TRINITY GRAMMAR SCHOOL, KEW

A school which genuinely cares for its students and all who serve them.
VIRILITER AGITE - ACT MANFULLY
As he becomes a man, 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.

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

Our School motto ‘Viriliter Agite’ means ‘Act Manfully’ and encourages our students to explore what it means to be a man in the contemporary context.

A Trinity Grammarian demonstrates the qualities of loyalty, humility, trustworthiness, compassion, determination, empathy, motivation, strength, stability, persistence and commitment to his studies and all activities of his wider school life.

TRINITY GRAMMAR SCHOOL EQUIPS EACH BOY WITH THE SKILLS AND VALUES NECESSARY TO TAKE HIS PLACE IN SOCIETY AS A MATURE ADULT. WE ARE A SCHOOL WITH HIGH ACADEMIC ASPIRATIONS FOR YOUR SON.
CONNECTEDNESS & VALUES
TRINITY GRAMMAR SCHOOL WAS FOUNDED IN KEW IN 1902 AS A SCHOOL FOR BOYS.

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.

This philosophy 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 goodwill 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 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, a 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 educational opportunities provided by Trinity to all its students are rich and diverse. Social justice issues are important in the thinking and actions of the school community.

“A School which encourages all students to fulfil their academic and personal potential.”
CONFIDENCE & CHALLENGE
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 7 and 8 students typify the caring environment at Trinity. Older boys act as ‘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 curriculum 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 program. All boys in the Junior School have the opportunity to assume a leadership role in Year 6. Middle School Colours provide an acknowledgement of academic achievement, service and participation in School life. 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, School Officer or School Senior positions is unique and recognises different styles of leadership.

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.
NURTURE & CREATIVITY
THE MURRAY W VERSO CENTRE FOR EARLY CHILDHOOD LEARNING.

The Early Childhood Learning Centre is an attractive facility designed to support and encourage the education of young children. The Centre offers a creative and challenging environment which encourages children to explore this secure setting in their own time and at their own pace. It is a calm, happy and inviting environment located centrally within the grounds of the school.

Families may choose a two or three day weekly program or may opt for a five day weekly program.

The Murray W Verso Centre for Early Childhood Learning caters specifically for boys and girls from 3 to 5 years of age. We recognise that the early 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 the future.

Our emphasis is on the development of positive attitudes and dispositions to learning, creative and divergent thought, together with fostering respect for the rights and feelings of others. One of our most important goals is to help children become enthusiastic members of their group. We offer children opportunities to learn when they show interest, to become independent, self-confident, inquisitive explorers of their environment.

Specialist classes are held in library, music and physical education and there is a Buddy Program with Year 3 and 4 boys. The children also have access to a wide range of facilities within the School.

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

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.

*It is a calm, happy and inviting environment located centrally within the grounds of the school.*
Caring, Engaging & Friendly
JUNIOR 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 the 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.

The Junior School curriculum carries a strong focus on care as well as the fundamentals of reading, writing, numeracy and general knowledge. There are extension and enrichment classes throughout the Junior School. Extra assistance which can be given, when required, in a very caring and supportive environment.

Chinese is taught from Prep with French and German introduced at Year 5. Supplementing this academic program, specialist teachers provide a range of activities in music, art, drama, physical education and design technology. Individual instrumental tuition is available at the school and all boys have regular music lessons. A strings program is introduced at Year 2 and a Band program is introduced at Year 4.

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

Boys in Year 3 attend their first camp while boys in Years 4 to 6 will attend two camps each year and most will represent the School in a number of sporting teams.

At Trinity the emphasis is on the use of tablets to assist with the education of students, not simply to develop skills in 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 online data sources complements the school’s computing program. Students use the internet for research and communication.

All boys from Year 3 onwards take their own tablet computer to each class and iPads are utilised from Prep to Year 2. Technology is at hand during all lessons. Boys use a large array of applications to present their daily work.

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.

Junior School boys have the opportunity of participating in both a summer and a winter Sport Tour – one to Sydney and one to Tasmania. A further tour provides an opportunity to engage with an Indigenous community at the north-west of Western Australia. These tours help the boys to develop independence and an understanding and appreciation of other families in different parts of Australia.
SENIOR SCHOOL

THE SENIOR SCHOOL ACKNOWLEDGES THE CHANGES IN BOYS AS THEY MATURE AND SPECIAL UNDERSTANDING IS GIVEN TO THEIR NEEDS DURING 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 who, throughout the School, 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 11 and 12 where the curriculum 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 School curriculum begins at Year 7 with most subjects being compulsory. One or two languages other than English may be studied. As boys mature and develop their strengths and interests they will have the opportunity to study a number of elective subjects. There are strict guidelines to ensure that boys maintain breadth of choice and are prepared for the VCE. The subject choice for a student in Years 11 and 12 normally reflects his 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.

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 address differences in ability and interests and also stimulates emotional intelligences.
RESPONSIBILITY & MATURITY
SENIOR SCHOOL
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 learning 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 past few years, every girl and boy has been able to access 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. Students benefit from a coeducational environment, similar to university at an age when they have the maturity and self-confidence to derive maximum benefit. Each school retains its autonomy and traditional identity.
SENIOR SCHOOL

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 10 or 11, with a small number completing just the one year. Over the past few years there have been 25 to 30 international students in Years 11 and 12.

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. While 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, in the same way as local students.

We teach English as an Additional Language, as well as German, French and Chinese (Mandarin) as both a first and second language. More information on international students is available in a separate brochure.

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

STUDENT LEADERSHIP & SERVICE
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 and the Somers Leadership Program are regarded as some of the most important aspects of the School’s curriculum.

In addition to leadership opportunities, the School places great emphasis on our young men providing service and assistance to deserving members of our wider community. Our motto of “act manfully” is exemplified by boys understanding the principles of social justice and practising tolerance, patience and humanity in a variety of settings. Service opportunities occur at all levels of the Junior and Senior School.
SPORTSMANSHIP
SPORT
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, two multipurpose fields) 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 plus a 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 Victoria (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 their.
OUTDOOR EDUCATION

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 peers and the natural environment.

The Senior 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 7 and 8, 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 9 and Year 10 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 9 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, and organise and maintain group and personal equipment.

After the Year 10 camp many boys want to return to Lake Eppalock as leaders or to become involved in the Somers Camp Leadership Program. The Leaders’ Training Course prepares students to assist staff with the running of the Year 7 and Year 8 program. This is a voluntary commitment through which the students gain valuable experience in group management, leadership, personal organisation 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.

OUTREACH PROGRAM

The Outreach Program aims to provide each student with an opportunity to understand the world in which he lives. Through their active participation in local, national and international experiences, students become aware of their role in society and, more importantly, become sensitive to the needs of others. Year 9 boys may also participate in an international partner school experience to China.

Trinity strives to develop an understanding that truth, goodness and service (TGS) are integral to making a worthwhile contribution to one’s world, whether on a local or more far reaching scale. To this end, boys are encouraged to participate in a range of activities or to organise outreach activities themselves.

These can include fundraising barbecues and novelty events on campus, participation in fun runs to raise awareness of social issues and to support those in the community who lack the resources to do so themselves. There are opportunities to move beyond their School and home experience.

Success comes through dealing effectively with difficult as well as enjoyable times.
CO-CURRICULAR: MUSIC

BASED IN THE CENTRE FOR THE ARTS, THE FACULTY OF MUSIC OFFERS STUDENTS A WIDE RANGE OF DEDICATED FACILITIES FOR SMALL OR LARGE GROUP REHEARSALS, AN INNOVATIVE TECHNOLOGY CENTRE AND A STATE OF THE ART MUSIC PRODUCTION RECORDING STUDIO.

Trinity Grammar School offers a diverse and engaging music program to all students from the ECLC to Year 12.

Over 500 instrumental lessons are taught every week. Specialist teachers are available to teach Violin, Viola, Violoncello, Double Bass, Piccolo, Flute, Recorder, Oboe, Clarinet, Saxophone, Bassoon, French Horn, Trumpet, Trombone, Euphonium, Baritone, Tuba, Percussion and Drum Kit, Voice, Piano, Jazz Piano, Harp, Pipe Organ, Classical Guitar, Acoustic Guitar, Electric Guitar and Bass Guitar. Theory and Composition lessons are also available. It is seen as important that our boys enjoy and appreciate music. For those boys who wish to learn an instrument, the School encourages them to reach a level appropriate to their ability.

Trinity Grammar School has a dynamic Ensemble program. There are over 50 musical groups within the school including Symphony Orchestra, various string, wind, guitar and percussion ensembles, jazz and concert bands, string orchestras and junior and chamber choirs.

Classroom music is taught to all boys up to Year 8. The Junior School music program provides a weekly class lesson. Students are also offered a range of immersion programs including a Year 1 Suzuki String program, a Year 2 and 3 String Instrument program and a Year 4 and Year 5 Orchestral Instrument program.

Year Seven and Eight students explore various aspects of music through studies in music theory, musical appreciation, projects and their instrumental tuition sessions in keyboard, guitar and handbells. In Years Nine to Twelve, Music is an elective subject, with offerings such as Song Writing, Music Technology and Band Techniques, as well as the VCE studies of Music Performance, Music Investigations and VET Music Industry Skills.

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

There are opportunities for each individual boy to experience success and develop interests.
CO-CURRICULAR

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 9 to 12. 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.
EXCHANGES

Trinity has developed links with over 20 schools in the UK, Germany, South Africa, Canada and the USA. Boys in Year 10 have the opportunity to spend 5 to 6 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 8 boys spend 2 to 3 weeks at a 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 9 to 11 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 language and cultural tours to China, France and Germany. We encourage the boys to consider one overseas trip in their time at Trinity.

BOARDING

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 having 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 facilities, 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’ homes are highlights, but the boarders can also enjoy their own recreational activities and study in a quiet, relaxing and friendly house. All boarders are involved in normal school life including sport, House competitions, music and drama.

BACKGROUND

Trinity Grammar School opened in 1903 at Holy Trinity Church, located in Kew. In 1906 it moved to the present site at the corner of Wellington and Charles Streets. There are no entrance examinations. Boys are accepted subject to an interview, without consideration of 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 School, Kew 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.