



Is my son on track?

Looking beyond the COVID-19 education interruption

PAGE 8

Resilience and time management

Sam Fricker on his Olympic diving goals

PAGE 12

Students' reflections on leadership

From crisis to servant-hearted

PAGE 14

Good Foundations in Early Childhood

PAGE 16

CAS DIVING CHAMPIONS 2015
TRINITY SCHOOL SPORTS CHAMPIONS 2015
CAS DIVING CHAMPIONS 2015
DIVING SCHOOL SPORTS CHAMPIONS 2015
DIVING AUSTRALIAN OPEN 2017
CAS DIVING CHAMPIONS 2017

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Contents

ON THE COVER

Is my son on track?	8
Sam Fricker diving for gold	12
Students' reflections on leadership	14
Good Foundations in Early Childhood	16

REGULARS

Welcome from the Head Master	3
Timeline of Events	4
Five with Five	6
Library News	30
Careers	34

SUBJECT FOCUSED

Trinity Arts Festival Online	18
Mathematics	20
Science	21
Christian Studies	24
Art	26
National Simultaneous Storytime	32
Sports	35
Co-curricular	40

COMMUNITY

Community News and Events	2
Alumni Cover Story Grant Emans	4
How good is your School memory?	6
Why join Trinity Connection	7
Obituaries	8
Vale	9
Inspired by Old Trinitarians	10



Editor	Philippa Lowe
Writers and Contributors	Serge Jankovic, Philippa Lowe, Tarryn Thompson, School staff
Art Director	Katrina Naess
Designers	Angela Lustre, Nick van Breda
Production Manager	Tarryn Thompson
Photography	Giovanni Portelli, Paul Seiser, AJ Moran, School staff
Design Consultancy	Design Playground
Contact	Trinity Grammar School + 61 2 9581 6000 news@trinity.nsw.edu.au



Welcome

At a conference for educators a few years ago, I noticed one word that was guaranteed to generate an affirmation of nodding heads and jotted notes among the audience. Every presenter worth her salt was sure to speak about it, and every educator wanted to underline it. The word? 'Resilience.'

One person described the cultivation of resilience in young people as the 'Holy Grail' for schools. Trinity has always wanted to design and offer an experience of school that cultivates resilience in our students, helping them to develop the capacity to bounce back from adversity and to cope with unpredictability.

I believe that our students are becoming more resilient this year. The generation of students currently at Trinity are experiencing all sorts of unexpected challenges in the COVID-19 pandemic. Events that they had looked forward to have been cancelled, the rhythm of life that they

follow effortlessly has been disrupted, and the future has become murky. While we did not design it for them, we are nonetheless confident that it will be good for them.

Without in any way downplaying the tragedy wrought by the pandemic in so many lives, I am confident that the pandemic will be good for our School too. In these times of tumult and disruption, we have had to be both resilient and agile, adapting to the continually shifting circumstances, and finding new ways to educate and to operate. Some of the stories of our experience are told in this renewed publication of Trinity News, as are some stories of our Alumni, to remind us that our students are being educated for a horizon that stretches far beyond the School.

Detur Gloria soli Deo

Timothy Bowden
Head Master

FROM THE EDITORIAL TEAM

We hope you enjoy the refreshed look and content of Trinity News (TN). Also, it's not a print error, the magazine does indeed 'flip' upside down after page 47, and it does have two 'front' covers: one for current School news and one for our Alumni. Think of it as two magazines in one.

Our goal is to provide the Trinity community with news and information not only about life at the School but life beyond the School. Over future editions we will bring you articles covering a wide range of education topics, and interviews with specialists in their fields, as well as continuing to celebrate Trinity students,

past and present. If there's a feature topic you would like to read, or have feedback in regards to the new style and content, please contact us at news@trinity.nsw.edu.au.

Happy reading!

Philippa Lowe
Editor

Timeline of Events

TERM 1 AND 2

JANUARY

2



Class of 2019 IB diploma results arrive. 3 perfect scores with 40% of students achieving an IB diploma score of 40 or higher (ATAR equivalent of 98+).

27

HM writes to parents requesting students who have travelled to mainland China or Hong Kong over the break to not return to School and to self-isolate for 14 days.

28

First day at School for 2019.

29

Year 7 three-day camp to Narabeen Sports and Recreation Centre.

FEBRUARY

4



Old Boy, Rev. Justin Moffatt ('87) visits Quad, bringing the First Fleet Bible and Prayer Book.



Year 12 Visual Art excursion to the Cornelia Parker exhibition at the Museum of Contemporary Art and Japan Supernatural at the Art Gallery of NSW.

5

Academic Excellence awards presented on Quad to William Martin and Duncan Feng (Year 10 Academic Excellence – University of Sydney); and Selwyn Chang (Academy Access Award for High Achieving Year 11 Students – University of Western Sydney).

10



Junior School Office Bearers for 2020 receive their badges in the Memorial Chapel.

14

Preparatory School Office Bearers for 2020 receive their badges.

Valentine's day. The Trinity Chapel has hosted around 1050 weddings in 62 years!

17 & 20

Year 7 Parents Swap Day.

18

Class of 2019 Scholars Assembly.

19

Prep Swimming House Championships.

28

Society of the Arts exhibition starts **Fitzroy Crossing** | **Hassall Collection**.

MARCH

4

Senior School Leaders mentoring session at the Preparatory School for Year 5 and 6 students.

Year 9 Visual Design classes involved in a full day Visual Art incursion with theatre designer and prop maker, Orlando Norish.

4

James Browning (12DU) speaks on Quad for International Women's Day.

6

Junior School **Day Without Speech**, raising money and awareness for speech therapists and underprivileged children in Cambodia.

9-13

World's Greatest Shave. students raise over \$60,000 (see page 11).

12

CAS Swimming and Diving Championships livestreamed due to COVID-19 crowd restrictions. Trinity takes first place in Diving and second in Swimming.

16



The Head Master shaves his head in support of the World's Greatest Shave.

17

The School creates its COVID-19 FAQ webpage; first email from the Head Master to parents regarding possibility of school closure.

19



Al Fresco Chapel on the oval in response to COVID-19 distancing concerns.

20

Junior School Cross Country Championships.

23

Head Master emails parents regarding remote learning and school-based supervision.

25

Trinity pivots to Remote Learning.

26

Chairman and Head Master write to parents regarding fee assistance during the pandemic.



Delmar Gallery temporarily closes its doors; opens up online with virtual tour.

27

Quad records just four students onsite for morning assembly.

Parents invited to share their remote learning 'life hacks' and remote learning wins.

28

School of Rock post final rehearsal video to social media in place of cancelled show.

30

School cancels remaining Term 1 Year 11 and 12 examinations.

APRIL

3-6



Easter. Chaplains deliver virtual Chapel messages.

3

Unofficial end to Term 1; early closure due to pandemic.

4

ABC's **Prank You Very Much** features Junior School students being pranked while training with Wallabies player, Bernard Foley.

6

Chairman and Head Master write to parents regarding School-wide Term 2 fee credit and the establishment of COVID-19 relief process.

8-27

School Holidays.

25

ANZAC Day. Cadets use video and social media to commemorate Dawn services and parades.

28

Term 2 commences in interactive, remote learning mode.

MAY

11

Staggered return to face-to-face School.

12

Brock Prideaux (7WH) and Oliver Peric (7HI) win the first week of remote sports challenges, earning a \$25 gift voucher.

20

Year 11 and 12 subject information night delivered online.

25



The School welcomes back all students face-to-face full time for weeks 5 and 6.

26

Modified school sport recommences.

27

2020 Trinity Arts Festival moves online. Starts with **Battle of the Bands** playlist.

Trinity participates in National Simultaneous Storytime.

JUNE

2

Year 9 2021 Course Information and Selection Process delivered online.



The School's first experience of remote learning: Austinmer, during the Spanish flu pandemic.

LEARNING FROM EXPERIENCE

2020 is not the first time that the School has encountered a pandemic. Trinity started in 1913, which means that in our early years, our forebears faced not just the Great War, but the Spanish flu pandemic.

The Spanish flu arrived in Australia early in 1919. Pubs, theatres and churches were closed, shopping was to be done by post or phone, and borders between states were closed. The government schools were closed from January to May, although some independent schools provided learning by correspondence.

During this time, the Head Master at Trinity – Frank Archer – took the entire group of boarders and boarding staff to live in Austinmer, north of Wollongong. They established a small colony of about thirty boys filling two houses and two tents.

Their lives down there were an early model for what happens at the Field Studies Centre now, learning in a wider context than the classroom, learning to live well together, and learning more about themselves. On return, a number of them wanted to have the same experiences as part of School life.

The Spanish flu did not leave the school community untouched. During that time, two of our students died – Garner Challands and Sydney Smith. We remember them around the quad on Memorial Day in August each year, and there is a prize named for each of them awarded at Speech Day.

This pandemic is a tragedy. It is a tragedy that will fall more heavily on some people and some societies than others. We don't yet know where it will all go. However, we do know from history that this will pass. And we know from the Bible that our God brings good from bad, light from darkness, and hope from despair.



TN TOOK FIVE MINUTES TO SIT DOWN WITH EACH OF OUR HEADS OF SCHOOL TO HEAR HOW THEY FOUND REMOTE LEARNING AND THEIR OBSERVATIONS ON HOW OUR TRINITY COMMUNITY WAS ABLE TO BAND TOGETHER.

HEATH DE LANEY
Head of the Senior School

What have you learnt about yourself in Remote Learning mode?

That I don't like talking to cameras as much as teaching class in real time and space. Teaching is fundamentally relational, remote learning challenges how we relate as real people who need to connect. I was able to adapt quickly to the changes and enjoyed the challenge of rethinking how I planned my lessons.

If you could have told yourself one thing that you'd wished you'd known before going into Remote Learning, what would it be?

I'm not sure if prior knowledge would have made a big difference. I'm certainly not an IT guru or an early adaptor of technology, yet the process of preparing the lessons was straightforward. I was confident that our students could handle the technology and engage with the learning, which they did.

What has Remote Learning taught you about our community?

That we can adapt and overcome! The circumstances were forced upon us and we stood up and faced the challenge. I've also learnt that our students are engaged in their learning, that they like being challenged and stretched, that they appreciate what we do as teachers and that they have a sense of humour.

JOHN ALLEN
Head of the Middle School

What have you learnt about yourself in Remote Learning mode?

I've learned that I don't mind the different pace and routine of remote learning but equally, that I generate much energy from working with colleagues and students in person. Also, that we are far more tech savvy than we think and the ability to adapt is in us all.

If you could have told yourself one thing that you'd wished you'd known before going into Remote Learning, what would it be?

I definitely would have told myself that the chat function on Microsoft Teams' videoconferencing is irresistible to some students.

What has Remote Learning taught you about our community?

Remote learning has reinforced for me that the people in our Trinity community are resilient, innovative and adaptable. The best interests of the students continue to be central to decision making and the dedication of teachers to them is immense. The Trinity community has been supportive of, and trusting in, the School's decision makers. Our students continue to benefit as a result.

MARK DUNN
Head of the Junior School

What have you learnt about yourself in Remote Learning mode?

That much of my own energy and inspiration comes from the

students and teachers. I already knew this but the remoteness of the students and teachers throughout the month of remote learning accentuated and reinforced my awareness that it is interactivity across so many aspects of the school day with the students of all ages and the teachers that sparks my own curiosity, excitement and engagement with learning.

If you could have told yourself one thing that you'd wished you'd known before going into Remote Learning, what would it be?

It will be OK. Everyone will rise to the challenge. Parents, students and staff will amaze you at their capacity to support one another.

What has Remote Learning taught you about our community?

That every aspect of community life at Trinity matters and is felt differently by individuals when it is taken away.

That the students are remarkably agile, often more so than adults. They adapted to new routines and ways of learning with greater speed than I and others would have anticipated. In many cases, the students operated far more independently than teachers and parents would have ever thought able.

CHRIS WYATT
Head of the Preparatory School

What have you learnt about yourself in Remote Learning mode?

I already knew the importance of connection with people and relationships, but going into remote learning really heightened this understanding. Sometimes you may think that remote equals quiet and quiet equals more work done, but for me the reality is that disruption brings opportunity for reflection, which in turn shifts our thinking. Lastly, I have learnt change and agile thinking are vital.

If you could have told yourself one thing that you'd wished you'd known before going into Remote Learning, what would it be?

It would be to embrace the disruption and maintain positivity.

We will get through it, our teachers adapt fast and always go above and beyond to deliver.

What has Remote Learning taught you about our community?

Remote learning has reinforced to me that we are a learning community. Not just through the School context but in our ability to adjust, cope and to grow through adversity. I have seen this strongly through the students, parents, teachers and staff. The students have benefited from seeing this displayed strongly through the community.

TIM KNOWLES
Head of the Field Studies Centre

What have you learnt about yourself in Remote Learning mode?

Remote learning mode has meant something different for the staff at the Woollamia Field Studies Centre (FSC). Changes to our scheduling triggered by the COVID-19 Pandemic meant that students did not participate in on-site programming during Term 2. I have learnt that I am leading a diverse, creative and adaptable team at the FSC. From meeting and collaborating online in Microsoft Teams, to adapting and designing new programmes, and developing cross-country running and mountain bike trails, each day has brought something new.

If you could have told yourself one thing that you'd wished you'd known before going into Remote Learning, what would it be?

We are all more adaptable than we give ourselves credit for. This remote learning season has been an opportunity for re-learning, re-thinking, re-imagining and re-focussing for the Field Studies Centre Staff.

What has Remote Learning taught you about our community?

Remote learning has taught me a great deal about the strength of the Trinity Grammar School community. The support that has been extended to students and staff during this time has been brilliant. Our school community truly values relationships.

When every day becomes *Swap Day*



At the start of Term 1, parents in Year 7 were invited to spend a day in their son's shoes. Little did they know that by the end of Term 1, every day would become a huge swap day, with parents stepping into the role of supervising remote learning. No longer was it about visiting the School for Swap Day; rather it was home turning into a place of school.

The real Swap Day

In February, Year 7 parents came to Summer Hill to spend a day being a pupil. The students and staff had a fantastic time illustrating the life of Trinity. Parent Jill Hannaford was kind enough to email the Head Master with the following feedback:

"I want to say thank you for Swap Day. I think it is a key ingredient to Trinity's secret sauce, a stroke of brilliance. I can only imagine the organising and logistics that goes on behind the scenes, thank you!"

"Having now done Year 7 Swap Day in 2012, 2016 and 2020, some people questioned why I would attend for a second or third time. The answer is quite simple: it gives me a perspective into what a day is like for a Year 7 student. Swap Day enables us to have a conversation about the subject, the classroom, the teacher, the class mates and the (dreaded) locker."

The Head Master comments that Swap Day is, "a great insight for parents into what their students go through each day. When we have experiences that are new, and reflect on them, we experience a learning process. The students are doing it day by day at the School; when parents come to Swap Day, we hope they'll learn as well."

Little did he know how prescient his comments would be. Just over a month later, every parent unexpectedly had a brand new experience: daily insight directly over the shoulder of their son as the School switched to remote learning during the COVID-19 lockdown.



Swapping school for remote learning

By the end of the first day of Trinity Remote Learning (TRL), the School was receiving feedback from parents about how they had been adapting, what they were doing to encourage students in their learning from home and how they were following schedules for recess and lunch.

Our parents embraced this new and unexpected world. Stories began to flood the TRL news inbox: a Year 11 student ran a mini Quad via chat with a few of his mates, including the School Prayer. Another parent shared how thankful they were not to have picked teaching as a career.

One Dad wrote in explaining how he had his sons move to a different part of the house, with their laptop, so they could be social and play-up and muck around with their buddies without getting in trouble! Parents set up remote learning agreements and even F45 style fitness areas.

Swapping remote for resilience, fear for hope

As the Head Master commented, when we have experiences that are new, and reflect on them, we experience a learning process. Remote learning provided us all with a new learning experience. What has the ultimate, remote learning Swap Day taught us?

At Trinity, it is not only resilience – although that was demonstrated. The capacity to recover quickly and to adapt well involves great personal growth. Becoming more resilient not only helps us get through difficult circumstances, but it also empowers us to grow and even improve along the way.

But the circumstances were also a reminder of the strength of our Christian faith, and the hope we find in that faith.

During a time when empty supermarket shelves and hygiene on public transport tempted many to give into fear, the Trinity spirit shone bright. The School committed to not only responding with resilience, but also Christian hope, demonstrating a joy and certainty in Jesus that looks beyond the troubles of each day.

It was evident that hope, love and kindness shines bright in our community; it was evident in the emails the School received: emails from parents that encouraged teachers and staff, many writing that they were holding leadership in their prayers. It was a wonderful reminder that even in the darkest times, it only takes the tiniest light to offer hope.

*"I am the light of the world.
Whoever follows me will not walk in
darkness, but will have the light of life."*

– John 8:12





IS MY SON ON TRACK?

WITH ALMOST A BILLION CHILDREN GLOBALLY SEEING THEIR SCHOOLS CLOSE, HOW IS COVID-19 INTERRUPTING EDUCATION? AS TRINITY EMERGES FROM REMOTE LEARNING AND RETURNS TO FACE-TO-FACE, THE SHIFT IN TEACHING AND LEARNING IS BEING HEAVILY REFLECTED UPON BY OUR EDUCATORS. FOR MOST PARENTS, HOWEVER, THE IMMEDIATE WORRY IS HOW SCHOOL CLOSURES DURING THE PANDEMIC MAY AFFECT THEIR SON'S EDUCATION. TN ASKED TRINITY'S ACADEMIC DEAN AND THE DIRECTORS OF CURRICULUM FOR PREPARATORY AND JUNIOR SCHOOL FOR THEIR REFLECTIONS ON REMOTE LEARNING. HOW CAN PARENTS EMPOWER A STUDENT'S EDUCATIONAL CHOICES – NO MATTER THEIR AGE, STAGE OR MODE OF LEARNING?



SENIOR AND MIDDLE SCHOOL

Mapping the learning journey with a student

Most students rejoice in a break from school, assuming it will be a chance to slack off. Yet one of the most pleasing responses to remote learning came from a student in Year 7 during his on-site lesson as the School staggered its return to on-campus classes in May:

"He said, 'I'd forgotten how great face to face learning is!' said Mrs. Deborah Williams, Trinity's Academic Dean for Senior and Middle School. "There have been many positive comments from the students, but my favourite was that simple acknowledgement."

Like all educators, Mrs. Williams has been reflecting on what Trinity can take from its remote experience and what will we bring with us in the return back full time. For parents, she encourages them not to focus on what might have been missed, but on the opportunity to discuss the learning journey with their son.

Opening the learning road map

"Learning should always be something we do with another person, not to them. Trinity's remote learning template gave students the opportunity to see the map for every lesson. They were shown what their lesson goal was, and how to know if they reached it. This is a great measure to understanding if your son is on track with his learning," said Mrs. Williams.

If your son has been using the language of learning goals and learning evidence – the explicit language of the Canvas lesson

templates - then he's doing well in developing the kind of awareness of himself as a learner that will stand him in good stead.

Taking the reins

Building on the language of goals, Mrs. Williams reminds parents that independence is another great measure of on-track learning: "If we know where we are going, then we can work out how to get there. It's been fascinating to see how different students adapt to a much more independent environment. It's no longer possible to glance around and copy what others are doing without really engaging with the learning goals and expectations. There's plenty of support available, but students need to be proactive in asking a question in the videoconference session or posting on Canvas when they cannot get past an obstacle. I've enjoyed watching the positive 'chat' streams during my videoconference sessions – students posting additional comments, responding to each other's queries and getting involved. Many of our quieter students have shone here. If your son has found a stronger voice to ask his own learning questions, growing his ability to take the reins, then he has something significant to bring with him during a return to face-to-face."

Sharing the journey

In likely one of the largest shifts in teaching and learning that education has seen, parents found themselves involved in daily school in ways they never expected. Suddenly parents had a literal view into their son's classes. "My hope is that as the students learnt at home, parents took the greater opportunity to watch them at their work. This is a great insight into how on-track a learner might be."

Mrs. Williams encourages parents to continue to observe and reflect on the learning habits of their sons. How were they at getting themselves organised for remote learning? What kind of questions did you hear them asking? What kind of discussion did you hear around them?

"I hope parents are encouraged by the challenges the students take on each day and are impressed by what they accomplish. If parents and sons found themselves talking more specifically about what happened at school during the day, then remote learning has given them both something valuable."

Trinity staff will continue to reflect in deliberate ways about the experience of remote learning.

"We seek to ensure that the immense upskilling of our teachers in switching to remote mode is carried forward and the broadened repertoire continues to make a difference to student outcomes. There have been innovations to assessment, teaching and learning and other aspects of school life, such as parent teacher interviews and subject selection events, I observe as improvements we would wish to extend."

Mrs. Williams reflects that the greatest privilege of remote learning, "is knowing I am working in a genuine learning community. I am sincerely thankful for the support parents have shown to the academic staff over the School's period of remote learning. Their insights – from observing their sons learning from home – allowed us to continually improve the way we understand and execute remote learning. As I always say, learning is 'with' not 'to' and this sense of community has been evident. Thank-you to our parent body who have not only been on the front line supporting their sons at home but remained in close partnership with all of us at the School."



PREPARATORY SCHOOL

Understanding the concept of learner agency

When it comes to Preparatory School and any concerns parents may have regarding students being on track, one characteristic that Mrs. Kirsti Hitz-Morton, Director of Curriculum and Early Learning (Preparatory School) recommends for parents to observe and understand is 'learner agency'.

"Success in schooling can look like many things, but fundamental to learning is agency – allowing a student to play a part in their self-development and renewal, and to adapt to things."

Isn't agency something parents worry about, though? Allowing a boy to act independently and to make his own free choice is all well

HELPING BUILD AN "ON TRACK" LEARNING CULTURE AT HOME

- Expect your son to do his best not to be the best
- Show interest and be actively engaged in their learning
- Talk often, about anxieties, excitements, disappointments, struggles, achievements and efforts
- Capture every opportunity to learn
- Set up routines and a space to encourage learning
- Lead by example: let your child catch you reading, or learning new skills

and good, but what if he only wants to draw dinosaurs all day?

"Agency doesn't mean you send them off to do whatever they want, like free-range chickens!" she laughs. "It's the educational philosophy that underpins our Pre-K and K to 6 curriculum."

"Success is creating a culture where the whole learning community – that's teachers, students and parents – allows learners to co-construct, build self-efficacy, challenge existing ideas and test theories. By doing so we allow each student to contribute to their social, emotional and cognitive growth. By helping him grow in independence, he takes ownership and is invested in himself and his success."

Mrs. Kirsti Hitz-Morton said learner agency happens through allowing students to engage, plan and create opportunities, voice opinions, construct new meanings and ask questions.

"Encouraging active discussion and applying their understanding of concepts is a great way to help your son keep on track with his learning. Don't be afraid to look at concepts, rather than themes. An example could be discussing the concept of paddock to plate with your son rather than the theme of farmyard animals."

Underpinning agency is having a sense of place and community that allows everyone to have 'voice, choice and ownership.' "If students feel from the beginning that their opinion is valued within their community – both at home and at school – then they will recognise they have a voice that is heard, an opinion that matters and that helps them take ownership."

Mrs. Kirsti Hitz-Morton said another 'on track' measure is for parents to ask questions about and observe the ten attributes of the International Baccalaureate® (IB) learner profile.

"These are wonderful scaffolds for conversation. Asking questions like, "How have you been balanced today?" or "Were you a thinker at school today when you had a problem to solve?" gives parents insight into how their son is tracking in his education."

"It's also great to model it as adults, explaining how you had to be principled in your workplace. It's a great dinner conversation to have. Another example is giving students the time and space to speak; if we are striving to create thinkers in our learners, then it is good to allow the time for a student to pause, reflect and solve – rather than rushing him to speak."

JUNIOR SCHOOL

Making the right space for culture

For Mrs. Marilyn Ormes, Director of Curriculum (Junior School), it is the development of character that ought to be observed.

"Success looks like a multitude of things: from the holding up of a trophy, to the letting go of

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB Learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Risk-takers
- Balanced
- Reflective



a lane rope in the swimming pool for the very first time. Successful students are not defined by grades. Academic success is celebrated, but non-academic factors are of equal importance and celebrated regularly. If students embody the attributes of the IB Learner Profile, these qualities will set them apart," she explains.

Culture also plays a vital part. Mrs. Ormes said that part of the School's pivot to successful remote learning was in no small part due to a culture that energises and motivates both students and staff.

"Culture is so important as it greatly affects a teacher's day to day experiences and has a significant impact on student achievement. It defines the character of a school and sets standards and expectations for behaviour. It becomes what the entire school community knows and I'm certain it played a great, intangible, role in students staying on track during their time learning remotely."

A positive school culture promotes a student's ability to learn and has the capacity to highlight a school's definition of success. Collaboration, honesty and hard work all promote a positive culture, that parents, Mrs. Ormes says, can also to contribute to at home.

BALD MOVES MAKE TRINITY SECOND HIGHEST FUNDRAISER IN AUSTRALIA

THIS YEAR, TRINITY STUDENTS SET THEMSELVES THE GOAL OF RAISING \$50,000 DURING THE WORLD'S GREATEST SHAVE. THE HEAD MASTER OFFERED AN ADDITIONAL INCENTIVE: IF THE TARGET WAS MET, HE WOULD HAVE HIS HEAD SHAVED TOO.



AS THE SCHOOL'S SWIM AND DIVE TEAMS PARADED ONTO QUAD AHEAD OF THEIR DEPARTURE TO THE CAS SWIMMING AND DIVING CHAMPIONSHIP ON 12 MARCH, THERE WAS ONLY A DOLLAR LEFT TO BE RAISED IN ORDER TO TAKE THE CLIPPERS TO MR. BOWDEN. WOULD THE BOYS MAKE IT?



NOT ONLY DID THEY REACH THEIR TARGET, THEY SMASHED IT - GOING ON TO RAISE MORE THAN \$60,000 AND BECOMING THE SECOND HIGHEST FUNDRAISER IN AUSTRALIA FOR THE WORLD'S GREATEST SHAVE.



"BEING A PART OF THE TEAM THAT RAISED OVER \$60,000 FOR THE LEUKAEMIA FOUNDATION, CEMENTING TRINITY AS THE 2ND LARGEST FUNDRAISING SCHOOL IN AUSTRALIA, WILL GO DOWN AS ONE OF THE MAJOR HIGHLIGHTS OF MY SCHOOLING LIFE," SAID SCHOOL CAPTAIN, SPIRO CHRISTOPOULOS.



"THE HARD WORK AND DETERMINATION OF THE ENTIRE TEAM WAS ADMIRABLE, WITH PARTICULAR THANKS TO MR. YARAD AND THE YEAR 12 COORDINATOR OF THE EVENT, LOCHLAN PRENTICE (12MU) FOR HELPING US EXCEED OUR TARGET BY OVER \$10,000. I COULD NOT BE PROUDER OF EACH STUDENT FOR TAKING PART AND GIVING UP THEIR HAIR TO RAISE MONEY FOR SUCH A MEANINGFUL CAUSE.



"THE FUNDRAISING EFFORTS WERE FANTASTIC AND SHOWED SUCH SELFLESSNESS FROM ALL PARTICIPANTS AND GENEROUS DONORS. I WOULD PARTICULARLY LIKE TO THANK THE HEAD MASTER FOR STAYING TRUE TO HIS WORD AND SHAVING HIS HEAD AS WE EXCEEDED OUR FUNDRAISING TARGET, AS WELL AS TO PATRICK WILLIAMS (10LA) FOR BEING OUR TOP FUNDRAISER."



When not getting the girl gets the gold

ANY SUCCESSFUL ATHLETE WILL TELL YOU THAT IT'S NOT ABOUT NATURAL ABILITY, BUT A WILLINGNESS TO PERSIST, DEMONSTRATE RESILIENCE AND DEVELOP A POSITIVE MINDSET. TN SPOKE WITH SAM FRICKER, YEAR 12, ABOUT OVERCOMING DISAPPOINTMENT, HIS OLYMPIC DIVING GOALS, AND MAKING USE OF TIME.

As an 11-year-old, Sam Fricker entered the world of diving for one simple reason – a girl he liked was a diver and he wanted to make an impression. Despite having little diving experience, Sam went on to win a regional and National Schools title during his first-year debut. But did he get the girl?

Sam admits not; but he ended up with a lot more: a passion and goal to represent Australia at the Olympic Games.

His impressive diving debut was followed up with a slew of national wins, scoring three gold medals at the National Age Diving Championships in 2015, where he was named the 12-13 Years Diver of the Year by Diving Australia. Sam caught the eye of officials representing the NSW Institute of Sport's Diving Program, where he was offered a scholarship, then, at 14 he became the youngest recipient ever to receive funding under the Commonwealth Games Australia NSW Athlete Grant Program.

A desire to represent Australia at the Olympics means a need for ongoing training; Sam's parents soon discovered that the two-hour commute from the family home in Newcastle to Sydney's Olympic Park wasn't the most convenient solution for Sam to access the facilities he needed to become a world-class athlete.



It changed when Sam's family moved to Strathfield in 2015, and he became a permanent member of Trinity's diving fraternity from Year 7. "I attended public school up until year 6, and when I started at Trinity it was completely different; Trinity was a lifestyle. My school in Newcastle didn't have the same academic or co-curricular expectations, so my first year in Sydney took some getting used to, but after I mastered my new surroundings, I genuinely enjoyed it," said Sam.

OVERCOMING BROKEN WRISTS AND CONCUSSION

However, it wasn't always easy. There were tough times and Sam often faced the

challenging situation of balancing schoolwork and 27 hours of intense, weekly training. Combining study and diving began to take a toll.

"I was thinking of leaving Trinity to solely focus on my diving. However, Mr. Woods, my Diving Coach talked to me about the importance of finishing school. Mr. Bowden also played an important role; he took the time to meet with my Mum and discussed how the School could accommodate me in order to help me balance my study and diving commitments.

"Ever since that meeting, I felt so much better about school. All of a sudden, it didn't seem like a burden anymore."

Sam has had to overcome numerous challenges in pursuit of his Olympic goal. He's had a multitude of wrist injuries, thanks to entering the water at speeds of 60 kilometers an hour. However, it was the concussion that he suffered during a new style of dive in 2017 that demonstrated the strength of Sam's mindset. Within two weeks he was back on the diving board at the Australian Open Championships and went through to the finals. His determination to overcome his injuries saw him compete internationally, successfully reaching the finals of the 2018 Dresden International Youth Diving Meet in Germany – a victory of resilience, given Sam had narrowly missed the previous

year's Junior World Championships due to a broken wrist.

A positive mindset has been Sam's mantra since the start; it has served him well throughout his diving career. "I like to go into a competition with as much confidence as possible. If you go in focusing on a specific dive or think about all the things that could go wrong, you stress about the result rather than the means, and that never ends well. That's why I always take a positive and clear mindset towards my diving, and even life in general."

The return to traditional face-to-face schooling after weeks of remote learning has also been beneficial in contributing to his positive outlook. "Coming back to school has been very helpful. I find I'm much happier being amongst my peers and I think that's really helped me to stay positive. During the remote period, my coaches also kept me accountable by reminding me to constantly think about my goal and bring my focus to the task at hand."

Unfortunately, at the time this article was written, pools across the state remained closed, even to professional athletes such as Sam.

"Our swimming pool at home isn't really built for diving," laughed Sam. But it proved another opportunity for Sam to demonstrate his positive mindset, adding he was, "extremely glad to compete – and Captain the Trinity diving team – at the CAS Diving Championships this year. In fact, it was only a matter of hours after the event that all public sporting events were cancelled."

REBUILDING TEAM CONFIDENCE

Up until 2018, Trinity had won the Steven Barnett Shield for seven years in a row. Yet maintaining that title became increasingly challenging.

"When I was younger, we won every year – it was a given that we'd win. But it continually became harder and we ended up losing in 2018 and 2019 for the first time in many years, and that really hit the confidence of our team."

Sam believes the overall confidence of a team is set by its leader. "I try to express confidence to the team without being cocky. In my opinion, it's one of the reasons everyone performed so much better at CAS this year. It clearly worked because it was one of our best wins and it went to heart. We came to the event knowing there was going to be some tough competition, and all boys performed beyond expectations and overachieved – it was a special event and I was so proud to represent Trinity in my final year."

Sam's Diving Coach at Trinity, Brad Woods recalled that the second defeat in 2019 drove the team to train harder than before.

"We went straight into the pool after losing last year's CAS. It wasn't easy; the team's confidence took a hit losing two years in a row and I really had to persuade them to get back into the pool and get that hunger to take the shield back for 2020. It took a while and some

convincing, but it all proved worthwhile."

In fact, much of the diving team trained with Sam at Sydney Olympic Park, not only due to the familiarity of the venue, but to improve the team's interaction with one another. "Diving is an interesting sport, I come from a track and field background where athletes keep to themselves. In diving you observe opposing teams sitting together and sharing food as their sons compete against each other – it's an interesting balance of tension and community spirit at the same time," said Mr. Woods.

Sam was also instrumental in buoying the team's spirit, helping grow not only confidence, but to help each boy improved throughout the training period. Mr. Woods said, "Sam demonstrated a level of maturity beyond his years. He was very forthcoming with ideas and suggestions on what could be improved, which is something you don't see often see with school-aged boys."

THE BLESSING OF TIME

In addition to presenting the Head Master with the CAS Diving Shield, one of Sam's most memorable, recent highlights included qualifying for Australia at the Oceania Diving Championships in New Zealand. He won the preliminary and placed second in the final, only narrowly behind a two-time Commonwealth Games champion.

"I only lost by 0.15 points, and that was against a two-time Commonwealth Games champion. I was going into 2020 thinking 'this is great, I've pretty much beaten everyone in the country, now I just need to do it at the trials.'"

That was the plan until everything got postponed by a year due to the outbreak of COVID-19.

"It's crazy to think that just a few weeks ago, I was training as normal one Saturday and a few days later, I was told the 2020 Tokyo Games were cancelled – it all happened so quickly."

Yet Sam isn't deterred. He doesn't mind the delay because it has given him something back: time. In fact, he not only gets more time to focus on his studies, which as a Year 12 student is vital, he also now has longer to focus on training and another year to improve his techniques. "It's actually a blessing in disguise, I'll have more time to train and learn larger, more complex dives. And the more complex your dives become, the more points you earn."

Sam is now focused on the 2020 FINA World Junior Diving Championships in Kiev, Ukraine. He won a bronze medal at the previous event and hopes to be able to add another medal to his collection at the end of this year.

It's not all diving and study. Sam enjoys creating videos and content for his social media followers, as well as running a small business specialising in selling natural, environmentally friendly straws. "I'm really passionate about the product because there's obviously a huge problem with single-use plastics; straws in particular, as they're often mistakenly consumed by sea animals. My wheat straws are a great alternative – they're completely natural and very price competitive. Eventually I'd like to leverage my personal brand to better market the product through social media."

For now, Sam says his "lifestyle is very different so I have much more time for school. I'm trying to embrace it while it lasts. I'm really enjoying wood tech with Mr. Treloor – where I'm currently working on my major project; building a clock." For a young man enjoying some extra time on his hands, it seems the perfect choice.



Back Row: Zachariah Gindy (11KE), Aston Forster (12YO), Aiden Murphy (11DU), Sam Fricker (Captain 12FO), Benjamin Orr (10HO), Sebastian Matesic (11DU), Mr Woods MIC of Diving.

Front Row: Peter Galanos (6YO), Jonny Orr (6FO), Lachlan Nguyen (9WH), Cooper Vimpany (10MU), Henry Ward (10DU), Joshua Leverton (8KE), Hamish Turner (6TA), Rory Flanagan (7FO)

Anyone can lead when the plan is *Working*

Abraham Lincoln said, "the dogmas of the quiet past are inadequate to the stormy present... as our case is new, so we must think anew and act anew." TN asked a selection of students for their reflections on leadership during uncertain times.



Tony Georges (11WE)

YEAR 11 LEADERSHIP ARTICLE

Leadership During A Crisis

Author:
Tony Georges (11WE)

The global pandemic has taken the world by storm, causing disruptions in all industries, affecting the social, physical, and mental attributes of our previously, taken for granted daily interactions. It has changed the normal rhythms of society due to the fear of infection, forcing people to adapt and respond in different ways. However, difficult times such as these highlight the importance of strong leadership.

The definition of leadership varies – it differs on the needs and desires of one society over another. A strong leader can offer many diverse qualities, but

becoming a leader has nothing to do with titles, seniority, or position. Anyone with enough courage and the right attitude can become a leader. The reason we are drawn to leaders with impressive titles or fame is because they are easy to identify; yet leadership surrounds us everywhere, although it may not seem like it on certain occasions.

Obviously, the world has been shocked by recent events and, as a result, we need leaders who offer hope. Globally, I believe the leadership displayed by the World Health Organisation (WHO) has proved to be crucial, particularly in raising global awareness of the situation. Moreover, the WHO has been instrumental in guiding the decisions of individuals to stay safe, as well as rigorously advising its global partners to take decisive action to halt the spread. They have even provided vital equipment to third-world countries to prepare for, and contain the virus. They have set examples for countries to follow, by demonstrating good hygiene practices aimed at curbing the spread of the virus.

Locally, the Australian Government has also demonstrated strong

leadership attributes, implementing proactive measures to contain the spread and assist those in need, particularly focusing on vulnerable members of society who have been hit the hardest, such as hospitality workers and the elderly. The Government's actions are commendable – closing what needs to be closed to limit the spread, all whilst keeping Australians fed and sheltered by digging deep into Australia's cash reserves. Some may argue otherwise; however, I believe that there must be some sacrifice to save as many lives as possible. I do not believe that the Government is asking too much of its citizens by enforcing rules to stay away from each other and advising technological substitutes for face-to-face communication.

In leading by example, they have also informed us of the symptoms and characteristics to look out for when assisting those who are concerned with becoming contagious. We have been advised to take preventative measures by washing our hands and following social distancing guidelines.

The Government has not only supported individual employees, but several thousand small businesses that have crumbled under the pressures of social distancing measures and a dramatic cashflow reduction. This is not only a global situation, but likely the single largest challenge our economy has seen for some time. Unfortunately, many non-essential providers have closed their doors. Yet for those that remain open, the Government has offered to assist by shoring up payments for most employees in a bid to discourage layoffs and keep Australians in work.

Even closer to home, I believe that Trinity has done a fantastic job in managing, and communicating to staff, students, and parents of the School, launching a comprehensive online learning system that considers all stakeholder needs. Trinity is undoubtedly a role model for other schools to follow – both public and independent, around Australia and the world. The staff should be commended for delivering online learning in a manner that is familiar and easy to navigate. Despite the challenges

of remote learning, the School has provided reliable, convenient, and user-friendly learning materials, creating a different, yet seamless approach to education. During this time of uncertainty and anxiety for many, we have been fortunate to experience stability, and most critically, have witnessed the exemplary leadership from the staff at Trinity.

YEAR 6 (PREPARATORY SCHOOL) LEADERSHIP ARTICLE

Year 12 Captains Discuss Good Leadership with Future Preparatory School Leaders

Authors:

Xavier Toomalatai (6SC)
& Giacomo Ricci (6AR)

On Wednesday, 4th of March, Stage 3 members from the Preparatory School took the opportunity to listen to four Year 12 Leaders, who shared invaluable leadership insights. This was especially useful as our class explored the topic of leadership as part of the Growth Programme and our 'Who We Are' Unit of Inquiry.

The students that joined us that day: Spiro Christopoulos – School Captain, Lewis Dobbin – School Vice-Captain, Zack Zuccolotto – Prefect and Daniel Hayes – Henderson House Captain. Following their introduction, Mr. Gannon, our Stage Pastoral Leader, led a panel-style Q&A session for both the younger and older students to discuss various leadership topics. These discussions covered everything from influential role models, to invaluable advice from the Year 12 Leaders to the Preparatory students – many of whom are striving to become leaders themselves.

Later that day, the Preparatory School Officers joined the Senior School Leaders in a series of workshops. We split up into

groups based on our roles and partnered with the equivalent leader from the Senior School. We discussed a range of leadership principles such as the 'Cruise Liner Principle' (making small movements for change) and 'Servant Leadership' (serving others rather than directing them). We then exchanged emails to continue our discussions for the remainder of the year. We would like to express our sincere thanks and gratitude to the Year 12 Leaders for taking time out of their free period to visit us when they could have been studying instead. They truly helped us to understand what good leadership means. We look forward to leading our School in the future.

YEAR 9 LEADERSHIP ARTICLE

Great Leadership Examples to Learn From

Author:

Kyle Tran (9WH),
Year 9 Monitor

During times of crisis and uncertainty, good leadership becomes more critical than ever. With the current global situation, this is a great opportunity for us, as School Leaders, to examine some of the characteristics displayed by some truly great leaders.

Firstly, an important characteristic is leading by example. Michael Jordan demonstrated this in 1990, after he lost to the Pistons for the second year in a row. This continued defeat drove him to train even harder during the offseason and more importantly, it inspired his teammates to follow suit and train together.

Another significant leadership quality is integrity, a characteristic that is easy to identify when individuals face difficult situations. Those who have a strong moral compass are the individuals you can trust to lead you well. This has been particularly important

during recent times of limited social interaction. Representing your peers and acting in their best interests did not stop during the remote learning period.

I believe the most critical aspect to good leadership is all about being genuine and authentic. Gaining the respect and trust of the people you lead is a critical trait demonstrated by all good leaders. Across the pond, Jacinda Ardern's confident and calm demeanor during the pandemic, along with her empathy towards her people is yet another great example of authenticity. Best of all, these qualities are not just for leaders, instead we aim to inspire all students to learn these traits.

YEAR 11 LEADERSHIP ARTICLE

Reflections on Being a Leader

Author:

Jamie Christopoulos (11AR),
Year 11 Leader

From my experiences with leadership, I believe there are various characteristics that make a good leader. One of those is the act of being selfless, having concern for the needs of others rather than yours. In my opinion, I believe that to be a respected, effective leader, you must have the ability to put the desires of others before your own personal interests. You must be willing to stand up for what you believe, and sometimes make unpopular decisions. It's impossible to please everyone, however one must overcome the barriers they are challenged with, to make the right decisions that strive to better those who rely on their judgement, and subsequently earn their trust and respect. A quote by Michael Jordan sums this up best where he said, "earn your leadership every day." You are not given the gift of leadership. Your daily actions, decisions and gestures determine whether you earn the right to be a true leader.



Xavier Toomalatai (6SC)



Giacomo Ricci (6AR)



Kyle Tran (9WH)



Jamie Christopoulos (11AR)

LEARNING THROUGH PLAY

THE FOUNDATIONS FOR LEARNING NOT ONLY START EARLIER THAN PARENTS OFTEN ASSUME, THEY ARE ALSO UNEXPECTED. HOW DOES ALLOWING A CHILD TO GET DIRT UNDER HIS FINGERNAILS RELATE TO HIS FUTURE ACADEMIC SUCCESS? TN SPOKE WITH MRS. KIRSTI HITZ-MORTON, DIRECTOR OF CURRICULUM AND EARLY LEARNING (PREPARATORY SCHOOL) ABOUT THE IMPORTANCE OF MESS AND MUD IN PLAY-BASED LEARNING – AND WHY PLAY IS FANTASTIC FOR ADULTS TOO.

Play is an essential aspect of a child's healthy development. Through play-based learning, children develop and nurture fundamental knowledge and skills. The LEGO Foundation, which aims to build a future in which learning through play empowers children to become creative, engaged, lifelong learners, reports, 'play transcends cultural, socio-economic and political boundaries and is universal in impacting children positively.'

"The Trinity philosophy is that our students, from four years old, are capable, curious, and competent. At the Preparatory School, we create a play-based learning environment and make no apology for boys that return home with mud and paint under their fingernails. Play drives inquiry, and through play and exploration our students learn to enquire. Enquiry is how we learn," explains Mrs. Hitz-Morton.

"Play is very important to the early development of children. During their primary school years, children develop their intellect, personality and values, which influence the later stages of their life. Preparatory schools recognise this critical stage in children's early development and through their curriculum and programs actively encourage preparation for the years ahead."

Experiencing Pre-K in a formal, schooling environment also impacts a child's learning significantly differently compared to early childhood long day care and independent preschool settings. By its very nature, a Preparatory School is set up to add value to a child's education. "This is achieved through the consistency of teaching staff, the employment of specialist staff, extensive co-curricular programs and conscious attention to matters of values, skill development and structured play," adds Mrs. Hitz-Morton.

Through play, children actively create meaning from their interactions with people and their environments, which is where specialist staff can help spark a love for certain activities from a young age. "In a long day care or preschool centre, it's less likely the music teacher would be a member of the Queensland Orchestra, or the PE teacher would be a basketball coach who has played at State or even National level.

Due to Trinity's commitment to add value to a child's education – in mind, body and spirit – we are able to introduce specialised expertise at an earlier age," said Hitz-Morton.

By doing so, Trinity promotes a holistic approach to learning, offering children: control over the direction of their learning; learning through experiences of touching, moving, listening, and observing; learning in relationship with other children and with material items in the world around that they explore; and endless ways and opportunities to express themselves.

"Teachers facilitate the child's learning by planning activities and lessons based on the child's interests, asking questions to further understanding, and actively engaging in the activities alongside the child, instead of passively observing the child learning."

Exposure to school environment an advantage

Another advantage to the Pre-K program at Trinity is the significant exposure it offers students in preparation for formal schooling. "They are sharing the same school environment, so when they transition into Kindergarten, they are already 12 months ahead when it comes to familiarity with a school day and its structure."



Nowhere can it be seen more clearly than in literacy. "Our Pre-K students experience a shared, guided reading experience daily," adds Hitz-Morton. "This is significant, particularly for families where the language spoken at home is one other than English. When we have learners coming to school who might not have had exposure to reading at night with their parents, we can support them in their gaining a love of reading."

Literacy is an important determinant for a child's success at school: "Statistics support that learners who are read two to three books a night in early childhood achieve significantly higher NAPLAN results than students who are not. Children introduced to reading early on tend to read earlier and excel in school compared to children who are not exposed to language and books at a young age," said Hitz-Morton "Reading, rhyming, singing and talking profoundly influence literacy and language development, the foundations for all other learning."

Parents should play at home too

Soccer icon David Beckham has said that he plays with LEGO pieces to control stress. While serving as Britain's prime minister, David Cameron was known to decompress at the end of a long day with the video game *Angry Birds*. "The importance of play for children is well documented. But it has benefits for adults too. Play not only helps parents build great connections with their children, but it is also an important means of reducing stress and contributing to overall well-being for themselves," said Mrs. Hitz-Morton.

"Research shows that play deprivation leads to social dysfunction and language dysfunction, yet often parents forget to see play as important.

"Yet playing with silly poems, rhymes, mark making, drawing and singing at home, it all builds play based enquiry approach. Play allows exploration. So I really encourage parents to be playful – and they also get the added benefit of experiencing stress release themselves!"



What is play, exactly?

Whilst we are all familiar with the idea of play, it can be difficult to agree on exactly what it looks like. Here are the five characteristics of play:

- 1. Play is meaningful** – children play to make sense of the world around them, and to find meaning in an experience by connecting it to something already known. Through play, children express and understand their understanding of their experiences.
- 2. Play is joyful** – of course, play may have its frustrations and challenges, but the overall feeling is one of enjoyment, motivation, thrill and pleasure.
- 3. Play is actively engaging** – watch children playing, and you will usually see that they become deeply involved, often coming physical, mental and verbal engagement.
- 4. Play is iterative** – play is not static. Children play to practice skills, try out possibilities, revise hypotheses and discover new challenges, leading to deeper learning.
- 5. Play is socially interactive** – play allows children to communicate ideas, to understand others through social interaction, paving the way to build deeper understanding and more powerful relationships.

The benefits of play for adults

Relieve stress. Play is fun and can trigger the release of endorphins, the body's natural feel-good chemicals. Endorphins promote an overall sense of well-being and can even temporarily relieve pain.

Improve brain function. Playing chess, completing puzzles, or pursuing other fun activities that challenge the brain can help prevent memory problems and improve brain function. The social interaction of playing with family and friends can also help ward off stress and depression.

Stimulate the mind and boost creativity. Young children often learn best when they are playing – a principle that applies to adults, as well. You'll learn a new task better when it's fun and you're in a relaxed and playful mood. Play can also stimulate your imagination, helping you adapt and solve problems.

Improve relationships and your connection to others. Sharing laughter and fun can foster empathy, compassion, trust, and intimacy with others. Play doesn't have to include a specific activity; it can also be a state of mind. Developing a playful nature can help you loosen up in stressful situations, break the ice with strangers, make new friends, and form new business relationships.

Keep you feeling young and energetic. In the words of George Bernard Shaw, "We don't stop playing because we grow old; we grow old because we stop playing." Play can boost your energy and vitality and even improve your resistance to disease.

Investing in early childhood foundations pays off

The academic results achieved by the class of 2019 were spectacular and unprecedented.

Trinity created national and international news when nine of its students achieved a perfect score of 45 in the International Baccalaureate Diploma, which is equivalent to a 99.95 ATAR.

Only thirteen 45s were awarded in NSW in 2019; Trinity students got nine of them.

One additional, gratifying fact is that eight of the nine perfect scores were achieved by students who had attended Trinity since their primary years, giving an indication of the strength of the academic foundations laid in their childhood.

Trinity Arts Festival

ONLINE 2020



Coming into the New Year there were many jokes about 2020 vision and 2020 goals. Moving forward a few months we realised no one had the 2020 vision for what was to come. With more and more events continuing to be cancelled, I was determined to keep the Trinity Arts Festival going. But how? After all, how can we have a Gala when we cannot gather? How can we celebrate Arts and Creativity when our students cannot meet to practise their music, rehearse plays and participate in workshops and big production performances?

SO THE TRINITY ARTS FESTIVAL ONLINE 2020 WAS BORN.

The annual Trinity Arts Festival is an opportunity for students and parents to immerse themselves in the rich tapestry of Creative Arts at our wonderful school. Participating in the Creative Arts offers significant developmental opportunities from the very earliest Pre-K and Kindergarten student to the Year 12 premiere exhibition and artist performances.

Whilst we could not host visiting musicians, build art installations, develop concerts, exhibitions or workshops for 'in person' experiences, the Festival was no less immersive. Every day on the Festival website there was a new curated collection featuring ten of the best experiences, performances, and exhibitions from the last decade of festivals. As each collection was released, students were invited to create, make or perform anything in their creative arts repertoire, video it from home, and submit the work for inclusion.

Pictured on this spread are a selection of creative submissions. I encourage you to take the time to go online to peruse all the amazing submissions from the students. The QR code on this page will take you directly there. I hope you enjoy it.

Mr. Kell Daniels | Festival Director





Declan Tan (7MU)
Image



Doug Kelly (12ST)
Video



Alessio Razza (12MU)
Image



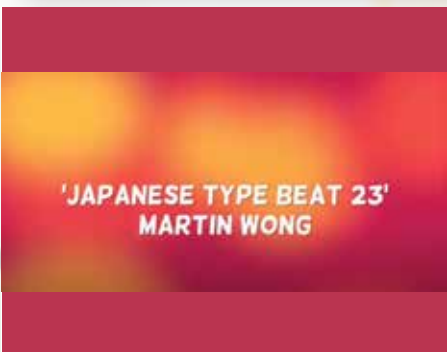
Brock Prideaux (7WH)
Music



Isaac Latt (7WH)
Image



Jaden Fung (8KE)
Image



Martin Wong (10TA)
Music



Christopher Papaioan (12WE)
Image



Andy Lin (7WJ)
Music



Lachlan Dock (11TA)
Image



Hamish Gray (9HO)
Video



Evan Tong (9FO)
Image



Compass rose success: Braith Hargreaves, 4LA, with his King Charles Spaniel, Saffy.

Sun shines on students' sense of direction

Year 4 Maths came to life during remote learning, with students in the Junior School asked to investigate the sun's position at home throughout the day.

The students were asked to use compass directions to describe positions of various rooms around their homes. Using masking tape, they marked out a compass rose and then created statements using positional language, e.g., 'the bathroom is south of the kitchen', 'the backyard faces north-west', or 'my bedroom faces north.'

For an extra challenge, the students also investigated the sun's position. Using the compass rose on the floor, the recorded the direction of sunrise and sunset, explored the rooms of their home receiving morning / midday / afternoon sun, and investigated areas of the home best suited to winter / summer months.

They then created a Google Slideshow to present their findings.

In another mathematics class, students were asked to make paper planes to learn how to measure distance using metres and centimetres. The experiment included discovering if the distance travelled by the plane changed based on how many times it was thrown, discussing out loud how best to measure distance to ensure accurate results, and modelling how to record length.

They threw their paper planes five times, and recorded results in a table provided.

Students ordered their measurements from longest to shortest, and then shared their results to discover whose paper plane flew the longest distance.

Paper Plane Experiment

Throw 1 = 10m

Throw 2 = 9m 91cm

Throw 3 = 9m 67cm

Throw 4 = 10m 30cm

Throw 5 = 11m 70cm



Order the lengths from longest to shortest:

Throw 5 = 11m 70cm

Throw 4 = 10m 30cm

Throw 1 = 10m

Throw 2 = 9m 91cm

Throw 3 = 9m 67cm



FAIL FAST, FAIL FORWARD:

letting science experiments go wrong



Students completing the Year 12 International Baccalaureate science courses worked on a science practical investigation for their internal assessment (IA) in May. The IA is an assessment component of the International Baccalaureate Science course.

"The students had to work in a very different school environment which included responsible distancing and additional hygiene. This did not dampen their enthusiasm and creativity while they engaged with a range of experiments that included enzymes, viscosity of fluid, wind tunnels, magnetism and microbiology," said Mrs. Deborah De Ridder, Director of Research and Acting Head of Science at Trinity.

Each student chooses their own research question and is encouraged to engage with original work as an individual project.

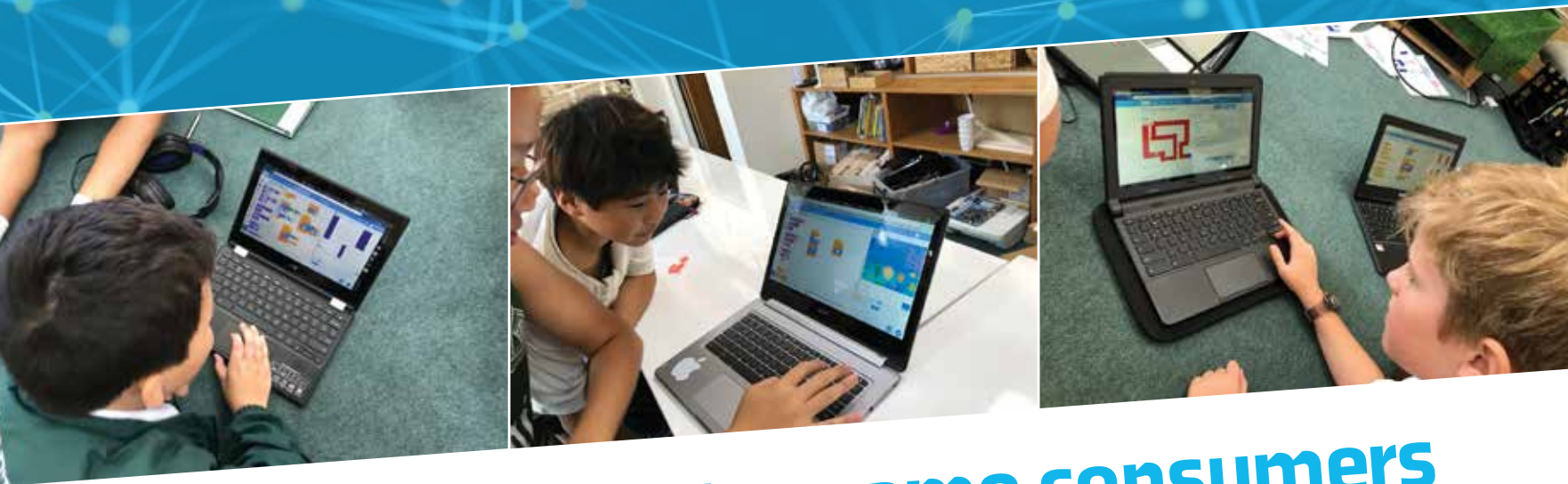
Extended Science projects are also a feature of HSC courses including the Science Extension course. Students completing Science extension engage with a project for the full academic year and these are also well-underway. During the month of May, the students in this course were engaging in Biology and Biochemistry projects.

When you talk to the students working in the science labs you get a sense that there are some great scientists of the future in this group. "They are focused, persistent and nothing seems to distract them from their work. One of the best learning outcomes is when something doesn't work," adds Mrs. De Ridder. "Part of science is the realisation that ideas and experiments may not work and that's ok. It is all part of the scientific progress. The students learn that experiments can, do and will fail. They have to be persistent and work through it."

Part of the learning includes self-reliance. "Sometimes the students can get angry or frustrated when an experiment goes wrong. But it's a part of problem solving and learning not to be over-reliant on the teacher. It sets them up for great life skills into the future.

"After all, much that has happened today, we had no expectations for. The world transforms around students as they climb through Kindergarten to Year 12, and new, relevant skillsets pop up at a rate that often outpaces curriculum. Research will run in to almost every field, so having research skills sets them up well."





Changing computer game consumers into computer game creators

Year 6 boys were challenged to stop 'just playing' computer games and instead to analyse the computational thinking behind what made a computer game fun, challenging and engaging in a recent STEAM activity.

Parents and children can have different ideas when it comes to online games. For children, online games are fun and can be challenging. Being asked to solve problems, work out the best moves for your character, and decide how to use your equipment and supplies in the best possible way. Making all these decisions can be exciting.

However, parents notice different things about online games. Will my child be safe? They can become concerned that their child might always choose to play a video game instead of playing outside and getting exercise. For parents, their son sitting still, inside, and reading a book appears to be advantageous to him sitting still, inside, and gaming online.

Yet two of the essential skills for 21st century learners are critical and creative thinking skills. Can computer and online gaming be leveraged to develop these skills?

The STEAM programme at the Preparatory School seeks to connect a student's real-world learning experiences and inspire them to be the creators, builders and action takers of the 21st century. For the Year 6 unit of work on computational thinking the question was posed: What if we were to be the creators instead of the consumers of online games?

Students engaged with both a design thinking process and a systems' thinking learning experience. The students describe

computational thinking as 'thinking like a computer', in essence completing complicated tasks in a step by step logical process.

This way of thinking and understanding can be transferred across disciplines as students logically reason and justify their opinions and understanding.

"First the students needed to evaluate and reflect on the needs of a user: themselves as 10-12 year-old students. They collaboratively explored the function of different coding blocks using a program called Scratch. Their challenge was to create an online game with levels similar to an 'Angry Bird' style game that was functional and challenging," explained Mrs. Jessica Ford, 3-6 Assistant PYP Coordinator / STEAM teacher at the Preparatory School.

The students developed a gaming product with multi-levelled mazes, scrolling space bars that bouncy balls reacted to, and various point scoring systems. Whilst the product was impressive and to be celebrated, the process taught the boys the value of making mistakes and learning from these.

"Throughout the experience, the students Alpha and Beta tested their designs, putting themselves in the consumer's headspace of their own and their peers' games. Collecting feedback in this way enhanced not only the quality of their game but also their ability to manipulate code for a particular purpose," said Ms. Ford.

"The goal of this learning experience was to provoke

the students to think as creators, not just consumers. What ended up happening was the space between critical thinking and creative thinking collided as students responded to the needs of the user and the responsibility to code a game that is both functional and challenging."

As part of the International Baccalaureate Primary Years Programme (IB PYP) framework, the Preparatory School facilitates learning experiences that promote critical and creative thinking skills. These are two of the essential skills relevant for 21st century learners and vital elements of the PYP Approaches to Learning. The STEAM programme provides a space for problem-based learning to thrive, allowing students to engage with problem finding, problem solving and collaborating with their peers throughout this process.



Things that go POP!

How do you bring STEAM lessons from the classroom into the home? By making use of everyday household goods and utensils. Miss. Morgan (now Mrs. Voysey)'s remote learning Kindergarten and Year 1 STEAM students were asked to complete science experiments at home – yet cleverly still applying the design thinking process from the classroom.

"The theme of the lesson was to work out how to make the strongest, biggest bubbles," explained Mrs. Voysey. "The students had to apply all the 21st century learning skills of communication, creativity, collaboration, and critical thinking – all while experimenting with honey, dishwashing liquid and water to make a mixture for the best and biggest bubbles."

As well as realising success when they had made their own bubbles and could work out their own ratios for the best bubble mixture, students were asked to experiment with coat hanger shapes through which to blow the best bubbles.

"Then I asked the students to reflect on why they chose to shape the coat hanger that way? Did they have to make many changes to their mixture? If you were to do this challenge again what would you do differently? These are all important learning reflections. Students had a lot of fun while learning at home through doing!"

For those students learning from home, parents were also able to witness the learning in action – and maybe got a little messy themselves!

Mimo, Kindergarten *I had a lot of fun with this STEAM task. It was tricky to catch and hold the bubbles but I made very strong bubbles. My mum helped me mix the honey water with the normal water. I liked doing the bubble experiment.*

Asher, Kindergarten *It was so much fun. Even though it didn't work at first, I kept trying and it worked!*

Reuben, Kindergarten *I had so much fun making this strong bubble solution from water, detergent and honey.*

Andrew, Year 1 *Thank you for the science experiment. We did one very big bubble, then very few after that. I still liked doing this!*

Asher, Kindergarten



Andrew, Year 1



Reuben, Kindergarten



Leo, Year 1



Mimo, Kindergarten



Antonio, Year 1



Spencer, Kindergarten





A tiny spark can set a great forest alight

AS PART OF THE YEAR 12 CHRISTIAN STUDIES ELECTIVE COURSES, MR. DRISCOLL AND EIGHTEEN STUDENTS INVESTIGATED THE RELATIONSHIP BETWEEN AN UNLIKELY DUO: THE CHRISTIAN GOSPEL AND HIP-HOP / RAP MUSIC.

The four-week 'Hip-Hop and Christianity' elective opened with an overview of the history of rap music from its foundations in the 1970s amidst the beatmakers and MCs at New York City block parties to its current status as the juggernaut genre of the music industry (hip-hop and rap music currently possesses a 21.7% share of music consumption in the USA).

This sprawling history introduced the students to the contextual factors that have shaped hip-hop and rap music as a form of artistic expression and social rebellion over the decades and provided an introduction into famous artists and their contribution to the evolution of the genre over time.

The second and third weeks of the elective focused on unpacking the lyrical and thematic content of popular contemporary hip-hop and rap artists and asking questions about the apparent tensions between popular understandings of rap music as a vulgar and lurid genre and the ways in which many of these artists engage with the Christian faith with a great degree of complexity and nuance.

With a specific focus on Kanye West, Kendrick Lamar, and Chance the Rapper, all of whom have seen enormous critical acclaim for the complexity and depth of substance in their music, these lessons examined the dichotomies

explored by these artists with regards to their internal struggles, their often confronting lyrical content, and their own Christian journeys.

These lessons also challenged the students to carefully consider the importance that God places on the ways in which humans use their words, and Book of Proverbs, James' Epistle, and Jesus' Sermon on the Mount were introduced as a biblical basis for exploring and introducing students to the emptiness that many of these successful artists feel once they 'reach the top' of the hip-hop and rap echelons. This opened up fruitful discussion about the nature of godly masculinity, ideas and definitions of success, and the ways in which some elements of hip-hop and rap music should be rejected whilst others can be life-giving and faith-affirming.

In the final week of the course, students were introduced to the sub-genre of 'Christian hip-hop' through the testimony and songs of artists such as Lecrae and Propaganda, and were treated to a Christian hip-hop performance by Mr. Blois. In this lesson, the students joined in on the performance and were encouraged to see the ways in which the Christian gospel provides a clear and compelling answer to many of the frustrations and despair found in hip-hop and rap music, shining a light on Jesus and His sacrifice on the cross as an ultimate example for young men to look up to.

In a reflection time held at the end of the cycle, one student stated that he had gained "a much better appreciation of hip-hop and learned how the interplay with faith is far deeper than I thought. As a Christian, it's been really cool to see how the Gospel message transcends culture and musical mediums and how there is no 'one-fit' Christian stereotype" (Selwyn Chang, 12AR), whilst another reflected that he had enjoyed "analysing the lyrics of rap closely and seeing how influential Christianity really is in the genre" (Zack Zuccolotto, 12AR).

Mr. Driscoll would like to thank Mr. Blois and all the students who participated in 'Hip-Hop and Christianity', and is looking forward to the next elective cycle!

**WITH THE TONGUE WE PRAISE
OUR LORD AND FATHER, AND
WITH IT WE CURSE MEN, WHO
HAVE BEEN MADE IN GOD'S
LIKENESS. OUT OF THE SAME
MOUTH COME PRAISE AND
CURSING. MY BROTHERS,
THIS SHOULD NOT BE.**

– James 3, 9-10



Sharing the Good News... with **LEGO** and **WATER BALLOONS**

Jesus used parables to explain the Kingdom of God to the crowds. For Trinity's Christian Studies teachers, a move to remote teaching demonstrated similar innovation and understanding of their audience. Mr. Stuart Smith, Chaplain at the Preparatory School, embraced the challenge to continue to see the Lord's blessings in times of trouble and take the opportunity to reach out to families with a message of love, hope and reassurance. How?

With LEGO Model figurines. YouTube songs. Balloon bursting Bible verses. Puppets and magic writing with grape juice. "And a growing knowledge of iMovies!" he added. "All the students explored the last seven days of Jesus leading up to his death and resurrection in Chapel through Term 1. During Term 2, we engaged our Chapel Band to play our worship songs online and explored how God worked throughout the life of Joseph from Genesis. This time was enriched with many teachers able

to contribute through puppets teaching and retelling stories."

A variety of interactive teaching tools allowed students to engage with each story in their own homes by combining the lesson with creativity and fun. "This also enabled us to provide families with opportunities to build, create or make activities together while reflecting on the story."

Some of these activities included LEGO creations from the life of Jesus, water and painting challenges with Bible verses and dress-up drama in the lounge room.

"Having the lesson online gave families, who normally might have busy commitments outside of school, the ability to share in a devotion at a suitable time all together. Being allowed to bring Jesus into the homes of our school families will hopefully show our community the joy of knowing our Saviour through all stages of life," said Mr. Smith.





Quarantine before Quarantine



ART PRESCIENTLY IMITATED LIFE WHEN TRINITY'S YEAR 10 PHOTOGRAPHY AND DIGITAL MEDIA STUDENTS SPENT A FEBRUARY NIGHT AT MANLY QUARANTINE STATION.

Staying over at the alleged haunted location allowed students to experience the history of the site as well as being able to experiment with the changing light throughout the evening and early morning.

The uncanny timing of the then still emerging coronavirus pandemic was not lost as students explored the quarantine experience of Sydney's early immigrants.

The visit enabled the students to experience a site with a unique story that would inspire their imaginations, helping them connect with the stories of real identities making their way into Australia – and in turn create images to illustrate their personal response.

The students also participated in a workshop with Peter Solness, a contemporary artist whose work is well-represented in galleries and collections, including Parliament House in Canberra.

"Peter took the students into the spectral world of light painting using hand-held torches over long exposures. The unpredictable outcome

and the suspense of making an image over 30 seconds was very engaging. During the first evening we visited some of the haunted sites with our tour guide and were treated to a few ghost stories... sound effects care of Mr. Yarrad!" said Visual Arts teacher, Mr. Parle.

The overnight stay took place in the supposedly haunted dorms beside the hospital, however most of the students seemed to sleep well!

The following morning was productive, as students experimented with blueprints or cyanotype processes; exposing light-sensitive chemicals to sunlight and placing negatives



with objects over them to create unique and complex montage effects. This was followed by the examination of some of the fascinating archives from the Station's past, which further helped stimulate imagination and creativity for character and story development. By lunchtime, the group had explored and photographed enough material to push their project work forward.

"We had little idea, of course, that our exit from the Quarantine Station that day was ironically a precursor for the more extended experience of social isolation we were about to experience," said Mr. Parle.

TRINITY'S OWN TAKES OUT TOP ART PRIZE AT KANGAROO VALLEY SHOW



Patrick Cummins and his award-winning painting.

Despite the bushfire season, the Kangaroo Valley Show went ahead, bringing plenty to smile about to the Southern Highlands locals. It also brought a smile to face of Trinity Art Technician, Patrick Cummins, who took out the top prize for the best artwork at the show.

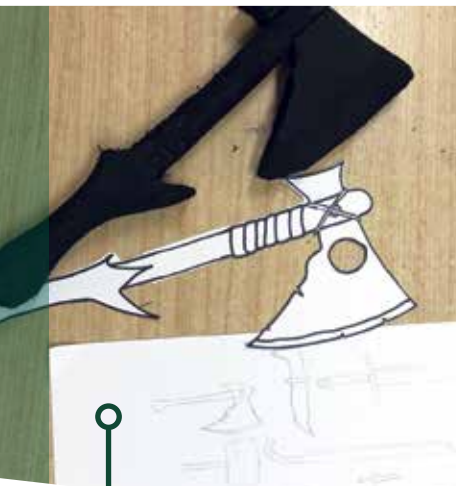
With a record number of art entries in what was viewed as a show of support for the community, Patrick's painting was judged best in show, taking out the Contemporary Art Prize and Overall Best in Show in the Art Exhibits; not a bad effort for someone that started landscape painting only four years ago!

Patrick's artwork was completed in a photorealist style in acrylic. It is of the loading dock of his local Harris Farm. He explained his choice in scenery, saying, "it's a view I regularly see when I walk around in the evening to pick up my daughters who work in the shop part-time."

With a background in professional photography that spans over 30 years, Patrick has a keen eye for aesthetics and continues to enjoy his hobby. "I'm forever taking photos outside the shop while waiting for the girls to finish work."

He's fascinated by the places that surround us in our everyday lives that are often ignored. "I love the rawness of industrial environments. You'll never find me painting sunsets or flowers. Nothing against those, but my eye revels in the ordinary."

Patrick's win has motivated him to continue his passion. "I must be doing something right," he laughs, saying he will keep taking photos, doing his printmaking, and building sculptures.



PROPS TO THE PROP MAKERS

In March of Term 1, twenty-four Year 9 Visual Designers were treated to an all-day workshop with local propmaker and all-round nice guy, Orlando Norrish.

An alumnus of Sydney College of the Arts and NIDA, Orlando's experience covers several years in the theatre and film industry which he leverages at his workshop; Little Wing Workshop based down on the Coal Coast.

Due to the distance and so the students could dedicate the most time possible on their projects, we held the workshop in the Design Centre at Summer Hill, turning the humble classroom into a hive of busy sketchers, carvers, painters and potential stunt doubles – I suppose that's what happens when you give 14-15 year-olds a brief to make foam Orc Battle Weapons!

This engaging task was birthed from the current unit of work on Artefact and Prop Design, one of six industry-relevant investigations that the Stage 4 Visual Design course offers. The students were not only presented with sculpting and finishing techniques but were also inspired by the expertise of someone who worked successfully across many aspects in film and theatre.

The day's work was worthy of a *Lord of the Rings* battle scene and although many wished to take them home and practice their orc-warriorship, the temptation to display their fine work won out in the end. Since the elaborate axes, daggers, maces and blades have been exhibited on the top floor of the Design Centre, many curious students have asked their art teacher "Why can't we make these too?" and the boys themselves have been caught in the act of showing them off to their peers with pride. This was indeed a day mapped out to a rigorous schedule of planning, creating and refining, and the students rose to the occasion with imagination and dedication to produce some outstanding work – we think you'll agree, it was a successful result for the Stage 4 Visual Design course.



WHAT'S IN THE BOX?

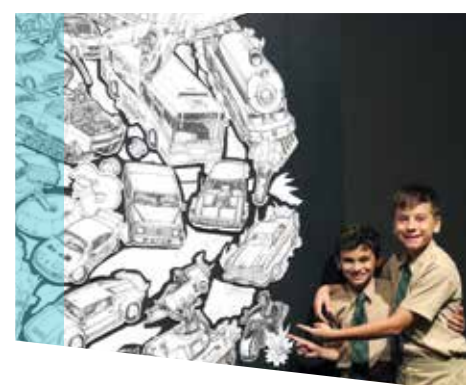
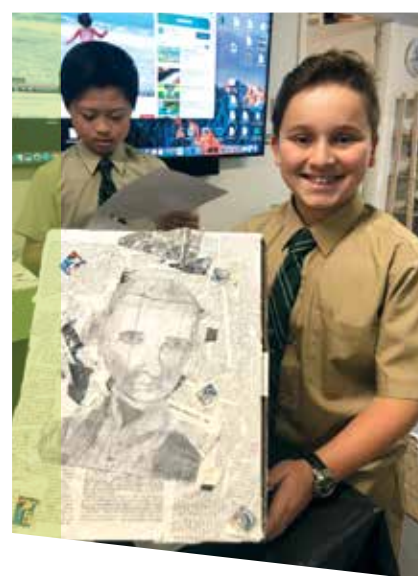
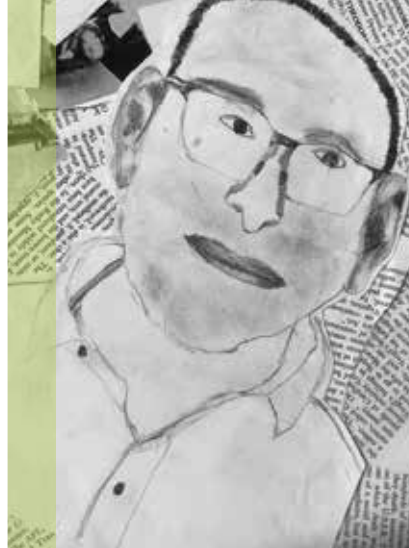
PREPARATORY SCHOOL – HERITAGE ART AND ANCESTOR PORTRAITURE

In Term 1, the Year 6 Preparatory School Art class explored the transdisciplinary theme of *Where We Are in Place and Time*. The central idea for this unit, *Historical Knowledge is constructed through the interpretation of personal and collective stories*, asked the students to look at themselves within the context of their heritage.

Students were tasked with creating a box to represent their understanding of immigration. In addition to their symbolism, the boxes served the functional purpose of storing their cultural artifacts, providing clues to each student's ancestry, inspiring them to share their family story.

The concept was explored further as students sketched realistic portraits of pioneering family members that were migrants. There was a great sense of sharing within the classroom, learning about their peers' family history and heritage, as well as a great sense of shared experiences.

The portraits focused on the development of technical, portraiture skills. These skills included proportional studies, tone, and capturing likeness. Students used many techniques to create their portrait including tracing defining features, drawing from observation, as well as the grid technique of capturing likeness and proportion. This unit enabled students to practice the application of tonal techniques to further develop a sense of form, depth and dimension.



The students also decoupage small pieces of newspaper and journal clippings, carefully overlapping and layering them to create aesthetically unique boxes, just as diverse as the ancestor featured on the lid. Historical items, unique to each student, were then displayed inside and on top of the boxes to create a sculptural effect.

Students looked at Jacob Lawrence's migration series as a starting point for how artists visually convey stories through art. For their art appreciation studies, students were introduced to a Conceptual Framework and asked to respond to an artists' practice, which then informed their own art creation. For further inspiration, students researched an artist from the same cultural background as their ancestor.

Witnessing the improvement in portraiture skills proved rewarding for both Art teachers and students alike. We were impressed by all the students as they used the conceptual framework to understand an artist's practice and analyse their artworks – it was wonderful to watch. In gauging feedback, we found most students enjoyed this unit of inquiry and so we look forward to building upon their learnings with other exciting projects over the coming term!

VISUAL ART AND MANDARIN EXCURSION

JUNIOR SCHOOL

Early in Term 1, Year 6 students at the Junior School attended a full day, combined Visual Arts and Mandarin excursion. After morning tea in the Domain, the students took part in two exhibitions at the Art Gallery of New South Wales. One was 'Art Express' – an annual exhibition featuring a selection of outstanding student artworks developed for the art-making component of the HSC examination in Visual Arts in NSW. It was a great opportunity for the students to take some inspiration from the practice and techniques displayed by the incredible young artists, and to reflect on the themes conveyed by the various works. The exhibition included a broad range of approaches and expressive forms, including ceramics, collection of works, documented forms, drawing, graphic design, painting, photo media, printmaking, sculpture, textiles and fibre, and time-based forms.

The second exhibition, 'In One Drop of Water' featured the work of a group of artists in the Asian Galleries. The students were informed about and encouraged to discuss the works in the exhibition with gallery educators, and then engaged in an artmaking activity relating to the exhibition. A trip to China Town for a delicious Yum Cha meal concluded a very enjoyable day.

It's not what you make it's the time it takes

Inspired by the tempting pages of *Delicious* magazine in the library each month, one of the library's very many keen cooks, the incognito librarycook, blogs regularly on Arthur Holt Library's blog. She peruses the tempting pages of the magazine, before settling on a recipe or two to test. What makes librarycook recipes different is they feature a cooking:reading ratio (C:R). A recipe may be delightful, and its results scrumptious, but it isn't going to feature in librarycook unless preparing the recipe also allows for a reasonable amount of reading time!

Dough that must rest in the fridge for an hour or so. Or an extended baking period. Perhaps long minutes bubbling in a saucepan. All time that in the librarycook's world can be devoted to just one. more. chapter.

We'll never forget when librarycook hit a particularly rich vein one issue, presenting a three-course menu – with fennel-crusted salmon with lemon crème fraîche; roast field mushrooms, with parmesan and green polenta; and finally, lemon poppyseed cake. All three recipes were pronounced successful by librarycook, in particular, the cake was not only delicious, but also provided a whole hour's reading time – delish!

Other times it's one recipe tested and brought to our attention like chocolate, sour cherry and rye brownie cookies that caught the librarycook's eye. The dough had to sit in the fridge overnight, and, as it turned out, another half day, before the dough reached a workable state. Perfect for librarycook and the massive tome she was working her way through at the time. And very educational for her audience as the librarycook was able to demonstrate another valuable attribute – flexibility. Sour cherries may indeed be purchasable somewhere in Sydney, but why bother when cranberries could be substituted? And six eggs? The librarycook only had two and seeing as that's usually enough for most cookie recipes, she was prepared to run the risk. Which paid off – the cookies were delectable – perhaps they would have been even more so with four more eggs, but a dash to the supermarket would have meant the sacrifice of two whole chapters. And that's never going to happen.



The librarycook is always eager to hear from her readers - and to find even more *Delicious* recipes. If you have a suggested recipe – remembering the crucial cooking:reading ratio, let us know – contact librarian@trinity.nsw.edu.au, or tag @tgslibrary #librarycook on Instagram.

RICOTTA GNUDI WITH ROCKET PESTO AND SLOW ROASTED CHERRY TOMATOES

This issue librarycook shares with us an oldie but a goodie – a recipe from *Delicious* before the creation of librarycook and not yet on the blog. Most importantly you'll notice it has a good 45 minute reading time for a crucial two – three chapter read. Enjoy! If you try it let us know by taking a photo and tagging @tgslibrary #librarycook on Instagram.

400g fresh ricotta
2/3 cup plain flour, plus extra to dust
1/2 cup finely grated parmesan
1 egg, lightly beaten
Pinch freshly ground nutmeg

Rocket pesto

100 g rocket leaves
1/2 clove garlic
100ml extra virgin olive oil
2 tbsp silvered almonds
1/2 cup finely grated parmesan

Slow-roasted cherry tomatoes

1 garlic clove, thinly sliced
2 thyme sprigs, leaves chopped
250g punnet cherry tomatoes
Extra virgin olive oil, to drizzle

Preheat your oven to 90°C. for the tomatoes, place garlic, thyme and tomatoes in a bowl, drizzle with oil, then season and toss to combine. Transfer to a paper-lined baking dish. Bake for 45 minutes or so until the tomatoes are soft and caramelised.

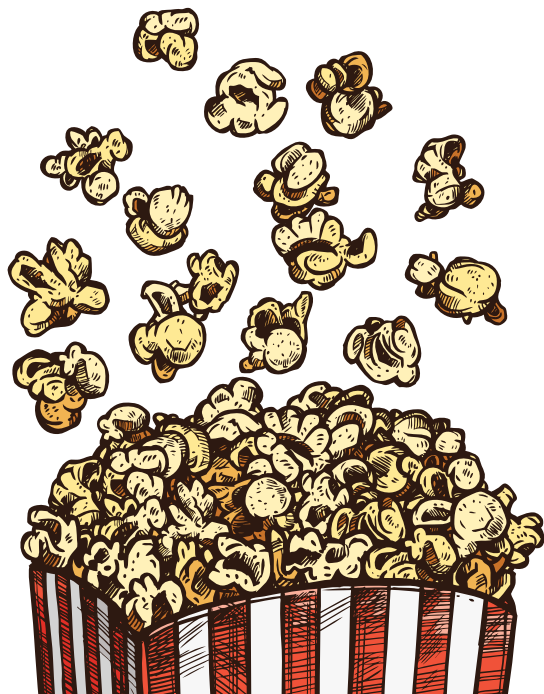
To make gnudi... combine all ingredients in a bowl to form a soft dough. Transfer to a lightly floured work surface and divide dough into 4 portions. Roll each into a long 1cm thick roll. It can be thicker. Depending on required taste. Cut into 2cm pieces. Gently roll gnudi and dust with a little extra flour to avoid sticking. Then press each on with a fork to leave an indent. Place on a single baking tray and freeze for 15 minutes or until firm.

For the pesto... place rocket, garlic, oil and almonds in a food processor until smooth. Transfer to a large bowl and fold through the parmesan... season to required taste.

Bring a large saucepan of salted water to boil. in batches, cook gnudi for 3-4 minutes until they rise to the surface. Almost done!

Remove using a slotted spoon and drain on a paper towel. Toss gnudi with pesto and serve with your oven roasted cherry tomatoes.

Find more tried and tested C:R recipes from librarycook at the Arthur Holt Library blog:
<https://arthurholtlibrary.com/>



Movie Club ONLINE

Movie Club is a student-led co-curricular where senior students participate in learning about a range of film genres and engaging in discussion about the cinematic world. The students also have a chance to develop their creative and critical writing skills by contributing a review on their chosen film to the Student Voice section of the Arthur Holt Library blog.

Typically, students meet in the AHL and enjoy watching a film on the big screen but this Whitsun term we went online.

In our new format, the co-curricular was made available to all Year 10, 11 and 12 students, who had access to a range of films to access via their school subscription to ClickView or personal streaming account such as Netflix. We also upped the ante with our Student Reviews – encouraging students who watched the weekly movie to write a review in six words, based on the ‘Say it in 6’ competition hosted by University of Alabama at Birmingham (UAB) Graduate School that challenges you to tell your story in a creative and succinct way.

Here’s a review about Into the Wild:

‘Possessionless, he hitchhikes to Alaska, wild!’

The only good stockpile is a TBR pile!

MISS. STEFANIE GASPARI, DIRECTOR OF LIBRARY SERVICES, BRINGS US UPDATES FROM THE LIBRARY DURING REMOTE LEARNING AND BEYOND.

At our School Libraries we believe in a tall (very tall!) to-be-read (TBR) pile. Our recent pivot to remote learning saw the Arthur Holt Library continue to drive reading culture amongst our school community, as well as use the time at home over the break to have a bit of book-themed fun.

The benefits of reading for pleasure include boosting concentration, improving memory and reducing stress (just to name a few!). Teamed with the School’s transition to remote reading, the AHL team took the opportunity to administer a heavy dose of bibliotherapy, or the use of books as therapy in the treatment of mental or psychological disorders. Put simply, it’s the science of harnessing the health benefits that come from reading.

We launched a new page on the Library – Senior Canvas course dedicated to reading resources available to students and staff for free and online – ranging from online magazines to podcasts, curated reading lists and ebooks, as well as reading challenges boys could access to play along / complete with their friends and families from home.

Two personal favourites were the selection of foreign language audio books for young readers and classic audio books for not-so-young readers offered by Audible. Also in addition the extraordinary release of *The Book of Hopes* – a must read with contributions from more than 100 children’s writers and illustrators!

Co-teaching & Inquiry Learning

Social distancing and an adjusted timetable did not deter staff from continuing to collaborate with the Library. The AHL team were able to co-ideate, co-plan and deliver co-teaching – online and onsite – in both remote learning and face-to-face teaching during the transition phase. We entered the classroom virtually for collaborations with English students in various grades, and physically when Year 11 and 12s returned to school in Geography and Science classes.

Co-teaching has always been foundational to how we deliver best practice academic scholarship skills to students but now that we have returned to face-to-face teaching it has a new energy as we focus on inquiry learning across all stages, especially Stage 5.

What is inquiry learning? Inquiry learning is a process which involves students in an independent investigation of any topic, idea, problem or issue. To complement our co-teaching model we recently launched a set of resources relating to the Trinity Grammar school Research Wheel to support teachers and students in the inquiry learning process. It’s our task to spark curiosity in the students and we aim to do this in many ways – watch this space as we plan for guest speakers, new release book challenges and other interactive content in the coming terms!

What have we learned?

In many ways our start to 2020 has been just as full as any other year, but we’ve learned a few things along the way:

We are a school community that reads – book borrowing stats hit a record high before students and teachers transitioned to remote learning with 1403 on loan at the Senior School, 2978 at the Junior School and 5521 at the Preparatory School.

The AHL team will use any excuse to promote reading – during remote learning a student in need received an Uber Book home delivery (sanitised and contactless) so that he could continue reading through his favourite series.

Reading can happen anywhere – in the words of Dr Suess:

I will READ
I will READ on a boat
I will READ with a goat
I will READ on a train
I will READ in the rain
I will READ with a fox
I will READ in a box
I will READ with a mouse
I will READ in a house
I will READ here or there
I will READ anywhere!!!



LOOK AT THESE TWO

gorgeous
CHOOKS



With feather boas and yellow, cardboard beaks, the Head Master and School Captain introduced the School to 'Whitney and Britney, two gorgeous chooks, fluffy and silky with stunning good looks' as part of this year's National Simultaneous Storytime event.

National Simultaneous Storytime celebrates and promotes reading and literacy using children's books written and illustrated by Australian authors. Usually, on the 27th May, participating libraries, schools, preschools, childcare centres, family homes and bookshops gather together to read the same book simultaneously at 11am.

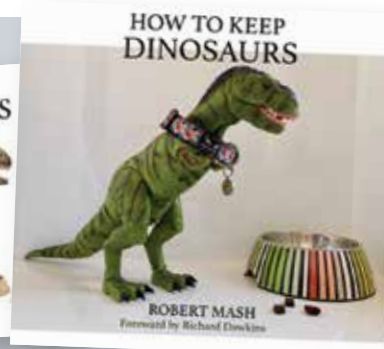
The national organisers suspected a live face-to-face NSS was unlikely to be possible this year, due to the pandemic. But with the return to face-to-face learning, the team from Trinity's Arthur Holt Library were able to gather a small group of Junior School students together to listen to the story, *Whitney and Britney Chicken Divas*, read to them by the Head Master and the School Captain, video record it and share across all campuses.

This is the 6th year Trinity Grammar School Libraries have participated in National Simultaneous Storytime. The event is perfectly tailored to one of the School's key messages: that reading is fun and we have wonderful services available to them at the library!



ARTIST IN RESIDENCE!

Puneet Singh, mother to Angad Bharadwaj (2H1) and Dhruv Bharadwaj (8ST), created this painting from a page in the book and generously donated it to the Preparatory Library for part of the National Simultaneous Storytime celebrations!



#book cover double CHALLENGE

If catching up on our TBR piles wasn't enough, Mrs. Nolan issued a creative challenge to the AHL team to join the New York Public Library's lockdown challenge to recreate the covers of favourite books.

She started the ball rolling with *The Beekeeper of Aleppo*. Ms. Drayton took it to the next level with *How to Keep Dinosaurs* and *A Dog's Journey*. Then Mr. James Leckie was a good sport and featured in *Cricket Kings*.



Have a great Book Cover Double entry?
Let us know. Tag @tgslibrary or contact us at
librarian@trinity.nsw.edu.au.
Search #bookcoverdouble

When the lights went out...



CAREER PLANNING FOR YOUNG PEOPLE IS ALL ABOUT DEVELOPING THE CONFIDENCE TO MAKE DECISIONS AND TAKE STEPS THEY WILL COMMIT TO. IN THIS COLUMN, CAREERS AND STUDENT PATHWAYS ADVISOR, MS. SUSAN DRAYSEY, CHALLENGES STUDENTS TO FIND THEIR WAY IN THE DARK.



When it comes to careers, there is always going to be the need for the talk around the 'process' of finishing school and making applications. Yet this is secondary to empowering young people to make decisions for themselves.

Too often with career planning, it is tempting to provide a treasure map approach for senior school students to follow the path to the course or career of their dreams. Yet what happens when the lights go out and they can't read the map anymore? The experience of social isolation and lockdown during the pandemic is one such example.

After all, it is not the 'what' that allows a Year 12 student to make a successful transition from school to

beyond. It is the 'how'. The personal skills they draw from managing the adjustments to their final months at school are the same skills that will see them cope with change and challenge in their future.

At the end of Year 12, despite the disruptions of remote learning, there is still a course, scholarship, job, or programme to be applied for. Lights on, or off, this hasn't changed.




My top five tips for senior students to make their way through the semi darkness of COVID:

- 1 Talk. Ask questions. At School and at home you are surrounded by people with your best interests at heart. At School you can speak with the Careers Advisor, House Masters, Tutors and your teachers.
- 2 Get your information from reliable sources. These will include updates provided by School, and the UAC, university and other college websites.
- 3 Value the structure of your timetable and study schedule. This keeps you on track, and accountable. In a world where COVID-19 is having an impact, you can control how and when you study.
- 4 Maintain focus on your studies.
- 5 Recognise that COVID-19 is simply an obstacle to be navigated and overcome, nothing more.



YEAR 12 STUDENTS IN 2020 WILL FIND THEMSELVES IN THE MIDST OF A BUYERS' MARKET WHEN THEY FINISH SCHOOL – UNIVERSITIES AND COLLEGES WILL NO DOUBT BE MISSING OUT ON INTERNATIONAL STUDENT ENROLMENTS AND WILL BE VERY KEEN TO RECEIVE DOMESTIC APPLICATIONS. THESE INSTITUTIONS WILL BE REACHING OUT TO PROSPECTIVE STUDENTS AND ASSESSING APPLICATIONS BASED ON MORE THAN JUST AN ATAR.

THE SKILLS THAT 2020 HIGH SCHOOL GRADUATES ARE EMPLOYING TO OVERCOME THE COVID-19 CHALLENGE WILL BE HIGHLY VALUED. BEYOND THIS, CORE FOUNDATION SKILLS LIKE ADAPTABILITY, PERSEVERANCE, THE ABILITY TO COMMUNICATE CLEARLY AND NEGOTIATE, AND ABOVE ALL, RESILIENCE AND PROBLEM SOLVING ARE EXACTLY WHAT FUTURE EMPLOYERS WILL RECOGNISE IN THIS GENERATION OF SCHOOL LEAVERS.



THINKING DIFFERENTLY AND INNOVATING WITH ONLINE SPORT AND CO-CURRICULAR

Trinity's mission is to help grow young men to become well-rounded, balanced individuals. For many, it is through Sport and Co-curricular where this growth is shaped. This mission did not change during the pandemic situation, reports Mr. Lachlan White, Director of Sport and Co-curricular Activities. While restraints and restrictions significantly changed how Sport and Co-curricular was delivered, programmes continued via online platforms and engagement of students with programs continued.

Trinity Grammar School staff have been innovative in the use of technology to deliver remote lessons, across a multitude of activities, during the challenges of physical distancing and remote learning. A particular thanks to Mr. Kearsley for his work in setting up a dedicated sports page on Canvas, appropriately titled 'Trinity Grammar School Online Sport'.



The sports classes on offer provide students with a mix of strength, conditioning, and skill-based exercises as well as interactive weekly challenges. Simplified for an optimal user experience, the page is neatly categorised into year groups and a slew of sports, ranging from rugby and tennis through to football and cross-country amongst others.

Each Programme was designed so students could develop and achieve weekly strength, conditioning, and skill improvement goals.

I personally enjoyed many of the staff video sessions developed for students, showing skills and physical development activities for their sports. Well done to the Directors of Sport who worked hard to develop these resources for the students and personally checked in with more elite athletes within their programmes, ensuring that students were coping with the significantly reduced training load and change in physical output from



training. Changes in sleep patterns, motivation and mental focus have been some of the issues that the Sport Directors have assisted in managing during this remote learning mode of schooling.

A significant effort was dedicated to developing thorough instructions in the form of demonstration videos – our coaches wanted to be assured that students were following correct training techniques and avoiding injury. Our Wellness Centre team created a detailed workout series, with more than a month's worth of body weight exercises – all in just five days! My thanks to Mr. Woods and Mr. Taylor for their exceptional work.

In addition to the obvious health benefits, our aim has always been to ensure students are ready to resume training and competition as soon as restrictions lift.

Increased screen time has proved to be a major challenge over the last term; however, we have made some progress in getting students away from the screen. In addition to incentivised weekly challenges, Sports Directors have focused on improving the interaction among peers by sharing individual achievements, launching engaging discussion boards, as well as providing additional information and resources for particularly keen athletes. One resource that we are proud to offer is an advanced, strength and conditioning software, usually reserved for elite athletes, called 'Bridge Athletica'. Its sophisticated analytics tool and extensive database enable students to see where they rank among other athletes, so they can identify areas for further development. Our swimmers have used it quite extensively with promising results.

Co-curricular activities have also transitioned online, with music, chess, debating, cadets, movie club and the Duke of Edinburgh Award Scheme (DEAS) all available via Canvas. For instance, our music department now offers online music lessons and rehearsals. Moreover, the music team is currently considering options for an online version of a symphony, albeit this is still in its infancy. Similarly, the chess team have recently commenced an online club, offering students the opportunity to engage in competitive games against one another, with the eventual hope of online inter-school tournaments. Debating has also seen some good outcomes, having leveraged the use of existing (and highly secure) platforms such as Microsoft Teams for their internal debating. They too hope to engage in external competitions with other schools. Furthermore, cadets have continued their interactive, online lessons, with a highlight being the online ANZAC day commemoration – a fitting act of remembrance that was met with positive feedback across Trinity's social media channels. And finally, for students participating in the DEAS it has been business as usual – their platform has been online and operational for the last five years. A special shout out to Mr. Paine, Trinity's Activities Master, for his exemplary efforts and dedication for improving our co-curricular offering over the last term.

Overall, whilst the feedback has been promising for both sports and co-curricular, some challenges remain. Our key focus over the next term will be to improve uptake, enhance equality across all frameworks and increase accountability for student participation. We hope students enjoy and maintain their sporting and co-curricular commitments via these innovative online platforms. My thanks to all the sports and co-curricular staff who have worked so hard in developing online teaching materials.

Summer Sport Awards

BASKETBALL

1ST V AWARDS

1st V Best Defensive Award – **Luke Nichol**
 1st V Players' Player Award – **Bailey Chambers**
 1st V Most Valuable Player – **Tom Buvac**

2ND V AWARDS

2nd V Best Defensive Award – **Daniel Gergis**
 2nd V Players' Player Award – **George Andary**
 2nd V Most Valuable Player – **Bailey Plummer**

COMBINED AWARDS

Most Improved Year 12 Player Award –
Hamzeh Abutaa (7G, 8E, 9B)
 David Kermode Award – **Luke Nichol**

CRICKET

1ST XI AWARDS

Fielding Award – **Patrick Fouracre**
 Bowling Award – **Rafael Macmillan**
 Batting Award – **James Moore**
 Ray Wiseman Memorial Trophy for the Senior Cricketer of the Year – **Harry Goldsmith**

2ND XI AWARDS

Best Batsman – **Anton Demark**
 Best Bowler – **William Barlow**
 Best Fielder – **Samuel Vickery**

TENNIS

1ST IV AWARDS

Most Valuable Player – **James McCabe**

2ND IV AWARDS

Most Valuable Player – **Spyridon Konidaris**

VOLLEYBALL

1ST VI AWARDS

Most Improved Player of the Summer –
Steven Yarad
 Most Valuable Player –
Ben Powell and **Oscar Van Hal**

2ND VI AWARDS

Most Valuable Player – **Lachlan Wolfe**

WATER POLO

1ST VII AWARDS

Most Improved Player in the 1st VII –
Thomas Rathbone
 Highest Goal Scorer in the 1st VII –
Tristan Glanznig
 The Grant Simms Memorial Trophy for the Best and Fairest Player in the 1st VII – **Tristan Glanznig**

2ND VII AWARDS

Most Improved Player in the 2nd VII –
William Lenard
 Highest Goal Scorer in the 2nd VII – **Ben Blades**
 Best and Fairest Player in the 2nd VII –
Ben Blades



BASKETBALL

Ben Morrissey, Director of Basketball

It has been a tremendous season for Trinity Basketball as a whole and the Schools' flagship teams, with the First V and Second V finishing with impressive 8-2 records and the Seconds capturing a joint CAS Premiership. Captain of Basketball, Luke Nichol (12HE) summed it up nicely, "Trinity's relentless attitude throughout the season was the reason both squads were in Premiership contention right up until the last game. The strong depth of Trinity Basketball was rewarded with six players gaining selection in the CAS 1st and 2nd V teams."

There were plenty of highlights, but none bigger than the last gasp buzzer beater from just inside the halfway mark by Seconds Captain Bailey Plummer at St. Aloysius' in the last game to secure the CAS Premiership for the first time since 2008. After battling injuries in recent seasons, the Firsts dominated all but two games, finishing with an average winning margin of 32 points. Heartbreaking losses occurred during the opening game to Waverley by a single point and at the second round to Knox by just two points, unfortunately denying the team CAS honours and a second-place finish.

The methodical and defensive manner in which the players approached their opposition resulted in consistent and relentless performances each round. It was trademark Trinity Basketball and our squad of fourteen players were

committed to the cause. High level victories over Knox by 24 points at home and resounding wins against Barker by 83 points, and Waverley by 64 points reflected this. Resilience is how you'd describe the Seconds and whenever their season looked rocky, they found a way to snatch an unlikely victory to keep their Premiership aspirations alive. A 'team before self' attitude was the hallmark of this group of different characters who stuck solid through the ups and downs to eventually capture the ultimate prize.

CRICKET

Ian Moran, Director of Cricket

The 1st and 2nd XI sides at Trinity both enjoyed successful seasons in 2019-2020, finishing as runners up in their respective competitions. The 1st XI also finished as runners up in the CAS T20 competition and were able to claim back the Henderson Shield with two emphatic victories against Trinity Kew in the January holidays. Captain of Cricket, Harry Goldsmith (12LA) said that "although it was disappointing to not win the CAS competition, there were several highlights throughout the year, including beating Barker with ten minutes remaining in the Friday / Saturday fixture, to dethroning Cranbrook in Round 7 in dramatic style. I couldn't be prouder of the camaraderie built within this group which made it so enjoyable to play alongside these boys every week."

In a season where both sides were left to rue small windows of missed opportunities, the boys played with great determination and skill over the season. The 2019-2020 season was highlighted by many nail-biting victories. Most notably the wins for the 1st XI against Barker with three minutes remaining in the day, and against St Aloysius in the final over of the game. The 2nd XI came out as victors against the odds



against St Aloysius thanks to some lower order heroics with the bat in hand and showed calm heads under pressure by chasing down big totals against Cranbrook and Knox.

Congratulations to our representative players; Harry Goldsmith who made the Open's CAS and CIS team, and to James Moore (9TA) and Rafael Macmillan (10HO) who were selected in the CIS Under 15's team, as well as the NSW Under 15's team. Some of the standout performers for the Cricket Captain included "the younger members, particularly James Moore and Rafael Macmillan who both performed consistently well over the course of the season and I'm sure will make significant contributions in their future years of 1st XI Cricket."

TENNIS

Jeremy Dykgraaff, Director of Tennis

The Summer CAS Tennis season was very successful and enjoyable in many respects. Our 1st and 2nd IV displayed exemplary levels of dedication, sportsmanship, and teamwork both on and off the court. Their continued improvement physically, mentally, and technically over the course of the season was extremely commendable. The 1st IV, led by Captain James McCabe (12ST), had an exceptional season finishing in 2nd position after losing only one match. After beating Knox with ease at home, they lost the away fixture, allowing their rivals the Premiership win by the narrowest of margins. Nevertheless, they should be incredibly proud of their achievements this season.

The 2nd IV should be acknowledged for their resilience and fighting spirit throughout their development season. Coming together for the first time they displayed maturity and a hunger for improvement that was credible. I am confident that their hard work this season will

pay handsome dividends transitioning into future seasons.

James McCabe and Dylan Guler were two Trinity students selected for the Combined Associated Schools team that played ISA. James also won a wild card into the Australian Open Boys Championship where he won through to the second round in both singles and doubles. Captain of Tennis, James further remarked that "special mention must go to the MIC of tennis and the coaching staff who have helped us throughout the season. Also, I would like to thank the parents for providing the lovely morning tea throughout the season. I would like to commend the team on their sportsmanship, which has been top level. I am sure with hard work we will see tennis at Trinity develop even stronger than it is now."

VOLLEYBALL

Andrew Simos, Director of Volleyball

The 2019-2020 Summer Volleyball season has been another successful six months for the Trinity Volleyball fraternity. The 3rd VI went through the season losing one game with the 2nds going through as undefeated premiers, having lost only two sets. The 1st VI went through the season as undefeated premiers while conceding only one set. The most pleasing thing about these results is not actually how many games were won and lost; it's the way in which the Volleyball team played the game over the last six months. We pride ourselves on playing a good brand of Volleyball, with a positive attitude and an all-inclusive mentality. Players are encouraged to not worry about the score but to play every point and rally as well as they can. Coaches are encouraged to give every player a fair amount of court time and every member of the squad is valued. I would like to congratulate every player and coach that was involved in volleyball

over the last 6 months for contributing to such a wonderful culture which is a pleasure to be part of. Captain of Volleyball, Ben Powell (11HO) summarised his view of the season by stating that "week in and week out, the students have played at the highest standard, hardly losing a set over the season. Praise must go to every individual player, who have all put in the effort in training, video sessions and games."

WATER POLO

Seamus Rodden, Director of Water Polo

Overall, the 2019-2020 season was very successful for Trinity Water Polo. For the 1st VII and 2nd VII teams, the results across the season were highly commendable. Throughout the season the 1st VII and 2nd VII fixtures were competitive, entertaining and often decided by a close margin. For the 1st VII, the standout performance included the inaugural Friday night lights match where Trinity experienced a victory against the reigning CAS Premiers St Aloysius' College. Additionally, for the 2nd VII, the dominant victory against Knox Grammar School to win the CAS premiership was an impressive result. Overall, the 1st VII and 2nd VII teams have shown resilience, comradery, determination and have gained invaluable experience from being part of these teams. The players have been role models to the Water Polo community at Trinity, displaying sportsmanship, character and persistence. I thank each player for his contribution to his team and Trinity Grammar School. Captain of Water Polo, Tristian Glanznig (12TA) shared his take on the season, stating it "was remarkable, to put it lightly. We welcomed in a new head coach Mr Florin Bonca, who has proven to be a great new asset for the program. This year, there was an increase to 161 players making up 13 teams. All teams have shown great improvements, in comparison to last year."



2020 CAS Swimming Results

Trinity 1st in noise, 2nd overall and our last sports event for months

The 2020 CAS Swimming Championships proved to be an exciting event, not only did our athletes put on an incredible performance that resulted in a nail-bitingly close battle for the lead throughout the evening between Trinity and Knox, but little did we know this would be our last sporting event for several months. In fact, just a matter of hours after the final race, the Government imposed state-wide bans on public gatherings. To say that our athletes were lucky to sneak in before the restrictions and showcase the result of several months' worth of demanding training would be a major understatement. Crowd restrictions were still in force however, and attendance was drastically capped, resulting in a far fewer spectators than previous years.

Thankfully, as the first CAS Swimming event to be livestreamed, we were able to offer live coverage to parents and students from the comfort of their own home. With students getting involved in the AV and running interviews from the pool deck, Trinity was able to deliver regular score updates and highlights throughout the evening via social media.

Even though SOPAC's swimming pool grandstands were only at 25 per cent capacity, Trinity's green and white army was by far the noisiest bunch of supporters at the venue! Our support squad rang out a range of well-loved Trinity chants and likely helped inspire many of our victories.

In the days leading up the event, Mr. James Leckie, Manager of the Trinity CAS Swimming

Team, was confident in one aspect – it was always going to be a close event for Trinity.

"We only missed out by four points in 2019, which was less than the difference of one race, and there are 73 races in total. It's always been a close call for Trinity, for 18 years we've filled the top two spots, and for the past ten years it's come down to less than nine points."

Despite predictions for a close race, it wasn't an easy year for the swimming team. "Our captain, Garry Koshnitsky, broke both his arms in a motorbike accident, we've had plenty of injuries, and our longtime coach moved on – we've certainly had our setbacks."

However, this also meant that the expectation to win wasn't so great that it became a burden for the team, Mr. Leckie said. "The team had a freedom they haven't experienced for the





past 18 years, where they had been expected to win each year. This year there were limited expectations, but I can confidently tell you the team prepared incredibly well and were swimming really fast. Best of all, they could just go there and give it their absolute best.”

Garry Koshnitsky (12Mu), Captain of Swimming at Trinity in 2020, elaborated on the team’s dedication to training and attention to detail, which in turn set them up for a close night of intense competition.

“The majority of our training was focused on fitness and strength. It was tiring, it was tough, but as the event drew closer, our focus slowly shifted to more meticulous and technical elements, really focusing on nailing each event.” Garry said his team was a committed bunch, adhering to strict diets and fluids, all of which was only possibly with the help of their mothers who organised regular breakfasts for the whole team, which proved to be a great team building activity.

The effort and sacrifice throughout the season became evident that evening. “We outperformed our own expectations,” said Mr. Leckie. In 67 of the 73 races, Trinity finished in the top two positions.

“Our students achieved personal best after personal best, it was a phenomenal performance. We couldn’t be happier with the students. Knox swam the house down, they had

an amazing team, so they deserved the win. But our students brought a tear to the eye with the effort they put in. The Seniors led incredibly well, the Juniors did superbly, and to finish only six races outside of the top two – that’s never happened to us before. Watching Garry swim a personal best despite his recent injury was a true highlight.”

Trinity congratulates all competing teams for another great year at the 2020 CAS Swimming and Diving Championships. Despite winning 25 races and breaking the 17-year-old boys’ 4 x 50m freestyle relay record (shout out to Matthew, Liam, Andy and Sam!), Trinity finished with a close second place overall. Congratulations to Knox Grammar School for winning the Thyne Challenge Shield for the fourth year in a row.

SWIMMING RESULTS:

Knox Grammar School	560 points
Trinity Grammar School	529 points
Barker College	424 points
Waverley College	343 points
St Aloysius’ College	339 points
Cranbrook School	302 points

Photo credits – SPA Images





Debating remotely was embraced enthusiastically by students.

IT'S UP FOR DEBATE:

Junior students represent at ISDA

Jessica Taylor, Primary School Teacher

Term 1 saw five students go on to represent the Junior School as part of the ISDA Debating competition, taking place each Friday after school. Each team was provided with just one hour to prepare under the guidance of a coach. Although it was a short season, our students performed exceptionally well, speaking with confidence, passion, and humour throughout all debates. They were undefeated throughout the season and had an excellent chance of making the finals – a truly commendable effort by each student. In particular, I'd like to congratulate Aakash Viswanathan (6TA), Benjamin Lim (6FO), Gregory Kariatlis (6LA), Hamish Turner (6TA) and Laurént Milham (6LA) for their dedication, we could not be prouder of you! Also, another big 'thank you' to their coach Nick Bouletos for supporting them throughout the competition.

We also welcomed twenty eager Year 6 students to our co-curricular group. Throughout the term, students focused on learning how to break down a topic and expand their ideas by

looking at both sides of the argument. With the support of our new coach Mr. Simpson, students were able to hone their speaking and critical thinking skills, using explicit feedback and gaining alternative perspectives.

The unusual remote learning circumstances did little to deter the students, in fact, we celebrated a milestone in Term 2 with our first online internal debate thanks to the wizardry of Microsoft Teams! The students were given one week to collaborate and prepare for the topic 'Students should be allowed to choose what they learn at school.'

Next term we look forward to expanding opportunities for more students to get involved, including an intake of budding debaters from Year 5. And finally, I'd like to applaud all students involved on their efforts this year. It's been a privilege to work with such a wonderful group of enthusiastic students who are keen to learn and improve. I look forward to working with you all again soon.

From the Preparatory School

Written by Aidan Sen (6HI) and Ashton Yee (6AR)

Trinity's Debating Team went undefeated in Term 1, but then debating came to an abrupt halt. In Week 1 of Term 2, Mrs. Nel set up an online debating tournament on Microsoft Teams, and we were back in action. It was a friendly competition. We were put against our teammates from Term 1 and had two debates; both seemed to be extremely tight. At the moment we are tied to one debate each. The topics were: 'Students should have a year-round school, so 4 weeks of holiday' and 'All students should learn to play an instrument.'

At the time of going to press, the ISDA Preparatory team was about to take on a competitive opponent and rival in the Junior School. Both Preparatory and Junior schools have been undefeated so far in the ISDA tournament, making it a high standard of debating.

We would like to give a shout out to our current coach and former Trinity Student Mr. Pahos, and our organiser and school librarian Mrs. Nel.



Trinity Annual Chess Camp



Co-curricular takes to the skies

One of the benefits of the Preparatory School campus, unlike Junior School and Summer Hill under a 'no-fly' zone, is that it can be used to fly drones. Carlo Furlan (6HI), spoke to TN about why he enjoyed Drone Club in Term 1.

About eight students work with Mr. Dangoor and Mrs. Ford in Drone Club, leaning how to land and fly drones.

"I wanted to try a new co-curricular subject and the idea of drones flying around with cameras, etc. made me excited," said Carlo. "We started to learn how to fly the drone and also how to make it flip."

Another challenge was to try to land the drone on a landing pad. "We had to really concentrate and focus on controlling the drone. We also attempted to fly the drones through hoops – it was kind of hard!"

Carlo said he was looking forward to the next challenge, "where we will be designing our own course and trying to get the fastest flying time possible. I love that at Trinity we have so many interesting co-curriculars to choose from."



Trinity Chess Team

Chess Champions Battle It Out

Selwyn Chang (12AR), Captain of Chess

Trinity kick-started the 2019-2020 chess season with the annual Chess Championships. Many often yawn at the prospect of sitting through a game of chess, let alone a whole competition. However, this year proved different, with an intense, closely contested competition that kept all contenders on the edge of their seats.

Dare I say it, after that round of competition, we all may have considered it a true sport! The championship usually brings a wide spectrum of players, making it attractive for both veteran and novice players alike. With over 60 students battling it out over seven rounds, across four hours, many regarded this year's tournament as the most competitive in Trinity history. Congratulations to Matthew Chen (11HE) for winning his second consecutive championship and Joshua Yeoh (12SC) and Michael Lin (12FO) for placing second and third respectively – a truly fantastic effort with some memorable moments.

The fierce competition continued at the 2020 CAS Chess Competition, with defending

champions Knox as the favourites. While we were admittedly the underdogs going into the competition, we nevertheless fought valiantly. During the first two rounds, we used our 'underdog' status to surprise our opponents Cranbrook and St Aloysius (as well as ourselves!) by defeating them both eleven boards to one.

Despite accumulating many points in these initial rounds, our encounter with Knox in round three was a major setback and we lost 9-3. Despite winning nine boards in the final round against Barker, it was not enough to catch up to the pole position held by Knox.

Whilst we were unable able to reclaim the CJS Purdy Cup this year, we achieved a commendable 2nd place on the CAS ladder. It was a tremendous effort by all the students, especially our Junior division which showed great promise during their first CAS debut. These results illustrate the bright future for Trinity Chess. A special thanks to Mr. Nguyen and Remo Pascale for their assistance and support over many seasons.

Ceramics and Indigenous Arts at Delmar Gallery

Ebony Russell, Piped Dreams 2019, piped lumina porcelain, piped and slipcast Jindezhen porcelain, stain, glaze and PVD lustre.

DELMAR GALLERY'S 2020 PROGRAMME LAUNCHED IN FEBRUARY WITH A VIBRANT EXHIBITION SHOWCASING NEW DIRECTIONS IN CONTEMPORARY CERAMICS.

The Cooked and the Raw was the latest iteration of the Gallery's annual survey of recent graduate work from Sydney's three principal art schools, the National Art School, Sydney College of the Arts, and UNSW Art & Design.

Seven artists were selected whose work pushed the medium in sculptural, spatial and conceptual ways, ranging from highly refined forms and immersive environments to sculpture and installation that embraced clay's expressive potential and tactile qualities.

"Over the last decade, ceramics has enjoyed a resurgence in contemporary art, and one of its rising stars, artist Ramesh Nithiyendran, was our guest speaker at the opening. Ceramics is also a strong area of visual arts education at Trinity, and the exhibition gave our senior students in particular a broader view of its technical and creative possibilities," said Catherine Benz, Curator, Delmar Gallery.

The exhibition canvassed different techniques, from coil- and slab-building to wheel throwing, majolica and piped slip. These fundamentals of ceramics were taken in new directions by the artists as part of their Masters of Fine Arts research. Through extensive experimentation, Ebony Russell has pioneered a technique where she can create dense and intricate

sculptural installations using only piped porcelain, while Mechelle Bounpraseuth tests the limits of hand-building with her life-size earthenware sculpture. Both Ryan Hancock and Billie Robertson have found innovative ways of combining and applying glaze and slip, expanding textural possibilities in their work or paradoxically using majolica to create a grunge aesthetic. The teetering, elongated necks of Alexandra Standen's vessels and the perfect realisation of Susan Chen's ideal, architectural forms take coil and slab building to new heights. Bypassing technique and harking back to a basic human impulse to mould mud, Marcia Swaby's interactive floor installation of raw clay objects reflected on connecting with the past through clay's tacility.

The Gallery's March exhibition was a rare chance in Sydney to see paintings by three significant Indigenous artists from the West Australian Kimberley region: Jananggoo Butcher Cherel (c1920 – 2009), Wakartu Cory Surprise (c1929 – 2011) and Ngarralja Tommy May (born 1935).

Fitzroy Crossing | Hassall Collection was launched by Luke Scholes, Curator of Aboriginal Art at the Museum and Art Gallery of the Northern Territory. He spoke eloquently about the fraught history of Fitzroy Crossing and how art has helped to rebuild communities, giving insights into the cultural knowledge shared by these three distinctive artists.

The exhibition of 35 paintings spanned 1989 – 2019, including an early work on cardboard by Jananggoo and Wakartu's final painting made in 2011. It also included a suite of recent works by Ngarralja, who, now in his eighties, is at his creative peak.

Rhythms of the Kimberley's river and desert country coursed through the exhibition. Wakartu's sweeps of colour suggested vast views of sandhills and waterholes, while



Wakartu Cory Surprise, Untitled 2011 and Bimarral Jila 2009, acrylic on canvas.



Ryan Hancock, Saturn Devouring His Sons 2019, majolica earthenware.



Art collectors Geoffrey and Virginia Hassall with Delmar Gallery curator, Catherine Benz (left).

Janangoo's pulsating patterns recorded natural phenomena and flora such as flood waters receding, leaves falling or dense clusters of bush figs. Ngarralja's nuanced works on enamelled aluminium and perspex charted seasonal changes in vegetation and weather systems across Wangkajunga and Walmajarri country.

Wakartu and Ngarralja were both born and spent their early years in the Great Sandy Desert.

Ngarralja is a Wangkajunga / Walmajarri man and a senior songman for Kurtal, a ceremony relating to the main jila [permanent waterhole] in his country. He also holds the knowledge of many songlines across the region. He was a contributing artist to the epic, eight by ten metre Ngurarra Canvas tendered in the successful Native Title claim, the first time in Australia's history that a painting was used as evidence of continuing connection to land.

Wakartu was born in her father's country, Tapu, and grew up at Wayampajarti where she learnt the law and the stories that she painted in her later life: *"When I paint, I think about my country, and where I have been travelling across that country. I paint from here* (points to head – thinking about country) *and here* (points to breasts, collarbone and shoulder blades – which is a reference to body painting). *I think about my people, the old people and what they told me, and jumangkarni [Dreamtime]. When I paint I am thinking about law from a long time ago."*

Janangoo was born in river country, in his ancestral homeland on the Margaret River floodplain at Jalngajoowa, the site of the original Fossil Downs homestead. He was a key elder of the Gooniyandi people and was instrumental in the retention of law ceremony within the Muluja Community, which propelled him to paint as a way of passing on knowledge to the next generation. Speaking about his daily practice of making art, Janangoo said, *"It's not*

easy. I have to think about what I am going to do. Thinking hard, thinking with my eyes and body, even if you have good hands, even if you have a strong body, Thinking and talking. I talk about this to myself, about what I have got to do. I was thinking a lot trying to teach young people to take over my job."

The artists belong to three of the five different language groups who moved to Fitzroy Crossing after being forced off their land. In the 1990s, they began painting at Mangkaja Arts Resource Agency, Ngarralja being a founding member and former chairman.

In the catalogue published to accompany the Delmar Gallery exhibition, former Mangkaja Arts co-ordinator Karen Dayman described the complexity of their work:

"Heat, rain, hunger, fecundity, fire, water, snakes, walking, tracking, listening, carving, grieving, hearing, looking, moving, knowing and adaptation... all these are evident in the works in this exhibition. They are akin to an introductory text on bush skills giving us insights into the basics of survival in desert and river country in Northern Australia. Ngarralja lays this out clearly as he explains the works titled Wurnajuwal: Walking up and down, around, always moving, hunting, and waking up next to water. Tracking, thinking, smelling, listening, and, moving. Laying down in the shade. Singing songs in the night time and telling stories."

The paintings were on loan from the Hassall Collection, a private collection of 20th century and contemporary art, distinguished by the depth in which individual artists are represented. It was curated by Catherine Benz and Robert Hirschmann. The exhibition had to close early due to restrictions related to COVID-19, prompting it to be filmed and presented online as Delmar Gallery's first interactive virtual tour.



Paintings by Janangoo Butcher Cherel exhibited in Fitzroy Crossing: Hassall Collection.



Janangoo Butcher Cherel, *Untitled 1989*, acrylic on cardboard.



Ngarralja Tommy May, *Jilji and Bila 2016*, pen and acrylic on board (left) and Wakartu Cory Surprise, *Mimpi 2010*, acrylic on canvas (right).



Mechelle Bounpraseuth, *Late Night Macca's Run 2017*, glazed earthenware.



Susan Chen, *Habitual Terrain 2020*, hand built marbled porcelain.

Exhibition photography by Silversalt.



FIREPLACE FINDS



HOW FAR WOULD YOU GO TO HIDE
A SCHOOL REPORT? IN A SERIES OF
CONNECTIONS, A BUILDER FROM THE
TRINITY CLASS OF 2000 UNEARTHED
A 1944 TRINITY SCHOOL REPORT WHEN
CARRYING OUT BUILDING WORKS
ON A STRATHFIELD HOME.



BUILDER AND OLD TRINITARIAN JOHN JABBOUR (CLASS OF 2000 AND FATHER OF XAVIER JABBOUR, YEAR 4 AT JUNIOR SCHOOL) CONTACTED TN WHEN HIS WORK TEAM FOUND A NUMBER OF ITEMS OF INTEREST BEHIND A FIREPLACE THEY WERE REMOVING DURING A HOME RENOVATION AT 23 NEWTON ST. STRATHFIELD.

"It's amazing the connection and history," he said. 'After all, what are the chances of my working on a renovation in Strathfield, an Old Boy of Trinity, with my sons at the School, and coming across the history of another Trinity Old Boy behind the fireplace!'"

The dusty, insect-damaged report he found belonged to Don Cozens. Born in 1932, Don was a pupil at Trinity from 1942 to 1949 having previously attended a small school called 'Avoca' in Albert Rd. Strathfield.

Don was the son of Royston S Cozens and his wife Daphne (nee Akhurst) was an Australian Tennis Champion. His parents were married in 1930 by Rev. WG Hilliard (Head Master of TGS Jul 1913 – May 1916, and again 1929-1934). Cozens was an only child, his mother died tragically at the age of 29 in 1933. His father remarried in 1935 to Louise M Bickerton – also a Champion tennis player.

Don Cozens entered Trinity in Year 5 at the Preparatory School, Strathfield and was Dux of Preparatory in 1943 before moving to Year 7 at Summer Hill in 1944. He was appointed Prefect and Archer House Monitor in 1948, and School Vice-Captain and Captain of Archer House and Captain of Cricket in 1949. He was also the School Open Tennis Champion in 1949. It would

appear he repeated his final year of School – which was not uncommon for students who were still only 16 at the end of Fifth Year, there were only 5 years in secondary school at that time.

Cozens sat for the Leaving Certificate in 1948 and again in 1949. He received a B in every subject in 1948 (English, Mathematics, Physics, Geography, and Economics). The second time around he upgraded one subject to an A. Unfortunately, the sources do not tell us which subject that was.

The Triangle also offers some insight into Cozens time at Trinity (see break out box). The feedback from his Sports Master at the time (regarding his twelfth man position on the cricket team) included his need to persist in 'developing his aggressiveness, but temper it with due consideration of fundamentals: don't pull away, get right behind the ball, play forward rather than back etc. Recommended to try 'swerving' rather than 'swinging' the ball with his pace, using a variant of the 'off-spin' delivery.'

Cozens obviously took the feedback to heart, because the following season The Triangle reported: '...he seems finally to have found his particular value as a bowler'

Following his school career, Cozens studied Engineering at the University of Sydney.

He continued to maintain connections with Trinity and in 1951 Captained the OTU Cricket team against the School. In 1955 he was a member of the Sydney Uni Hockey team.

In 1956 he married Patricia Jean Cordukes.

A daughter Jane was born in 1962. Sources are insufficient to determine if there were other children. In *The Triangle* of Jun 1958 the TGS School Library thanks Mr and Mrs Cozens for donating a strongly bound set of National Geographic Magazines.

HISTORY OF THE HOUSE

23 NEWTON ST, STRATHFIELD

The house in Newton street was originally built by Don's father and step-mother in 1936.

All importantly the house had a tennis court, given the tennis talents in the family! The House features in the publication *'Decoration and Glass'* February 1937. <https://nla.gov.au/nla.obj-368414133/view?partId=nla.obj-368501798>

1937



2019



2019



WHAT ELSE WAS BEHIND THE CHIMNEY?

As well as Don Cozens Trinity School Report, the fireplace also hid:

- 1 a letter to 'Uncle Roy' thanking him for his speech at Pat and John's wedding
- 2 two tickets to the Raleigh Park Ball at the Trocadero, 6 Sep 1940
- 3 an order form for the War Veterans Art Union
- 4 a Child Endowment information brochure and card
- 5 advertising flyer for Hilton's Nylons
- 6 advertising flyer for Anthony Hordern's Qik-n-dex [telephone index]

A TALE OF TWO TENNIS MOTHERS

Daphne (nee Akhurst), mother to Don Cozens, was a self-taught tennis player whose capacity to retrieve and 'ability to run about like a gazelle untiringly' was responsible for her success. She played at Wimbledon for the second time in 1928, reached the singles and doubles semi-finals and, partnered by Jack Crawford, the mixed doubles final. She retired from serious competition soon after winning the Australian ladies' doubles championship in 1931. She died on 9 January 1933. Royston (Don's Father) remarried Louise M Bickerton in 1935, also a Champion tennis player, who had partnered with Daphne in the 1929 and 1931 doubles titles.

"LETTER TO UNCLE ROY"

Royston S Cozens (1902-1998) – 'Uncle Roy'

One of five children of Arthur and Annetta Cozens, Roy was born in Ashfield and attended Sydney Grammar School.

It is likely that two of his younger brothers – Ian Douglas Cozens and Wilfred Gordon Cozens (known as Gordon) attended **Strathfield Grammar School** c 1930 – when it was being run by Trinity.

ENTRIES IN THE TRIANGLE RECORD MORE DETAILS OF DON COZENS SCHOOL CAREER

DEC 1942

- Prep Athletics – U11 5th in 120yds, 75 yds and broad jump.

AUG 1943

- Prep Prize List (for 1942) – Form IIB 3rd Prize.
- Poem 'The Hunters' published.
- Mentioned for Prep Cricket.

AUG 1944

- Prep Prize list for 1943 – Dux of Preparatory.
- Swimming Under 12 25 m handicap – 3rd.
- Under 13 XI – 6 for 23 against Waverley.

DEC 1944

- Under 13 House Tennis – Cozens & Westrup lost in the finals to Smith & Rogers.

DEC 1945

- Under 14A XI – took 7 wickets against Knox.

MAY 1946

- Member of the 2nd XI

DEC 1946

- Under 15A XI – took 5 for 5 against Knox and also 5 wickets against St Aloysius.
- Tennis – Under 15 School Doubles Championship – Smith & Westrup defeated Le Huray & Cozens.

MAY 1947

- Member of 1st and 2nd XI

AUG 1947

- p 32 Under 15 XV "Cozens was unequalled for his line-out work as has that faculty of knowing just when and where to break from a ruck"

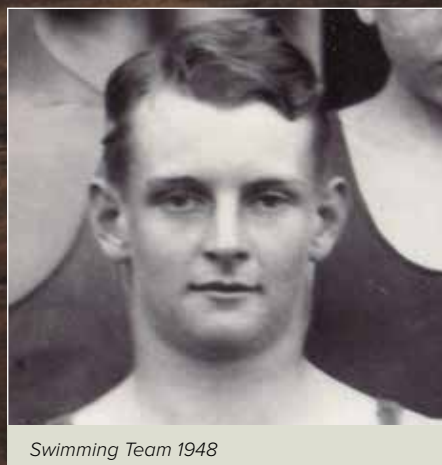
DEC 1947

- p 31 1st XI "D A J Cozens: In batting and bowling he can make a good contribution as a more permanent

member of the Eleven next year. To date has mostly filled the position of twelfth man, but will hold a place in the Eleven when he has finally eradicated some bad weaknesses. Is advised to persist in developing his aggressiveness, but temper it with due consideration of fundamentals – don't pull away, get right behind the ball, play forward rather than back etc. Recommended to try 'swerving' rather than 'swinging' the ball with his pace, using a variant of the 'off-spin' delivery."

- p 32 2nd XI – Cozens took 6 for 17 v St Aloysius.
- p 37 football tour to Orange – included Cozens.
- p 38 Athletics – 2nd in Under 16 880 Yds

MAY 1948



Swimming Team 1948

- Prefect for 1948
- Archer House Monitor
- 1st XI p34 " Cozens seems finally to have found his particular value as a bowler, and only requires to improve control of length, which was often inconsistent even in the Knox game when his results were good.
- Versus Waverly – 5 for 43.
- Swimming – Under 16 50 m freestyle 3rd; 200 m freestyle 3rd.

AUG 1948

- Member of The Triangle Committee;
- Represented Archer House in Debating
- Archer House Monitor
- Member of the 2nd XV and played some 1st XV matches
- Captain of 2nd XV "In Don Cozens the team has had an excellent captain for those games that he has been available for the Seconds. He plays courageously and intelligently and keeps his team up to the mark without fuss of bother"

DEC 1948

- First XI "DAJ Cozens has not had a great deal of bowling this term, but the team certainly appreciated his great effort in the Waverley game when he bowled right at the top of his form; in this game he also showed a glimpse of the ability in batting with which he has always been credited and his fielding is good."
- Cozens took 5 for 14 against Waverley
- Athletics – 880 yds Open – 3rd; Mile 2nd.

MAY 1949

- Captain of Cricket;
- Cricket "Cozens missed on match and was obviously on the verge of sickness in another, but in the two matches he played reproduced last terms fine bowling form and in his control of the team in the field and his very good knowledge of the game showed that the team lacks very little in captaincy – in the third term it is hoped he will miss not matches, because the team most definitely needs his leadership.

AUG 1949

- At the inaugural camera club meeting – D Cozens elected as President.
- Member of 1st XV

DEC 1949

- Appears in Prefect Photo.
- Cricket results and averages.
- Member of Athletics Team – appears in photo
- School Athletics Open 880 yds – 1st time 2 mins and 19.7 seconds; Mile – 2nd; Hurdles 3rd
- Appears in Swimming Team photo 1949.

MAY 1950

- Head Master's annual report for 1949 "... He [Peter Jolliffe school captain] and Don Cozens, the School's Vice – Captain, and the other School Prefects have brought to their high office and to their large number of school interests and activities qualities which we hope epitomise the true Trinitarian – and I know of no higher praise..."

VALETE

Vice Captain of School 1949; Entered 1942. 1st XV 1948-1949; 1st XI 1948-1949; Athletics Team 1948-1949; Swimming Team 1947-1948; Open Tennis Champion 1949; Captain of Archer House 1949.



Prefects 1949 Back: RI Lawrence, LS Martin, DH Small
Front: PS Jolliffe (School Captain), Mr. J Wilson Hogg, DA Cozens.



First XV 1949

Back: IC Ross, GJ France, VC Hotchkiss, MR Pickering, SA Munro, DA Cozens, EC Rogerson.

Middle: R Edgar, KB Reede, RI Lawrence (Captain), Mr. PG Young, A Mar, R David, GE Reed.

Front: BD Gill, R Back, RR Haviland.

OUR THANKS TO ALISON DORAN, TRINITY GRAMMAR SCHOOL ARCHIVIST, FOR HER RESEARCH AND INVESTIGATIVE WORK THAT HELPED WRITE THIS STORY.



1st XI
Standing: D. Kristensen, K. Reede, J. Aitken, D. Cozens, W. Brickley.
Seated: P. Cooper, K. R. Heckenberg, P. Westrup, Mr. K. C. H. Surridge, W. I. Tully, K. I. Martyn, B. S. Martyn.

Inspired by Old Trinitarians

Over his past 14 years at Trinity, Spiro Christopoulos, 2020 School Captain, has been fascinated by Old Trinitarians who walked out the gates at Summer Hill and went on to achieve success in their chosen profession. He video interviewed several Old Boys, from sport, the business world and the media.

"Their stories are inspirational, and to hear of how much the School means to them, and the invaluable contribution Trinity made to their development – it inspired me significantly. Their moving words and insightful advice to current students make the videos a must watch for everyone in the Trinity Community. The following stories are just a small taste of the full discussion. If you haven't already, subscribe to Trinity's YouTube channel and watch the complete series. Enjoy!"

SPIRO CHRISTOPOULOS
2020 School Captain

SCOTT SIO

Australian Rugby Representative
CLASS OF 2009

You've probably seen Scott Sio play Rugby Union professionally for the ACT Brumbies or the Australian Wallabies, but his classmates remember him as the 2009 School Vice-Captain and Captain of Rugby. Sio shared how Trinity ignited his passion for the sport during his senior years, "I was fortunate to play First XV Rugby for three years. When we played against St Aloysius here, Bernard Foley was actually the fly-half for them back then, and although



Scott Sio, Australian Rugby Representative, Trinity class of 2009.

we lost that game, I'll always remember the first time I ran out as Captain, that was a truly special moment for me."

During his time at Trinity, Sio also found an interest in the Cadets, saying "it gives you a small taste of what life is like for a lot of people that go out there and sacrifice their lives for our country."

One of the great life lessons Trinity taught him was, "like any professional sport, you definitely can't play forever, so Trinity taught me to always have more than just the sport, but a plan B, plan C, plan D. I was very focused on my academics, because at the end of the day you're a student athlete – student first."

Sio's family provided him with the motivation to make the most of every opportunity he had at Trinity just in case his rugby career didn't go as he planned. "My dad encouraged me to do well in Business Studies, Economics and English because he thought I might do well in sales. It's actually something I'm looking forward to in the next couple of years in terms of what life might look like post-rugby."

Fortunately, Sio developed into the professional athlete he dreamt of becoming, and he continues to build upon his accomplishments on the rugby field. But it wasn't always smooth sailing as he looked back on his career. Sio had a long list of injuries, including a particularly nasty ankle injury that he sustained in 2014 during his first day at Wallaby camp. It required immediate surgery and left him out of the season for four months. So how did Sio overcome such a challenging time at the peak of his career?

"The biggest piece of advice I can give students is don't go about your challenges alone. Support is so important, especially for young men who think they must battle through everything alone just because of ego. It's not the right way to go about it, you have families that love you, you have teachers, staff, and other students who want to help you. Always surround yourself with the right people and the right energy."

What does the future look like for Sio? "I am fortunate to have signed on for another three years with the Brumbies and Australian Rugby, and if the opportunity to represent Australia comes, I'll look forward to that as well."

ALEX MALLEY

The Naked CEO
CLASS OF 1978

Alex Malley made his mark in banking, sports management, university lecturing and the media, holding roles of CEO, Board Director and Chairman in the corporate world. He became a key figure in mentoring young Australians and brought leaders into focus through an extensive series of television interviews, and later went on to write the best-selling book, *The Naked CEO*.

However, Malley's time at Trinity in the 1970's was much humbler. "I loved having fun. I loved stirring up the teachers, but in a positive repartee way. Some of them didn't enjoy it as much as I did, but I loved banter."

Playing touch football, having fun with his mates and telling a good joke were the things he

enjoyed most during his time at the Summer Hill campus. It was Trinity's teachers that planted the seed for his career in education.

"At Trinity everyone wanted to be in Ian Moore's class, so when I became a teacher, that's what I wanted – for everyone to want to come to my class, not having to drag them in. Ian Moore was a great mentor to me."

Education continued to play an important role in Malley's life, not only as he lectured at Macquarie University, but for inspiring his daughter to follow his legacy, eventually becoming a teacher at Trinity herself. "The facilities for the students are brilliant and seeing the sophistication, the opportunities, the diversity with female teachers is fantastic. I think there was one female teacher when I was a student and I'm pleased to say now that there are many more and my daughter is one of them."

In addition to holding the Chief Executive role at CPA Australia, one of Malley's career highlights was when he became one of the very few to do an in-depth interview with the first man to land on the moon, Neil Armstrong.

However, it nearly didn't happen. "He told me he doesn't do interviews. I said, 'Neil, I'm a parent of many children. I'm a teacher by heart, and the world needs to hear the story of the impossible mission. Would you do it?' And he said 'okay'. So, he did an interview for the first and only time in his life and passed away a year and a day later. That is the only record of his life in existence. So, Trinity is a part of that."

Malley shared several pieces of advice throughout the interview, but one is particularly pertinent for current students: persistence.

"I always ask the question and I don't care if someone says no, I just keep asking. Eventually the universe says 'yes'. And for me, the Armstrong interview was one of those things that I pushed for so many times, and eventually the universe said, 'You know what? This guy's going to keep asking so let's just give him Armstrong.' And we got it. So never give up. Keep pushing. Don't take anything personally and laugh at yourself more than anyone else."



Alex Malley, The Naked CEO, Trinity class of 1978.



Daniel Tartak, CEO of Bingo Industries, Trinity class of 2003.

DANIEL TARTAK

CEO of Bingo Industries

CLASS OF 2003

Daniel Tartak's success story can be traced back to 1990 when he joined Trinity at the Preparatory School. During his time at the School he showcased his leadership, becoming Prefect, House Vice-Captain, and School Vice-Captain, all whilst building impressive records across a variety of sports, academic and co-curricular activities. His strong work ethic and family values saw him enter the family's waste management business, working his way up the ladder to make the Financial Review's Young Rich List at the age of 33. His inspirational story started with driving trucks around Sydney in the early hours of the morning to deliver skip bins. Today he is the CEO of one of Australia's largest waste management companies, Bingo Industries.

Tartak said the education and experience he enjoyed at Trinity made it an easy decision to send his sons to the School and continue his legacy. He credits the School's strong culture and teaching staff for instilling a positive influence on his life.

"It's good to see a lot of familiar teachers today that spend their careers at Trinity. For me, it goes to the culture of the organisation if people are spending time here, it means there's something good about the place and everyone I talk to only has good things to say about Trinity. Peter Sherwin was a great mentor to me, he was my maths teacher and cricket coach and taught me a lot of leadership skills on the cricket field which I still use to this day in the business world."

Tartak also shared invaluable advice for current Trinitarians looking to take up a career in the business. "If you're committed and you've got the drive, I honestly think you can achieve anything. I didn't necessarily want to be involved in the waste industry, but I knew I wanted to be involved in business. I think if you're CEO of a waste business, you can be the CEO of different types of businesses."

ROHAN BROWNING

Australia's 3rd Fastest 100m Sprinter
CLASS OF 2015

Rohan Browning famously earned the title of Australia's third fastest 100-metre sprinter, an astounding accomplishment but not surprising as Trinity's former Captain of Track and Field and School Vice-Captain. Today he enjoys a highly successful athletics career and continues to represent Australia on the global circuit.

It all started for Browning when he joined Trinity in Year 9. "I was a blank canvas, I hadn't done much track and field, and I didn't even know I'd have an interest in it. Mr. Murphy got me involved when he saw something in me.

From age 14 and throughout my time at Trinity he turned me into an elite athlete and a national representative, I simply don't know of any other school in the country that could have facilitated that." Browning credits Mr. Murphy, a three-time Olympic triple jumper, as his greatest mentor.

The road to becoming a successful athlete wasn't smooth. Browning took every experience, whether good or poor, in his stride to become an even better athlete. "I had a few unlucky injuries, but these are, to some degree, unavoidable as a 100-metre sprinter as you're constantly pushing your body to the limit. But there are two sides to the same coin and there have been times where I've had absolute moments of elation. One of those was running the 100 metres in 10.08 seconds – my current personal best which pushed me up the Australian all-time rankings. These are the moments that drive you."

Today he trains with Trinity students at the School and hopes to inspire future athletes, just as Mr Murphy did for him. "With any professional sporting career, you need to prioritise what's important and really commit to it; you only have a small window of opportunity to pursue it while you're young."



Rohan Browning, Australia's 3rd fastest sprinter, Trinity class of 2015.

OBITUARIES



JOHN CONDON

1939 – 2020

Trinitarian: From Years 8 to 10

I would like to advise Old Boys of the 1950 - 55 era of the passing of John Condon who suffered a heart attack on the 14th February 2020.

John came to Trinity in 1952 and quickly established himself as one of the notable characters of the boarding house. He had a great sense of humour and involved himself in all school activities including the Dramatic Arts where he displayed natural acting abilities. John played all sports and for some reason nominated for the diving competition at a school swimming carnival. He was unsuccessful but was commended for his 'reckless' performance!

After school, John joined the Bank of NSW and after service in the western NSW districts and Fiji finished his career in head office. He came from a musical background and played both the violin and guitar. John was immensely proud of his cousin, Pamela Page, who was an accomplished concert pianist. With her husband, Max Olding AM, an equally noted international pianist, they were an incredible team. Their son, Dene Olding AM, an internationally acclaimed violinist, Concertmaster Emeritus of the SSO, provided a moving eulogy for John. For all his career moves from Summer Hill, John, more than most, maintained a corridor of contact with his school friends.

Many more than those present for his funeral will miss him.

ANDREW HO

1975 – 2020

Trinitarian: From Years 3 to 6

Andrew Ho, '93, passed away in his home in Strathfield in the early morning hours of 28 December 2019. Andrew attended Trinity Grammar Preparatory School Strathfield years 3 to 6 from 1984 to 1987.

His cause of death is believed to be asthma related arising out of the bushfire smoke conditions in Sydney at the end of 2019.

Andrew was a memorable and active member of the Trinity Grammar community during and after his time at the School. He enjoyed debating, writing, performing, and otherwise contributing to a number of the School's publications during his time as a student.

He was passionate about everything he did and will likely not be forgotten those who met or knew him.

Andrew subsequently attended high school at Sydney Grammar School (from 1988-1993), studied law at UTS, was a Councillor on Strathfield Local Government for ten years, and a director of a number of boards.

He is survived by his wife Megan, his mother and father, his brother Peter (Old Trinitarian to year 6, 1984-90), and nephew Sydney.

A service was held for Andrew at the Russian Orthodox Church in Strathfield, and Rookwood Cemetery.

ROBERT PETERSON

1941 – 2020

Trinitarian: From Years 10 to 12

Robert really enjoyed boarding at Trinity except for the early morning runs around the oval each day, especially when it was cold and wet.

After we married in the school chapel in January 1966, we had two sons who are both happily married, each having two children. Scott is a builder who lives in Mollmook and Todd is in IT and lives in Denver USA.

When he left school, Rob went into the shipping industry where he worked for a number of companies in jobs ranging from office boy for Macdonald Hamilton in Newcastle to Operations Manager for Australian National in Sydney before he was retrenched in 1995. After that he worked as a data cable technician before again being retrenched during the 2008 global financial crisis. The last few years he worked as the manager of a bearing company before retiring in 2006.

We loved travelling and did so extensively after our retirement. This included many cruises, lots of 4x4 excursions around Australia and trips to see our son and his family in USA. However, our travels ceased following Robert's sickness while on a cruise to Alaska in 2017.

He is sadly missed by his family and many friends.

Roz Peterson

BRETT WALKER

1954 – 2019

Trinitarian: From Years 6 to 12

Brett left Trinity in Year 10 and went for a while to work in the Insurance industry, then moved to work for the Police Department in administration. After working there for approximately five years he resigned and joined Concord Repatriation Hospital as a gardener. He then moved to Lady Davidson Hospital, where he worked as Head Green keeper for the lawn bowls facilities.

For those who knew him, the beach, surfing and music were all important to him. After 20 years at Concord and Lady Davidson hospitals he moved to a quiet spot north of Coffs Harbour, where he built his dream home, and started a lawn mowing business. He lived there, happily, mowing occasionally, surfing mostly, until his sudden death, from natural causes in late November 2019.

His funeral was held in late December and in mid January there was a paddle out, with over 50 longboarders making a large circle, at his favorite surf spot, to celebrate the spreading of his ashes.

Rick Walker (Brother)

VALE



JOHN ASPINALL MOTTRAM

1944 – 2020

Trinitarian: From Years 7 to 11

John Aspinall Mottram ('60) passed away in April 2020.

John attended Trinity for all of his secondary education and had many fond memories of his school days. A kind caring man and a true gentleman, he will be sorely missed by his wife Barbara and their three children and six grandchildren.

Barbara Mottram



TETSU UEMURA

1962 – 2020

Trinitarian: From Years 7-12

Tetsu Uemura, hard worker and solid Trinitarian passed away in Tokyo of Covid-19-related complications on 21 April. He was 58 years old.

Tetsu was a well natured and committed team player, with genuine respect for all that had the privilege of knowing him.

No hurdle was impossible for Tetsu. From the outset, he launched himself into every aspect of Trinity life with tremendous enthusiasm. His tenacious personality helped him to quickly conquer the language and cultural gaps enabling him to assimilate into Australian multicultural life. At the end of his first year, Tetsu won the 'Most Improved Boy in Year 7' award and continued to grow, going from strength to strength. Tetsu was involved in many sporting teams at the School and was exceptionally well-liked by both teammates and coaches. This was also the case through his academic life.

Tetsu liked to talk about his father, Banji Uemura. Tetsu often spoke of the time when he first started Trinity, in 1975, when his mother and father took a 13-year-old Tetsu to visit their friend, Bruce Gordon, in Sydney, Australia, "and left me there for... six years!" Recalled Gordon: "Of course he had a good Aussie accent!"

Perhaps to make sure the Tetsu would also speak perfect 'American,' and not just Australian, his father sent him first to school in New York City and, later, to attend Occidental College, a private, co-educational liberal arts college located in the Eagle Rock neighborhood of Los Angeles (which former U.S. president Barack Obama also briefly attended).

Tetsu's Father was the founder of Jasdac-listed Japanese media/entertainment company Tohokushinsha Film Corporation (TFC). When his father retired in 2010, Tetsu took over as president and chief executive. Prior to his death, he had taken the role of the company's Executive Principal, while his brother-in-law, Kiyotaka Ninomiya, took on the firm's day-to-day responsibilities.

Following his death, industry veterans have paid tribute to Tetsu who was recognised internationally as one of Japan's best media executives:

Media Partners Asia (MPA) executive director, Vivek Couto, highlighted Uemura's contribution to the media industry:

"Tetsu-san was a savvy executive who looked outwards, understood the value of partnerships, believed in change and innovation and was highly principled in his dealings. He had a great sense of humility and humour and an ease of manner. He was warm and generous in equal measure. He was a real gentleman who had dignity. His passing is incredibly tragic and he will be sorely missed."

Rewind Networks' founder, Avi Himatsinghani, talked about Uemura's generosity in sharing his stories and his time: "He was a legend – loved by many across the world."

Long-time friend and colleague, HBO Asia's former chief executive Jonathan Spink, described Uemura as "first and foremost a really wonderful person, generous of spirit and generous of time always available with help or advice. He straddled the Western and Japanese media business seamlessly, not an easy thing to do. His last year was very tough, which makes this news all the more tragic. I will remember him as a funny, intelligent charming man but mostly of all, a great friend who will be forever missed."

Tetsu will be very sadly missed.

David Hampe

Old Trinitarian and Tetsu's friend.

WORKING LIFE & CAREER

- Tohokushinsha Film Corporation: Chief Executive Officer. Joined 1988, Manager of SOF Department since 1991; Deputy Director of Image Business since 1992; Chief Director of Image Business since 1994; Managing Director since 1995; in-charge of International Department since 2000; Senior Managing Director since June 2006; Assistant to the President since February 2007; Senior Vice President since June 2008; President since June 2010
- Classica Japan: President since May 2005; in-charge of Finance and Accounting, Information System and Director of International
- Hollywood Movies Co., Ltd: joined 2000 and since then served as its President; in-charge of Business Administration since 2000; in-charge of Finance and Administration since 2003; Senior Managing Executive Officer since 2004
- Van Enterprise Y.K: President since joining in December 2004; in-charge of Business Management since April 2005

HOW GOOD IS YOUR

school memory?

TN receives lots of letters from Trinity Old Boys reminiscing about their time at the School. We thought we would share your memories with Trinity's archivist, Mrs. Alison Doran, to see what she uncovers. Is school what you remembered? Do you recall something she hasn't got safely stored away in the extensive Trinity archive?

This edition, TN gave Mrs. Doran the detective work of discovering more about the people, time and places mentioned in this letter from Murray Ainsworth, Class of '55 and '56.

As I sat reading the December 2019 issue of *Trinity News* yesterday, I saw an image that caught my eye and gave me pause. The photo in question was that of the Strathfield Primary School taken from the front of the main building. I began to reminisce about my time spent at Strathfield Primary. So many fond memories made within its walls! It would have been around 1946, when my father had recently returned from World War II.

I recall a Mrs. McDonald, a Grade 3 teacher, I think. She was strict. We knew to sit up straight and pay attention in class as she was prone to handing out punishment (with a ruler!) if we didn't.

Mr. Morris and Mr. Burns were two of the finest and kindest men who taught me, in what I believe was Grade 4. Almost 70 years on, these happy memories from my past flooded my thoughts, and all from an instantly recognisable photograph that was published in your magazine.

My father, Bruce Ainsworth, also attended Trinity Grammar School. I have a photograph of him in the Trinity First XV; probably sometime around 1920-1921. I suspect he was there for only one or two years, when he and his family lived briefly in Marrickville.

The greatly respected Clarrie Latham was one of his teachers in his time at Trinity and then later in the mid 50's, was also one of mine! I remember Clarrie once reminding me that I had a family reputation to live up to! And I also noted Clarrie's "Model T-to-Darwin" story in the same Trinity News edition.

Adventurous times!

Murray Ainsworth. Class of '55 and '56.

What our archivist discovered:

Both father and son were at Trinity during times of growth and development. In 1917, when Mr. Bruce Ainsworth started, the first building extensions were being completed because they had outgrown the existing building.

For Murray, who joined Trinity in January 1947, in Year 3, it was a time post World War II and Preparatory enrolments were rapidly increasing.

I think it is amazing what people remember from their childhood; it's a salutary reminder for all teachers based on what Mr. Murray Ainsworth recalls about his: from fine, kind to strict!

The teacher Murray recalls as strict, Mrs. M Macdonald (died 1951) came to Trinity initially as a part time teacher in the last term of 1942. She originally just taught in the morning, but this was later extended to whole days. In 1943 she was appointed full time at a rate of £140.

This was due to an increasing number of enrolments of students aged 6 to 8 years. The comment in the Council Minutes was that "the lower school has grown out of all proportion."

This was the baby boom starting to impact schools. The boom was already underway prior to WWII – it began as a post-Depression boom in the mid 1930s.

In 1944 - 1952 the Preparatory School at Strathfield had more pupils than the Secondary school at Summer Hill. Preparatory enrolments increased from 130 to 345. Preparatory School only had three teachers in 1942 prior to Mrs. MacDonald's appointment. By 1953 it had fourteen teachers.

Mrs. MacDonald taught at Trinity for nine years. She was due to retire at the end of 1951 and had planned a trip to England, but sadly died in September of that year.

What is frustrating is the lack of information about some of the staff of the early years – we don't even know Mrs. MacDonald's first name!

"We all remember with sadness the death of Mrs. Macdonald during the year, and we recall that she, being of the "old school" held unflinching ideas of what constituted satisfactory work. Lucky are those students in the School who were fortunate enough to pass through her hands. I recall with gratitude her telling me a week or so before her death that she counted her nine years of teaching at Trinity among the happiest and most satisfying in her life."

Head Master's Annual Report, 1951.

While teaching at the Preparatory School, Mr. Byrnes gave lessons in voice production and trained the students in singing. He also provided the musical accompaniment for Chapel on the piano.

He led the daily chapel services at the Preparatory school on the days the Chaplain was occupied at Summer Hill. He also helped with music at the Boarder's Chapel services.

On two occasions he was acting House Master of Junior House i.e., the primary aged boarders in 1947 and again in 1951.

He left a legacy of £100 for a Preparatory School prize for a pupil in 5th or 6th class at Preparatory adjudged to be the best singer. The Peter Byrnes Prize for music is still awarded at Preparatory Prize Giving.

Also mentioned in the letter is Mr. Clarrie Latham, who also taught many fathers and sons and was at the school for 53 years. Latham Theatre is named for him. He introduced and taught the first Science course at Trinity – Chemistry, Physics and Geology, and also formed a Science Club. He was awarded The Order of the British Empire – Medal (Civil) / British Empire Medal (Civil) for services to Education in the New Year's Honours 1975.



Monitors 1956

Back Row: [R Jones], [Halloran], [M Ainsworth], [R Wherrett], [Pitt], [Wallace], ____, [P Mitchell].
Middle Row: A Smith, ____, [Hollis], ____, [F Haviland], [Davidson], G Evans, ____, [B Carter].
Front Row: C Fong, [N Mills], ____, Mr J Wilson Hogg, A Harris, A Ray, J Hoddinott, [D Doyle], [J Castrission].



First XI 1921

Back: B Ainsworth, FO Wood, AC Stevenson, GB Burtinshaw, WD Cramsie, HG Begbie
Front: AD Hoskins, A Thorpe, K Pitt, GC Gordon, RW Mayhew.
Absent: RR Grant (Captain).

THE BENEFITS

OF MOTHERING AN

old boy



Mrs. Nikki Bowden, Mrs. Karen Braga and Mr. David Braga.

Mothers play a large role in the life of the Trinity community. From Kiss and Ride lines and School gate drop-offs to fundraising and community-building, they are a vital and active part of the Trinity spirit. Yet after a full career as a 'Trinity Mother' that spans, in some cases, from Pre-K all the way to Year 12, what happens next? Sons leave the School and Trinity Mothers find themselves saying goodbye to a way of life, governed for decades by the School year. There is no more standing by the sideline with parents they have known forever or sitting in the audience watching school performances.

Since 1987, the Trinity Connection has kept mothers of Alumni in touch with the School and nurtured life-long friendships. With over 230 members, the Trinity Connection enjoys a good presence at annual events such as the Gala Music Concert, School Speech Day and the Year 12 Mothers' Farewell Dinner.

"Trinity was such a big part of our lives when our sons were at the School. A lot of us volunteered at various sporting events and functions, and we didn't want to lose that connection once our sons finished Year 12. So, we formed Trinity Connection," explained President, Yolla Yarad.

Growing friendships and celebrating the stories that make Trinity special are at the heart of the group's purpose. They offer members the opportunity to expand their networks by meeting other like-minded parents who also share the same passion for the School's legacy. Highly respected Alumni appear as guest speakers, sharing their insights and life achievements, most recently Mr. David Braga (Class of 1987), CEO of BNP Paribas Securities Services for Australia and New Zealand.

Trinity Connection meets at the School four times a year for afternoon tea, and the Head Master or a Senior Master attends to offer an update on the latest news at the School. Although not a fundraising group, membership fees are occasionally donated to various departments in the School, or to a charity nominated by the members. According to Yolla, "Over the years we've donated to various departments such as the Library and Music department. By joining Trinity Connection, members are able to continue to contribute to the School in a meaningful way."

The Trinity Connection is currently seeking expressions of interest for committee positions, including the Presidency and Secretary roles.

"It's been a wonderful experience to lead Trinity Connection, watch friendships develop and see the reactions from students and staff to



Mrs. Liisa Chappelow and Dr. Janet West.



Mr. David Braga and Mr. Richard Bishop.

our donations – it has been very satisfying and meaningful. However, after 33 years, it's time for someone else to take over the presidency and lead this amazing group of mothers."

The next meeting is scheduled for the 18th of August. To join or consider a committee position please contact Liisa Chappelow on 9581 6024 or email lichappelow@trinity.nsw.edu.au

When thinking **BIG** **STARTS** SMALL

SYDNEY WILL REQUIRE 664,000 MORE HOMES BY 2036 TO HOUSE AN EXTRA 1.6 MILLION PEOPLE. CONGESTION ON ITS BUSIEST ROADS EXTENDS WELL BEYOND THE MORNING PEAK INTO PERIODS OF THE DAY WHEN TRAFFIC PREVIOUSLY FLOWED FREELY. IS THERE AN ANSWER TO THE SUPER-SIZING OF HOMES, MORTGAGES AND CONSUMPTION?



For Old Trinitarian, Grant Emans (1999, Weeks) it was the expansion of life, pace and size in Sydney that led to his next great big business idea: Designer Eco Tiny Homes.

Starting a construction business with his brother in 2000, Grant had studied his Bachelor of Property Economics at UTS after graduating from Trinity. "Everyone thought we were mad starting our own business. I remember our first job, we got paid \$2000 to build a deck around a pool. We thought it was brilliant!"

LIFE STARTED TO GET TOO BIG

But as the business grew, and the houses the brothers were building grew too, they started to wonder about the sustainability of the residential construction model. Commuting across Sydney, sitting in traffic daily, building houses with large footprints for minimal numbers of occupants, led them to explore sustainable housing.

"We began to focus on Eco Homes. We offered a design and construction package that specialised in environmental sustainability. For over five years we created homes that were energy efficient and cheaper to run."

Yet Grant felt there was more he could do to look at housing in a more sustainable way. "One day some information came across my

desk about if you build a caravan, government approval or a council development application isn't required. Then the same week I saw a new TV show about tiny houses. I started wondering if I could turn one of our eco houses into a caravan."

SMALL SCALE, BIG IMPACT

"The tiny house movement is a big deal," explained Grant. "People have all kinds of reasons for choosing to live tiny. Some are looking for ways to own a home without a mortgage, some want a house they can take with them wherever they go, and some are just trying to tread more lightly on the earth. Whatever their reasons, they're part of a growing trend that's gradually changing the way Australians talk – and think – about home."

Tiny houses take the pros and cons of small house living to their extreme. Compared to the average house, or even a small house, a tiny house gives you less of everything: less space, but also less expense, less maintenance, and less energy use.

"We work hard to afford bigger houses than we need. We continue to work, so we can fill our houses with more stuff, items we may not need but buy anyway. Our largest clients currently are single women who are over 55 and divorced. But there are also families adding a tiny house on

wheels in their back yard for a teen retreat. When the children leave home, they can take the house with them."

Tiny houses appeal to a surprising variety of people. "Our houses can be created so people can live off the grid, with propane appliances, solar panels, a composting toilet, and a greywater system to process the wastewater from the shower and sink."

TINY HOUSE BUILDER, BIG BELIEVER

Grant now employs a staff of about 17 and the business is set to build about 60 tiny houses this year. His Christian faith plays a central role in his business: "While my non-Christian customers might read about my faith on our website, I also try to conduct myself in the most Christian manner I can. It's not just about the contracts we sign, the appropriate pricing that we set, what we do with profits, donating where we can... it's about, I think, every day my team knowing that their boss trusts God. That the only reason we have work is that he trusts God. Now they may choose to reject that as a belief system, but I always try and make that known."

When it comes to giving tiny houses away, Grant's faith is especially evident. "I said I'd like to give a tiny house away roughly every two years," he says. "But I genuinely feel like God blesses the other work to pay for it. And until I hear otherwise from Him, I'm going to keep doing that."

"Giving someone a home doesn't solve homelessness, it's the support services that wrap around the situation that are vital."



A SMALL ANSWER TO A BIG PROBLEM

The Salvation Army's base in Maroubra connects with many members of the Eastern Suburbs homeless community, along with other marginalised and socially isolated people at its regular breakfast and lunch services and weekly Hope Chapel.



Grant Emans, from Designer Eco Tiny Homes, was motivated to give away a tiny house to The Salvation Army after reading about the stabbing murder of a homeless man in Maroubra.

"For years my wife and my kids, especially when winter approached, we would be praying at dinner, 'thank you for the meal and thanks for our house', and we have a fire at our house and it's warm and we would think of those on the streets doing it tough. There's only so long you can talk and pray. I think that God's answer was not that He would provide the house, rather, 'You make tiny houses, Grant, you should give one away.'"

The tiny house gives locals who are experiencing homelessness a safe, warm space for a night or two as respite, while volunteers and Salvation Army workers journey with them towards their accommodation and life goals.

"Giving someone a home doesn't solve homelessness, it's the support services that wrap around the situation that are vital," explained Grant. "We are able to supply a place that is safe and warm but being connected to the Salvation Army also means an individual will find community and a place to belong as well."

As well as Maroubra, Grant donated two more Tiny Homes to the Salvation Army. One in Menai is used for affordable community housing, the other in Tamworth helps youth in crisis.

The tiny homes enable people experiencing homelessness to have a safe place to live for the short to medium term until they can secure stable housing.

Homelessness in Australia has increased 13.7% in five years¹. There has been a 28% increase in Australian aged 55+ experiencing homelessness. On any given night in Australia, 1 in 200 people are homeless.

"Homelessness is often the result of a number of complex issues. Domestic and family violence, financial difficulties and the lack of affordable houses are a few reasons as to why people find themselves homeless. Research has found that the cost of rough sleeping to the community is in excess of \$27,000 per year, with the cost increasing the longer a person is homeless," said Grant.

Tiny homes offer a cost-effective alternative to purchasing bricks and mortar properties to tackle homelessness, with prices starting from \$40,000 for a single-room tiny house. To donate to the building of a Tiny Home for the Homeless, visit <https://www.gofundme.com/f/tiny-for-the-homeless>

¹ Homelessness Australia currently uses statistics from the ABS Census of Housing and Population and the AIHW Specialist Homeless Services data collection for their statistics. The ABS Census is conducted every five years, with the most recent release being for 2016.



2020 Reunions & Events

Sportsman's Luncheon & Old Boys' Day – ON HOLD

DATE: TBA
VENUE: Terrace Room
CONTACT: Richard Bishop
rbishop@trinity.nsw.edu.au

Bundanoon

DATE: 31st October 2020
VENUE: Bundanoon Hotel
CONTACT: Jim Kildea
edmezjim@bigpond.com

OTU Remembrance Service

DATE: 4th November 2020
VENUE: Summer Hill
CONTACT: Richard Bishop
rbishop@trinity.nsw.edu.au

Golf Day

DATE: 17th November 2020
VENUE: Pennant Hills Golf Club
CONTACT: Richard Bishop
rbishop@trinity.nsw.edu.au

OTU|P&F Careers - Mentoring Evening

DATE: TBA
VENUE: Summer Hill
CONTACT: Richard Bishop
rbishop@trinity.nsw.edu.au
Susan Draysey
careers@trinity.nsw.edu.au

Careers/OTU Expo

DATE: TBA
VENUE: Summer Hill
CONTACT: Richard Bishop
rbishop@trinity.nsw.edu.au
Susan Draysey
careers@trinity.nsw.edu.au

Max Taylor's Birthday Lunch



On Wednesday 4th March several Old Trinitarians met for lunch to celebrate Mr. Max Taylor's 97th Birthday. Mr. Taylor is well remembered by the community for being a passionate educator and teacher, responsible for the introduction of the Society of the Arts and its success at the School.

Left to Right: Chas Park, Richard Bishop, Mike Healy, George Condoleon.

REUNIONS TO COME FOR 2020

Class of 2015

Class of 2005

Class of 2000

Class of 1995

– New date to be advised

Class of 1990

Class of 1985

Class of 1980

Class of 1975

– To be celebrated in 2021

Class of 1970

Class of 1965

Class of 1960



The OTU batted first and scores a handsome 8-175 from a slow start off their 25 overs.

However the School came out to bat and they did. Chasing the runs down in the final overs with still three batsmen to come.

Congratulations to Harry Goldsmith (12LA) who scored 102 no in the run chase - a great innings.

A resounding win for the 1st XI after a couple of years of narrow losses.

Shout outs



Jamin and Awhitia Daniels

JAMIN DANIELS '05

and Awhitia Mihaere were married in the School's Memorial Chapel by Rev. Gregory Webster on 18 January, 2020. Reception was at 'Next Door' Cronulla.

GLEN COLLEY '77

Living and loving life on the Sunshine Coast.

NEVILLE POTTER '63

Now enjoying retirement in Canberra after a career in Government (a transport economist), with four grandchildren and interests in languages – having mastered Ancient Greek now dabbling in Old Irish. Also pursuing various research interests (mainly historical). Would like very much to hear from any of the 1963/1964 leavers.

GREG HARRIS '85

I'm married to Karen (1991) and have two boys Jon (born 1995) and Matt (born 1998).

After finishing university I worked as a youth worker in the Anglican Church of Moree. I then completed a number of years in cotton farming before studying theology at Moore College.

I was ordained in 1997 and became vicar of Collarenebri in the Armidale Diocese. After 4.5 years I moved to Guyra to become vicar. After 6 years in Guyra I moved to the Bendigo Diocese (2007).

I was the Rector / Senior Minister of South East Bendigo Anglican Parish, Archdeacon of Bendigo and Vicar General. After 12.5 years I was appointed as the National Director (CEO) of Bush Church Aid (2019). Karen and I currently live in Sydney. The boys are married and living in Victoria.

STUART SUTTON '84

Living in Singapore, please feel free to contact me if you're ever in town.

MARK JONES '71

Working from home now after heart attack. Enjoying life at the beach (Terrigal) and my beautiful wife Jackie who looks after me and puts up with me. We have two grandson's who have filled our lives with a huge amount of joy and love. Celebrating 45 years of happy marriage. Eldest daughter Lisa, youngest daughter Kelly. Jackie has had a tough year with breast cancer but has come out with the all clear. Now I get to look after her. Lost Jackie's sister (Julie) to breast cancer (60).

ALAN MITCHELL '64

Studied Electrical Engineering at UNSW 1965-1969. Joined Royal Australian Navy as an Undergraduate 1967. Served as Weapons Electrical Engineer in RAN until 1988. Retired as Commander Career in APS 1988-2000. Consultant to Defence 2001-Present. Currently Employed by Rob Dobson & Associates. Married Sue in 1973. Three grown

sons. Currently live between Moruya and Canberra. Hobby: Community Radio Broadcasting

ROWAN KEATING '00

Is working as a History and Geography teacher at Cherrybrook Technology High School.

GEOFFREY WOMBWELL '71

Left School and became an Electrical Apprentice. Completed the second half of my apprenticeship in Perth, Western Australia and have been here ever since. Two children boy 35, girl 30.

TIM MIDDLEMISS '04

has been selected as part of the inaugural cohort of Obama Foundation Leaders: Asia-Pacific. Tim has been named one of 200 emerging civic leaders representing 33 nations and territories in the region, who will convene in Kuala Lumpur, Malaysia from December 10-14. The 200 Leaders represent public, private, and non-profit sectors, working on a variety of issues, ranging from education to environment to entrepreneurship.

BILLY KIM '09

recently graduated with Ambulance Victoria!

MICHAEL TANNER '71

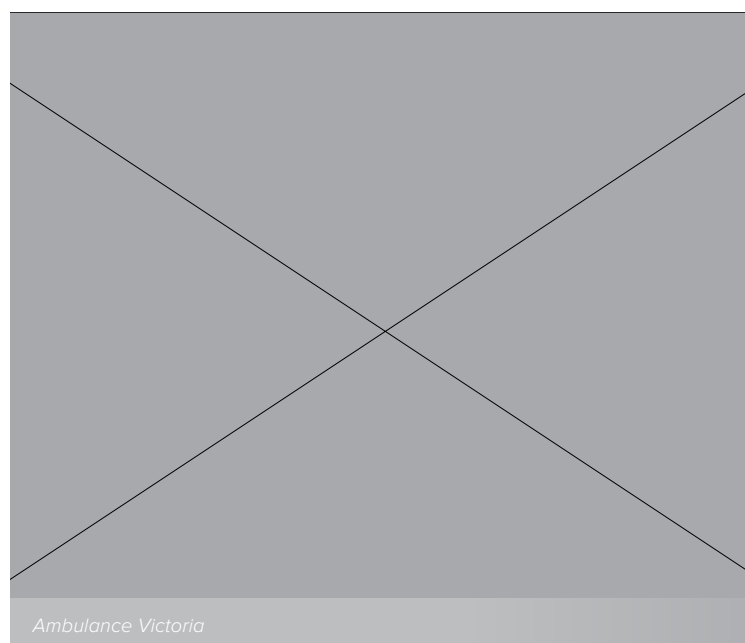
After a fairly lengthy career as a commercial designer, I have retired from eleven years of secondary school teaching where I taught ancient, modern and Stages 4-5 history together with geography, society / culture and legal studies after completing a B A (Hons) and later a B Teach degree at the University of Sydney. I was recently married for a second time.

WEH YEOH '99

Founder of OIC Cambodia and OIC Australia, helps children with disabilities access speech and occupational therapy. **Can you help him with the following?**

- Access to potential board members and advisors
- Introductions to family foundations and trusts
- Introductions to schools to run Day Without Speech
- Mentoring and advice, particularly around commercial operations, health care, technology and marketing

For five years running, Trinity Junior School has supported OIC Cambodia in raising funds through a Day Without Speech, a campaign that asks students to give up talking for part of the day. Contact rbishop@trinity.nsw.edu.au to offer your support to WEH.





TRINITY
GRAMMAR SCHOOL

We want to **hear** from you!

**Have memories from your time at Trinity?
Remember something extra on one of the
articles listed inside? Have exciting news?**

We'd love to hear it! Please send us a message through info@trinity.nsw.edu.au with any photos from School, as well as a recent one of yourself and you could feature in the next edition.



Contents

ON THE COVER

Grant Emans tackles homelessness	4
Inspired by Old Trinitarians	10
History behind the chimney	44

COMMUNITY

Community News and Events	2
How good is your School memory?	6
Why join Trinity Connection	7
Obituaries	8
Vale	9



3



10



44

Editor	Philippa Lowe
Writers and Contributors	Serge Jankovic, Philippa Lowe, Tarryn Thompson, School staff
Art Director	Katrina Naess
Designers	Angela Lustre, Nick van Breda
Production Manager	Tarryn Thompson
Photography	Giovanni Portelli, Paul Seiser, AJ Moran, School staff
Design Consultancy	Design Playground
Contact	Trinity Grammar School + 61 2 9581 6000 news@trinity.nsw.edu.au



Welcome

The events of the past few months have had a profound impact on our daily lives. Social distancing, remote working and home schooling have become the norm rather than the exception. The impact of these changes has resulted in a number of OTU and school events being cancelled or postponed. This included the postponement of the Trinity Golf Day and several Old Boy reunions. With the ongoing anxiety and uncertainty relating to the easing of social distancing restrictions, the OTU will continue to work with the school to keep you informed on status of when these events might return.

Similarly, the AGM planned for May 2020 has been postponed. As you would remember from my previous reports, the 2019 AGM was moved to May 2020 to allow for the change in financial reporting, i.e. move from financial years to calendar years to align with the School's accounting periods. However due to the impacts of COVID-19 we have decided to postpone the meeting and have asked an extension to hold the AGM from the NSW Department of Fair Trading. We will inform every-one of the date, as soon as one can be set.

With changes happening so fast, its easy to forget that some events did occur before

the restrictions were implemented. This included the CAS Swimming and Diving Champions where Trinity again won the Diving Championship and finished a commendable second in the swimming. Many may not know that the Trinity pool was closed for an extended period due to flooding in February, so the boys had to train at Canterbury Pool instead. So great effort by the swimmers to finish second and congratulations to the School for winning the "Stephen Barnett Shield" in the diving.

We also need to acknowledge the remarkable job the School has done with the move to remote learning. One can only imagine the challenges faced in implementing such a significant change in such a short timeframe. With a son in Year 10, we have lived it just like most Trinity families and although it may have been difficult at first, it appears that boys are embracing the change.

Finally, as we move through these difficult times, just remember to stay safe, look after each other and keep in contact where possible.

Regards

Chris Paras
President Old Trinitarians Union



Alumni Cover Story: Grant Emans from Designer Eco Tiny Homes.

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Trinity News | Issue 83 | JUNE 2020

alumni



Building small houses to solve a big problem

Cover Story:
Old Boy Grant Emans
PAGE 4

Inspired by Old Trinitarians

School Captain
interviews OBs
PAGE 10

History behind the chimney

Secrets from an old
School report
PAGE 44