



TRINITY GRAMMAR SCHOOL

2020

HANDBOOK





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HANDBOOK

SUMMER HILL | STRATHFIELD | WOOLLAMIA



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## FOREWORD

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

**The Head Master**

## THE SCHOOL

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

The School is one of the original members of the Combined Associated Schools in New South Wales. The other members in the Association are Barker College, Cranbrook School, Knox

Grammar School, St. Aloysius' College and Waverley College. The Head Master is a member of the Association of Heads of Independent Schools of Australia, (A.H.I.S.A.).

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

The 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 (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.

Boys are received from the age of four years (Pre-K).

## MISSION STATEMENT

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

## OUR SCHOOL PRAYER

Heavenly Father, we ask your blessing upon all who work in and for this School.  
Grant us faith to grow spiritually, strength to grow bodily and wisdom to grow intellectually,  
through Jesus Christ our Lord. Amen.

## THE CHRISTIAN FOUNDATION OF THE SCHOOL

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

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

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

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

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

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

**Tim Bowden**  
Head Master

# THE COUNCIL OF TRINITY GRAMMAR SCHOOL

## STATEMENT OF EDUCATIONAL PRINCIPLES

### 1. Spiritual Growth and Development

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

**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 (Primary), 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

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

- |                      |   |
|----------------------|---|
| <b>Inquirers</b>     | 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.  |
| <b>Knowledgeable</b> | 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.  |
| <b>Thinkers</b>      | We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.  |
| <b>Communicators</b> | 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.  |
| <b>Principled</b>    | 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.  |
| <b>Open-minded</b>   | 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.   |
| <b>Caring</b>        | 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.   |
| <b>Risk-takers</b>   | 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.                                      |
| <b>Balance</b>       | 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. |
| <b>Reflective</b>    | We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.  |

# SCHOOL COUNCIL 2020

## PRESIDENT

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

## CHAIRMAN

Mr Richard **Pegg**

## HONORARY SECRETARY

Mr Martin **Cook**

## HONORARY TREASURER

Mr Richard **Moffitt**

## MEMBERS OF THE COUNCIL

Mr Matthew **Bradfield**

The Reverend Christopher **Braga**

Dr Margaret **Chu**

Dr Robert **Claxton**

Dr Peter **Collins**

Dr Andrew **Connolly**

The Reverend James **Harricks**

The Reverend Alan **Lukabyo**

The Reverend David **Mears**

Mr Simon **Miller**

The Reverend Justin **Moffatt**

Mr Craig **Moore**

Mrs Wendy **Mugridge**

The Reverend Trevor **Oakley**

## MEMBERS OF THE EXECUTIVE COMMITTEE OF THE SCHOOL COUNCIL

Dr Peter **Collins** (Chairman)

Mr Matthew **Bradfield**

Mr Martin **Cook**

The Reverend Alan **Lukabyo**

Mr Richard **Moffitt**

Mr Craig **Moore**

Mr Richard **Pegg**

# THE SCHOOL COUNCIL – OPERATIONS

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

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

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

## **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 Tim **Bowden**, BA.(Commun) (UC), Grad. Dip. Ed (UC), MEdLead (Macq. Uni.), BDiv (Moore), DipMin (Moore) 2018

## SCHOOL EXECUTIVE

### Deputy Head Master – Policy and Strategy

Mr Craig **Sandwell**, B.A. (Syd), Dip.Ed. (Syd.CAE), M.Ed.Admin. (UNSW), M.A.C.E.L. 1990

### Deputy Head Master – Summer Hill

Mr Bradley **Barr**, B.Ed. (Syd), Dip.Teach. (Syd), M.A.C.E.L. 1986

### Bursar

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

### Head of the Preparatory School

Mr Christopher **Wyatt**, B.Teach. (ACU), B.Ed. (NICE), M.Ed. (CSU) 2015

### Head of the Junior School

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

### Head 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

### Head of the Middle School

Mr John **Allen**, B.A. Grad. Dip.Ed. (UTS), M.Sc. (Oxon) 2004/4

### Head of Field Studies Centre

Mr Tim **Knowles**, B.Ed (UOW) 2020

### Academic Dean

Mrs Deborah **Williams**, B.Arts (Syd),Dip.Ed.(SCOA),M.Ed.(CSU) 2018

### Head of Community Engagement

Mr Kell **Daniels**, B.Ed. (Syd. CAE), M.Ed. Admin. (UNSW), F.A.C.E. 1997

### Head of Information and Communication Technologies

Mr Paul **Queeney**, B.Sc. Information Systems (Trinity College, Dublin) 2018/3

### Head of Professional Standards

Mr Thomas **Mae**, B.Ec., (Syd), M.A. (Macq. Uni.), Dip.Ed. (STC), F.A.C.E., F.T.G.N. 2004

### Head of Operations – Summer Hill

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

### Head of Human Resources

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

### Senior Chaplain

The Reverend Gregory **Webster**, B. App. Sc (Syd), B. Th. (ACT), Dip Min, Dip Arts Theol (Moore), Dip. Ed. (Excelsia). 1997

## SENIOR STAFF | SUMMER HILL CAMPUS

### Director of Enrolments (7-12)

Mr James **Leckie**, B.Ed. (Syd) 1998

### Director of Campus Administration

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

### Deputy Head of the Senior School

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

### Deputy Head of the Middle School

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

### Director of Sport and Co-Curricular Activities

Mr Lachlan **White**, B.Ed. (TAS) (Syd) 1998

### Sportsmaster

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

### Activities Master

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

### Director of TESS | Academic Support

Mrs Renee **Culgan**, B.Teach (WSU), B.Ed (WSU) 2020

### Director of 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

### 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 Diploma Programme

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

### Director of Professional Practice

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

### Director of Library Services

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

### Director of Academic Administration

Mr Peter **Karakiozis**, B.A., (Syd.), M.Teach. (Syd), M.Ed. (UON) 2010

### Director of Research

Ms Deborah **De Ridder**, B.AppSc (HAC), Grad.Dip.Ed (UNE), Grad.Cert.EdSt (UON), M.LeadMngtEd (UON) 2020



## 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 Marketing and Communications

Philippa **Lowe**, B.A (UOR), M. Comm (CSU), Grad.Dip. Div (ACT) 2019/4

## Director of Finance

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

## SENIOR SUBJECT MASTERS

### Christian Studies

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

### 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

### English

Ms Norma **Kamhieh**, B.Ed (ACU), M.Ed. (UNSW) 2017/4

### HSIE

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

### Geography

Mr Adrain **Shipp**, B.Ed (NSW) B.Arts (NSW) 2018/4

### Languages

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

### Mathematics

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

### Personal Development, Health and Physical Education

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

### 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

### Technological and Applied Studies

Mr Timothy **Warren**, 2020

### Vocational Education and Training (VET)

Ms Jennifer **Nixon**, Dip. Ed. (USYD), B. Sci. (USYD) M.Ed (USYD), 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

**ACADEMIC STAFF | MIDDLE AND SENIOR SCHOOLS | SUMMER HILL CAMPUS**

Mr Christopher	<b>Aschman</b> , B.Mus. (Perf) (ANU), Grad. Dip.Ed. (CSU)	2005
Mr Peter	<b>Bamford</b> , B.Ed. (Fine Arts) (UNE), Dip.Teach. (Kuring-Gai CAE), M.Ed. (Fine Arts) (UNSW)	2011/2
Mr Richard	<b>Bishop</b> , B.A. (UON), Dip.Ed. (UON), Dip.Th. (ACT)	2000
Ms Phyllis	<b>Bookluck</b> , B.A. (Syd), Dip.Ed. (Syd)	2000
Mrs Heather	<b>Bootle</b> , B. Ed. (Newcastle CAE), M.Ed. (UWS).	1992
Mr Simon	<b>Bootle</b> , B.A. (Macq), Dip.Ed. (UNE)	1995
Mr Anthony	<b>Bosco</b> , B.A (USYD), B. Teach (USYD)	2016/4
Mr David	<b>Chilton</b> , B.Ed. (Hons) (Syd), B.A. (Syd), M.Ed. (Leadership) (NICE)	2012/2
Ms Hyun	<b>Mi Cho</b> , B.Arts with Dip. Ed. (Macq. Uni), M.Ed. Leadership and Management.	2018/4
Mr Daniel	<b>Chu</b> , B.Sc (Syd), M.Teach. (Syd)	2013/3
Mr Padraig	<b>Connolly</b> , B.Sc. (DCU)	2020
Ms Vicky	<b>Courtenay</b> , B.Teach (Pri) (CSU), M.Teach (TeachLib) (CSU), B.Th (JC)	2016/3
Ms Vikki	<b>Cummins</b> , B. Comm (UWS) P.C.Ed (ACU) C.GR (ACU)	2017
Mr Robert	<b>Currer</b> , B.Com (UOS), B.E. (UOS), M.Teach (UOS)	2018
Mrs Christine	<b>Daniel</b> , B.Sc., M.Sc. (UTS), Grad. Dip. Ed. (Macq)	2012
Mr David	<b>Davies</b> , B.Ed. (Ind.Arts) (Syd)	2012/2
Mr Guy	<b>Dennis</b> , B.A. (Hons) (Exeter), M.Ed.St. (UNE), M.B.A. (UNE), 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	1998
Mr Bobby	<b>Dimitrievski</b> , B.Mus. (Syd Conserv.) (Syd), Dip.Ed. (UNE), ADMT (Syd), A.Mus.A. (AMEB)	2010
Mr Michael	<b>Di Paola</b> B.Ed. (Syd)	2019/4
Mr Matthew	<b>Driscoll</b> , B.Ed. (Syd) B.Arts (Syd)	2018/4
Ms Marian	<b>Dunbar</b> , B.Sc. (Syd), Grad. Dip.Ed. (CSU)	2012
Mr Andrea	<b>Folli</b> , B.A (Witwatersrand, Sth. Africa), Higher Dip. Ed. (Natal), Honours Degree (Higher) ( Rand Afrikaans University)	2012/4
Mr William	<b>Foran</b> , B.Ed. (CCE Syd), Dip.Teach. (CCE Syd)	2001
Mr Benjamin	<b>Fraser</b> , B. Eng. (UNSW)	2020
Ms Simone	<b>East</b> , Cert. Ed Studies (Uni London), B.Music (Syd Con), M.Music Comp (Syd Con)	2017
Mrs Carol	<b>Geddes</b> , B.Sc. (Syd) Grad. Dip.Ed. (Syd).	1999
Mr Luke	<b>Gray</b> , B.Sc. (Syd), Dip. Arts (Syd), Grad. Dip. Ed. (Wesley Inst.)	2006
Mr Mark	<b>Hatton-Ward</b> , B.Sc. (Syd), Dip.Ed. (Syd)	1986
Mr William	<b>Henry</b> , B.A. (Hons) (Leeds), M.Mus. (Lond), LRAM. (Lond). Grad. Dip. Ed. (UNE)	2006/3

Mr Matthew	<b>Hirst</b> , B.A. (UNSW), Dip.Ed. (UNSW), M.Ed. (Syd)	2009
Mr Anthony	<b>Hood</b> , B.Music (UOS) M.Sc (UY) PH.D (UY) M.Teaching (UNE)	2017/3
Mr Arch	<b>Humphries</b> , 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
Mr Alastair	<b>Hunt</b> , B.Sc. (Hons) (ANU), Grad. Dip. Ed. (UTS)	2014/4
Mrs Katherine	<b>Hronopoulos</b> , BEd(Hum) [USyd]	2018/4
Mr Kai	<b>Ikeuchi</b> , B.Social Work (Syd), B.Teach. (CSU). M.T.G.N	2011/3
Mrs Daphne	<b>Kao</b> , B.Ed. (Taiwan), Grad. Cert. Educ. Studies (Syd)	2002/4
Mr Don	<b>Kesby</b> , B.Sc. (UNSW), Dip.Ed. (Syd)	2006
Mr Brett	<b>Lammiman</b> , B.Ed. (Mitchell CAE), M.A. (Syd)	2005
Mr David	<b>Latimer</b> , B.A. (Hons) (UON), M.Ed. (Languages) (Syd)	2000
Mr Nathan	<b>Lee</b> , D.TH (YC) D.Ed (ACU)	2017/4
Ms Ami	<b>Liu</b> , B.Arts (UNSW) M.Arts (UNSW), Grad.Dip.Ed (Secondary) (ACU)	2014/3
Ms Emma	<b>Loftus</b> , Mast. Teaching (2017) UNSW; English, (TRU).	2017
Julia	<b>Malley</b> B.A.B. Teach (ACU)	2019/4
Ms Tania	<b>Mason</b> , B.A. (Syd), M.A. (Syd), Dip.Ed. (Syd) (Leave Term 1)	2005/3
Ms Sophie	<b>Masson</b>	2020
Mr Justin	<b>McGrath</b> , B.A. (UNSW), Dip. Ed. (Syd)	1995
Mr Philip	<b>McKay</b> , B. Teach. (ACU), B.A. (ACU)	2011
Mr Andreas	<b>Mickler</b> , Erstes Staatsexamen (Univ. Heidelberg, Germany), Grad. Dip. Ed. (Macq)	1997/4
Mr Mark	<b>Mikulandra, B.Ed. Advanced Cert.</b>	2014/3
Mr Matthew	<b>Miller</b> , B.A. (UNSW), Grad. Dip. Ed. (UNSW)	2013
Mr Ian	<b>Moran</b> , B.Applied Sc.(Syd), B.Teach. (Syd)	2007
Mr Phillip	<b>Mugridge</b> , B.A. (Lang)(Syd)	2017
Mrs Elizabeth	<b>Murphy</b> , B.A. (Human Movement Studies) (UTS), Dip.Ed. (PD/H/PE) (UTS)	2010
Mrs Nadia	<b>Nero</b> , B.Ed (ACU)	2018/4
Mr Danny	<b>Nguyen</b> , B. Design (UWS), M Teach. (UWS)	2012
Mr Mark	<b>Oakley</b> , B. Design (UNSW), B. Art Educ.(UNSW)	2008
Mrs Rachel	<b>O'Brien</b> , BEd(Sec) [USyd]	2019
Mrs Maryellen	<b>Ottaway</b> , B.Sc. (UNSW), M.Appl.Sc. (UNSW), Grad. Dip.Ed. (Macq)	2001
Mr Nicholas	<b>Pay</b> , BA/BT (Humanities) ACU; Cert. Secondary Mathematics Sydney Uni	2017
Mr Andrew	<b>Pierce</b> , Grad. Dip. (ACC), S.Ch (ACC), M.Ed. (Syd), M.A. (Syd)	2002/3
Mr David	<b>Poirier</b> Grad. Dip. Ed (NWS), M.Edu. (Syd)	2019/4

Mr William	<b>Pratt</b> , B.Ed. (Edith Cowan), Dip.Teach. (Riverina), B.Th., Dip. Min. (Morling), M.Ed. (UOW).	1998/3
Mr Jean-Baptiste	<b>Ribola</b> , IUT Measures Physiques (UPJ), BSc.BA (Business & Finance) (ESdCeG), Dip.Ed (Physics, Stage 4 and 5, Mathematics) (UNSW)	2018
Miss Sofia	<b>Robins</b> , B.Sc (Boston University)	2017
Nina	<b>Seeto</b> , B.Sci (UTS), M. Teach. (Sec) (UNSW)	2019
Mr Alex	<b>Simpson</b> , B.A. (UWS), M. Teach. (UWS)	2015
Mr Neil	<b>Smallfield</b> , B.A. (UNISA, Sth. Africa), PGCE (UNISA, Sth. Africa), Dip. Game Ranging and Lodge Management (Damelin College, Sth. Africa)	2016/2
Ms Kathryn	<b>Smith-Sergi</b> , B.Ed (MELB)	2016/2
Mr Michael	<b>Snowden</b> B.A.B. Ed. (Maqu)	2019/4
Mrs Jessica	<b>Spratt</b> , B.A. (Syd), Dip.Ed. (Syd).	1992
Mr Michael	<b>Spratt</b> , B.Ed. (Syd), M.Ed. (Syd)	1995
Mr Brett	<b>Steinwede</b> , B.Teach. (ACU) B.Arts (ACU) M.Div. (ACOT)	2018/4
Mr Paul	<b>Stenhouse</b> , B.Ed. (ACU), Dip.R.E. (ACU), M.Ed. Admin, (UNSW), M.A.C.E., M.T.G.N	2002
Ms Rosey	<b>Stewart</b> , Dip.Ed. (UNE), M.Design Sc. (Digital Media) (Syd), B.A. (Griffith)	2005/4
Mr James	<b>St Julian</b> , B.A. (Hons) (Syd), M.Teach. (Syd)	2003/4
Ms Kirsten	<b>Taylor</b> , B.A. Lit. Studies (Hons) (Hull) PGCE (Hull)	2016/4
Mrs Maria	<b>Thanos</b> , B.A. (UNSW), B.Ed. (UNSW)	2002/4
Mr Daniel	<b>Tkacz</b> , B.Ed. (CSU), Cert. IV Ass.& Work (TAFE), Electrical Trade Cert. (TAFE)	2010/4
Mr Benjamin	<b>Treloar</b> , B.Ed. (D&T) (Syd)	2008/4
Ms Emilia	<b>Tsaknis</b> , B.Com (UNSW), B.Ed. (UNSW)	2019
Mr Joseph	<b>Vaccarella</b> , B.Sc. (UNSW), Dip.Ed. (UNSW), Grad. Cert. Physics (ACU)	2004/4
Miss Christina	<b>Vanden Hengel</b> , B.VA (Fine Arts) (Sydney College of Arts), M.Teach. (Syd)	2014
Mr Steven	<b>Vazouras</b> , B.Sc. (Industrial Arts) (UNSW), Dip.Ed. (UNSW)	2010/4
Mrs Lakshmi	<b>Venkatasubramanian</b> , B.Eng (Chem) (NUS)	2020
Mrs Sylvia	<b>Wallace</b> , B.Mus. Ed. (Hon) (Syd), M.Mus. (UNSW) ( <i>Maternity Leave</i> )	2000
Ms Carrie	<b>Wang</b> , BEd(Sec) [UNSW]	2019
Mr Mark	<b>Waters</b> , B.Ed. (UON), B.Min. (SMBC), Ass.Dip. Divinity and Miss. (SMBC)	2006
Mr Finnian	<b>Webber</b> B.Sci (OTAGO), PG Dip. Teach (UOA)	2019
Ms Sabine	<b>Wieczorek</b> , B.A. (Paris), Dip.Ed. (UNSW)	2000
Mrs Janet	<b>Wonders</b> , B.Ed. (Human Movement/Maths Teaching) (Syd), R.N. (Royal North Shore Hosp.)	2001/4
Ms Alexandra	<b>Wood</b> , B.Fine Art (Hons) (National Art School), M. Film and Television. (Bond), Dip Ed. (UOW)	2011/2

Mr Adam	<b>Wood</b> , B.Comm. (UNSW), LLB (UNSW), M.Teach. (UNE)	2014
Mr Mark	<b>Worsfold</b> , B.A. (UNSW), B.Ed. (UNSW), Dip. Elect. Eng. (Nth. Syd. TAFE), Grad. Cert. Arts (UNE)	2009/4
Mr David	<b>Zhang</b> , B. Arts. (Syd) B.Ed (Secondary) (Syd.)	2017
Mr James	<b>Zhang</b> , BA Edu, Syd Uni. BA Arts (combined) Syd Uni.	2017

## TESS SUPPORT SERVICES | ACADEMIC | SUMMER HILL CAMPUS

### Head of Gifted & Talented PK-10

Mrs Lisa	<b>Gossling</b> , 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	<b>Brett</b> , B.Ed. (H.M.H.E) (Syd), M.Ed (EdLead&Adm) (Deakin)	2015/2
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### Learning Support Teacher

Ms Bulbin	<b>Aykiran</b> , Dip.Ed. (UNSW), M. Ed. (Special and Inclusive)	2018
Mrs Fiona	<b>Daniels</b> , Dip.Teach. (Guild. Teachers' College)	2002
Mrs Leanne	<b>Heanly</b> , B.Ed (PDHPE)	2017/2
Jessica	<b>Jones</b> B.A. (ACU) M.SpEd (Maqu)	2019/2

### EAL/D Coordinator (K-12)

Ms Maxine	<b>Whelan</b> , B.A. (Syd), Dip. Ed. (Armidale) Dip. Ed. Creative Writing (UTS), CELTA Cambridge Certificate in TESOL	2001/4
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### EAL/D Teacher

Ms Lynette	<b>Ovens</b> , B.Ed (English, EAL/D) (ACU), D.G (UTS), M.Arts (UTS)	2018
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### TESS Teacher's Aide

Ms Tarni	<b>Bene</b> , B.Ed (UWS)	2018
Mrs Cecilia	<b>Bertoia</b> , Cert III Ed. Support Special	2015
Mr Mark	<b>Ottaway</b>	2016/4
Ms Marita	<b>Stephens</b> , B.A. (Macq)	2014/2

## COUNSELLING SERVICES | SUMMER HILL CAMPUS

### Psychologist

Mrs Sandi	<b>Bell</b> , B.A. (ANU), B.Sci. (ANU), Grad Dip Psych (U.C.), MAPS	2014/2
Ms Sue	<b>Boursiani</b> , Dip.Ed (Macq) B.Arts Psychology (Macq), M.Ed Counselling (UWS)	2017/3
Ms Cara	<b>Chillari</b> , B.Psy (UWS) D.Psy (COPP)	2017/3
Mr Mitch	<b>Huie</b> , B.Psych, (UWS), Cert. Psych. Practice (ACAP)	2014/2

## FULL-TIME MUSIC PERFORMANCE STAFF | SUMMER HILL CAMPUS

### Band Master / Head of Brass

Mr Christopher	<b>Aschman</b> , B.Mus Perf. (ANU), Grad. Dip. Ed. Secondary (CSU)	2005
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### Head of Strings

Ms Kate	<b>Morgan</b> , B.Arts (Music) S.A.	2010
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### 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 Carlie **Purkis** B.Mus (UNSW), M.Mus (UNSW) 2019

### Accompanist

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

### Brass

Mr Gergely **Malyusz** 2019

### 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

## SUPPORT STAFF | SUMMER HILL CAMPUS

### Secretary to the Head Master

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

### Community Relations Manager

Mrs Helena **Scott** 2013/3

### Community Relations Officers

Mrs Sue **Trunk** 1998

Ms Rae **Crawford** 2017/3

### Enrolments Officers

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

### Governance and Compliance Administrator

Mrs Tanya **Murray** 2010

### Staffing Administrator

Mrs Linda **Joseph** 2014/3

### Accreditation Administrator

Ms Rebecca **Curtis** 2015

### Executive Assistants

Mrs Nadia **Blazina** 2017/2

Ms Valentina **Damcevski** 2012/3

Mrs Annie **Ellis** (Term 1) 2015

Mrs Barbara **Fox** (part-time) 1992

Mrs Helen **McFarlane** 2010/3

Mrs Rebecca **Miller**, B. Bus. (UTS) 2007/2

Mrs Margaret **Murphy** 2014/3

Ms Bonnie	<b>Jensen</b>	2016/1
Mrs Lauren	<b>Metcalf</b>	2017/3
Mrs Annette	<b>O'Brien</b>	1997/3
Mrs Monika	<b>Slobodova</b>	2019/2
<b>Student Services Secretary</b>		
Ms Renata	<b>Meleo</b>	2016/1
<b>Administrative Assistants</b>		
Mrs Sarah	<b>Grant</b>	2015
Mrs Rosanna	<b>Nunez</b>	2012/3
Ms Sally	<b>Mae</b>	2018
Ms Alysha	<b>Khan</b>	2016/2
<b>Music Assistants</b>		
Mrs Dinora	<b>Marquez</b>	2017/3
Mrs Lisa	<b>Thrift</b>	2018/4
<b>Finance</b>		
Mrs Marian	<b>Bennett</b>	1989/4
Mrs Liisa	<b>Chappelow</b>	1989/4
Mrs Kerrie	<b>Hoy</b>	2004
Mrs Jo	<b>Lazoroska</b>	2010/3
Mrs Marianne	<b>Tanuse</b>	2014/2
Mr Washington	<b>Maira</b>	2010/3
Mrs Mariana	<b>Tokic</b> (part-time)	2003
<b>Careers and Student Pathways Advisor</b>		
Mrs Susan	<b>Draysey</b> , DipTA (TAFE)	2019
<b>Director of Basketball / Sports Centre Manager</b>		
Mr Ben	<b>Morrissey</b>	1999/3
<b>Director of Swimming</b>		
Mr Ben	<b>Tuxford</b>	2016
<b>High Performance Coach</b>		
TBC		
<b>Assistant Swimming Coach</b>		
Mr Andrew	<b>Aebi</b>	2016
<b>Director of Tennis</b>		
Mr Jeremy	<b>Dykgraaff</b> , B.A. (Economics) (UON), Dip. of Tour Guiding (Syd. TAFE)	2009/2
<b>Director of Track and Field/Athletic Development</b>		
Mr Andrew	<b>Murphy</b> , Post Grad., Dip.App.Sc. (Sports Coaching) (UQ), OACM	2006/3

### Director of Water Polo Coaching

Mr Seamus **Rodden**, B.Ed., (Syd.) 2018/3

### Fitness Centre Manager

Mr Bradley **Woods** 2013/2

### Fitness and Wellbeing Manager

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

### Special Duties Master

Mr Jonathan **Wallace** 2008

Mr Peter **Brooke** 2019/4

### Health Centre – Senior Nurse

Mrs Tessa **Mansfield**, B.Nursing (Syd) 2016/2

### 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

Dr Cheryl **Bawhey**, B.Sc (Hons) (FLIN), PH.D (FLIN) 2017/4

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

### Library Services Specialist

Mrs Caitlin **Weber** 2015/2

Kasey Ann **Drayton** 2019/3

Ms Paula **Herlinger**, Dip (Library & Information Studies) (Ultimo TAFE) 2011/2

Andrea **O'Driscoll**, B.A., M.Teach (Sec) (Syd) 2019/3

### Curator of the Delmar Gallery and Convenor of the Society of the Arts

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

### Technology and Design Assistant

Mr Robert **Angeloni** 2009/2

### Teachers' Aide, Food Technology

Mrs Judy **Martin** 2019/2

### Art Assistant

Mrs Sarah **Rodriguez**, BCA (UOW) 2013/4

Mr Patrick **Cummins** 2018/4

### Print Media Manager

Mr Samir **Shousha**, LL.B. (UNSW) 2013

## ICT

### ICT Operations Manager

Mrs Eu-Gene **Harpur** 2018/4

### ICT Business Applications Leader

Mr Mark **Thompson** 2018/4



## Network and Systems Administration ICT

Mr Brendan	<b>Cann</b>	2016/3
Mr Michael	<b>Hickey</b>	2013

## ICT Service Delivery

Mr Josh	<b>Bolst</b>	2017/2
Mr Kenneth	<b>Brisebois</b>	2012/2
Mrs Sandhya	<b>Dimeglio</b> , B.Appl. Sc. Maths (UTS)	2011/1
Mr Collin	<b>Lam</b>	2016/3
Mr Christopher	<b>Macintosh</b>	2018
Irena	<b>Mocnik</b>	2019/1
Ms Naomi	<b>Ratnathurai</b> , B.Sc. (Hons.) (Lond), (part-time)	2007/2
Mr Sachin	<b>Joshi</b>	2019/4

## eLearning Intergrator

Ms Rachel	<b>Hughes</b>	2017
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## Audio Visual Leader

Mr Damon	<b>Pieterse</b> , M. Music Production (Berklee College of Music)	2010/2
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## AV Technician

Mr Ben	<b>Cotton</b> , D (Live Production) (JMEC)	2017/1
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## THE TRINITY ARCHIVES

### Archivist

Mrs Alison	<b>Doran</b> , B.A. (Syd), Dip.Inf.Mgmt. (Archives) (UNSW)	2008
Ms Meagan	<b>Lacoba</b>	2017/5

## MARKETING AND COMMUNICATIONS

### Assistant Publications Designer

Mrs Angela	<b>Lustre</b> , B. Design (UWS)	2010/2
Ms Katrina	<b>Naess</b> , B. New Media Arts (JCU)	2018
Mr Nicholas	<b>van Breda</b> , BCA (UOW), M. Design (UTS)	2008/2

### Digital Content Co-ordinator

Mr John	<b>Blois</b>	2011
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## MAINTENANCE AND GROUNDS

### Facilities and Contractors Supervisor (Summer Hill)

Mr Peter	<b>Taylor</b>	1980
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### Maintenance Supervisor (Summer Hill)

Mr John	<b>Cronin</b>	2002/3
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### Maintenance Staff

Mr Simon	<b>Edge</b>	1999
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Mr Jon	<b>Jacobs</b>	1996/4
Mr Angus	<b>Szczygiel</b>	2016/2
<b>Head Groundsman</b>		
Mr Scott	<b>Muller</b>	1999/3
<b>Grounds Staff</b>		
Mr Jamie	<b>Hillen</b>	2004/2

## CAFETERIA

### Cafeteria Manager

Mrs Nabiha	<b>Bitar</b>	2004/4
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### Cafeteria Assistants

Mrs Kay	<b>Coleman</b>	2004
Ms Chanelle	<b>Gilto</b>	2018/4
Mrs Julliette	<b>Lipman</b>	2013/3
Mrs Eva	<b>Ly</b>	2004/2
Ms Renee	<b>Kertz</b>	2016/3
Ms Nicole	<b>Marckinus</b>	2016/3

## SENIOR STAFF | PREPARATORY SCHOOL | STRATHFIELD CAMPUS

### Head of the Preparatory School

Mr Christopher **Wyatt**, B.Teach. (ACU), B.Ed. (NICE), M.Ed. (CSU), MBA (SCU) 2015

### Deputy Head of the Preparatory School

Mr Richard **Lever**, B.Ed. (Primary) (QUT), M.Ed Information and Communication Technology. (UNE) 2005

### Director of Curriculum and Early Learning (Preparatory School)

Ms Kirsti **Hitz-Morton**, Dip Edu Mitchell College; BA Edu Charles Sturt Uni. 2017

### Assistant PYP Coordinator (Pre-K – Year 2 / STEAM Teacher)

Mrs Fiona **Evans**, PCGE (Primary) (Exeter), PG Cert in Ed & Training Management (Portsmouth) 2015

### Assistant PYP Coordinator (Year 3-6 / STEAM Teacher)

Mrs Jessica **Ford**, BEd [UC], MEd(SpEd) [USyd] 2019

### Director of Enrolments (P-6)

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

### Kindergarten Pastoral Leader

Mrs Abigail **Nel**, BDes [Griff], GDipEd [Griff] 2019

### Stage 1 Pastoral Leader

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

### Stage 2 Pastoral Leader

Ms Erin **Mealey**, B.Ed (Syd) 2018

### Stage 3 Pastoral Leader

Mr Mark **Gannon**, B.A. (Primary Education) (Notre Dame) 2016

### 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), M.A.C.E. 2003

### Sportsmaster

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

### Assistant Chaplain

Mr Stuart **Smith** 2006

## ACADEMIC STAFF | PREPARATORY SCHOOL | STRATHFIELD CAMPUS

Ms Rosemary **Arnott**, B.Ed (Hons) (Human Movement & Health) (Syd), M.Multicul Ed (Spanish) (UniDe Alcalá) 2018

Mrs Sally **Bailey**, B.Ed. (Melb), Dip. Ed. (Melb) 2015

Ms Melisa **Bishop**, B. Ed. (Religious Education) (Notre Dame) 2018

Mrs Nikki **Bowden**, B.Ed. (UC), Grad. Cert. Ed. (NSW) 2019/3

Mrs Holly	<b>Caddy</b> , B.Ed. (Primary) (Notre Dame) (maternity leave / Christian Studies Teacher Term 4)	2013
Mrs Hilary	<b>Cardiff</b> , B.Ed. (Hons) (Primary) (UTS).	2017
Ms Erin	<b>Cuthbert</b> , B.Ed (Primary) (CANB)	2018
Mr Thomas	<b>Franklin</b>	2020
Mr Jason	<b>Freshwater</b> , DipTrain [TAFE], BPhysHEd [UOW]	2019
Mr Thomas	<b>Gosper</b> , B.Ed (Pri) (UNDA)	2020
Mr Robert	<b>Goulbourne</b> , B.Ed (Primary) (Notre Dame)	2017
Mr Adam	<b>Herborn</b> , B.Ed (EC) (Macq)	2019/2
Mr Brent	<b>Hinson</b> , B.A., (Macq), Dip. Ed. (Macq)	2003
Ms Mikaela	<b>Janes</b> , B.Ed (UNDA), M.Sp.Ed (UON)	2020
Mrs Yah Lay	<b>Kua</b> , PostGradDipEd [NTUS], MSc [CITY], BSc(Hons)(ManSc) [LOND]	2019
Ms Amanda	<b>Levee</b> , B. Art Ed. (Maternity Leave Term 1)	2016
Mr Joshua	<b>Lucas</b> , BA Primary Edu (UOW)	2017
Ms Eleanor	<b>Mawson</b> , B.Ed (Early Childhood) (Birth-12 years) (Mq) (maternity leave)	2016/2
Ms Portia	<b>May</b> , B.App Sci (UNISA), M.Teach (UNISA)	2019/1
Mr Sebastian	<b>McGrath</b> , B.Ed. (ACU)	2014
Mr Scott	<b>Merrick</b> , B.Ed. (UTS Ku-ring-gai) (Primary), M.Ed. (UOW)	2003
Mr Stephen	<b>Mugridge</b> , B.Sc. (UNSW), M.Teach.(Prim.) (ACU)	2017
Ms Jessica	<b>Olliek</b> , B.Ed. (ACU)	2016
Ms Nadene	<b>O'Neill</b> , BA DipEd [Macq], PostGradCertEd [Macq], MED(Lead) [Macq]	2019
Mrs Karen	<b>Oliver</b> , B.A. (Macq.), Dip. Ed. (Macq), M.A.C.E.	2000
Ms Sarah	<b>Riley</b> , M.Ed (USYD)	2020
Ms Anna	<b>Rumjahn</b> , B.Ed (Pri) (USYD)	2020
Mrs Alexandra	<b>Schmidt</b> , B.A. (Syd) M. Teach. (Syd)	2007/3
Mrs Gaby	<b>Shatter</b> , B.A. (College of Fine Arts), B.Art Ed. (UNSW)	2010/2
Mr Adam	<b>Short</b> , B.Ed (Physical Health), (ACPE), Grad Cert. Primary Mathematics (WSU)	2018
Mrs Nicole	<b>Smeulders</b> , B.Mus.Ed. (Syd Consv. Of Music), L.T.C.L. (Voice), A.Mus.A. (Voice), A.T.C.L. (Piano)	2010/2
Ms Vincenza	<b>Toia</b> , B.Ed. (Primary) (ACU)	2013
Ms Ying Yu	<b>Wei</b> , B.A. Health Science (Syd), M.Teach. (Syd)	2016
Mrs Helen	<b>Wills</b> , B.Ed. (Early Childhood) (Macq)	2006

## COUNSELLING SERVICES | STRATHFIELD CAMPUS

### Psychologist

Ms Sue	<b>Boursiani</b> , Dip.Ed (Macq) B.Arts Psychology (Macq), M.Ed Counselling (UWS)	2017/3
Mrs Susan	<b>Taubman</b> , B. Comm. (Melb), Grad. Dip.Ed. Psych. (Monash), M. Psych. (counselling) (Monash)	2003/3
Mrs Katrina	<b>Thornley</b> , B.Sc. (UNSW), M. Psych. (counselling) (Monash)	2016

## TESS SUPPORT SERVICES | ACADEMIC | STRATHFIELD CAMPUS

### Learning Support Teacher

Mrs Theona	<b>O'Donnell</b>	2020
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### EAL/D Teacher

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

### TESS Leader (Gifted & Talented Teacher)

Mrs Francene	<b>Bryce</b> , B.Ed. (ACU), Dip. Teach. (CCE), M.Ed.(UNE)	2015
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## SUPPORT STAFF | STRATHFIELD CAMPUS

### Secretary to the Head of the Preparatory School

Mrs Theresa	<b>Carmichael</b> , B.Sc. (Syd)	2014/4
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### Community Relations Officer

Mrs Joanne	<b>Gabbe</b> , B.CA (UOW)	2015
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### Campus Administration

Ms Elizabeth	<b>Haines</b>	1985
Mrs Sonia	<b>Harper</b>	2018/2

### Enrolments Officers

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

### Health Centre – Senior Nurse

Mrs Tessa	<b>Mansfield</b> (Term 4)	2016/2
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### Health Centre Staff

Mrs Kyllie	<b>Balazs</b> (part time)	2015/4
Ms Misty	<b>Roussel</b> , B.Nurs. (UTS)	2018

### Library Assistants

Ms Courtney	<b>Nolan-McCleod</b> , Dip. of Library and Information Services (Syd TAFE)	2015/2
Mrs Rossanna	<b>Kwok</b>	2005

### TESS Teacher's Aides

Mrs Jacqueline	<b>Indari</b>	2016
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Ms Mia	<b>Kelly</b> (Term 3-4)	2019/3
Ms Vicky	<b>Orfanos</b>	2018
<b>Teachers' Aides</b>		
Mrs Margaret	<b>Anshaw</b>	1997
Mrs Catherine	<b>Charalambous</b> , Dip. A.B.S. Cert III (Ed. Support) (TAFE)	2005
Mrs Michele	<b>Gadaleta</b>	2004
Ms Elizabeth	<b>Lassithioakis</b>	2018
Mrs Carmel	<b>Lombardo</b> , Diploma in Architecture (UTS), Graphic Design (KVB) Visual Arts Graphic (part-time)	2007
Ms Elena	<b>Molnar</b> , B.A. Language Teaching (Serbia)	2016
Mrs Mina	<b>Pahos</b> , B.A. (UNSW), Graduate Dip.Ed. (UNSW) (part-time)	2005
Mrs Maria	<b>Raptis</b> , Ass.Dip.Soc.Sc (TAFE), Cert. Family Mgmt (TAFE)	2020
<b>Art Assistant</b>		
Mrs Hien	<b>Lee</b> , B.Ed (Pi.) (Syd) (Terms 3-4)	2019/3
<b>eLearning Intergrator</b>		
Mr Carlos	<b>Dangoor</b> , Audio-visual Comm. (URL), Post.G. Teaching (BIU)	2017
<b>Canteen Manager</b>		
Mrs Mary	<b>Saba</b>	2011
<b>Canteen Staff</b>		
Mrs Ann-Maree	<b>Rorie</b> , (part-time)	2008/2
Mrs Fulvia	<b>Sonego</b> , (part-time)	2008
Mrs Melani	<b>Thambar</b> , (part-time)	2008/4
<b>Youth Leader- Intern</b>		
Mr Jordan	<b>Maze</b>	2020

## SENIOR STAFF | JUNIOR SCHOOL | SUMMER HILL CAMPUS

### Head of the Junior School

Mr Mark	<b>Dunn</b> , B.A. (Syd), Dip. Ed. (UON), M. Leadership & Mngt Educ. (UON), ATA (NSWIT), M.A.C.E.L.	2015/2
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### Deputy Head of the Junior School

Mr Craig	<b>Hassall</b> , Dip. Teach. (Physical Education) (C.C.E.S.), B.Ed. (ACU), M.Ed. (Deakin).	1990
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### Director of Curriculum (Junior School)

Mrs Merilyn	<b>Ormes</b> , B.Ed. (Early Childhood). (CSU)	2001
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### Director of Enrolments (P-6)

Mr Simon	<b>Kelly</b> , B.Ed. (UNSW)	1998
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### Stage Co-ordinator - Pastoral & Teaching and Learning Leader Infants

Ms Chloe	<b>Martin</b> , B.Ed. (ECE, Birth-12) (Macq)	2007
<b>Stage 2 Teaching and Learning Leader</b>		
Mrs Jennifer	<b>Mitrokas</b> , B.Ed. (Primary) (Syd)	2013/1
<b>Stage 3 Teaching and Learning Leader</b>		
Mr Patrick	<b>Hoare</b> , B.Ed. (VU), M.Ed (VU)	2018
<b>Stage 2 Pastoral Leader</b>		
Mr Suliasi	<b>Niulala</b> , B.Sc. (Massey NZ), Dip. Teach. (Massey NZ)	2007/4
<b>Stage 3 Pastoral Leader</b>		
Mrs Shelley	<b>Richards</b> , B.Ed. (Macq), Dip. Teach. (Early Childhood) (Macq) Grad. Dip. Teach. (8-12) (Macq)	1994/4
<b>Teaching and Learning Librarian</b>		
Ms Gillian	<b>Gratton</b> , B.Ed. (Primary) (UTS)	2015
<b>TESS Leader (Academic)</b>		
Mrs Robyn	<b>Scott</b> , B.Ed. (Primary) (Syd)	1996
<b>Sportsmaster</b>		
Mr Christopher	<b>Robinson</b> , B.A. (Syd), Dip.Ed. (Syd) M.Ed. (Eng) (UNE)	2000
<b>Assistant Chaplain</b>		
Rev Paul	<b>Brigden</b> , B.Ed.(Special) (UTS), B.D. (Moore College)	2014/4
<b>Director of Junior School Music</b>		
Mr Trevor	<b>Adams</b> , B.Mus (UNE), Dip.Ed (UTAS), M.Ed. (UTS), A.Mus.A (Piano Perf.)	2013/4
<b>ACADEMIC STAFF   JUNIOR SCHOOL   SUMMER HILL CAMPUS</b>		
Ms Tabitha	<b>Bell</b> , BA Special Edu. Uni Technology	2017
Mrs Megan	<b>Brandon</b> , B.A. (Psy) (MACQ), M. Teach (SWIN)	2017
Ms Deanna	<b>Jabaji</b> , BA Education (Primary) ACU Strathfield	2017
Ms Jacqueline	<b>Kelly</b> , B.Ed. (Hons) (UOW)	2015
Ms Karen	<b>Morgan</b> , B.Ed (ACU), P.C.G.Edu (UNSW)	2018
Mrs Belinda	<b>Nikolov</b> , B.A.(Vis.Arts) (UON), Cert Desktop Publishing (TAFE), Cert. III Ed. Support (TAFE)	2015
Ms Anna	<b>Rumjahn</b> , B.Ed (Pri) (USYD)	2020
Ms Jessica	<b>Taylor</b> , BA Edu (Primary) ACU	2017
Mrs Jenny	<b>Tredinnick</b> , B.Ed. (Primary) (UC)	2009
Ms Priscilla	<b>Valle</b> , B.A. (UNDA), M.Teach (USYD)	2020
Mrs Mary	<b>Wang</b> , B.A. (Chinese Lit) (Beijing Normal Univ.), M.Chinese Lit. (Beijing Normal Univ.) B.A. Teach. (Secondary) (UTS)	2013
Mrs Natalie	<b>Weston</b> , B.Arts (Primary Teaching with Modern Foreign Languages) (Hons) (LHU)	2018

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

### TESS Learning Support Teacher

Mrs Skye **Beke**, B.Ed (UWS) 2017

### TESS EAL/D Teacher

Mrs Kim **Cook**, B.Ed. (VC), G.Dip.A (Monash) 2019

### TESS Teachers' Aide

Mrs Melissa **Lynch** 2019/3

Mrs Marita **Stephens**, B.A. (MAQU) 2014

## SUPPORT STAFF | JUNIOR SCHOOL

### Secretary to the Head of the Junior School

Mrs Rina **Bandaranayake**, B.Bus. (CUT) 2013

### Community Relations Officer

Ms Joanne **Webb** 2017/4

### eLearning Integrator

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

### Teachers' Aides, Junior School

Mrs Emily **Brown** 2006

Ms Tiarna **De Nobrega**, Cert I, Cert II, Cert III in Child Studies, Dip. Child Studies 2016/3

Mrs Simone **McManus**, Certificate III in Education Support (Armidale TAFE) 2011

### Library Technician, Junior School

Mrs Caitlin **Weber** 2015/2

### Visual Arts Aide, Junior School

Mrs Kathy **Griffiths** 2016

Mr Patrick **Cummins** 2018

### Youth Leader - Intern

Mr Calvin **Lukabyo** 2020



## STAFF | FIELD STUDIES CENTRE

### Head of Field Studies Centre

Mr Tim **Knowles**, B.Ed (UOW) 2020

### Outdoor Education Co-Ordinator

Mr Wayne **Pitts**, Dip. Out Ed. (TAFE) 2019/4

### Academic Co-Ordinator

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

### Campus Administrator

Mr Martin **Lang**, Ass.Dip.App.Sc.(Fitness & Recreation Leadership), Assoc. Dip. App.Sc. (Physical Training) 1997

### Outdoor Educators

Mr Bjorn **Hancox** 2017/2

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

Mr Sean **Leary** 2018

Ms Melissa **Potter**, B.Sc (Lincoln), B.Teach (CSU) 2018

Mr Kieren **Slee** 2018

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

### Property Manager

Mr Andrew **Lloyd** 2014/2

### Administrative Assistant

Ms Rebecca **Olive** 2017

## VISITING INSTRUMENTAL SPECIALISTS

### Brass

Mr Matthew **Harrison**, B.Mus.(Perf) (Syd), Grad.Dip.Mus. (Perf) (Syd) 2018

Miss Madeleine **Saville**, B.Mus. (Syd) 2018

### Cello

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

### Clarinet and Saxophone

Mr Tobias **Armstrong**, B.Mus. (Syd), L Mus A, A Mus A 2018

Mr David **Bell**, B Mus. (Jazz) 2007

Mrs Samantha **Kelson-Gray**, B.Mus. (Syd) (Hons), M. Mus (Syd) (Perf) 2018

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

### Flute

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

## Guitar

Mr Stefano	<b>Rocco</b> , B.A. Jazz (London)	2014
Mr Andrew	<b>Troy</b> , Adv. Dip (Technical Production)	2016

## Oboe/Bassoon

Mr Anthony	<b>Grimm</b> , B.Mus (Syd) M.Mus, Dip. Health Science	2011
Mr Jonathan	<b>Ryan</b> , A Mus A, B.Mus. Perf. (Hons 1) (Syd), Diploma K.A. Musikhochschule Trossingen, M.Mus, [Munich]	2018

## Percussion

Mr Jeremy	<b>Cook</b> , B.Mus. (Jazz) (Syd) B. Sc. (Arch) (Syd)	1994
Ms Kaylie	<b>Dunstan</b> , B.Mus. (Syd), Performance Diploma (Detmold), B. Mus. (Perf) (Stuttgart), M.Mus. (Syd)	2018

## Pianoforte

Ms Heidi	<b>Curran</b> , B.Mus Ed (Syd)	2016
Mrs Jennifer	<b>Swanton</b> , B.Ed (Syd) A Mus A., Grad Cert. Divinity	2016
Ms Jennifer	<b>Trynes</b> , B.A. (Syd) (Music)	1998
Ms Louise	<b>Welsh</b> , DSCM Cert. Adv. Studies RAM (London)	2006

## Violin/Viola

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

## Voice

Mr Spencer	<b>Darby</b> , B Mus (Hons) (Adelaide), M Mus (Syd)	2012
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# SCHOOL LEADERS FOR 2020

## Captain of the School

Spiro **Christopoulos** (Ar)

## Vice-Captains

Ethan **Bateman** (WJ), Lewis **Dobbin** (Du) and Joshua **Yeoh** (Sc)

## Prefects

Selwyn **Chang** (Ar)    Doug **Kelly** (St)    Lochlan **Prentice** (Mu)    Samuel **Xu** (WH)  
Earvin **Dizon** (Ta)    Angus **Mooney** (La)    Luke **Selim** (Ho)    Alexander **Yee** (Ta)  
Basil **Georgas** (Fo)    Jack **Nichol** (He)    Ky **Willoughby** (WH)    Zack **Zuccolotto** (Ar)

## House Captains

Archer - Joseph <b>Booth</b>	Murphy - Alessio <b>Razza</b>
Dulwich - James <b>Browning</b>	School - Caleb <b>Nazareth</b>
Founder's - Dimitri <b>Gremos</b>	Stephenson - Christopher <b>Stelzer</b>
Henderson - Daniel <b>Hayes</b>	Taubman - Ethan <b>Brouw</b>
Hilliard - Joel <b>Passerini</b>	Weeks - Ben <b>Blades</b>
Holwood - Leo <b>Garaci</b>	Wilson Hogg - Patrick <b>Webb</b>
Kerrigan - Alex <b>Reddel</b>	Wynn Jones - Matthew <b>Boyce</b>
Latham - Harry <b>Goldsmith</b>	Young - Harry <b>Driessen</b>

## Captain of the Preparatory School

Ashton **Yee**

## Vice-Captains of the Preparatory School

Aidan **Sen** and Lachlan **Yuen**

## Preparatory School Officers

Finn **Canadas**, Jaidan **Sivapirabu**, Isaac **Sandroussi**, Ashvin **Nagaratnam** and Noah **Figliuzzi**

## Captain of the Junior School

Daniel **Jones**

## Vice-Captain of the Junior School

Aakash **Viswanathan**

## Junior School Monitors

David **Charas**, Heony **Cho**, Gregory **Kariatlis**, Laurent **Milham**, Aedan **Nallaiah** and Hugh **Williams**

# TRINITY GRAMMAR SCHOOL

## Summer Hill Campus

### The Junior School

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

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

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

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

### The Middle School

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

The Middle School Programme is set within the context of the School's fundamental belief that good classroom practice goes hand in hand with good pastoral care and in the programmes, that best suit their needs. In Middle School the students' minds are developed through 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 Field Studies Programme in Year 9. Students also commence a Life Skills Programme from Year 7 that aims to equip students with the skills needed to manage many of the issues they are likely to be confronted with throughout life.

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

### **The Senior School**

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

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

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

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

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

### **The Chapel**

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

## Strathfield Campus

### The Preparatory School

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

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

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

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

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

## Woollamia Campus

### Field Studies Centre

Trinity provides boys with a thoroughly Christian education in mind, body and spirit. This includes providing an education that challenges our students. As they meet these challenges, they are being prepared for the road ahead. The immersive education provided by the FSP equips them by providing opportunities for self-discovery, building relationships, exploring new ways of being in community together, and providing time for self-reflection and spiritual growth in a unique environment. The school has been committed to residential outdoor education since opening our Pine Bluff campus in 1993. The value of Trinity education is seen in the character of Trinity men long after graduation; the FSP plays an important role in developing their moral compass, being of service to others, and helping them take responsibility for things within their power. A growing body of research indicates the vital importance of immersive education. It is proving to be an effective antidote to apathy and alienation, increasing student engagement, boosting academic outcomes, as well as impacting the communities in which the immersive education takes places.

Whilst the 24 Day programme will continue until the end of Term 3 2020, the new extended termly programme will commence from Term 4 2020. On an extended programme, the boys will engage more deeply in academic-, outdoor-, and socio-emotional-learning. This encourages a stronger sense of affiliation, further developing problem-solving skills and the ability to collaborate with others, cultivating a sense of responsibility and instilling a recognition of each boy's capacity to be a change-maker and leader.

# THE SCHOOL AS A COMMUNITY

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

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

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

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

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

# CHILD SAFE STANDARDS

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

The Child Safe Standards are:

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

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



## PASTORAL CARE SYSTEM

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 represent central components of human development: mind, body and spirit. In reality, these three aspects are intricately interconnected. The development of ethical and effective inter-personal and intra-personal skills is essential as we mature.

The Pastoral Care guidelines and programmes at the School reflect current educational and psychological research, and the characteristics of good parenting, providing both care and discipline. An effective pastoral system requires unconditional regard for all individuals, together with the establishment of fair limits and logical consequences for negative behaviours. The grace of God working in the lives of those in the School community, coupled with the caring and nurturing environment provided by the School encourages students to develop faith in God, self-confidence and resilience.

### **Aims**

- > to provide the best standard of care and guidance 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 Mankind
- > to encourage boys to value their self-worth and the humanity of others
- > to develop skills that enhance resilience and interpersonal competence
- > to encourage students to be self-disciplined and responsible

### **Objectives**

- > to present the Gospel message so that they can make an informed personal decision in matters of faith
- > to teach Christian values
- > to seek to meet each boy's spiritual, intellectual, social and physical needs
- > to promote and teach understanding and tolerance
- > to teach the principles of rights and responsibilities
- > to clarify behavioural expectations and promote self-discipline
- > to recognise individual needs, skills and stages of development
- > to provide a culture in which boys and young men are supported in a co-operative, harmonious and safe environment
- > to provide logical consequences for inappropriate behaviour
- > to provide the opportunity for every boy to be known

We strive to make effective provision for the personal guidance of each boy. The class teacher, Middle School Housemaster and Housemaster have a crucial role to play in this endeavour.

## Key Pastoral Care Staff

### The Head Master and School Executive

The Head Master and School Executive are responsible for the overall direction of pastoral care within the School.

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

### Chaplain

The Chaplain plays an important pastoral role in the School.

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

The Housemasters and Middle School Housemasters aim to know each student well in order to guide and support each student's all-round development. Some important areas of development include:

- > ensuring each boy is appropriately extended in his study
- > guiding each boy into playing an active role in sport and co-curricular activities

### Classroom Teachers (Pre-K to Year 6)

The class teacher is the crucial provider of Pastoral Care in Pre-K to 6.

The class teachers (Pre-K to 6) give correction and guidance to the boys when there are breaches of discipline. The class teacher (Pre-K to 6) will normally be the first contact person for parents concerning any matter relating to their son.

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

### Counsellors

The major responsibilities of the School Counsellors include:

- > facilitating group programmes aimed at enhancing intrapersonal and interpersonal skills of identified special needs students
- > psychological and educational assessment of individual students as referred by teachers, parents and external specialists
- > consulting with parents and teachers concerning educational support
- > providing short term counselling to individual students as necessary
- > establishing and maintaining a referral network

### The Careers and Student Pathways Adviser

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

## Pastoral Care Programmes

A number of formal programmes and activities contribute to the Pastoral Care system. 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.

Preventative 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 stages of adolescence. Other programmes are responsive; that is, aimed at overcoming difficulties.

The E-Care email address 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 Psychologists. The email address is: e-care@trinity.nsw.edu.au

The following are some of the major programmes and practices in the Pastoral Care Programme:

- > Regular Tutor Group meetings (Year 7 to 12)
- > Life Skills Programme
- > Peer Support
- > Year 7 Orientation Programme
- > Year 7 Swap Day
- > Year 9 Field Studies Programme
- > Year 7 Camp
- > Year 10 Conference
- > Year 11 Conference
- > Co-curricular activities and camps
- > Personal Development/Health/Physical Education Curriculum
- > Christian Studies
- > Chapel
- > Career Education
- > Trinity Education Support – Psychological Services

## **Life Skills Programme**

The Life Skills Programme is part of a whole School approach to health and wellbeing at Trinity. 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.

The programme is primarily implemented through Tutor Groups, though a number of issues are also integrated into the general curriculum. 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.

# THE HOUSE SYSTEM

## Middle and Senior Schools

At Summer Hill, the Housemaster will normally be the first person parents of boys in Years 10-12 will contact concerning any matter relating to their boy. Similarly, the Middle School Housemaster will be that person for boys in Years 7-9.

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.

The fact that the House System arranged vertically 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. 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 communicated to the boys in order that their characters can be influenced for good so that the fundamental virtues of good citizenship courage, honour, loyalty, diligence and faith can be encouraged
- > to foster House spirit and identity that contributes to the overall spirit and tone of the School, which expresses itself in positive relationships between boys and staff both in and outside the classroom
- > to contribute to the efficient administration of School routines
- > to enable each student to be known and helped to come to terms with his own strengths and weaknesses
- > to encourage participation in the academic programme and wide range of activities offered by the School
- > to nurture leadership through the delegation of responsibility within the House
- > 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

## Middle and Senior School

House	Housemaster	Middle School Housemaster
<b>Archer</b> (Red)	Mr Andrea Foll	Miss Ami Liu
<b>Dulwich</b> (Sky Blue)	Mr Chris Aschman	Mr Arch Humphries
<b>Founder's</b> (Orange)	Ms Marian Dunbar	Mr Neil Smallfield
<b>Henderson</b> (Gold)	Mr David Chilton	Mr Alastair Hunt
<b>Hilliard</b> (Purple)	Mr Nick Pay	Mr David Zhang
<b>Holwood</b> (Tan)	Mr Joe Vaccarella	Mr Robert Curren
<b>Kerrigan</b> (Lime Green)	Mr Ian Moran	Mr Philip McKay
<b>Latham</b> (Black)	Mr Kai Ikeuchi	Mr David Davies
<b>Murphy</b> (Khaki)	Ms Sabine Wieczorek	Mr Seamus Rodden
<b>School</b> (Boarders Day) (Royal Blue)	Mrs Heidi Broadbent	Mr Matthew Miller
<b>Stephenson</b> (Turquoise)	Mr Michael Spratt	Mr Will Henry
<b>Taubman</b> (White)	Mr Andrew Pierce	Mr Ben Treloar
<b>Weeks</b> (Mid Blue)	Mr Matthew Hirst	Miss Sofia Robins
<b>Wilson Hogg</b> (Grey)	Mr Guy Dennis	Mr Jean-Baptiste Ribola
<b>Wynn Jones</b> (Bishop Pink)	Mr Mark Waters	Ms Katie Brett
<b>Young</b> (Maroon)	Mr Peter Bamford	Ms Phyllis Bookluck

## Preparatory School

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

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

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

House	Housemaster	House Captain	Vice-Captain
<b>Archer</b> (Red)	Mr Scott Merrick	Giacomo Ricci	Peter Bott
<b>Henderson</b> (Gold)	Mr Robert Goulbourne	Dean Constantinou	James Hendry
<b>Hilliard</b> (Purple)	Mr Stephen Mugridge	Bailin Ashcroft	Alessandro Re
<b>School</b> (Royal Blue)	Mr Mark Gannon	Xavier Toomalatai	Ryan Hoang

## 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
<b>Founder's</b> (Orange)	TBC	Joshua Argyrou	Jonny Orr
<b>Latham</b> (Black)	Ms Karen Morgan	Samuel Michail	George Deiri
<b>Taubman</b> (White)	Mrs Jessica Taylor	Hamish Turner	Alexander Henry
<b>Young</b> (Maroon)	Mr Patrick Hoare	Aidan Wong	Ethan Yiu

## 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 Bevely 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.

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

**Discrimination** refers to any behaviour or practice which reflects an assumption of superiority of one group over another 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, 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 offending behaviour. Anti-social behaviour of any kind is unacceptable within the School community.

The School provides proactive measures such as the Life Skills Programme, presentations and workshops, confidential surveys, active grounds supervision, peer mentoring 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) which will benefit student learning and the effective operation of the School. However, the School recognises that the presence 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 a rigorous and effective school wide cyber safety practices which are directed and guided by the School's Cyber Safety Policy. The various cyber safety practices that the School employs aim to maintain a safe school environment and to address the needs of students to receive education about the safe and responsible use of technology.

The Information and Communication Technology Student Acceptable Use Agreement sets out 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 Agreement when their sons are enrolled in the School and the boys are expected to agree to and to sign a copy of this Agreement from Year 3.

## 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 on social media 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 on any social media platform.

## What to do if you are being cyberbullied

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

- > Avoid retaliating or responding
- > Collect the evidence - keep mobile phone messages and print emails or social networking conversations
- > Block the person and change your privacy settings
- > Report the abuse to the social media service

- > If the harassment involves other students from Trinity, inform the School
- > If you continue to be harassed and you believe it is having a seriously threatening, intimidating, or humiliating effect, make a complaint on the Children's eSafety Commissioner's website.
- > Consider informing the police

All reports of harassment on social media by Trinity students will be investigated by the School. Sanctions may include, but are not limited to, the loss of computer privileges, detention, suspension or expulsion. Further, it should be noted that, in some cases, forms of online harassment are criminal acts and in such cases the School will also refer the matter to the Police or other appropriate authorities.

### **If You Are Harassed or Discriminated Against:**

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

- > Tell the person to stop.
- > Avoiding a confrontation and just walking away can be effective, though ignoring continued incidents gives the impression that harassment and discrimination are accepted within the School. The School's Psychological Service is available to help boys develop the skills to be assertive in these types of situations.
- > Do not retaliate aggressively, either physically or verbally.
- > Discuss the situation as soon as possible with someone you are comfortable with. You can also use the School's E-Care email system, which provides an opportunity to express concerns, and/or report incidents, which you would otherwise be reluctant to discuss in a face-to-face situation.

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 – for example, by saying “leave him alone,” and offer support. 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.

### **Investigation**

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

## Working Together

Parents, students and the School cannot opt out of our joint responsibility in the matter of harassment and discrimination by saying “boys will be boys” as if this can justify aggressive and anti-social behaviour. We need to ensure that our boys learn the right way to behave and to empower them to take a strong stand against anti-social behaviour in all 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.

## DISCIPLINE SYSTEM: PRE-K TO 12

Trinity’s Discipline Policy and procedures are designed to be consistent across Preparatory, Junior, Middle and Senior Schools. While there are variations in different sections of the School community as a result of the different social, emotional, and physical and intellectual needs of boys at different stages of development, the principles and structures remain uniform. In this way students will come to find disciplinary procedures predictable and familiar.

The Discipline Policy and procedures are part of the broader Pastoral Policy. It involves the ways we support students at the School. These are both pro-active and reactive. Similarly, the discipline system includes both pro-active measures (like the teaching of values and positive social behaviours) and responsive measures (like the imposition of 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 Policy 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 policy is built on Christian values and the student rights and responsibilities outlined overleaf.

## Investigation Process

Staff will make decisions regarding matters of ill-discipline in a manner that affords procedural fairness for students 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. Students may appeal a discipline decision through the Deputy Heads, the Heads of the School, the Deputy Head Masters or the Head Master. The Head Master is the final avenue for appeal. Before a final decision is made for breaches of discipline that may result in a student being suspended or expelled from the School, the student, with the support of a parent, will be able to give an explanation of the alleged incident at a formal disciplinary meeting.

## 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 to learn respect for 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 the 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 a 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 are 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. However, the meaning of these levels remains consistent. The levels are colour coded to provide students, parents and staff with a clear indicator of the School's concern, from the lowest level (white) to the most serious (black).

### **Level 1 (White)**

All students automatically commence on this level, and most remain on it throughout their time at Trinity. Students on 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 Head and Head of the Junior and Preparatory 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 of 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. At the Junior and Preparatory Schools, the Deputy Head and Head of the Junior and Preparatory School may be involved.

### **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 Heads of the Senior or Middle Schools at Summer Hill are required to be directly involved. Similarly, the Heads 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. Like other levels, this 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 Masters, Head of the Preparatory School and/or Head 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 behaviour, 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.**

### Some examples of disciplinary measures

#### Middle and Senior School

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

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

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

**Detentions:** Detentions are issued to 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 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 on campus, 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 a number of schools. The Head Master or his delegate may recommend to other schools that a particular boy be excluded if he is a risk to the safety and wellbeing of other students or staff. The School will pass on relevant information to other schools under the provision of Chapter 16A Exchange of Information - Children & Young Persons (Care & Protection) Act 1998, so that 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, Preparatory and Junior Schools have consequences for positive 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. Sanctions for rule breaking behaviours include: loss of privileges, time out/class detentions, in-class exclusion from specific activities, internal suspension from class and external suspension. Expulsion is used only when other interventions have failed or in the event of behaviour deemed to be extremely serious.

**Exclusion:** Referral to the counselling service, behaviour plans, individual contracts and daily behaviour reports aimed at modifying inappropriate student behaviour are also implemented when deemed appropriate by staff at the Preparatory and Junior Schools.

## OUR SCHOOL EXPECTATIONS

### Driving to and from School

Parents and Students must follow the directions of the School's Traffic Management plan when driving to and from school. Details are provided in weekly Newsletters and through the School's TNet.

### 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. Students should respect each other and avoid behaviour that may lead to injury or inconvenience. Behaviour that is likely to cause harm or injury to others is not acceptable at any time. Behaviour which is disruptive, uncooperative or dangerous may result in the boys being given a Time Out (Preparatory and Junior Schools), Record Book comment, Demerit (Middle School), Detention 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.

### Behaviour on Public Transport

Like other Schools who have large numbers of pupils travelling by public transport, we are concerned at any reports of inconsiderate behaviour. If the School's good name is brought into disrepute, an investigation will be conducted in the event of reports of anti-social behaviour going to and from School. Parents are asked to do whatever they can to reinforce with their sons the need for exemplary conduct on public transport. Students should not loiter on or near railway stations or bus interchanges. They should travel directly to and from School on the first available train or bus.

Respect for the personal property of others, including the School's, is mandatory. It is important that a boy's appearance be clean, neat and tidy at all times; his habits should be wholesome, not causing offence to others.

### Behaviour on Buses and Trains

- > Board and leave the bus or train in an orderly manner.
- > Behave appropriately and safely at all times.
- > Accept that the driver or train guard is in charge and obey his or her instructions.
- > Sit properly on a seat.
- > Respect bus and train property and the property of others by not marking or damaging it.
- > Do not carry bags on your back when entering and exiting the bus or train.
- > Place bags under the seat, near your feet or in the storage areas provided.
- > Do not put bags on the seats.
- > Show the appropriate pass/ID card to the driver, ticket inspector or ticket collector when required.
- > Have your Opal Card ready.
- > Line up in order when waiting for buses from the person who first arrives to the person who arrives last.
- > Stand on the footpath away from the kerb while waiting for the bus or behind the yellow line while waiting for a train.
- > Treat other travellers and bus and railway employees with respect.
- > Show constraint, keep the noise level down and do not move around the bus or train while it is in motion.

- > Keep all parts of your body within the train or bus.
- > Only attract the attention of the driver in case of emergency.
- > Students must not sit when adults are standing.

### **Do not**

- > Throw any objects inside the bus or train.
- > Throw any objects outside the bus or train.
- > Eat or drink while on trains or buses.
- > Obstruct the aisle, door or emergency exits.
- > Give, lend or transfer your Opal Card to another student.
- > Stand or put your feet on the seats.

### **Behaviour whilst on Excursions and at School activities**

It is expected that all students on excursion or at any School activity, will follow School rules. Students are expected to cooperate and follow all reasonable instructions, 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 between 7:30-8:00am or wishes to remain at School after classes have concluded (until 6:00pm) he must remain in either the Cafeteria (morning) or Library (afternoon). On evenings when special functions are occurring at the School, students may remain in the Library until the function commences. When students are waiting to be picked up by their parents, they should wait in the School car park.

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

Each Middle and Senior School student is provided with a locker and a combination lock. Students are expected to place their valuables and their bags in the locker when they arrive and to take them from their locker before leaving. All students 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 courteous environment for all the people who are part of its community. Fundamental to this is an attitude of respect. This attitude will manifest itself in courteous behaviour and in care for the physical environment. The following principles are worth noting:

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

The School, through its 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 students must remain standing to be greeted by their teacher and directed to positions of work for the lesson. The co-operation of students is an indication of their courtesy and consideration of others.
2. Classes should stand to greet the Head Master or any other visitor to the room.
3. Students must defer to adults when proceeding in passages, corridors and through doors.
4. Students are expected to address adults using their title and surname, or to address men as "Sir" and ladies as "Ma'am".
5. The title or the name of the person being addressed by a student should be used.
6. If approached for help, students 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, students 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.

It is expected that parents will assist the School in teaching good manners. Politeness is taking an interest in other people.

### **Liquor, Drugs, Cigarettes**

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

## Theft and vandalism

Boys need frequent reminding that theft, like vandalism, is an 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 who deliberately vandalises School property. Boys in Years 7-12 are instructed to use their lockers and not to leave valuables in accessible places such as changing-rooms. Boys must not bring items to School for sale. Boys are likely to be expelled from the School if they are caught stealing or dealing with stolen goods.

## Firearms and Knives

The possession of real or replica firearms, cartridges, crackers or explosives of any kind is forbidden. Knives, or any other weapons are forbidden. Possession will result in the boy's position in the School being reviewed with Suspension or Expulsion the likely outcome.

## Inspection of Students' Belongings

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

## Mobile Phones

Boys may have mobile phones at School for the purpose of communicating with parents in the afternoon regarding travel arrangements. Mobile phones must be switched off on arrival at School and not used during the day without the express permission and supervision of a member of staff. 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.

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

Students are not permitted to use head phones in classes to listen to music.

## Photography and Audio Recordings

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

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

## Relations with the general public

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

## Property

All property should be clearly marked with the owner's name and House.

Books, coats and other property should not be left about the School. Any such property will be impounded.

All damage to School property must be made good. Any damage must be reported to a Special Duties Master, teacher on duty or the relevant Deputy Head. The cost of repairs is the responsibility of those who caused the damage.

Students must not draw on their School bags.

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

## Lockers (Middle and Senior School)

Every student is responsible for the locker which has been allocated to him. Each locker should be kept locked using the lock provided by the School.

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

There must be no loitering or eating or drinking in locker or 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 lunchtime by the students supervised by School Officers or the staff on Grounds Duty. Students are expected to help under the direction of the staff, Special Duties Masters and School Officers.

## The chewing of gum

The chewing of gum is not permitted.

## Illness or injury

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, an ambulance will be called. In the case of serious illness or injury the parents will be informed. In an emergency, boys will be taken to the casualty ward of the nearest available hospital.

## Tutoring, sport, family commitments and Saturday jobs

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

## Uniform

Boys travelling to and from School are required to wear 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. The coat is optional in summer. If the weather turns cold, boys may only wear the coat or blazer as the outer garment when in public. Greys are not an option for boys in PreK-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. For boys in Years 7-12, from the beginning of recess they may change into their sports shoes, although they must change back into their black shoes before the commencement of Period 5. 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 for summer, although the coat is compulsory. Years Pre 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 tracksuits. 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 Day/Night of other schools.

**Hats** – Each boy must have a green or white hat at School for recess and lunchtime in Terms I and IV. All year round for boys PreK-6. Students in the sun at these times must wear this hat.

**Sun Cream** – Its use is encouraged. Coloured zinc may not be worn. The broad brimmed hat may be worn with khakis and greys.

### Sports Attire (As per the Uniform Shop Catalogue)

**Cricket** – White shorts or flannels, white all school polo shirt, all-white sports shoes and white socks. If caps are worn, they must be Trinity Cricket caps.

**Rugby Union** – Green shorts, Trinity jersey, School Rugby socks, garters, Rugby boots, mouthguard. Trinity tracksuit

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

**Swimming** – Dark green trunks. Green cap with white crest. Trinity tracksuit.

**Tennis** – White all school polo shirt and green shorts, white socks and all-white sports shoes.

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

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

**Water Polo/Diving** – Dark green trunks.

**Table Tennis** – White all school polo shirt, green or white shorts, white socks, white-soled sports shoes.

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

**Lawn Bowls** – White all school polo shirt and green shorts, Trinity tracksuit, white socks, sports shoes.

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

**RAW Sport** – White all school polo shirt, green shorts, white socks, sports shoes, green trunks.

**Volleyball** – White all school polo shirt and green shorts, white socks, knee-pads, sports shoes.

**PDHPE Periods, School Activity, School Gear** – White all school polo shirt and green shorts, white socks, sports shoes, School tracksuit (where applicable), 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.

## General Appearance

**Face** – Must be clean-shaven. No earrings.

**Jewellery** – No jewellery may be worn apart from medical alert bracelets.

**Bags** – The only bags for general school use are the Trinity crested bag or backpack. 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.

**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 hair draped over shaved parts of the scalp are not acceptable, neither are very short haircuts. No haircuts should be done with a cutting comb that is less than a '3' on the sides of the head and a '4' on top of the head. 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.

## Absences

1. Parents/guardian are requested to notify the School as early as possible of their son's absence on

**(02) 9581 6033** | Middle and Senior School

**(02) 8732 4658** | Preparatory School

**(02) 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.

In addition parents may choose to use the Absentee Form on the School's App. The "TGS App" is available for free download from App stores.

Notification may also be made via the absentee email address:

**Preparatory School** | prepabsentee@trinity.nsw.edu.au

**Junior School** | jsabsentee@trinity.nsw.edu.au

**Middle & Senior School** | absentee@trinity.nsw.edu.au

2. Any student who has been absent from School must bring a note from his parents/guardian 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 staff. This correspondence is a legal requirement of the Department of Education and Training.
3. Every attempt is made to contact parents for an explanation on the day a boy is absent.
4. Any student who knows in advance that he will be absent from School for a legitimate appointment (medical, dental or driving test) must bring to the relevant Head of School a notification from his parent/s, requesting to be absent, before the event. 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 on these days.
5. Attendance on days immediately before and after examinations is compulsory.
6. Parents who would like to have their son accompany them for an overseas trip or extended holiday during term time, must write to the relevant Head of 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.

## Leaving School grounds

Students must not leave the School grounds during normal school hours without permission.

## Absence From Sport

### Middle and Senior Schools

- > In the case of injury, students are expected to attend Saturday sport and assist the team or training group (attendance at training will be dependent upon the nature of the injury and is to be discussed with the MIC and Sportsmaster).
- > In the case of debilitating illness or an exceptional circumstance, students must contact the School directly, or through a team-mate prior to the match or training session and deliver a letter to the MIC or coach or by the end of the next day the student is at School. The letter can be emailed to the School's absentee email address: absentee@trinity.nsw.edu.au. Failure to submit a letter renders the absence unexplained. The sanction applied for unexplained absence on Saturday is a 3 hour detention and for weekdays, a 2 hour detention.
- > In the case of exceptional circumstances that are known in advance, such as a family commitment, parents are required to apply for leave in writing to the Head of the Middle or Senior School prior to the week in question. Students are required to inform their coach well in advance of the date of intended absence so that teams can be adjusted.

### Cars and the School Car Park – Summer Hill

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

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

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

## Train, Bus and Ferry Passes

### Transport for NSW - School Student Transport Scheme (School Opal Card) (Government Buses and Trains/Private Bus Passes)

The School Opal card gives eligible students free travel to and from school on school days. Students with current school travel passes will not need to apply for a School Opal card as the card will automatically be issued. However, you will need to complete an application form if:

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

The School Opal Card application can be found at [transportnsw.info/school-students](http://transportnsw.info/school-students)

## School Dances

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

## Suggestions for Parties Hosted by Parents

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

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

## Suggestions for 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 contact phone number.

## 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.
- > Refrain from the use of profanity and the verbal abuse of officials and players.
- > 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. Booming, 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 - Students 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](mailto: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 fees, levies and other amounts which are payable to the School.

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

- a. one payment at the start of the year; or
- b. equal weekly, fortnightly, monthly or termly payments, provided the instalment amounts will clear the fees owing by the end of that calendar year.

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

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

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

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

- |                              |              |
|------------------------------|--------------|
| 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/HEALTH CARE GUIDELINES

Support of Student(s) medical/health needs, including the administration of medication, is a courtesy provided by the School in its duty to keep Student(s) safe while at School or involved in any School approved activity.

Student(s) medical/health data is stored in the School's database, updated annually or when Parent(s) indicate change.

It is the **responsibility of the Parent(s)** to:

- > inform the School of the Student(s) medical/health needs at the time of enrolment or as conditions develop/change.
- > provide the School's Health Centre (HC) with any Individual Health Care Management Plan's (IHCMP) developed by the Student(s) medical practitioner. Plans must be reviewed annually or as required by the governing body (eg, ASCIA).
- > convey all relevant advice and information from the child's medical practitioner or treating specialist to the School.
- > complete an 'Administer Medication to a Student' form, as required.
- > provide any medication to be administered by the School in original packing, detailing the Student(s) full name, dosage instructions and expiry date. Only medication with the pharmacy label clearly and correctly attached or non-prescribed medications in original packaging, will be administered.
- > cooperate with the School in planning to support their child's medical/health needs.

It is the **responsibility of the School** to:

- > take all reasonable steps to keep Student(s) safe at School.
- > support the Student(s) to allow their participation in all School approved activities.
- > administer medication in response to the Parent(s) completed 'Administer Medication to a Student' form.
- > administer specific medical/health care procedures in response to written requests from Parent(s) and/or medical practitioner(s).
- > records details of any medical treatment provided to a Student(s).
- > secure all medications in locked storage not accessible to any person(s) except the School's HC Staff.
- > safely dispose of any medication(s) which are either expired or no longer required.
- > develop an IHCMP, if required. A review of a Student(s) IHCMP may also be requested by the School's Senior Nurse.
- > notify relevant Staff of any change to a Student's IHCMP.
- > maintain health records in accordance with relevant legislation.

## Administering Medication

Unrestricted medication approved by the School's Senior Nurse is stored in the School's HC, and Field Studies Centre (Woollamia). This is medication that can be purchased over the counter (e.g. paracetamol or antacid mixtures).

Restricted medication (pharmacy only with pharmacist advice) is only administered to the Student if supplied by the Parent(s).

Staff may assist Student(s) administer medication if the medication has been individually dispensed by a pharmacist and Parent(s) have provided a completed 'Administer Medication to a Student' form. This would be typical during off-site School approved activities (eg, excursions). This does not include Critical Care/Emergency Treatment.

## Self-Administration of Medication

Contemporary management of chronic health conditions encourages the Student 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 Student(s) who are assessed by their medical practitioner.

The School's Senior Nurse will determine if the Student is capable of self-administering their medication, and if so, advise the respective Head of School and Parent(s).

Any student approved to self-administer medication must demonstrate practices of proper administration, secure storage and safe disposal.

Any student who requires the use of an Asthma spacer must keep it in their possession. The School's HC does not have facility for individual spacers.

Students are not permitted to self-administer restricted medication.

## Critical Care / Emergency Treatment

Generic First Aid equipment boxes (including generic Epipens and Ventolin) and Defibrillators are located throughout each of the School's campuses.

Any student with critical care needs are issued individual emergency medication boxes stocked with prescribed medication(s) provided by the Parent(s), and stored as follows:

PreK	Classroom
Years K-6	Junior School – Treatment Room Preparatory School – Health Centre

Students in Years 7-12 are to keep their own emergency medication in their possession throughout the School day or while participating in any School approved activity.

The School may be required to seek specialist medical attention (including ambulance).

Parent(s) may enquire as to the School's ambulance and insurance cover by contacting either the School's Senior Nurse on (02) 9581 6023 ([healthcentre@trinity.nsw.edu.au](mailto:healthcentre@trinity.nsw.edu.au)) or the Bursar's office on (02) 9581 6028 ([bursar@trinity.nsw.edu.au](mailto:bursar@trinity.nsw.edu.au)).

# THE ACADEMIC PROGRAMME

## Academic Reference Committee: Teaching and Learning Priorities

**Head Master** - Mr Tim Bowden

**Chair - Academic Dean** - Mrs Deborah Williams

**Director of Professional Practice** - Ms Alison Boyd-Boland

**Director of Curriculum** - Mr Andrew Scott

**Director of Professional Standards** - Mr Thomas Mae

**Deputy Head Master - Summer Hill** - Mr Bradley Barr

**Head of the Junior School** - Mr Mark Dunn

**Head of the Preparatory School** - Mr Christopher Wyatt

## Academic Committee (Senior and Middle School)

**Chair - Academic Dean** - Mrs Deborah Williams

**Director of Curriculum** - Mr Andrew Scott

**Director of Professional Practice** - Ms Alison Boyd-Boland

**Director of the International Baccalaureate Diploma Programme** - Mr Christopher Barnes

**Director of Research** - Ms Deb de Ridder

**Head of Christian Studies** - Dr Chris Thanopoulos

**Head of Drama** - Mr Brendan Duhigg

**Head of Economics** - Mr Ian Moore

**Curriculum Coordinator Economics** - Mr Kai Ikeuchi

**Head of English** - Ms Norma Kamhieh

**Assistant Head of English** - Mr Anthony Bosco

**Head of Geography** - Mr Adrian Shipp

**Head of HSIE** - Mr David Van Tol

**Head of Languages** - Mr Ashley Lucas

**Director of Library Services** - Ms Stefanie Gaspari

**Head of Mathematics** - Mr Edward Habkook

**Assistant Head of Mathematics** - Mark Mikulandra

**Director of Music** - Mr Philip Pratt

**Head of PDHPE** - Mr Andrew Simos

**Head of Science** - Dr Timothy Barden

**Assistant Head of Science** - Mrs Maryellen Ottaway

**Head of Technological & Applied Studies** - Mr Tim Warren

**Director of TESS** - Ms Renee Culgan

**Head of Vocational Education and Training (VET)** - Ms Jennifer Nixon

**Head of Visual Arts** - Mr Steve Collins

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

## Primary Academic Committee

**Co-Chair - Director of Primary Curriculum (Junior School)** - Ms Marilyn Ormes

**Co-Chair - Director of Primary Curriculum and Early Learning (Preparatory School)** - Ms Kirsti Hitz-Morton

**Head of the Junior School** - Mr Mark Dunn

**Head of the Preparatory School** - Mr Chris Wyatt

**Deputy Head of the Junior School** - Mr Craig Hassall

**Deputy Head of the Preparatory School** - Mr Richard Lever

**Academic Dean** - Mrs Deborah Williams

**Director of TESS** - Ms Renee Culgan

**Director of Professional Practice** - Ms Alison Boyd-Boland

## Academic Policy

The Academic policy of the School is under the control of the Head Master. The Academic Dean is Chair of the Academic Reference Committee and the Academic Committee. Together with the Primary Academic Committee, these groups advise the Head Master on academic matters.

## Academic Curriculum

The Academic curriculum is designed to develop knowledge, understanding and skills through mastery within discipline specific learning areas as well as transdisciplinary skills that allow students to synthesise knowledge, solve complex problems, generate new knowledge and communicate understanding to diverse audiences.

The purpose and measure of learning is individual growth; it proceeds from identified individual points of prior learning, when motivation and emotion are positively engaged. The School designs learning experiences to ensure each boy learns in a challenging way, in courses appropriate to his interests and abilities, empowering him to discover and develop his potential to the highest level.

## Learning Environments

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

### Students have the right to

- > be happy in class;
- > work without being disturbed;
- > express an opinion and have it treated with respect;
- > learn at their personal point of challenge;
- > be successful in their learning endeavours; and
- > be treated fairly.

### Students have the responsibility to

- > respect the learning and work environments in which they are involved;
- > respect for the opinion of others;
- > respect classmates and teachers
- > let others work without disruption
- > 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 in the secondary school and is the first point of contact. Particular advice may also be sought from:

- > The Director of the IB Diploma Programme, Mr Barnes
- > The Careers and Student Pathways Advisor, Ms Draysey
- > Head of Vocational Education and Training (VET), Ms Nixon
- > The Head of the Senior School, Dr De Lany (Years 10-12)
- > The Head of the Middle School, Mr Allen (Years 7-9)
- > The Head of the Preparatory School, Mr Wyatt
- > The Head of the Junior School, Mr Dunn
- > The Academic Dean, Mrs Williams
- > 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 or the Director of the IB Diploma Programme for IB students, and is requested through a change of subject form. This form ensures that all affected staff are aware of the change and that parental approval has been given. No change may be made until the Director of Curriculum or the Director of the IB Diploma Programme has approved the change, signed the completed form and advised Heads of Departments. The Academic Administrator will then make the required Timetable alterations.



## COURSES OF STUDY IN 2020

Courses of study reflect the Academic curriculum and its intention to support a diversity of skills, aptitudes and interests. The School offers two credentialing pathways: the IB Diploma Programme credential and the Higher School Certificate credential. The academic programmes P – 10 leading to the final credential reflect this breadth. 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 student.

### 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 inquiry learning, and mandates all the best features of the overall IB international philosophy. Children are supported to be 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 approach to learning and framework for programmes. NESA syllabuses' content and skills are mapped to the PYP framework. Students Pre-K to Year 6 therefore undertake Units of Inquiry based on 6 Transdisciplinary Themes (Who we are, Where we are in Place and Time, How we express ourselves, How the world works, How we organise ourselves and Sharing the Planet) as well as the core of Literacy and Numeracy.

Advice in relation to the PYP should be directed, in the first instance, to the Director of Primary Curriculum (PYP Co-ordinator) at the Preparatory School Ms Kirsti Hitz-Morton or the Director of Primary Curriculum (PYP Co-ordinator) at the Junior School, Mrs Marilyn Ormes.

#### Year 7

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

#### Year 8

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

#### Years 9 and 10

Students continue a core curriculum in Christian Studies; English; Geography; History; Mathematics; P.D. Health P.E. and Science.

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

### The Higher School Certificate

NESA mandates students must study a minimum of 12 Units in Year 11. At Trinity students study 13 Units in Year 11. 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 respective Year 11 course.

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.

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

### Subjects offered for the HSC are:

During Whitsun Term Year 10 students submit preferences for their programme of study. The Academic Administrator uses this information to create timetable lines that meet the preferences of the greatest number of students. Courses with small numbers will not be run only at the discretion of the Head Master. Subjects offered for students' initial selection are:

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

From time to time new courses are released by NESA; these courses will be evaluated by the relevant Dean or Head of Department in terms of how they can add value to the current academic programme; they may be offered to student selection after approval from the Academic Dean. Students undertaking a VET course may also complete a School Based Traineeship in this area.

## The International Baccalaureate

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

The sixth subject may be an arts subject chosen from group 6, or the student may choose 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 assessed via an Internal Assessment (IA) and a external examinations in November of the second year, that is, Year 12.

Central to the IB philosophy is the requirement that students develop an understanding of themselves in relation to 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, Activity, Service** requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

**Subjects offered for IB are:**

<b>Group 1   Language A</b>	Literature and Performance SL English Language and Literature SL & HL
<b>Group 2   Language B</b>	French ab initio German ab initio Japanese ab initio Mandarin ab initio French SL & HL German SL & HL Latin SL & HL Mandarin SL & HL
<b>Group 3   Individuals &amp; Society</b>	Business Management SL & HL Economics SL & HL Geography SL & HL History SL & HL Psychology SL & HL
<b>Group 4   Experimental Sciences</b>	Biology SL & HL Design Technology SL & HL Physics SL & HL Sports, Exercise & Health Science SL & HL Chemistry SL & HL
<b>Group 5   Mathematics</b>	Mathematics: Analysis and Approaches SL & HL Mathematics: Applications and Interpretation (SL & HL)
<b>Group 6   Option</b>	Chemistry SL & HL Film SL & HL Music SL & HL Visual Arts SL & HL Business Management SL & HL Economics 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, Activity, Service programmes. The highest total that a Diploma Programme student can be awarded is 45 points.

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.

## World Academy of Sport

Trinity is a member of this Academy, run by the IBO, offering support and flexibility for elite athletes undertaking the IB Diploma Programme.

## Careers Education and Student Pathways

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 other academic data and the Housemaster's knowledge and understanding of each student, will inform decisions on subject selection in Years 11 and 12.

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.

In Year 12 students have greater access to the Careers and Student Pathways Advisor. Students are encouraged to avail themselves of these opportunities and resources in order to help make informed decisions about tertiary courses, scholarships, application to international universities, 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 are made, focussing on the skills of developing resumes, personal statements and 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 and Student Pathways 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 the Careers and Student Pathways Advisor.

## Homework

### Preparatory and Junior School

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

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. There may, however, 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.

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

### Middle and Senior School

The purpose of homework in the secondary context is multifaceted:

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

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

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

- > 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).

### 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 initialled 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

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

### Preparatory and Junior Schools

When a boy's academic growth 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.

### Middle and Senior Schools

When a boy's academic growth is causing his parents, his teacher/s, Housemaster, Middle School Housemaster or a Senior staff member concern, he will be monitored and his progress assessed to determine appropriate actions of follow up.

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, as well as referred by parents or staff in consultation with Housemasters. The Student Welfare team appoints a case manager who works to identify and respond to specific concerns. Parents are informed at the appropriate juncture.

## Text Books – Years 7 to 12

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 returned to the School during the **final** week of the **third term**.

## 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 and the culture of reading,
- > 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.

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

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

The Trinity Grammar School Junior School Library is open from Monday to Friday from 8:00am until 4.00pm.

# TRINITY'S EDUCATION SUPPORT SERVICES (TESS)

Trinity Education Support Services (TESS) provides integrated support to students with additional needs across Preparatory, Junior, Middle and Senior Schools. The twin goals of Trinity's Education Support Services Department are to meet the needs of, and enhance teacher capacity to design learning for, students who have needs additional to those catered within the mainstream stage-based curriculum. The departmental structure permits an inclusive and comprehensive approach for students across PK-12, built upon common principles. We aim to identify students' individual learning needs early in their School life and make appropriate adjustments. Students with additional needs include those who have:

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

## **The TESS team is comprised of:**

- Director of TESS (Academic) – Ms Renee Culgan
- Director of Counselling – Mr Timothy Smith
- Registered Psychologists.
- Specialist teachers in learning support, gifted and talented education, English as an Additional Language/Dialect (for students from non-English speaking backgrounds)
- Special project personnel such as Speech Pathologists, Occupational Therapists and Teacher's Aides.

## **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
- Working within a culture of teaching, learning and assessment adjustments, for both support and extension, to ensure all students are provided with authentic learning opportunities
- Providing Disability Provisions for students in Senior School
- 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 co-teaching
- Small group and individual withdrawal programmes
- Curriculum differentiation in the mainstream classroom
- Transition classes for English and Maths
- Assessment adjustments
- Disability Provisions (Senior School students)
- Homework Support through the after-school Study Support programme
- Mentoring opportunities
- Individual Plans
- Post School Transition Programmes



## Gifted and Talented

- In class support and co-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 through the after-school Study Support programme

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

- In class support and team teaching
- Small group and individual withdrawal programmes
- 2 unit EAL/D English classes in Year 11 and Year 12 (depending on student eligibility)
- EAL/D co-curricular groups
- English language classes (TEC)
- Mentoring opportunities
- Individual Plans
- Homework support through the after-school Study Support programme

## 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.

## Further Information

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

Please contact the Director of Counselling, Mr Timothy Smith on 9581 6035 for information related to counselling.

# SPORT

**Director of Sport and Co-Curricular Activities** (All Campuses)  
**Sportsmaster, Summer Hill**  
**Sportsmaster, Strathfield**  
**Sportsmaster, Junior School**

Mr Lachlan White  
 Mr Mitchell Kearsley  
 Mr James Bremner  
 Mr Chris Robinson

## Summer Hill

Sport	Master-in-charge	Sport	Master-in-charge
<b>Basketball</b>	Mr Ben Morrissey	<b>AFL</b>	Mr Chris Barnes
<b>CAS Track &amp; Field</b>	Mr Elizabeth Murphy	<b>CAS Swimming Team</b>	Mrs Janet Wonders
<b>Cross Country</b>	Mr Michael Spratt	<b>Cricket</b>	Mr Ian Moran
<b>Fencing</b> (Sum)	Ms Sabine Wieczorek	<b>Diving</b>	Mr Brad Wood
<b>Fencing</b> (Win)	Mr David Latimer	<b>Football</b>	Mr Luke Gray
<b>Lawn Bowls</b> (Sum)	Mr Guy Dennis	<b>R.A.W.</b>	Mr Ian Moore
<b>Golf</b>	Mr Michael Spratt	<b>Rugby Union</b>	Mr Michael Snowden
<b>Lawn Bowls</b> (Win)	Mr Guy Dennis	<b>Summer Track &amp; Field</b>	Mr Andrew Murphy
<b>School Swimming</b> (Sum)	Mr Simon Bootle	<b>Table Tennis</b>	Mr Andreas Mickler
<b>School Swimming</b> (Win)	TBC	<b>Volleyball</b>	Mr Andrew Simos
<b>Tennis</b>	Mr Jeremy Dykgraaff	<b>Water Polo</b>	Mr Seamus Rodden
		<b>Touch Football</b>	Ms Sofia Robins

1. Sport at Trinity Grammar School is compulsory for all boys in both the Summer and Winter seasons. This sporting commitment will involve two mid-week training sessions and a Saturday fixture.
2. Students in Years 7 to 10 must participate in or attempt to participate in at least one team sport per year.
3. Members of a team must arrive at the field of play on Saturdays no later than thirty minutes before the game is due to begin.
4. Correct sport attire must be worn both at practice sessions and on Saturdays. Gear on Saturdays must be spotless. School uniform must be worn when travelling on public transport on Saturdays.
5. Attendance at practices is of primary importance 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 Head of the Preparatory School, Head of the Junior School, Head of the Middle School or Head of the Senior School only. For any unexpected absence, such as illness or injury, an explanatory note and/or Doctor's Certificate must be given to the MIC the next day the boy attends school. More details regarding this process is published under the "Absence from Sport – Middle and Senior School" section.

## Sport Options

### Year 3 and 4

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

## Years 4-6

### Summer

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

## Years 7, 8, 9 and 10

### Summer

Basketball  
Cricket  
Golf  
School Swimming Squad  
Touch Football (Years 8, 9 and 10)  
Tennis  
Volleyball (selected Years 9 and 10)  
Water Polo  
Summer Track and Field (by application)  
CAS Swimming (by application)

### Optional/Additional/Specialist:

Basketball Refereeing  
CAS Swimming Squad  
Diving  
Emerging Athlete Programme

## Years 11 and 12

### Summer

Basketball  
Cricket  
Fencing  
Golf  
Lawn Bowls  
RAW Sport  
School Swimming  
Table Tennis (Year 12 Only)  
Tennis  
Touch Football  
Volleyball  
Water Polo  
Summer Track and Field  
CAS Swimming

### Optional /Additional/Specialist:

Basketball Refereeing  
CAS Swimming Squad  
Emerging Athlete Programme  
Diving

### Winter

Football  
Lap Swimming (Prep Only)  
Rugby

### 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

### 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 Programme  
Football Refereeing  
Rugby Refereeing

### Inter-seasonal

Cross Country Team  
Swimming Team  
Track and Field Team

### Inter-seasonal

Track and Field

### 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 Andrew Payne

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

Most Co-Curricular Activities are held from 3:40pm to 5:00pm on Wednesday and 4.00pm to 5.00pm Friday afternoons, though some are scheduled at other times throughout the week. Transfer between Co-curricular Activities may only occur when boys complete a transfer form through the Director of Sport and Activities' Office during the designated transfer windows.

## Preparatory /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. Year 8 students must participate in either an auditioned Music Ensemble or the School's Army Cadet Unit. Year 9 students must choose to participate in one of the following: the Army Cadet Unit, the Co-Curricular Music Programme, Chess Club, Community Service, Debating Society, Drama or the Duke of Edinburgh Award Scheme.

By application to the Director of Sport and Co-Curricular, 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.

## 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.

## 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 Geraldine Campbell 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

<b>Master-in-Charge</b>	Mr Philip <b>Pratt</b> (Director of Music)
<b>Band Master</b>	Mr Christopher <b>Aschman</b>
<b>Director of Junior School Music</b>	Mr Trevor <b>Adams</b>
<b>Director of Preparatory School Music</b>	Mrs Geraldine <b>Campbell</b>
<b>Head of Strings</b>	Ms Kate <b>Morgan</b>
<b>Head of Woodwind / Convenor of the Music Academy</b>	Mr William <b>Henry</b>
<b>Assistant Co-ordinator of Music - Academic</b>	Mrs Sylvia <b>Wallace</b>
<b>Co-Captains of Music</b>	Ryan <b>Whitford</b> (12Ho) John <b>Choi</b> (12He)
<b>Captain of Orchestras</b>	John <b>Choi</b> (12He)
<b>Captain of Bands</b>	John <b>Varvaris</b> (12Du)
<b>Senior Chorister</b>	Ryan <b>Whitford</b> (12Ho)
<b>Captain of Choirs</b>	Matthew <b>Boyce</b> (11WJ)

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 Concert Band
- > Prep Concert 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
- > Mozart 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
- > A pencil
- > Neat personal appearance
- > Any necessary accessories, eg mutes
- > Music in a folder
- > 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.

### 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 the Entertainment Centre.

## The Preparatory School Ensembles

### String Orchestra, Chamber Orchestra, Chamber Ensemble

Students who learn Violin, Viola, Cello and Double Bass are catered for in the String Co-curricular Ensembles. The String Orchestra is for beginners to Grade 3 A.M.E.B. standard. The Chamber Orchestra comprises students from Grade 4 and above and for those more advanced students, the Chamber Ensemble is more appropriate. Students can be part of the Chamber Orchestra and Chamber Ensemble. The String Orchestra rehearses for 45 minutes per week with the other two ensembles rehearsing for 1 hour. Students are auditioned at the end of each year for the Chamber Orchestra and Chamber Ensemble.

### Chapel Band

Chapel Band is a mixed instrumental ensemble and was formed in 2016 to support and help lead worship in Whole School and Year Group Chapel Services. This ensemble rehearses once a week (for 45 minutes) and can perform up to three times per week.

### Concert Band

The Preparatory School Concert Band presents an opportunity for ensemble experience for boys in Years 3-6 undertaking private instrumental tuition in woodwind, brass or percussion. This ensemble is a natural progression from the Compulsory Year 4 Band programme. This ensemble rehearses in two 1 hour sessions per week.

## Preparatory School Instrumental Ensembles

Boys are able to participate in the Saxophone Quartet, Percussion Ensemble, Junior Percussion Ensemble, Guitar Ensemble and Cello Ensembles. 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.

## ARMY CADET UNIT

**Sponsor** - The Head Master

**Master-in-Charge** - (OC) CAPT (AAC) Richard Bishop

**SUO** - Leo Garci (12Ho)

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. Our Specialist platoons offer those boys who wish to continue to serve the Unit in a non-leadership capacity. This aspect of the Unit is seen as a most important and valuable function within the whole School framework. The School uses a variety of different military training areas for its field phases activities and of course AFT.

### 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), CAPT (AAC) Richard Bishop.

**Wednesday Parades.** The approving authority for all leave applications for Wednesday parades is the CO. 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 CO in person no later than the Monday afternoon prior to the parade. Failure to apply in this way is likely to result in a warning being issued and further repercussions if it continues.

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

**All Cadet activities including; Bivouacs, Camps, Annual Ceremonial Parade.** The approving authority for leave from all of the above Cadet activities, which are not Wednesday afternoon parades, is the Head Master via the Head of the Senior School or the Head of the Middle School. 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 Wednesday Parades or absences from Field activities may result in the extension of a 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 the Quartermaster (QM). All members of the Cadet Unit are to wear the following uniform (this includes ironed uniform and boots in good order) to all Wednesday parades.

- > Trousers DPCU
- > Shirt DPCU
- > Bush Hat (Year 8)
- > Hat KFF (with Cadet Badge) (Year 9 and Rank)
- > Boots (issued)
- > Black belt with brass (SGTS and above)

### **Parade Details:**

Wednesday afternoon from 3:40pm to 5:00pm, beginning and ending on most occasions around the Quadrangle.

## ARCHAEOLOGICAL SOCIETY

**Master-in-Charge** - James St Julian

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 Phillip Mugridge

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** - Selwyn Chang (12Ar)

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.

## CUBERIDER

**Master-in-Charge** - Ms Rachel Hughes

The Cuberider programme is rocket science! It is an authentic learning experience that cumulates in the students' designing and running an experiment on the International Space Station. This involves learning to code in the language python, learning about basic microelectronics and importantly, how to design a novel experiment to a very strict timetable. After this, the students are guided through a process of interpreting their data and presenting it to the scientific and extended community.

The Students are provided with NASA approved technology which will be used to run the space experiment. Using the equipment, students go through the process of design, code, test and refinement of their experiment before conducting a final test via a stratosphere launch, all this leading to the final step of launch and execution on the International Space Station.

The experiment conducted by the 2017 Cuberider group was the first Australian experiment on the International Space Station and launched the first Australian designed space hardware in twelve years. As such, their hardware is now in a permanent exhibition in the Australian Museum of Applied Arts and Sciences.

**Meeting Details:** Wednesdays and Fridays at lunchtime in S3.2.

# DEBATING SOCIETY

## Debating, Mock Trial, Mooting and Oratory

**Master-in-Charge** - Mr James St Julian

**Co-ordinator of Mock Trial** - Mr Bill Pratt

**Captain of Debating** - Zack Zuccolotto (12Ar)

**Co-Vice Captains of Debating** - Michael Lin (12Fo)

**Co-Vice Captains of Debating** - Alessio Razza (12Mu)

### 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 Friday 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 N11.10 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 on Wednesday, between 4:00-5:00pm in room F2.5.

## DRAMA

### The Next Stage Performance Company

#### Major Productions

**Master-in-Charge** - Mr Brendan Duhigg

**Year 8-12 Drama Club** – Mrs Kathryn Smith-Sergi

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

## DUKE OF EDINBURGH'S AWARD SCHEME

**Master-in-Charge** - Ms Christina Vanden Hengel

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** - Ms Maxine Whelan

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** - Ms Hyun Mi Cho

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: Wednesday 3:45-5:00pm in Room N1.17

Years 10-12: Wednesday 3:40pm - 5:00pm in Room N1.18

## MEDIA PRODUCTION

**Master-in-Charge** – Ms Rosey Stewart

**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:** Tuesday afternoons from 3:40pm to 5:00pm in The James Mills Drama Centre

## PEER SUPPORT

**Master-in-Charge** - Mr Andreas Mickler

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 Snowsill

**School Contact** - Mr Andrew Payne (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](http://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 Michael Snowden

**Master-in-Charge Specialist Football** - Mr Luke Gray

**Master-in-Charge Specialist Swimming** - TBC

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

**Master-in-Charge Specialist Water Polo** - Mr Seamus Rodden

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.

## SPORTS EXPERIENCE

**Master-in-Charge** - Ms Rachel O'Brien

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 3:45pm to 5:00pm 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 3:45pm to 5:00pm in the Design and Technology Workshops.

## THEATRE SPORTS

**Master-in-Charge** - Ms Kathryn Smith-Sergi

Theatre Sports is a dynamic and engaging activity that involves developing quick verbal and physical responses whilst drawing on higher order thinking skills. Boys will engage in team building and working in a co-operative, collaborative environment. Through theatre games and creative engagement, the aim is to build practical dramatic skills, self-confidence, respect for the art of performance and general knowledge.

It is envisaged that these skills will assist boys interested in or already engaged in the Drama and IB Performance courses. Performance opportunities may exist in the future for a Trinity entry in the Inner West Cup.

**Meeting Details:** Wednesdays between 3:50pm-5:15pm in the Experimental Drama Theatre.

## TRINITY SCIENCE INVESTIGATORS

**Master-in-Charge** - Ms Nina Seeto

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.

**Meeting Details:** All Visual Art activities are held on Wednesday afternoon, from 3:40pm to 5:00pm, in the Visual Art classrooms.

# COMMUNITY GROUPS

## Alumni

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

## The Old Trinitarians' Union

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

### Office Bearers are:

<b>President</b>	Mr Chris Paras (Class of 1990)	(M) email: <a href="mailto:chris.paras@railplanning.com.au">chris.paras@railplanning.com.au</a>
<b>Hon. Secretary</b>	Mr John Williams (Class of 1997)	(M) 0416 064 460 email: <a href="mailto:jwilliams580@hotmail.com">jwilliams580@hotmail.com</a>
<b>Hon. Treasurer</b>	Mr Scott Miller (Class of 1995)	(M) email: <a href="mailto:sm6777@hotmail.com">sm6777@hotmail.com</a>
<b>School Contact</b>	Mr Richard Bishop	(W) 9581 6111 email: <a href="mailto:alumni@trinity.nsw.edu.au">alumni@trinity.nsw.edu.au</a>

## 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.



<b>President</b>	Mr Drue Prentice
<b>Vice-President</b>	Mr Mike Miller
<b>Secretary</b>	Mrs Kay Stephandellis
<b>Assistant Secretary</b>	Mrs Annie Wong
<b>Treasurer</b>	Mr Stephen Greaves
<b>NSW Parent Council Representative</b>	Mr Bob Fozzard
<b>School Contact</b>	Mr Stephen Heanly (W) 9581 6000 email: sheanly@trinity.nsw.edu.au

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.

<b>President</b>	Ms Petty Heather
<b>Vice President</b>	Ms Kay White
<b>Vice President</b>	Ms Jenny Scott
<b>Secretary</b>	Mrs Maria Fresta
<b>Treasurer</b>	Mrs Romana Nicholas
<b>Social Secretary</b>	Ms Catharine Kidd
<b>School Contact</b>	Mr Stephen Heanly (W) 9581 6000 email: sheanly@trinity.nsw.edu.au

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

<b>President</b>	Mrs Wasfieh Nwiran
<b>Co Vice President</b>	Mrs Katherine Galettis
<b>Co Vice President</b>	Mrs Anna Wakim
<b>Secretary</b>	Mrs Alison Barnard
<b>Treasurer</b>	Mrs Noella Tsang
<b>Clothing Pool Co-ordinator</b>	Mrs Jennifer Nguyen
<b>Canteen Co-ordinator</b>	Mrs Clara Furfaro
<b>Parent Liaison Officer</b>	Mrs Chau Tran
<b>Fiesta Co-ordinators</b>	Mrs Anna Wakim and Dr Sarah Sen
<b>Fundraising Co-ordinators</b>	Mr Wayne Fotheringham and Mrs Faten Oueik

### 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 will be advertised in the Prep News.

### 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

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

## Junior School Auxiliary

<b>President</b>	Ms Michelle Read
<b>Vice President</b>	Mrs Amanda Maclean
<b>Secretary</b>	Mrs Allie Duval
<b>Treasurer</b>	Mr Mike Miller

### Junior School Auxiliary – Summer Hill

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

### Junior School Auxiliary Meetings

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

### 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 Nabih 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.

<b>President</b>	Mrs Yola Yarad	
<b>Vice President</b>	Mrs Cona Jones	
<b>Vice President</b>	Mrs Wendy Stead	
<b>Secretary</b>	Mrs Liisa Chappelow	(W) 9581 6024
<b>School Contact</b>	Mr Richard Bishop	Ph 9581 6111
<b>Hon. Treasurer</b>	School's Accounts Department	

## Society of the Arts

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

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

### The Trinity Grammar School Art Collection

The imposing paintings which are displayed in public locations and staff offices throughout the School are part of the School Collection. This Collection consists of over four hundred artworks, which have been presented to the School by the Society. 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 TGS Archives** exists to document and preserve the rich and varied history of the School so that it may be understood, appreciated and celebrated. The School began assembling its archives in the 1970s. The Archives serve the whole school, including the Preparatory, Junior, Middle and Senior Schools as well as associated organisations – Old Trinitarians Union, the Parents & Friends, the Summer Hill Auxiliary, Trinity Connection and many others.

**Holdings** include administrative records, minutes, registers, photographs, oral history, audio-visual recordings, plans and drawings. There is also a small objects collection which contains items of

uniform, trophies, honour boards and memorabilia. The Archive also holds a complete set of School publications.

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

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

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

## Development

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

Further details are available at [www.trinity.nsw.edu.au](http://www.trinity.nsw.edu.au)

## Trinity Grammar School Foundation

**President** - Mr Craig Moore

**Vice President** - Mr Richard Horwood

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

### Gifts can be made to the following Funds:

- 1. The Building Trust** – Donations to this Trust are tax deductible and are used for the expansion of academic, sporting, technical and cultural facilities at the Summer Hill, Strathfield and Woollamia campuses.
- 2. The Education Trust** – Donations to this Trust are not tax deductible and are used to generate additional revenue. The Trust seeks to provide the School with financial security, and thus relieve pressure on the School's fee structure. The investment income will also be used for scholarships and allowances.
- 3. The Library Fund** – Donations to this Trust, which are also tax deductible, add to our collection of books, works of art and related material.

# CONTACTS LIST

## School Addresses

### Senior and Middle School, Summer Hill Campus

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

### Junior School, Summer Hill Campus

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

### Preparatory School, Strathfield Campus

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

### Field Studies Centre, Woollamia Campus

<b>Telephone</b>	(02) 9581 6087
<b>Mailing Address</b>	335 Woollamia Road, Woollamia NSW 2540
<b>Email</b>	woollamia@trinity.nsw.edu.au
<b>Website</b>	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 Psychologist or Head of Department or Director of Curriculum, Head of the Middle School or Head of the Senior School, Academic Dean or Deputy Head Master - Summer Hill.
- 5. Senior School (Years 10, 11 and 12) and HSC/IB matters:** General Pastoral and Academic matters of Senior Boys – Housemaster, Head of the Senior School.
- 6. Middle School (Years 7, 8 and 9):** General Pastoral and Academic matters of Middle School Boys – Middle School Housemaster, Head of the Middle School.
- 7. Advance permission to be absent from School:**
  - a. for dental, medical or similar appointments** – Head of the Middle School (Years 7-9) or Head of the Senior School (Years 10-12).
  - b. for other reasons for part of the day** – Head of the Middle School (Years 7-9) or Head 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:** to be made to either Head of the Middle School (Years 7-9) or Head of the Senior School (Years 10-12).  
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:** The Director of Sport and Co-curricular.
- 10. Co-Curricular Activities and Selection or Change of Activity:** Housemaster, then Activities Master.
- 11. Exemption from Co-Curricular Activities or Sport Activity:** The Director of Sport and Co-curricular.
- 12. Peer Relationships/Matters:** Housemaster, or Middle School Housemaster, then Chaplains, or School Counsellor, or Head of the Middle School (Years 7-9), or Head of the Senior School (Years 10-12), Deputy Head Master - Summer Hill 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:** Bursar.
- 17. Careers:** Careers and Student Pathways Adviser.
- 18. Timetable:** Director of Curriculum.
- 19. Enrolments:** Enrolment Officer or Registrar.
- 20. Use of Chapel:** Head Master's Secretary.
- 21. Scholarships:** Director of Enrolments (7-12).
- 22. Hall Bookings and Functions at the School:** Director of Campus Administration.
- 23. Trinity Foundation Matters:** Foundation Secretary, Mr Dungan.

## Middle/Senior School Telephone Numbers

<b>Summer Hill Campus</b>		9581 6000
<b>Absentees (24 hours)</b>		9581 6033
<b>Absentee Email</b>		absentee@trinity.nsw.edu.au
<b>Activities Master</b>	Mr Andrew Payne	9581 6079
<b>Head of Community Engagement</b>	Mr Kell Daniels	9581 6094 (Mobile) 0404 474 811
<b>Bursar</b>	Mr Campbell Dungan	9581 6027 (Mobile) 0415 619 328
<b>Cafeteria</b>		9581 6069
<b>Canteen</b>		9581 6047
<b>Chaplain</b>	Reverend Gregory Webster	(Vestry) 9581 6093 After Hours 9716 5689 (Mobile) 0407 887 873
<b>Academic Dean</b>	Mrs Deborah Williams	9581 6057
<b>Deputy Head Master - Policy and Strategy</b>	Mr Craig Sandwell	9581 6119 (Mobile) 0408 967 274
<b>Deputy Head Master - Summer Hill</b>	Mr Bradley Barr	9581 6119 (Mobile) 0414 759 129
<b>Deputy Head of the Senior School</b>	Mr Andrew Yarad	9581 6005 (Mobile) 0420 988 491
<b>Deputy Head of the Middle School</b>	Mr David Galluzzo	9581 6159 (Mobile) 0410 310 119
<b>Director of Curriculum</b>	Mr Andrew Scott	9581 6120
<b>Director of Campus Administration</b>	Mr Bradley Wirth	9581 6118 (Mobile) 0420 920 211
<b>Director of Sport and Co-curricular Activities</b>	Mr Lachlan White	9581 6079 (Mobile) 0416 052 302
<b>Enrolments Officer</b>	Mrs Georgina Gunner	9581 6029
<b>Director of TESS - Academic Support Services</b>	Ms Renee Culgan	9581 6180
<b>Director of TESS - Psychological Services</b>	Mr Timothy Smith	9581 6035
<b>Health Centre – Registered Nurse</b>	Mrs Tessa Mansfield	9581 6023
<b>Head of Human Resources</b>	Mrs Belinda Reid	9581 6104
<b>Master in Charge of Cadets</b>	Mr Richard Bishop	9581 6111

<b>Head of the Middle School</b>	Mr John Allen	9581 6051 (Mobile) 0404 464 410
<b>Head of the Senior School</b>	Dr Heath De Lany	9581 6143 (Mobile) 0414 754 723
<b>Director of Music</b>	Mr Phil Pratt	9581 6134 (Mobile) 0416 097 362
<b>Director of Marketing and Communications</b>	Mrs Philippa Lowe	9581 6163
<b>Director of International Baccalaureate Diploma Programme</b>	Mr Chris Barnes	9581 6062
<b>Director of Enrolments (7-12)</b>	Mr James Leckie	9581 6141 (Mobile) 0410 080 438
<b>School Uniform Shop</b>		9581 6048
<b>Head of Operations - Summer Hill</b>	Mr Stephen Hearnly	9581 6065 (Mobile) 0407 886 617
<b>Society of the Arts</b>	Ms Catherine Benz	9581 6070
<b>Special Duties Master</b>	Mr Peter Brooke	9581 6000 (Mobile) 0455 260 133
<b>Sportsmaster</b>	Mr Mitchell Kearsley	9581 6153 (Mobile) 0420 928 151
<b>Wet Weather Number</b>		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 Head of the Junior School – Mr Craig Hassall	9581 6190 (m) 0414 755 031
Director of Primary Curriculum/PYP Co-ordinator – Mrs Marilyn Ormes	9581 6177
Assistant Chaplain – Reverend Paul Brigden	9581 6179
Enrolment Enquiries	9581 6001
Health Centre – Registered Nurse – Mrs Katie Brooks (Senior Nurse)	9581 6023
Infants Pastoral and Teaching and Learning Leader – Miss Chloe Martin	9581 6276
Head of the Junior School – Mr Mark Dunn	9581 6144 (m) 0433 034 704
Head of the Junior School's Executive Assistant – Mrs Rina Bandaranayake	9581 6080
Enquiries – after 4:00pm	9581 6000
Director of Enrolments (P-6) – 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 2020, there will be one class for Kindergarten - Year 2. There will be two parallel classes for Years 3 to 4. In Years 5 and 6 there will be three parallel classes. The classes are all under the direction of a trained and experienced teacher. Boys also enjoy class group lessons in Personal Development/Health/and Physical Education, Music, Art, Mandarin, Library, STEAM/Drama 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

### Parents should note the following School rule

Any boy arriving before 8:00am or remaining after school must be registered and booked into OSH Club (unless he is attending a scheduled rehearsal or activity).

## Preparatory School Telephone Numbers

Absentees	8732 4658
Absentee Email	prepabsentee@trinity.nsw.edu.au
After School Care (Osh Club)	1800 460 870 / 8732 4647
Canteen Supervisor – Mrs Mary Saba	8732 4654
Clothing Pool Convenor – Mrs Jennifer Nguyen	8732 4600
Cubs & Scouts – Mr Frank Canturi	0418 283 891
Deputy Head of the Preparatory School – Mr Richard Lever	8732 4641 (m) 0420 988 102
Director of Primary Curriculum/PYP Coordinator – Ms Kirsti Hitz-Morton	8732 4640
Enrolment Enquiries	8732 4697
Facsimile	(02) 9742 5419
Health Centre – Registered Nurses: Ms Tessa Mansfield Mrs Kyllie Balazs Mrs Misty Rousset	8732 4602
Head of the Preparatory School – Mr Christopher Wyatt	8732 4650 (m) 0408 481 058 (After Hours/Mobile)
Head of the Preparatory School's Secretary – Mrs Theresa Carmichael	8732 4650
Director of Enrolments (P-6) – Mr Simon Kelly	8732 4664 (m) 0420 923 807
School Uniform Shop at Summer Hill	9581 6048
Sportsmaster – Mr James Bremner	8732 4620 (m) 0414 747 396
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, Mandarin, STEAM 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	10:55 – 11:30am	1:30 - 2:00pm
Years 3 to 6	8:30am – 3.15pm	10:55 – 11:30am	1:30 - 2:00pm

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

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

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

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

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# TRINITY

## GRAMMAR SCHOOL

### SENIOR SCHOOL | MIDDLE SCHOOL | JUNIOR SCHOOL

119 Prospect Road, Summer Hill NSW 2130  
Telephone 02 9581 6000  
International 61 2 9581 6000  
Facsimile 02 9799 9449

### PREPARATORY SCHOOL

115-125 The Boulevard, Strathfield NSW 2135  
Telephone 02 8732 4600  
International 61 2 8732 4600  
Facsimile 02 9742 5419

### WOOLLAMIA, FIELD STUDIES CENTRE

335 Woollamia Road, Woollamia NSW 2540  
Telephone 02 9581 6000  
International 61 2 9581 6000  
Facsimile 02 9799 9449