

TABLE OF CONTENTS

1.0	.....	4
WELCOME	.....	4
1.1	.....	5
Using this Handbook	.....	5
2.0	.....	6
ABOUT TRINITY GRAMMAR SCHOOL	.....	6
2.1	.....	7
School Prayer, Mission Statement and Ethos	.....	7
2.2	.....	9
Brief History	.....	9
2.3	.....	10
The Christian Foundation of the School	.....	10
2.4	.....	11
The Council of Trinity Grammar School Statement of Educational Principles	.....	11
2.5	.....	17
Members of School Council	.....	17
2.6	.....	20
The School Council - Operations	.....	20
3.0	.....	22
SCHOOL STUDENT LEADERS	.....	22
3.1	.....	23
Summer Hill	.....	23
3.2	.....	25
Preparatory School	.....	25
3.3	.....	26
Junior School	.....	26
4.0	.....	28
OUR CAMPUSES	.....	28
4.1	.....	29
Senior	.....	29
4.2	.....	30
Middle	.....	30
4.3	.....	31
Junior	.....	31
4.4	.....	32
Preparatory	.....	32
4.5	.....	33
Field Studies Centre	.....	33
5.0	.....	34
ACADEMIC	.....	34
5.1	.....	35

The Academic Programme	35
5.2	37
Academic Curriculum	37
5.3	38
Learning Environments	38
5.4	39
Academic Advice	39
5.5	40
Changes to Programme of Study	40
5.6	41
Programmes of Study	41
5.7	46
Homework	46
5.8	48
Text books	48
5.9	49
Book Packs	49
6.0	50
CO-CURRICULAR	50
6.1	51
Co-curricular	51
6.2	53
Co-curricular Sport	53
6.3	58
Sport Code of Conduct	58
6.4	60
Co-curricular Music	60
6.5	67
Co-Curricular Activities	67
7.0	71
STUDENT WELFARE	71
7.1	72
Child Safe Standards	72
7.2	73
Pastoral Care	73
7.3	76
The House System	76
7.4	80
A Safe Learning Environment	80
7.5	84
Trinity Education Support Services (TESS)	84
7.6	86
Counselling and Psychological Services	86
7.7	87
Student Medical/Health Care Guidelines	87
8.0	89
SCHOOL PROCEDURES AND EXPECTATIONS	89
8.1	90

Seeking Academic Advice	90
8.2	91
Discipline System	91
8.3	94
Rights and Responsibilities of Students	94
8.4	96
Some Examples of Disciplinary Measures	96
8.5	98
School Expectations	98
8.6	105
Uniform	105
8.7	110
Courtesy at Trinity Grammar School	110
8.8	111
Parent Guidelines	111
8.9	113
Absences	113
8.10	115
Payment of School Fees	115
9.0	116
INVOLVEMENT IN THE SCHOOL COMMUNITY	116
9.1	117
The School as a Community	117
9.2	118
Community Groups	118
9.3	124
Community Development	124
10.0	125
ICT SYSTEMS	125
10.1	126
LMS by Campus and Year	126
10.2	127
Policies and procedures	127
11.0	128
QUICK LINKS & USEFUL CONTACTS	128

WELCOME

1.1 Using this Handbook

USING THIS HANDBOOK

This online School Handbook aims to provide parents and students a single source of truth for information concerning the School and its operations.

This replaces the traditional hard copy handbook that was produced and printed at the start of each year. By choosing a digital platform, searching for information is easier and more convenient. The information will also have a higher level of currency as updates can be made throughout the year, as opposed to the time of publishing. Another benefit of going digital, is reducing the environmental impacts of producing hard copies each year.

ABOUT TRINITY GRAMMAR SCHOOL

[2.1 School Prayer, Mission Statement and Ethos](#)

[2.2 Brief History](#)

[2.3 The Christian Foundation of the School](#)

[2.4 Statement of Educational Principles](#)

[2.5 Members of School Council](#)

[2.6 The School Council – Operations](#)

[2.7 School Executive List](#)

SCHOOL PRAYER, MISSION STATEMENT AND ETHOS

Mission Statement

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

Our School Prayer

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

Grant us faith to grow spiritually, strength to grow bodily and wisdom to grow intellectually, through Jesus Christ our Lord. Amen.

The Ethos of Trinity Grammar School

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

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

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

This breadth of our educational offering necessarily challenges our students. We believe that there is

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

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

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

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

BRIEF HISTORY

The School

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

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

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

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

THE CHRISTIAN FOUNDATION OF THE SCHOOL

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

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

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

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

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

Tim Bowden | Headmaster

THE COUNCIL OF TRINITY GRAMMAR SCHOOL STATEMENT OF EDUCATIONAL PRINCIPLES

1. Spiritual Growth and Development

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

Aim 1 To impart a thorough knowledge of the Bible.

- Objectives**
- a. To teach a Pre K-12 curriculum of Biblical studies so that each boy will know and understand its content and application to life.
 - b. To give boys sufficient tools to make a personal judgement in matters of faith and subsequently come to maturity of faith in the Christ of the Bible.

Aim 2 To encourage boys to serve God and Mankind.

- Objectives**
- a. To build up a sense of belonging by using all aspects of the School's activities (e.g. in the classroom, through the House system, in the Headmaster's Assembly).
 - b. To foster trust and loyalty through staff example and through delegation of responsibility to the boys as well as the staff.
 - c. To develop self-discipline within a framework of realistic and consistent School discipline.
 - d. To foster family and School worship and community involvement

Aim 3 To encourage boys to have faith in God as a loving Father and Creator, in Jesus Christ as Lord and Saviour and in the Holy Spirit as Strengthener and Guide.

- Objectives**
- a. To provide a Pastoral network of individual masters, class teachers (Primary), Housemaster (Senior School), School Counsellor and Chaplains.
 - b. To provide opportunities for staff and boys to experience supportive Christian fellowship within the School. Some areas in which this would take place would be the Chapel, the classroom, the House period and cocurricular clubs.

Aim 4 To encourage involvement in the church.

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

2. Academic Development

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

Aim 5 To develop each boy's academic ability to the full.

Staff

- a. So to implement the teaching programme that there is effective teaching at all levels of a boy's development.
- b. To select staff who possess a genuine interest and expertise in their discipline and a capacity to communicate it effectively within the classroom.
- c. To evaluate each boy's range of academic levels and abilities.
- d. To place boys within suitable subjects, classes and levels to develop their ability more fully.
- e. To assess a boy's need for advancement or remediation and to indicate this to the boy concerned, the School and the parents.
- f. To timetable the broadest range of options to cater for all levels of ability from Pre K-12.
- g. To provide the best possible physical environment for academic instruction.
- h. To provide the best possible budget allocation for each subject.
- i. To provide for staff development within the curriculum and for staff assistance within departments.
- j. To encourage staff to use fully the School's resources and to maintain comprehensive and up-to-date resources, especially the Library facilities

Objectives

Aim 6 To develop the faculty to think creatively and critically, to evaluate concepts and ideas, to differentiate central from peripheral issues and fact from opinion.

- a. To present a range of ideas related to the subject matter, both fact and opinion.
- b. To teach methods of evaluating and analysing argument.
- c. To study community standards and to encourage discussion based on Christian teaching.
- d. To provide for the participation of boys in debate inside and outside the classroom.
- e. To use personal development, pastoral care and House periods as well as the classroom environment to achieve this aim.

Objectives

Aim 7 To acknowledge the centrality of God in the academic programme.

- a. To encourage instruction which interfaces with Christian values at all levels.
- b. To select staff who are in sympathy with the aims of the School.

Objectives

3. Psychological Development

Boys are encouraged to gain insight into themselves in a way appropriate to their stage of growth,

and to accept themselves and others as unique creations of God, in His image, and for whom Christ died. Psychosexual development is considered in the light of Biblical insights into the uniqueness and worth of each individual and our interdependence on each other.

Aim 8 To guide boys to an awareness of themselves as human creatures under God.

- Objectives**
- a. To stimulate active self-expression and self-confidence through the entire academic programme and through cultural and sporting activities.
 - b. To promote membership of co-curricular groups.
 - c. To create in the boys a consciousness of themselves as God's creatures in all such activities.

Aim 9 To encourage boys to value their own self-worth and that of others.

- Objectives**
- a. To allow the boys to make appropriate choices and decisions.
 - b. To examine different opinions and beliefs within the School and classroom.
 - c. To have boys clarify their own values.
 - d. To teach the Christian doctrines of forgiveness and grace in order to emphasise the worth of the individual before God.
 - e. To conduct activities which necessitate group interaction and reliance on others.

4. Social Development

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

Aim 10 To impart to boys an understanding of our interdependence.

- Objectives**
- a. To encourage mutual respect for all members of the School community.
 - b. To help staff, boys and parents work together.
 - c. To have the boys participate in local community activities.

Aim 11 To encourage boys to develop relationships based on trust and mutual respect, care and concern.

- Objectives**
- a. To introduce activities which establish a positive classroom climate.
 - b. To become familiar with each boy's strengths, weaknesses, needs and interests, in order to foster positive relationships.

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

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

Aim 13 To develop in the boys a mature understanding of and respect for their family, women, their elders, their peers and younger children.

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

5. Physical Development

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

Aim 14 To encourage the disciplined care of the body.

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

Aim 15 To provide sporting activities which cater for the abilities of all boys.

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

6. Cultural Development

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

Aim 16 To develop the talents of the boys in Art, Drama and Music.

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

Aim 17 To encourage the boys to appreciate their cultural heritage.

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

Conclusion

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

Learner Profile

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

- Inquirers** We nurture our curiosity, developing skills for inquiry and research.
We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- Knowledgeable** We develop and use conceptual understanding, exploring knowledge across a range of disciplines.
We engage with issues and ideas that have local and global significance.
- Thinkers** We use critical and creative thinking skills to analyse and take responsible action on complex problems.
We exercise initiative in making reasoned, ethical decisions.
- Communicators** We express ourselves confidently and creatively in more than one language and in many ways.
We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- Principled** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.
We take responsibility for our actions and their consequences.
- Open-minded** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others.
We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring	<p>We show empathy, compassion and respect.</p> <p>We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>
Risk-takers	<p>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies.</p> <p>We are resourceful and resilient in the face of challenges and change.</p>
Balance	<p>We understand the importance of balancing different aspects of our lives intellectual, physical, spiritual and emotional to achieve wellbeing for ourselves and others.</p> <p>We recognize our interdependence with other people and with the world in which we live.</p>
Reflective	<p>We thoughtfully consider the world and our own ideas and experience.</p> <p>We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>

MEMBERS OF SCHOOL COUNCIL

President

- **The Most Reverend Kanishka Raffel**
BA (Hon), LLB, BD, Dip Min, MA, Archbishop of Sydney

Chairman

- **Mr Richard Pegg**

Honorary Secretary

- **Mr Martin Cook**

Honorary Treasurer

- **Mr Simon Miller**

Members of the Council

- **Dr Margaret Chu**
- **Dr Peter Collins**

- **Dr Andrew Connolly**
- **The Reverend Michael Doyle**
- **Mrs Simone Hargreaves**
- **Mr Grant Hummel**
- **The Reverend Alan Lukabyo**
- **The Reverend David Mears**
- **The Reverend Justin Moffatt**
- **Mr Craig Moore**
- **Mrs Wendy Mugridge**
- **Mr Stephen Simonds**
- **The Reverend Dr Brian Tung**
- **The Reverend Dr Dan Wu**

Members of the Executive Committee of the School Council

- **Dr Peter Collins**
(Chairman)
- **Mr Martin Cook**

- **The Reverend Justin Moffatt**
- **Mr Simon Miller**
- **Mr Craig Moore**
- **Mr Richard Pegg**

THE SCHOOL COUNCIL - OPERATIONS

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

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

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

Building and Grounds Committee

Oversees the plant and buildings and the annual maintenance programme.

Education Committee

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

Executive Committee

Conducts the business of the Council between meetings.

Finance Committee

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

Finance Audit Committee

Reviews the School's financial information, systems and processes to manage significant financial risk, integrity and quality of financial statements, disclosures, auditing, accounting and financial reporting processes.

Governance Committee

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

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

SCHOOL STUDENT LEADERS

[3.1 Summer Hill](#)

[3.2 Preparatory School](#)

[3.3 Junior School](#)

SUMMER HILL

School Leaders for 2023

School Captain

Christopher **Kong** (Latham)

School Vice Captains

Liam **Wingrave** (Archer)

Ty **Garaci** (Holwood)

Ryan **Gupta** (Wynn Jones)

Prefects

Miles **Angus** (Wilson Hogg)

Noah **Blomfield** (Founder's)

Timothy **Braga** (Dulwich)

Davide **Eboli** (Wilson Hogg)

Ryan **Geddes** (Murphy)

Orly **Hatton-Ward** (School)

James **Hayes** (Henderson)

Kelvin **Kong** (Archer)

Cody **Lambert** (Henderson)

Samuel **Niulala** (Stephenson)

Benjamin **Stevens** (Weeks)

Kyle **Tran** (Wilson Hogg)

House Captains

Archer - Aman **Shaw**

Dulwich - Luca **Ratnavadivel**

Founder's - Alexander **Jacob**

Henderson - Noah **Giacoppo**

Hilliard - Felix **Ballantine-Jones**

Holwood - Hamish **Gray**

Kerrigan - Jack **Waide**

Latham - Luka **Cukeric**

Murphy - Thomas **Power**

School - Samuel **Foung**

Stephenson - Jacob **Christou**

Taubman - James **Moore**

Weeks - Oliver **Askew**

Wilson Hogg - Theo **Salvartsis**

Wynn Jones - Sam **Newton**

Young - Alex **Gavrilovic**

PREPARATORY SCHOOL

Preparatory School Leaders for 2023

Captain

August **Li**

Vice-Captains

Jayshan **Shanmugaratnam**

Julian **Ang**

Preparatory School Officers

Joshua **Casamento**

Arthur **Wang**

Oliver **Cardiff**

Alex **Constantinou**

Marcus **Du**

JUNIOR SCHOOL

Junior School Leaders for 2023

Captain

Darren **Cai**

Vice Captain

Terence **Ho**

Junior School Monitors

Dominic **Lowe**,

Nathan **Moses**,

Benji **Nallaiah**,

James **Saunders**,

Allan **Shaba**,

Aidan **Tay**

Junior School House Leaders

Founder's Captain: Finley **Askew**

Founder's Vice Captain: Felix **Yao**

Latham Captain: Lachlan **Tucker**

Latham Vice Captain: Nicholas **Abwi**

Taubman Captain: Robbie **Clarke**

Taubman Vice Captain: James **Azizi**

Young Captain: Nicholas **Ma**

Young Vice Captain: Rahid **Chowdhury**

OUR CAMPUSES

[4.1 Senior](#)

[4.2 Middle](#)

[4.3 Junior](#)

[4.4 Preparatory](#)

[4.5 Field Studies Centre](#)

SENIOR

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

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

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

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

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

MIDDLE

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

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

The School believes that to develop one's body is an important part of school life and that a boy must be involved in sports programmes, with an emphasis on physical fitness, skill and team building. From Year 7, students are required to be involved in a Summer and Winter sport which would involve mid-week training and a Saturday commitment. In the Middle School Year 7 and 8 Sport training is inside the school day and Year 9 Sport has an integrated school day and after school training schedule.

The Middle School marks the commencement of an extensive Co-curricular Programme that continues for all Trinity boys until Year 12. Whilst no co-curricular activity is compulsory in Year 7, boys in Year 8 must participate in either one of the many auditioned Music groups or the School's Cadet Corps as the minimum commitment but may also join additional co-curricular activities. The highlight of the boy's development is the Field Studies Programme in Year 9. Students also commence a Life Skills Programme from Year 7 that aims to equip students with the skills needed to manage many of the issues they are likely to be confronted with throughout life.

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

JUNIOR

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

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

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

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

PREPARATORY

Strathfield Campus | The Preparatory School

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

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

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

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

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

FIELD STUDIES CENTRE

Woollamia Campus | Field Studies Centre

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

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

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

ACADEMIC

[5.1 Academic Policy](#)

[5.2 Academic Curriculum](#)

[5.3 Learning Environments](#)

[5.4 Academic Advice](#)

[5.5 Changes to Programme of Study](#)

[5.6 Programmes of Study](#)

[5.7 Homework](#)

[5.8 Text books](#)

[5.9 Book Packs](#)

THE ACADEMIC PROGRAMME

The Academic Programme

Academic Committee (Senior and Middle Schools)

Deputy Headmaster - Academic – Mrs Deborah Williams

Director of Curriculum – Mr Andrew Scott

Director of Professional Practice – Mrs Melissa McMahon

Director of Research – Mrs Deb de Ridder

Head of Christian Studies – Dr Chris Thanopoulos

Head of Drama – Mr Brendan Duhigg

Head of Economics – Mr Kai Ikeuchi

Head of English – Ms Norma Kamhieh

Assistant Head of English – Mrs Lara Kariatlis

Head of Geography – Mr Adrian Shipp

Head of History – Mr Matthew Miller

Head of Languages – Mr Ashley Lucas

Head of Teaching and Learning Librarian – Mrs Vicki Courtenay

Head of Mathematics – Mr Edward Habkoux

Assistant Head of Mathematics – Mr Mark Somers

Acting Head of Music Curriculum – Dr Michael McGregor

Head of PDHPE (Acting) – Mr Andrew Payne

Head of Science – Mr Tim Nurcombe

Assistant Head of Science – Ms Tracy Getts

Head of Technological & Applied Studies – Mr Carlos Ramos

Assistant Head of Technological & Applied Studies and Head of VET – Ms Jennifer Nixon

Director of TESS – Ms Renee Culgan

IBOP Core Co-Ordinator – Mr Andrea Folli

Head of Visual Arts – Ms Nicole DeLosa

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

Primary Academic Committee

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

Co-Chair - Head of Curriculum – Mrs Fiona Evans

Head of the Junior School – Mr Mark Dunn

Head of the Preparatory School – Mr Chris Wyatt

Deputy Head of the Junior School – Mr Craig Hassall

Deputy Head of the Preparatory School – Mr Richard Lever

Director of TESS – Ms Renee Culgan

Director of Professional Practice – Mrs Melissa McMahon

Head of Academic Care – Mrs Jessica Ford

The Academic Policy

The academic policy of the School is set by the Headmaster. The Deputy Headmaster - Academic, the Academic Committee and Primary Academic Committee advise the Headmaster on academic matters.

ACADEMIC CURRICULUM

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

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

LEARNING ENVIRONMENTS

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

Students have the right to

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

Students have the responsibility to

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

ACADEMIC ADVICE

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

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

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

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

CHANGES TO PROGRAMME OF STUDY

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

PROGRAMMES OF STUDY

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

Primary Education Pre-Kindergarten to Year 6 PYP

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

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

Secondary Education Years

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

Year 7

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

Year 8

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

Years 9 and 10

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

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

The Higher School Certificate

NESA mandates students must study a minimum of 12 Units in Year 11. At Trinity, students study 13 Units in Year 11, including one Extension level subject¹. The only compulsory subject is English and there must be at least four subjects in total in each year. Courses studied in Year 12 must be preceded by study of the respective Year 11 course.

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

Subjects offered for the HSC are:

English (compulsory)	Advanced English ² ; English as a Second Language; Extension 1 English and Extension 2 English
Mathematics	Standard Mathematics; Mathematics; Extension 1 Mathematics and Extension 2 Mathematics

Other subjects

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

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

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

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

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

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

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

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

Subjects offered for IBDP are:

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

Careers Education and Student Pathways

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

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

Libraries

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

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

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

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

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

HOMEWORK

Homework | Preparatory and Junior School

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

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

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

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

Middle and Senior School

The purpose of homework in the secondary context is multifaceted:

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

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

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

- > In Year 7, a student should be at his desk for one hour to an hour and a half;
- > In Year 8, one and a half hours;
- > In Year 9, one and a half to two hours;
- > In Year 10, two to two and a half hours;

> In Years 11 and 12 three to four hours.

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

TEXT BOOKS

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

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

BOOK PACKS

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

CO-CURRICULAR

[6.1 Co-curricular](#)

[6.2 Co-curricular Sport](#)

[6.3 Sport Code of Conduct](#)

[6.4 Co-curricular Music](#)

[6.5 Co-Curricular Activities](#)

CO-CURRICULAR

Director of Co-curricular | Mr Lachlan White

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

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

- **Mandatory participation:** Commencing in age-appropriate ways and times, all boys are required to take part in the Co Curricular programme. This is equally integral and vital to a Trinity education as is the Academic programme.
- **Breadth of experience:** Boys are required to take part in a variety of co-curricular activities. In a world characterized by change, our boys are well-served by learning to be comfortable doing new and different things. By participating in different endeavours, boys will connect with different friends, discover new opportunities, learn new skills, and, in the doing of it, shape a richer life. The diversity of options that we provide is intended to give our young people this breadth of experience.
- **Teams and groups:** Invaluable life lessons regarding leadership, cooperation, group identity, and mutual encouragement, are learned through team and group activities. The reality is that working with others towards a shared goal is one of the most valuable capacities that our boys can develop, being necessary for so many dimensions of adult life.
- **Focused effort:** The Co-Curricular programme provides another context in which boys can learn the relationships between having goals, persevering, and improving. This principle lies behind our expectation that all boys will be diligent and committed in Co-Curricular, attending and participating whole-heartedly, and giving of their best.

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

be proud, but young men of whom we can be proud.

CO-CURRICULAR SPORT

Sportsmaster, Summer Hill – Mr Mitchell Kearsley

Sportsmaster, Strathfield – Mr James Bremner

Sportsmaster, Junior School – Mr Chris Robinson

Summer Hill

Sport	Coordinator-in-charge
Basketball	Mr Ben Morrissey
CAS Track & Field	Mr Elizabeth Murphy
Cross Country	Mr Phillip Mugridge
Fencing (Sum)	Ms Sabine Wieczorek
Fencing (Win)	Mr Steve Vazouras
Lawn Bowls (Sum)	Mr Guy Dennis
Golf	Mrs Maria Thanos
Lawn Bowls (Win)	Mr Guy Dennis
School Swimming (Sum)	Miss Emilia Tsaknis
School Swimming (Win)	Ms Kat Miller Bock
Tennis	Mr Jeremy Dykgraaff
AFL	Mr Sam Jackson
CAS Swimming Team	Mr Ben Tuxford
Cricket	Mr Ian Moran
Diving	Mr Gergely Malyusz
Football	Mr Luke Gray
R.A.W.	Mr Ian Moore
Rugby Union	Mr Michael Snowden

Summer Track & Field	Mr Andrew Murphy
Table Tennis	Mr Andreas Mickler
Volleyball	TBC
Water Polo	Mr Seamus Rodden
Touch Football	Mr Daniel Chu

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

Sport Options

Year 3 and 4 | Preparatory School and Junior School

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

Years 4-6 | Preparatory School and Junior School

Summer	Winter	Inter-seasonal
Basketball	Football	Cross Country Team
Cricket	Lap Swimming (Prep Only)	Swimming Team
Oztag (Years 5&6 only) (Prep Only)	Rugby	Track and Field Team
Softball (Years 5&6 only)	Emerging Athlete Programme	
Teeball (Year 4 only)		
Emerging Athlete Programme		

Years 7, 8, 9 and 10

Summer	Winter	Inter-seasonal
Basketball	AFL	Track and Field
Cricket	Cross Country	
Golf	Football	
School Swimming Squad	Rugby	
Touch Football (Years 8, 9 and 10)	School Swimming Squad (Years 9 and 10)	
Tennis	Tennis	
Volleyball (selected Years 9 and 10)	Volleyball (Years 9 and 10)	
Water Polo		
Summer Track and Field (by application)		
CAS Swimming (by application)		

Optional/Additional/Specialist: Optional/Additional/Specialist:

Basketball Refereeing	CAS Swimming Squad
-----------------------	--------------------

CAS Swimming Squad
Diving
CAS Track and Field Training

CAS Track and Field Training
Football Refereeing
Rugby Refereeing
Diving

Years 11 and 12

Summer

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

Optional /Additional/Specialist:

Basketball Refereeing
CAS Swimming Squad
CAS Track and Field Training
Diving

Winter

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

Optional /Additional/Specialist:

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

Inter-seasonal

Track and Field

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

SPORT CODE OF CONDUCT

Sport Code of Conduct - Expectations

Players

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

Parents

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

Spectators

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

CO-CURRICULAR MUSIC

Director of Co-Curricular Music

Dr Michael **McGregor**

Director of Preparatory School Music

Mrs Geraldine **Campbell**

Director of Junior School Music

Mrs Sue **Goodman**

Band Master / Head of Brass

Mr Christopher **Aschman**

Head of Strings

Ms Kate **Morgan**

Head of Woodwind / Convenor of the Music Academy

Mr William **Henry**

Master of Chapel Music

Mrs Sylvia **Wallace**

Overview Of The School's Music Programme

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

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

Band:

Symphonic Wind Band/Marching Band

Big Band

Concert Band

Intermediate Concert Band

Junior School Concert Band

Preparatory Concert Band

Orchestral:

Symphony Orchestra

Trinity Sinfonietta

Intermediate Strings

Serenata Strings

Vivaldi Strings

Intermezzo Orchestra

Preparatory Chamber Orchestra

Beethoven Strings

Mozart Strings

Corelli Strings

Choral:

Chapel Choir

Camerata

Trinity Chorale

Junior School Choir

Trinity Singers

Primary School Choir

Small Ensembles:

Academy Ensembles

String Ensembles

Brass Ensembles

Woodwind Ensembles

Percussion and Guitar Ensembles

Mixed Ensembles and Jazz/Rock groups

The Preparatory School Chamber Ensemble

Trinity Academy of Music

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

Auditions

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

Rehearsal Expectations

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

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

Students are expected to practice the music in between rehearsals. Students are required to take

their ensemble music to their instrumental lessons and get help in their practice and preparation from their teacher.

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

Instrumental Lessons

Individual and group lessons are available on the following instruments:

Strings Violin | Viola | Cello | Double Bass | Guitar | Harp

Woodwind Flute | Oboe | Clarinet | Bassoon | Saxophone

Brass Trumpet | French Horn | Trombone | Euphonium | Tuba

Percussion Mallet Percussion | Timpani | Drum Kit

Keyboard Piano | Pipe Organ | Jazz Piano

Vocal All voices

Number of Lessons

A minimum of sixteen half-hour lessons will be given by Instrumental Teachers during the course of a semester. However, generally the number of lessons will reflect the number of weeks in each term.

Enrolment

Please use the form below for a new enrolment in the instrumental Music Programme. Before your son can commence music lessons, this enrolment will be processed by the Music Department.

[Use this online form to register for music tuition](#)

Fees

- Fees are set annually based on the recommended fee for private music teacher in New South Wales. These fees will be charged in arrears with the School Tuition at the end of each term
- Failure to pay fees will result in tuition being discontinued.
- Students entering the programme after the beginning of a term will be billed accordingly.
- Details of current fees can be obtained through the Music Administration's office.

Lessons and Attendance

- Teachers will issue a full term's lesson timetable at the beginning of each term to enable students to have prior knowledge of their commitment regarding lessons. At Summer Hill the times for all students will rotate on a weekly basis.

- Students who are already enrolled in the Instrumental Tuition Programme will automatically be re-enrolled at the beginning of the new calendar year unless written notice of cancellation is received no later than 1st December, prior to the commencement of the new year
- It is the responsibility of both parents and students to consult the lesson timetable and to know when the first lesson is scheduled. It is not the responsibility of teachers to collect students from their classrooms.
- The Instrumental Teacher personally, or in an emergency the Music Department, must be contacted by 8.00pm the day before of the lesson if a student is to be absent from school for any reason (illness, family reasons, etc.) If this is not done, the lesson will be charged and not made up.
- At Summer Hill, the Music Department Secretary can be contacted on 9581 6042, or 9581 6000. For students at Strathfield the contact number is 8732 4617 or 8732 4600.
- Students who wish to change their lesson time because of a clash with excursions or exams, must contact the teacher personally to make new arrangements (24 hours notice is the minimum requirement). If possible, this contact should be made a week in advance; students not doing so will be charged for the missed lesson.
- Lessons missed through the absence of a teacher will be made up, if this is not possible, no charge will be made on the next fee statement.
- Lessons missed through forgetfulness on the part of the student will be charged and not made up.

Punctuality

Punctuality is important to the successful operation of the Instrumental Tuition Programme. Students who are habitually late or frequently miss lessons for frivolous reasons may be removed from the programme. Students must sign in at the Music Reception before their lesson begins.

Cancellation

It should be clearly understood by all parents and students that enrolment for instrumental lessons is for a minimum of one year unless extenuating circumstances apply. Upon approval of discontinuation of lessons by the Director of Music, four weeks notice in writing is then required, with four weeks fees charged in lieu. Alternatively boys may attend lessons until the conclusion of scheduled lessons.

Rental of a Trinity Grammar School Instrument

Over a number of years Trinity Grammar School has built up a stock of instruments available for rent. These instruments are available at a nominal rental payable per term for a period of one year only. For purchase or hire of instruments at the end of the rental period, or if a rental instrument is not available, the Music Department is able to provide advice on brands of instruments suitable for

students and assistance in obtaining competitive prices, or information relating to commercial hire schemes.

The following instruments are available for rent:

Woodwind	Brass	Strings
Flute	Trumpet	Violin
Oboe	Trombone	Viola
Clarinet	French Horn	Cello
Alto Saxophone	Euphonium/Baritone	Double Bass
Tenor Saxophone	Tuba	
Baritone Saxophone		
Bassoon		

- Requests and arrangements for the rental of these instruments should be made in writing to the Music Department Office.
- An "Instrumental Rental Contract" must be signed in order for any student to play a school owned instrument.
- Pianos, Keyboards, Percussion Instruments and Guitars are not available for rent.

Loss or Damage

All instruments owned by the School or privately owned must be insured by the user. The Music Department will not take responsibility for loss or damage whether on or off the School property.

Changing Instruments

This can be arranged during any term for lessons to start at the beginning of the next term. A term's notice is required if a student is changing from one instrumental teacher to another. Please contact the Director of Music if you wish to request a change of instrument.

Music Diary

At the commencement of each year, all students in the Instrumental Music Programme will be given a Music Diary. These are available from the Music Department office. Apart from the week's homework, this book provides the means of communication between the teacher, the student and parents. Parents are asked to sign this book on a weekly basis. We see the Music Diary as a continuous system of reporting and a regular point of contact between parents and teachers.

Staff, students and parents should note the following: Practice times must be written in the Music Diary by students. This will be checked by the teacher at the following lesson. It is important that parents read the Music Diary in order to monitor the student's practice and progress, as well as the number of lessons attended.

Students must bring the Music Diary to lessons.

Theory and Musicianship

Details can be obtained from the Music Department Office.

Performance Exams

Students can enroll in practical grade examinations on the advice of their instrumental teacher. For AMEB examinations, there are two periods during the year when these take place, please refer to the School Calendar.

Performing Groups

A large number of performing groups rehearse within the Music Department each week. Some of these groups rehearse throughout the year while others meet for defined "rehearsal seasons".

All students having instrumental lessons, or studying music as an elective subject, are expected to be in at least one of these groups. Membership of the senior groups is usually by invitation following an audition.

Dress for Performing Groups

Dress required by members of these groups is as follows:

Senior School Groups

Daytime Performances: Normal school uniform. (blazers as per seasonal dress rules).

Evening Performances: Long sleeved white shirt with School ties.

Marching Band will always perform in full Band uniform including helmets.

Chapel Choir: for all services choir robes are required.

Preparatory and Junior School Groups

Daytime Performances: Normal school uniform

Evening Performances: Trinity Grammar School winter uniform with white shirts for concerts.



CO-CURRICULAR ACTIVITIES

Activities Master – Mr Andrew Payne

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

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

Preparatory School / Junior School

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

Middle School

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

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

Senior School

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

Army Cadet Unit (Year 8 to 12)

Officer Commanding CAPT (AAC) - Ms Susan Draysey

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

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

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

1. General

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

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

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

2. Dress and Bearing

Cadets are reminded that the uniform they wear identifies them with the School and the Army. These organisations both have proud traditions, which it is the Cadets' duty to uphold. Cadets should

particularly note that headdress should be worn at all times while in public. Cadets are NOT to wear any shoes or boots other than Cadet boots when travelling to and from School.

Activities 7 to 12

Archaeological Society

Berea

Cartesian Society

Charity and Community Group

Chess Club

Cuberider

Debating Society (Debating, Mock Trial, Mooting and Oratory)

Mock Trial

Drama

Major Productions

Year 8-12 Drama Club

Duke Of Edinburgh's Award Scheme

Ecological Awareness Group

Economics Question and Answer Association

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

Fishing Club

Golf

Mathematics Club

Media Production

Peer Support

Raw Challenge

Snow Sports

Specialist Programmes

Basketball

Master in Charge

Ms Elizabeth Stockdale

Dr Chris Thanopoulos

Mr Phillip Mugridge

Mr Simon Bootle

Ms Carrie Wang

Ms Rachel Hughes

Mr Christopher Taplin

Mr Bill Pratt (Co-ordinator)

Mr Brendan Duhigg

Ms Lauren Pegus

Mr Matthew Hirst

Mr Joseph Vaccarella

Mr Ian Moore

Ms Maxine Whelan

Mr Bobby Dimitrievski

Mr Michael Spratt

Mrs Maria Thanos

Mr John Blois

Mr Benjamin Finch

Mr Ian Moore

Mr Mark Waters

Master In Charge

Mr Ben Morrissey

Cricket	Mr Ian Moran
Rugby	Mr Michael Snowden
Football	Mr Luke Gray
Swimming	Mr Ben Tuxford
Track And Field	Mr Andrew Murphy
Water Polo	Mr Seamus Rodden
Sports Experience	Dr Rachel O'Brien
Technology and Design Club	Mr David Davies
Theatre Sports	Mr Anthony Slaven
Trinity Science Investigators	Mr Tim Nurcombe
Visual Art (Ceramics, Digital Media, Painting, Photography, Sculpture and Drawing)	Ms Nicole DeLosa

STUDENT WELFARE

[7.1 Child Safe Standards](#)

[7.2 Pastoral Care](#)

[7.3 The House System](#)

[7.4 A Safe Learning Environment](#)

[7.5 Trinity Education Support Services \(TESS\)](#)

[7.6 Counselling and Psychological Services](#)

[7.7 Student Medical/Health Care Guidelines](#)

CHILD SAFE STANDARDS

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

The Child Safe Standards are:

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

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

PASTORAL CARE

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

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

Aims

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

Objectives

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

Key Pastoral Care Staff

The Headmaster and School Executive

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

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

Chaplain

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

Housemasters

The Housemaster aims to know each student well to guide and support his all-round development. This includes:

1. ensuring each student's academic growth is monitored
2. encouraging participation in sport and co-curricular activities

Classroom Teachers (Pre-K to Year 6)

The Classroom Teacher is the principal provider of pastoral care and will normally be the first contact person for parents.

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

Psychologists

The major responsibilities of the School Psychologists include:

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

The Careers and Student Pathways Adviser

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

Pastoral Care Programmes

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

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

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

The Pastoral Care Programme includes:

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

Life Skills Programme

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

THE HOUSE SYSTEM

Middle and Senior School

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

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

The objectives of the House Programme include:

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

Middle and Senior School Housemasters

House	Housemaster - Senior School	Housemaster - Middle School
Archer	Mr Robert Currer	Ms Sue Sidaway
Dulwich	Mr Christopher Aschman	Mr Arch Humphries
Founder's	Ms Marian Dunbar	Mr Neil Smallfield
Henderson	Mr Raymond Cachia	Ms Carrie Wang
Hilliard	Mr Nicholas Pay	Mr David Zhang
Holwood	Mr Joseph Vaccarella	Ms Angelina Flokis
Kerrigan	Mr Ian Moran	Ms Emelia Moraitis
Latham	Ms Nadia Nero	Mr Michael Di Paola
Murphy	Ms Sabine Wieczorek	Mr Seamus Rodden
School	Ms Heidi Broadbent	Mr Neil Van Heerden

Stephenson	Mr Will Henry	Ms Katherine Hronopoulos
Taubman	Mr Andrew Pierce	Dr Rachel O'Brien
Weeks	Ms Leanne Heanly	Ms Kat Miller Bock
Wilson Hogg	Mr Guy Dennis	Mr Jean-Baptiste Ribola
Wynn Jones	Mr Mark Waters	Ms Katie Struik
Young	Mr Peter Bamford	Ms Phyllis Bookluck

Preparatory School

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

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

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

House	Housemasters	House Captain	Vice-Captain
Archer	Miss Mikaela Janes Mr Sam Mako	Ethan Ho	Adam Ge
Henderson	Miss Nadene O'Neill Mr Adam Short	Dinal Perera	Alexander Ishak
Hilliard	Mrs Cath Devitt Mr Stephen Mugridge	George Vavoulas	Charlie Deeb
School	Mrs Jessica Brogan Mr Adam Herborn	Leon Konidaris	Sebastian Nguyen

Junior School

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

House	Housemaster	House Captain	Vice-Captain
Founder's	Miss Chloe Martin	Finley Askew	Felix Yao
Latham	Mrs Alanna Hulstone	Lachlan Tucker	Nicholas Abwi
Taubman	Miss Miriam Cross	Robbie Clarke	James Azizi
Young	Mrs Eliza Leedow	Nicholas Ma	Rahid Chowdhury

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

Archer:	is named after Mr Francis Henry Joseph Archer, Headmaster from 1917 to 1922. He introduced the house system to Trinity. Colour: Red
Dulwich:	the original site of the School was Dulwich Hill and the Church hall there was used by the School for over a decade; and the School Motto derives from Dulwich College, London. Colour: Sky Blue
Founder's:	is named after the Right Reverend George Alexander Chambers, the Founder of the School. Colour: Orange
Henderson:	is named after the first Headmaster, Reverend Kenneth Thorne Henderson, 1913. Colour: Gold
Hilliard:	is named after the Right Reverend William George Hilliard, Coadjutor- Bishop of Sydney, who was Headmaster twice, from 1913-1916 and again from 1929-1934. Colour: Purple
Holwood:	is the name of an imposing old house in Victoria Street which was used by the School in the mid-twenties to house the boarders. Colour: Tan
Kerrigan:	is named after a father and a son, Mr Walter Andrew Kerrigan, a member from 1913 to 1925 of the School Committee which controlled the affairs of the School while it was still a parochial institution connected with the Parish of Holy Trinity, Dulwich Hill; and his son, Mr Alan Bevely Kerrigan, who was second on the list of twenty-nine boys who were enrolled at the School when it began in 1913, and who was a member of the School Council from 1928 to 1965. Colour: Lime Green
Latham:	is named after Mr Clarence Edmund Latham BEM (c), who served on the staff of the School from 1917 to 1971 and was on several occasions Acting Headmaster. Colour: Black
Murphy:	is named after Mr Vernon Sherren Murphy, Headmaster from 1938-1942. Colour: Khaki
School:	is the name of the original Boarding House. Colour: Royal Blue
Stephenson:	is named after The RT Reverend Percival William Stephenson, Headmaster from 1935-1937, afterward the 6th Anglican Bishop of Nelson. Colour: Turquoise.

Taubman:	is named after Mr Claude Percival Taubman, a School Councillor from 1928 to 1966. Colour: White
Weeks:	is named after Reverend Doctor George Edward Alison Weeks, Headmaster from 1923-1928. Colour: Mid Blue
Wilson Hogg:	is named after Mr James Wilson Hogg, Headmaster from 1944 to 1974. Colour: Grey
Wynn Jones:	is named after The RT Reverend William Wynn Jones an Old Boy of the School who was Sportsmaster and Housemaster in the 1920s and succeeded the Founder as the Bishop of Central Tanganyika. Colour: Bishop Pink
Young:	is named after Mr John Anthony Young, the Foundation President of the Parents' and Friends' Association, for thirty years a School Councillor, and a lifelong friend of the School. Colour: Maroon

A SAFE LEARNING ENVIRONMENT

A Safe Learning & Working Environment

Introduction

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

Definitions

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

Examples of harassment include:

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

Sexualised Behaviour. Trinity Grammar School places a high priority on creating a respectful and safe environment which is free from sexualised behaviour. Sexualised behaviour includes sexual

harassment, physical contact of a sexual nature, viewing or showing material of a sexual nature (including, but not limited to pornography), comments about another person's sexuality, using language that is sexually explicit or sexually suggestive or other behaviour that is unwelcome, unreciprocated or uninvited. Public displays of intimate affection or relationships, such as handholding or kissing, are not permitted in the School context. This includes when students are at any School campus, any School function, camp, tour or event, or any other public occasion in which students are associated with the School.

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

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

Creating A Safe Community

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

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

Online Safety

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

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

Online Harassment

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

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

What to do if you are being harassed

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

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

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

If you are harassed or discriminated against:

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

- > Tell the person to "stop."
- > Avoiding a confrontation and just walking away can be effective, though ignoring continued incidents may give the impression that harassment and discrimination are accepted within the School. The School's Counselling and Psychological Support Service is available to help students develop the skills to be assertive in these situations.
- > Do not retaliate aggressively, either physically or verbally.
- > Discuss the situation with someone you are comfortable with; your parents, your Housemaster, the Chaplain, a School Psychologist or the Head or Deputy Head of School. You may also use the School's eCare email (eCare@trinity.nsw.edu.au) which provides an opportunity to express concerns, and/or report incidents, which you would otherwise be reluctant to discuss in a face-to-face situation.

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

Investigation

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

Stand down

From time to time there may be a need to stand a student down from attending School. This may be for the safety of the individual student, for the safety of other students or staff, it may be to allow time to develop a Risk Assessment for an individual student, or group of students, or to conduct or protect the integrity of an investigation. A stand down will be recorded as an Approved Absence.

Standing down is not a disciplinary sanction and is not recorded as a Suspension.

As a general principle, decisions concerning child protection, child safety and child welfare are collaborative and will involve Trinity Grammar School members of the School Executive, School Psychologists, Case Managers, and external health professionals. The recommendation to stand a student down, and responsibility for contacting parents, advising the student, and consulting the Deputy Headmaster – Summer Hill and Headmaster, sits with the Head of School.

Working Together

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

TRINITY EDUCATION SUPPORT SERVICES (TESS)

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

The TESS team is comprised of:

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

Supporting the social, emotional and academic needs of students:

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

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

The School strategises to support students with additional needs by:

- > Establishing a culture that is supportive and responsive to individual needs and differences
- > Promoting enhanced learning outcomes through students' access to and engagement with the curriculum
- > Working within a culture of teaching, learning and assessment adjustments, for both support and extension, to ensure all students are provided with authentic learning opportunities and individualised points of challenge
- > Providing Disability Provisions for students in Senior School pursuing the HSC or IBDP
- > Facilitating professional learning opportunities for teachers

> Encouraging collaborative communication and consistent support across the School through TESS Case Management and

> Working with a diverse repertoire of evidence-based practices for students with additional needs for support and / or extension, including:

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

COUNSELLING AND PSYCHOLOGICAL SERVICES

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

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

Further Information

Please contact the Director of TESS (Academic), Ms Renee Culgan on [9581 6180](tel:95816180) for information related to academic support.

Please contact the Director of Counselling and Psychological Services on [9581 6035](tel:95816035) for information related to counselling/psychological services.

STUDENT MEDICAL/HEALTH CARE GUIDELINES

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

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

It is the responsibility of the School to:

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

It is the responsibility of the Parent/s or Guardian/s to:

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

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

1. not carry, store, distribute medication/s to any other person.

2. not self-administer any medication/s.

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

1. carry their IHCMP's and associated prescribed medication/s (eg, Ventolin, Epipen) on their person, at all times, whilst at School or undertaking a School approved activity.
2. not share IHCMP medication/s with any other person.

Medication

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

Only medication in its original packaging will be dispensed.

Critical Care / Emergency Treatment

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

Years K-6	Junior School – First Aid room
Years Pre K-6	Preparatory School – Health Centre

The School may be required to seek specialist emergency medical attention (eg, ambulance). In this circumstance, Parent/s should enquire as to the School's ambulance and insurance cover by contacting the Bursar's office on [\(02\) 9581 6028](tel:0295816028) (bursar@trinity.nsw.edu.au).

SCHOOL PROCEDURES AND EXPECTATIONS

[8.1 Seeking Academic Advice](#)

[8.2 Discipline System: Pre-K](#)

[8.3 Rights and Responsibilities of Students](#)

[8.4 Some Examples of Disciplinary Measures](#)

[8.5 School Expectations](#)

[8.6 Uniform](#)

[8.7 Courtesy at Trinity Grammar School](#)

[8.8 Absences](#)

[8.9 Payment of School Fees](#)

SEEKING ACADEMIC ADVICE

Academic Advice

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

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

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

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

DISCIPLINE SYSTEM

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

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

Investigation Process

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

Stand down

From time to time there may be a need to stand a student down from attending School. This may be for the safety of the individual student, for the safety of other students or staff, it may be to allow time to develop a Risk Assessment for an individual student, or group of students, or to conduct or protect the integrity of an investigation. A stand down will be recorded as an Approved Absence.

Standing down is not a disciplinary sanction and is not recorded as a Suspension.

As a general principle, decisions concerning child protection, child safety and child welfare are collaborative and will involve Trinity Grammar School members of the School Executive, School Psychologists, Case Managers, and external health professionals. The recommendation to stand a student down, and responsibility for contacting parents, advising the student, and consulting the Deputy Headmaster – Summer Hill and Headmaster, sits with the Head of School.

DISCIPLINE LEVELS

Students, parents and staff all have rights that members of the Trinity community must respect.

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

LEVEL 1 (WHITE)

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

LEVEL 2 (GREEN)

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

LEVEL 3 (AMBER)

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

LEVEL 4 (RED)

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

LEVEL 5 (BLACK)

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

Pre-K-12 Support Mechanisms

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

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

RIGHTS AND RESPONSIBILITIES OF STUDENTS

Rights

I have the right to be happy and to be treated with understanding.

I have the right to be helped to learn self-discipline.

I have the right to be treated with respect and politeness.

I have the right to be treated with respect by teachers.

I have the right to express my opinion on matters of concern to me.

I have the right to be safe.

I have the right to expect my property to be safe.

I have the right to learn without disruption.

I have the right to expect teachers to be punctual and participate in required activities.

I have the right to have a pleasant, clean and well-maintained School and grounds.

I have the right to use sound School buildings and equipment.

Responsibilities

I have the responsibility to treat others with understanding.

I have the responsibility to learn self-discipline and to learn respect for the rights of others.

I have the responsibility to treat others politely with respect.

I have the responsibility to respect the authority of teachers.

I have the responsibility to express my opinion in an appropriate manner, time and place.

I have the responsibility to contribute to School safety by not threatening, hitting or hurting anyone.

I have the responsibility not to steal, damage or destroy the property of others, and to take good care of my own property.

I have the responsibility to allow teachers to teach and students to learn without disruption and to keep up-to-date with required work.

I have the responsibility to be punctual, to attend School and to participate in required activities.

I have a responsibility to care for the School environment – to keep it neat and be prepared to remove litter.

I have the responsibility to report defective equipment and damage in the School environment.
I have the responsibility not to destroy School equipment.

I have the right to be respected by the local community and to receive their support.

I have the responsibility to behave in such a way that the community will respect the School.

SOME EXAMPLES OF DISCIPLINARY MEASURES

Middle and Senior Schools

Record Book Comments

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

Merits

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

Demerits

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

Detentions

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

Suspension

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

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

Probation

For Serious Misconduct resulting in the sanction of a Suspension, a student may also be placed on Probation. During the Probation period the student's enrolment is conditional and his behaviour and engagement is monitored by periodic reviews over the term of the Probation period.

A student who is on Probation may not apply for any overseas or interstate Tours and may not attend any overseas or interstate Tours.

Expulsion

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

Exclusion

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

Preparatory and Junior Schools

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

SCHOOL EXPECTATIONS

Driving to and from School

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

Cars and the School Car Park - Summer Hill

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

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

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

General Behaviour of Students

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

Behaviour on Public Transport

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

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

Train, Bus and Ferry Opal Cards

For information on Train, Bus and Ferry Opal Cards, please see the [Transport Options](#) page on the School's website.

Behaviour Whilst on Excursions and at School Activities

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

Before and After School (Middle and Senior Schools)

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

School car park at the designated seating area.

The Special Duties Master is on duty in the afternoon until 5:30pm and a security guard patrols the grounds from 5:00pm and on weekends.

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

Prohibited Substances

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

Theft and Vandalism

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

likely to be expelled from the School if they are caught stealing or dealing with stolen goods.

Firearms and Knives

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

Inspection of Students' Belongings

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

Mobile Phones

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

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

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

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

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

Photography and Audio Recordings

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

student outside of School hours without the express written permission of the Trinity Grammar School employee involved.

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

Relations with the General Public

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

Property

1. All property should be clearly marked with the student's name and House.
2. All damage to School property must be made good. Any damage must be reported to a Special Duties Master, teacher on duty or the Deputy Head of School. The cost of repairs is the responsibility of those who caused the damage.
3. Students must not draw on their School bags.
4. All bags must be placed in lockers (Years 7 to 12). Students will carry the books that they need to class. Bags are not to be left in the grounds.

Lost Property

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

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

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

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

Lockers (Middle and Senior School)

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

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

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

Papers and Other Litter

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

The Chewing of Gum

The chewing of gum is not permitted.

Illness or Injury

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

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

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

School Dances

- > School dances will end no later than 11:30pm.
- > No alcohol will be served or introduced at School dances. Cigarettes are not to be brought into dances.
- > Those attending will not be allowed to leave the prescribed area of the dance and return later (ie no pass-out tickets).

- > Casual and group invitations should be avoided at School dances as well as at private parties.
- > Private parties after School dances should not be arranged. Parents should expect that their son or daughter should have returned home within a reasonable time after the close of the dance.
- > Parents should supervise transport arrangements to and from the dance.
- > Overt displays of affection (ie kissing and embracing) at dances should not be such as to cause embarrassment in others.
- > Students and their partners are not permitted to smoke or consume alcohol at School dances. Parents who permit students to smoke or drink alcohol at parties (or on other occasions) make it harder for their sons to conform to School rules.

Suggestions for Parties Hosted by Parents

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

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

Suggestions for Parents of Guests at Parties

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

UNIFORM

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

SUMMER | TERMS 1 & 4

Khakis

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

Greys

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

Jumpers

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

Shoes

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

WINTER | TERMS 2 & 3

Greys

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

and 12 the School blazer.

PreK-6

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

Jumper

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

Travel

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

School Functions

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

Hats

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

Sunscreen

The School recommends sunscreen for all students.

Sports Attire

Cricket

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

Rugby Union

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

Track and Field

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

Swimming

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

Tennis

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

Basketball

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

Football

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

Water Polo/Diving

Dark green School trunks.

Table Tennis

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

Cross Country

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

Lawn Bowls

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

Fencing

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

RAW Sport

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

Volleyball

School Volleyball shirt, green Volleyball shorts, white socks, knee-pads, sports shoes.

PDHPE Periods, School Activity, School Gear

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

Spectator attendance at Games

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

General Appearance

Face

All students are required to be clean-shaven.

Jewellery

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

Bags

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

Hair

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

COURTESY AT TRINITY GRAMMAR SCHOOL

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

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

General Principles

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

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

PARENT GUIDELINES

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

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

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

Parents fulfil their responsibility when they:-

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

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

- Shouting, either in person or over the telephone;
- Abusive, rude or offensive correspondence, including emails and letters;

- Inappropriate posting on social networking sites or other cyber harassment or bullying;
- Speaking in an aggressive or threatening tone;
- Physical intimidation, including standing very close;
- The use of aggressive hand gestures or exaggerated body language;
- Swearing and profanity;
- Any inappropriate physical contact;
- Racist, sexist or other discriminatory language.

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

Breach of these Guidelines

- The consequences for breaching these Guidelines will be determined by the Headmaster or Deputy Headmaster and may include one or more of the following:
- The School may exclude any member of the School community from attending School functions, including, but not limited to, games, concerts, events and meetings.
- The School may exclude any member of the School community from being on School grounds.
- The School may direct that particular parents may only communicate with members of the Trinity staff through a nominated School representative.
- In the case of extreme or prolonged breach of these Guidelines by a parent or another member of the family, the School may exercise its right to terminate the enrolment of the particular child.

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

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

Please refer to the following documents for more information

1. ["The School as a Community"](#)
2. [Trinity Sport Code of Conduct](#)

ABSENCES

Whole Day Absences

It is a NSW legislative requirement to notify the School if your son is absent. Notifications of unanticipated absence due to illness or misadventure are reported using the Trinity Leave App. The Trinity Leave App may be downloaded from the [App Store](#) or [Google Play Store](#).

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

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

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

Late Arrival

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

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

Early Departure And Medical Appointments

A student will only be permitted to sign out before the end of the school day if part day leave has been approved by the School. Intended absence for medical appointments must be submitted on the Trinity App before 9:00am on the day

Application For Leave

All requests for full or part-day leave for representative sport, family leave, extended leave, discretionary leave or compassionate leave are made to the Head of School using the Trinity App. Where possible, requests should be made ten working days prior to the anticipated commencement of the leave.

Leaving School grounds

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

Absence From Sport Middle and Senior Schools

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

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

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

PAYMENT OF SCHOOL FEES

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

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

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

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

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

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

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

- | | |
|------------------------------|--------------|
| 1. First son | Full fees |
| 2. Second son | 5% discount |
| 3. Third and subsequent sons | 15% discount |

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

INVOLVEMENT IN THE SCHOOL COMMUNITY

[9.1 The School as a Community](#)

[9.2 Community Groups](#)

[9.3 Community Development](#)

THE SCHOOL AS A COMMUNITY

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

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

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

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

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

COMMUNITY GROUPS

Alumni

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

The Old Trinitarians' Union

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

Office Bearers are:

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

The Parents' and Friends' Association

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

> to provide a forum through which parents and friends of Trinity can interact positively with the School;

- > to encourage a greater spirit of community and service;
- > to secure additional amenities for all the boys of Trinity to enjoy and to help them achieve their full potential.

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

Regular meetings are held in the Terrace Room at 7:30pm on the first Tuesday of each month during term time, but please check the Headmaster's Bulletin, Prep News and Junior School News for exact dates and topics. The Trinity Family Fiesta, held at the end of the year, is designed to build a sense of community and to provide an opportunity for fun and fellowship for parents, staff and boys from all Campuses.

President	Mrs Loredana Brown
Vice-President	Mr Wayne Fotheringham
Vice-President	Ms Larnie Padmore
Secretary	Ms Jenny Nguyen
Treasurer	Ms Noella Tsang
NSW Parent Council Representative	Mr Bob Fozzard
School Contact	Mr Stephen Heanly (W) 9581 6000 email pfassociation@trinity.nsw.edu.au

Auxiliary groups of the Parents' and Friends' Association are the Summer Hill, Strathfield and Junior School Auxiliaries. All Auxiliaries work tirelessly in the interests of the School.

Summer Hill Auxiliary

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

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

President	Ms Petty Heather
Vice President	Mrs Elizabeth Barns
Secretary	Mrs Maria Fresta
Treasurer	Mrs Ramona Nicholas
Social Secretary	Mrs Larnie Padmore
School Contact	Mr Stephen Heanly (W) 9581 6000 email shauxiliary@trinity.nsw.edu.au

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

Strathfield Auxiliary

President	Mr Wayne Fotheringham
Vice President	Mrs Venera Di Maria
Vice President	Mrs Eman Kirkland
Secretary	Ms Sarah Tabac
Treasurer	Vaishali Pasupati
Canteen Coordinator	Mrs Clara Furfaro
Parent Liaison Coordinator	Mrs Chau Tran
Fundraising Coordinator	Mrs Eman Kirkland
School Contact	email: prepschool@trinity.nsw.edu.au

Strathfield Auxiliary Meetings

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

Junior School Auxiliary

President	Ms Liz Dinh
Vice President	Mrs Helen Karlos
Secretary	Ms Anasua Roy
Treasurer	Ms Katherine Bhatia
School Contact	email jsauxiliary@trinity.nsw.edu.au

Junior School Auxiliary

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

Junior School Auxiliary Meetings

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

The Trinity Connection

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

President	Mrs Catherine Clarke
Vice President	Mrs Yolla Yarad
Secretary	Mrs Wendy Stead

School Contact	Mr Richard Bishop (W) 9581 6111
Hon. Treasurer	The School Accountant

Society of the Arts

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

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

The Trinity Grammar School Art Collection

The imposing paintings which are displayed in public locations and staff offices throughout the School are part of the School Collection. This Collection consists of over four hundred artworks, which have been presented to the School by the Society. For a brochure please phone [9581 6070](tel:95816070).

Archives

Archivist - Mrs Alison Doran

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

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

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

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

Visits are by appointment only through either Mrs Sue Trunk on [9581 6063](tel:95816063) or Reception on [9581 6000](tel:95816000).



COMMUNITY DEVELOPMENT

Development

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

Further details are available at www.trinity.nsw.edu.au

Trinity Grammar School Foundation

President – Mr Craig Moore

Vice President – Mr Richard Horwood

The Trinity Grammar School Foundation was launched in 1984 and is the vehicle the School uses to manage funds raised through our Development Programme. For information about the Foundation, please contact our School Bursar on [9581 6027](tel:95816027).

Gifts can be made to the following Funds:

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

ICT SYSTEMS

[10.1 LMS by Campus and Year](#)

[10.2 Policies and Procedures](#)

LMS BY CAMPUS AND YEAR

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

POLICIES AND PROCEDURES

QUICK LINKS & USEFUL CONTACTS

Parents

- [Parent portal](#)
- [Term dates](#)
- [Make a fee payment](#)
- [Uniform shop](#)
- [School Calendar](#)
- [Contact us](#)
- [Event Bookings](#)

Students

- [Student portal](#)
- [Learning at Trinity](#)
- [Co-curricular](#)
- [Learning expo site](#)

Enrolment

- [Virtual Tour](#)
- [Attend an open day](#)
- [Request a Prospectus](#)
- [Fee Information](#)
- [Enrol now](#)

Policies

- [Child protection](#)
- [Privacy Policy](#)
- [See all Policies](#)

Community

- [Community Groups](#)
- [Delmar Gallery](#)
- [Archives](#)
- [Alumni](#)

Enrolment

- [Staff Portal](#)
- [Employment opportunities](#)
- [Professional Development](#)

