



TRINITY GRAMMAR SCHOOL

2017

HANDBOOK



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2017

HANDBOOK

SUMMER HILL | STRATHFIELD | WOOLLAMIA

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FOREWORD

This Handbook, the forty-first 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.) and of the Head Masters' Conference (U.K.)

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 imposing property 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, for day and boarding students, (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 Boulevard. The Field Studies Centre is located on Woollamia Road, Woollamia on the NSW South Coast.

Day boys are received from the age of four years (Pre-K) and Boarders from the age of 12 (Year 7).

OUR SCHOOL MISSION

Trinity Grammar School aims to provide a thoroughly Christian education for its boys, imparting knowledge and understanding of the world we live in, and recognising the importance of spiritual qualities in every sphere of learning and living.

The School actively encourages its students to grow in wisdom and stature and in favour with God and man, in order that they may become responsible, contributing members of society.

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.

OUR SCHOOL VALUES AND PRINCIPLES

The guiding educational philosophy of our School, from its inception, has been reflective of a Christian Anglican church School located in the evangelical diocese of Sydney. Some 90 years on, these descriptors of 'church school,' 'Anglican' or indeed 'Christian' are no longer readily understood or accepted.

Likewise, a comparison of the ethnic and religious backgrounds of Trinity families then and now would reveal significant differences.

Notwithstanding these changes, the educational principles of the School have remained constant. As expressed in this Handbook, we strive to promote the Spiritual, Academic, Social, Physical and Cultural development of our boys, based on a biblical understanding of the Christian faith.

Our School accepts the Christian view that God exists, that He created man in His own image and that man fell from grace. The acknowledgement that as a consequence of this, certain things are 'right' and certain things are 'wrong' and that we by nature choose the 'wrong' rather than the 'right' may not be fashionable or acceptable in the postmodernist world, yet it is biblical truth and the Faith position of our School. So, too, is the acceptance of God as loving Father and Creator, in Jesus Christ as Lord and Saviour and in the Holy Spirit as Strengthener and Guide.

Consequently, at Trinity we are not only charged with the responsibility of teaching 'the facts' as such, but also we are committed to teaching Beliefs and Values, in keeping with our heritage as an Evangelical Anglican Christian School.

In informing and transmitting our heritage, including the belief system and values of the Christian life, we are not ignorant nor disparaging of competing belief systems in our multicultural community.

Evangelism is not proselytising. To evangelise is to declare, on the Authority of God, what He has done to save sinners, to warn mankind of its lost condition and to direct men and women to repent and to believe in the Lord Jesus Christ and seek to live their lives accordingly. Evangelism is simply declaring the Gospel to the world. We who have received the Gospel are to pass on this Good News, for this is God's means of bringing mankind to salvation and restoring His relationship with us.

To achieve this we must be committed to developing in our boys a capacity to evaluate the conflicting views and values they encounter in today's pluralist society:

- > Developing skills of reasoning
- > Logically, carefully evaluating evidence
- > Clarifying and justifying values and negotiating value agreements with others.

All of these skills are part and parcel of this challenge, as is the importance of the personal example we set before our boys.

Professor Brian Hill speaks of the challenge we have as teachers to steer a course between saying everyone's values are different and there is no prospect of identifying any absolute values, and on the other hand, claiming to know, beyond dispute, which values are absolutely true to reality. The Scriptures reflect this balance as we see Paul's persuasive evidence of God's existence in Romans balanced with the writer of Hebrews, reflecting that, for now, we live by faith.

This is indeed an awesome challenge and responsibility to which the School is committed.

Milton Cujes
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.

Aim 1 **To impart a thorough knowledge of the Bible.**

Objectives

- 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.
- 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.

Aim 2 **To encourage boys to serve God and Mankind.**

Objectives

- 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).
- b. To foster trust and loyalty through staff example and through delegation of responsibility to the boys as well as the staff.
- c. To develop self-discipline within a framework of realistic and consistent School discipline.
- d. To foster family and School worship and community involvement.

Aim 3 **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 Strengtheners and Guide.**

Objectives

- a. To provide a Pastoral network of individual masters, class teachers (Prep), Housemaster (Senior School), School Counsellor and Chaplains.
- 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.

Aim 4 **To encourage involvement in the church.**

Objectives

- a. To establish or support contacts between the boys and their local parish church.
- b. To provide a chaplaincy which supplements and supports the local parish ministry.

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.

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

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.

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

As part of the Practice of Teaching at Trinity (POTT) the School uses the Learner Profile and its characteristics as its *lingua franca* in relation to educational programmes from Pre-K through to Year 12. By doing so, it is hoped there will be a continuity throughout the School, which will apply to all boys, whether or not they are directly engaging with the International Baccalaureate programmes. This will facilitate 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.

MEMBERS OF THE SCHOOL COUNCIL

President

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

Chairman

Mr Richard **Pegg**

Honorary Treasurer

Mr Richard **Moffitt**

Members of the Council

Mr Peter **Bakunowicz**
Mr Matthew **Bradfield**
The Reverend Christopher **Braga**
Dr Robert **Claxton**
Dr Peter **Collins**
Dr Andrew **Connolly**
Mr Martin **Cook**
The Reverend Dane **Courtney**
The Reverend Andrew **Katay**
The Reverend Alan **Lukabyo**
The Reverend Justin **Moffatt**
Mr Craig **Moore**
Mrs Wendy **Mugridge**
The Reverend Trevor **Oakley**

Members of the Executive Committee of the School Council

Dr Peter **Collins** (Chairman)
Mr Richard **Moffitt** (Treasurer)
Mr Martin **Cook**
The Reverend Dane **Courtney**
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:

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.

Building and Grounds Committee

Oversees the plant and buildings and the annual maintenance programme.

Education Committee

Investigates matters of educational policy referred to it by the Council.

Executive Committee

Conducts the business of the Council between meetings and generally oversees the payment of authorised expenditure.

Finance Committee

Supervises the preparation of the annual budget and ten-year planning documents, investigates the financial feasibility of aspects of the Master Plan and all Council projects.

Industrial & WH&S Committee

Informs the Council on policy considerations which arise in industrial matters.

Others are formed and meet on an *ad hoc* basis as necessary.

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.

STAFFING

HEAD MASTER

Mr G. Milton	Cujes , B.Ec.(Hons) (Syd), Dip.Ed.(UNE), M.A. (Syd), Dip.School Admin. (Armidale CAE), M.Ed. (Melb), F.A.C.E., M.A.C.E.L., F.A.I.M., H.F.T.G.N.	1996/3 (1972-79)
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HEAD MASTER'S EXECUTIVE

Deputy Head Master and Director of Boarding

Mr Peter	Green , B.Sc. (Syd.), T. Cert., M.A.C.E., F.T.G.N.	1989
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Bursar

Mr Campbell	Dungan , C.P.A., B.Comm. (UNSW)	1988
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Senior Master

Mr Craig	Sandwell , B.A. (Syd), Dip.Ed. (Syd.CAE), M.Ed.Admin. (UNSW), M.A.C.E.L.	1990
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Master of the Preparatory School

Mr Christopher	Wyatt , B.Teach. (ACU), B.Ed. (NICE), M.Ed. (CSU)	2015
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Master of the Senior School

Dr Heath	De Lany , B. Soc. Sc (ACU), Grad. Dip. Ed. (Monash), M.Ed, Psych. (Melb), Ed.D. (UNE), M.A.C.E.L.	2014
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Master of the Middle School

Mr Bradley	Barr , B.Ed. (Syd), Dip.Teach. (Syd), M.A.C.E.	1986
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Master 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
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Academic Dean

Mr Jason	Cheers , B.Ed. (Hons) (H.M.E.) (Syd), M.Ed. (Educational Management & Leadership) (Syd), M.A.C.E., M.A.C.E.L., M.T.G.N.	1995/2
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Director of Creative Arts and Assistant to the Head Master

Mr Kell	Daniels , B.Ed. (Syd. CAE), M.Ed. Admin., (UNSW), F.A.C.E., M.A.C.E.L.	1997
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Director of Professional Learning and Accreditation

Mr Thomas	Mae , B.Ec., (Syd), M.A. (Macq. Uni.), Dip.Ed. (STC), L.L.B. (UNSW). F.A.C.E., F.T.G.N.	2004
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Director of Sport and Co-Curricular

Mr John	Allen , B.A. Grad. Dip.Ed. (UTS), M.Sc. (Oxon)	2004/4
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SENIOR STAFF | SUMMER HILL CAMPUS

Chaplain

The Reverend Gregory	Webster , B.App. Sc. (C.C.H.S.), B.Th. (Hons) (Moore College), Dip. Min. Dip. Arts (Theol)	1997
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Director of Community Relations

Mr Stephen **Heanly**, B.Ed. (UON) 1993

Assistant Director of Community Relations

Mr Richard **Bishop**, B. Com. B.A. (UNSW), Dip.Ed. (Syd), Th.Dip. (ACT). 2000

Registrar (Secondary)

Mr James **Leckie**, B.Ed. (Syd) 1997

Director of Campus Administration

Mr Bradley **Wirth**, B.Ed. (Science) (Syd) 2000

Deputy Master of the Senior School

Mr Andrew **Yarad**, B.Ed. (Secondary Mathematics) (ACU) 2001/4

Deputy Master of the Middle School

Mr David **Galluzzo**, B.Sc. (Syd), Grad.Dip.Ed. (CTC), Grad.Dip. Arts (Religious Ed.) (ACU) 1999

Sportsmaster

Mr Hugo **Engele**, B.Ed. (Secondary) (HMH) (Syd), M.Ed. (Leadership) (UNSW) 2014

Activities Master

Mr Lachlan **White**, B.Ed. (TAS) (Syd) 2003 (98-99, 01)

Director of TESS

Ms Fabienne **Arora**, B.A. (Syd), MH.Sc.(Behavioural Sc.) (Syd). MAPS 2005/4

Head of Counselling Services

Mr Timothy **Smith**, B.A.Psyc./Soc.(Canterbury, NZ), Post.Grad. Dip.Psyc. (UOW), Post.Grad.Dip,Social Hlth.(Macq), M.M.H.(Child & Adolescent) (NSW Inst. Of Psychiatry). MAPS 2009

Boarding Housemaster of School House

Mr Rodney **Fitch**, B.Sc. (Physics) (UNSW), Grad. Dip. Ed. (Syd) 2004/2

Director of Curriculum

Mr Andrew **Scott**, B.Ec. (Syd), Dip.Ed. (UNE), Dip.A. (Syd), M.Ed. Curriculum and Administration (Deakin) 2006/4

Director of International Baccalaureate

Mr Christopher **Barnes**, B.A. (Macq), Dip. Ed. (Macq) Term 4 2007/2

Director of Music

Mr Philip **Pratt**, A.L.C.M.(Lond.), Cert. Ed.(Exeter), M.Ed. (C.N.A.A.), M.A.C.E. 1998/2

Director of Library Services

Ms Stefanie **Gaspari**, B.Com (UOW), Grad.Dip.Ed. (ACU) 2014/2

Director of Vocational Education and RTO Manager (Careers Education)

Dr Frederick **Osman**, B.Sc.Hons. (UWS), Grad.Dip.Ed. (Wesley), Ph.D. (UWS), F.A.C.E., F.T.G.N., F.R.S.N., M.A.I.P., M.R.S.N., S.S.A.I., JP 2006

Human Resource Manager

Mrs Belinda **Reid**, M. HR M. (CSU), B. Bus. (Griffith), Dip. Frontline Mgmt (Monash), C.A.H.R.I., JP 2013/3

Director of Design & Publications

Mrs Nicola **Smith**, B.Sc. (Architecture) (Syd), M.Design (UTS) 2006

Accountant

Mrs Rebecca **Corias**, B. Bus. (UTS). 2008/2

Campus Logistics Co-ordinator

Mr Simon **Bootle**, B.A. (Macq), Dip.Ed. (UNE) 1995

Curator of the Delmar Gallery and Convener of the Society of the Arts

Ms Catherine **Benz**, B.Art.Th. (UNSW) 2010/2

SENIOR SUBJECT MASTERS

Christian Studies

The Reverend
Gregory **Webster**, B.App. Sc. (C.C.H.S.), B.Th. (Hons) (Moore College),
Dip. Min. Dip. Arts (Theol.) 1997

Drama

Mr Brendan **Duhigg**, B.A., (Syd), B.A. (Film and Television) (Aust. Film,
Television and Radio School), Dip. Ed. (Mitchell CAE) 1998

Economics

Mr Ian **Moore**, B. Com. (UNSW), Dip.Ed. (Syd), F.A.C.E 1978

Dean of English

Ms Alison **Boyd-Boland**, B.A. (Hons) (Syd), Grad. Dip. Ed. (ACU) Grad.
Dip. R.E. (ACU) M.Ed. (Student Wellbeing) (ACU). 2014/4

English (IB)

Ms Tania **Mason**, B.A. (Syd), M.A. (Syd), Dip.Ed. (Syd) 2005/3

Dean of HSIE

Mr David **Van Tol**, B.A Arts (Syd), Grad Dip Edu. (UNSW) 2015/2

Languages

Mr Ashley **Lucas**, B.A. (Hons.) (Syd), Dip.Ed. (Syd. CAE) 1984

Dean of Mathematics

Mr Edward **Habkoug**, B.Sc. (Macq), Grad. Dip. Ed. (UNE), M.Ed. (UNE).
M.T.G.N., M.A.C.E. 2011

Mathematics and Director of Data Analytics

Mr Mark **Mikulandra**, B.Ed. Advanced Cert. 2014/3

Director of Music

Mr Philip **Pratt**, A.L.C.M.(Lond.), Cert. Ed.(Exeter), M.Ed. (C.N.A.A.),
M.A.C.E. 1998/2

Personal Development, Health and Physical Education

Mr Andrew **Simos**, B.Ed. (ACU), BPE (ACU) 2003

Dean of Science

Dr Timothy **Barden**, B.Sc. (Hons) (UNSW), Ph.D. (UWS), C.Chem., Grad. Dip.Ed. (UNE), M.R.A.C.I., M.A.C.E. 2001

Science

Mrs Maryellen **Ottaway**, B.Sc. (Hons) (UNSW), M.Appl.Sc. (UNSW), Grad. Dip. Ed. (Macq) 2001

Dean of Technological and Applied Studies

Mr Michael **Leadbeater**, B.Ed. (STC), M.Ed. (Syd) F.I.I.A. 2003/3

Head of Vocational Education and Training (VET) and Technological and Applied Studies (TAS)

Ms Jennifer **Nixon**, Dip. Ed. (Syd), M.Ed (Computers in Ed.)(Syd), Grad Dip. Appl.Sci. (CSU), Grad. Cert. ICT Ed.(CSU) 2011/2

Visual Arts and Design and Photo Media

Mr Stephen **Collins**, B.Art.Ed. (City Art Inst.), M.Art.Ed. (UNSW), M.Ed. (Syd). M.T.G.N. 1987

MASTER TEACHERS

Master Teacher - Academic

Mrs Heather **Bootle**, B. Ed. (Newcastle CAE), M.Ed. (UWS) 1992

Mr Anthony **Bosco**, B.A (Syd) M. Teach (Syd) 2016/4

Mrs Carol **Geddes**, B.Sc. (Syd) Grad. Dip.Ed. (Syd). 1999

Mr Brian **Lyle**, B.A. (Hons) (Ulster), Dip.Ed. (Ulster), M.A. (Macq), M.Ed. (Syd). 2001 (1994-96)

Mr James **St Julian**, B.A. (Hons) (Syd), M.Teach. (Syd) 2014/4 (2003/4-2013)

Mr Justin **McGrath** B.A. (UNSW), Dip. Ed. (Syd) 1995

Master Teacher - Professional Accreditation

Mr Arch **Humphries**, B.Ed. (CCES), Cert.Rel.Ed. (CTC), Dip.Bib.Studies (Moore College), M.Ed. (ACU), M.A.(Theology) (ACU), M.R.E. (ACU). H.F.T.G.N. 1999/3

SENIOR STAFF | JUNIOR SCHOOL | SUMMER HILL CAMPUS

Deputy Master of the Junior School/ Stage 3 Pastoral Leader

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

Director of Primary Curriculum (PYP Co-ordinator)

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

Registrar (Primary)

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

Stage Co-ordinator - Pastoral & Teaching and Learning Leader Infants		
Mrs Jenny Tredinnick , B.Ed. (Primary) (UC)		2009
Stage 2 Teaching and Learning Leader		
Ms Jacqueline Kelly , B.Ed. (Hons) (UOW)		2015
Stage 3 Teaching and Learning Leader		
Mr Jonathan Borger , B.A. Comm. (UTS), M.Teach. (Primary) (Syd)		2013
Sportsmaster		
Mr Christopher Robinson , B.A. (Syd), Dip.Ed. (Syd) M.Ed. (Eng) (UNE).		2000
Assistant Chaplain/Primary Coordinator (Stage 2)		
Mr 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

SENIOR STAFF | PREPARATORY SCHOOL | STRATHFIELD CAMPUS

Deputy Master of the Preparatory School		
Mrs Anni Sandwell , B.Ed. (Hons) (Durham), COGE (UNSW), M.Ed. (UNSW), Grad. Cert. Ed. Leadership (UNSW), M.A.C.E.L.		2004
Director of Primary Curriculum (PYP Co-ordinator)		
Mr Richard Lever , B.Ed. (Primary) (QUT), M.Ed Information and Communication Technology. (UNE)		2005
Director of Early Learning		
Ms Kirsti Hitz-Morton , Dip Edu Mitchell College; BA Edu Charles Sturt Uni.		
Registrar (Primary)		
Mr Simon Kelly , B.Ed. (UNSW)		1998
Stage 1 Teaching and Learning Leader and Pastoral Leader		
Mrs Fiona Evans , PCGE (Primary) (Exeter), PG Cert in Ed & Training Management (Portsmouth)		2015
Stage 2 Teaching and Learning Leader		
Mrs Sally Bailey , B.Ed. (Melb), Dip. Ed. (Melb)		2015
Stage 2 Pastoral Leader		
Ms Michelle Sommerfield , B.Ed. (Primary) (Syd)		2005/3
Stage 3 Teaching and Learning Leader		
Ms Kathryn Lonze , B.Ed., Dip. Teach (USA), Dip Ed. (MIHE)		2016
Stage 3 Pastoral Leader		
Mr Trevor O'Neill , B.Teach. (UWS), B.Arts (UWS)		2010
Director of Preparatory School Music		
Mrs Geraldine Campbell , M.Ed. Leadership (ACU), B.Ed. (QUT), Grad. Cert. R.E. (ACU), Grad. Dip. Teach (BCAE), Dip. Mus. (GU), MACE, MACEL		1987

Sportsmaster

Mr James **Bremner**, B.Ed. (Syd), Dip. Business (Marketing) 2015

Assistant Chaplain

Mr Stuart **Smith** 2006

SENIOR STAFF | FIELD STUDIES CENTRE

Dean of Field and Environmental Studies

Mr John **Barclay**, B.Sc (Hons) (UNSW), M.Sc.(UNSW), M.Ed. (UNSW) 2011/2

ACADEMIC STAFF | MIDDLE AND SENIOR SCHOOLS | SUMMER HILL

The Reverend

Trevor **Ackman**, B.Com. (UNSW), LLB (UNSW), B.Th., (Moore College), 2004/3
Dip. Min. (MTC), M.Ed. (UWS), Grad. Dip. Ed. (UNE)

Mr Christopher **Aschman**, B.Mus. (Perf) (ANU), Grad. Dip.Ed. (CSU) 2005

Mr Peter **Bamford**, B.Ed. (Fine Arts) (UNE), Dip.Teach. (Kuring-Gai CAE), 2011/2
M.Ed. (Fine Arts) (UNSW)

Ms Phyllis **Bookluck**, B.A. (Syd), Dip.Ed. (Syd) 2000

Mrs Heidi **Broadbent**, B.Sc. (Syd), Dip.Ed. (Mathematics) (Macq) 2007/3

Mr William **Campbell**, B.Health Sc. (PDHPE) (UWS), Dip. Ed.(PDHPE and RE) (ACU) 2015/2

Mr David **Chilton**, B.Ed. (Hons) (Syd), B.A. (Syd), M.Ed. (Leadership) 2012/2
(NICE)

Mr Daniel **Chu**, B.Sc (Syd), M.Teach. (Syd) 2013/3

Mr Benjamin **Cook**, Foundation Diploma in Christian Stud. (George Whitefield College, Sth.Africa). 2004/3

Mrs Christine **Daniel**, B.Sc. (Biomedical Sc.), M.Sc. (Medical Microbiology) 2012
(UTS), Grad. Dip. Ed. (Macq)

Mr David **Davies**, B.Ed. (Ind.Arts) (Syd) 2012/2

Mr Andrew **Del Riccio**, B.Mus. (Syd), Grad.Dip.Mus. (Perf.) (Syd), Grad.Dip. 1999
Ed. (UNE), M.Mus. (UBC), M.Ed. (UWS).

Mr Guy **Dennis**, B.A. (Hons) (Exeter), M.Ed.St. (UNE), M.B.A. (UNE), 1998
M.Ed.Admin. (UNE), Dip.Ed. (UNE), G.A.I.C.D., M.A.C.E., M.A.C.E.L., F.R.G.S., A.F.A.I.M., JP

Mr Bobby **Dimitrievski**, B.Mus. (Syd Conserv.) (Syd), Dip.Ed. (UNE), 2010
ADMT (Syd), A.Mus.A. (AMEB)

Mr David **Dixon**, B.Sc. (App. Geol.), (UNSW), Dip.Ed.(UNE), M.Sci.Soc. 1981
(UNSW)

Ms Marian **Dunbar**, B.Sc. (Syd), Grad. Dip.Ed. (CSU) 2012

Mr Andrea **Folli**, B.A (Witwatersrand, Sth. Africa), Higher Dip. Ed. (Natal), 2012/4
Honours Degree (Higher) (Rand Afrikaans University)

Mr William **Foran**, B.Ed. (CCE Syd), Dip.Teach. (CCE Syd) 2001

Mr Stephen	Foster , B.Sc. (Hons.1) (UON), M.Sc. (UNSW), M.Sc. Soc. (UNSW), M.Ed. (Syd)	2012/3
Mrs Anna	Giuliani , B.Ed.(Witwatersrand, Sth. Africa)	2009/4
Mr Luke	Gray , B.Sc. (Syd), Dip. Arts (Syd), Grad. Dip. Ed. (Wesley Inst.)	2006
Dr Andrée	Greenwell , B.A. (Mus.) (VCA), Grad. Dip. (Mus.) (VCA), DCA (UOW)	2013
Mrs Margaret	Hanna , B. Chem. Eng. (UNSW), Grad. Dip. Ed. (ACU)	2014/4
Mr Mark	Hatton-Ward , B.Sc. (Syd), Dip.Ed. (Syd)	1986
Mr Terry	Haywood , B.A. (Hons) (Adelaide).	2000/2
Mr William	Henry , B.A. (Hons) (Leeds), M.Mus. (Lond), LRAM. (Lond). Grad. Dip. Ed. (UNE)	2006/3
Mr Matthew	Hirst , B.A. (UNSW), Dip.Ed. (UNSW), M.Ed. (Syd)	2009
Mr Alastair	Hunt , B.Sc. (Hons) (ANU), Grad. Dip. Ed. (UTS)	2014/4
Mr Kai	Ikeuchi , B.Social Work (Syd), B. Teach. (CSU). M.T.G.N	2011/3
Mrs Daphne	Kao , B.Ed. (Taiwan), Grad. Cert. Educ. Studies (Syd)	2002/4
Mr Peter	Karakiozis , B.A., (Syd.), M.Teach. (Syd), M.Ed. (UON)	2010
Mr Don	Kesby , B.Sc. (UNSW), Dip.Ed. (Syd)	2006
Mrs Alison	Klein , B.A., (UNSW), Dip. Ed. (UNSW)	2003
Mrs Valeria	Korjenevski , B.Mus., Performance and Teaching (Hons) (Minsk, Belarus)	2000
Mr Brett	Lammiman , B.Ed. (Mitchell CAE), M.A. (Syd)	2005
Mr David	Latimer , B.A. (Hons) (UON), M.Ed. (Languages) (Syd)	2000
Mr Rolf	Lepelaar , B.SC. (Syd) Dip. Ed. (Syd) M.Div. (SMBC)	2016/4
Ms Ami	Liu , B.Arts (UNSW) M.Arts (UNSW), Grad.Dip.Ed (Secondary) (ACU)	2014/3
Ms Emma	Loftus , Mast. Teaching (2017) UNSW; English, Thompson River Uni.	2017
Mr Philip	McKay , B. Teach. (ACU), B.A. (ACU)	2011
Mr Stuart	McRae , Mast.Teaching; West. Syd. Uni; BA Dramatic Art NIDA; BA Creative Art Uni Wollongong	2017
Mr Andreas	Mickler , Erstes Staatsexamen (Univ. Heidelberg, Germany), Grad. Dip.Ed. (Macq)	2011/3 (1997/4-09)
Ms Lucy	Miller , B.A. (English/Theatre/History) (UNSW), Dip.Ed. (Syd), B.A. (Hons) (Acting) (Middlesex/Univ. Italia Conti Academy)	2012
Mr Matthew	Miller , B.A. (UNSW), Grad. Dip. Ed. (UNSW)	2013
Mr Ringo	Mok , B.Sc. (AdvMath) (Syd), M.Teach. (Secondary) (Syd)	2015/2
Mr Ian	Moran , B.Applied Sc.(Syd), B.Teach. (Syd)	2007
Ms Erin	Munn , B.Sc (UNE), B.Teach. (UNE)	2013
Mrs Elizabeth	Murphy , B.A. (Human Movement Studies) (UTS), Dip.Ed. (PD/H/PE) (UTS)	2010
Mr Danny	Nguyen , B. Design (UWS)., M Teach. (UWS)	2012

Mr Mark	Oakley , B. Design (UNSW), B. Art Educ.(UNSW)	2008
Mrs Sally	Ortega , B.Mus. (Music Ed.) Hons 1, A.Mus.A., L.Mus.A., A.T.C.L. (Maternity Leave)	2012
Mrs Tabatha	Paterson , B.Ed. (Syd), Grad.Dip. Lib.Mgmt. (UNSW)	2008
Mr Nicholas	Pay , BA/BT (Humanities) ACU; Cert. Secondary Mathematics Sydney Uni	2017
Mr Andrew	Payne , B.Ed. (Physical & Health Ed) (ACPE), Dip.Ed. (UTS), M.Ed (Syd)	2013
Mr Andrew	Pierce , Grad. Dip. (ACC), S.Ch (ACC), M.Ed. (Syd), M.A. (Syd)	2002/3
Mr William	Pratt , B.Ed. (Edith Cowan), Dip.Teach. (Riverina), B.Th., Dip. Min. (Morling), M.Ed. (UOW).	1998/3
Miss Sofia	Robbins	2017
Mr Phillip	Roser , B.A (Syd), B.Ed. (Syd)	2014
Ms Michelle	Schlyder , B.A. (Hons.) (Syd), M. Teach. (Syd)	2003
Mr Alex	Simpson , B.A. (UWS), M. Teach. (UWS)	2015
Mr Neil	Smallfield , B.A. (UNISA, Sth. Africa), PGCE (UNISA, Sth. Africa), Dip. Game Ranging and Lodge Management (Damelin College, Sth. Africa)	2016/2
Mrs Jessica	Spratt , B.A. (Syd), Dip.Ed. (Syd).	1992
Mr Michael	Spratt , B.Ed. (Syd), M.Ed. (Syd)	1995
Mr Paul	Stenhouse , B.Ed. (ACU), Dip.R.E. (ACU), M.Ed. Admin, (UNSW), M.A.C.E., M.T.G.N	2002
Ms Rosey	Stewart , Dip.Ed. (UNE), M.Design Sc. (Digital Media) (Syd), B.A. (Griffith)	2005/4
Ms Sarah	Tallis , B.A. Science (Nutrition) (Syd), Grad Dip. Ed. (SCU)	2016
Ms Kirsten	Taylor , B.A. Lit. Studies (Hons) (Hull) PGCE (Hull)	2016/4
Dr Chris	Thanopoulos , B.Sc.(Med.) (UNSW), B.Med. B.Surgery, (Hons) (UNSW) B.Div., (Hons), Dip.Ministry (Moore College), Grad. Dip. Ed. (Wesley)	2007/4
Mrs Maria	Thanos , B.A. (UNSW), B.Ed. (UNSW)	2002/4
Mr Daniel	Tkacz , B.Ed. (CSU), Cert. IV Ass.& Work (TAFE), Electrical Trade Cert. (TAFE)	2010/4
Mr Benjamin	Treloar , B.Ed. (D&T) (Syd)	2008/4
Dr Mark	Tutton , B.A (Communications and International Studies) (UTS), B.A (Hons) (Sorbonne) M.A (Lille), Ph.D. (Lille)	2016/4
Mr Joseph	Vaccarella , B.Sc. (UNSW), Dip.Ed. (UNSW), Grad. Cert. Physics (ACU)	2004/4
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
Mr Justin	Vincent , B.A. PDHPE (UOW), Grad. Dip. Ed. Maths (UOW)	2016/4
Mrs Sylvia	Wallace , B.Mus. Ed. (Hon) (Syd), M.Mus. (UNSW)	2000

Mr Mark	Waters , B.Ed. (UON), B.Min. (SMBC), Ass.Dip. Divinity and Miss. (SMBC)	2006
Ms Sabine	Wieczorek , B.A. (Paris), Dip.Ed. (UNSW)	2000
Mrs Janet	Wonders , B.Ed. (Human Movement/Maths Teaching) (Syd), R.N. (Royal North Shore Hosp.),	2001/4
Ms Alexandra	Wood , B.Fine Art (Hons) (National Art School), M.Film and Telev. (Bond), Dip Ed. (UOW)	2011/2
Mr Adam	Wood , B.Comm. (UNSW), LLB (UNSW)	2014
Mr Mark	Worsfold , B.A. (UNSW), B.Ed. (UNSW), Dip. Elect. Eng. (Nth. Syd. TAFE)., Grad. Cert. Arts (UNE)	2009/4
Mr David	Zhang , B. Arts. (Syd) B.Ed (Secondary) (Syd.)	2017
Mr James	Zhang , BA Edu,Syd Uni. BA Arts (combined) Syd Uni.	2017

TESS SUPPORT SERVICES | COUNSELLING | SUMMER HILL CAMPUS

Psychologist

Mrs Sandi	Bell , B.A. (ANU), B.Sci. (ANU), Grad Dip Psych (U.C.), MAPS	2014/2
Mr Mitch	Huie , B.Psych, (UWS), Cert. Psych. Practice (ACAP)	2014/2
Dr Thea	Longman , BPsych (Hons), DCLinPsy/MSc	2016

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
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Learning Support Coordinator (7-12)

Ms Katie	Brett , B.Ed. (H.M.H.E) (Syd)	2015/2
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Learning Support Teacher

Mrs Fiona	Daniels , Dip.Teach. (Guild. Teachers' College)	2002
Mrs Emma	Heffernan , B.A. (English) (UOW) , Grad.Dip.Ed. (UOW)	2006
Miss Jessica	Mayr , B.Ed. (Primary) (UTS), B.Ed. (Specialist) (UTS)	2012
Mrs Margaret	Simos , B.Ed. (QUT), Dip,Ed. (ACU) (part-time)	2003

EAL/D Coordinator (K-12)

Ms Maxine	Whelan , B.A. (Syd), Dip. Ed. (Armidale) Dip. Ed. Creative Writing (UTS), CELTA Cambridge Certificate in TESOL	2001/4
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ACADEMIC STAFF | JUNIOR SCHOOL | SUMMER HILL

Ms Tabitha	Bell , BA Special Edu. Uni Technology	2017
Ms Megan	Best , BA Psych Macquarie University. Masters Teaching (primary) Swinburne	2017
Ms Finella	Clark , B. Fine Arts (UNSW), B.A. Art Ed. (UNSW), M. Art (UNSW)	2016
Mr David	Gaudiosi , B.A. (UOW), Dip.Ed. (UOW)	2015

Ms Gillian	Gratton , B.Ed. (Primary) (UTS)	2015
Ms Claire	Hexton , B.Ed. (ECE, Birth-12)(Notre Dame)	2015
Ms Deanna	Jabaji , BA Education (Primary) ACU Strathfield	2017
Ms Chloe	Martin , B.Ed (Macq)	2007
Miss Laura	McGuinness , B.A. (Hons) (Primary) (UWE UK), B.A. (Hons) (Primary) (ACU)	2012
Mrs Jennifer	Mitrokas , B.Ed. (Primary) (Syd)	2013/2
Ms Kate	Morgan , B.A. (Music), S.A.C.A.	2010
Mr Suliasi	Niulala , B.Sc. (Massey NZ), Dip. Teach. (Massey NZ)	2007/4
Mr Bradley	O'Young , B.Ed. (Primary) (ACU), B.Ed. (Habilitation) (ACU)	2015
Mrs Veronica	Pratt , Cert. Ed. (Bristol)	2004/4
Mrs Michelle	Richards , B.Ed. (Macq), Dip. Teach. (Early Childhood) (Macq) Grad. Dip. Teach. (8-12) (Macq)	2013
Ms Jessica	Taylor , BA Edu (Primary) ACU	2017
Ms Mary	Wang , B.A. (Chinese Lit) (Beijing Normal Univ.), M.Chinese Lit. (Beijing Normal Univ.) B.A. Teach. (Secondary) (UTS)	2013

TESS SUPPORT SERVICES | ACADEMIC | JUNIOR SCHOOL | SUMMER HILL CAMPUS

TESS Learning Support Teacher

Mrs Robyn	Scott , B.Ed. (Primary) (Syd)	1996
Mrs Julie	Ovens , Dip.Ed. (Dunedin Teacher's College, NZ)	1998/3

TESS EAL/D Teacher

Ms Elizabeth	Ralphs , B.Ed. (SPCE), Grad Dip. Expressive and Performing Arts (UNSW), Grad Dip. Religious Studies (USA), Cert. TESOL	2016
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Gifted & Talented Teacher

Mrs Lisa	Gossling , B.Ed. (ACU) Cert Learning Difficulties (UNSW), Dip. Teach (ACU), M.Ed (ACU), COGE (UNSW)	2014/3
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ANCILLIARY STAFF | SUMMER HILL CAMPUS

TESS Teacher's Aide

Mrs Cecilia	Bertoia , Cert III Ed. Support Special	2015
Mr Mark	Ottaway	
Ms Rosemary	Samyia , B.A. (Macq), LLB (Macq), B.Teach. (Syd)	2014/2
Ms Marita	Stephens , B.A. (Macq)	2014/2

ACADEMIC STAFF | PREPARATORY SCHOOL | STRATHFIELD CAMPUS

Mrs Holly	Caddy , B.Ed. (Primary) (Notre Dame)	2013
Ms Hilary	Cardiff , BA of Edu (Primary) ICT; UTS.	2017
Mrs Danielle	Collins , B.Teach. (UNSW), B.Ed. (ACU), M.Ed. (Deakin)	2012

Mr Eamonn	Dunphy , Dip.Teach. (MCAE), B.Ed. (UWS), COGE (UNSW)	2012 (2005-08, 10)
Ms Claire	Elliott , M.Ed Int.Ed (Syd), B.A. (Macq), Dip. Ed. (Macq) M.Ed (CSU)	2016
Mr Mark	Gannon , B.Ed. (Notre Dame)	2016
Ms Sonya	Haslam , BA Edu Griffith University; Masts. Edu Uni QLD	2017
Mr Brent	Hinson , B.A., (Macq), Dip. Ed. (Macq)	2003
Mr Oscar	Jorgensen-Hull , B.Ed. (Syd)	2016
Ms Doris	Lee , B.Ed. (Primary) Syd.	2017
Ms Amanda	Levee , B. Art Ed.	2016
Mr Joshua	Lucas , Wollongong Uni; BA Primary Edu	2017
Mr Sebastian	McGrath , B.Ed. (ACU)	2014
Mr Scott	Merrick , B.Ed. (UTS Ku-ring-gai) (Primary), M.Ed. (UOW)	2003
Mr Stephen	Mugridge , B.Ed.(Primary) [ACU]	2017
Mrs Karen	Oliver , B.A. (Macq.), Dip. Ed. (Macq), M.A.C.E.	2000
Ms Jessica	Olliek , B.Ed. (ACU)	2016
Mrs Kirsten	Parker , B.Ed. (ACU), B.Teach. (ACU), Master of Educ. (Teacher Librarianship) (CSU) (Part Time)	2008
Ms Fiona	Perdikos , B.Ed. (ACU), M.Ed. (ACU)	2014/2
Ms Elanor	Pleffer , B.Ed (Early Childhood) (Birth-12 years) (Mq)	2016/2
Mrs Elisabeth	Robinson , B.A. Ed. (Hons) (Durham UK)	2013
Mrs Alexandra	Schmidt , B.A. (Syd) M. Teach. (Syd)	
Mrs Gaby	Shatter , B.A. (College of Fine Arts), B.Art Ed. (UNSW) (Maternity Leave)	2010/2
Mrs Nicole	Smeulders , B.Mus.Ed. (UNSW Conserv. Of Music), L.T.C.L., A.Mus.A. (Singing), A.T.C.L. (Piano).	2010/2
Ms Vincenza	Toia , B.Ed. (Primary) (ACU)	2013
Ms Ying Yu	Wei , B.A. Health Science (Syd), M.Teach. (Syd)	2016
Mrs Helen	Wills , B.Ed. (Early Childhood) (Macq)	2006
Mr Thomas	Wilson , BA Edu (Primary) Macq Uni; BA Arts (Media) Macq Uni	2017

TESS SUPPORT SERVICES | COUNSELLING | STRATHFIELD CAMPUS

Psychologist

Mrs Susan	Taubman , B. Comm. (Melb), Grad. Dip .Ed. Psych. (Monash), M. Psych. (counselling) (Monash)	2003/3
Mrs Katrina	Thornley , B.Sc. (UNSW), M. Psych. (counselling) (Monash)	2016

TESS SUPPORT SERVICES | ACADEMIC | STRATHFIELD CAMPUS

Learning Support Coordinator (Primary)

Mrs Margaret **Rees**, B.Teach. (Early Childhood) (Macq.) Grad. Cert. Lit. (UOW), Grad. Cert. Special Educ. (Learning Difficulties) (Macq) 2004/3

Learning Support Teacher

Ms Michelle **Sommerfield**, B.Ed. (Primary) (Syd) 2005/3

EAL/D Teacher

Mrs Danielle **Johnston**, B. Human Movement, B. Ed. (UTS), M.Teach. (Primary) (UWS) 2014

Gifted & Talented Teacher

Mrs Francene **Bryce**, B.Ed. (ACU), Dip. Teach. (CCE), M.Ed.(UNE) 2015

ACADEMIC STAFF | FIELD STUDIES CENTRE

Outdoor Educators

Mr Charlton **Kent**, B. Ed. (UTS), B. Human Movement (UTS) 2013

The Reverend Philip **Andrew**, B.Sc. (UNSW), B.TH. (Moore) 2014/4

Mr David **Gregory**, B.A. (UNE), Grad. Dip. Ed. (UNE), MBA (Southern Cross) 2014/4

Mr George **Stefanovic**, B.A.(Psych.) (UOW), B.Ed.(Health & PE) (UOW), M.Ed. (Sport Psych.) (UOW), Dip.O.Rec. (UNSW) (Part Time) 2002

Outdoor Education Instructor

Mr Brock **Korremans** 2013

BOARDING HOUSE STAFF

Deputy Boarding House Master

Mr Benjamin **Cook**, Dip Christian Stud. (George Whitefield College, Sth. Africa). 2004/3

House Mother

Ms Suzanne **Galluzzo**, Dip. Nursing. (St. George Hospital) 2001

Boarding Staff

Mrs Heidi **Broadbent**, B.Sc. (Syd), Dip.Ed. (Mathematics) (Macq) 2007/3

Mr Ringo **Mok**, B.Sc. (AdvMath) (Syd), M.Teach. (Secondary) (Syd) 2015/2

Mr Matthew **Miller**, B.A. (UNSW), Grad. Dip. Ed. (UNSW) 2013

Mr Ben **Romeo**, (Part time) 2015

Mr Nathaniel **Romeo** 2015

Mr David **Zhang** 2014

Junior Resident Masters

Mr Max **Subba Row**, Cranley School, Surrey, UK 2016/3

Mr Tom **Brooker**, Alton College, UK 2016/3

FULL-TIME MUSIC PERFORMANCE STAFF | SUMMER HILL

Band Master / Head of Brass

Mr Christopher **Aschman**, B.Mus Perf. (ANU), Grad. Dip. Ed. Secondary (CSU) 2005

Head of Strings

Ms Kate **Morgan** 2010

Head of Woodwinds

Mr William **Henry**, B.A. (Hons.) (Leeds), M.Mus.(Royal Academy of Music, Kings College London) , LRAM, Dip. Ed (UNE) 2006

Master of Chapel Music

Mrs Sally **Ortega**, B.Mus.Ed (Hons), LMusA, ATCL 2012

Accompanist

Mr Gregory **Kinda**, B.Ed. (UWS), M.A. Piano (Poland) 2011

Brass

Andrew **Del Riccio**, M.Mus (UBC), Grad. Dip. Mus., B.Mus.(Syd) 1999

Strings

Mrs Ludmila **Palmer**, Teaching Diploma (USSR), Performance Diploma (Distinction) (USSR), A.Mus.A. 1987

Mrs Valeria **Korjenevski**, B.Mus.(Performance & Teaching) (Hons), Minsk Belarus 1999

VISITING INSTRUMENTAL SPECIALISTS| SUMMER HILL

Brass

Mr Jacob **Shaw**, B.Mus. (Performance) (UQ), M.Mus. (Karlsruhe, Germany) 2003

Mr William **Sandwell**, B.Mus. Performance (Syd) 2013

Cello

Mr Jameson **Choe**, A.Mus.A 2016

Mrs Ludmila **Palmer**, Teaching Diploma (USSR), Performance Diploma (Distinction) (USSR), A.Mus.A. 1989

Clarinet

Ms Johanna **Petsche**, B.A. (Hons), B.M., Ph.D (Syd) 2014

Double Bass

Mr David **Potts** 2006

Flute

Mrs Jitka **Neradilek**, Dip. Mus. (Prague) 1985

Guitar

Mr Stefano **Rocco**, B.A. Jazz (London) 2014

Mr Andrew **Troy**, Adv. Dip. Tech. Prod. 2007

Jazz Piano

Mr Nick **Southcott**, B. Mus. (Jazz) 2012

Oboe/ Bassoon/Clarinet

Mr Anthony **Grimm**, B.Mus. M.Mus., Dip. Health Science. 2011

Percussion

Mr Jeremy **Cook**, B.Sc., Arch. (Sth Africa) 1994

Ms Kaylie **Dunstan**, B. Mus. (Syd. Conservatorium), Performance Diploma (Detmold), B. Mus Performance (Stuttgart), M.Mus (Syd. Conservatorium) 2013

Pianoforte

Ms Louise **Welch**, DSCM, RAM Lond. 2006

Mrs Mary **Yeung**, B.A. (Syd), Dip.Ed. (Syd), LTCL 1987

Mrs Heidi **Curran**, B.Mus (Sydney) 2016

Pipe Organ

Mr Peter **Kneeshaw**, A.M., FTCL, L.Mus.A. ADCM (TCL) 2000

Saxophone/Clarinet

Mr David **Bell**, B.Mus. Jazz Performance 2013

Mr Edwin **Schots**, Jazz. Perf. (The Hague) 1996

Violin/Viola

Ms Aeree **Kim**, C.S.C.M. Dip. Mus. (Syd. Conserv.) 1996

Mrs Annette **Smith**, B.Mus., (Syd), Dip. Mus. (Syd.Conserv.), ATCL (Perf.), ATCL 2005

Voice

Mr Spencer **Darby**, B.Mus. (Hons) (Adelaide), M.Mus Performance (Syd. Conservatorium) 2012

PERFORMANCE MUSIC STAFF | STRATHFIELD

Visiting Instrumental Specialists

Brass

Mr Andrew **Del Riccio**, M.Mus(UBC), Grad. Dip. Mus., B.Mus.(Syd) 1999

Mr Jacob **Shaw**, B.Mus. (Performance) (UQ), M.Mus. (Karlsruhe, Germany) 2003

Mr William **Sandwell**, B. Mus (Performance) (Syd) 2013

Cello

Mr Nicholas **McManus** 2016

Clarinet and Saxophone

Ms Johanna **Petsche**, B.A. (Hons.) , B.Mus., PhD 2014

Mr Ed **Shots**, Jazz Perf (The Hague) 1996

Double Bass

Mr David **Potts** 2006

Flute

Mrs Jitka **Neradilek**, Dip. Mus. (Prague) 1985

Guitar

Mr Stefano **Rocco**, B.A. Jazz

Oboe

Ms Anna **Rodger**

Percussion

Ms Kaylie **Dunstan**, B.Mus, M.Mus 2013

Pianoforte

Mrs Jennifer **Trynes**, B.A. (Music)

Ms Louise **Welch**, DSCM, RAM Lond. 2006

Mrs Jennifer **Swanton**, B.Ed.

Violin

Miss Lorraine **Jayasinghe**, B.A. (Melb), B.Mus. (Melb), Graduate Dip. of Profess. Music Practice (Tas), Suzuki Teachers' Cert. Australia (Primary)

Mrs Valeria **Korjenevski**, B.Mus., Performance (Hons) (Minsk, Belarus)

Mrs Colin **Tripolone**, B.Mus.

Mrs Jay **Tripolone**, B.Mus.

Violin/Cello

Mrs Ludmila **Palmer**, Teaching Diploma (USSR), Performance Diploma (Distinction) (USSR), A.Mus.A.

Violin/Piano

Mrs Antonia **Deasey**, A.G.S.M., Dip.Ed. (Lond)

ADMINISTRATION STAFF | SUMMER HILL | STRATHFIELD

Secretary to the Head Master

Mrs Deborah **Xuereb**, JP. 1991/4

Community Relations Manager

Mrs Helena **Scott** 2013/3

Secretary to the Master of the Preparatory School

Mrs Theresa **Carmichael**, B.Sc. 2014/4

Secretary to the Master of the Junior School

Mrs Rina **Bandaranayake**, Bachelor of Business (CUT) 2013

Community Relations Officers

Mrs Sue **Trunk** 1998

Mrs Marian **Bennett** 1989/4

Mrs Joanne **Gabbe**, B.CA (UOW) 2015

Ms Dinora **Marquez** 2016/2

Enrolments Officers

Mrs Georgina **Gunner**, B. Arts (Syd), M.Comm. (Syd) 2014

Mrs Alison	Sinclair-Kydd , BA (UTS), Cert III (TAFE NSW), PG Cert. in Man (Macq)	2013
Mrs Melissa	Van Der Leeden	2014/2 (2009/4-2012)

Staffing Administrator

Mrs Linda	Joseph	2014/3
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Executive Assistants

Dr Holly	Champion , B.Mus/ B.A (Hons), PhD (UNSW)	2013
Ms Rebecca	Curtis	2015
Ms Valentina	Damcevski	2012/3
Mrs Barbara	Fox , (part-time).	1992
Mrs Helen	McFarlane	2010/3
Mrs Rebecca	Miller , B. Bus. (UTS)	2007/2
Mrs Margaret	Murphy	2014/3
Mrs Linda	Nguyen	2014/3
Miss Bonnie	Jensen	2016/1
Mrs Renata	Meleo	2016/1
Mrs Annette	O'Bree	1998/2 (1996/3-1997/3)

Student Services Secretary

Miss Elizabeth	Haines	1985
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Administrative Assistants

Mrs Sarah	Grant (part-time)	2015
Mrs Rosanna	Nunez (part-time)	2012/3
Ms Alysha	Khan	2016/2
Mrs Annie	Ellis (Part-time)	2015

Finance

Mrs Liisa	Chappelow	1989/4
Mrs Kerrie	Hoy	2004
Mrs Jo	Lazoroska	2010/3
Mrs Marianne	Tanuse	2014/2
Mr Washington	Maira	2010/3
Mrs Mariana	Tokic , (part-time)	2003

ANCILLARY STAFF | SUMMER HILL

Director of Basketball / Sports Centre Manager

Mr Ben	Morrissey	1999/3
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Director of Swimming

Mr Ben	Tuxford	2016
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High Performance Coach

Mr Matthew **Brown**, B.Sports Sc. (UNSW), Grad. Dip.Ed. (UTS) 2002/3

Assistant Swimming Coach

Mr Andrew **Aebi** 2016

Director of Tennis

Mr Jeremy **Dykgraaff**, B.A. (Economics) (UON), Dip. of Tour Guiding (Syd. TAFE) 2009/2

Director of Track and Field/Athletic Development

Mr Andrew **Murphy**, Post Grad., Dip.App.Sc. (Sports Coaching) (UQ), OACM 2006/3

Director of Water Polo Coaching

Mr Erkin **Shagaev**, 2012/3

Fitness Centre Manager

Mr Bradley **Woods** 2013/2

Fitness and Wellbeing Manager

Mr Chris **Knight**, B.Bus (UOWS), Dip.Teach (Syd) 2016

Special Duties Masters

Mr Martin **Lang** 1997

Mr Jonathan **Wallace** 2007

Health Centre – Senior Nurse

Sister Katie **Brooks**, R.N., B.Nursing (Syd), Grad. Dip. Operating Suite, Immunisation Cert. (RCN) 2008/3

Laboratory Assistants

Ms Joseline **Nunag**, B.Sci. Biology (Philosophy) (De La Salle Univ, Philippines), M.Biology (UST, Philipinnes), Grad. Dip. Sec. Ed. (ACU) 2011/3

Mr Phil **Oliver**, B.Sc. (UNSW) 2016

Mrs Urania **Sideris**, (School of Biological Sciences), Pathology Techns. Cert. (STC) 2000/1

Library Services Specialist

Miss Caitlin **Anagnostopoulos** 2015

Ms Paula **Herlinger**, Dip (Library & Inform.Studies) (Ultimo TAFE) 2011/4

Ms Courtney **McLeod**, Dip. of Library and Information Services (Syd TAFE) 2015

Library – Professional Librarian Cadet

Ms Domonique **Mileto** 2015

Archivist

Mrs Alison **Doran**, B.A. (Syd), Dip.Inf.Mgmt. (Archives) (UNSW) 2008

Service Delivery Manager

Mr Karl **Tikoft** 2016/4

eLearning Co-ordinator

TBA

Applications Manager

TBA

Network and Systems Administration ICT

Mr Brendan	Cann	2016/3
Mr Bradley	Niessen , Diploma of Computing (Sydney Institute of Business Technology)	2015/1

ICT Staff

Mr Kenneth	Brisebois	2012/2
Mrs Sandhya	Dimeglio , B.Appl. Sc. Maths (UTS)	2011/1
Mr Tu	Do , B.Sc. (Information Technology) (UTS), Dip.Info.Tech. (UTS) Terms 1-3	2014/3
Mr Michael	Hickey	2013
Mr Herve	Liu , M.B.A. (Surrey), Dip.Telecommunications (CGLI)	2014/1
Ms Naomi	Ratnathurai , B.Sc. (Hons.) (Lond), (part-time)	2007/2

eLearning Intergrator

Mr Evan	Karagiannis	2013
Mr Carlos	Dangoor	

ICT Cadets

Mr Jonathan	Chan	2016
Mr James	Gregory	2014/4

AV Manager

Mr Damon	Pieterse , M. Music Production (Berklee College of Music)	2010/2
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Stage and Studio Technician (Video Specialist)

Mr John	Blois	2011
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AV Cadets

TBA

Assistant Publications Designer

Mr Nicholas	van Breda , BCA (UOW), M. Design (UTS)	2008/2
Mrs Angela	Lustre , B. Design (UWS)	2010/2

Publications Editorial

Mr Ronald	Ogier , B.A. (Melb.), T.P.T.C. (Bendigo)	1997 (1966-1994)
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Technology and Design Assistant

Mr Robert	Angeloni	2009/2
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Textbook Hire

Mrs Kathy	Smoker	2014
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Teachers' Aide, Food Technology

Mrs Kerrie	Leadbeatter	2013
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Teachers' Aides, Junior School

Mrs Emily	Brown	
Ms Joanne	Webb	2016

Art Assistant

Mrs Sarah	Rodriguez , B.A. (Creative Arts) (UOW)	2013/4
Mr Joel	Tonks	2015/1

Art Assistant Junior School

Mrs Belinda	Nikolov , B.A.(Vis.Arts) (UON), Cert Desktop Publishing (TAFE), Cert.III Ed. Support (TAFE)	2015
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ANCILLARY STAFF | STRATHFIELD

Health Centre – Senior Nurse

Sister Katie	Brooks , R.N., B.Nursing (Syd), Grad. Dip. Operating Suite, Immunisation Cert. (RCN)	2008/3
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Health Centre Staff

Mrs Kyllie	Balazs	2015/4
Mrs Ingrid	Fitch , (part time)	

Library Assistants

Ms Courtney	McCleod	2015/2
Mrs Rosanna	Kwok	2005

TESS Teacher's Aides

Mrs Jennifer	Edwards	2011
Ms Jacqueline	Indari	2016

Teachers' Aides

Mrs Margaret	Anshaw	1997
Mrs Catherine	Charalambous , Dip. A.B.S. Cert III (Ed. Support) (TAFE)	2005
Mrs Michele	Gadaleta	2004
Ms Elizabeth	Lassithioakis	
Mrs Carmel	Lombardo , Diploma in Architecture (UTS), Graphic Design (KVB) Visual Arts Graphic (part-time)	2007
Mrs Simone	McManus , Certificate III in Education Support (Teachers' Aide Special) (Armidale TAFE)	2012
Ms Elena	Molnar , B.A. Language Teaching (Serbia)	2016
Mrs Mina	Pahos , B.A. (UNSW), Graduate Dip.Ed. (UNSW) (part-time)	2005

Art Assistant

Mrs Cathy	Guerzoni	2014/2
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ANCILLARY and SUPPORT STAFF | Field Studies Centre**Director of Campus Administration (Field Studies Centre)**Mr Martin **Lang** 1997**Property Manager**Mr Andrew **Lloyd** 2014/2**Assistant Director of Campus Administration (Field Studies Centre)**Ms Rebecca **Olive****SUPPORT STAFF | SUMMER HILL****Print Media Manager**Mr Samir **Shousha**, LL.B. (UNSW) 2013**Clothing Shop**Mrs Michele **Coffill** 2008/4Mrs Jennifer **Francis**, (job share) 2008Mrs Judy **Martin**, AIPM (UNE) (job share). 2010/4**Canteens' Manager**Mrs Nabihah **Bitar** 2004/4**Canteen Assistants**Mrs Kay **Colman** 2004Mr James **Dobson**, Terms 1-2 2002/3Mrs Jackie **Lam**, Terms 1-2 2004Mrs Juliette **Lipman** 2013/3Mrs Eva **Ly** 2004/2Ms Renee **Kertz** 2016/3Ms Nicole **Marckinus** 2016/3Ms Patricia **Mondal** (casual) 2016/3Mr Angus **Szczygiel** 2016/2Mrs Xenia **Maiolo** 2015
(2000-2008)**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**Leading Hand**Mr Jon **Jacobs** 1996/4**Head Groundsman**Mr Scott **Muller** 1999/3

Grounds Staff

Mr Jamie **Hillen** 2004/2

SUPPORT STAFF | STRATHFIELD

Canteen Manager

Mrs Mary **Saba** 2011

Canteen Staff

Mrs Ann-Maree **Rorie**, (part-time) 2008/2

Mrs Fulvia **Sonego**, (part-time) 2008

Mrs Melani **Thambar**, (part-time) 2008/4

SCHOOL LEADERS FOR 2017

Captain of the School

Kordell **Payne** (Yo)

Vice-Captains

Benjamin **Davies** (WJ), Samuel **Otton** (Ta), William **Todd** (Ar)

Prefects

Callum Arnold (St)	Byron Hollingworth-Dessent (Sc)	Blake Murray (Ta)
James Artemi (Hi)	Andrew Jamieson-Grigg (Ho)	Samuel Otton (Ta)
Luke Asnicar (Yo)	James Kapaniris (WH)	Kordell Payne (Yo)
Samuel Austin (Hi)	Nakul Kaushik (Mu)	Aruren Ravichandran (Ho)
Salil Barrett (Ta)	Jed Keogh (Ar)	Josiah Romeo (Sc)
Peter Braga (Du)	Jake Kerry (Ho)	Tom Salmon (Ta)
Benjamin Davies (WJ)	Jordan Kery (WJ)	Scott Seeto (Sc)
Mark Dedes (St)	Brian Kim (WH)	Kevin Shen (He)
Patrick Di Giannantonio (Ho)	Luca Kmet (Ke)	Brendan Sleiman (Ta)
Matthew Doyle (Hi)	Peter Kostoglou (Sc)	Andrew Stelzer (St)
Martin Floro (Mu)	Matthew Lang (La)	William Todd (Ar)
Daniel Gabriel (Hi)	Derek Leung (Fo)	Ben When (Fo)
Monty Hannaford (Du)	Ben Lo Russo (He)	Thomas York (Hi)
Paddy Harris (Sc)	Neil Lu (Yo)	Jasen Yu (Fo)
Declan Heim (We)	Christopher Monaha (Mu)	Mohamad Zogheib (Ke)

Captain of the Preparatory School

Isaac **Wyatt**

Vice-Captains of the Preparatory School

Alexander **Jacob** and Ashwin **Sivapirabu**

Preparatory School Officers

Timothy **Braga**, Noah De **Barros**, Alexander **Ko**, James **Moore**, Aneesh **Nagaratnam** and Noah **Blomfield**

Captain of the Junior School

Kyle **Tran**

Vice-Captain of the Junior School

Trenton **La**

Junior School Monitors

Christian **Falato**, Charlie **Naffah** and William **Taplin**

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 boys are engaged in a curriculum that is both stimulating and highly motivating as they are at the centre of all learning experiences.

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 are able to 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 timeless values of Mind, Body and Spirit are instilled in the boys from the very first day of formal education. At the Junior 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."

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 an 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 4 week 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 NSW Board of Studies 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 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 Trinity Grammar School 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.

In the significant foundation years of schooling, we provide your son with the opportunity to develop Mind, Body and Spirit.

Trinity provides an opportunity for each child to develop and reach his academic potential. A thorough, challenging and engaging curriculum is the basis for academic development with each child catered for at an appropriate level to meet his individual needs and develop his mind.

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

The Year 9 Field Studies Programme experience will remove the boys from their normal securities where they will have to question the values that they have already established, and come to terms with strengths and weaknesses not normally apparent in daily life. It is hoped that boys who are normally shy will develop a more relaxed relationship with members of staff. There will be improved levels of self-discipline and self-reliance; they will learn to cope with confrontational experiences; they will experience the joy of becoming part of a dynamic team given to a continuing task; they will develop greater appreciation of their own physical abilities. In some cases, too, there will be substantial changes in their approach to life, others, themselves and God. The setting allows such matters to arise naturally and easily. The programme seeks to teach boys how to plan their time, evaluate what they are doing, identify their own resources and those of the group, display leadership abilities, communicate at all levels with others, identify the needs of others – even counsel others – and pursue a task to the end.

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 – like a family we share common values and beliefs yet encourage each other to use and develop individual abilities. Our strength does not spring from forcing people to conform to a rigid stereotype, but rather from appreciating every member's contribution. In just 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 staff members and your fellow students, and to extend these attitudes 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 and your fellow students make it. Mutual respect, understanding, sympathy and generosity of spirit should be our aim in our relationships, while negative discrimination on the basis of gender, age, race or economic status should be a thing of the past. You can help make this a reality in a variety of practical ways every day at Trinity – in the classroom, on the sporting field, on the campus and outside the School.

PASTORAL CARE SYSTEM

Traditionally, an effective system of pastoral care has been regarded as the *sine qua non* of a good Independent School education. The School is concerned with the development of the whole human being and articulates this through the symbol of the Trinity Triangle, in which the three dimensions of the triangle represent central components of human development: physical, intellectual and spiritual. In reality, these three aspects are intricately interconnected. Similarly, the development of ethical and effective inter-personal and intra-personal skills is essential for our progress in each dimension. While this development is particularly relevant to religious and moral values, it is also necessary for our ability to cope with, and become resilient to, life issues.

The Pastoral Care guidelines and programmes at the School not only reflect current educational and psychological research, but also the well-identified characteristics of good parenting, providing both care and discipline. An effective Pastoral system requires unconditional positive regard for all individuals, together with the establishment of fair limits and logical consequences for negative behaviours. The grace of God working in the lives of those in the School community, coupled with the wide range of experiences and the caring and nurturing environment provided by the School helps to develop faith in God, self-confidence and resilience.

Aims

- > to provide the best standard of care and guidance of boys so that each boy will be able to grow in wisdom and stature and in favour with God and man, in order that he may become a responsible, contributing member of society
- > to encourage boys to serve God and man
- > to guide boys to an awareness of themselves as human creatures under God
- > to encourage boys to value their own self-worth and that of others
- > to develop skills that enhance the emotional resilience and interpersonal competence of students and staff
- > to encourage students to be self-disciplined and responsible citizens of the School and to reduce the incidence of inappropriate behaviour

Objectives

- > to give boys an understanding of the Gospel (through House Chapel Services, Christian Studies classes and the role models provided by staff) so that they can make a personal judgment in matters of faith and subsequently come to maturity of faith in the Christ of the Bible
- > to teach Christian values
- > to appraise every pupil regularly and to identify and seek to meet his spiritual, intellectual, social and physical needs
- > to promote and teach an understanding and tolerance of self and others
- > to teach the principles of rights, responsibilities and the relationship between rights and responsibilities
- > to promote a code of behaviour in which rights and responsibilities are respected
- > to clarify behavioural expectations and promote self-discipline
- > to recognise individual needs, skills and stages of development
- > to provide a school culture in which boys and young men are supported in a co-operative, harmonious and safe environment
- > to provide recognition for positive behaviour
- > to provide logical and natural consequences for inappropriate behaviour

- > to provide the opportunity for every boy to be known by at least one member of staff
- > to provide an effective early warning system in cases where special help may be required
- > to encourage boys to be involved in service in every facet of life, including their School, family, church and community

We strive to make effective provision for the personal guidance of each boy. The class teacher (Pre-K to Year 6 and Junior boys) and the Middle School Housemaster, Housemaster and Tutors (in the case of secondary boys) have a crucial part to play in this. They acquire as much knowledge as they can about the boy in their charge; about his parents and his family, his mental capacity and attitudes, his ability at games, his habits, hobbies and interests, his hopes and fears. They act as a boy's adviser and mentor. They build up a record concerning each boy that contains all relevant details concerning work, sport, social adjustment and so on. They interview each boy regularly about his progress and aptitudes.

Key Pastoral Care Staff

A warm relationship is encouraged between teachers and boys through a willingness on the part of staff to ensure that boys are properly cared for. In developing Christian, pro-social and self-disciplined behaviour, the School staff have a crucial part to play both directly and indirectly through guidance and positive role modelling.

The Head Master and Executive

The Head Master and his Executive are responsible for the overall philosophical direction of Pastoral Care within the School. The Middle School initiative represents one of the more recent focuses in the provision of Pastoral Care, incorporating a greater emphasis on the developmental needs of adolescent boys and their emotional and social development. All specific Pastoral Care personnel are responsible to the Head Master through the Deputy Head Master and Masters of the Senior, Middle, Junior and Preparatory Schools.

The Masters of the Senior, Middle, Junior and Preparatory Schools are each the Chairperson of their respective Pastoral Committees.

The Deputy Head Master is the Chairman of the Summer Hill Pastoral Committee.

Chaplain

The Chaplain plays a major pastoral role in the School. Boys are encouraged to seek the Chaplain's advice, as well as that of their Housemaster, Middle School Housemaster, Classroom teacher (Pre-K to 6) or the Preparatory School Chaplain (Strathfield) when they encounter problems. The Chaplain is also a sympathetic counsellor when there are domestic troubles within the family. The position also involves teaching of Christian Studies in addition to responsibility for worship in the Chapel.

Housemasters (Years 10-12) and Middle School Housemasters (Years 7-9)

The Housemasters and Middle School Housemasters aim to know each student well in the year groups that they are responsible for in their Houses, in order to guide and support each student's all-round development according to the School's stated aims. Some important areas of development include:

- > Ensuring each student is appropriately extended in study
- > Guiding students into playing an active role in sport, consistent with the Sports Policy, while also encouraging other pursuits and cultural activities that will extend a student's view of life and involvement at Trinity
- > Fostering, and closely monitoring, opportunities for social interaction in leadership and service activities, as well as in non-demanding recreational occasions
- > Providing stimulating opportunities to discover their own philosophy of life and to learn tolerance of others. The way of Jesus Christ is presented as a challenging and valid life commitment

Tutors (Middle and Senior School)

Housemasters and Middle School Housemasters are assisted by Tutors in the House. The Tutor has the smallest pastoral unit that the School officially provides. This role is central to the delivery of Pastoral Care, both directly (by effective facilitating of the Life Skills Programme) and in the multitude of informal interactions with members of his or her Tutor Group.

Classroom Teachers (Pre-K to Year 6)

The class teacher is the crucial provider of Pastoral Care in Pre-K to 6. Class teachers gain as much knowledge as they can about each boy in their charge: his parents and his family, his cognitive abilities and attitudes, his ability at games, his hobbies and interests, his hopes and fears. They act as the boy's adviser.

The class teachers (Pre-K to 6) give correction and guidance to the boys when there are breaches of discipline. They build up a record of each boy that contains details concerning work, sport, social adjustment and so on. The class teacher (Pre-K to 6) will normally be the first contact person for parents concerning any matter relating to their son.

Stage Pastoral Leaders provide support for classroom teachers and may contact parents with more serious or repeated breaches of discipline and counselling before involving Deputy Masters.

Counsellors

The major responsibilities of the School Counsellors include:

- > facilitating group programmes aimed at enhancing intrapersonal and interpersonal skills of identified special needs and 'At Risk' students
- > psychological and educational assessment of individual students as referred by teachers, parents, external specialists and students themselves
- > consulting with parents and teachers concerning educational support for referred students
- > providing direct short term counselling to individual students as necessary
- > establishing and maintaining a referral network (internal and external, private and public) for students with special needs and 'At Risk' students
- > assisting in applications for Higher School Certificate special provisions for students with disabilities

The Careers Adviser

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

Pastoral Care Programmes

A number of formal programmes, interventions and activities contribute to the Pastoral Care network within the School. These programmes operate at various levels of intensity, depending upon student need. Some are undertaken by all students, while others are targeted at specific groups. Some are proactive and developmental.

Preventative programmes, or aspects of programmes, are those designed to equip students with the skills to manage many of the issues with which they are likely to be confronted throughout life. Drug education, understanding mental health, decision-making and stress management, for example, attempt to provide skills to help students cope with present and future events. Some are developmental in that they focus on the commonly identified stages of adolescent brain development. Personal and emotional development, relationships and driver training are clear-cut examples. Other programmes are responsive; that is, aimed at overcoming existing difficulties – small group programmes for students experiencing difficulties are offered by the TESS Department.

Such programmes are accessed via the usual referral system, and are also considered at various stages of the disciplinary process.

The 'E-Care' system provides an opportunity for students to express concerns, and/or report incidents, which they would otherwise be reluctant to discuss in a face-to-face situation. This is an electronic communication system lined to the School Counsellor. The email address is: e-care@trinity.nsw.edu.au

There is also a range of helpful pastoral care resources for parents and boys on the School's website. Some of the links include: Beyond Blue, Youth NSW, Kids Help Line, Reach Out, Quit, HSC Tips, Anglicare, Dr Michael Carr-Gregg, No Bully, and The Successful Parent. The address is: community.trinity.nsw.edu.au/navbar/student_support/student_support.html

The following are just some of the major programmes and practices contributing to Pastoral Care in the School:

- > Regular Tutor Group meetings (Year 7 to 12)
- > Life Skills Programme (All Years)
- > Year 11 House Communication and Leadership Development Programme
- > Peer Support (Years 7 and 11)
- > Year 7 Orientation Programme
- > Year 7 Swap Day
- > Year 9 Camps
- > Year 7 House Group Camps
- > Year 10 Orientation Conference
- > Year 11 Conference
- > Co-curricular activities and camps (All Years)
- > Personal Development/Health/Physical Education (PD/H/PE) Curriculum
- > Christian Studies Curriculum
- > House Chapel
- > Driver Education Programme
- > Career Education
- > Pastoral Care Week
- > Peer Mediation Programme
- > The Gatehouse Survey (Years 8 and 9) and Year 11 Wellbeing Survey
- > 'E-Care' and Pastoral Care Web Site
- > School Counselling Service (TESS)
- > Parenting Programmes

Life Skills Programme

The Life Skills Programme is part of a whole School approach to health and wellbeing at Trinity Grammar School. The Programme is structured around current educational and psychological theory on the effective development of emotional intelligence. It is the goal of the Life Skills Programme, in conjunction with the development of ethical, moral and religious values, to enhance boys' capacity to be emotionally resilient and socially competent. Such outcomes are arguably the most important skills we can all learn in life, though perhaps they are the most inadequately learned in our society.

The programme is primarily implemented through Tutor Groups, though a number of issues are also integrated through the general curriculum. Through student-centred learning models, the Life Skills programme aims to foster a supportive and connecting environment which encourages students to learn from their experiences and the experiences of others. The Life Skills programme exposes students to real life situations and issues, seeking to develop important inter-personal and intra-personal emotional, cognitive and behavioural skills. Generally, the Life Skills programme moves gradually from being Teacher-directed at the early stages and for younger year groups, to participant-directed as students develop within and across year levels. The development of a trusting relationship with each student is seen as the highest priority.

Evaluation

A variety of evaluation methods is used to monitor the effectiveness of the Pastoral System within the School:

- > The 'Gatehouse Survey' is undertaken annually with Year 8 and 9 boys. This survey is carried out by an independent organisation from Melbourne
- > The Year 11 Wellbeing Survey is administered at the Year 11 Conference
- > Activities Feedback Surveys are distributed to all students engaged in major camps, conferences and excursions, including the Year 9 residential programme
- > Tutor/Teacher and student evaluations are supplied at various stages of the Life Skills Programme implementation to seek evaluations of the programme effectiveness
- > Quantitative data on numbers of referrals to School Counsellors and numbers of interventions at different levels of the Discipline System are also monitored
- > Informal feedback, including regular House Meetings, camp overnight survey, and the electronic 'E-Care' system

THE HOUSE SYSTEM

Middle and Senior Schools

At Summer Hill, the Housemaster will normally be the first person with whom parents of boys in Years 10-12 will be in touch concerning any matter relating to their boy. Similarly, the Middle School Housemaster will be that person for boys in Years 7-9. When a boy enters the Middle School he is placed in a House, initially under the guidance of the Middle School Housemaster, then the Housemaster.

The House System is central in fostering an environment where boys feel safe, valued, engaged and purposeful. The School strives to make effective provision for the personal guidance of each boy. Through the House System, smaller 'schools within the School' can further enhance individual care and guidance.

The fact that the House System is vertical in nature helps to bring to the students' attention a greater awareness of their responsibilities, not only to members of their immediate peer group, but also to those older and younger than themselves. Thus, in general, the aim is to present a secure and familiar environment for our students. From the day they begin their schooling, students become members of a smaller House group whose staff are dedicated to helping them in their progress both in and out of the classroom.

The specific objectives of the House system are:

- > to enable the aims of the School to be effectively communicated to the boys in order that their characters can be influenced for good so that the fundamental virtues of good citizenship such as courage, honour, loyalty, diligence and faith can be evidenced in their lives
- > to foster House spirit and identity that contributes positively to the overall spirit and tone of the School which expresses itself in positive relationships between boys and staff both in and outside of the classroom
- > to contribute to the efficient administration of the School and its routines
- > to enable each student to be known as an individual and to help each boy to come to terms with his own strengths and weaknesses
- > to encourage full participation in the academic programme and wide range of activities offered by the School, thereby enabling students to achieve their potential
- > to nurture leadership through active delegation of responsibility within the House and to hold those accountable who have such responsibility developed to them
- > to assist in the resolution of conflict and distress that naturally occurs when boys interact with fellow students, staff, parents and other members of the community during the process of maturing from young boys to young men

Middle and Senior School

House	Housemaster/ Middle School Housemaster (MSH)	House Captain	Vice-Captains
Archer (Red)	Mr Andrea Folli (Housemaster) Ms Christine Daniel (MSH)	William Todd	Nathan Finn; Jed Keogh; Ryan Maranik
Dulwich (Sky Blue)	Mr Chris Aschman (Housemaster) Mr Ben Cook (MSH)	Peter Braga and Monty Hannaford	Darcy Brockell; Alexander Clisdell
Founder's (Orange)	Ms Marian Dunbar (Housemaster) Mr Neil Smallfield (MSH)	Oscar Chaffey	Jasen Yu; Cristian Lorenzato
Henderson (Gold)	Mr Andrew Payne (Housemaster) Mr Alastair Hunt (MSH)	Benjamin Lo Russo	Kevin Shen; Thomas Stavropoulos
Hilliard (Purple)	Mr William Foran (Housemaster) Mr David Chilton (MSH)	Daniel Gabriel	Lachlan Fitch; Matthew Stead
Holwood (Tan)	Mr Joe Vaccarella (Housemaster) Mrs Heidi Broadbent (MSH)	Patrick Di Giannantonio	Jake Kerry; Nicholas Capovilla
Kerrigan (Lime Green)	Mrs Anna Giuliani (Housemaster) Mr Philip McKay (MSH)	Luca Kmet	Jacob Zeitoun; Mohamad Zogheib; Nathan Zhu
Latham (Black)	Mr Kai Ikeuchi (Housemaster) Mr David Davies (MSH)	Matthew Lang	Kevin Kwak; Raghavan Selvaratham; Martin Vu
Murphy (Khaki)	Ms Sabine Wieczorek (Housemaster) Mr Ian Moran (MSH)	Martin Floro	Avinash Dilojan; Harry Dunn
School (Boarders Day) (Royal Blue)	Mr Rodney Fitch (Housemaster) Mr Matthew Miller (MSH)	Scott Seeto	Peter Kostoglou; Paddy Harris; Josiah Romeo
Stephenson (Turquoise)	Mr Michael Spratt (Housemaster) Mr Will Henry (MSH)	Andrew Stelzer	Sebastian Hahn; Harris Vlahopoulos
Taubman (White)	Mr Andrew Pierce (Housemaster) Mr Ben Treloar (MSH)	Samuel Otton	Brendan Sleiman; Tom Salmon
Weeks (Mid Blue)	Mr Matthew Hirst (Housemaster) Mrs Heather Bootle (MSH)	Ishan Nijhawan	Declan Heim; Matthew Moon
Wilson Hogg (Grey)	Mr Guy Dennis (Housemaster) Ms Sarah Tallis (MSH)	Brian Kim	Matthew Herro; Saahil Khan; Luc Velez
Wynn Jones (Bishop Pink)	Mr Mark Waters (Housemaster) Ms Katie Brett (MSH)	Anthony Nguyen	Thomas Hallworth; Ben Holzwart; Thomas MacKenzie
Young (Maroon)	Mr Terry Haywood (Housemaster) Ms Phyllis Bookluck (MSH)	Kordell Payne	Luke Asnicar; Nick Driessen; Stefan Marantos

Boarding House

Director of Boarding - Mr Peter Green

Boarding Housemaster and Housemaster of School House - Mr Rodney Fitch

Senior Resident Master - Mr Ben Cook

House Mother - Ms Suzanne Galluzzo

Boarding Staff - Mr Matthew Miller, Mrs Heidi Broadbent, Mr Ringo Mok, Mr David Galluzzo, Mr Nathaniel Romeo and Mr David Zhang

Junior Resident Masters - Mr Max Subba-Row and Mr Tom Brooker

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 point aggregate over the whole year for scholastic work, sport and other activities. The following are the Housemasters, Assistant House Staff and elected House Captains:

House	Housemaster	House Captain	Vice-Captain
Archer (Red)	TBA	James Robertson	Ryan Ma
Henderson (Gold)	TBA	Jordan Ho	Jayden Higgins
Hilliard (Purple)	TBA	Jaden Leung	Sami Nasr
School (Royal Blue)	TBA	Adam Gill	Alex Delgado

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.

House	Housemaster	House Captain	Vice-Captain
Founder's (Orange)	Mr Bradley O'Young	Clark Foley	Giancarlo Vari
Latham (Black)	Mr Jonathan Borger	Deja Dzarir Zohs	Vivek Singleton
Taubman (White)	Mr Suli Niulala	Nicholas Katsiris	Joel Maher
Young (Maroon)	Mrs Jennifer Mitrokas	William Thomson	Alex Runciman

The names of all the Houses remind us of the history of the School

- Archer:** is named after Mr Frank Archer, Head Master from 1917 to 1922. 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, Mr 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: 1913-1916 and 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 W.A. 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 Bevy 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, 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 Murphy, Head Master from 1938-1942. Colour: Khaki.
- School:** is the name of the original Boarding House. Colour: Royal Blue.
- Stephenson:** is named after Mr Percival Stephenson, Head Master from 1935-1937. Colour: Turquoise.
- Taubman:** is named after Mr C.P. Taubman, a School Councillor from 1928 to 1966. Colour: White.
- Weeks:** is named after Mr George 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 Mr 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 J.A. 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 AND 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. Accordingly, harassment and discrimination will not be tolerated under any circumstances. The School expects everyone who is part of the School community – boys, parents 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.

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 work or belongings
- > name calling, putting a person down, teasing, pulling faces, using abusive language
- > hitting, pushing, pinching or threatening physically
- > deliberately excluding a person from the group
- > 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, uninvited and usually repeated

Discrimination refers to any behaviour or practice which reflects an assumption of superiority of one group over another and is behaviour which disadvantages people on the basis of their real or perceived membership of a particular group. Examples include doing any of the following on account of a person's gender, religion, intellectual or physical ability, culture, age, race or background:

- > 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

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 within the School. Our aim is to create an environment of understanding and co-operation in which, if harassment or discrimination does occur, the victim will feel empowered to seek help and, through collaboration with staff and others, confront the influence of the perpetrator(s). Anti-social behaviour of any kind is unacceptable within the School community.

The School provides proactive measures such as the annual Gatehouse Survey, 'E-Care' email system, Life Skills Programme, presentations and workshops, confidential surveys, active grounds

supervision, peer mentoring through the House system, and regular individual interviews with boys by Housemasters, Middle School Housemasters and other Senior Staff. The School aims to ensure that the curriculum and teaching practices are consistent with helping students to develop the ability to challenge anti-social attitudes and behaviours in themselves and others. Students are educated to respect the rights of others to be free from harassment and discrimination.

Cyber Safety

Trinity places a high priority on the provision of Internet facilities and Information and Communication Technology (ICT) equipment which will benefit student learning outcomes and the effective operation of the School. However, the School recognises that the presence in the learning environment of these technologies can also facilitate anti-social, inappropriate, and illegal material and activities. The School, by its practices and procedures, aims to maximise the benefits of these technologies, while at the same time to minimise and manage the risks. Trinity has in place rigorous and effective school-wide cyber safety practices which are directed and guided by the School's Cyber Safety Policy. A copy of this Policy is located on the School's intranet. The various cyber safety practices that the School employs aim to maintain a cyber-safe school environment and to address the needs of students to receive education about the safe and responsible use of present and developing information and communication technologies.

The Information and Communication Technology Student Acceptable Use Policy sets out clearly the expectations that the School has for the use of ICT resources by students at School and out of School. Each parent is asked to sign the Information and Communication Technology Student Acceptable Use Policy when their sons are enrolled in the School and the boys are expected to agree to and to sign a copy of this Policy from Year 3. A copy of this Policy is located on the School's intranet.

Cyberbullying

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. All forms of harassment in cyberspace, often called cyberbullying, are unacceptable.

Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening or terrorizing another person by sending or posting inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, or Web site postings (including blogs). Often the author (sender or poster) of the inappropriate material is disguised (logged on) as someone else.

Members of the Trinity Grammar School community who feel that they have been the victims of such misuses of technology should not erase the offending material from the system. They should print a copy of the material and immediately report the incident to the Senior Master, Master of the Middle, Senior, Junior or Preparatory Schools or a School Psychologist. All reports of harassment in cyberspace will be investigated fully. Sanctions may include, but are not limited to, the loss of computer privileges, detention, suspension or expulsion from School. It should be noted that some forms of cyber bullying are criminal acts and the School may also be required to refer the matter to the Police or other appropriate authorities.

What Can You Do?

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 gives the impression that harassment and discrimination are accepted within the School. The School's counselling department is available to help boys develop the skills to be

assertive in these types of situations.

- > Do not retaliate aggressively, either physically or verbally. Dealing with the situation in a non-hostile manner commonly goes against the response the person was hoping for.
- > Discuss the situation as soon as possible with someone you are comfortable with: parents, teachers, House Tutor, Housemaster, Middle School Housemaster, Chaplain, School Psychologist, School Prefect, Master of the Preparatory School, Master of the Junior School, Master of the Middle School, Master of the Senior School, Second Master, Deputy Head Master or the Head Master so that the problem can be resolved. You can also use the School's 'E-Care' email system which provides an opportunity to express concerns and/or report incidents that you may otherwise be reluctant to discuss in a face-to-face situation. This is an electronic and confidential communication system accessed only by the School's Managing Psychologist. The email address is e-care@trinity.nsw.edu.au. Other support services, including contact with the NSW Police Liaison Officer, are available in the Student Support section of the School's website.

Students who observe any form of harassment or discrimination involving someone in the School community, wherever it occurs, are strongly encouraged to report this to a member of staff as soon as possible. Take action by saying "leave him alone," or reporting to a member of staff and offer support to the student. Also encourage the student to report the incident to a member of staff with whom they feel comfortable. 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. These changes may include lack of confidence, withdrawal from social activities, temper flare-ups, forgetfulness, distractibility, loss of appetite, sleeplessness, wanting to change the route to school and avoidance of specific activities.

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 as well as the reporter. In all cases, the School will act without bias and ensure claims of harassment and discrimination are addressed without undue delay, providing early and effective provision of pastoral support and disciplinary action. The School will take measures in an attempt to ensure that no-one reporting harassment or discrimination is disadvantaged as a result.

It is important to note that in most cases of harassment or discrimination, the matter is quickly resolved. Depending on the severity of an incident, the School may require from a student an undertaking to attend counselling, an apology, a commitment not to offend again and/or complete a School Detention. In serious cases, or if a student does not respond to these consequences, they may be suspended or expelled from the School. The Head Master is the final avenue of appeal for any decision. If the allegation is in relation to the Head Master, the Chairman of Council is the final avenue of appeal.

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 this can justify aggressive and anti-social behaviour. We need to ensure our boys learn the right way to behave and to empower them to take a strong stand against anti-social behaviour in all of its forms. Each and every member of the School community has the responsibility to contribute to the general welfare of the School. We need to work together – staff, boys and parents – to overcome harassment and discrimination.

Privacy Policy

Trinity Grammar School has a Privacy Policy. Details of this Policy are available on the School's web site – www.trinity.nsw.edu.au. Members of the School community who have questions relating to this Policy should contact The Senior Master on 9581 6000.

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 some variations in different sections of the School community as a result of the different social, emotional, and physical and intellectual needs of boys at different stages of development, the central 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 in which care and discipline represent two sides of the personal development 'coin'. The 'care' aspect involves all of the ways we support students at the School. While there are too many to list here, these are both pro-active (like Life Skill Programmes for all students) and responsive (like Year Co-ordinator or Housemaster support and counselling if things become difficult for any student). You can learn more about these by consulting the Preparatory, Junior and Middle/Senior School Pastoral Care documents, the School's website, or by asking members of staff. Similarly, the discipline system includes both pro-active features (like the teaching of values and positive social behaviours) and reactive measures (like the imposition of appropriate consequences for breaches of School rules).

Although the School demands high standards of behaviour, the discipline system is not intended to repress students. Rather, 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 underlying principles of self-discipline and self-respect which, when responsibly exercised, promote a genuine concern for the person and property of others and contributes substantially to the development of a responsible and co-operative community. This system is built on Christian values and the student rights and responsibilities outlined on the next page.

Staff will make decisions regarding matters of indiscipline in a manner that affords procedural fairness for boys who are accused of misbehaviour. 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. Boys may appeal a discipline decision through the Second Masters, the Masters of Schools (the Master of the Preparatory School, the Master of the Junior School, the Master of the Middle School or the Master of the Senior 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 or guardian, will be able to give an explanation of the alleged incident to the senior member of staff who has been delegated by the Head Master with the responsibility to decide the consequence for the breach of discipline.

Rights and Responsibilities of Students

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

Disciplinary Stages

Students, parents and staff all have rights that members of the Trinity community should respect. Equally, all students, parents and staff have the responsibility to respect the rights of others. A list of staff and parent rights and responsibilities is also available through the TESS department.

Parents, teachers and students can identify how students are progressing in relation to School discipline by understanding our disciplinary levels.

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. Detailed flow-charts for

the disciplinary systems of different sections of the school community are available on request or by consulting the School's website. These flow-charts outline specific examples of rule-breaking behaviour, consequences, the staff members involved at each level and details of communication with parents. However, the intent 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. It can be understood as 'situation normal'. Students on this level 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, demerits and so forth.

Level 2 (Green)

Placement on the green level 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, Middle School Housemasters, Heads of Department or Masters in Charge (Middle and Senior Schools). At the Junior and Preparatory Schools, the Deputy Master and Master of the 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 such as verbal bullying others. Here, 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, as do TESS Department School Psychologists.

Level 4 (Red)

The 'Red' level requires students, parents and staff to stop, review and plan thoroughly before moving on. Placement at this level indicates either continued failure to modify previous rule-breaking behaviour or involvement in incidents deemed to be very serious (such as endangering another's safety). At this stage the Masters of the Senior or Middle Schools at Summer Hill are required to be directly involved. Similarly, the Masters of the Preparatory and Junior Schools become directly involved with students and parents at these campuses. Consequences at this level include suspensions, probation, student behaviour contracts. Parent interviews are required. School Psychologists are also involved at this level.

Level 5 (Black)

This is the most serious level of discipline and the student's continued enrolment at the School is reviewed. This is often the 'last chance' colour. Like other levels, 'Black' classification may involve repeated infringements of School rules and/or serious incidences of bullying (physical and psychological), drug usage, theft or extreme insubordination. The Head Master, Deputy Head Master, Master of the Preparatory School and/or Master of the Junior School are involved in reviewing the student's enrolment and determining appropriate consequences at this level.

K-12 Support Mechanisms

Students who experience ongoing behavioural difficulties will be offered support to assist them in changing their behaviours, usually through School Psychologists within the TESS Department. Psychologists may also seek interviews with parents and guardians to assist in the process. Support may include small group work in social skill development, effective communication, anger management, conflict resolution and problem solving. The opportunity for individual counselling is also provided for students involved in more serious or repeated rule-breaking behaviour.

Disciplinary Measures

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.

Middle and Senior School

Record Book Comments: These can be either positive or negative about student attitudes and actions, class work or particular problems the student is facing.

Merits: Merits are formal recognition of good class work or behaviour by students in Years 7-9. When a Merit is given, a slip is placed in the boy's Record Book and details of the reason for the Merit being issued are placed in the boy's file. The boy's Middle School Housemaster is also informed.

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. A slip is placed in the boy's Record Book and details of the reasons for the Demerit are placed in the boy's file. The boy's Middle School Housemaster is also informed.

Detentions: Detentions are issued to boys in Years 7-12 for failing to modify standards of behaviour, complete required work or for specific breaches of student responsibilities. They may be issued 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 matters. Three Demerits in a five-week period will result in a Year 7-9 student receiving a Detention.

Suspension: For very serious misdemeanours a boy may be given a suspension from School. During the suspension the boy is not permitted to attend classes, train or play with his team or attend other School activities. Suspensions are not given lightly and are meant to convey to the boy that his behaviour is not satisfactory and, if it continues, he is likely to be asked to leave the School.

Expulsion: Boys are likely to be expelled from the School if they bring illicit drugs to School, continue to exhibit inappropriate behaviour after being warned, exhibit behaviour that affects the good order of the School or that has a marked effect on the rights of others within the School.

Exclusion: Exclusion is the act of preventing a student's admission to other schools.

The Head Master or his delegate may recommend to other schools that particular boys be excluded if a boy is a risk to the safety and wellbeing of other students or staff in any potential school. The School will pass on relevant information to other schools under the provision of Chapter 16A Exchange of Information – Children and Young Persons (Care and Protection) Act 1998 so that appropriate risk assessments can be formulated by potential schools when deciding whether to enrol Trinity students.

Preparatory and Junior Schools

Like the Middle and Senior Schools, the Preparatory and Junior Schools use many specific consequences for both appropriate and rule breaking behaviours. Details of these vary in relation to the developmental stages of students, individual needs and individual circumstances. Various forms of recognition, including merits, privileges and positions of responsibility are available as positive reinforcement. Conversely, sanctions for rule breaking behaviours include: demerits, 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 for behaviour deemed to be extremely dangerous. Exclusion – refer to the section above.

Referral to the counselling service, behaviour plans, individual contracts and daily behaviour reports aimed at modifying inappropriate student behaviour may also be used when appropriate by staff responsible for discipline at Preparatory and Junior Schools.

The Role of the Special Duties Masters, Senior Staff and Prefects in the Middle and Senior Schools

The Special Duties Masters are responsible for the behaviour, movement, demeanour and dress of boys outside the classroom at the Summer Hill Campus. Their duties include supervision of movement between periods and of conduct at the Cafeteria and Canteen. They administer of lost property. The day-to-day management of the Summer Hill Campus outside the classroom at Summer Hill lies with the Senior Master, Masters of the Senior, Middle and Junior Schools, the Director of Campus Administration and the Deputy Masters in co-operation with the School Officers. School Officers assume responsibility in Third Term of Year 11 and continue until they leave the School.

The School Officers assist in supervising detentions after School.

A boy who is inappropriately dressed for any School-related activity may be issued with a Dress Parade and will be required to report to the Special Duties Master on the following School day at 8:30am in full School uniform.

OUR SCHOOL EXPECTATIONS

Although the School demand high standards of behaviour, the rules are not intended to repress, but to ensure that each and every individual within the School is given an equal opportunity to flourish and to develop his personal talents and skills. They are based on the underlying principles of self-discipline and self-respect which, when responsibly exercised, promote a genuine concern for the person and property of others and contribute substantially to the development of a responsible and co-operative community.

General Behaviour of Students

All Trinity Grammar School students are expected to behave in a cooperative and respectful manner at all times inside and outside the classroom, when playing sport and on excursions or camps. At all times, students should respect each other and avoid behaviour that may lead to injury or inconvenience to others. Running to or from classes, or behaviour that is likely to cause harm or injury to others is not acceptable at any time.

At recess or lunch students may play ball games, but should do so in a safe manner, and only run when in open spaces on the ovals under teacher supervision. Playing ball games and running are only permitted on the ovals when students are wearing sport shoes.

Behaviour which is disruptive, unco-operative or dangerous may result in the boys being given a time out (Preparatory and Junior Schools), Record Book comment, demerits (Middle School only), detentions and in extreme cases, suspension or expulsion.

There must be no eating or drinking inside the School buildings. This also applies to the Sports Centre and Swimming Pool. Classrooms must be left tidy. At the end of each day windows are to be closed and, locked, chairs put on tables, air conditioners and lights turned off.

Behaviour on Public Transport

The specific rules regarding the behaviour of boys on public transport may be viewed on the School's website. All other School rules regarding behaviour and uniform apply.

Behaviour whilst on Excursions and at School activities

It is expected that all students when on excursions or at any School activity will follow all School rules set down within the School Handbook. Students are expected to co-operate and follow all instructions requested by staff, behave in a safe manner and assist staff 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 early (before 8:00am) or wishes to remain at School after classes have concluded (until 6:00pm) then students must remain in either the Cafeteria (morning) or the Library (afternoon). On evenings when special functions are held at the School, students may remain in the Library until the function commences. When collecting their sons after hours, parents and care givers are expected to park their vehicle in the School car park (entry via Victoria St gates) and meet their son at the Library.

The Special Duties Master is on duty in the afternoon until 5:30pm and can be contacted using the phone near the Special Duties Master's Office in Compass Courtyard. A security guard patrols the grounds in the evening and on weekends.

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

Before and After School (Preparatory/Junior)

Refer to Out-of-Hours Care in the Preparatory and Junior Schools' sections of this Handbook.

Courtesy at Trinity Grammar School

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

- > Adults and children should treat each other with mutual respect
- > Good manners should be identified with strength of character rather than weakness
- > Courteous behaviour and attitudes should be consistent, no matter what the circumstances or people involved
- > Courtesy is catching

The School, through the Head Master, other members of staff and senior students, will provide positive directions and guidance for thoughtful attitudes and courteous behaviour. However, the following are some specific yet simple rules for everyone to observe:

1. At the beginning of each lesson boys should remain standing to be greeted by their teacher and directed to positions of work for the lesson. At the conclusion of the lesson there will be a formal finish, allowing for the recording of any set homework and the tidying of the room before dismissal. The co-operation of students is an indication of their courtesy and consideration.
2. Classes should stand to greet the Head Master or any other visitor to the room.
3. Boys should defer to adults when proceeding in passages, corridors and through doors.
4. Boys are expected to address adults using their title and surname or to address men as "Sir" and ladies as "Ma'am," and never to pass an adult whom they know without a greeting.
5. The title or the name of the person being addressed by a boy should always be used.
6. If approached for help, boys should conduct visitors to the School to their destination.
7. When waiting for a service to begin in the War Memorial or Preparatory School Chapel, boys should be silent and prepare themselves in heart and mind.
8. Trinity Grammar School home teams should assume the responsibility of hosts by greeting their opponents on arrival, showing them the appropriate facilities and where refreshments can be obtained, and ensuring a friendly conclusion to the day's activity.
9. If a formal invitation includes the letters "R.S.V.P." it is essential that the person invited responds by phone or letter to that invitation by the date indicated.
10. Positive and respectful relationships between all members of the School community.

It is expected that parents will assist the School in teaching good manners – for example, does your boy stand when a visitor enters the family room, or does he remain lounging in the chair watching television? Politeness is merely taking an interest in other people.

Visitors to the School

For each campus, all visitors to the School between 8:00am to 4:00pm Monday to Friday should report to Reception and receive a visitor's badge before making their way through the School.

Liquor, Drugs, Cigarettes

At all times when they are the responsibility of the School, boys must conform to School regulations. This includes any occasion when a boy is coming to or from School or any School function including excursions, camps, dances and other School activities. Alcohol, drugs and cigarettes are never permitted under any circumstances and any boy found in possession of any of them is likely to be removed from the School. Students in possession of smoking implements (matches, lighters, tobacco, etc) will be deemed to have been smoking. Students involved with illicit drugs (the seed or substance) at School or at any School function (Trinity or other schools) will be expelled. Students bringing other substances or equipment whose use can be deemed to adversely affect their health, will be dealt with appropriately by the School.

Theft

Boys – particularly young boys – need frequent reminding that theft, like vandalism, is a most anti-social act. It destroys trust and it creates an atmosphere of unease and uncertainty. No School community can tolerate either of these activities, and to protect itself the School is likely to expel anyone found guilty. Boys in Years 7-12 are instructed to use their lockers and not to leave valuables in accessible places such as changing-rooms. Furthermore, to avoid such problems, boys must not bring items to School for sale. Boys are likely to be expelled from the School if they are caught stealing or are caught dealing with stolen goods.

Firearms, Knives and Weapons

The possession of real or replica firearms, cartridges, crackers or explosives of any kind is forbidden. Knives, or any other weapons are forbidden. In the event a weapon is brought to School the boy's position in the School will be reviewed with suspension or expulsion the likely outcome.

Inspection of Students' Belongings

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

Mobile Phones and Personal Stereos

Boys may have mobile phones at School for the purpose of communicating with parents in the afternoon regarding travel arrangements. The School recommends that parents keep a record of their son's mobile phone serial number. 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. It is recommended that boys do not bring personal stereos to School. If they are brought to School, they may only be used when travelling by car or on bus and train journeys to and from School. Otherwise, boys 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, such as excursions and camps. Mobile phones not used in accordance with School rules may be confiscated and returned at a later date.

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

Photography and Audio Recordings

Under no circumstances may any student video, photograph or record any student or School employee during School hours 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 networking sites is likely to result in a review of the offending student's enrolment.

Class Attendance and Punctuality

Boys must attend all of their classes. Failure to do so is likely to result in a Saturday Detention being issued. Boys who leave the School's grounds without permission are likely to be suspended from School and placed on Probation. A note from parents requesting an early departure must be given to the Student Services Secretary (Years 7 to 12), or classroom teacher Junior and Preparatory School prior to boys leaving the School.

- a. Any Middle and Senior School boy who arrives at School late must sign with their ID card inside the Student Services Secretary's Office. Boys will not be admitted to class (if they are late) without a late arrival ticket. For most incidences of lateness, parents should write a letter explaining the reason for their son's lateness.
- b. Any boy in PK-6 at the Preparatory School who is late must report to the Sick Bay where he will be issued with a note for his class teacher. For most instances of lateness, parents should write a letter explaining the reason for their son's lateness.
- c. Any boy in K-6 at the Junior School who is late must report to the Junior School office where he will be issued with a note for his class teacher. For most instances of lateness, parents should write a letter explaining the reason for their son's lateness.
- d. The marking of rolls takes place at 8:45am and 2:15pm for Middle and Senior School boys, at 8:45am for Junior School boys and at 9:00am for Preparatory School boys.

Absences – Middle/ Senior /Preparatory/Junior Schools

- a. Parents/guardian are requested to notify the School as early as possible of their son's absence, on 9581 6033 (Middle and Senior School); 8732 4658 (Preparatory School); or 9581 6144 (Junior School). An answering machine is available on that number 24 hours a day. Please give 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. You may also choose to notify the School using the absentee function of the Trinity App.

Alternatively, a fax can be sent to the School. For Middle and Senior School boys fax to the Student Services Secretary on 9716 7206 or email to absentee@trinity.nsw.edu.au – include your son's name, Year and House. The reason for his absence and the likely length of your son's absence.

For Preparatory School boys fax to the Master of the Preparatory School's Secretary on 9742 5419 or email prepabsentee@trinity.nsw.edu.au and for Junior School boys fax to the Master of the Junior School's Secretary on 9581 6166 or email to jsabsentee@trinity.nsw.edu.au – include your son's name, year and class, the reason for his absence and the likely length of your son's absence.

- b. Any boy who has been absent from School must bring a note from his parents explaining the circumstances and hand it to the Student Services Secretary (Middle and Senior School) or class teacher (Junior or Preparatory Schools) on his return to School. Alternatively parents may email their letter to the Student Services Secretary (absentee@trinity.nsw.edu.au). This note is a legal requirement, and although telephone calls to the School are very helpful, they are not sufficient.
- c. Every attempt is made to contact parents for an explanation on the day a boy is absent. For parents who have indicated their preference for being contacted by SMS when their son has

an unexplained absence, the School will send an SMS to these parents while other parents will be contacted by telephone. An SMS reply by parents, if enough details are included in the reply, will be printed by the School and a letter explaining the absence will not be required.

- d. Any boy who knows in advance that he will be absent from School for a legitimate appointment (medical, dental or driving test) must bring to the Student Services Secretary (Middle and Senior School) or Master (Junior or Preparatory Schools) a note from his parent/s, requesting to be absent. Such permission will not normally be given for absence on the day before the commencement of holidays or a long weekend, and parents are asked to avoid making appointments for arrangements which will lead to absence on these days. No appointments may be made at times when a boy is involved in examinations, co-curricular activities or games practices.
- e. Attendance on days immediately before and after examinations is compulsory. Any absence on these days may incur a mark penalty. A Doctor's certificate indicating the reason for the absence must be obtained and given to the Student Services Secretary when the boy returns to School.
- f. Parents who would like to have their son accompany them for an overseas trip or extended holiday during term time, must write to the Head Master for (Middle and Senior Schools), Master of the Preparatory School or Master of the Junior School requesting permission for the absence. It is only under exceptional circumstances that permission is granted and requests should be sent to the School as early as possible.
- g. Attendance records are kept of international students to ensure students' visa conditions are met. Any breaches of these conditions will result in notification of such a breach to the Commonwealth Department of Immigration and Border Protection.

h. Absence from Sport - All Schools:

- i. 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).
- ii. In the case of debilitating illness or an exceptional circumstance experienced, students must contact the coach directly, or through a team-mate prior to the match or training session and deliver a letter to the MIC or coach on the day (for training absence) or by the end of the next day the student is at School (Saturday absence). The letter is to be written and signed by a parent/guardian and should explain the reason for the absence. Alternatively the letter can be emailed to the School's absentee email address: absentee@trinity.nsw.edu.au This letter is the number one priority in explaining absence. 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. After an absence from Saturday sport, letters of explanation must be given to the School by Tuesday afternoon.
- iii. 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 Master of the Middle, Senior, Preparatory or Junior 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.

School Occasions

There are significant occasions in the School year when large sections of the School are expected to be present. Annual Prize Giving for the Preparatory and Junior Schools (Years 3-6), Middle School Speech Day (Years 7-9) and Senior School Speech Day (Years 10-12) are compulsory for all boys. Rugby Union and Football matches against CAS Schools when played at Home, and some other fixtures, are compulsory for Years 7 to 11. Years 10 and 11 are required to attend the CAS Swimming Meeting and Years 9-11 the CAS Athletics at SOPAC. It is stressed that boys are required to remain at School until the close of each term. All members of the School community are warmly encouraged to attend cultural activities.

Relations with the General Public

Boys must show consideration for the comfort and wellbeing of the general public. They should stand back when boarding or alighting from buses and trains and allow the general public precedence. Pushing, shoving and running in crowded areas is forbidden. No boy may remain seated in a bus or train while an adult is standing.

Personal Property

- > All property should be clearly marked with the owner's name and House. The first initial and surname of each boy and the House that he belongs to must be neatly and clearly written on each of his bags near the handle, using white correction fluid. This includes the normal School bag and the sports bag that each boy should have
- > Books, coats and other property should not be left about the School. Any such property will be impounded by staff or by the School Prefects
- > All damage to School property must be made good. Any damage, such as a broken window-pane, must be reported to the Special Duties Masters, teacher on duty or Deputy Master. The cost of repairs is the responsibility of those who caused the damage
- > Boys must not draw on their School bags
- > All bags must be placed in lockers (Years 7 to 12). Boys will carry the books that they need to class. Bags are not to be left in the grounds

Lockers (Middle and Senior Schools)

Every boy is responsible for the locker which has been allocated to him. Boys are expected to place their valuables and their bags in the locker when they arrive and to take them from their locker before leaving. Boys are responsible for the security of their own belongings, including mobile phones. Each locker should be kept locked using the lock provided by the School. Boys who do not lock their locker will lose the right to have a locker. **Boys may not visit their lockers during class or between periods.** There must be no loitering or eating or drinking in locker and changing rooms. Any student who loses his lock must report immediately to the Special Duties Master for a replacement.

Papers and Other Litter

The School grounds are cleaned at the end of each lunch-time by the students, supervised by the Prefects on duty or by staff on grounds duty. Boys are expected to help cheerfully and promptly under the direction of the Staff, Special Duties Masters and School Officers. By this means the School can be spotless in a few minutes if everyone plays his part. Remember the School rule that no boy may walk past litter, but must pick it up and put it in a bin.

The Chewing of Gum

The chewing of gum, or the possession of it, is not allowed. Many classrooms and dormitories are carpeted, and gum causes widespread damage. A one hour detention is likely to be issued to boys in Years 7-12. Junior School boys found with chewing gum will be issued with a time out (lunch-time detention). Boys who persist with either bringing gum to school or chewing gum at school will receive a register entry in their Record Book and the Deputy Master will inform their parents.

Cafeteria and Canteen (Junior, Middle and Senior School)

The Cafeteria is used by the Senior School at recess and lunch, though boys in the Middle and Senior Schools may use the Cafeteria before and after School. Senior School boys may access the Cafeteria during study periods by arrangement with the Master of the Senior School. Junior School boys may not use the cafeteria before, during or after school. The Canteen is used by the Middle School boys at recess and lunch. The Junior School has recess and lunch at a different time from the Middle and Senior Schools and boys may use the canteen.

Gluten-free lunches can be ordered by boys before School each day.

If there are any queries concerning your son's lunch or general Cafeteria/Canteen business, please feel free to come and talk to the Cafeteria/Canteen Manager, Mrs Nabiha Bitar, or ring her on 9581 6069.

Canteen (Preparatory School)

The Canteen is open every day from 8:00am to 1:30pm to serve boys in Pre-Kindergarten to Year 6, and all boys Pre-Kindergarten to Year 6 may have lunch orders. Years 1 and 2 visit the Canteen **only** at recess for purchases (limit of 1 drink, 1 food item). Years 3-6 can visit the Canteen at breakfast, recess and lunch for purchases. The boys from Pre-Kindergarten and Kindergarten do not visit the Canteen for any purchases.

If there are any queries concerning your son's lunch or general Canteen business, please feel free to come and talk to the Canteen Supervisor personally or ring her at the Preparatory School on 8732 4654.

Cashless Canteen

Online ordering (**Preparatory/Junior/Middle and Senior School**) and Cashless Canteen (**Senior and Middle School Only**) through *Flexischools* is available for parents through the following link: community.trinity.nsw.edu.au/news_links/2014/senior/Flexischools_information.pdf

Textbook Rental Plan

Upon receipt of textbooks students must adhere to the following regulations:

- > Students should accept the responsibility for use of the text for one year by signing (in blue or black biro) the School stamp on the inside front cover
- > There is to be NO writing in textbooks
- > Students shall be charged for any textbook which has been lost, damaged or defaced
- > Textbooks shall be collected by the School during the week after annual examinations

Illness or Injury (Middle/Senior School/Preparatory/Junior Schools)

Any boy taken ill or injured during the day must report to his class teacher who will then authorise him to go to the Health Centre if necessary. In the case of serious illness or injury the parents will be informed and if necessary contact will be made with the School Doctor. In an emergency, boys will be taken to the nearest available casualty ward (usually Canterbury Hospital or Royal Prince Alfred Hospital).

Tutoring, Commitments and Saturday Jobs

Boys sometimes take it upon themselves to engage in tutoring, coaching and other commitments, including the acquisition of a job after school on Saturdays. It is stressed that School commitments take precedents over these activities. Where special circumstances exist, for example a family commitment, parents are required to apply to the relevant Master of the Preparatory, Junior, Middle or Senior School for leave.

Outside Sporting Bodies

No boy may compete with outside sporting bodies that conflict with School activities without the permission of the Head Master.

Leaving School Grounds

Boys must not leave the School grounds during Trinity school hours for Trinity without permission. Boys must gain permission from the Student Services Secretary (Years 7-12) or their classroom teacher (Pre-K to Year 6) and report out (and back) to the Student Services' Office or classroom teacher (Pre-K to Year 6). Boarders, of course, are not permitted to leave the grounds at any time without the permission of their Housemaster.

Care of Ovals and Grassed Areas at Summer Hill

All grassed areas, apart from the main Quadrangle and Head Master's lawn, may be used by groups sitting, talking and eating lunch. The ovals may be used for activities during breaks as long as boys wear sports shoes. Energetic games are encouraged in The Sports Centre and on the ovals. The grounds staff spend much effort and expense in keeping the School lawns and ovals lush and green, and all grassed areas must be looked after. They must never be used as thoroughfares.

Out of Bounds Areas

Hurlstone Court is also out of bounds to boys in Years 7 to 12 except when boys need to go to the Health Centre or History classrooms. The Junior School is out of Bounds. Under no circumstances may Middle and Senior School boys go into The Junior School or any of the classrooms of the Junior School without the express permission of a teacher.

Uniform

Boys travelling to and from School are required to wear full School uniform unless the Head Master gives permission for the coat not to be worn on very hot days. This will normally be in Terms I and IV. A boy who is inappropriately dressed for any School-related activity may be issued with a Dress Parade and will be required to report to the relevant Deputy Master on the following morning in full School uniform.

Summer – Terms I and IV

Khakis – Khaki shirt, khaki shorts, long grey socks kept up to the base of the knees (garters must be used), School tie and black school shoes.

Greys – White shirt (top button done up; if not worn to the wrist, must be rolled above elbows; if worn to the wrist, cuff button must be done up), grey trousers, black belt with a plain buckle, School tie, grey or black socks, black school shoes (no boots). The coat is optional in summer. Greys are not an option for boys in K-6 in summer.

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, without buckles. Boys in Years 7-12, may change into their running shoes at recess, although they must change back into their black leather shoes

before the commencement of Period 5. Boys must wear black leather shoes to Science, Design and Technology, and other classes as directed by staff.

Winter – Terms II and III

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

K-6 – White shirt (top button done up; if not worn to the wrist must be rolled up above the elbows; if worn to the wrist, cuff button must be done up), grey shorts, School tie, long grey socks kept up to the knees (garters must be used) 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 – Boys travelling to and from School must wear School uniform. If sports shoes are necessary for medical reasons, the boy must be driven to School. Boys 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, boys must wear School uniform or full School tracksuit. Casual clothes may be worn if required for a School excursion.

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 Night/Day of other schools, whether Independent or Government.

Hats – Each boy must have a green or white sun hat at School for recess and lunchtime in Terms I and IV for boys in Years 7-12 and year round for boys PK-6. “Greg Chappell” hats must be worn for Cricket.

Sun Cream – Its use is encouraged. It is found in all cricket kits and must be used. Coloured zinc may not be worn except for cricket. The broad brimmed hat can be worn with khakis and greys.

Sports Attire

Cricket – White shorts or flannels, white shirt, all-white sports shoes and white socks. If caps are worn, they must be Trinity cricket caps. All cricket gear must be spotless.

Rugby Union – Green shorts, Trinity jersey, School rugby socks, rugby boots, mouthguard. Only Trinity tracksuits are to be worn.

Track and Field – Green shorts, School singlet, white socks, sports shoes. Trinity tracksuit.

Swimming – Dark green trunks – compulsory for swimming team AND for all general swimming. Green cap with white crest. Trinity tracksuit.

Tennis – White tennis shirt with green Trinity badge (short sleeves), white tennis shorts, white socks and predominantly white sports shoes. Cap must be green or white.

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

Football – Trinity Football jersey, green shorts, School football socks, football boots and shin pads. Only Trinity tracksuits are to be worn.

Water Polo/Diving – Dark green trunks.

Table Tennis – White PE-shirt with School crest, green or white shorts, white socks, white-soled sports shoes.

Cross Country – Green shorts, School singlet, white socks, sports shoes.

Lawn Bowls – Lawn Bowls shirt and shorts, Trinity tracksuit, white socks, white-soled sports shoes with no tread.

Fencing – Sports shoes, Trinity tracksuit pants, fencing jacket and mask.

RAW Sport – RAW T-shirt, green shorts, white socks, sports shoes, dark green trunks.

Volleyball – Volleyball shirt, green volleyball shorts, white socks, knee-pads, white-soled sports shoes.

PDHPE Periods, School Activity, School Gear – White PE shirt with School crest, School PE shorts, white socks, sports shoes, School track suit (where applicable), dark green trunks.

For spectator attendance at Games - Grey slacks, black or dark grey belt, School blazer or grey jacket, white shirt, School tie, School socks and black shoes with laces.

Tracksuits – Alternatively, for attendance at non-compulsory Games, the FULL Trinity tracksuit may be worn.

General Appearance

Face – Must be clean-shaven (if necessary). No earrings or other piercings.

Jewellery – No jewellery may be worn.

Bags – The only bags for general school use are the green crested bag or backpack (the latter is strongly recommended for posture). Boys may use the School's sports bag for sporting clothes and equipment. The name of each boy and the House that he belongs to must be neatly and clearly written on each of his bags near the handle using white correction fluid. This includes the green crested bag or backpack and the sports bag that each boy should have.

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. Long strands of hair draped over shaved parts of the scalp are not acceptable, neither are very short haircuts or undercut haircuts. No haircuts should be done with a cutting comb that is less than a "4". 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 or set with hair gel.

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 Master 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. **When permission is granted, the student will be issued with a green plastic parking permit that is to be displayed on the front dashboard of the car.**

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. Boys with permission to drive to School must park in the School's car park **in the GREEN ZONE**. If spaces are unavailable in the School's car park, boys must park in the streets on the School's boundary. Boys should never exceed 10km/h when driving in the School car park and 40km/h when driving near the School at any time. They may have to drive slower than this depending on **the activity in the car park** and road conditions.

If a boy wishes to travel as a passenger in a car driven by another boy, that boy's parent must apply to the Master of the Senior School in writing. Any boy found in breach of the stated conditions may have his right to drive withdrawn. No boy 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 Master 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 and 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.
- > Schoolboys and their partners are not permitted to smoke or consume alcohol at School dances. Parents who permit boys to smoke or drink alcohol at parties (or on other occasions) make it harder for their sons to conform to School rules.

Parties Hosted by Parents

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

1. Be present at all times.
2. Prevent smoking.
3. Where School boarders are concerned, remember the resident staff who are waiting up.
4. Stop gate-crashing.
5. To see that no alcohol is brought by guests.
6. Inform the Police.

Duties of Parents of Guests at Parties

1. To phone and check with the host
 - a. the precise time of start and finish of the party;
 - b. whether alcohol will be served;
 - c. 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 phone number with their child guest.

Sport Code of Conduct - Expectations

Players

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

Parents

- > Focus upon the boys' efforts and performance rather than the overall outcome of the game.
- > 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.
- > Encourage your son to play according to the rules of the game and spirit of fair play at all times.
- > Never ridicule your son or another boy for making a mistake or losing a game.
- > Remember boys are involved in organised sports for their benefit and enjoyment.
- > Remember that children learn best from example. Applaud good play by both teams.
- > 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.
- > Support all efforts to remove verbal and physical abuse from sporting activities.
- > Recognise the value and importance of coaches and give them your support.

Spectators

- > Trinity encourages boys to support their School teams and to be dressed in the School uniform while doing so.
- > We look to adults to set an example by their self-control, deportment and dress at matches.
- > 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.
- > Support for any team should never encourage violence or rough or illegal play.
- > Good play from both teams should be applauded generously.
- > Encroaching onto the field of play or the shouting out of suggestions, disapproval or profanities to players, officials or spectators is not acceptable.
- > The area around sporting venues should be left tidy and free of rubbish.

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 and may include one or more of the following:

1. The School may exclude any member of the School community from attending School functions, including, but not limited to, games, concerts, events and meetings.
2. The School may exclude any member of the School community from being on School grounds.
3. The School may direct that particular parents may only communicate with members of the Trinity staff through a nominated School representative.
4. 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

- > "The School as a Community"
- > Trinity Sport Code of Conduct

PAYMENT OF SCHOOL FEES

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

The School Council directs that all tuition and boarding 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:

- | | |
|------------------------------|--------------|
| a. First son | Full fees |
| b. Second son | 5% discount |
| c. Third and subsequent sons | 15% discount |

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 CARE GUIDELINES

Parents/guardians have the prime responsibility for the health of their children. Management of student health conditions, including the administration of medication, is a courtesy provided by the School in its duty to keep students safe while they are at School or are involved in School-related activities.

It is the role of parents/guardians to:

- > Co-operate with the School on student health matters.
- > Support their child's health.
- > Inform the School of the health needs of their child when they enrol or when health conditions develop or change.
- > Liaise with the child's medical practitioner about the implications of the child's health condition for their schooling.
- > Where medication is prescribed, ask the medical practitioner whether the medication is available in a form which minimises or eliminates the need to provide the medication during the school day.
- > Convey all relevant advice and information from the medical practitioner to the School.
- > Complete a written request for the School to administer medication or for other support. Available on the School's website.
- > Provide medication for administration by the School in a timely way and as agreed with the School.
- > Collaborate with the School in planning to support their child's health needs at School including updating information and reviewing plans.

It is the role of the School to:

- > Take all reasonable steps to keep students safe at School.
- > Support students in arrangements to have their health care needs met so that they can participate in their learning programme.
- > Administer prescribed medication in response to parents' written requests and that from their medical practitioner following consultation with staff and parents/guardians and the supply of necessary medication by parents/guardians.
- > Administer specific health care procedures in response to parents' written requests following consultation with staff and parents and the supply of necessary medication by parents from their medical practitioner.
- > Share medical information with others who need to know emphasising the need to use it sensitively and confidentially.
- > Develop an individual health care plan where required or where the School determines it will be helpful.
- > Provide emergency care.
- > Provide support for staff to access relevant training.

Administering Medication

Wherever possible parents/guardians are requested to administer medication to their child before or after attending School, rather than requesting staff to do so, unless absolutely necessary. School staff are not permitted to administer any medication that has not been authorised in writing from parents or guardians by their medical practitioner, or could be reasonably assumed to have been authorised in an emergency when the parents could not be contacted.

Unscheduled medication approved by the School's Nurse is stored in the School's Health Centre (HC) and Boarding House as stock for Day and Boarding students. This is medication that can be purchased from a supermarket (e.g. paracetamol or antacid mixtures). Schedule 2 medication approved by the School's Nurse (pharmacy only medication without restrictions) is also held as stock in the Boarding House and at Kaloona. Parents/guardians are requested to indicate their consent by signing their child's Medical and Data Check form at the beginning of each year, included with a privacy collection notice. This gives permission for the School's Nurse to give Unscheduled medication to Day and Boarding students, and Schedule 2 medication to Boarding students, and Day students whilst at Kaloona, where necessary. Additional consent is requested from parents/guardians of Boarding students for the Boarding Housemaster and/or Master on Duty to administer Unscheduled and Schedule 2 medication when the School's Nurse is unavailable, where necessary.

Schedule 2 and Schedule 3 (pharmacy only medication with pharmacy advice) medications for Day students will ONLY be administered if they are supplied by parents/guardians in the original container with pharmacy label attached, written permission and instructions from the parents/guardian or the student's medical practitioner (see below). Schedule 4 and Schedule 8 medications (prescription only) for Day students must have written permission and instructions from parents/guardians or the student's medical practitioner as well as being labelled with the prescription details, the student's name, dosage and instructions on the packaging.

For Boarding students and Day students attending Kaloona, Schedule 3 medication may be obtained for a specific student if it is purchased in the student's name from a pharmacist who is aware of the student's condition and who is able to provide advice on the product's use to the student, preferably with a prescription from the student's medical practitioner or a medical practitioner with knowledge of the student's condition. Schedule 4 and Schedule 8 medications may only be obtained on the prescription of a doctor for an individual student. The School's Nurse, Boarding Housemaster or Master on Duty will only administer, or assist in the administration of such medication, if written authorisation has been given by parents/guardians, or medical practitioner, or medical practitioners.

A staff member who is not a Registered Nurse may assist students administer medication as long as the medication has been individually dispensed by a pharmacist and parents have made their request in writing with adequate information as to dosage and administration from their medical practitioner. This would be typical during excursions, camps and sporting activities away from the main campus. This does not include giving medication by injections, except in emergency cases where such attention is necessary to prevent the death of the student, for example, in the case of a student with an anaphylactic reaction.

Medications of any classification will not be administered on an ongoing basis without a regular written medical practitioner's review and authorisation.

Parent/Guardian Requests for the School to Administer Medication

Should it be deemed necessary that the School become involved in administering medication requested by parents or guardians, parents/guardians must undertake the following in relation to the administration of medication and/or management of health conditions:-

- > Notify the School in writing of a child's health condition requiring medication at School, as well the complete written details for the administration of the medication, including side effects or adverse reactions from the student's medical practitioner. Parents are requested to use the School's standard "Request for Administering Prescribed Medication" form which can be downloaded from the School's website at www.trinity.nsw.edu.au and click on 'For Parents', then under campus under forms click on 'Request/Administer Medication' at the bottom of the page.

- > Collaborating with the School's Nurse and/or Boarding Housemaster in working out arrangements for the supply and administration of the prescribed medication.
- > Provide the medication in the original pharmacy labelled container or as directed by the student's medical practitioner to the nominated staff member in a timely way;
- > Ensure the medication is not out of date and has an original pharmacy label with the students name, dosage and time to be taken;
- > Notify the School in writing when a change of dosage is required. This instruction must be accompanied by a letter from the student's medical practitioner;
- > Advise the School in writing and collect the medication when it is no longer required at School.

Parents requesting the administration of medication which is not prescribed or subject to a medical prescription are also required to follow the above procedures.

When on School camps/excursions, and during sport activities, it is the responsibility of parents to collaborate with the teacher in charge of the camp/excursion, or the sport MIC, to determine the course of action required in the administration of medication. Parents and/or their medical practitioner are responsible for ensuring complete prescription details, including the full name of the medication, dosages, times, and other relevant information, are written on the permission note/medical form for the excursion/camp. Medication must be clearly labelled with the student's name and prescription details on the container. Only medication with the pharmacy label clearly and correctly attached to the container will be administered.

Self-Administration of Medication

Contemporary management of chronic health conditions encourages students to administer their own medication, to recognise the signs and symptoms of their condition and to participate in the full range of activities offered by the School. Self-administration may apply to students who are assessed by their medical practitioner and parents/guardians and approved by the appropriate Master of School and the Senior Nurse as capable of administering their own medication while participating in School activities.

Students are not permitted to self-administer Schedule 3, 4 and 8 medications at School, on excursion, camps, or sport activities without written notification from parents or their medical practitioner, and approval has been given by the School. The decision to allow a student to self-medicate at School will be made in consultation with parents, their medical practitioner and the School's Nurse. The appropriate Master of the School, and the Boarding Housemaster, will be notified by the School's Nurse of the arrangements made for a student to self-medicate. Details will also be included on the student's Denbigh Medical file and any written instructions received from the student's medical practitioner will be kept in hardcopy form on the student's file.

Students approved to carry their own medication should demonstrate practices of secure storage of medication that may be potentially harmful to other students together with the safe disposal of injecting equipment. Recommended procedure for approval:

- > The parent/guardian provides a written request, with guidelines and procedures from their medical practitioner, for the student to be responsible for administering their own medication;
- > The School's Senior Nurse will determine if the student is capable of assuming this responsibility, and advises the respective Master of School, and Boarding Housemaster;
- > The student and the School agree on where medication is stored and where and how it is administered;
- > School Nurse can assist students to manage their health condition by incorporating their medication needs in the routine management of the class and school.

Storage of Medications

The School's Nurse and Boarding Housemaster are responsible for ensuring all medications are securely stored in locked cupboards or medication trolleys within the Health Centre, in an area inaccessible to the public and students. No person other than the School's Nurse, Boarding Housemaster, have access to the keys and/or the medication cabinets.

Storage temperatures conform to manufacture's labelling.

A routine of stock rotation is adopted to monitor expiry dates. Out of date stock and students' own medication which is no longer in use is returned to the pharmacy or returned to the student's parents.

Medication supplied to the School by parents/guardians is individually labelled with the information provided by the parents/guardians or the student's medical practitioner. Medication for emergency situations is stored so that ready access is assured.

Children liable to need Ventolin at school are to keep their own spacer with them in their bag and bring it to the Health Centre if needed, as it is not possible to store individual spacers for all the asthmatic children in the school in the Health Centre.

In relation to the disposal of sharps, the School's Nurse complies with accepted disposal practices.

Student Accident Insurance Plan

Claims Procedure

1. All medical and ambulance bills (where incurred) should be paid for by the claimant.
2. Make claim on Medicare (if applicable) and own Private Health Insurance (if applicable).

The School Accident Insurance includes coverage for Non-Medicare Medical Expenses only. Any portion of any expense for which a Medicare benefit is paid or payable including the balance of monies due or payable by the Insured Person after deduction of any Medicare benefit or rebate from the actual expense incurred (commonly known as the "Medicare Gap") is unable to be reimbursed under this insurance.

All claimable Non-Medicare Medical Expenses need to be for treatment, certified necessary by a legally qualified medical practitioner, to a registered Private Hospital, physiotherapist, chiropractor, osteopath, nurse or similar provider of medical services excluding the cost of dental treatment unless such treatment is necessarily incurred to sound and natural teeth, excluding dentures, and is caused by injury.

3. Contact the Bursar's Secretary on (02) 9581 6028 and request an information pack necessary for making a claim.
4. Complete and return the School Student Accident Report Form and Medical Practitioner's Statement to School together with the original receipts/statements from Medicare and Private Health Insurance (if applicable) to the Bursar's Secretary for processing.

Any queries, please contact the Bursar's Secretary on (02) 9581 6028.

THE ACADEMIC PROGRAMME

Executive Academic Committee (P.O.T.T.)

Head Master - Mr Milton Cujes

Chair - Academic Dean - Mr Jason Cheers

Director of Professional Learning and Accreditation - Mr Thomas Mae

Master of the Junior School - Mr Mark Dunn

Master of the Preparatory School - Mr Christopher Wyatt

Academic Committee

Chair - Director of Curriculum - Mr Andrew Scott

Director of the International Baccalaureate - Mr Christopher Barnes

Head of Christian Studies - Reverend Gregory Webster

Head of Drama - Mr Brendan Duhigg

Head of Economics - Mr Ian Moore

Dean of English - Ms Alison Boyd-Boland

Head of English (BOSTES) - TBC

Head of English (IB) - Ms Tania Mason

Dean of HSIE (Head of History) - Mr David Van Tol

Head of HSIE (Head of Geography) - Mr Thomas Mae

Head of Languages - Mr Ashley Lucas

Dean of Mathematics - Mr Edward Habkook

Head of Mathematics - Mark Mikulandra

Director of Music - Mr Philip Pratt

Head of PD Health and PE - Mr Andrew Simos

Dean of Science - Dr Timothy Barden

Head of Science - Mrs Maryellen Ottaway

Dean of Technological & Applied Science - Mr Michael Leadbeatter

Head of Vocational Education and Training (VET) and Technologies & Applied Studies (TAS) - Ms Jennifer Nixon

Head of Visual Arts - Mr Steve Collins

Note: The Head Master and Academic Dean are ex officio members of the Academic Committee.

Academic Policy

The Academic policy of the School is under the control of the Head Master. The Academic Dean is Chair of the POTT Committee and the Director of Curriculum is Chair of the Academic Committee. These Committees advise the Head Master on academic matters.

The School is comprehensive in its intake but the curriculum attempts to develop the abilities of each boy in a challenging way in courses appropriate to him. The School tries to make sure that each boy receives the education most suited to his abilities and to assist him in discovering and developing his potential to the highest level.

Classroom Order

For learning in the classroom to be enjoyable and effective, a relationship of mutual trust and respect between teacher and students is essential. All in the class should expect that their rights will be respected and they must also accept that they have various responsibilities to keep.

Although there exist certain principles which are fundamental to classroom organisation, the teacher's right to teach in the way he or she feels most appropriate must be appreciated. As a result, teachers will set down their individual expectations at the beginning of their involvement with each of their classes.

Students have the right to

- > be happy in class;
- > work without being disturbed;
- > express an opinion and have it treated with respect; and
- > be treated fairly.

Students have the responsibility to

- > learn as much as they can;
- > show respect for the opinion of others;
- > let others work without disruption;
- > be respectful in their approach to classmates and the teacher;
- > participate in classroom activities;
- > attend all classes punctually; and
- > be prepared with appropriate equipment present and set work completed.

Academic Advice

The Director of Curriculum is responsible for advising boys regarding their academic programme of study. However, particular advice may be more appropriately sought from:

- > The IB Director, Mr Barnes
- > VET Director and RTO Manager (Careers Education), Dr Osman
- > Head of Vocational Education and Training (VET) and Technologies & Applied Studies (TAS), Ms Jennifer Nixon
- > The Master of the Senior School, Dr De Lany (Years 10-12)
- > The Master of the Middle School, Mr Barr (Years 7-9)
- > The Master of the Preparatory School, Mr Wyatt
- > The Master of the Junior School, Mr Dunn
- > Heads of Department; and
- > TESS Personnel

Changes to a Student's Approved Programme of Study

Any change to a student's approved programme of study requires the authority of the Director of Curriculum, and is effected by a change of subject form. This form ensures that all affected staff are aware of the change, and that parental approval has been given. Boys must thus understand that no change may be made until the Director of Curriculum has signed the completed form and advised Heads of Departments of his approval.

COURSES OF STUDY IN 2017

Our students are drawn from a wide range of academic ability. Therefore it is one of our most important objectives to cater for a diversity of skills and interests. The academic programme includes intensive preparation for the HSC and IB examinations and university entrance through a broad range of courses. The academic programme is aimed at boys who generally will go on to tertiary education, but also provides satisfying educational experiences for those who will complete their formal education at the secondary level. It is the aim of the School to maintain the thoroughness of traditional disciplines while offering a stimulating and challenging range of options appropriate to each boy.

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 which involves world's best practice pedagogy. It is based on enquiry learning, and mandates all the best features of the overall IB international philosophy. Children are carefully involved in their own learning, as the teacher 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 at Trinity, the PYP is the basis of teaching, although the NSW Board of Studies syllabuses still form the content which is taught through PYP.

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. The focus is also on the core curriculum of Literacy and Numeracy.

Enquiries concerning PYP should be directed, in the first instance, to the Director of Primary Curriculum (PYP Co-ordinator) at the Preparatory School, Mr Richard Lever or the Director of Primary Curriculum (PYP Co-ordinator) at the Junior School, Mrs Marilyn Ormes.

Year 7

The subjects for Year 7 are as follows:

Christian Studies; English; Language (experience with French, German, Latin and Mandarin); Geography; History; Mathematics; Music; P.D. Health P.E.; Science; Technology (Mandatory); Visual Arts.

Year 8

The subjects offered for Year 8 are as follows:

Christian Studies; English; Geography; History; Mathematics; Music; P.D. Health P.E.; Science; Technology (Mandatory), Visual Arts and Language (Elective chose from French; German; Latin; Mandarin). Classical Greek is offered as an additional language outside of the timetable.

Years 9 and 10

Subjects required in Years 9 and 10 are as follows:

Christian Studies; English; Geography; History; Mathematics; P.D. Health P.E.; Science and 2 Electives (chosen from: Commerce, Design and Technology; Drama; Food Technology; Graphics Technology; Industrial Technology (Metal), Industrial Technology (Wood); Information and Software Technology; Music; Photographic & Digital Media Global Studies; Television Production; Visual Arts; Visual Design). Classical Greek is offered as an additional language outside of the timetable.

HSC Rules

Students must study a minimum of 12 Units in Year 11 (at Trinity all boys must study 13 Units except for TVAC students) and 10 Units in Year 12. The only compulsory subject is English, but there must be at least four subjects in total in each year. Courses studied in Year 12 must be preceded by study of the Preliminary course in Year 11.

The Australian Tertiary Entrance Rank (ATAR) will be calculated based on the student's best 10 Units, providing that at least 2 Units of English will be included. However, particular rules apply to Vocational Education courses. Visual Design will not be included in this requirement.

For more precise details, please check the relevant Courses Guide.

Subjects offered for the HSC are:

English (compulsory – Standard English, Advanced English or English as a Second Language; Elective – Extension 1 and Extension 2; English as a Second Language. Mathematics (General, 2 Unit, Extension 1 and Extension 2).

Ancient History; Biology; Business Studies; Chemistry; Chinese*; Christian Studies; Classical Greek*; Construction; Design and Technology; Drama; Economics; Electro-technology; Engineering Studies; Entertainment Industry; French*; Geography; German*; History Extension; Hospitality; Industrial Technology (Multimedia or Timber Products & Furniture); Information and Digital Technology; Information and Process Technology; Latin*; Legal Studies; Modern History; Music 1; Music 2; Music Extension; PD Health PE; Physics; Senior Science; Software Design and Development; Visual Arts; Preliminary Theological Certificate.

*In the normal course of events, students who wish to study a foreign language in Years 11 and 12 will do so as part of their International Baccalaureate programme. Students studying HSC French or German will usually be members of an IB languages class. Discrete HSC language classes will be formed only on the approval of the Head Master.

Years 11 and 12 – The International Baccalaureate

What is the IB Diploma Programme?

The IB Diploma Programme is designed as an academically challenging and balanced programme of education for students in Years 11 and 12, with final examinations that prepare students for success at university and life beyond. The programme, which is normally taught over two years and which has gained recognition and respect from the world's leading universities, is offered by some 3900 IB World Schools in 145 different countries.

Since the late 1960s, the programme has:

- > provided a package of education that balances subject breadth and depth, and considers the nature of knowledge across disciplines through the unique theory of knowledge course.
- > encouraged international-mindedness in IB students, starting with a foundation in their own language and culture.
- > developed a positive attitude to learning that prepares students for university education.
- > gained a reputation for its rigorous external assessment with published global standards, making this a qualification welcomed by universities worldwide.
- > emphasised the development of the whole student-physically, intellectually, emotionally and ethically.

The Curriculum

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 another subject from groups 1 to 5.

At least three and not more than four subjects are taken at higher level (recommended 240 teaching hours), the others at standard level (150 teach hours). These subjects are largely externally assessed by examinations in November of the second year, that is, Year 12.

Students will develop an understanding of the IB learner profile. The ten aspirational qualities of the learner profile inspire and motivate the work of teachers, students and schools, providing a statement of the aims and values of the IB and a definition of what we mean by “international-mindedness.” IB learners strive to be inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, open-minded, caring, balanced and reflective.

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, Action, 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 IB are:

Group 1 Language A	Literature and Performance SL English Literature SL & HL
Group 2 Language B	French 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 and 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 Chemistry SL & HL
Group 5 Mathematics	Studies SL Mathematics SL Mathematics HL Further Mathematics HL
Group 6 Option	Computer Science SL & HL Film SL & HL Music SL & HL Visual Arts SL & HL Business Management SL & HL

Assessment

Students take written examinations at the end of the programme (in November), which are marked by external IB examiners. Students also complete assessment tasks in the School, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on Theory of knowledge and the Extended Essay. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the Creativity, Action, Service programmes. The highest total that a Diploma Programme student can be awarded is 45 points. Over the 13 years that Trinity has been offering the IB programme, our candidates have achieved high levels of success, including perfect scores, and an overall average UAI of over 95.

Assessment is criterion based, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum.

IB World School

Global leaning is where the world is moving and Trinity is moving with it. Further, the IB Diploma has great international portability to the most prestigious universities in the world, including Oxford, Cambridge, Harvard and Princeton. IB results are automatically and electronically conveyed to Australian Universities and the Australian Tertiary Entrance Rank (ATAR) entrance equivalents for the IB Diploma ensure its ready acceptance in all Australian universities. While the IB Diploma is undoubtedly demanding, it is not elitist. Potential candidates should possess sound study habits and be highly motivated, looking for a challenge and wanting to achieve optimal results.

Trinity Vocational Academic Course (TVAC)

The Trinity Vocational Academic Course (TVAC) pathway allows students to preserve their eligibility for an ATAR, although in Year 12 they can surrender this if they wish. And while it can be taken as a complete package, it need not be – although some things can only be accessed by boys who do take on the complete package. The pathway is best summarised in the following diagram:

Structure

Year 11		Year 12	
Subjects	Units	Subjects	Units
Christian Studies		Christian Studies	
Standard English*	2	Standard English*	2
General Mathematics*	2	General Mathematics 2* or General Mathematics 1*	2
VET course 1	2	VET course 1	2
VET course 2	2	VET course 2*	2
Non-VET elective 1	2	Non-VET elective 1	2
Non VET elective 2	2	Non VET elective 2 or VET course 3*	2
Total units	12	Total units	12

*Higher levels of these subjects may be taken by agreement.

Other features

- > Opportunity for a School-Based Traineeship

*= non-ATAR

Other features

- > Opportunity to continue School-Based Traineeship
- > Opportunity to opt out of an ATAR
- > Opportunity to do General Mathematics 1 (numbers permitting) (no HSC exam)
- > Opportunity to drop one non-VET course and, if required, to pick up for Year 12 only a third VET course

The School-Based Traineeship option, as part of TVAC, provides a school to work pathway that allows students to undertake approved training in conjunction with employment in order to enhance their skill level and future employment prospects. At the same time, they gain credit towards their HSC. The student continues to attend school while completing the on-the-job training during allocated days in their work placement period, service week and school holidays. The on-the-job training component is detailed in a Training Plan that forms part of the Training Agreement (approved by the Australian Business Apprenticeships Centre), which links to an appropriate award as specified in the Training Contract.

Distinguishing features

- > Only TVAC students will be allowed to opt out of an ATAR (and only in Year 12).
- > Only TVAC students will be allowed to opt out of the voluntary HSC examinations for their VET courses, and only with parental consent.
- > Only TVAC students will be offered General Mathematics 1 in Year 12, for which there is no external HSC examination. (Note: this subject would render the student ineligible for an ATAR.)
- > Only TVAC students will have the option of a School-Based Traineeship offered to them.
- > Students involved in these will be supported by the School Based Traineeship Mentoring Programme.

Subject choice counselling

While TVAC students would be free to choose their two non-VET electives from those on offer, within the parameters of the electives lines, they would be counselled carefully to try to ensure appropriate choices. While such choices may often be practical ones, the requirement in most of the practical courses (Design & Technology, Drama, Industrial Technology (Furniture or Multimedia), Music and Visual Arts) for a major HSC work in Year 12 would be an important consideration.

Enquiries concerning TVAC should be directed to Dr Frederick Osman | VET Director and RTO Manager (Careers Education).

Registered Training Organisation (RTO)

Trinity Grammar School at Summer Hill is a Registered Training Organisation (RTO) providing a vocational education programme for senior HSC students under the Australian Quality Training Framework (AQTF). As an RTO, Trinity is now registered to deliver nationally recognised vocational training and to issue Australian Qualifications Framework (AQF) qualifications and Statements of Attainment which are recognised and accepted by industry and other educational institutions throughout Australia. Currently, the School partners with the Registered Training Organisation of the Association of Independent Schools of NSW (AISRTO) in issuing of qualifications and statements of attainment for the courses on its scope of registration. Other benefits of being an RTO include the opportunity to create new accredited and customised programmes to meet the needs of students, and to maximise outcomes through training, assessment and support services that meet students' individual needs. As an RTO the School can provide greater choice and opportunity to meet the different needs and interests of students through the delivery of nationally recognised courses and qualifications. This provides more diverse pathways to work and further study for students. The courses that the School can currently deliver on its scope are Certificate II in Construction Pathways, Electrotechnology (career start), Hospitality, Certificate III in Information, Digital Media and Technology and Entertainment (Live Production and Services).

Trinity Grammar School, Registered Training Organisation (RTO) also offers a Nationally Accredited Certificate II in Leadership through Cadets. This course is designed to reward the leadership qualities of those students enrolled in Cadets. Through the study of this course, students will gain

experiences in leadership that can be applied to a range of contexts, including work, study and leisure and that will assist them to make informed career choices.

Registered Training Organisation Advisory Committee

Trinity Grammar School RTO believes that a vital aspect of any course of study is the ongoing review, evaluation and improvement of the program. Part of our AQTF accreditation refers to the development of an Advisory Committee whose role is to strengthen the RTO's network with trades and professionals, and to provide an ongoing review for our Vocational courses to ensure that they meet industry requirements.

The role of this Committee is to optimise the development and review of the VET courses. This includes ensuring the components of the VET courses are flexible and responsive to changing industry and client needs and workplace practices.

The Trinity Grammar School RTO was established as a response to this reflection and the need to enhance the curriculum options available for students in Years 11 and 12. The RTO will assist Trinity Grammar School to be 'better tomorrow than it is today'. The RTO Advisory Committee meets **four times** each year and the make-up of this type of committee involves the following stakeholder groups:

- > Senior industry representatives representing both the public and private sector;
- > Senior academics with a combination of specialist and broader business focus;
- > A nominee of the School's Parents' and Friends' Association;
- > Invited relevant members *ex officio*.

Enquiries concerning the RTO should be directed to Dr Frederick Osman, VET Director and RTO Manager (Careers Education).

Careers Education

The Careers Education Programme is primarily aimed at Years 10, 11 and 12. Early in Year 10 students enter into a process to develop a Career Guidance Profile (Morrisby Report). The process includes an interview with the Housemaster based on the results of several aptitude tests and the relationship, both pastoral and academic, developed with the Housemaster. The Report, in conjunction with the Housemaster's knowledge and understanding of each student, will form the basis for decisions on subject selection in Years 11 and 12. Furthermore, the Profile can be used as a basis for determining and planning a career pathway. Year 10 students are also involved in a four week Pastoral Care Life Skills Programme (delivered in Term 3) focusing on a greater understanding of future career opportunities.

The 'OTU Careers Expo' is also organised in Term 2, on the same evening as the Year 10 Courses and Information Night, where Year 10 students are advised about the various course and subject options for Year 11. The Expo provides all senior students with the opportunity to talk, informally, to Old Boys representing around 40 different career areas.

Years 11 and 12 students may elect to do Vocational Education Training (VET) courses at a TAFE College on Tuesday afternoons, or alternatively undertake VET courses delivered at Trinity. These VET or 'TVET' courses provide essential skills for students considering apprenticeships or traineeships in specialised vocations.

In Year 12 students have greater access to the Careers Advisor and the information in the Careers Room. Students need to avail themselves of these opportunities and resources in order to help make informed decisions about tertiary courses, scholarships, cadetships, exchange programmes, alternative entry pathways to university, traineeships and apprenticeship opportunities. As part of the Year 12 Pastoral Care Life Skills Programme, a series of presentations over four weeks is presented, which focuses on the skills of developing resumes, personal statements and changes

in interviewing techniques. A Careers and Tertiary Expo is organised in Term 1, jointly with MLC, at MLC Sydney. Students from Years 11 and 12 have the opportunity to talk to representatives from all the NSW universities, some interstate universities and private tertiary education colleges.

Senior students are encouraged to begin the process of considering different vocations by attending talks by visiting speakers, attending university open days and information evenings, reading the Careers Notice Board frequently, and availing themselves of the large amount of career-oriented material. They should also read the Careers section in the Head Master's Bulletin.

Parents and students are welcome to make an appointment with the Careers Advisor to assist in the decision making process related to vocational opportunities, tertiary courses and/or subject choices. Enquiries concerning Careers Education should be directed to Dr Frederick Osman, VET Director and RTO Manager (Careers Education).

Homework

Middle and Senior School

By the time that a boy enters the Middle School, he should be in the habit of settling down in the same place, preferably his own bedroom, with desk and proper lighting, each night at the same time. If this practice is learned at the age of twelve, it will be invaluable in coping with the rigorous academic programme of the Higher School Certificate or IB Diploma. The following daily schedule is suggested as a guide:

- > In Year 7, a boy should be at his desk for one hour to an hour and a half;
- > In Year 8, one and a half to two hours;
- > In Year 9, two to two and a half-hours;
- > In Year 10, for two and a half-hours; and
- > In Years 11 and 12, according to the number of units being attempted, three to four hours.

If a parent feels that their son is receiving too little homework or too much they should contact the Housemaster (Years 10-12) or Middle School Housemaster (Years 7-9).

Preparatory and Junior School

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

Year 1	10 minutes	Year 4	30 minutes
Year 2	15 minutes	Year 5	30-40 minutes
Year 3	20 minutes	Year 6	40-50 minutes

Weekends are usually free of homework. However, there may be some occasions when some work is necessary. Parents are asked to co-operate with the School in seeing that their son's homework is done and, upon its completion, sign the entry in his Record Book, indicating that it has been done.

Good 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 the boy. The purpose of homework is twofold: to complete assignments set by teachers; and to carry out revision of work undertaken during class time.

Record Book

At the beginning of each year, each boy is issued with a Record Book. This contains space for homework details to be entered and provides for comments from class teachers and parents and is initialised by the Housemaster (Years 10-12), Middle School Housemaster (Years 7-9) or Tutor each

week (Years 7-12) or daily by the Class Teacher in Years 1-6. The Record Book contains specific advice on study techniques.

Note: Exercise Books, and not folders, are generally used in Years 7-10. However, some Heads of Departments have sanctioned the use of folders for their subjects.

Academic Performance

Middle and Senior Schools

When a boy's academic performance is causing his parents, his teacher/s, Housemaster, Middle School Housemaster or a Senior staff member concern, he can be placed on a number of follow-up procedures that monitor his work. Such follow-ups include a Weekly Report Card that monitors his work every period, a Fortnightly Review on his work and Interim Reports. The method of follow-up will be tailored to the needs of each boy.

The Student Welfare teams in the Middle and Senior Schools help students who have academic, behavioural or other issues that impact upon their school work. These boys can be self-referred by parents or staff in consultation with Housemasters. The Student Welfare team appoints a Case Manager who works to assist the student in that aspect, or aspects, of his academic work. Parents are informed at the appropriate juncture.

Academic Performance – Preparatory and Junior Schools

When a boy's academic performance is causing his parents or class teacher concern he can be referred to the Student Welfare team. At the Welfare team a case manager will be appointed to work in conjunction with the family, class teacher and TESS Department to determine the most suitable course of action.

Text Books – Years 7 to 12

Co-ordinator: Mr Martin Lang

The School issues by class teachers, textbooks in all subjects to the boys during the first week of the School year. Boys should inspect each textbook, sign for its receipt and write their name in the appropriate place on the School stamp in blue or black biro, thus accepting the responsibility for the textbook for the following year.

A charge will be made for any textbook which has been lost, damaged or defaced. Textbooks are to be returned to the School during the **final** week of the **third term**, but boys may purchase any texts they may wish to keep.

Book Packs

A book pack is issued to each boy on the first day of the Academic School year – first day of Term I for Preparatory and Junior School and Year 7 boys and during the first week of Term IV for boys in Years 8-12. Boys in Years 7-10 receive a basic pack which includes a selection of exercise books that have been determined by Heads of Departments of the core subjects. Students will receive additional exercise books from the teachers of their elective subjects. Boys in Years 11 and 12 receive a book pack containing two School-crested A4 binders and packages of A4 paper. Additional exercise books or paper may be purchased from the School Shop if required.

Libraries

The Trinity Grammar School Libraries strive to design and deliver collections and innovative services that promote and support teaching and learning and provide an enriched student experience.

The Trinity Grammar School Libraries seek to serve the information needs of the School community by:

- > engaging students in the celebration of text,
- > helping students to find their way confidently and efficiently to the information they are seeking,
- > teaching students how to critically evaluate competing sources of information,
- > encouraging students to be autonomous learners,
- > delivering innovative programs that support curriculum,
- > inspiring curiosity and a love of learning,
- > using space to create a culture of collaboration; and
- > promoting digital citizenship.

Visit the Library canvas course to search books, access online databases, browse book lists, ask a Librarian and learn Library hacks.

Summer Hill Campus

Director of Library Services	Miss Stefanie Gaspari
Teaching and Learning Librarians	Mrs Alison Klein, Mrs Tabatha Paterson, Ms Vicki Courtenay
Professional Librarian Cadet	Miss Domonique Mileto
Library Services Specialists	Ms Paula Herlinger, Miss Charlotte Yates

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

Strathfield Campus

Teaching and Learning Librarian	Ms Claire Elliott
Library Services Specialists	Miss Courtney McLeod, Mrs Rosanna Kwok

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.

Junior School Campus

Teaching and Learning Librarian	Miss Gillian Gratton
Library Services Specialists	Miss Caitlin Anagnostopoulos

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

TRINITY'S EDUCATION SUPPORT SERVICES (TESS)

Trinity Education Support Services (TESS) provides integrated support to students with special needs across Preparatory, Junior, Middle and Senior School campuses. The primary goal of Trinity's Education Support Services Department is to promote within the School practices which enable students who have special needs to effectively pursue their educational and vocational goals. The departmental structure permits an inclusive and comprehensive approach for students with special needs across PK-12. We aim to identify students' individual learning needs early in their School life and make appropriate adjustments. Students with special needs include those who have:

- Physical disabilities;
- Social and emotional difficulties;
- Cognitive Gifts and Talents;
- Learning difficulties;
- English as an Additional Language/Dialect (EAL/D);
- Vocational Guidance needs.

The TESS team is made up of:

- Registered Psychologists.
- Specialist teachers in learning support, gifted and talented education, English as an Additional Language/Dialect (for students from non-English speaking backgrounds) and Careers education/guidance.
- Teachers overseeing the disability provisions process.
- Special project personnel such as Speech Pathologists, Occupational Therapists and Teacher's Aides.

TESS Staff

Director of TESS Ms Fabienne **Arora** (All Campuses)

Head of Counselling Services Mr Tim **Smith** (All Campuses)

Psychologists Mr Mitch **Huie** (SH) Mrs Katrina **Thornley** (Prep)
Ms Sandi **Bell** (SH) Dr Thea **Longman** (JS/SH)
Mrs Susan **Taubman** (Prep)

TESS Learning Support Coordinators Ms Katie **Brett** (SH)
Mrs Margaret **Rees** (Prep/JS)

TESS Learning Support Teachers Mrs Margaret **Simos** (SH) Mrs Julie **Ovens** (JS)
Mrs Fiona **Daniels** (SH) Mrs Robyn **Scott** (JS)
Mrs Emma **Heffernan** (SH) Mrs Jessica **Mayr** (SH/JS)
Miss Michelle **Sommerfield** (Prep)

TESS EAL/D Coordinator Ms Maxine **Whelan** (All Campuses)

TESS EAL/D Teachers Mrs Elizabeth **Ralphs** (JS)
Ms Danielle **Johnson** (Prep)

Head of Gifted & Talented Education Mrs Lisa **Gossling** (All Campuses)

Gifted and Talented Teacher Mrs Francene **Bryce** (Prep)

TESS Teachers' Aides Mrs Marita **Stephens** (SH/JS) Mrs Cecilia **Bertoia** (SH/JS)
Ms Jennifer **Edwards** (Prep) Ms Jacqueline **Indari** (Prep)
Mrs Rosemary **Samyia** (SH/JS)

TESS Executive Assistant Mrs Margaret **Murphy**

TESS Receptionist Miss Alysha **Khan**

For further information about the TESS Department and its services, please ring 9581 6035.

TESS aims to support the social, emotional and academic needs of students by:

- Establishing a culture that is supportive and responsive to individual needs and differences whereby each students' strengths and attributes are recognised and valued
- Promoting enhanced learning outcomes through students' accessing and engaging in the curriculum
- Facilitating professional learning opportunities for teachers
- Encouraging collaborative communication and consistent support across the School through TESS Case Management and Welfare Teams

Learning Support

- In class support and team teaching
- Small group and individual withdrawal programmes
- Curriculum differentiation in the mainstream classroom
- Transition classes for English and Maths
- Disability Provisions
- Homework Support
- Mentoring opportunities
- Individual Plans
- Post School Transition Programmes

Ms Katie Brett (7-12) | 9581 6152

Mrs Margaret Rees (K-6) | 8732 4608

Gifted and Talented

- In class support and team teaching
- Flexible grouping options (Years 2 - 6)
- Curriculum differentiation
- Honours classes (Years 7-10)
- Mentoring opportunities
- Acceleration options
- Individual Plans
- Social skills and Study skills
- Homework support

Mrs Lisa Gosling | 9581 6026

Mrs Francene Bryce - Preparatory School | 8732 4601 (Reception at Prep)

English as an Additional Language/Dialect (EAL/D)

1. In class support and team teaching
2. Small group and individual withdrawal programmes
3. 2 unit EAL/D English classes in Year 11 and Year 12
4. EAL/D co-curricular groups
5. English language classes (TEC)
6. Mentoring opportunities
7. Individual Plans

Ms Maxine Whelan 9581 6247

COUNSELLING

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

Parents may make referrals through their son's Housemaster or contact the TESS counselling department directly on 9581 6035.

Students may refer themselves for counselling through their parents or Housemaster or make an appointment with the TESS Receptionist at the counselling offices.

Parents and students are able to access confidential support by using the eCare email link.

Mr Tim Smith 9581 6035

SPORT

Director of Sport and Co-Curricular Activities (All Campuses)

Mr John Allen

Sportsmaster, Summer Hill

Mr Hugo Engele

Sportsmaster, Strathfield

Mr James Bremner

Sportsmaster, Junior School

Mr Chris Robinson

Summer Hill

Sport	Master-in-charge	Sport	Master-in-charge
Basketball	Mr Ben Morrissey	CAS Swimming Team	Mrs Janet Wonders
CAS Track & Field	Mr Andrew Murphy	Cricket	Mr Ian Moran
Cross Country	Mr Michael Spratt	Diving	Mr Martin Lang
Fencing (Summer)	Ms Sabine Wieczorek	Football	Mr Luke Gray
Fencing (Winter)	Mr David Latimer	R.A.W.	Mr Ian Moore
Lawn Bowls (Summer)	Mrs Sally Ortega	Rugby Union	Mr Andrea Folli
Golf	Mr Michael Spratt	Summer Track & Field	Mr Andrew Murphy
Lawn Bowls (Winter)	Ms Tania Mason	Table Tennis	Mr Andreas Mickler
School Swimming (Sum)	Mr Simon Bootle	Volleyball	Mr Andrew Simos
School Swimming (Win)	Mr Matthew Hirst	Water Polo	Mr James Martin
Tennis	Mr Jeremy Dykgraaff		

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. Every boy is encouraged to 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 and failure to turn up to Saturday sport is a Head Master's offence. 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 Master of the Preparatory School, Master of the Junior School, Master of the Middle School or Master 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 Coach/ 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

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 four Fridays each term. If their swimming ability is not sufficiently high, boys will continue to do learn-to-swim sessions until they reach the expected standards. 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 the Inter-School IPSHA Saturday Sport Programme.

Years 4-6

Summer

Basketball
Cricket
Oztag (Years 5&6 only) (Prep Only)
Softball (Years 5&6 only)
Teeball (Year 4 only)

Winter

Football
Lap Swimming (Prep Only)
Rugby

Inter-seasonal

Cross Country Team
Swimming Team
Track and Field Team

Years 7, 8, 9 and 10

Summer

Basketball
Cricket
Golf
School Swimming Squad
Tennis

Volleyball (Years 9 and 10)
Water Polo

Optional/Additional/Specialist:

Basketball Refereeing
CAS Swimming Squad
Diving
Track and Field

Winter

AFL
Cross Country
Football
Rugby
School Swimming Squad (Years 9 and 10)
Tennis
Volleyball (Years 9 and 10)

Optional/Additional/Specialist:

CAS Swimming Squad
Emerging Athlete Programme
Football Refereeing
Rugby Refereeing

Inter-seasonal

Track and Field

Years 11 and 12

Summer

Basketball
Cricket
Fencing
Golf
Lawn Bowls
RAW Sport
School Swimming
Table Tennis (Year 12 Only)
Tennis
Volleyball
Water Polo

Optional /Additional/Specialist:

Basketball Refereeing
CAS Swimming Squad
Programme
Diving
Track & Field

Winter

AFL
Cross Country
Fencing
Football
Lawn Bowls
RAW Sport
Rugby
School Swimming
Table Tennis (Year 12 Only)
Tennis
Volleyball

Optional /Additional/Specialist:

CAS Swimming Squad
Emerging Athlete
Football Refereeing
Rugby Refereeing

Inter-seasonal

Track and Field

Students seeking variations or special consideration are to consult with the relevant Sportsmaster.

Colours and Lines

Colours and Lines may be awarded by the Head Master and the Colours Committee on the recommendation of the Master-in-Charge of each particular sport. Boys must have made a substantial contribution to their chosen sport at Trinity in a singularly outstanding way. Guidelines for the awarding of Colours and Lines have been established and are available on the School's website.

CO-CURRICULAR ACTIVITIES

Activities Master Mr Lachlan White

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 3.30pm 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.

Service Week Middle and Senior Schools

The School's annual Service Week for boys in Years 7 to 12 is a compulsory School activity and is conducted during Week 8 of Term 1. For boys in Year 7 to 10 the activities will focus on personal development, inter-personal skills and relationships. In addition, the concept of service will be introduced. For Cadets this will involve Cadet AFT, though for non-Cadets, they will experience a series of outdoor recreation camps culminating in the Year 10 Camp Somerset experience. This is a compulsory activity for non-Cadets and those who fail to attend in Year 10 will be expected to attend in Year 11.

For students in Year 11 and Year 12 activities will contain a service project focus. Students have the opportunity to take part in significant service action trips or take on increased responsibility and physical challenge through the Cadet Unit AFT or Sydney based service projects. For students in the Senior School who choose to continue with Cadets the priority for Service Week is the Annual Field Training Camp.

Variations to these guidelines outlined above can only be granted by the Head Master.

Preparatory /Junior Schools

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: Scouts, 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, Scouts or Drama. Boys in Year 8 and Year 9 must participate in either an auditioned Music group (Choral/Band/Orchestral Programme) or the School's Cadet Unit as their minimum commitment. By application to the Head 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 of the Co-Curricular Activities listed. Year 12 boys must maintain their Co-Curricular 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.

Clothing Requirements for Outdoor Activities

Co-Curricular Activities such as Cadets require a specific uniform. However, most activity groups, which undertake outdoor activities during the scheduled Co-curricular Service Week, will be better enjoyed when boys have appropriate clothing and equipment. The following is a list of basic items required for coping with extreme weather conditions. Please consult individual Activity Co-ordinators for other items needed.

1. Sun hat, preferably with large brim.
2. 15+ sun protection cream.
3. Parka which is windproof, with a hood.
4. Waterproof over-trousers and nylon poncho or rain jacket.
5. Gloves and balaclava in winter.
6. Long sleeve shirt with collar.
7. Leather, ankle support walking boots.
8. Sleeping bag, down-filled for minus 12 degrees C

OVERVIEW OF THE SCHOOL'S MUSIC PROGRAMME

The activities of Trinity's Music Department, at Preparatory, Junior and Senior 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.

Music is an essential element of the School's curriculum. Most boys will at some stage learn a musical instrument and engage in group musical activity, such as choir, orchestra, band or ensemble, or a musical stage production.

Trinity Grammar School is renowned for its encouragement of music, operating in purpose built facilities, which are the envy of many Schools and institutes of Higher education. The Music Department has one of the most dynamic and impressive performance programmes both in New South Wales and Australia and, in terms of student participation, is one of the most comprehensive. Commitment of students and staff to achieving excellence in the area of performance has earned them an impressive reputation. Senior performance groups are sought by many organisations outside the School.

Under the Director of Music Mr Philip Pratt, a large team of full time and part-time music staff provide a rich variety of practical music making, both in and outside the timetable. The Instrumental Programme is well developed and for students who show a particular aptitude and inclination, additional instrumental tuition in orchestral, band, vocal and keyboard instruments is provided as an extension of the formal class music. Throughout the music curriculum students explore music through practical performance and composition, and begin to appreciate the diversity, heritage and wealth of the world's music.

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.

Members of the Academy can receive scholarships at the discretion of the School, and this may vary from year to year. In addition to scholars, an invitation to become an Associate member of the Academy may be offered to students of exceptional ability who are demonstrating a commitment to furthering their musical studies.

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. Students who may be considering auditioning should in the first instance consult with the Director of Music to ascertain the likelihood of success and benefit of joining the Academy.

Music Co-curricular Activities

The Preparatory School has several Instrumental Ensembles, a String Orchestra and a distinguished Chamber Orchestra. The Trinity Singers is a select group, in addition to the Year 5-6 Choir, a Concert Band and a Training Band. In the Junior School most boys are involved in a variety of ensembles, including the Vivaldi Strings, the Intermezzo Orchestra, the Junior School Choir and the Junior School Concert Band. Also, as they share the same campus as the Senior School, the boys who reach the required standard are encouraged to audition for places in the Senior School performing ensembles.

At the Summer Hill Campus there are three additional choirs at the Senior School: The Chapel Choir, Schola Cantorum and Canticus.

The School's Symphony Orchestra, conducted by the Director of Music Mr Philip Pratt, is one of Australia's leading School orchestras. The core of the Symphony Orchestra is the Trinity Sinfonietta, who work separately, as a Chamber Orchestra. The Symphonic Wind Band directed by Mr Philip Pratt, is the School's other large premier instrumental group. For less experienced musicians, an Intermediate String Orchestra, a Junior String Orchestra and the Intermediate and Junior Concert Bands provide interesting and challenging developmental programmes which are satisfying in themselves and also prepare boys for a place in the School's Symphony Orchestra or the Symphonic Wind Band.

Among our more specialised and select groups, we have a Big Band and Academy chamber ensembles. In addition, we occasionally put together a large Community Choir made up of students, parents, Old Boys, teachers and friends. All of the School's ensembles rehearse in specialist areas in the Roderick West School of Music. This includes large Orchestral, Band and Choir rooms – each of which has been acoustically designed and wired for digital recording – twenty Practice and Ensemble rooms and a specialised Music Library.

Depending upon their musical background, boys in Year 7 are involved in either the Choir programme, one of the Orchestras or the Intermediate or Junior Concert Band. Year 7 boys with exceptional ability can audition for the Symphony Orchestra and Symphonic Wind Band.

The concert programme of the School provides for individual and group performances by students at every level. Each teacher at the Preparatory, Junior and Senior Schools has his/her own studio concert at which each boy learning a musical instrument has the opportunity to perform. At Summer Hill Studio Concerts take place in the Orchestra Room in an atmosphere of warm informality. At the Preparatory School, the students' concerts are held in the Mozart Room in an equally convivial atmosphere. Concerts featuring select soloists, the Symphony and

String Orchestras, the Symphonic, Concert and Stage Bands, Chamber and other Ensembles, and original student compositions are among highlights of the musical year. A major competition is the Concerto competition with sections for Senior and Middle School Boys.

In line with their high standard of performances, the School's leading musical ensembles are often invited to perform in the wider community and also engage in tours within Australia and overseas. In recent years the Choir has performed in China, the Sinfonietta in New Zealand and in 2006 the Symphonic Wind Band were guests of the US Pacific Rim Marine Band in Hawaii.

The Instrumental Programme

The foundation for the string programme occurs in Year 2 at the Prep and the Junior School with a thorough introduction to the violin and 'cello given in group lessons. Woodwind, brass and percussion are introduced in Years 4-5 through an instrumental training programme. A further opportunity is given in Year 7 to join the training programme in which boys with little or no experience of a musical instrument may engage in private tuition and participate in either the Intermediate Band or a String Ensemble. It is expected, at some stage during each boy's time at Trinity, that he will learn to play a musical instrument.

Private instrumental tuition is available at the three campuses. Eight fulltime instrumental staff and over twenty peripatetic teachers are employed across the sites. The individual expertise and experience of each of our instrumental teachers has ensured a high standard of tuition. Boys receiving private tuition usually have their lessons during school time. At the Summer Hill Campus, the rotation of the Music timetable means boys should not miss the same period more than twice a term. Instrumental lessons take place in the twenty teaching/practice studios of The Roderick West School of Music. These studios are also available for boys' private practice, by arrangement with the Music Secretary. At Strathfield the time-tabling of music lessons is planned by Mrs Sheryl Southwood in consultation with the class teachers.

The fee for instrumental tuition may be obtained by contacting the Music Secretary. The fees are charged with other School fees on the term account issued by the Bursar's Office.

Some instruments are available for hire at Strathfield and at Summer Hill. Lockers for boys' instruments are available.

Class Music

Class work is the cornerstone of the music programme at Trinity. This begins in Kindergarten in the Preparatory School and the Junior School. Lessons combine with elements of the Kodaly and Orff methods to develop basic vocal, aural and percussion skills.

The Senior School programme has general experience and elective strands. The general experience course in Years 7 is designed to make music informative and exciting. In Year 7, all boys learn basic keyboard and Music computing skills in our state-of-the-art electronic Music Laboratory, as well as practical music making, singing, theory and musical appreciation.

The elective programme, which is available from Year 8, pursues the study of music in greater depth. Its aim is to develop, to the maximum of each boy's ability, an understanding and enjoyment of music through listening, performance and composition. Special emphasis is placed on individual creativity through composition, performance and improvisation. Music is available as a subject for HSC and we have students in Music 1, Music 2 and Music Extension courses. Music is also offered as part of the IB programme at both HL and SL levels.

All boys studying music as an elective subject are required to attend concerts of the School's Society of the Arts. These concerts are free to boys of the School who attend them in School uniform.

Musical Activities

Master-in-Charge	Mr Philip Pratt (Director of Music)
Band Master	Mr Christopher Aschman
Head of Junior School Music	Mr Trevor Adams
Director of Preparatory School Music	Ms Kimbali Harding
Head of Strings	Ms Kate Morgan
Co-ordinator of Woodwind / Convenor of the Music Academy	Mr William Henry
Assistant Co-ordinator of Music - Academic	Mrs Sylvia Wallace
Co-Captains of Music	Thomas Hallworth (12WJ)
	Brian Kim (12WH)
Co-Vice Captains of Music	Nakul Kaushik (12Mu)
	Jason Kong (12Ta)
	Callum Arnold (12St)
Captain of Bands	Benjamin Davies (12WJ)
Vice Captain of Bands	Declan Heim (12We)
Captain of Orchestras	Jason Kong (12Ta)
Vice Captain of Orchestras	Keith Chan (12Yo)
Captain of Choirs	Sebastien Hahn (12St)
Co-Vice Captains of Choirs	Timothy Wong (12St)
	John Dunn (12La)
Senior Chorister	Thomas Hallworth (12WJ)

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:

- > Intermediate Concert Band
- > Big Band
- > Concert Band
- > Symphonic Wind Band/Marching Band
- > Junior School Training Band
- > Junior School Concert Band
- > Prep Concert Band
- > Prep Training Band

Choral:

- > Chapel Choir
- > Camerata
- > Trinity Singers
- > Trinity Chorale
- > Junior School Choir
- > Prep School Choir

Orchestral:

- > Intermediate Strings
- > Intermezzo Orchestra
- > Trinity Sinfonietta
- > Symphony Orchestra
- > Serenata Strings
- > Vivaldi Strings
- > Prep Chamber Orchestra
- > Prep String Orchestra

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

All students having instrumental tuition, or studying music as an elective subject, are expected to be in at least one of these groups.

Auditions

Membership of all groups is subject to an audition, except the Preparatory School Choir. 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.

Instrumental groups – the main audition period for boys in Years 8-12 is the first four weeks of term four when rehearsal time is used for auditioning. New boys to the School can apply for an audition at any time during the year although we encourage all Year 7s to audition in the first two weeks of February.

Choral groups – the main audition period for all Years 7-12 is during the first two weeks in February. New boys to the School can apply for an audition at any time during the year, this also applies to boys who want to change choirs as a result of their voice changing.

Audition requirements – 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. Students are expected to arrive promptly, setup and tune so that valuable time is not wasted. When the conductor or director of the ensemble is ready to start, everybody must give full attention to the rehearsal. Persistent lateness, poor attendance and a general lack of commitment will result in the student's position being reviewed and possibly losing his place in the ensemble.

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 practise the music in between rehearsals, so that valuable time in rehearsals is not wasted learning the notes. Rehearsals are for conductors to interpret the style, improve student musicality and pay attention to balance.

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

Student Absences from a Rehearsal

As with other areas of the School, common courtesy prevails. When students are aware in advance that they are unable to attend a rehearsal, a letter in writing from the parent/guardian, should be given to the teacher in charge of the activity at least two or more days before the rehearsal.

Essential items to bring to rehearsals:

- > Instrument
- > Any necessary accessories, eg mutes
- > A pencil
- > Music in a folder
- > Neat personal appearance
- > Positive attitude

Concert Expectations

It goes without saying that all boys in an Ensemble are expected to attend all performances in which the Ensemble performs. Sometimes this is not possible and on these rare occasions students must request leave in writing from their parents addressed to the Director of Music well before the performance is due to take place. The Director of Music will attempt to get another student to cover, but, when this is not possible or notice is too short, leave may not be granted.

Chapel Choir

The Chapel Choir performs at both sacred and secular events throughout the year, covering a vast range of repertoire from the Renaissance to the 21st Century. It is an affiliated Choir with the Royal Schools of Church Music and we admit boys to the RSCM after a period of probation. All boys in Year 7 are given the opportunity to have their voices tested within the first few weeks of the School year. Weddings in the Chapel often need a small Choir and the boys from the Chapel Choir are paid a small fee for this service. In 2005 the Choir was part of the student Chorus Festival in China, performing at the opening of the new Concert Hall in Shanghai.

The Camerata

The Camerata is a small four part vocal ensemble selected from the Chapel Choir. Its task is to present music of the finest quality in the Chapel. This music is a devotional offering to the Almighty, both traditional and contemporary in nature. The selected boys should regard their membership as a privilege and an opportunity to derive a spiritual experience as they sing in the various School services.

The Symphonic Wind Band

This Band comprises boys from Years 7-12 whose ages range from 12-18, playing an extensive repertoire encompassing musical styles from classical to rock. The Band has undertaken successful concert tours throughout Australia and abroad. Over the years the Band has developed its own concert repertoire and is well-known throughout the Sydney area as one of the finest school concert bands in NSW. The Band has undertaken successful concert tours throughout Australia and abroad, including being guests of the U.S. Pacific Rim Marine Band appearing on U.S. National Television.

In addition, this Band also marches on Anzac Day Parades, the Cadet Ceremonial Parade and is often featured during home CAS sporting fixtures. The rehearsal times during Term 3 for the Symphonic Wind Band are used for the Marching Band. All boys in the Symphonic Wind Band are expected to take part in the Marching Band music rehearsals.

The Marching Band

This Band, which has been in existence since 1952, operates in conjunction with the Symphonic Wind Band, in which capacity it marches on Anzac Day Parades, the Cadet Passing-out Parade and is often featured during home C.A.S. sporting fixtures. The major rehearsal period is during Term 3 when Symphonic Wind Band rehearsals are used for the Marching Band. All boys in the Symphonic Wind Band are expected to take part in the Marching Band music rehearsals. However, the places for marching are limited and not all students will be required to march.

The Symphonic Wind/Marching Bands programme will therefore run on a seasonal basis. The Symphonic Wind Band will have priority during the year leading up to the Gala Concert. The Marching Band will assume priority after the Festival of Arts and focus from that point in Term II through to the conclusion of Term IV.

Big Band

The Trinity Grammar School Big Band is an extension group for boys who are members of the Symphonic Wind Band. The group plays a wide range of repertoire ranging from 1940s Swing through to modern arrangements of Rock, Blues and Funk. The Big Band is one of Trinity's premiere ensembles, and the performance expectations of the boys who are selected for this ensemble are high. In recent years the Band has featured at the Manly Jazz Festival.

The Concert Band

This Band is for boys at an intermediate stage who play woodwind, brass and percussion instruments. During the year it performs at School functions and Studio concerts. As a training ground for ensemble skills, the ensemble plays an eclectic range of music, designed to provide both challenges and enjoyment.

The Intermediate Concert Band

The Junior Concert Band consists of Woodwind, Brass Percussion and Guitar students from Year 7 to Year 9. This band is mainly for beginner to intermediate level music students and the repertoire ranges from short well-known classical pieces to popular and jazz pieces. The Junior Concert Band performs at the Woodwind Department Evening Concerts, Trinity Arts Festival and other School functions as required.

The Symphony Orchestra

The largest musical ensemble in the School is the Symphony Orchestra and it is the Flagship Ensemble of the Music Programme. Trinity Grammar School is one of very few schools in Australia which is able to have a fully-functional Symphony Orchestra. The versatility of the Orchestra's playing is reflected in the variety in their performance repertoire, which has included backing a rock band and accompanying large scale choral performances. The Orchestra has received awards, including a number of first places in the Australian National Eisteddfod and ABC Classical Music recognition for excellence in performance. Recent performances at both the Sydney Town Hall and The City Recital Hall Angel Place have included Rossini and Bellini Overtures, as well as movements of Symphonies by Tchaikovsky, Dvorak and Beethoven.

The Sinfonietta

This is an elite group of auditioned string players who are of 6th Grade to A.Mus.A. standard. The group consists of more advanced players who rehearse for one hour a week. The Sinfonietta plays a major role in School concerts, functions, festivals and community performances. The expectation of the Sinfonietta is to perform music of the highest quality and to engage in master classes and performances with well-known professionals. In 2005 the Sinfonietta performed a concert tour of New Zealand and in 2006 won the Gold Medal at the Australian National Eisteddfod.

The Intermediate String Orchestra

The Intermediate String Orchestra is for all string players who aspire to perform in the Symphony Orchestra. This orchestra rehearses and performs at concerts within the School. It is composed of string students from Year 5 to Year 10. Weekly rehearsals are held for one hour and twenty minutes and the repertoire ranges from typical classical pieces to film and contemporary pieces. The Intermediate String Orchestra performs at String Department Studio Concerts, Middle School Head Master's Assemblies, Trinity Arts Festival and other School functions as required. This Orchestra is a training orchestra for the Symphony Orchestra and therefore the instrumental standards range from students who have learnt for a few years to those who have attained 4th Grade A.M.E.B.

Percussion Ensembles

This ensemble is for students who learn Percussion Instruments. To enter the group boys need to have a basic reading ability on snare drum and tuned percussion. The boys must have basics of technique and performance i.e. sight-reading both melody and rhythm, and playing in time and with musical sensitivity. These skills are then applied to a range of pieces.

Guitar Ensemble

This ensemble enables guitar students to perform a variety of styles of music from Mozart to Rock and pop styles. The boys must have basics of guitar playing i.e. sight-reading both melody and chords, and playing both in time and in tune. These skills are then applied to a range of pieces, arranged for up to four acoustic guitars, bass and drums. As the students develop their skills, they are given the opportunity to choose material for the group, to learn to improvise, and use electric guitars.

Serenata Strings

This String Orchestra consists of the more advanced players who are members of the Trinity Symphony Orchestra, but not yet good enough to be considered for the Sinfonietta. This is the major training ground for the School's elite Sinfonietta, it is expected that the most advanced players who lead the sections of the Serenata Strings will already be members of the Sinfonietta. The Serenata Strings is considered to be the musical flagship of the Middle School.

Chamber Music and Smaller Ensembles

Chamber music is an integral part of any young performer's musical growth. Accordingly, many string, wind and brass ensembles meet regularly under specialist tuition and perform informally, in major school concerts and at various venues outside Trinity Grammar School. Our most prominent ensemble in this regard is the Senior String Quartet.

We are continually encouraging all students to work in small ability graded ensembles, the ensembles can be created from the same family of instruments or can be mixed instrument ensembles, depending on the available students. Boys are also encouraged to form and rehearse ensembles on their own initiative as this fosters a broader range of skills, musical and non-musical, which are needed for the practising musician. This experience enables students to take on musical responsibility at an early age. The Chamber Music programme is closely linked to the class music curriculum and many elective music classes have resident ensembles.

Junior School Concert Band

The Junior School Concert Band was formed in 2003 to cater for students who play woodwind, brass and percussion instruments. This ensemble caters for students who have only been learning for a few months through to Grade 4 A.M.E.B. standards. This ensemble rehearses for one lesson per week during class time.

Vivaldi Strings and Intermezzo Orchestra

Violin, viola and cello students from Years 4 to 6 who range in level from beginners to Grade 5 A.M.E.B. standard can be involved in Intermezzo with the more advanced boys forming the smaller Vivaldi Strings. Members of the Vivaldi Strings must also be a member of the Intermezzo Orchestra. Repertoire ranges from classical to contemporary jazz pieces. These ensembles rehearse for one lesson per week during class time.

Junior School Choir

Since 2002 the Junior School Choir has grown from strength to strength. Now under the direction of Mr Trevor Adams students from Years 3 to 6 are eligible to audition for the Choir that rehearses for 50 minutes each week on Wednesday and Friday mornings from 8:00am. The repertoire of the Choir ranges from traditional folksongs to modern fun pieces.

The Preparatory School Trinity Singers

The Trinity Singers, formed in 1970 by James Southwood OAM, are an auditioned group of 48 boys, renowned for their excellence at the Preparatory School and is the premiere performing musical group in the Preparatory School. The Trinity Singers have achieved an enviable reputation among the Independent Schools' community and are regarded as one of the leading boys' choirs in Australia. They are regularly invited to perform at festivals, concerts and various charity and community events. Over the years they have performed at all the major venues in Sydney including the Opera House, Town Hall and Entertainment Centre.

Preparatory School Instrumental Ensembles

There are several groups in which boys can be involved. We welcome not only boys who learn at School but also any who learn outside School to join some of these ensembles.

Rehearsal Details

Boys are to consult the Music Noticeboard or Website for Music rehearsal days and times.

CADET UNIT

Sponsor - The Head Master

Master-in-Charge - (OC) LT (AAC) Heath De Lany

SUO - Matthew Lang (12La)

The Unit stresses Adventure Training and offers a wide variety of training to cater for many interests – signals, survival courses and first aid courses, navigation and officer training. Most boys in Years 10 and 11 who remain in the Unit take courses in Leadership Training to prepare for various positions of responsibility in the following year. Pioneers is for those boys who wish to continue to serve the unit in a non-leadership capacity. This aspect of the Unit is seen as its most important and valuable function within the whole School framework. The School uses a variety of different military training areas for its bivouacs and camps.

i) 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), LT(AAC) Heath De Lany.

Friday Parades. The approving authority for all leave applications for Friday parades is the OC. Any Cadet who requires leave is responsible for ensuring that he provides a note from his parent or guardian and hands the application to the OC or the 2IC in person no later than the Wednesday before parade. Failure to apply in this way is likely to result in a detention being issued.

Appointments to see dentists and doctors MUST NOT be made for Friday afternoons, as this is compulsory co-curricular time and as such is regarded as being within School time.

Annual Church Parade/Bivouacs/Camps/Annual Ceremonial Parade. The approving authority for leave from all of the above Cadet activities, which are not Friday afternoon parades, is the Head Master. Common courtesy dictates that adequate advance notice be given. Cadets are required to check the entries in the Record Book at the beginning of the year, rather than discover clashes at the last moment.

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

ii) 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.

Boys must look after equipment and clothing issued to them and report any loss or damage immediately to a staff member. All members of the Cadet unit are to wear the following uniform (this includes ironed uniform and boots in good order) to Friday parades

- > Trousers DPCU
- > Shirt DPCU

- > Hat KFF (with Cadet Badge) (all Cadets and Rank)
- > Boots (GP)
- > Black belt with brass (Rank Only)

Parade Details:

Friday afternoon from 3:30pm to 5:00pm, beginning and ending around the Quadrangle.

ARCHAEOLOGICAL SOCIETY

Master-in-Charge - Dr Jonathan Harris

The Archaeological Society is open to Senior School students with a particular interest in Ancient History, Classics and Archaeological methods and practices. The Society provides students with opportunities to develop skills for archaeological excavations and interpretations. This is achieved through students learning about artefact handling, document research, sorting, cleaning, preserving, surveying, stratigraphy reading, excavation techniques and a number of other archaeological practices.

The Society undertakes several field trips to Museums and sites throughout the year. The overriding intention of the Society is to provide mental stimulation, physical activity and foster a deeper understanding and passion for the past.

Meeting Details: Friday afternoon from 3:40pm to 5:00pm in Room H1.5.

BEREA

Master-in-Charge - Dr Chris Thanopoulos

Berea is a Co-curricular Activity that focuses on Christian leadership training, and is a place where boys apply the skills learnt by experiencing Christian leadership. The name "Berea" derives from a reference in the Book of Acts about a group of Christians in a town named Berea:

As soon as it was night, the brothers sent Paul and Silas away to Berea. On arriving there, they went to the Jewish synagogue. Now the Bereans were of more noble character than the Thessalonians, for they received the message with great eagerness and examined the Scriptures every day to see if what Paul said was true. (Acts 17:10-11). The Bereans were noted for receiving the message with great eagerness and examining the Scriptures, two characteristics that are worthy to emulate in a group focusing on Christian leadership.

Meeting Details: Berea involves a weekly training/planning meeting over breakfast on Wednesday at 7:30am in the Dining Hall. Also, boys help to run lunchtime fellowship meetings for the Senior and Middle Schools.

CARTESIAN SOCIETY

Master-in-Charge - Mr David Dixon

The Cartesian Society is a small group of Year 11 and 12 students with a passion for argument. The Society acts as a forum where talks are given by the students, and the issues raised by these are discussed by the group. Topics for discussion range from current affairs, philosophy and fundamental moral questions. The Society suits those students with a wide general knowledge, and an ability to express themselves in a precise and concise way.

Meeting Details: The first Monday of each month from 5:30pm to 8:00pm in Room S0.3.

CHARITY AND COMMUNITY GROUP

Master-in-Charge - Mr Simon Bootle

Year 10 boys volunteer to be members of the Charity and Community Group, with each House being represented by at least one member. The Group aims to promote the profile of charitable and caring work. Group members organise and run events such as Mufti Days, National Days, the 40 Hour Famine and Bandana Day.

Money raised as part of the Charity and Community Group's initiatives is distributed to various charities, such as Anglicare, the Exodus Foundation, the Starlight Foundation, and Westmead Children's Hospital. Members of the Group are involved in the decision of where the raised money is allocated.

The Group also organises regular visits to local nursing homes in support of the School's awareness and involvement in the wider community. A timetable of visits is drawn up in consultation with members of the Group.

Meeting Details: Monday 10:30am in Q0.3.

CHESS CLUB

Master-in-Charge - Mr Danny Nguyen

Captain of Chess - Neil Lu (12Yo)

Chess Club is open to all boys in Years 7 to 12. The School is a member of the NSW Junior Chess League, which entitles boys in the Chess Club to play in the NSW Secondary Schools' Chess Competition. This is played in three separate grades:

- > Senior – Years 11 and 12.
- > Intermediate – Years 9 and 10.
- > Junior – Years 7 and 8.

In Term 1, the School's Chess teams participate in the CAS Competition and compete for the CJS Purdy Cup. During Terms 2 and 3, a number of teams are entered in each division of the NSWJCL Secondary Schools' Competition. During Term 4, Years 11 and 12 Chess Club players, depending on their rating, are able to compete in the CAS versus GPS Representatives match.

Meeting Details:

- > Practice sessions are held Friday afternoons from 3:30pm to 4:30pm (when there are no scheduled matches).
- > Interschool matches are played on Friday afternoons from 3:30pm to around 5:30pm for Junior teams, and 3:30pm to 6:30pm for Intermediate and Senior teams.
- > Various One-Day Tournaments are also part of the Chess Club's competitive play.
- > Year 7 and 8 students have the opportunity to have practice sessions on Thursday lunchtimes between 1.15pm - 1.45pm in designated rooms in the Maths department.

DEBATING SOCIETY

Debating, Mock Trial, Mooting and Oratory

Master-in-Charge - Mr James St Julian

Co-ordinator of Mock Trial - Mr Trevor Ackman

Captain of Debating - James Kapaniris (12WH)

Co-Vice Captains of Debating - Neil Lu (12Yo)

Co-Vice Captains of Debating - Peter Kostoglou (12Sc)

1. Debating

Only boys in Years 10, 11 and 12 may specialise in Debating if selected after Trials held in Term IV, but anyone in Years 7, 8 and 9 may debate, also if selected, in addition to being in Cadets or a Music Group. As a Co-Curricular Activity the Debating Society aims to:

- i. Develop self-confidence, improve bearing, and encourage initiative;
- ii. Instil a capacity for constructive, critical thinking;
- iii. Provide a vehicle for students to make a significant contribution to the cultural and literary life of the School; and
- iv. Develop attitudes of responsibility and concern;

To achieve these broad aims those boys for whom Debating becomes a Co-Curricular Activity will attend a one hour training session each week additional to the normal Debating meetings. These sessions will be devoted to practical work that will cover the fields of adjudication, criticism, public speaking, critical thinking and debating technique. Attendance at these sessions is imperative for selection for ISDA, FED and CAS Debating teams.

In Terms I and II we debate against several schools outside the CAS, as part of the ISDA and FED competitions, as well as numerous social rounds of debating. The CAS Competition is held in Term III. In Term IV we hold numerous Trial Round debates for the following year's team selection.

Meeting Details:

- > Years 7, 8 and 9 training sessions are held on Thursday afternoons from 4:00pm to 5:00pm in the English classrooms
- > Years 10, 11 and 12 training sessions are held on Wednesday afternoons from 4:00pm to 5:00pm in the English classrooms
- > Various competitions are held on Friday nights from 6:00pm to 10:30pm in the New School Building and/or the Founder's Building, or away at other schools.

2. Mock Trial

This activity is open to boys in Years 10 and 11, and is run by the Law Society of NSW and Bond University. Teams from about 400 schools, state-wide, compete in regional round-robins during Semester I. If they qualify, competition goes into three-stage knockout to determine the Quarter Finals, in September. Each school fields a team of six to eight for any particular round. That team (1st and 2nd barrister, solicitor, two witnesses and court officers) will represent either the Prosecution or Defence, each being awarded points by a presiding magistrate (usually a practising lawyer appointed by the Law Society) in terms of their performance in presenting a "case" before the Mock Court. This Activity is stimulating and intellectually demanding, but great fun and involves building skills such as problem solving, oral presentation, performance, organisation, team work and "thinking on your feet." Students should see Mr Ackman to express interest in this area.

Meeting Details: Tuesday lunchtime in Room N1.10 and at various times throughout the year competitions are held between 5:00-8:00pm depending on the dates of competitions.

3. Mooting

Mooting, run by Bond University, is open to Year 12 students. Similar to Mock Trial, it is a more exacting discipline, which combines the argumentative skills and organisation of Debating, the quick wittedness and verbal proficiency of Oratory, combined with the assimilation of a considerable amount of legal knowledge to allow the team to present and reason their case before a panel of three judges. Each team comprises three members: Senior Counsel, Junior Counsel and Solicitor. They are given a legal problem in the form of a hypothetical legal brief, which is based on a real life example. A legal basis for the brief, usually a decision by the High Court of Australia, is then provided. The team then has about six weeks to prepare its case, to be presented as an appeal to the Federal Court. Acting either for the Appellant or the Respondent, each Barrister (aided by

the Solicitor) must present the case, in legal conversation, with the panel of judges as the Court.

Meeting Details: Tuesday lunchtime in Room N1.10 and at various times throughout Semester 1 depending on the dates of competitions..

4. Oratory

Oratory Competitions are held throughout the year. These include: The Lawrence Campbell Oratory, Junior Legacy Public Speaking Award, Senior Plain English Speaking Award, the TGS Senior Invitational and the Rostrum Voice of Youth Competition, as well as the School's Internal Oratory competitions. Students should see Mr McGrath early in Term 1 to express their interest in this area.

Meeting Details: Oratory meetings are held at various times throughout the year during Debating training session times, depending on the dates of competitions.

DRAMA

The Next Stage Performance Company

Major Productions

Master-in-Charge - Mr Brendan Duhigg

Year 8-12 Drama Club – Ms Lucy Miller

The Next Stage Performance Company is the School's Drama company. There are two levels of involvement: the Year 7 Drama Club, the Year 8-12 Drama Club.

Year 7 Drama Club focuses on developing skills in play-building and improvisation.

Drama Club is for Years 8-11 with a focus on performance in external competitions such as the Globe Shakespeare Festival and the City of Sydney Eisteddfod.

There are major productions throughout the year that run externally to the activities of these groups. Auditions are open to all boys and are notified in the Daily Bulletin and Notice Boards. The Senior production is in May.

Meeting Details:

- > Year 7 Drama Club – Experimental Drama Theatre (EDT) on Monday afternoons: 3:45-5:00pm.
- > Year 8-11 Drama Club – Experimental Drama Theatre (EDT) on Tuesday afternoons: 3:45-5:00pm

DUKE OF EDINBURGH'S AWARD SCHEME

Master-in-Charge - Ms Sarah Tallis

The Scheme stresses challenge, leadership, self-direction, independence, co-operation and personal achievement, and leads to the Award at Bronze, Silver or Gold level. Boys are encouraged to complete the Bronze Award in Years 9 or 10, the Silver Award in Year 10 or 11 and the Gold Award in Year 11 or 12. To complete an Award a boy must satisfy the requirements in each of the following Sections:

- > **Service:** Training and voluntary practical work in helping others.
- > **Expeditions:** Theoretical and practical training to enable safe journeying in the countryside: (Note: Boys need to provide their own camping equipment for expeditions. Expeditions organised by the School occur in Service Week.
- > **Skills:** Discovery and development of personal interests and social and practical skills.
- > **Physical Recreation:** Participation and improvement of performance (School sport qualifies).
- > **Residential Project:** Participants at the Gold level undertake a purposeful experience with people who are not their usual companions, working towards a common goal.

The Scheme is open to boys who are 14 years old and upwards. As a general rule, students should aim to complete Bronze and Silver within 6-9 months, Gold will take one year.

Becoming Involved: The first step to becoming involved is to attend one of two information evenings held throughout the year. This is a compulsory first step that will provide the potential new applicant with important information about the co-curricular programme and the Award Scheme. Details of these sessions are advertised through the Head Master's Bulletin.

Meeting Details: Progress meetings are held at regular intervals throughout the year at lunchtimes. The details of these meetings are advertised through the Daily Notices.

ECOLOGICAL AWARENESS GROUP

Master-in-Charge - Mr Joseph Vaccarella

Students from Years 10, 11 and 12 who are interested in furthering their knowledge and application of Science, can do so through their involvement in the Ecological Awareness Group. Students are introduced to aspects of horticulture and animal husbandry with an emphasis on the propagation of native species of plants from cuttings, seeds or tubes. A joint proposal with the newly established environment centre to grow native plants found in that area is underway. They would also be exposed to Australian freshwater habitats through the care and maintenance of Australian freshwater fish and crustaceans. Students would be educated in native bush regeneration and the re-establishment of native ecosystems with a view to establishing the School as a centre of ecological excellence.

Meeting Details: Wednesday and Friday lunchtimes (1:10pm – 1:50pm).

ECONOMICS QUESTION AND ANSWER ASSOCIATION

Master-in-Charge - Mr Ian Moore

This Co-curricular activity is for students with a passion for Economics, Business Studies, Legal Studies or Political Studies in Year 12, or accelerant students in Year 11. Boys are invited to apply to be considered for inclusion in this Co-curricular. The aim is to teach students about current affairs, as well as the art of asking questions and methods used by political and business leaders to avoid difficult questions. Due to the lunchtime meeting students must be enrolled in an additional co-curricular activity.

Meeting Details: Wednesday lunchtime. (Room N1.12).

ENGLISH AS AN ADDITIONAL LANGUAGE / DIALECT (EAL/D)

Master-in-Charge - TBA

Boys who speak English as their second language may be invited to do EAL/D as their co-curricular activity. The aim of the programme is to develop the boys' overall literacy skills in English.

In a relaxed, classroom setting, the boys are given the opportunity to read and respond to a variety of texts, focusing on grammar, vocabulary acquisition, text types and oral presentation skills. The programme complements work that the boys do in their English classes and aims to improve overall English skills. Two courses are currently available and are determined by year group. Senior Focus is open to Year 11 and Year 12 students whilst Language Skills is open to students in Years 7-10.

FISHING CLUB

Master-in-Charge - Mr Mark Hatton-Ward

The Fishing Club is open to Senior School boys and involves the following activities:

- > Construction of tackle items – rods, lures and sinkers.
- > Developing strategies for successful fishing.

- > Understanding and caring for our marine environment.
- > Seafood preparation and anatomy.
- > Practical skills for tackle maintenance.

Meeting Details: Wednesday and Friday lunchtimes (1:10pm to 1:50pm) in Room S1.1.

GOLF

Master-in-Charge - Mr Michael Spratt

Golf is a Co-curricular Activity which provides an opportunity for boys who are currently actively involved in the sport to further develop their skills and understanding of the game. It is open to boys who have an AGU Handicap or are part of a Cadet Programme through their local Golf Club.

Meeting Details: Boys meet at School on an irregular basis. However, boys are encouraged to improve their game by playing and/or practising as often as possible. Students choosing this activity are expected to keep the MIC informed at frequent intervals, as to the development of their game. They will also have the opportunity to represent the School in Golf, either as a Summer sport or in School based competitions.

MATHEMATICS CLUB

Master-in-Charge - Dr Frederick Osman

The aim of this Co-curricular is to provide enjoyment and training in advanced thinking for recreation. The Mathematics Club will encourage boys' greater understanding of Mathematics, encouraging activities, discussion opportunities in mathematics research and related mathematical experiences, and providing a social and intellectual forum to all boys interested in experiencing mathematics. The Mathematics Club will provide various opportunities for students (with a range of mathematical abilities) to understand mathematical concepts in a less formal context. It is the aim of this Co-curricular to develop peer tutoring relationships between mentors and mentees that can lead to a development process of best practices for boys working and learning together.

The Club also provides an optional and additional co-curricular format to further excite, enrich and challenge Years 7-9 boys through a variety of learning experiences. This will occur on a weekly basis each Monday lunch-time in N1.17. This activity will aim to instil the necessary knowledge and skills required to succeed in external Mathematics Competitions and Activities. All boys participating in this programme will be required to participate in the Mathematics Challenge for Young Australians programme.

Meeting Details: Year 7: Optional attendance / Monday lunch-time in N1.17

Year 8 and 9: Additional Co-curricular / Monday lunch-time in N1.17

Years 10-12: Full Co-curricular: Wednesday 3:40pm - 5:00pm commitment in S2.1

MEDIA PRODUCTION

Master-in-Charge – Mr Brendan Duhigg

Technicians – Mr Damon Pieterse and Mr John Blois

Students in Media Production are taught to use a range of audio visual and lighting equipment. The opportunities are extensive and include the use of professional video cameras, video editing facilities, lighting design and control facilities and multi-media production areas. Students are also able to participate in the following activities:

Short Films	Individual and small group media projects
School Event Support	Filming of Rugby, Cricket, Basketball and Football games, the CAS Track and Field and Swimming, and major Drama, Music and other School productions

Music recording Stage Crew for music festivals and theatre productions

Meeting Details: Wednesday afternoons from 3:40pm to 5:00pm in The James Mills Drama Centre

TRINITY CULTURAL AWARENESS

Master-in-Charge - Mr Chris Barnes

This Co-curricular will have a strong Indigenous focus but will also look to raise awareness of issues relating to 'Closing the Gap' and achieving Social Justice for all minorities in Australia. It is open to Years 10, 11 and 12 students (especially for IB CAS students and any students wanting to go to Ti Tree for Service Week).

As part of this new Co-curricular you will not only learn about the unique aspects of the School's many minority cultures, but you will also actively work to celebrate our multiculturalism. You will help to bring days like Sorry Day, Harmony Day and NAIDOC Week to the School in a way that motivates our students to be active and empathic citizens.

Meeting Details: Wednesday Lunchtime between 1.10pm and 1.50pm: Room H1.3.

PEER SUPPORT

Master-in-Charge - Mrs Phyllis Bookluck

The Peer Support Programme aims to utilise the positive role model senior boys can be to the younger boys in the School. It fosters communication and friendship between older and younger students, students of the same age, and between students and staff. Students develop a greater sense of belonging through their involvement and responsibility within the School. The Programme provides a structure for Year 11 students to develop leadership skills while assisting the Year 7 students to integrate positively into life in the Middle School. This is an additional co-curricular.

Meeting Details: Meetings are held one lunch-time per week (1:20pm to 1:50pm) in Terms 1 to 3 plus a training day in Term 4, Weekly teaching sessions with own House Year 7 group during Tutor period, with the Year 7 Touch Football Competition being conducted in Term 2.

RAW CHALLENGE

Master-in-Charge - Mr Ian Moore

RAW Challenge is a motivational fitness group for boys in Years 10, 11 and 12. Confidence and fitness are the two key themes of RAW Challenge. The level of fitness of the boys involved in RAW Challenge ranges from those totally unfit to elite sportsmen. This programme is not competitive – instead it aims to develop a long-term lifestyle which embraces fitness and self-confidence. The programme takes in a variety of disciplines including swimming, weight training, kick-boxing and running. Students are expected to fulfil at least two sessions per week.

Session Details:

Tuesday mornings from 7:00am to 8:00am in the Sports Centre.

Thursday mornings from 7:00am to 8:00am in the Sports Centre.

Saturday mornings from 6:45am to 8:30am in the Pool/Sports Centre

SCOUT GROUP 3RD SUMMER HILL (TRINITY GRAMMAR)

Patron - The Head Master

Group Leader - Mr. David Hull (m) 0411 853 798

School Contact - Mr Lachlan White (Activities Master)

Established in 1929, the 3rd Summer Hill (Trinity Grammar) is one of Australia's oldest running school-based scouting groups originating out of 2nd Dulwich Hill Trinity (Wynn Jones Own). Trinity Scouts consists of three sections Cub Scouts, Scouts and Venturers, and is managed by volunteer parents and community members trained through Scouts Australia.

Cubs: for boys 7.5 to 10.5 years old. The objective to the Cub Scout programme is to provide a group environment which is intellectually stimulating, physically vital and directed towards satisfying our basic need to face and overcome challenges. The activities are based on the natural sense of fun and enthusiasm of the age group and thus the training is achieved largely through games, activities and interaction in small groups. Cub Scouts learn about basic bushcraft and how to react to emergencies. They learn new skills through fun and games, which are carefully devised to encourage teamwork, sharing and helping others to 'do their best.' Through adventure-based activities Cub learn the first steps in co-operation and taking responsibility for themselves through activities such as rockclimbing, abseiling, camping, bushwalking and canoeing are all introduced at an appropriate level.

Scouts: for boys 10.5 to 15 years. As a scout you will receive expert instruction in a which a variety of outdoor skills, together with the all-important basic theory to make sure you don't get lost and can deal with life's emergencies. You can learn about lightweight camping, bush navigation, recognising and dealing with environmental dangers, water safety and heaps more ... and yes, you will learn how to tie some pretty useful knots! Scouts also gain a lot of valuable life skills, such as confidence, resilience, leadership and responsibility. You'll go on camps with a few friends or join thousands of other scouts for fun and adventure at a national camp called a Jamboree. In a small group called a Patrol, an older, more experienced Scout will be your Patrol Leader and help develop your skills. Weekly meetings are held to build up skill levels, play games and have fun and plan for weekend adventures. You will quickly become familiar with equipment and the right way to use it. Together you'll make important decisions, set goals, and work together as a team to succeed in whatever you choose to do.

Venturers: for young men 15 to 18 years. Venturer Scouts is a do-it-yourself mix of fun, adventure and personal challenge that will bring you together with other young people who feel the same way. You may find yourself exploring wilderness Australia, camping above the snowline or diving on coral reefs. You could be abseiling into a limestone cave or climbing a sheer rock face. Whatever your challenge, there will be trained and highly experienced adults to guide you through the experience, to teach you the necessary skills and safety techniques. Venturers get the opportunity to travel overseas and to organised activities, to live with a different community to provide service to others. Venturers don't just develop physical skills. You will manage your own Venturer Unit, where the adult leaders are there to provide advice, not rule your life. The Unit Council makes the decisions, plans and runs the activities, drawing on expert help whenever it is required. There are leadership and management courses that will help you in your career and personal life, when you have to make all the decisions. You'll learn how to meet new challenges, deal with new situations, and develop your own independence. Your achievements will be recognised, you can obtain Certificate II in Outdoor Recreation and Business as well as progress your Duke of Edinburgh Award Scheme, with the ultimate goal the Queen's Scout Award which employers regard very favorably. The social side of Venturers is up to you.

Meetings are held each Tuesday at the Summer Hill Campus from 6:00pm to 7:30pm.

SNOW SPORTS

Master-in-Charge - Mr Ben Treloar

Snow Sports is an Activity which allows boys who have an interest in Skiing and Snowboarding to pursue the activity further as part of their commitment to the School's Co-Curricular Programme. This activity is done in addition to one of the School's regular co-curricular programme. Students compete in the New South Wales Interschools races in a variety of events including Skiing, Snow Boarding and Cross Country Skiing. Interschools is held in the holidays between Terms 2 and

3, and during Term 3. Students who are interested in racing are encouraged to be part of this growing Winter Sport. More information on Interschools can be found at the following website: www.nswinterschools.com.au

Meeting Details: Team meetings will be held in Room D1.1 at various lunchtimes (1:15pm to 1:55pm) in the period leading up to Interschools races.

SPECIALIST PROGRAMMES

Basketball, Cricket, Football, Rugby Union (Refereeing and Coaching), Swimming, Track and Field

Master-in-Charge Specialist Basketball - Mr Ben Morrissey

Master-in-Charge Specialist Cricket - Mr Ian Moran

Master-in-Charge Specialist Rugby - Mr Lachlan White

Master-in-Charge Specialist Football - Mr Luke Gray

Master-in-Charge Specialist Swimming - Mr Matthew Brown

Master-in-Charge Specialist Track and Field - Mr Andrew Murphy

Specialist Programme Co-curricular Activities provide an opportunity for students to further develop their skills in a sport they are currently excelling in. Invitation to join a Specialist Programme is based on the following criteria:

1. Are presently in Years 10, 11 or 12.
2. Currently excel at an elite level in either Basketball, Cricket, Football, Swimming or Track and Field.
3. Have previously demonstrated a commitment to train above and beyond that which is normally expected in their particular sport.
4. Would be able to cope with the demands of training at an elite level in their particular sport.

The Head Master can also nominate into a Specialist Programme Co-Curricular Activity a student who may or may not fulfil the above criteria.

Students, who accept an invitation to join a Specialist Programme Co-Curricular Activity, and choose to discontinue any of their current Co-Curricular Activities, must first apply to the Activities Master before they can begin their involvement in the Specialist Programme. Application forms are available through the Director of Activities' Office.

SPECIALIST RUGBY UNION (REFEREING AND MENTORING DEVELOPMENT)

Rugby Refereeing and Mentoring is offered as part of Trinity Grammar School's co-curricular initiative. It is an activity that is designed to assist with the successful running of the Rugby programme while giving boys an opportunity to have leadership responsibilities.

The focus for the group will be on gaining a better knowledge of the game through attendance at coaching and refereeing courses. With the knowledge gained in this programme it is hoped that players can utilise their skills while mentoring younger players in the game.

The commitment of the squad to this programme is as follows:

- > Year 10 – Rugby Assistant Refereeing Course and successful completion of the refereeing field test. Participants are to assist with Touch judging and possible Refereeing of Primary games.
- > Year 11 – Refereeing games and completing a Foundation Coaching Course.
- > Year 12 – Mentoring Underage Rugby Students using knowledge from the Foundation Course to educate /mentoring students.

SPORTS EXPERIENCE

Master-in-Charge - Mr Philip Roser

Sports Experience is a Co-Curricular Activity aimed at allowing boys the opportunity to experience a variety of sports, with an emphasis on developing personal health and fitness. The group is open to boys in Years 10, 11 and 12. The activities are quite wide ranging, such as Basketball, Indoor Soccer, Indoor Hockey, Softball, Indoor Cricket, Touch Football, Austag – the list goes on. Self-confidence is nurtured and independence is encouraged. As with all our activities, safety and enjoyment are our main goals.

Meeting Details: Friday afternoons from 3:30pm to 4:30pm in the Sports Centre.

TECHNOLOGY AND DESIGN CLUB

Master-in-Charge - Mr Daniel Tkacz

The Technology and Design Club is open to students in Years 10, 11 and 12 with a passion for this subject area. Students will be involved in designing and producing various projects using a wide range of materials and processes. These projects will be completed in our School workshops making use of the extensive range of industry-standard equipment. The students are required to follow strict safety rules and wear appropriate personal protective equipment at all times

Meeting Details: Wednesday 3:40pm to 5:00pm in the Design and Technology Workshops.

TRINITY SCIENCE INVESTIGATORS

Master-in-Charge - Mrs Maryellen Ottaway

Trinity Science Investigators (TSI) formerly Science Club is an activity for all students (7-12) with a deep passion for the Sciences.

It is designed to allow students to become involved in long term individual research, as well as other shorter fun experiments not covered by the normal syllabus.

Meeting Details: Wednesday 3:40pm – 5:00pm, Level 3, Science Block, S3.2.

VISUAL ART

Ceramics, Digital Media, Painting, Photography, Sculpture and Drawing

Master-in-Charge - Mr Steve Collins

Visual Art as a Co-Curricular Activity is available to boys in Years 10, 11 and 12. Over the last few years, boys have been involved in large group projects in a range of different Visual Art activities. The options available include Photography, Ceramics, Computer Graphics, and Painting. During Service Week the Year 12 Visual Art students enrolled in Visual Art Curricular are able to work on their HSC and IB Body of Work due at the beginning of Term 3.

Meeting Details: All Visual Art activities are held on Wednesday afternoon, from 3:40pm to 4:50pm, in the Visual Art classrooms.

COMMUNITY GROUPS

Director of Community Relations - Mr Stephen Healy

Assistant Director of Community Relations - Mr Richard Bishop

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 Ric Otton (Class of 1979)	(H) 9744 5766 (M) 0417 936 329 email: ric@dosec.com.au
Hon. Secretary	Mr John Williams (Class of 1997)	(M) 0416 064 460 email: jl.williams@optusnet.com.au
Hon. Treasurer	Mr Walter Fisterman (Class of 1986)	(M) 0412 522 282 email: walter@globalvillage.com.au
School Contact	Mr Stephen Healy Director of Community Relations	(W) 9581 6065 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.

President	Mr James Trevena
Vice-President	Mrs Kay White
Secretary	Mrs Fiona Davies
Treasurer	Mr Matthew Field
Assistant Treasurer	Ms Rachel Simpson
NSW Parent Council Representative	Mr Bob Fozzard

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 at 6:30pm in the Terrace Room on the first Tuesday of each month (just prior to the P&F meetings), 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. The Auxiliary also assists the School in the management of the Canteen and Cafeteria with the aim of providing nourishing, healthy and affordable food to the Trinity Community.

President	Mrs Kay White
Vice President	Mrs Louisa Dobbin
Vice President	Mrs Cathy Cameron Clark
Secretary	Mrs Megan Lee
Treasurer	Mrs Rebecca Edwards
Social Secretary	Mrs Patricia Miller
Social Secretary	Mrs Atherna Pappas

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 don't hesitate to call contact Kay White.

Strathfield Auxiliary

President	Mrs Jane Frewin
Vice President (Fiesta)	Mrs Amy Lee
Vice President (Fundraising)	Mrs Dhanusha Pragatheswarar
Treasurer	Mrs Kasi Kolla
Secretary	Mrs Katherine Galettis
Assistant Secretary - Social Committee Convener	Mrs Alana Rice
Parent Liaison	Mrs Melanie Willis
Canteen Co-ordinator	Mrs Nicola Swann
Clothing Pool Co-ordinator	Mrs Annie Furlan

The Clothing Pool – Strathfield

The Strathfield Auxiliary conducts the School Clothing Pool for second hand School uniform items. Please pay for any items bought through the Clothing Pool by cash, credit card or cheque (made payable to Strathfield Auxiliary).

Opening Times for the Clothing Pool:

The Clothing Pool will be open on the 1st and 3rd Fridays of each month from 8:45am-9:45am. The following Clothing Pool guidelines should be noted by parents:

- a. School clothing items for sale at the Clothing Pool must be of good quality.
- b. Parents wishing to dispose of their son's outgrown uniforms at the Pool must first have the article dry-cleaned or laundered before leaving it for sale.
- c. The Clothing Pool Convener has the right to reject items left for sale.
- d. Owing to the small amount that can be charged for khaki shirts and shorts, the Auxiliary considers that these items left for the Pool will be regarded as donations.

Canteen – Strathfield

Should you wish to assist the School in helping to provide reasonably priced healthy food for the boys, please contact the Canteen Manager, Mrs Mary Saba on 8732 4654.

Preparatory School Auxiliary Meetings – Strathfield

These meetings are held on the first Wednesday morning of each month at 9:00am in the Joske Room (within the School Office) at Strathfield. Strathfield Auxiliary welcomes both ladies and men to help with functions. Become part of a willing team who work to strive for a better School environment for the boys. Phone Mrs Jane Frewen for more information about the Auxiliary role.

Junior School Auxiliary

President	Mrs Jinan Ammoura
Vice President	Maria Ciarroni
Vice President	Mrs Sharlyn van der Goot
Secretary	Mrs Panagiota Mihas
Treasurer	Mrs Skye Beke Mrs Naomi Mlller
Social Committee	TBA

The Clothing Pool – Junior School/Summer Hill

The Clothing Pool is open week days during term from 8:30am to 3:45pm and is located in the Founder's Building.

Junior School Auxiliary Meetings – Summer Hill

These meetings are held on the first Thursday morning of each month during school term at 9am Resource Centre Junior School. There is also one evening meeting held during the year. Details of the location and time of each meeting can be found in the School Calendar or in the Record Book. The Auxiliary welcomes both ladies and men to help with functions.

Canteen – Junior School

Should you wish to assist the School in helping to provide reasonably priced healthy food for the boys, please contact the Canteen Manager Mrs Nabiha Bitar 9581 6069

The Trinity Connection

This is an organisation of mothers 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 of Old Boys are warmly invited to join.

President	Mrs Yola Yarad	
Vice President	Mrs Julie Carrington	
Secretary	Mrs Liisa Chappelow	(W) 9581 6024
Hon. Treasurer	School Accountant	

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 2017 programme for the Society is very exciting and includes concerts and art exhibitions, opening in February with the Blake Prize exhibition and a recital by the Song Company. A series of five wonderful concerts that includes invitations to the School's Gala Concert, plus the annual Trinity Arts Festival are highlights of the Music Programme for 2017.

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. Membership of the Society is open to

anyone who would like to join: boys of the School are admitted free to all functions and the annual subscription for adults is nominal. For a subscription brochure please phone 9581 6070.

Archives

Archivist - Mrs Alison Doran

The School Archive exists to document and preserve the rich and varied history of Trinity so that it may be appreciated and celebrated. Trinity began assembling its Archive collection in the 1970s, and appointed its first professional Archivist in 1988. The Archive serves the whole School – Senior and Middle, Preparatory and Junior Schools, as well as its associated organisations (P&F, Auxiliaries and OTU etc).

Holdings include minutes, admission registers, photographs, School publications, prospectuses, programmes, architectural plans, administrative records, items of uniform, trophies, oral history recordings, as well as film, video, DVD and audio recordings. These Archives may exist in paper or digital formats.

Donations to the Archives are subject to the *TGS Archive Acquisition Policy 2011*. Please contact the Archivist in the first instance to discuss possible donations.

Research requests from members of the public or parents for information from the Archives should be made to the Senior Master 9581 6025.

Published histories: *Trinity: The Daring of your Name*, P Heath, (Allen and Unwin, Sydney, 1990); *Trinity Grammar School: A History*, C E Latham and A Nichols, (Trinity Grammar School, Summer Hill, 1974).

Development Office

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

Chairman - Mr James Mills

Secretary - Mr Campbell Dungan

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, works of art and related material.

CONTACTS LIST

School Addresses

Senior and Middle School, Summer Hill Campus

	119 Prospect Road, Summer Hill NSW 2130
Telephone	(02) 9581 6000 (7.30am to 5:00pm)
Facsimile	(02) 9799 9449
Mailing Address	PO Box 174, Summer Hill NSW 2130
Email	dxuereb@trinity.nsw.edu.au
Website	www.trinity.nsw.edu.au

Junior School, Summer Hill Campus

	119 Prospect Road, Summer Hill NSW 2130
Telephone	(02) 9581 6144 (8:00am to 4:00pm)
Facsimile	(02) 9581 6166
Mailing Address	PO Box 174, Summer Hill NSW 2130
Email	rbandaranayake@trinity.nsw.edu.au
Website	www.trinity.nsw.edu.au

Preparatory School, Strathfield Campus

	115-125 The Boulevard, Strathfield NSW 2135
Telephone	(02) 8732 4600 (8:00am to 4:00pm)
Facsimile	(02) 9742 5419
Mailing Address	PO Box 174, Summer Hill NSW 2130
Email	tcarmichael@trinity.nsw.edu.au
Website	www.trinity.nsw.edu.au

Environmental and Field Studies Centre, Woollamia

Telephone	(02) 9581 6087
Mailing Address	via Trinity Grammar School Summer Hill
Email	woollamia@trinity.nsw.edu.au
Website	www.trinity.nsw.edu.au

Middle and Senior Schools – Who to Contact

The following table may prove helpful in finding out whom to consult in the first instance.

- 1. Your son is late home:** Ring the Special Duties Master – 0420 988 193 or Reception - 9581 6000 until 5.00pm and follow the prompts after 5.00pm.
- 2. Choice of Subject:** Housemaster (Years 10-12), Middle School Housemaster (Years 7-9) and then Director of Curriculum.
- 3. Change of Subject or Change in Number of Units:** Head of Department, then Director of Curriculum.
- 4. Trouble with Subject:** Teacher, then Housemaster or School Counsellor or Head of Department or Director of Curriculum, Master of the Middle School or Master of the Senior School, Director of the Junior School or Deputy Head Master or Head Master.
- 5. Senior School (Years 10, 11 and 12) and HSC/IB matters:** General Pastoral and Academic matters of Senior Boys – Housemaster, Master of the Senior School.
- 6. Middle School (Years 7, 8 and 9):** General Pastoral and Academic matters of Middle School Boys – Middle School Housemaster, Master of the Middle School.
- 7. Advance permission to be absent from School:**
 - a. for dental, medical or similar appointments** – Deputy Master of the Middle School (Years 7-9), Deputy Master of the Senior School (Years 10-12).
 - b. for other reasons for part of the day** – Master of the Middle School (Years 7-9), Master of the Senior School (Years 10-12).
 - c. Request for extended leave from School during Term time, early departure for holidays or late return from holidays:** The Head Master.
When in doubt, consult your son’s Housemaster (Years 10-12) or Middle School Housemaster (Years 7-9) who will help you.
- 8. Change of Sport:** Master in Charge of the Sport, then Sportsmaster.
- 9. Exemption from Sport:** Head Master only.
- 10. Co-Curricular Activities and Selection or Change of Activity:** Housemaster, then Activities Master.
- 11. Exemption from Co-Curricular Activities or Sport Activity:** Head Master only.
- 12. Behaviour or problems of “getting along” with people:** Housemaster, or Middle School Housemaster, then Chaplains, or School Counsellor, or Master of the Middle School (Years 7-9), or Master of the Senior School (Years 10-12), Deputy Head Master or Head Master.
- 13. Travel Concession Forms:** Student Services’ Secretary.
- 14. Buses:** Any problems relating to buses that transport boys to or from Trinity: ring Campus Logistics Co-ordinator on 9581 6145, or mobile 0405 535755.
- 15. Lost Property:** Special Duties Master’s Office.
- 16. Accounts and Matters Financial:** School Bursar.
- 17. Careers:** Careers Adviser.
- 18. Timetable:** Director of Curriculum.
- 19. Enrolments:** Enrolment Officer or Registrar.
- 20. Use of Chapel:** Head Master’s Secretary.
- 21. Scholarships:** Head Master’s Secretary.
- 22. Hall Bookings and Functions at the School:** Director of Campus Administration.
- 23. Trinity Foundation Matters:** Foundation Secretary, Mr Dungan.
- 24. Need to contact the Special Duties Master, After Hours Security Guard, Caretaker or Boarding House, whilst at School:** use the phone outside the Special Duties Master’s Office, adjacent to Compass Courtyard, and use the numbers listed.

Middle/Senior School Telephone Numbers

Summer Hill Campus		9581 6000
Absentees (24 hours)		9581 6033
Absentee Email		absentee@trinity.nsw.edu.au
Activities Master	Mr Lachlan White	9581 6079 (Mobile) 0416 052 302
Assistant to the Head Master and Director of Creative Arts	Mr Kell Daniels	9581 6094 (Mobile) 0404 474 811
Bishop Chambers House - Boarding	Housemaster: Mr Rodney Fitch	9581 6068 (Mobile) 0420 923 373
Boarding House Master on Duty		(Mobile) 0414 754 886
Boarding House Phone		9581 6022
Bursar	Mr Campbell Dungan	9581 6027 (Mobile) 0415 619 328
Cafeteria		9581 6069
Canteen		9581 6047
Chaplain	Reverend Gregory Webster	(Vestry) 9581 6093 After Hours 9716 5689 (Mobile) 0407 887 873
Boarding House		9581 6011
Boarding Master on Duty		(Mobile) 0414 754 886
Academic Dean	Mr Jason Cheers	9581 6057 (Mobile) 0404 472 517
Deputy Head Master	Mr Peter Green	9581 6119 (Mobile) 0414 754 788
Deputy Master of the Senior School	Mr Andrew Yarad	9581 6005 (Mobile) 0420 988 491
Deputy Master of the Middle School	Mr David Galluzzo	9581 6159 (Mobile) 0410 310 119
Director of Curriculum	Mr Andrew Scott	9581 6120
Director of Campus Administration	Mr Bradley Wirth	9581 6118 (Mobile) 0420 920 211
Director of Sport and Co-curricular Activities	Mr John Allen	9581 6051 (Mobile) 0404 464 410
Enrolments Officer	Mrs Georgina Gunner	9581 6029
Director of TESS	Ms Fabienne Arora	9581 6180

Head of Counselling Services	Mr Timothy Smith	9581 6035
Health Centre – Registered Nurse	Mrs Katie Brooks	9581 6023
Human Resources Manager	Mrs Belinda Reid	9581 6104 (Mobile) 0402 767 420
Master in Charge of Cadets	Dr Heath De Lany	9581 6167 (Mobile) 0414 754 723
Master of the Middle School	Mr Bradley Barr	9581 6142 (Mobile) 0414 759 129
Master of the Senior School	Dr Heath De Lany	9581 6143 (Mobile) 0414 754 723
Music – Director of Music	Mr Phil Pratt	9581 6134 (Mobile) 0416 097 362
Director of Design and Communications	Mrs Nicola Smith	9581 6163
Director of International Baccalaureate	Mr Chris Barnes	9581 6062
Registrar (Secondary)	Mr James Leckie	9581 6141 (Mobile) 0410 080 438
School House (Boarders)	Inward calls during the hours listed.	9581 6011
	Hours:	4:00pm-5:45pm 8:30pm-9:10pm
School House Duty Master after 4.00pm		9581 6011 (Mobile) 0414 754 886
School Uniform Shop		9581 6048
Senior Master	Mr Craig Sandwell	9581 6066 (Mobile) 0408 967 274
Society of the Arts	Ms Catherine Benz	9581 6070
Special Duties Master	Mr Martin Lang	9581 6000 (Mobile) 0414 755 099
Sportsmaster	Mr Hugo Engele	9581 6153 (Mobile) 0420 988 151
Sportsmaster's Fax Number		(02) 9716 7206
Staff Common Room	Internal Only Internal Only	Extension 6346 Extension 6347
Wet Weather Number		1300 788 477

Junior School Telephone Numbers

Absentees	9581 6144
Absentee Email	jsabsentee@trinity.nsw.edu.au
Before and After School Care (OSH Club)	0448 003 011 / 02 8355 5300
Deputy Master of the Junior School - Mr Craig Hassall Pastoral Leader Years 5-6	9581 6190 (m) 0414 755 031
Director of Primary Curriculum/PYP Co-ordinator - Mrs Marilyn Ormes	9581 6177
Assistant Chaplain and Pastoral Leader Years 3-4 - Reverend Paul Brigden	9581 6179
Enrolment Enquiries	9581 6001
Fax Number	(02) 9581 6166
Health Centre – Registered Nurses Mrs Katie Brooks (Senior Nurse) Mrs Catherine Maxwell Mrs Ingrid Fitch	9581 6023
Infants Pastoral and Teaching and Learning Leader - Mrs Jenny Tredinnick	9581 6169
Master of the Junior School - Mr Mark Dunn	9581 6144 (m) 0433 034 704
Master of the Junior School's Executive Assistant - Mrs Rina Bandaranayake	9581 6080
Enquiries – after 4:00pm	9581 6000
Primary Registrar - Mr Simon Kelly	8732 4667 (m) 0420 923 807
School Office (8:00am to 4:00pm)	9581 6144
School Uniform Shop	9581 6048
Sportsmaster – Mr Chris Robinson	9581 6136 (m) 0438 980 602
Wet Weather Sport (after 7:00am)	1300 788 477

Junior School Class Groupings

For 2017, there will be one class for Kindergarten and Year 1. There will be two parallel classes for Years 1 to 3. In Years 4 to 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, 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

Year	School Hours	Morning Tea	Lunch
Kindergarten - Year 1	8.45am – 3.00pm	11:00am – 11:25am	12:30pm – 1:10pm
Year 2	8:30am – 3:00pm	11:00am – 11:25am	12:30pm – 1:10pm
Years 3-6	8:30am – 3:15pm	11:00am – 11:25am	12:30pm – 1:10pm

Morning Tea

All Years 10:30am – 10:55am (Wednesday only)

Parents should note the following School rules

Any boy arriving before 8:00am must report to Before School Care unless he is attending a sports training session or music lesson.

Out-of-Hours Care Programme

The Junior School provides a Before and After School Care Programme which is owned and managed by OSHClub five days a week at the Junior School Campus for boys in Kindergarten – Year 6. Before School care runs between 7.00am and 9.00am. The After School Care programme runs 5 afternoons a week for boys in Kindergarten – Year 6 until 6.00pm.

Before School Care charges for 2017 are at the flat rate of \$20.80 and After School Care charges for 2017 are at the flat rate of \$28.80 for the afternoon between 3:00pm – 6:00pm. Any Kindergarten, Year 1 or Year 2 boys not collected by 3:30pm and any Year 3 to 6 boys not collected by 3.45pm will be taken to After School Care and the family will be charged accordingly. After 6.00pm a rate of \$2 per minute will be charged.

Before and After School Care Bookings need to be made in advance through OSHClub otherwise a \$3.30 additional charge is applied to bookings made less than 24hours prior to the session.

Parents can apply for Child Care Benefit (CCB) which is means tested and the 50% Child Care Rebate (CCR) which is NOT means tested. The actual fee payable will vary, depending on individual families' circumstances and entitlements. Just about all working or studying parents are eligible to receive the 50% Child Care Rebate. Simply call 13 61 50 to register.

Vacation Care is provided during each of the School holidays, usually at the Strathfield campus and will vary according to demand for the service. Details will be published in the Junior News prior to each holiday and bookings are made direct with OSHClub on their website.

www.oshclub.com.au

Preparatory School Telephone Numbers

Absentees	8732 4658
Absentee Email	prepabsentee@trinity.nsw.edu.au
After School Care	1800 460 870 / 02 8355 5300
Canteen Supervisor - Mrs Mary Saba	8732 4654
Clothing Pool Convenor - Ms Annie Furlan	(After Hours/Mobile) (m) 0416 133 223
Cubs & Scouts – Mr Frank Canturi	0418 283 891
Deputy Master of the Preparatory School - Mrs Anni Sandwell	8732 4621 (m) 0420 988 492
Director of Primary Curriculum/PYP Coordinator - Mr Richard Lever	8732 4610 (m) 0420 988 102
Enrolment Enquiries	8732 4697
Facsimile	(02) 9742 5419
Health Centre – Registered Nurses	8732 4602
Mrs Katie Brooks (Senior Nurse)	
Mrs Kyllie Balazs	
Ms Tessa Mansfield	
Master of the Preparatory School - Mr Christopher Wyatt	8732 4650 (m) 0408 481 058 (After Hours/Mobile)
Master of the Preparatory School's Secretary - Mrs Theresa Carmichael	8732 4650
Primary Registrar - Mr Simon Kelly	8732 4664 (m) 0420 923 807
School Uniform Shop at Summer Hill	9581 6048
Sportsmaster – Mr James Bremner	8732 4620
Strathfield Campus Pre-Kindergarten to Year 6	8732 4600
Wet Weather Number	1300 788 477

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 6 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 or Mandarin, and Christian Studies, conducted by specialist teachers each week.

Prep School Hours

Year	School Hours	Recess	Lunch
Pre-Kindergarten	9:00am – 2.45pm	10:30 – 11:00am	12:30 – 1:30pm
Kindergarten to Year 2	8:30am – 3.00pm	10:30 – 10:50am	12:55 – 1:40pm
Years 3 to 6	8:30am – 3.15pm	10:30 – 10:50am	12:55 – 1:40pm

Out-of-Hours Care Programme (OSH Club)

The Preparatory School provides a Before and After School Care Programme which is owned and managed by OSHClub five days a week at the Preparatory School Campus 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. 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 centre in the Llandilo building. 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.

Cost

- > Before School Care from \$5.67 per child per session (full fee \$19.00)
- > After School Care from \$7.76 to \$13.50 per child per session (full fee \$27.00)
- > After School Care Short Fee from \$6.79 to \$7.75 per child per session (full fee \$15.50)
- > Holiday Programme from \$11.90 to \$32.00 per child per session (full fee \$64.00)

(fees subject to change)

How to book

An OSHClub online enrolment form must be completed. Enrol online at www.oshclub.com.au Once enrolled with OSHClub, log in to your account and select to place either a permanent or casual booking. We recommend that all boys are enrolled in OSHClub (no enrolment fee) just in case!

Some families are eligible for Child Care Benefit (CCB) and the 50% Child Care Rebate (CCR).

The full fee applies for families who do not apply for and are not eligible for CCB and the CCR. All fees are approximate only. Late pick up fees of \$2 per minute per child apply. Prices may change at any time. Casual bookings made within 24 hours incur an extra charge of \$3.30 per session for Before and After Care. A late booking fee of \$5.00 applies to all Holiday Programme bookings made within 48 Hours of a session.

Vacation Care is provided during each of the School's holidays, and will vary according to demand for the service. Details will be published in the Prep News prior to each holiday and bookings are made direct with OSHClub on their website.

www.oshclub.com.au

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