...a School which genuinely cares for its students and all who serve them
Viriliter Agite - act manfully

Trinity Grammar School equips each boy with the skills and values necessary to take his place in society as a mature adult. Each boy should have sufficient understanding of the society in which he lives to make responsible choices.

Boys are educated to pursue a personally satisfying career of their choice and to develop fully the creative talents which they possess. They are taught to appreciate the value of their surroundings.

Self worth is recognised and each boy is encouraged to work out his own philosophy of life. Enjoyment from the exercise of physical skills is promoted.

A Trinity Grammar School education is not merely what it allows a boy to do, but rather what it allows him to become.

This page icon contains the colours of the eight Senior School Houses. The same colours are combined in pairs for the Four Junior School Houses.

a School which encourages all students to fulfil their academic and personal potential
Trinity Grammar School was founded in Kew in 1902 as a boys only school.

During its history the school has been proud of the willingness of Headmasters, Staff and Council members to serve for long periods. This willingness has ensured a remarkable consistency in educational philosophy. The school is well positioned to ensure that Trinity remains at the forefront of education into the future.

This continuity has allowed the school to balance academic studies with a wide range of sporting and cultural activities. Great importance is placed on values which recognise the worth of each individual boy and on the respect which boys should show for the rights of others. Parents are seen as partners with the staff and have ready access to them.

Trinity is associated with the Anglican Church and requires boys to participate in the religious life of the school. This is not so much to preach denominational dogma as to provide a place and time for each boy to keep his conscience alive and growing, to enlarge his vision, to strengthen his will and to develop sensitivity and good will towards others. Trinity is proud of the way in which boys from a range of ethnic, religious and social backgrounds work together harmoniously.

Trinity is an Independent Boys School and this independence produces both freedoms and responsibilities. The freedom most valued is that of the Headmaster to choose the staff he feels can best accomplish the aims of the school. The school is rightly proud of the men and women on the staff who bring enthusiasm, empathy, friendliness and leadership to the task of teaching.

The experience of schooling, as distinct from its outcome, is one of life’s important adventures. Trinity Grammar School is a place where boys are happy and want to learn. Here, the atmosphere is positive with the emphasis on encouragement. The expectations placed on students are realistic and all students have opportunities for experiencing success.

Although the teaching process must be of the highest standard, the student’s personal and social development must also be encouraged if he is to achieve his full potential in his future professional and personal life. Success in adult life grows from a boy’s appreciation of his own strengths and worth.

The opportunities provided by Trinity to all its students are rich and diverse. While the school enables students to enjoy the best of a wonderful educational environment, social justice issues remain important in the thinking and actions of the school community.

The school is large enough to ensure that a full range of subjects is taught but small enough to preserve a friendly atmosphere between staff and students.

Connectedness and Values
A student’s years at Trinity Grammar School represent an education for ‘life’.

The outstanding academic program at Trinity is balanced by a comprehensive range of activities aimed at building self-confidence, leadership and social skills.

Trinity’s philosophy and structure enhance the opportunities for personal development. This happens by design, not by accident. Each student is continually monitored through both direct and indirect counselling. When gifted students are identified, special material and goals are provided to challenge and extend their enquiring minds. Alternatively, if special needs are recognised, action is quickly taken.

The Buddies program in the Junior School and the Pastoral Care Program for Year Seven and Eight students typifies the caring environment at Trinity. Older boys act as a “big brother” to a small group of younger students.

The Trinity environment offers boys the chance to extend their boundaries in any chosen area - academic or otherwise. Pursuing an issue beyond the syllabus encourages original thought and students are inspired to challenge existing notions. Realistically, not every question has a simple answer and students are taught to tolerate ambiguity and value other points of view.

A range of programs in the Senior School allows students to develop leadership skills and fulfil a diversity of roles through appointment to positions of responsibility. Affirming boys at all levels is a major part of any leadership role.

Achievement is publicly recognised and applauded. The School’s “colours system” rewards students who achieve significant accomplishments across a wide range of academic, sporting and cultural activities. The way boys are appointed to Prefect or School Officer positions is unique and recognises different styles of leadership.

Trinity opened the Centre for the Arts at the start of 1998. The 3 levels of the purpose-renovated building provide outstanding facilities for music, art, food technology and conferences. The Science Design and Technology building opened in 2002, provides exciting opportunities for students to develop scientific and technological skills which focus on the use of a variety of materials, electronic and robotic equipment within a problem solving context. The McIntyre Sports Hall, completed in 2003, enables boys to develop physical fitness and sporting aptitude in a spacious, well-equipped gymnasium precinct.

The Richard and Elizabeth Tudor Centre for Contemporary Learning will be opened in 2013.
Trinity Grammar School’s Early Learning Centre caters specifically for boys and girls from 3 to 5 years of age. We recognise and acknowledge that the pre-school years play a significant role in the child’s intellectual, social, physical and emotional development, and the quality of these experiences provides a strong foundation for their future.

Our emphasis is on the development of self-help skills, creative and divergent thought, together with fostering respect for the rights and feelings of others. Active learning and independent decision making are also priorities. Specialist classes are held in library, music and physical education, and there is a Buddy Program with Year 3 boys.

The transition to Primary School, often viewed as a difficult time for children and parents, becomes a natural progression. The children see themselves as part of the wider School community and their experience of school is a positive one.

Established in 1999, the Early Learning Centre is a super modern facility designed specifically to meet the needs of young children. It is a happy, secure environment, located within the grounds of the School. The ELC is attractive, creative and challenging, encouraging children to explore this secure setting in their own time, at their own pace. The ELC also uses all the facilities available at the School.
The Junior School environment is warm, caring and stimulating, with highly experienced teachers. At Trinity, school is fun. Apart from the acquisition of literacy and numeracy skills, attention is given to the early development of basic personal and social skills.

When a boy enters Junior School at any level, care is taken to ensure that he settles into classes with existing boys and that bonds of friendship are formed. Small class numbers ensure that close supervision is always possible.

The Junior School curriculum carries a strong focus on care as well as the fundamentals of reading, numeracy and general knowledge. Chinese is taught from Prep. Supplementing this academic program, the specialist teachers provide a range of activities in music, art, physical education and design technology. Individual instrumental tuition is available at the school and all boys have regular music lessons.

Each year, every Junior School boy can expect to perform in a play. All boys have regular Physical Education classes. The emphasis through the P.E. and Sport Programs is on skill acquisition.

All boys from Year Three to Year Six will attend a camp each year and most will represent the school in a number of sporting teams.

All boys from Year Five onwards take their own Tablet Computer to each class. Technology is at hand during all lessons. Boys use word processing, data bases and spreadsheets in their daily work. Trinity Grammar School is a world leader in the use of application software for education. At Trinity the emphasis is on the use of Tablets to assist with the education of students not simply to develop skills in the technology alone. Tablet computers help students focus on high order learning tasks and enable teachers to guide students in activities that would otherwise be beyond the normal classroom. Students use of on-line data sources complements the school’s computing program. Students use the Internet for research and communicate via e-mail.

A boy’s success at school is determined by the attitudes he develops in the early years of his education, so the Junior School programs ensure that positive attitudes are formed and regularly reinforced. Teachers welcome parental support in the pursuit of such goals.
The Senior School acknowledges the changes in boys as they mature and special understanding is given to their needs during these times of rapid physical, emotional and intellectual development.

A complete education demands proficiency in more than the traditional subject areas such as Mathematics, Sciences and Humanities. Current predictions suggest that today’s young men can expect to change career paths up to five times during their working lives and to work in occupations unheard of today.

To address these demands the Trinity curriculum has two components. One provides an academic program that will satisfy the entry requirements for a tertiary institution. The other equips each student with the skills required to achieve his personal goals throughout life.

The ethos of high achievement amongst the senior boys is testament to the dedicated, highly qualified teaching staff throughout the school who have challenged the boys intellectually and encouraged them to be independent learners.

A wide choice of subjects is offered at Trinity and it is the context in which knowledge is taught that provides positive student outcomes. In Years Eleven and Twelve where the syllabus for all schools is set externally, the learning environment, imaginative teaching strategies and modern support facilities create stimulating opportunities for Trinity students.

Under these conditions boys respond with enthusiasm and a real desire for involvement in their studies and their development as individuals.

The Senior curriculum has three stages, each of two years’ duration. Boys in Years Seven and Eight all study a similar course with an emphasis on skill development. In Years Nine and Ten, boys choose their subjects from an extensive range of over 130 units of study. There are strict guidelines to ensure that boys maintain breadth of choice and are prepared for the VCE. A Middle School certificate is awarded at the end of Year Ten. The subject choice for a student in Years Eleven and Twelve normally reflect a student’s future plans for tertiary study or employment.

As boys progress through the school, they are given more opportunities to put their own stamp on their education and to exercise their independence leading to personal achievement.

At all levels through the school, regular homework is assigned. The quantity given is always achievable and its execution is vital in developing a student’s study habits and the ability to complete a project over an extended period.

Design and Technology is incorporated into the Junior School and Year 7 and 8 curriculum. Boys learn how to use hand and electric tools. They also use wood, metal and plastic to construct small models. The design element is very important and uses the boys’ tablet computers.

A range of programs develops leadership skills and boys earn positions of responsibility. The House system at Trinity offers boys a leadership path within the friendly competitive school atmosphere.

Trinity addresses differences in ability and interests and also stimulates emotional intelligences.
Coordinate Education

Trinity Grammar School and Ruyton Girls’ School have a long tradition of working closely together. The cooperation between the schools has included some shared teaching as well as Drama, Music, Debating and dancing classes. Social friendships between the students has always been a feature of the two schools.

In the Coordinate Education Program, the Year 11 and 12 students at both schools select their subjects as usual, but if a subject is not available at one of the schools because of timetable constraints, then it is possible for it to be offered at the other school. Over the last few years, every girl and boy has been able to obtain their entire subject choices and often one of the subjects has been studied at the other school. With bell times aligned, the students walk to the other campus and return to their own school for the next period.

The size and character of each school is maintained and the curricular offerings are those of a large school. There is flexibility in subject choice, additional competitive challenges for the students, sharing of equipment and resources and the students benefit from a coeducational environment, similar to university at an age when they have the maturity and self confidence to derive maximum benefit. The autonomy and traditional identity of the two schools is maintained.
International Students

Trinity Grammar School has been accepting international students for more than 50 years, mainly from South East Asia, and a few from Europe and South Africa. Most of the International Students enter the School at Year Ten or Eleven, with a small number completing just the one year. Over the last few years there have been 25-30 international students in Years eleven and twelve.

It is an enormous step for a boy to leave home, move to a country where there is a different language and to live in a new environment. Trinity takes great care to ensure that the boys not only enjoy their school life and pursue their academic studies, but also that they can enjoy Australia and our culture. Trinity has a small Boarding House, and many international students prefer a homestay environment. The choice of guardian and accommodation is very important as boys at this age still need a stable home life. The Overseas Student Coordinator has the specific responsibility for overseas student welfare, academic progress, and attendance in conjunction with the Heads of Year and Form Teachers. We expect International Students to participate in all aspects of school life, similar to Australian born students.

We teach English as a Second Language and German, French and Chinese (Mandarin) as both a first and second language. More information on International Students is available in a separate brochure.

Student Leadership

Trinity believes in providing structured opportunities for student leadership, not just for Year 12 boys. Leadership opportunities exist in peer support activities, the House System, sporting teams and the outdoors. The Leppitt Leadership Course (4 days in Year Ten) and the Somers Leadership Program are regarded as some of the most important aspects of the School’s curriculum.

Technology

The functions of technology form an integral component of the teaching and learning at Trinity Grammar School. All students from Years 5 – 12 have their own tablet computer. Much of the curriculum delivery is provided on-line and Trinity resources are available via the School’s intranet. All classrooms have interactive whiteboards.

Learning Journeys

Learning Journeys is a special personal development program for Year 8 boys. Part of the program involves one week listening to guest speakers, participating in activities encouraging co-operation and teamwork and gaining an understanding of themselves.
Trinity’s main sporting activities centre is the Marles Playing Fields at Bulleen which incorporates football and cricket ovals, soccer, rugby and hockey fields, tennis courts and recreational areas.

These, added to the existing facilities at Kew (swimming pool, Peter McIntyre Sports Centre, all weather rubberized surface basketball courts) allow the boys to experience a wide range of sporting activities.

The Peter McIntyre Sports Centre comprises two basketball courts, a show court, change rooms, climbing wall and PE teaching spaces. It is also used for School Assemblies. The Cornell Gymnasium provides a third multipurpose sports area and the weights room.

Through an involvement in sport, boys increase their level of fitness and should be able to develop recreational interests which they will continue after they leave school. They experience the fun and joy of physical activity and meet other boys and teaching staff in circumstances which are different from their normal classroom activity.

For those who have a talent for a particular game, there exists yet another opportunity to extend themselves. Sporting competitions are organised by the Associated Grammar Schools of Vic. (AGSV). On Saturdays, Trinity fields between 60 and 80 teams in summer and winter.

At different times of the year the following sports are offered: archery, athletics, badminton, basketball, cricket, cross country running, football, futsal, hockey, kayaking, rugby, soccer, swimming, table tennis, tennis, touch rugby, volleyball, squash, and water polo.

Boys learn, as team members, what it means to be dependent on others and to have others dependent upon them.
Insights and self-knowledge gained in the outdoors can contribute to the way a boy manages the situations he meets in other parts of his life.

The outdoor program provides learning experiences on many levels. These are enjoyed by boys as they extend their knowledge of themselves, their fellows and the natural environment.

The school’s outdoor program begins at Leppitt Outdoor Centre overlooking Lake Eppalock in central Victoria. It provides facilities for residential camping and access to a variety of outdoor instructional venues. These include forests, rivers and the lake.

In Years Seven and Eight, each boy spends a week at either Lake Eppalock or Lake Nillahcootie. These camps focus on ‘learning by doing’. Enjoyment, fun and new experiences combine with elements that will extend each boy.

A major focus for Year Nine (five days) and Year Ten (nine days) is an expedition to another area in Victoria. Depending upon the season this may be rafting, cycling or hiking. The School uses the Licola campsite (600 acres) for Year nine base camps, bushwalking and some kayaking.

Whilst instruction is geared to the beginner, more experienced students have opportunities to extend their capabilities. In successive years, basic skills are consolidated and extended. They include first-aid, map-reading, bush navigation, outdoor cooking, minimal impact camping, sailing, canoeing, rafting, bushwalking, rock climbing and abseiling. Students operate in small groups and are fully involved in the day-to-day aspects of outdoor living. They set up camp, cook and clean, organise and maintain group and personal equipment.

The Leaders’ Course
After the Year Ten camp many boys want to return to Leppitt as leaders. The four day Leaders’ Training Course prepares students to assist staff with the running of the Year Seven and Year Eight program. This is a voluntary commitment through which the students gain valuable experience in group management, leadership, personal organization and communication skills.

As leaders, they pass their own skills and experience on to the younger boys and, through this process, learn much about group dynamics and handling responsibility. The younger students in turn benefit from the interaction and rapport with supportive, interested older boys.

Success comes through dealing effectively with difficult as well as enjoyable times.
Music

The Music School is located in the Centre for the Arts. There are outstanding facilities for small or large group rehearsals, music classrooms, a technology centre and a recording studio. A large number of boys learn a musical instrument at Trinity. Specialist teaching staff conduct these lessons. There is a variety of musical groups within the school including, Symphony Orchestra, the large Symphonic Wind Ensemble, String groups, Abracadabra Strings, Jazz Band, Handbells, Monro Band, Guitar Group, Marles Orchestra, Percussion Group, Keyboard Groups, Senior Choir and Chapel Choir.

It is seen as important that our boys enjoy and can appreciate music. For those boys who wish to learn an instrument, the School encourages them to reach a level appropriate to their ability.

Classroom music is taught to all boys up to Year Eight. All boys in Year Two learn the Violin for twelve months and string lessons continue into Year Three. Boys in Year Four learn a wind instrument. All boys in Years Seven and Eight explore various aspects of music through studies in music theory, musical appreciation, projects, annual music competitions and their instrumental tuition sessions in keyboard, guitar and handbells. In years Nine to Twelve, Music is an elective subject.

The House Performing Arts and Eisteddford competitions in the Senior School see many boys experience the stage for the first time. The confidence, cooperation and leadership shown by the boys is outstanding.

Co-curricular

Much of what may be termed co-curricular activity is a natural extension of what occurs within the classroom.

The school aims to provide as many activities as possible, both within and outside the formal school curriculum.

Boys are encouraged to participate in music and drama and to enter competitions such as the Science Talent Search where they are able to define and develop their own projects.

There are opportunities for each individual boy to experience success and develop interests.
Trinity’s co-curriculum is designed to nurture many different talents and to encourage boys to be well-rounded and confident.

Drama, which is taught formally within the curriculum, is also extended through the production of three major school performances each year. Often these are held in conjunction with a neighbouring girls’ school. In the Junior School all classes perform a play each year or participate in a combined whole school musical.

Places in the interschool teams in chess, debating and public speaking are keenly contested.

The experience which boys gain at Leppitt sets the foundation for a very active and successful bush walking club. Each year about eight major walks are undertaken on long weekends or during school vacations. Walks can vary from one day in Victoria to three weeks in Nepal.

During the year there are also ‘Leppitt Extension Activities’ such as caving, climbing and cross country skiing.

The Duke of Edinburgh’s Award Scheme operates for boys in Years Nine to Twelve. Activities such as community service, kayaking, rafting and cycling are part of a boy’s involvement in the scheme.

An extension of the Design and Technology curriculum is involvement in such activities as the RACV Energy Breakthrough event.

Other co-curricular activities include model aeroplanes, maths Olympiad, maths games day, school magazine, Young Achievers, snow skiing, robotics, book club and solar cars.
Trinity provides a small Boarding House adjacent to the School for boys from rural Victoria, New South Wales and from overseas. The accommodation is in two houses with senior boys in their own bedroom and younger boys usually sharing a room with a boy of similar age. The boarders live as a large family as in a Homestay with the resident House Master, his family and the Boarding House Tutor. There is domestic help for main meals, washing and cleaning, but boys are expected to help with some of the usual household chores including the washing up and room tidiness. Their sharing and support for each other is an important part of the culture of the Boarding House.

The Boarding House staff are also teachers at the school and they provide wonderful tutorial assistance in their subject areas. The proximity of the Boarding House to the school allows the boarders to use the pool, sports hall, Internet and Intranet as well as the music rehearsal areas or Science Design and Technology rooms. The boarders organise weekend activities, trips to the City or local shops and they can take the opportunity of interacting with the other Trinity boys and their families. These weekend activities and visits to friends’ places are highlights, but the boarders can also enjoy their own recreational activities and study in a quiet, relaxing and friendly house.

The Boarding House is home for the boys. All boarders are involved in normal school life including Sport, House Competitions, Music and Drama. They have the benefit of a wonderful home and easy access to all the School’s facilities.

Trinity has developed links with over 20 schools in the UK, Germany, South Africa, Canada and USA. Boys in Year Ten have the opportunity of spending five-six weeks on Exchange at these Schools. For the cost of an airfare and pocket money, boys attend school in these countries, live with their host family, travel and experience living in another country.

A small number of Year Eight boys spend 2-3 weeks at School in Alice Springs on Exchange while other boys are keen to spend time in remote Aboriginal communities working with the local young people.

In Years Nine to Eleven many boys have the opportunity of touring with one of the School’s sporting teams to the UK, USA, New Zealand or Europe, while other boys prefer the language and cultural tour to China, France and Germany. In recent years there has been an annual trip to PNG and the Kokoda Trail as well as an annual Renaissance History Trip to Italy. We encourage the boys to consider one overseas trip in their time at Trinity.
Trinity Grammar School opened in 1903 at Holy Trinity church, located in Kew. In 1906 it moved to the present site in Wellington and Charles Streets. There are no entrance examinations and boys are accepted in order of application, without consideration for race or religious beliefs.

Trinity Grammar is an Independent School associated with the Anglican Church of Australia. The Headmaster is a member of the Association of Heads of Independent Schools of Australia.

Scholarships are available

Academic scholarships are available each year for entry into Years 5, 7 or 9. These awards are based on an examination set by the Independent Testing Service of Australia Pty Ltd (ITSA). Music scholarships and General Excellence scholarships are made available each year. For details of scholarships please contact the Registrar.

St Paul's Choristers

St. Paul’s Cathedral choristers have attended Trinity Grammar since the 1920s. Applications to join the choir should be made to The Precentor, St. Paul’s Cathedral. Scholarships that are provided by St. Paul’s Cathedral cover a large part of tuition fees.

After School Care

After school care is available for boys in the Junior School whose parents are unable to collect them at the end of the school day.

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