing illicit drugs to School or to any School event, whether for personal use or for the purpose of trafficking, will be stood down until such time as an investigation is conducted and, if necessary, a formal Disciplinary Meeting is convened. Any student found to be in breach of this regulation will be expelled.

Theft and Vandalism

Theft and vandalism are anti-social acts which destroy trust and creates an atmosphere of unease and uncertainty. The School will not tolerate either of these activities and will likely expel any student who steals or vandalises School property. Students in Years 7-12 must use their lockers and are not to leave valuables unsecured. Students must not bring items to School for sale. Students are likely to be expelled from the School if they are caught stealing or dealing with stolen goods.

Firearms and Knives

The possession of real or replica firearms, cartridges, crackers or explosives of any kind is forbidden. Real or replica knives, or any other weapons are forbidden. Possession will result in the student’s position in the School being reviewed with Suspension or Expulsion the likely outcome.
Inspection of Students’ Belongings

The School reserves the right to inspect any students’ bags, lockers, pencil cases, electronic devices including phones and other items belonging to a student if the School suspects that these items have been inappropriately used, contain banned or illegal substances, or are suspected of being stolen.

Mobile Phones

Students may have mobile phones at School for the purpose of communicating with parents in the afternoon regarding travel arrangements. Mobile phones must be switched off on arrival at School and not used during the day without the express permission and supervision of a member of staff. Students must not be seen in public wearing earphones while on their way to and from School.

Mobile phones may be prohibited from some School activities including some excursions and camps. Mobile phones not used in accordance with School rules may be confiscated.

Students in PreK-Year 6 are advised not to bring any valuables to School. Items of value that are required at School may be given to the class teacher for safe-keeping.

Students are not permitted to use head phones in classes to listen to music. There are a few exceptions:

> Senior Art students working on major works, at the direction of the Head of Visual Arts
> Senior Music students working on composition at the direction of the Head of Music
> Senior Film and Drama students working on projects at the direction of the Head of Drama
> Open High School Language students working on online courses at the direction of the Head of Languages
> Year 11 and 12 Study Hall

Photography and Audio Recordings

Under no circumstances may any student video, photograph or record any student or School employee during School hours or on the way to or from School without the permission of a teacher. No member of the Trinity Grammar School staff may be filmed, photographed or recorded by any student outside of School hours without the express written permission of the Trinity Grammar School employee involved.

Any unauthorised uploading of images, video or recordings of Trinity Grammar School students, Trinity Grammar School employees, Trinity Grammar School logos or emblems, or Trinity Grammar School facilities to the internet, mobile devices or social media is likely to result in a review of the offending student’s enrolment.

Relations with the General Public

Students must show consideration for the comfort and wellbeing of the general public. They must stand back when boarding or alighting from buses, light rail and trains and allow the general public to board first. Pushing, shoving and running in crowded areas is forbidden. No student may remain seated in a bus or train while an adult is standing.

Property

1. All property should be clearly marked with the student’s name and House.

2. All damage to School property must be made good. Any damage must be reported to a Special Duties Master, teacher on duty or the Deputy Head of School. The cost of repairs is the responsibility of those who caused the damage.
3. Students must not draw on their School bags.

4. All bags must be placed in lockers (Years 7 to 12). Students will carry the books that they need to class. Bags are not to be left in the grounds.

**Lost Property**

The School does not accept responsibility for property lost or misplaced by a student or by any visitor to the School.

Nonetheless, the School will make every reasonable attempt to return lost property that is labelled with a student’s name and House or is otherwise able to be identified.

The School will hold unlabelled and unclaimed items of lost property, including clothing, electronic goods, school paraphernalia, or money for a period of three months from the date of receipt. All unlabelled items of lost property will be entered in a Lost Property Register. The Lost Property Register for Middle and Senior School may be accessed in the Student Services’ Office. The Lost Property Register for the Preparatory School may be accessed in the Preparatory School Office. The Lost Property Register for the Junior School may be accessed in the Junior School Office.

Any items that remain unclaimed after a period of three months will be disposed of.

**Lockers (Middle and Senior School)**

Every student is responsible for the locker which has been allocated to him. Each locker must be kept locked using the lock provided by the School. Any student who loses his lock must report immediately to the Special Duties Master for a replacement.

**Students may not visit their lockers during class or between periods.**

There is to be no loitering or eating or drinking in changing rooms.

**Papers and Other Litter**

Remember the School rule that no student may walk past litter, but must pick it up and put it in a bin.

**The Chewing of Gum**

The chewing of gum is not permitted.

**Illness or Injury**

Any student taken ill or injured during the day must report to his class teacher who will then authorise him to go to the Health Centre. In the case of serious illness or injury the parents will be informed. In an emergency, students may be taken to the casualty ward of the nearest hospital by ambulance.

**Tutoring, Non-School Sport, Family Commitments and Saturday Jobs**

Students sometimes take it upon themselves to engage in tutoring, Non-school sport, coaching or family commitments including the acquisition of a job after school or on Saturdays. School commitments take precedence over these activities. Where special circumstances exist, for example a family commitment, parents are required to apply to the relevant Head of School for leave.
Uniform

Students travelling to and from School are required to wear School uniform.

SUMMER | TERMS I & 4

Khakis

Khaki shirt, khaki shorts, long grey socks kept up to the base of the knees, School tie, and black school shoes.

Greys

White shirt, grey trousers, black belt with a plain buckle, School tie, grey or black socks, black school shoes. The blazer is optional in summer. If the weather turns cold, students may only wear the blazer as the outer garment when in public.

Jumpers

May be worn with khakis but NOT with greys as the outer garment when outside the School.

Shoes

Black leather that can be polished. For students in Years 7-12, from the beginning of recess they may change into their sports shoes, although they must change back into their black shoes before the commencement of Period 5. Students must wear black leather shoes to Science, Design and Technology, and other classes as required.

WINTER | TERMS 2 & 3

Greys

As for summer, although the blazer is compulsory. Years Pre K-9 wear the grey blazer, Years 10, 11 and 12 the School blazer.

PreK-6

White shirt, grey shorts, School tie, long grey socks kept up to the knees and school shoes.

Jumper

May be worn outside the School with the grey uniform providing it is under the coat. It may be worn with the grey uniform inside the School without the coat. Note: The jumper can only be worn as the outer garment in public with the khaki uniform.

Travel

Students travelling to and from School must wear School uniform. Students travelling to and from sporting fixtures by public transport must wear their School tracksuit or School uniform, either khakis or greys. If travelling by car, students must wear School uniform or full School tracksuits.

School Functions

School uniform must always be worn to Trinity functions (eg drama productions, music concerts, HSC and IB major works displays, debating). School uniform must be worn to the Speech Day/Night of other schools.

Hats

Each student must have a green or white hat at School for recess and lunchtime.
Sunscreen

The School recommends sunscreen for all students.

Sports Attire

Cricket

White shorts or flannels, white shirt, sports shoes and white socks. If caps are worn, they must be School Cricket caps.

Rugby Union

Green shorts, School jersey, School Rugby socks, garters, Rugby boots, mouthguard. School tracksuit.

Track and Field

Green shorts, School singlet, white socks, sports shoes. School tracksuit.

Swimming

Dark green trunks. Green cap with white crest. School tracksuit.

Tennis

School Tennis shirt, white Tennis shorts, white socks and sports shoes.

Basketball

School singlet, green shorts, short white socks, Basketball shoes.

Football

School Football jersey, green shorts, School Football socks, Football boots, mouthguard and shin pads. School tracksuits.

Water Polo/Diving

Dark green School trunks.

Table Tennis

School PE shirt, green or white shorts, white socks, white-soled sports shoes.

Cross Country

Green shorts, School singlet, white socks, sports shoes.

Lawn Bowls

School Lawn Bowls shirt and shorts, School tracksuit, white socks, sports shoes.

Fencing

Sports shoes, School tracksuit pants, Fencing jacket and mask.

RAW Sport

School T-shirt, green shorts, white socks, sports shoes, green trunks.

Volleyball

School Volleyball shirt, green Volleyball shorts, white socks, knee-pads, sports shoes.
PDHPE Periods, School Activity, School Gear

School PE shirt, School PE shorts, white socks, sports shoes, School tracksuit, dark green trunks.

Spectator attendance at Games

Grey trousers, black or dark grey belt, School blazer, white shirt, School tie, School socks and black shoes.

General Appearance

Face

All students are required to be clean-shaven.

Jewellery

No jewellery may be worn apart from medical alert bracelets. Earnings are not permitted.

Bags

The only bags for general school use are the Trinity crested bag or backpack. Students may use the School’s sports bag for sporting clothes and equipment.

Hair

Must always be clean and tidy, well brushed and combed. Haircuts may not be such as to invite comment for any reason, whether they be too long, too short, or both. Hair must be above the collar and not covering the ears. It should not be so long that it needs to be tied back to play sport. Hair must be its natural colour and not dyed.

Courtesy at Trinity Grammar School

A good School provides an ordered and courteous environment for all the people who are part of its community. Fundamental to this is an attitude of respect. This attitude will manifest itself in courteous behaviour and in care for the physical environment. The following principles are worth noting:

1. Adults and children should treat each other with mutual respect.
2. Good manners should be identified with strength of character.
3. Courteous behaviour and attitudes should be consistent, no matter what the circumstances or people involved.

General Principles

1. At the beginning of each lesson students should remain standing to be greeted by their teacher.
2. Classes should stand to greet visitors to the room.
3. Students should defer to adults when proceeding in passages, corridors and through doors.
4. Students are expected to address adults using their title and surname, or to address men as “Sir” and women as “Ma’am”.
5. If approached for help, students must conduct visitors to the School to their destination.
6. When waiting for a service to begin in the War Memorial or Preparatory School Chapel, students must remain quiet and prepare themselves in heart and mind.
7. Trinity Grammar School home teams should assume a responsibility as hosts.
8. If a formal invitation includes the letters R.S.V.P. it is essential that the person invited responds to that invitation.

It is expected that parents will assist the School in teaching good manners.

**Absentences**

**Whole day absences**

It is a NSW legislative requirement of the Department of Education and Training to notify the school of your son’s absence/s. Parents and guardians are requested to notify the School before 8:30am, using the School App. Please complete all mandatory fields including your son’s name, Year and House, (Middle and Senior Schools) or class (Junior or Preparatory Schools), the reason for his absence and the likely length of your son’s absence.

The Trinity App may be downloaded from the App store.

Alternatively, parents may choose to use the Absentee email listed below.

<table>
<thead>
<tr>
<th>School</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparatory School</td>
<td><a href="mailto:prepabsentee@trinity.nsw.edu.au">prepabsentee@trinity.nsw.edu.au</a></td>
</tr>
<tr>
<td>Junior School</td>
<td><a href="mailto:jsabsentee@trinity.nsw.edu.au">jsabsentee@trinity.nsw.edu.au</a></td>
</tr>
<tr>
<td>Middle &amp; Senior School</td>
<td><a href="mailto:absentee@trinity.nsw.edu.au">absentee@trinity.nsw.edu.au</a></td>
</tr>
</tbody>
</table>

> If your son’s absence is unexplained, you will receive a text message notifying you. Please respond to this text with the reason for his absence.

> App forms and emails explaining your son’s absence are retained on the School’s database and therefore a letter explaining the absence is not required.

> Attendance on days immediately before and after examinations and assessment tasks is compulsory.

**Late Arrival**

Middle/Senior School students who are late to School are to report to the Student Service Office on their arrival and sign in via the Student Service terminal.

If a Junior or Preparatory School student arrives late, he is to report to the main office on arrival. Late arrivals are noted in the Record Book.

**Leaving Early**

A student will only be permitted to sign out before the end of the school day, if the School is in receipt of a request from a parent or guardian. For Senior School students, this notification must be provided to Student Services before 8:30am.

**Application For Leave**

Any parent or guardian who knows in advance that their son will be absent from School for more than one day and less than five days must request leave from the Head of School.

Applications for extended leave during term time for travel, exceptional circumstances, representative sport or arts, should complete a Certificate of Exemption form a minimum of two weeks in advance.

Leave requests for greater than five days are to be directed to the Deputy Head Master - Summer Hill.
Leaving School grounds
Students must not leave the School grounds during normal school hours without permission.

Absence From Sport Middle and Senior Schools
In the case of injury, students are expected to attend Saturday sport and assist the team or training group (attendance at training will be dependent upon the nature of the injury and is to be discussed with the MIC and Sportsmaster).

In the case of debilitating illness or an exceptional circumstance, students must contact the School directly, or through a team-mate prior to the match or training session and deliver a letter to the MIC or coach or by the end of the next day the student is at School. The letter can be emailed to the School’s absentee email address: absentee@trinity.nsw.edu.au. Failure to submit a letter renders the absence unexplained. The sanction applied for unexplained absence on Saturday is a 3 hour detention and for weekdays, a 2 hour detention.

In the case of exceptional circumstances that are known in advance, such as a family commitment, parents are required to apply for leave in writing to the Head of the Middle or Senior School prior to the week in question. Students are required to inform their coach well in advance of the date of intended absence so that teams can be adjusted.

Cars and the School Car Park – Summer Hill
Boys in Year 12 who have obtained their Driving Licence and who wish to drive to School may do so when the Head of the Senior School has given written permission to the boy’s parents. Details of Licence Numbers, car registration and other information will be required, as well as a cash bond, before such permission is given. The cash bond is to cover minor damage that boys might cause while using the car park.

As a condition of receiving permission to drive to School, boys are expected to drive in a responsible and careful manner and be considerate of the School’s neighbours. Students should never exceed 10km/h when driving in the School car park and 40km/h when driving near the School at any time.

If a student wishes to travel as a passenger in a car driven by another student, his parent must apply to the Head of the Senior School in writing. No student is permitted to drive on School property at any time, other than the School’s car park, nor is a boy permitted to visit a car during School hours without the permission of the Deputy Head of the Senior School.

Train, Bus and Ferry Passes
Transport for NSW - School Student Transport Scheme
(School Opal Card) (Government Buses and Trains/Private Bus Passes)
The School Opal card gives eligible students free travel to and from school on school days. Students with current school travel passes will not need to apply for a School Opal card as the card will automatically be issued. However, you will need to complete an application form if:

> applying for SSTS for the first time
> enrolling in kindergarten
> progressing from Year 2 to Year 3
> progressing from Year 6 to Year 7
> changing name, school and/or address
> requesting a new additional pass as a result of a new shared parental responsibility situation

The School Opal Card application can be found at transportnsw.info/school-students

School Dances

> School dances will end no later than 11:30pm.
> No alcohol will be served or introduced at School dances. Cigarettes are not to be brought into dances.
> Those attending will not be allowed to leave the prescribed area of the dance and return later (ie no pass-out tickets).
> Casual and group invitations should be avoided at School dances as well as at private parties.
> Private parties after School dances should not be arranged. Parents should expect that their son or daughter should have returned home within a reasonable time after the close of the dance.
> Parents should supervise transport arrangements to and from the dance.
> Overt displays of affection (ie kissing and embracing) at dances should not be such as to cause embarrassment in others.
> Students and their partners are not permitted to smoke or consume alcohol at School dances. Parents who permit students to smoke or drink alcohol at parties (or on other occasions) make it harder for their sons to conform to School rules.

Suggestions for Parties Hosted by Parents

Suggested guidelines for consideration – full text is on the website. Below are some areas for action:

> Be present at all times.
> Prevent smoking.
> Stop gate-crashing.
> To see that no alcohol is brought by guests.
> Inform the Police.

Suggestions for Parents of Guests at Parties

1. To phone and check with the host
   > the precise time of start and finish of the party;
   > whether alcohol will be served;
   > that the parents will be present.
2. To check transport arrangements.
3. Either to be at home for the duration of the party, or to leave a contact phone number.
## Sport Code of Conduct - Expectations

<table>
<thead>
<tr>
<th>Players</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; Play by the rules in a spirit of good sportsmanship and accept the official’s decisions at all times.</td>
</tr>
<tr>
<td>&gt; Play for your enjoyment and not just to please parents and coaches.</td>
</tr>
<tr>
<td>&gt; Refrain from the use of profanity and the verbal abuse of officials and players.</td>
</tr>
<tr>
<td>&gt; Refrain from deliberate fouling or provoking opponents, or abusing equipment.</td>
</tr>
<tr>
<td>&gt; Work hard for yourself, your team and the School. Strive to improve your skills and your performance.</td>
</tr>
<tr>
<td>&gt; Treat all players as you would like to be treated. Respect the rights and dignity of all participants regardless of their ability or background.</td>
</tr>
<tr>
<td>&gt; Co-operate with your coach, team-mates and opponents. Without them there would be no game.</td>
</tr>
<tr>
<td>&gt; Be modest in success and generous in defeat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; Focus upon the boys’ efforts and performance rather than the overall outcome of the game.</td>
</tr>
<tr>
<td>&gt; Teach your son that an honest committed effort is as important as victory so that the result of the game is accepted without undue exuberance or disappointment.</td>
</tr>
<tr>
<td>&gt; Encourage your son to play according to the rules of the game and spirit of fair play at all times.</td>
</tr>
<tr>
<td>&gt; Never ridicule your son or another boy for making a mistake or losing a game.</td>
</tr>
<tr>
<td>&gt; Remember boys are involved in organised sports for their benefit and enjoyment.</td>
</tr>
<tr>
<td>&gt; Remember that children learn best from example. Applaud good play by both teams.</td>
</tr>
<tr>
<td>&gt; Raise any concerns you may have with officials through the appropriate channels rather than questioning the official’s judgement and honesty in public. Remember, most officials give their time and effort voluntarily for your son’s benefit.</td>
</tr>
<tr>
<td>&gt; Support all efforts to remove verbal and physical abuse from sporting activities.</td>
</tr>
<tr>
<td>&gt; Recognise the value and importance of coaches and give them your support.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spectators</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; Trinity encourages boys to support their School teams and to be dressed in the School uniform while doing so.</td>
</tr>
<tr>
<td>&gt; We look to adults to set an example by their self-control, deportment and dress at matches.</td>
</tr>
<tr>
<td>&gt; We expect support to be enthusiastic but not to be fanatical or designed to heckle, belittle or disturb the opponents. Booing, whistling or playing and beating musical instruments are in bad taste and is not permitted.</td>
</tr>
<tr>
<td>&gt; Support for any team should never encourage violence or rough or illegal play.</td>
</tr>
<tr>
<td>&gt; Good play from both teams should be applauded generously.</td>
</tr>
<tr>
<td>&gt; Encroaching onto the field of play or the shouting out of suggestions, disapproval or profanities to players, officials or spectators is not acceptable.</td>
</tr>
<tr>
<td>&gt; The area around sporting venues should be left tidy and free of rubbish.</td>
</tr>
</tbody>
</table>
**Parent Guidelines**

Trinity Grammar School is committed to providing all members of the Trinity community 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 - boys, parents, friends and staff - to honour the School’s commitment in this regard and to work with the School in achieving a safe learning and working environment.

The School recognises that parents have the primary role as educators of their children and collaboration between parents and the School is necessary for effective learning within the School community. The School acknowledges the variety of gifts parents bring to the School, including active participation in the School community.

These Parent Guidelines are intended to provide School community members with guidance in the development of positive, respectful relationships within the School community.

**Parents fulfil their responsibility when they:-**

> Show an active interest in their son’s School work and progress;
> Communicate regularly with the School;
> Help their son be neat, appropriately dressed and prepared for School;
> Ensure that their son attends School regularly and on time;
> Promptly report to the School their son’s absence or late arrival, or any other concerns that may arise;
> Become familiar with the School’s expectations regarding their son’s behaviour as outlined in the School Handbook;
> Encourage and assist their son in meeting the expectations that the School has for their sons, particularly in regard to behaviour and his sport, co-curricular and academic programmes;
> Work with School staff in dealing with discipline issues involving their sons.
> Treat all members of the School community with dignity and respect at all times, and especially when there is a disagreement.

**The following types of behaviour are considered serious and unacceptable and will not be tolerated:**

> Shouting, either in person or over the telephone;
> Abusive, rude or offensive correspondence, including emails and letters;
> Inappropriate posting on social networking sites or other cyber harassment or bullying;
> Speaking in an aggressive or threatening tone;
> Physical intimidation, including standing very close;
> The use of aggressive hand gestures or exaggerated body language;
> Swearing and profanity;
> Any inappropriate physical contact;
> Racist, sexist or other discriminatory language.

This is not an exhaustive list but seeks to provide illustrations of such behaviour.
Breach of these Guidelines

The consequences for breaching these Guidelines will be determined by the Head Master or Deputy Head Master - Students and may include one or more of the following:

> The School may exclude any member of the School community from attending School functions, including, but not limited to, games, concerts, events and meetings.

> The School may exclude any member of the School community from being on School grounds.

> The School may direct that particular parents may only communicate with members of the Trinity staff through a nominated School representative.

> In the case of extreme or prolonged breach of these Guidelines by a parent or another member of the family, the School may exercise its right to terminate the enrolment of the particular child.

With these Guidelines it is hoped that all members may appropriately contribute to a harmonious School environment that reflects and builds on the School’s core Christian beliefs and values.

The School seriously considers any issues that are brought to its attention and will take action when necessary. Complaints, suggestions or other matters may be raised by contacting the School on 9581 6000 or by email using info@trinity.nsw.edu.au. If parents express their concerns to the School, parents can expect to be treated with courtesy and respect in order to try to resolve any matters.

Please refer to the following documents for more information

1. “The School as a Community”

2. Trinity Sport Code of Conduct
Payment of School Fees

Fees means all tuition fees, levies and other amounts which are payable to the School.

The School Council directs that all tuition fees will be charged annually at the beginning of each year and are to be paid in:

a. one payment at the start of the year; or

b. equal weekly, fortnightly, monthly or termly payments, provided the instalment amounts will clear the fees owing by the end of that calendar year.

Unless an appropriate payment plan in accordance with the above has been commenced, a student’s enrolment may be discontinued. Ancillary fees, levies, charges and other amounts that become payable to the School will be charged quarterly (in arrears) with payment due within 21 days from the date of the Statement of Account.

An administration fee of $50 will apply to fees where an instalment arrangement is in default and the School has cause to issue a notice concerning the outstanding fees.

A full term’s notice, in writing and addressed to the Head Master, is required of intention to withdraw a boy from the School, or of intention to change a boy from boarder to day boy. A full term’s fee is charged for withdrawal without such notice.

A discount is allowed for brothers who attend the School at the same time at the following scale:

<table>
<thead>
<tr>
<th>1. First son</th>
<th>Full fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Second son</td>
<td>5% discount</td>
</tr>
<tr>
<td>3. Third and subsequent sons</td>
<td>15% discount</td>
</tr>
</tbody>
</table>

All Building Fund donations are voluntary and, under sub-division 30 of the Income Tax Assessment Act 1997, allowable deductions for income tax purposes. Full fee paying overseas students only – a supplement is also payable by full fee paying overseas students.
Student Medical/Health Care Guidelines

As part of the School’s commitment to the safety of Students, the Health Centre supports individual medical/health needs by assessing and treating any Student requiring first aid attention while involved in a School approved activity, including the dispensing and administering of routine medications.

First aid facilities and defibrillators are located throughout each of the School’s campuses.

It is the responsibility of the School to:

1. take all reasonable steps to manage specific medical/health care procedures in response to written requests from Parent/s or medical practitioner/s.
2. Secure (in locked storage units), dispense (in accordance with the ‘Administer Medication’ form) and appropriately dispose of all medications.
3. maintain details of medical treatment on the School’s database and retain records in accordance with relevant legislation.
4. ensure Student’s Individual Health Care Management Plan’s (IHCMPs) are readily accessible to Staff.

It is the responsibility of the Parent/s to:

1. inform the School of the Student’s medical/health needs at the time of enrolment or diagnosis (including any change to an existing condition).
2. provide the School’s Health Centre (HC) with any IHCMPs developed by the Student’s medical practitioner. Plans must be reviewed annually or as required by the governing body (eg, ASCIA).
3. complete an ‘Administer Medication’ form for each individual medication -
   a. Restricted medication (prescribed by a medical practitioner) packaging must contain a pharmaceutical label clearly detailing the Student’s full name, dosage instructions and expiry date.
   a. Unrestricted medication (purchased over the counter) packaging must clearly detail dosage instructions and an expiry date.
4. support the School in managing the Student’s medical/health needs.

It is the responsibility of the Student (Years PreK-12) to:

1. not carry, store, distribute medication/s to any other person.
2. not self-administer any medication/s.

It is the responsibility of the Student (Years 7-12) with Critical Care requirements to:

1. carry their individual IHCMP’s and associated prescribed medication/s (eg, Ventolin, Epipen) on their person, at all times, during any School approved activity.
2. not share individual IHCMP medication/s with any other person.
Medication

In addition to the dispensing of medications required by a completed ‘Administer Medication’ form, unrestricted medication may be dispensed, from the School’s HC or First Aid facility supplies, following the assessment of any Student presenting with an illness or injury.

Only medication in its original packaging will be dispensed.

Critical Care / Emergency Treatment

Primary students with critical care needs are issued with individual medication boxes (stocked with medication provided in accordance with a completed ‘Administer Medication’ form and current IHCMP), which are stored as follows:

PreK Classroom

Years K-6 Junior School – First Aid room

Preparatory School – Health Centre

The School may be required to seek specialist emergency medical attention (eg, ambulance). In this circumstance, Parent/s should enquire as to the School’s ambulance and insurance cover by contacting the Bursar’s office on (02) 9581 6028 (bursar@trinity.nsw.edu.au).
The Academic Programme

Academic Committee (Senior and Middle Schools)

Chair - Academic Dean – Mrs Deborah Williams
Director of Curriculum – Mr Andrew Scott
Director of Professional Practice – Ms Alison Boyd-Boland
Director of Research – Mrs Deb de Ridder
Head of Christian Studies – Dr Chris Thanopoulos
Head of Drama – Mr Brendan Duhigg
Head of Economics – Mr Kai Ikeuchi
Head of English – Ms Norma Kamhieh
Assistant Head of English – Mr Anthony Bosco
Head of Geography – Mr Adrian Shipp
Head of History – Mr David Van Tol
Head of Languages – Mr Ashley Lucas
Director of Library Services – Ms Stefanie Gaspari
Head of Mathematics – Mr Edward Habkouk
Assistant Head of Mathematics – Mark Mikulandra
Acting Head of Music Curriculum – Ms Carlie Purkis
Head of PDHPE – Mr Andrew Simos
Head of Science – Mr Tim Nurcombe
Assistant Head of Science – Mrs Maryellen Ottaway
Head of Technological & Applied Studies – Mr Tim Warren
Assistant Head of Technological & Applied Studies and Head of VET – Ms Jennifer Nixon
Director of TESS – Ms Renee Culgan
Coordinator of TOK – Mr Greg Webster
Head of Visual Arts – Mr Steve Collins

The Head Master, Deputy Head Master – Policy and Strategy, Deputy Head Master – Summer Hill, Director of Professional Standards, Head of the Middle School and Head of the Senior School are ex officio members of the Academic Committee.

Primary Academic Committee

Co-Chair - Director of Primary Curriculum (Junior School) – Ms Merilyn Ormes
Co-Chair - Director of Primary Curriculum and Early Learning (Preparatory School) – Ms Kirsti Hitz-Morton
Head of the Junior School – Mr Mark Dunn
Head of the Preparatory School – Mr Chris Wyatt
Deputy Head of the Junior School – Mr Craig Hassall
Deputy Head of the Preparatory School – Mr Richard Lever Academic Dean – Mrs Deborah Williams
Director of TESS – Ms Renee Culgan
Director of Professional Practice – Ms Alison Boyd-Boland
Academic Policy

The academic policy of the School is set by the Head Master. The Academic Dean, the Academic Committee and Primary Academic Committee advise the Head Master on academic matters.

Academic Curriculum

The academic curriculum is designed to develop knowledge, understanding and skills through development within discipline specific learning areas, as well as transdisciplinary learning skills. Both discipline specific and transdisciplinary curriculum develop all students’ capacity to synthesise knowledge, solve complex problems, generate new perspectives and communicate understanding to diverse audiences.

The purpose and measure of learning is individual growth; it proceeds from identified individual points of prior learning when motivation and emotion are positively engaged. The School designs learning experiences to ensure each student learns in a challenging way, in courses appropriate to his interests, talents, prior learning and additional needs.

Learning Environments

Learning environments at Trinity are relational. Safe and supportive learning environments underpin a learning culture of engagement and growth. All students in a class should expect that their rights will be respected, and they must also accept that they have various responsibilities to keep.

Students have the right to

1. be happy in class;
2. work without being disturbed;
3. express an opinion and have it treated with respect;
4. learn at their personal point of challenge;
5. be successful in their learning endeavours; and
6. be treated fairly.

Students have the responsibility to

1. respect the learning and work environments in which they are involved;
2. respect the opinions of others;
3. respect classmates and teachers;
4. let others work without disruption; and
5. attend all classes punctually, being prepared to participate in learning experiences.
Academic Advice

In the Primary schools, the Director of Primary Curriculum (Junior School), Ms Merilyn Ormes and the Director of Primary Curriculum and Early Learning (Preparatory School), Ms Kirsti Hitz Morton oversee and advise parents and students about the programme of study. Advice may also be sought from:

1. The Head of the Preparatory School – Mr Chris Wyatt;
2. The Head of the Junior School – Mr Mark Dunn;
3. The Academic Dean – Mrs Deborah Williams;
4. Teaching and Learning Leaders
5. TESS Personnel

The Director of Curriculum, Mr Andrew Scott, is responsible for advising students about their academic programme in Years 7 – 12. In the secondary school advice may also be sought from:

1. The Head of the Senior School – Dr Heath De Lany (Years 10-12)
2. The Head of the Middle School – Mr John Allen (Years 7-9)
3. The Academic Dean – Mrs Deborah Williams
4. The Careers and Student Pathways Advisor – Ms Susan Draysey
5. Head of Vocational Education and Training (VET) – Ms Jennifer Nixon

Changes to a Student’s Approved Programme of Study

Any change to a student’s approved programme of study requires the authority of the Head of Preparatory School or Head of the Junior School in the Primary contexts. The Director of Curriculum make these assessments in the secondary school.
Programmes of Study in 2021

Programmes of study reflect the academic curriculum and its intention to support development in discipline specific knowledge, understanding and skills, the transdisciplinary skills for academic success and the diverse talents, interests and points of personal challenge across the student population. The School offers two credentialing pathways: the IB Diploma Programme credential and the Higher School Certificate credential. The academic programmes P – 10 leading to the final credentials reflect this breadth.

Primary Education Pre-Kindergarten to Year 6 PYP

The Primary Years Programme (PYP), developed by the IB Organisation, is an approach to teaching and learning based in inquiry learning pedagogies; it incorporates the Approaches to Teaching and Learning advocated by the IBO. Students are supported to be involved in their own learning as the teacher designs and facilitates a range of experiences through which they grow intellectually. The PYP is not a curriculum, but an approach to learning.

In both the Preparatory and Junior Schools, the PYP provides a framework for programmes of study. The New South Wales Education Standards Authority (NESA) sets syllabus content and skills that are mapped to the PYP framework. Students Pre-K to Year 6 undertake Units of Inquiry based on 6 Transdisciplinary Themes (Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organise ourselves and Sharing the Planet) as well as the core of Literacy and Numeracy.

Secondary Education Years

In Years 7 – 10 students pursue NESA curriculum in a core and elective structure.

Year 7

Students study the core curriculum of Christian Studies; English; Language (experience with French, German, Latin and Mandarin); Geography; Mathematics; Music; Personal Development, Health and Personal Exercise; Science; Technology; Visual Arts.

Year 8

Students continue study of the core curriculum of Year 7 with the additional choice of a focus language: Christian Studies; English; History; Mathematics; Music; Personal Development, Health and Personal Exercise; Science; Technology; Visual Arts and Language Elective (chosen from French; German; Latin; Mandarin). Classical Greek is offered as an additional language outside of the timetable.

Years 9 and 10

Students continue a core curriculum in Christian Studies; English; Geography; History; Mathematics; Personal Development, Health and Personal Exercise; and Science.

In addition, they study two elective courses chosen from Chinese; Commerce; Design and Technology; Drama; Food Technology; French; German; Graphics Technology; Industrial Technology (Metal); Industrial Technology (Wood); Information and Software Technology; Music; Latin; Photographic & Digital Media, Global Studies; Television Production; Visual Arts; Visual Design. Classical Greek is offered as an additional language outside of the timetable.
The Higher School Certificate

NESA mandates students must study a minimum of 12 Units in Year 11. At Trinity, students study 13 Units in Year 11, including one Extension level subject. The only compulsory subject is English and there must be at least four subjects in total in each year. Courses studied in Year 12 must be preceded by study of the respective Year 11 course.

A predetermined timetable structure is not used. The Director of Academic Administration assesses information from student subject preferences to create a timetable structure that meets the preferences of the greatest number of students. Courses with small numbers will be run only at the discretion of the Head Master.

Subjects offered for the HSC are:

<table>
<thead>
<tr>
<th>English (compulsory)</th>
<th>Advanced English; English as a Second Language; Extension 1 English and Extension 2 English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Standard Mathematics; Mathematics; Extension 1 Mathematics and Extension 2 Mathematics</td>
</tr>
<tr>
<td>Other subjects</td>
<td>Ancient History; Biology; Business Studies; Chemistry; Chinese; Christian Studies; Classical Greek; Construction (VET); Design and Technology; Drama; Economics; Electro-technology (VET); Engineering Studies; French; Geography; German; History Extension; Hospitality (VET); Industrial Technology (Multimedia or Timber Products &amp; Furniture or Metal &amp; Engineering); Information and Digital Technology (VET); Information and Process Technology; Latin; Legal Studies; Modern History; Music 1; Music 2; Music Extension; PD Health PE; Physics; Science Extension; Software Design and Development; Studies of Religion (compressed); Visual Arts.</td>
</tr>
</tbody>
</table>

From time to time new courses will be evaluated by the relevant Head of Faculty in terms of the value they may offer to the current academic programme. These courses may be offered to student selection after approval from the Academic Dean. Students undertaking a VET course may also complete a School Based Traineeship in this area.

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1 An adjustment to the requirement to study at Extension level in Year 11 may be made for students working with TESS (Academic) in the support of significant academic needs.
2 Standard English is offered to meet the needs of identified students, if required, on a cohort basis. Students with additional needs are supported within a tailored Advanced course.
The International Baccalaureate

In the IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social science, the experimental sciences and mathematics.

The sixth subject may be an arts subject chosen from group 6, or the student may choose from the identified courses in groups 1 to 5 that are also offered in group 6.

In addition, the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

The Extended Essay is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

Theory of knowledge is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (sense, perception, emotion, language, imagination, faith, intuition, memory and reason) and different areas of knowledge (scientific (natural and human), artistic, mathematical, historical, religious and indigenous systems).

Creativity, Activity, Service requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

Subjects offered for IBDP are:

<table>
<thead>
<tr>
<th>Group</th>
<th>Subjects</th>
</tr>
</thead>
</table>
| Group 1 | Language A | Literature and Performance SL  
English Language and Literature SL & HL |
| Group 2 | Language B | French ab initio  
German ab initio  
Japanese ab initio  
Mandarin ab initio  
French SL & HL  
German SL & HL  
Latin SL & HL  
Mandarin SL & HL |
| Group 3 | Individuals & Society | Business Management SL & HL  
Economics SL & HL  
Geography SL & HL  
History SL & HL  
Psychology SL & HL |
| Group 4 | Experimental Sciences | Biology SL & HL  
Design Technology SL & HL  
Physics SL & HL  
Sports, Exercise & Health Science SL & HL  
Chemistry SL & HL |
| Group 5 | Mathematics | Mathematics: Analysis and Approaches SL & HL  
Mathematics: Applications and Interpretation (SL & HL) |
| Group 6 | Option | Chemistry SL & HL  
Film SL & HL  
Music SL & HL  
Theatre Studies SL & HL  
Visual Arts SL & HL  
Business Management SL & HL  
Economics SL & HL |
Careers Education and Student Pathways

During their time in the Senior School, students engage with career profiling, the OTU Careers Expo, guest speakers and information evenings to support their developing interest in post school possibilities. A programme of learning and reflection is undertaken, enabling students to understand and evaluate a range of post school pathways available to them. The Careers and Student Pathways Advisor, Ms Susan Draysey, and the Housemasters - Senior School support students throughout this process.

Parents and students are welcome to make an appointment with the Careers and Student Pathways Advisor to assist in the decision-making process related to vocational opportunities, tertiary courses or subject choices.

Libraries

The Trinity Grammar School Libraries design, deliver and resource collections and innovative services that support teaching and learning. They serve the information needs of the School community and provide an enriched student experience by:

> engaging students in the celebration of text and the culture of reading;
> helping students to find their way confidently and efficiently to the information they are seeking;
> supporting students to navigate the research process;
> teaching students how to critically evaluate competing sources of information;
> encouraging students in the skills of independent learners;
> delivering innovative programs that support curriculum;
> inspiring curiosity and a love of learning;
> using space to create a culture of collaboration; and
> promoting academic integrity.

The Arthur Holt Library is open Monday to Friday from 7:30am until 6:00pm.

The Trinity Grammar School Preparatory School Library is open from Monday to Friday at 8:10am. It closes at 3:40pm except on Fridays when it is closed after School hours.

The Trinity Grammar School Junior School Library is open from Monday to Friday from 8:00am until 4:00pm.
**Homework | Preparatory and Junior School**

From Kindergarten to Year Six, homework will be set nightly throughout the term. Daily homework should be approximately as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Time</th>
<th>Year</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10 min</td>
<td>4</td>
<td>30 min</td>
</tr>
<tr>
<td>2</td>
<td>15 min</td>
<td>5</td>
<td>30-40 min</td>
</tr>
<tr>
<td>3</td>
<td>20 min</td>
<td>6</td>
<td>40-50 min</td>
</tr>
</tbody>
</table>

Weekends are usually free of homework. There may, however, be some occasions when some work is necessary. Parents are asked to support the School in seeing that their son’s homework is attempted and, upon its completion, sign the entry in his Record Book.

Sustained patterns of home study are established in the last years of the Preparatory and Junior Schools. It is helpful for parents to understand the part that homework plays in the academic progress of students, both in consolidating learning outcomes and developing sound routines and skills for personal study.

**Middle and Senior School**

The purpose of homework in the secondary context is multifaceted:

> to consolidate the day’s learning;
> to deepen understanding in key areas of interest;
> to prepare for the following day’s learning;
> to complete assessment tasks;
> to develop robust personal study habits and time management skills.

Homework is set on a class basis; teachers set homework in response to the needs of their classes and may further differentiate homework to meet the needs of individual students.

The following daily schedule is suggested as a guide to reasonable homework expectations:

> In Year 7, a student should be at his desk for one hour to an hour and a half;
> In Year 8, one and a half hours;
> In Year 9, one and a half to two hours;
> In Year 10, two to two and a half hours;
> In Years 11 and 12 three to four hours.

If a parent feels that their son is receiving too little homework or too much, they should contact the Housemaster to assess the situation.
Academic Progress

The School monitors the academic growth of all students. Expectations for growth are individualised and depend upon the point at which a student begins each year’s learning journey.

When a student’s academic growth is causing his parents, his teacher/s, his Housemaster, himself or other senior staff member concern, he will be monitored, and his progress assessed to determine appropriate actions and follow up. Continuing or significant concerns will be referred to the relevant Student Welfare team. These teams are chaired by the Heads of Schools and are responsible for assessing the concerns, providing feedback to the referents and, if required, assigning a case manager. Case managers work in partnership with parents and other members of staff relevant to a student’s learning progress.

Learning Management Systems

The School’s Learning Management Systems support the curation of learning resources and student work samples as well as the delivery of curriculum. The Learning Management System for students in Pre-Kindergarten to Year 2 is Seesaw; students in Years 3 – 12 use Canvas.

Text Books – Years 7 to 12

In addition to resources curated on the Learning Management System, the School may issue textbooks, as required, to students throughout the academic year.

A charge will be made for any textbook which has been lost, damaged or defaced. Textbooks are returned to the School during the final week of the third term.

Book Packs

A book pack is issued to each student on the first day of the Academic School year – first day of Term I for Preparatory and Junior School and Year 7 students and during the first week of Term IV for students in Years 8-12. Students in Years 7-10 receive a standard pack which includes a selection of stationery determined by Heads of Faculty of the core subjects. Students may receive additional exercise books from the teachers of their elective subjects. Students in Years 11 and 12 receive a book pack containing two School-crested A4 binders and packages of A4 paper.
Trinity Education Support Services (TESS)

Trinity Education Support Services (TESS) provides integrated support to students with additional needs across Preparatory, Junior, Middle and Senior Schools. The faculty is structured to integrate the work of specialists in academic support and specialists in child and adolescent psychological services. The PreK – 12 structure promotes an inclusive and comprehensive approach for students and is built upon common principles.

The TESS team is comprised of:

> **Director of TESS (Academic)** – Ms Renee Culgan
> **Director of Counselling and Psychological Services** – Mr Timothy Smith
> Registered Psychologists
> Specialist teachers in learning support, teaching high potential learners, English as an Additional Language/Dialect
> Special project personnel such as Speech Pathologists, Occupational Therapists and Teacher’s Aides.

Supporting the social, emotional and academic needs of students:

The School works to identify students’ individual learning needs early in their School life and implement plans, programmes and strategies to meet these additional needs. Additional needs include:

> physical disabilities
> social and emotional challenges
> learning needs requiring additional support to succeed within the mainstream curriculum
> learning needs requiring modification of the mainstream curriculum
> high potential learning capacities requiring challenge beyond the mainstream curriculum
> language needs due to English learned as an Additional Language / Dialect

The School strategises to support students with additional needs by:

> Establishing a culture that is supportive and responsive to individual needs and differences
> Promoting enhanced learning outcomes through students’ access to and engagement with the curriculum
> Working within a culture of teaching, learning and assessment adjustments, for both support and extension, to ensure all students are provided with authentic learning opportunities and individualised points of challenge
> Providing Disability Provisions for students in Senior School pursuing the HSC or IBDP
> Facilitating professional learning opportunities for teachers
> Encouraging collaborative communication and consistent support across the School through TESS Case Management and Welfare structures
> Working with a diverse repertoire of evidence-based practices for students with additional needs for support and/or extension, including:

- In class support for individual students
- Co-teaching with a subject specialist and TESS specialist
- Small group and individual withdrawal programmes
- Curriculum differentiation in the mainstream classroom
- Transition classes for English and Mathematics
- Adjustments to teaching, learning and assessment
- Disability Provisions for students pursuing the HSC or IBDP
- Homework Support through the after-school Study Support programme
- Mentoring
- Individual Plans
- Flexible grouping
- Acceleration programmes
- Modifying outcomes
- Life Skills programmes

**Counselling and Psychological Services**

The role of a psychologist at Trinity is diverse and includes:

> Counselling for students PK-12
> Conducting assessments, which may include individual or group tests of ability and achievement and a wide range of social, emotional and behavioural assessments
> Providing consultation and support for parents/families
> Facilitating group programmes for students and parents as required
> Providing psycho-education to students, staff and parents
> Consulting and referring to external specialists
> Following up child protection matters
> Supporting students during critical incidents

**Further Information**

Please contact the Director of TESS (Academic), Ms Renee Culgan on 9581 6180 for information related to academic support.

Please contact the Director of Counselling and Psychological Services, Mr Timothy Smith on 9581 6035 for information related to counselling/psychological services.
Co-Curricular

Director of Co-curricular

Mr Lachlan White

The mission of Trinity Grammar School is to provide boys with a thoroughly Christian education in mind, body and spirit. Therefore, a Trinity education entails more than just academic learning. We believe that our boys will benefit from participation in a wide variety of activities and experiences beyond the classroom. There are lessons to be learned on the sporting field, in a musical ensemble, in the Cadet Unit, or in pursuing an obscure passion, that will stand our boys in good stead as they grow to adulthood. Learning to take risks, encountering both victory and defeat, committing to a group with a shared purpose, and a myriad of other life lessons are available to our boys through the Co-Curricular programme.

Four principles guide our thinking about the Co-curricular programme of the School:

> Mandatory participation: Commencing in age-appropriate ways and times, all boys are required to take part in the Co-Curricular programme. This is equally integral and vital to a Trinity education as is the Academic programme.

> Breadth of experience: Boys are required to take part in a variety of co-curricular activities. In a world characterized by change, our boys are well-served by learning to be comfortable doing new and different things. By participating in different endeavours, boys will connect with different friends, discover new opportunities, learn new skills, and, in the doing of it, shape a richer life. The diversity of options that we provide is intended to give our young people this breadth of experience.

> Teams and groups: Invaluable life lessons regarding leadership, cooperation, group identity, and mutual encouragement, are learned through team and group activities. The reality is that working with others towards a shared goal is one of the most valuable capacities that our boys can develop, being necessary for so many dimensions of adult life.

> Focussed effort: The Co-Curricular programme provides another context in which boys can learn the relationships between having goals, persevering, and improving. This principle lies behind our expectation that all boys will be diligent and committed in Co-Curricular, attending and participating whole-heartedly, and giving of their best.

The best traditions of our School affirm that our Co-Curricular programme is not about the prestige or reputation of the School, but the learning of the boys. Our Co-curricular programme is a means, not an end. It is a servant, not a master. It is not about producing scorelines or results of which we can be proud, but young men of whom we can be proud.
## Co-Curricular Sport

**Sportsmaster, Summer Hill** – Mr Mitchell Kearsley  
**Sportsmaster, Strathfield** – Mr James Bremner  
**Sportsmaster, Junior School** – Mr Chris Robinson

### Summer Hill

<table>
<thead>
<tr>
<th>Sport</th>
<th>Master-in-charge</th>
<th>Sport</th>
<th>Master-in-charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>Mr Ben Morrissey</td>
<td>AFL</td>
<td>TBC</td>
</tr>
<tr>
<td>CAS Track &amp; Field</td>
<td>Mr Elizabeth Murphy</td>
<td>CAS Swimming Team</td>
<td>Mrs Janet Wonders</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Mr Phillip Mugridge</td>
<td>Cricket</td>
<td>Mr Ian Moran</td>
</tr>
<tr>
<td>Fencing (Sum)</td>
<td>Ms Sabine Wieczorek</td>
<td>Diving</td>
<td>Mr Lachlan White</td>
</tr>
<tr>
<td>Fencing (Win)</td>
<td>Mr David Latimer</td>
<td>Football</td>
<td>Mr Luke Gray</td>
</tr>
<tr>
<td>Lawn Bowls (Sum)</td>
<td>Mr Guy Dennis</td>
<td>R.A.W.</td>
<td>Mr Ian Moore</td>
</tr>
<tr>
<td>Golf</td>
<td>Mr Michael Spratt</td>
<td>Rugby Union</td>
<td>Mr Michael Snowden</td>
</tr>
<tr>
<td>Lawn Bowls (Win)</td>
<td>Mr Guy Dennis</td>
<td>Summer Track &amp; Field</td>
<td>Mr Andrew Murphy</td>
</tr>
<tr>
<td>School Swimming (Sum)</td>
<td>Miss Emilia Tsaknis</td>
<td>Table Tennis</td>
<td>Mr Andreas Mickler</td>
</tr>
<tr>
<td>School Swimming (Win)</td>
<td>TBC</td>
<td>Volleyball</td>
<td>Mr Andrew Simos</td>
</tr>
<tr>
<td>Tennis</td>
<td>Mr Jeremy Dykgraaff</td>
<td>Water Polo</td>
<td>Mr Seamus Rodden</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Touch Football</td>
<td>Mr Daniel Chu</td>
</tr>
</tbody>
</table>

1. Sport at Trinity Grammar School is compulsory for all boys in both the Summer and Winter seasons. This sporting commitment will involve two mid-week training sessions and a Saturday fixture.

2. Students in Years 7 to 10 must participate in or attempt to participate in at least one team sport per year.

3. Members of a team must arrive at the field of play on Saturdays no later than thirty minutes before the game is due to begin.

4. Correct sport attire must be worn both at practice sessions and on Saturdays. Gear on Saturdays must be spotless. School uniform must be worn when travelling on public transport on Saturdays.

5. Attendance at practices is of primary importance. The coach of the team **MUST** know as soon as possible if a boy is unable to be present for Saturday sport. Permission to be absent from Saturday sport is granted by the Head of the Preparatory School, Head of the Junior School, Head of the Middle School or Head of the Senior School only. For any unexpected absence, such as illness or injury, an explanatory note and/or Doctor’s Certificate must be given to the MIC the next day the boy attends school. More details regarding this process is published under the “Absence from Sport – Middle and Senior School” section.
**Sport Options**

**Year 3 and 4 | Preparatory School and Junior School**

All boys in Year 3 will be involved in sport sessions on a Thursday. These sessions will involve skill development and House games in Basketball, Cricket, Rugby and Football. In addition to these sports all boys will participate in a Swimming programme in Term 1 and a Track and Field programme in Term 3. Year 3 will not be involved in Saturday sport in Terms 1 to 4, instead they will participate in each of the major sports on five Fridays each term. Boys will still be eligible for selection in the School team for Saturday invitations in Track and Field and Cross Country. Year 4 boys will be involved in Saturday Sport from Term 1, when they will begin either the Inter-School IPSHA or Intra-School Saturday Sport Programme.

**Years 4-6 | Preparatory School and Junior School**

<table>
<thead>
<tr>
<th>Summer</th>
<th>Winter</th>
<th>Inter-seasonal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>Football</td>
<td>Cross Country Team</td>
</tr>
<tr>
<td>Cricket</td>
<td>Lap Swimming (Prep Only)</td>
<td>Swimming Team</td>
</tr>
<tr>
<td>Oztag (Years 5&amp;6 only) (Prep Only)</td>
<td>Rugby</td>
<td>Track and Field Team</td>
</tr>
<tr>
<td>Softball (Years 5&amp;6 only)</td>
<td>Emerging Athlete Programme</td>
<td></td>
</tr>
<tr>
<td>Teeball (Year 4 only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emerging Athlete Programme</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Years 7, 8, 9 and 10**

<table>
<thead>
<tr>
<th>Summer</th>
<th>Winter</th>
<th>Inter-seasonal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>AFL</td>
<td>Track and Field</td>
</tr>
<tr>
<td>Cricket</td>
<td>Cross Country</td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td>Football</td>
<td></td>
</tr>
<tr>
<td>School Swimming Squad</td>
<td>Rugby</td>
<td></td>
</tr>
<tr>
<td>Touch Football (Years 8, 9 and 10)</td>
<td>School Swimming Squad (Years 9 and 10)</td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td>Tennis</td>
<td></td>
</tr>
<tr>
<td>Volleyball (selected Years 9 and 10)</td>
<td>Volleyball (Years 9 and 10)</td>
<td></td>
</tr>
<tr>
<td>Water Polo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Track and Field (by application)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAS Swimming (by application)</td>
<td></td>
<td></td>
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</tbody>
</table>

**Optional/Additional/Specialist:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball Refereeing</td>
<td>CAS Swimming Squad</td>
<td></td>
</tr>
<tr>
<td>CAS Swimming Squad</td>
<td>CAS Track and Field Training</td>
<td></td>
</tr>
<tr>
<td>Diving</td>
<td>Football Refereeing</td>
<td></td>
</tr>
<tr>
<td>CAS Track and Field Training</td>
<td>Rugby Refereeing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diving</td>
<td></td>
</tr>
</tbody>
</table>
### Years 11 and 12

<table>
<thead>
<tr>
<th><strong>Summer</strong></th>
<th><strong>Winter</strong></th>
<th><strong>Inter-seasonal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>AFL</td>
<td>Track and Field</td>
</tr>
<tr>
<td>Cricket</td>
<td>Cross Country</td>
<td></td>
</tr>
<tr>
<td>Fencing</td>
<td>Fencing</td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td>Football</td>
<td></td>
</tr>
<tr>
<td>Lawn Bowls</td>
<td>Lawn Bowls</td>
<td></td>
</tr>
<tr>
<td>RAW Sport</td>
<td>RAW Sport</td>
<td></td>
</tr>
<tr>
<td>School Swimming</td>
<td>School Swimming</td>
<td></td>
</tr>
<tr>
<td>Table Tennis (Year 12 Only)</td>
<td>Table Tennis (Year 12 Only)</td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td>School Swimming</td>
<td></td>
</tr>
<tr>
<td>Touch Football</td>
<td></td>
<td></td>
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<tr>
<td>Volleyball</td>
<td>Tennis</td>
<td></td>
</tr>
<tr>
<td>Water Polo</td>
<td>Volleyball</td>
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</tr>
</tbody>
</table>

**Optional /Additional/Specialist:**

- Basketball Refereeing
- CAS Swimming Squad
- CAS Track and Field Training
- Diving

**Optional /Additional/Specialist:**

- CAS Swimming Squad
- CAS Track and Field Training
- Football Refereeing
- Rugby Refereeing

Students seeking variations or special consideration are to consult with the relevant Sportsmaster.
Co-Curricular Music

**Director of Co-Curricular Music**  
Dr Michael McGregor

**Band Master**  
Mr Christopher Aschman

**Director of Preparatory School Music**  
Mrs Geraldine Campbell

**Director of Junior School Music**  
Mr Trevor Adams

**Head of Strings**  
Ms Kate Morgan

**Head of Woodwind / Convenor of the Music Academy**  
Mr William Henry

Overview Of The School’s Music Programme

The activities of Trinity’s Music Department, at Preparatory, Junior Middle and Senior School levels, are vigorous and exciting, offering a diverse range of opportunities from work in the classroom, through group and individual instrumental tuition, to co-curricular activities for larger groups.

A large number of performing groups rehearse within the Music Department each week. Some of these groups rehearse throughout the year while others meet for defined “rehearsal seasons.” The Trinity Grammar School Music Groups include:

**Band:**
- Symphonic Wind Band/Marching Band
- Big Band
- Concert Band
- Intermediate Concert Band
- Junior School Concert Band
- Preparatory Concert Band

**Orchestral:**
- Symphony Orchestra
- Trinity Sinfonietta
- Intermediate Strings
- Serenata Strings
- Vivaldi Strings
- Intermezzo Orchestra
- Preparatory Chamber Orchestra
- Beethoven Strings
- Mozart Strings
- Corelli Strings

**Choral:**
- Chapel Choir
- Camerata
- Trinity Chorale
- Junior School Choir
- Trinity Singers
- Primary School Choir

**Small Ensembles:**
- Academy Ensembles
- String Ensembles
- Brass Ensembles
- Woodwind Ensembles
- Percussion and Guitar Ensembles
- Mixed Ensembles and Jazz/Rock groups
- The Preparatory School Chamber Ensemble
Trinity Academy of Music

The Trinity Academy of Music was formed in 2007 with a view to providing enhanced musical experiences for boys who show an outstanding degree of ability as instrumentalists or choristers and in whom there is a clear, evident commitment to music. The Academy endeavours to meet the specialised musical needs of each of its students, through a programme of exposure to musical enrichment, including involvement in various music ensembles, master classes and workshops.

Auditions

Membership of all Instrumental and Choral groups is subject to an audition. These placement auditions make sure boys are in groups appropriate to their level of ability and are seated at the correct desk within the group. At the audition every boy in every group must play or sing a solo. Instrumentalists for senior groups will also be expected to attempt a sight-reading exercise.

Rehearsal Expectations

Rehearsals for all instrumental ensembles will begin as soon as possible to the times stated in the rehearsal schedule.

Often rehearsals have other staff members attending, who assist in the production of an effective rehearsal. Some staff specifically look after administration, while others are on hand to assist students who might be experiencing difficulty.

Students are expected to practice the music in between rehearsals. Students are required to take their ensemble music to their instrumental lessons and get help in their practice and preparation from their teacher.

Students are to follow normal school procedures if they are to be absent from rehearsals.

Co-Curricular Activities

Activities Master – Mr Andrew Payne

Trinity Grammar School provides a comprehensive range of Co-curricular Activities. Participation is voluntary in the Preparatory and Junior Schools and in Year 7, though it is compulsory for boys in Years 8 to 12. The School places a premium on providing opportunities for boys to develop their skills and to feel empowered to pursue a passion. Co-curricular Activities aim to develop important skills in leadership, communication, performance, creativity, decision-making, co-operation and service. By participating in Co-curricular Activities that boys value and achieve in, they are able to build their self-confidence and further enhance their connection to the School.

Most Co-Curricular Activities are held from 3:40pm to 5:00pm on Wednesday and 4.00pm to 5.00pm Friday afternoons, though some are scheduled at other times throughout the week.

Transfer between Co-curricular Activities may only occur when boys complete a transfer form through the Director of Sport and Activities’ Office during the designated transfer windows.

Preparatory School / Junior School

The opportunity exists for boys in Years 3-6 to participate in a number of co-curricular activities outside of the regular school hours. Whilst there is some variation between campuses, choices include: Tennis, Chess Club, Chess Coaching, Self Defence, Debating (Years 5 and 6 only), Cricket Coaching, Art Club, Computer Club, E.A.P., Athletics, Drama and Rugby Clinics. Details of each activity are available in the Preparatory and Junior School Handbooks at the start of every year.
Middle School

All Year 7 boys take part in the Peer Support Induction Programme through their Tutor Group, and are encouraged to participate in other Co-curricular Activities such as Chess Club, Science Investigators, Music (Auditioned Groups), Debating Society or Drama. Boys in Year 8 and Year 9 may participate in either an auditioned Music group (Choral/Band/Orchestral Programme), the School’s Cadet Unit, Debating, Community Services, Auditioned Drama, Auditioned Chess or Duke of Edinburgh Bronze, as their minimum commitment.

By application to the Activities Master, students may be admitted to a Specialist sporting group as their primary Co-curricular, based on high achievement and continued performance. They may also join additional Co-Curricular Activities.

Senior School

All Senior School boys must undertake one or more Activities listed. Year 12 boys must maintain their Activities until the end of Term 2, except for Senior Music and Debating groups who are required to continue with practices and performances up to and including Speech Night.

Army Cadet Unit (Year 8 to 12)

Officer Commanding CAPT (AAC) – Richard Bishop

The Cadet Unit is an Adventure Training and Leadership activity that is undertaken in partnership with Meriden School, where the girls attended weekly parades at Trinity. Meriden is included in this activity to help normalise the experience of working together, cooperating and collaborating towards shared goals, as is the situation in after school life. The School utilises a relationship with the Australian Army to access a variety of different military training areas for its field phases activities.

During Cadets students will learn to lead and take responsibility for each other and learn to follow and respond to the leadership of students. The activity offers a wide variety of training to cater for many interests that includes signals, survival courses and first aid courses, navigation and officer training.

In Senior years, students can take courses in Leadership Training to prepare for various positions of responsibility within the unit. Specialist platoons cater to those boys who wish to continue to serve the Unit in a non-leadership capacity but remain within the activity.

1. General

Leave Policy in the Cadet Unit. Because of the cumulative nature of the training programme, leave from an activity will only be granted if absolutely necessary. Only in exceptional cases will retrospective leave be granted. All leave requests should be accompanied by an explanatory letter from the Cadet’s parent or guardian and submitted well in advance to the Officer Commanding (OC), CAPT (AAC) Richard Bishop.

All Cadet activities including; Bivouacs, Camps, Annual Ceremonial Parade. The approving authority for leave from all of the above Cadet activities, which are not Wednesday afternoon parades, is the Head of the Senior School or the Head of the Middle School.

Unsatisfactory attendance at Wednesday Parades or absences from Field activities may result in the extension of a Cadet’s service in the Unit beyond the compulsory expectation.

2. Dress and Bearing

Cadets are reminded that the uniform they wear identifies them with the School and the Army. These organisations both have proud traditions, which it is the Cadets’ duty to uphold. Cadets should particularly note that headdress should be worn at all times while in public. Cadets are NOT to wear any shoes or boots other than Cadet boots when travelling to and from School.
<table>
<thead>
<tr>
<th>Activities 7 to 12</th>
<th>Master in Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archaeological Society</td>
<td>Mrs Jacqueline Duncan</td>
</tr>
<tr>
<td>Berea</td>
<td>Dr Chris Thanopoulos</td>
</tr>
<tr>
<td>Cartesian Society</td>
<td>Mr Phillip Mugridge</td>
</tr>
<tr>
<td>Charity and Community Group</td>
<td>Mr Simon Bootle</td>
</tr>
<tr>
<td>Chess Club</td>
<td>TBC</td>
</tr>
<tr>
<td>Cuberider</td>
<td>Ms Rachel Hughes</td>
</tr>
<tr>
<td>Debating Society (Debating, Mock Trial, Mooting and Oratory)</td>
<td>Mr Christopher Taplin</td>
</tr>
<tr>
<td>Mock Trial</td>
<td>Mr Bill Pratt (Co-ordinator)</td>
</tr>
<tr>
<td>Drama</td>
<td>Mr Brendan Duhigg</td>
</tr>
<tr>
<td>Major Productions</td>
<td></td>
</tr>
<tr>
<td>Year 8-12 Drama Club</td>
<td>Mrs Kathryn Smith-Sergi</td>
</tr>
<tr>
<td>Duke Of Edinburgh’s Award Scheme</td>
<td>Ms Christina Vanden Hengel</td>
</tr>
<tr>
<td>Ecological Awareness Group</td>
<td>Mr Joseph Vaccarella</td>
</tr>
<tr>
<td>Economics Question and Answer Association</td>
<td>Mr Ian Moore</td>
</tr>
<tr>
<td>English as an Additional Language / Dialect (EAL/D)</td>
<td>Ms Maxine Whelan</td>
</tr>
<tr>
<td>Fishing Club</td>
<td>Mr Mark Hatton-Ward</td>
</tr>
<tr>
<td>Golf</td>
<td>Mr Michael Spratt</td>
</tr>
<tr>
<td>Mathematics Club</td>
<td>Ms Hyun Mi Cho</td>
</tr>
<tr>
<td>Media Production</td>
<td>Mr John Blois</td>
</tr>
<tr>
<td>Peer Support</td>
<td>Mr Andreas Mickler</td>
</tr>
<tr>
<td>Raw Challenge</td>
<td>Mr Ian Moore</td>
</tr>
<tr>
<td>Snow Sports</td>
<td>Mr Ben Treloar</td>
</tr>
<tr>
<td><strong>Specialist Programmes</strong></td>
<td><strong>Master In Charge</strong></td>
</tr>
<tr>
<td>Basketball</td>
<td>Mr Ben Morrissey</td>
</tr>
<tr>
<td>Cricket</td>
<td>Mr Ian Moran</td>
</tr>
<tr>
<td>Rugby</td>
<td>Mr Michael Snowden</td>
</tr>
<tr>
<td>Football</td>
<td>Mr Luke Gray</td>
</tr>
<tr>
<td>Swimming</td>
<td>Mr Ben Tuxford</td>
</tr>
<tr>
<td>Track And Field</td>
<td>Mr Andrew Murphy</td>
</tr>
<tr>
<td>Water Polo</td>
<td>Mr Seamus Rodden</td>
</tr>
<tr>
<td>Sports Experience</td>
<td>Dr Rachel O’Brien</td>
</tr>
<tr>
<td>Technology and Design Club</td>
<td>TBC</td>
</tr>
<tr>
<td>Theatre Sports</td>
<td>Ms Kathryn Smith-Sergi</td>
</tr>
<tr>
<td>Trinity Science Investigators</td>
<td>Ms Nina Seeto</td>
</tr>
<tr>
<td>Visual Art (Ceramics, Digital Media, Painting, Photography, Sculpture and Drawing)</td>
<td>Mr Steve Collins</td>
</tr>
</tbody>
</table>
Community Groups

Alumni

The Trinity Grammar School Alumni comprises all students who have attended the School, past parents, academic and non-academic staff, and general supporters of the School. The aim is to increase awareness of the alumni community within the School and externally, to foster ties for the School and recognise the achievements of the alumni members. Currently there are over 8,000 Old Boys who are classified members of the Trinity Alumni. The Director of Community Relations has a role in the management of major School events and liaises with all community groups within the School including The Parents’ and Friends’ Association, Campus Auxiliaries, The OTU and the Trinity Connection.

The Old Trinitarians’ Union

The Old Trinitarians’ Union provides a way for all ex-students of Trinity to maintain contact with their School. As members of the OTU, Old Boys are able to keep in touch with their former classmates through class reunions and participation in spiritual, sporting, cultural and social activities at the School. They are kept informed with news of the School and other Old Boys through the Trinity News. Computerisation of OTU records provides a facility for members to make enquiries as to their friends’ whereabouts.

Office Bearers are:

- **President** Mr Chris Paras (Class of 1990) email: chris.paras@railplanning.com.au
- **Hon. Secretary** Mr John Williams (Class of 1997) email: jwilliams580@hotmail.com
- **Hon. Treasurer** Mr Scott Miller (Class of 1995) email: sm6777@hotmail.com
- **School Contact** Mr Richard Bishop (W) 9581 6111 email: alumni@trinity.nsw.edu.au

The Parents’ and Friends’ Association

The role of the Parents’ and Friends’ Association is:

- to provide a forum through which parents and friends of Trinity can interact positively with the School;
- to encourage a greater spirit of community and service;
- to secure additional amenities for all the boys of Trinity to enjoy and to help them achieve their full potential.

This Association was started in 1928 and has provided the School with many facilities that benefit the boys of the School. Some of the outstanding assets are Compass Court, the organ in The Roderick West School of Music, the multimedia facilities and air-conditioning in The James Wilson Hogg Assembly Hall and the bus shelter on Chapel Way.

Regular meetings are held in the Terrace Room at 7:30pm on the first Tuesday of each month during term time, but please check the Head Master’s Bulletin, Prep News and Junior School News for exact dates and topics. The Trinity Family Fiesta, held at the end of the year, is designed to build a sense of community and to provide an opportunity for fun and fellowship for parents, staff and boys from all Campuses.
Auxiliary groups of the Parents’ and Friends’ Association are the Summer Hill, Strathfield and Junior School Auxiliaries. All Auxiliaries work tirelessly in the interests of the School.

**Summer Hill Auxiliary**

The Summer Hill Auxiliary is an association of volunteer parents who meet regularly at the School during term time. Most meetings are held on the first Monday of each month at 6:30pm in the Terrace Room (or as required online), but please check the Head Master’s bulletin for exact dates, or contact the President.

The Auxiliary organises various social activities throughout the year to provide opportunities for Trinity parents to build relationships and friendships, thereby strengthening our School community. Some of these activities include the Year 12 Father and Son Breakfast, the Year 12 Mothers’ Farewell Dinner, Easter buns for the boys, the Mothers’ Day Dinner, a community team for the Mothers’ Day Classic Fun Run/Walk and the Middle School Mother and Son Dinner.

**Strathfield Auxiliary**

The Auxiliary is an organisation of willing volunteers always on the lookout for new members and new helpers. Should you wish more information or wish to become involved in any way at all, please contact Petty Heather.
Preparatory School Auxiliary Meetings – Strathfield

The dates of these meetings are listed in the Record Book and advertised in Prep News. They occur on either the first Wednesday morning of each month at 8:30am or prior to the termly Parent Information Evenings at 5:30pm. Meetings are held in the Preparatory School Library. The Strathfield Auxiliary welcomes all parents to become part of a willing team who work to strive for a better School environment for the boys. Contact Mrs Wasfieh Nwiran for more information about the Auxiliary.

Junior School Auxiliary

President
Ms Michelle Read

Vice President
Mrs Amanda Maclean

Secretary
Mrs Helen Karlos

Treasurer
Mrs Doreen Millena

Junior School Auxiliary – Summer Hill

The Junior School Auxiliary (JSA) aims to enhance and support the boys of the Junior School. Our focus has been, and will continue to be, on Community, Events and Fundraising. The JSA provides a calendar of opportunities for this to occur and for our parents to become involved. Events such as our Welcome Event – Movie Under the Stars, Mothers’ and Sons’ Breakfast, Burger and Gelato Day’s and Mother’s and Father’s Day stalls, as well as providing an opportunity for the boys to ‘give back’ by fundraising for children less fortunate than themselves.

Junior School Auxiliary Meetings

Details of meetings are published through the online school calendar and Junior School newsletter. Meetings are normally held at 9am on the first Thursday of the month (during school terms) at Café Envy in Summer Hill, with a launch event in Week 2 of Term 1.

The Trinity Connection

This is an organisation of parents of former Trinity boys who wish to keep in touch with the School. Their purpose is friendship rather than fundraising. The Connection meets once a term for afternoon tea, usually on the Summer Hill Campus. Members also go on bus outings and join in School functions which interest them. They are thoroughly informed about events in the School by means of a regular newsletter. Mothers and/or fathers of Old Boys are warmly invited to join.

President
Mrs Catherine Clarke

Vice President
Mrs Yolla Yarad

Secretary
Mrs Wendy Stead

School Contact
Mr Richard Bishop
(W) 9581 6111

Hon. Treasurer
School’s Accounts Department
Society of the Arts

Convener, Society of the Arts and Curator, Delmar Gallery – Ms Catherine Benz

The School is immensely proud of its Society, which has had a continuous existence since its foundation in 1951. It is dedicated to helping its students and staff and their families and other like-minded people in the wider community, enjoy and gain a greater appreciation of the visual arts, music and drama.

The Trinity Grammar School Art Collection

The imposing paintings which are displayed in public locations and staff offices throughout the School are part of the School Collection. This Collection consists of over four hundred artworks, which have been presented to the School by the Society. For a brochure please phone 9581 6070.

Archives

Archivist – Mrs Alison Doran

The TGS Archives exists to document and preserve the rich and varied history of the School so that it may be understood, appreciated and celebrated. The School began assembling its archives in the 1970s. The Archives serve the whole school, including the Preparatory, Junior, Middle and Senior Schools as well as associated organisations – Old Trinitarians Union, the Parents & Friends, the Summer Hill Auxiliary, Trinity Connection and many others.

Holdings include administrative records, minutes, registers, photographs, oral history, audio-visual recordings, plans and drawings. There is also a small objects collection which contains items of uniform, trophies, honour boards and memorabilia. The Archive also holds a complete set of School publications.

Donations which fit within the Acquisition Policy will be accepted. Please contact the Archivist in the first instance.

Research requests may be directed to the Archivist (archives@trinity.nsw.edu.au). Provision of personal information relating to living individuals is subject to the School’s Privacy Policy.

Visits are by appointment only through either Mrs Sue Trunk on 9581 6063 or Reception on 9581 6000.

Development

The Development function exists to further the cause of education by encouraging interest in and financial support of the School. Options to which Donors may contribute include Capital gifts to the Annual Giving Programme, Gifts paid in conjunction with School Fees or by making provision through a Bequest. The Annual Giving Programme includes: The Building Fund, TGS Scholarship Fund, Arthur Holt Library, Ti Tree Indigenous Scholarship Fund, OTU Scholarships and Alumni Scholarships.

Further details are available at www.trinity.nsw.edu.au
Trinity Grammar School Foundation

President – Mr Craig Moore

Vice President – Mr Richard Horwood

The Trinity Grammar School Foundation was launched in 1984 and is the vehicle the School uses to manage funds raised through our Development Programme. For information about the Foundation, please contact our School Bursar on 9581 6027.

Gifts can be made to the following Funds:

1. The Building Trust – Donations to this Trust are tax deductible and are used for the expansion of academic, sporting, technical and cultural facilities at the Summer Hill, Strathfield and Woollamia campuses.

2. The Education Trust – Donations to this Trust are not tax deductible and are used to generate additional revenue. The Trust seeks to provide the School with financial security, and thus relieve pressure on the School’s fee structure. The investment income will also be used for scholarships and allowances.

3. The Library Fund – Donations to this Trust, which are also tax deductible, add to our collection of books and library facilities.
# Contacts List

## School Addresses

### Senior and Middle School, Summer Hill Campus

<table>
<thead>
<tr>
<th>Address</th>
<th>119 Prospect Road, Summer Hill NSW 2130</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone</td>
<td>(02) 9581 6000 (7.30am to 5:00pm)</td>
</tr>
<tr>
<td>Facsimile</td>
<td>(02) 9799 9449</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>PO Box 174, Summer Hill NSW 2130</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:dxuereb@trinity.nsw.edu.au">dxuereb@trinity.nsw.edu.au</a></td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.trinity.nsw.edu.au">www.trinity.nsw.edu.au</a></td>
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</table>

### Junior School, Summer Hill Campus

<table>
<thead>
<tr>
<th>Address</th>
<th>119 Prospect Road, Summer Hill NSW 2130</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone</td>
<td>(02) 9581 6144 (8:00am to 4:00pm)</td>
</tr>
<tr>
<td>Facsimile</td>
<td>(02) 9581 6166</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>PO Box 174, Summer Hill NSW 2130</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:rbandaranayake@trinity.nsw.edu.au">rbandaranayake@trinity.nsw.edu.au</a></td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.trinity.nsw.edu.au">www.trinity.nsw.edu.au</a></td>
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</table>

### Preparatory School, Strathfield Campus

<table>
<thead>
<tr>
<th>Address</th>
<th>115-125 The Boulevarde, Strathfield NSW 2135</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone</td>
<td>(02) 8732 4600 (8:00am to 4:00pm)</td>
</tr>
<tr>
<td>Facsimile</td>
<td>(02) 9742 5419</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>PO Box 174, Summer Hill NSW 2130</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:tcarimichael@trinity.nsw.edu.au">tcarimichael@trinity.nsw.edu.au</a></td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.trinity.nsw.edu.au">www.trinity.nsw.edu.au</a></td>
</tr>
</tbody>
</table>

### Field Studies Centre, Woollamia Campus

<table>
<thead>
<tr>
<th>Telephone</th>
<th>(02) 9581 6087</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailing Address</td>
<td>335 Woollamia Road, Woollamia NSW 2540</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:woollamia@trinity.nsw.edu.au">woollamia@trinity.nsw.edu.au</a></td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.trinity.nsw.edu.au">www.trinity.nsw.edu.au</a></td>
</tr>
</tbody>
</table>
Middle and Senior School – Who to Contact

1. Your son is late home: Special Duties Master or Reception.

2. Choice of subject: Housemaster, then the Director of Curriculum.

3. Change of subject or change in academic programme: Director of Curriculum.

4. Senior School - academic and pastoral matters: Housemaster, then the Head of the Senior School.

5. Middle School - academic and pastoral matters: Housemaster, then the Head of the Middle School.

6. Applications for leave from School: All applications for leave, extended leave, and leave from sport or co-curricular commitments, contact the Head of the Middle School or the Head of the Senior School

7. Sport: Master in Charge, then the Sportsmaster.

8. Co-Curricular activities: Master in Charge, then the Activities Master.


10. Travel Concession Forms: Student Services.


12. Lost Property: Student Services.


14. Careers: Careers and Student Pathways Adviser.

15. Timetable: Director of Curriculum.
<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Telephone Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer Hill Campus</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absentees (24 hours)</td>
<td></td>
<td>9581 6000</td>
</tr>
<tr>
<td>Absentee Email</td>
<td></td>
<td>9581 6033</td>
</tr>
<tr>
<td>Activities Master</td>
<td>Mr Andrew Payne</td>
<td>9581 6055</td>
</tr>
<tr>
<td>Head of Community Engagement</td>
<td>Mr Kell Daniels</td>
<td>9581 6094</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Mobile) 0404 474 811</td>
</tr>
<tr>
<td>Bursar</td>
<td>Mr Campbell Dungan</td>
<td>9581 6027</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Mobile) 0415 619 328</td>
</tr>
<tr>
<td>Cafeteria</td>
<td></td>
<td>9581 6069</td>
</tr>
<tr>
<td>Chaplain</td>
<td>Reverend Gregory Webster</td>
<td>9581 6093</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Mobile) 0407 887 873</td>
</tr>
<tr>
<td>Academic Dean</td>
<td>Mrs Deborah Williams</td>
<td>9581 6057</td>
</tr>
<tr>
<td>Deputy Head Master - Policy and Strategy</td>
<td>Mr Craig Sandwell</td>
<td>9581 6119</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Mobile) 0408 967 274</td>
</tr>
<tr>
<td>Deputy Head Master - Summer Hill</td>
<td>Mr Bradley Barr</td>
<td>9581 6119</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Mobile) 0414 759 129</td>
</tr>
<tr>
<td>Deputy Head of the Senior School</td>
<td>Mr Andrew Yarad</td>
<td>9581 6005</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Mobile) 0420 988 491</td>
</tr>
<tr>
<td>Deputy Head of the Middle School</td>
<td>Mr David Galluzzo</td>
<td>9581 6159</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Mobile) 0410 310 119</td>
</tr>
<tr>
<td>Director of Curriculum</td>
<td>Mr Andrew Scott</td>
<td>9581 6120</td>
</tr>
<tr>
<td>Director of Campus Administration</td>
<td>Mr Bradley Wirth</td>
<td>9581 6118</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Mobile) 0420 920 211</td>
</tr>
<tr>
<td>Director of Co-curricular Activities</td>
<td>Mr Lachlan White</td>
<td>9581 6079</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Mobile) 0416 052 302</td>
</tr>
<tr>
<td>Enrolments Officer</td>
<td>Mrs Georgina Gunner</td>
<td>9581 6029</td>
</tr>
<tr>
<td>Director of TESS - Academic Support Services</td>
<td>Ms Renee Culgan</td>
<td>9581 6180</td>
</tr>
<tr>
<td>Director of TESS - Psychological Services</td>
<td>Mr Timothy Smith</td>
<td>9581 6035</td>
</tr>
<tr>
<td>Health Centre – Registered Nurse</td>
<td>Mrs Tessa Mansfield</td>
<td>9581 6023</td>
</tr>
<tr>
<td>Head of Human Resources</td>
<td>Mrs Belinda Reid</td>
<td>9581 6104</td>
</tr>
<tr>
<td>Officer Commanding - Cadets</td>
<td>Mr Richard Bishop</td>
<td>9581 6111</td>
</tr>
<tr>
<td>Head of the Middle School</td>
<td>Mr John Allen</td>
<td>9581 6051</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Mobile) 0404 464 410</td>
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<tr>
<td>Position</td>
<td>Name</td>
<td>Phone</td>
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<tr>
<td>Head of the Senior School</td>
<td>Dr Heath De Lany</td>
<td>9581 6143</td>
</tr>
<tr>
<td>Director of Music</td>
<td>Mr Phil Pratt</td>
<td>9581 6134</td>
</tr>
<tr>
<td>Director of Marketing and Communications</td>
<td>Mrs Philippa Lowe</td>
<td>9581 6163</td>
</tr>
<tr>
<td>Director of International Baccalaureate Diploma Programme (Acting)</td>
<td>Mr Andrew Scott</td>
<td>9581 6062</td>
</tr>
<tr>
<td>Director of Enrolments (7-12)</td>
<td>Mr James Leckie</td>
<td>9581 6141</td>
</tr>
<tr>
<td>School Uniform Shop</td>
<td></td>
<td>9581 6048</td>
</tr>
<tr>
<td>Head of Operations - Summer Hill</td>
<td>Mr Stephen Heanly</td>
<td>9581 6065</td>
</tr>
<tr>
<td>Society of the Arts</td>
<td>Ms Catherine Benz</td>
<td>9581 6070</td>
</tr>
<tr>
<td>Special Duties Master</td>
<td>Mr Peter Brooke</td>
<td>9581 6000</td>
</tr>
<tr>
<td>Sportsmaster</td>
<td>Mr Mitchell Kearsley</td>
<td>9581 6153</td>
</tr>
<tr>
<td>Wet Weather Number</td>
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<td>1300 788 477</td>
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## Junior School Telephone Numbers

<table>
<thead>
<tr>
<th>Role/Department</th>
<th>Name</th>
<th>Telephone Number</th>
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<tbody>
<tr>
<td>Absentees</td>
<td></td>
<td>9581 6144</td>
</tr>
<tr>
<td>Absentee Email</td>
<td></td>
<td><a href="mailto:jsabsentee@trinity.nsw.edu.au">jsabsentee@trinity.nsw.edu.au</a></td>
</tr>
<tr>
<td>Before and After School Care (OSH Club)</td>
<td></td>
<td>0448 003 011 / 02 8355 5300</td>
</tr>
<tr>
<td>Deputy Head of the Junior School</td>
<td>Mr Craig Hassall</td>
<td>9581 6190</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(m) 0414 755 031</td>
</tr>
<tr>
<td>Director of Primary Curriculum/PYP Co-ordinator</td>
<td>Mrs Merilyn Ormes</td>
<td>9581 6177</td>
</tr>
<tr>
<td>Assistant Chaplain</td>
<td>Reverend Paul Brigden</td>
<td>9581 6179</td>
</tr>
<tr>
<td>Enrolment Enquiries</td>
<td></td>
<td>9581 6001</td>
</tr>
<tr>
<td>Health Centre – Registered Nurse</td>
<td>Mrs Tessa Mansfield</td>
<td>9581 6023</td>
</tr>
<tr>
<td></td>
<td>(Senior Nurse)</td>
<td></td>
</tr>
<tr>
<td>Infants Pastoral and Teaching and Learning Leader</td>
<td>Miss Chloe Martin</td>
<td>9581 6276</td>
</tr>
<tr>
<td>Head of the Junior School</td>
<td>Mr Mark Dunn</td>
<td>9581 6144</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(m) 0433 034 704</td>
</tr>
<tr>
<td>Head of the Junior School's Executive Assistant</td>
<td>Mrs Rina Bandaranayake</td>
<td>9581 6080</td>
</tr>
<tr>
<td>Enquiries – after 4:00pm</td>
<td></td>
<td>9581 6000</td>
</tr>
<tr>
<td>Director of Enrolments (P-6)</td>
<td>Mr Simon Kelly</td>
<td>8732 4667</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(m) 0420 923 807</td>
</tr>
<tr>
<td>School Office (8:00am to 4:00pm)</td>
<td></td>
<td>9581 6144</td>
</tr>
<tr>
<td>School Uniform Shop</td>
<td></td>
<td>9581 6048</td>
</tr>
<tr>
<td>Sportsmaster</td>
<td>Mr Chris Robinson</td>
<td>9581 6136</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(m) 0438 980 602</td>
</tr>
<tr>
<td>Wet Weather Sport (after 7:00am)</td>
<td></td>
<td>1300 788 477</td>
</tr>
</tbody>
</table>
**Junior School Class Groupings**

For 2021, there will be one class for Kindergarten - Year 2. There will be two parallel classes for Years 3 to 4. In Years 5 and 6 there will be three parallel classes. The classes are all under the direction of a trained and experienced teacher. Boys also enjoy class group lessons in Personal Development/Health/and Physical Education, Music, Art, Mandarin, Library, STEAM/Drama, Environmental/Sustainability Learning, and Christian Studies conducted by specialist teachers each week.

The Junior School boys attend a Chapel service, and an Assembly each week.

**Junior School Hours**

<table>
<thead>
<tr>
<th>Year</th>
<th>School Hours</th>
<th>Morning Tea</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten - Year 1</td>
<td>8.45am – 3.00pm</td>
<td>11:00am – 11:25am</td>
<td>12:30pm – 1:10pm</td>
</tr>
<tr>
<td>Year 2</td>
<td>8:30am – 3:00pm</td>
<td>11:00am – 11:25am</td>
<td>12:30pm – 1:10pm</td>
</tr>
<tr>
<td>Years 3-6</td>
<td>8:30am – 3:15pm</td>
<td>11:00am – 11:25am</td>
<td>12:30pm – 1:10pm</td>
</tr>
</tbody>
</table>

**Parents should note the following School rule**

Any boy remaining after school must be registered and booked into OSH Club (unless he is attending a scheduled rehearsal or activity).
## Preparatory School Telephone Numbers

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absentees</td>
<td></td>
<td>8732 4658</td>
</tr>
<tr>
<td>Absentee Email</td>
<td></td>
<td><a href="mailto:prepabsentee@trinity.nsw.edu.au">prepabsentee@trinity.nsw.edu.au</a></td>
</tr>
<tr>
<td>After School Care (Osh Club)</td>
<td></td>
<td>1800 460 870 / 8732 4647</td>
</tr>
<tr>
<td>Canteen Supervisor</td>
<td>Mrs Mary Saba</td>
<td>8732 4654</td>
</tr>
<tr>
<td>Clothing Pool Convenor</td>
<td>Mrs Jennifer Nguyen</td>
<td>8732 4600</td>
</tr>
<tr>
<td>Cubs &amp; Scouts – Mr Frank Canturi</td>
<td></td>
<td>0418 283 891</td>
</tr>
<tr>
<td>Deputy Head of the Preparatory School</td>
<td>Mr Richard Lever</td>
<td>8732 4641</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(m) 0420 988 102</td>
</tr>
<tr>
<td>Director of Primary Curriculum/PYP Coordinator</td>
<td>Ms Kirsti Hitz-Morton</td>
<td>8732 4640</td>
</tr>
<tr>
<td>Enrolment Enquiries</td>
<td></td>
<td>8732 4697</td>
</tr>
<tr>
<td>Facsimile</td>
<td></td>
<td>(02) 9742 5419</td>
</tr>
<tr>
<td>Health Centre – Registered Nurses</td>
<td>Ms Tessa Mansfield</td>
<td>8732 4602</td>
</tr>
<tr>
<td></td>
<td>Mrs Kyllie Balazs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mrs Misty Roussel</td>
<td></td>
</tr>
<tr>
<td>Head of the Preparatory School</td>
<td>Mr Christopher Wyatt</td>
<td>8732 4650</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(m) 0408 481 058</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(After Hours/Mobile)</td>
</tr>
<tr>
<td>Head of the Preparatory School's Secretary</td>
<td>Mrs Theresa Carmichael</td>
<td>8732 4650</td>
</tr>
<tr>
<td>Director of Enrolments (P-6)</td>
<td>Mr Simon Kelly</td>
<td>8732 4664</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(m) 0420 923 807</td>
</tr>
<tr>
<td>School Uniform Shop at Summer Hill</td>
<td></td>
<td>9581 6048</td>
</tr>
<tr>
<td>Sportsmaster</td>
<td>Mr James Bremner</td>
<td>8732 4620</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(m) 0414 747 396</td>
</tr>
<tr>
<td>Strathfield Campus Pre-Kindergarten to Year 6</td>
<td></td>
<td>8732 4600</td>
</tr>
<tr>
<td>Wet Weather Number</td>
<td></td>
<td>1300 788 477</td>
</tr>
</tbody>
</table>
Other Information Prep School

Prep School Class Groupings

The Pre-Kindergarten classes cater for the younger boys in the pre-school age group.

Kindergarten classes are organised into three parallel groups. This is the first year of formal education.

Years 1 to 4 will be divided into 3 classes in each year level. These classes will be parallel with each class under the direction of a trained and experienced teacher. Boys in these Years also enjoy group lessons in Physical Education, Music, Library, Art, Mandarin, STEAM and Christian Studies, conducted by specialist teachers each week.

Year 5 to 6 follows a similar pattern although the students are grouped more flexibly and fluidly across the grade for home class learning experiences.

Prep School Hours

<table>
<thead>
<tr>
<th>Year</th>
<th>School Hours</th>
<th>Recess</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten</td>
<td>9:00am – 2.45pm</td>
<td>10:30 – 11:00am</td>
<td>12:30 – 1:30pm</td>
</tr>
<tr>
<td>Kindergarten to Year 2</td>
<td>8:30am – 3.00pm</td>
<td>10:55 – 11:30am</td>
<td>1:30 - 2:00pm</td>
</tr>
<tr>
<td>Years 3 to 6</td>
<td>8:30am – 3.15pm</td>
<td>10:55 – 11:30am</td>
<td>1:30 - 2:00pm</td>
</tr>
</tbody>
</table>

Out-of-Hours Care Programme (OSH Club) – Preparatory School and Junior School

The Preparatory and Junior Schools provide a Before and After School Care Programme which is owned and managed by OSHClub five days a week for boys in Pre-Kindergarten – Year 6. Before School Care runs between 7.00am and 8.45am for PK and from 7:00am – 8:15am for Kindergarten to Year 6 at the Preparatory School, and between 7:00am and 9:00am at the Junior School. The After School Care programme runs 5 afternoons a week for boys in Pre-Kindergarten – Year 6 until 6.00pm.

The programme is based in a designated center. After School Care will begin with a time of afternoon tea followed by homework and supervised activities. Activities offered vary from term to term and include such things as sport, games and craft.

For more details regarding this programme including costs and how to book, please refer to the Trinity Grammar School Community website.
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