



TRINITY
GRAMMAR
SCHOOL, KEW



Annual Report

2020



OVERVIEW

Trinity Grammar School, Kew (founded in 1902), situated in the Melbourne suburb of Kew, is a high performing all boys and boarding school that offers quality academic and co-curricular programs. We provide a dynamic, broad and relevant curriculum that encourages excellence, delivered by a well-qualified and dedicated staff, within a caring, inclusive and technology-rich environment. Emphasis is given to Christian values, whilst an appreciation of other faiths and respect for difference is encouraged. Service, participation and contribution to your community are central to the School's ethos. The presence of boarders, international students and girls in the ELC and the VCE Coordinate Program, adds to Trinity's unique culture. A strong pastoral care structure ensures each student's individual academic and personal needs are met.

Trinity is well known for its sporting achievements with the School's extensive sports grounds located at nearby Bulleen. Outdoor education is highly popular, with school sites in Country Victoria located at Licola and Nillahcootie. The School also has outstanding music, performing arts, science and technology and debating programs. Trinity is a non-selective school that produces excellent VCE results. Professional careers guidance ensures students plan for the future, and the greater majority of students continue to tertiary study.

The Senior School is structured around Year levels for the pastoral care and academic curriculum. There are just over 1000 boys in the Senior School and class sizes are between 22 to 24 at Years 7 and 8. Depending on the subject, Year 9 to 12 class sizes vary from 10 to 26. The vertical house system provides cross-age activities for friendly competition and interaction between students.

The curriculum is academically focussed and mindful of those students who need either extra assistance or extension at School.

Trinity has a traditional core of subjects but is innovative with term-based Arts subjects at Year 7, Learning Journeys at Year 8, Year 9/10 subject choice and Outdoor Leadership training at Year 10. Year 11 and 12 boys share some classes with Ruyton Girls' School in the Co-ordinate Program. Our students feel valued by the School and through their studies develop the confidence and self-esteem to become responsible members of our society.

The Junior School is organised into Year Level bands from Preparatory to Year 6. The Early Learning Centre caters for 3 and 4 year-old children. All year levels follow a detailed program of inquiry which is developmentally organised both vertically between Year levels, and horizontally between classrooms. This means that students will learn the necessary knowledge, skills, concepts and attitudes from within and between each year to work toward meaningful and tangible action.

Located on the same site as the Senior School, the Junior School has easy access to science laboratories, the Peter McIntyre Sports Centre, the Chapel, swimming pool, Junior School Library and the South Room for assemblies located at the Peter Crawley Centre for the Arts.

The Specialist Program in the Junior School consists of key learning areas including music, visual art, drama, library, physical education, religious and values education, LOTE (Mandarin, French, German), and enhanced learning.



Our Junior School is a happy and vibrant environment with our teachers working keenly to ensure the boys acquire key literacy and numeracy skills as well as developing sound values and personal life skills. A strong Buddies Program sees boys from Prep to Year 2 partnered with Year 5 or 6 students.

Excursions and camps to Beechworth, Sovereign Hill, Canberra, Mount Martha, Portsea and Camp Rumbug are always popular, forming bonds with Year 9 leaders who attend most of these camps.

A strong link is maintained with Holy Trinity Anglican Church in Kew, where the School was founded in 1902. Trinity is a member of the Associated Grammar Schools of Victoria and boys from Years 3-6 are involved in the State's inter-school swimming, athletics and cross-country events.





Message from the Principal

This year was strange for many reasons. As a new Principal at the school, I was looking forward to learning about all parts of our broad offering. After a few weeks of summer sport and some Drama, and of course the inimitable HPAF, I knew (at least I thought I knew) that I was in for a year of great adventure and excitement. How wrong I was – yet how right I was! There was plenty of adventure and excitement in trying to manage the implications of lockdown, remote learning and the added difficulty of not having students and staff at school. It was a peculiar year for me indeed.

It is my view that the year was memorable for reasons beyond the obvious disruption that occurred. I believe that there are good reasons to remember some aspects of this year fondly. The ability of our school community to galvanise and support each other during these challenges was quite remarkable. When it might have been tempting for families, students and staff to criticise our direction, it was much more prevalent a response for them to support the school's leadership in trying to navigate the logistical and educational difficulties presented. I am most grateful for that support.

The students of 2020 at Trinity will also be notable in the future as people who took on the challenge of remote learning in good spirits. They will be memorable also for the patience that they displayed with their teachers as we came to grips with new technology and the ability to run our classes very differently from the way we were used to. That generosity of spirit was quite remarkable.



Our Year 12 students, in particular, those who we might think had the most to lose, were visibly resilient. It was a privilege indeed to witness their approach, their good work and their collaboration with each other. What emerged is a group that will leave our school as the most university ready, work ready and life ready students that we could possibly have helped influence and produce. Of course, we would not have designed the year this way, but our students will leave us well prepared for the years ahead.

Even as we conquered so many challenges, there is no doubt that the community suffered from being in isolation and that our own school community was affected with families feeling the strain of businesses challenged by the realities of the pandemic and its consequences.

Despite the difference that this year presented, it was also a year of some progress in many areas. There was a good opportunity for the Leadership Team to work together as it sought to mitigate issues on one hand and maximise opportunities on the other. The pause in normal proceedings also allowed for us to consider our short, medium and long-term intentions around our strategy and our master planning. In the meantime, we were not idle. We brought online our fantastic new cafeteria that, unfortunately, was not used as much as we would have liked! There was also a good deal of movement around reimagining the use of the Cotham Road site in the short-term to accommodate more staff parking, and alongside that project, the building of a large and modern bike shelter to accommodate the travel needs of so many of our students and staff. They will soon be able to ride to Charles Street each day and stow their bikes in a great facility.

This year afforded me the opportunity to work closely with our new Director of Business, Mr Mark Glover. His contribution to the life of our school was quite remarkable, and I am grateful for his tireless efforts. We were both ably supported by the school's Leadership Team which quite clearly has the students' best interests at heart. The Leadership Team leads a most impressive staff. Despite the challenges of 2020, they proved extremely professional and adept, inspiring confidence for the future as we emerge from this year's undoubted compromises. I am very proud of the approach that the school has taken. That support would be nothing without the support of school families, of course. Even though I am yet to meet many of them, I appreciated the trust that our school community and families, in particular, afforded us. It is not taken for granted.

We are fortunate to have had a very strong finish to this strangest of school years. While there were many things that we missed, that we may even feel cheated about, the truth is that together we made a good fist of the year. We learned that inspiration does not need to come from Dickens or other luminaries. We have our own inspiration much closer to shore. The young people who logged on or came to school if they were so fortunate, did so most impressively. To dig further into the Dickens' repertoire, these were indeed, at one level, hard times. And in lots of ways it was also a tale of two cities. The one vibrant city of Trinity that we might recognise from years past. The other the quiet, cold and unfulfilled promise of the lonely school campuses for much of this year. But to think like that would be to miss the point. Trinity is not a collection of buildings; it is a collection of people. For our students, staff, families, Old Boys and many other supporters alike, this may not be a year that we remember as being usual, but it is one that will be memorable. It is my hope that those memories will be positive – as much as they can be – and that the young people in our care, when looking back, remember a place characterised by a commitment to their ongoing care, academic improvement and health. From my very privileged seat, it appeared to be just so. Thank you to all the community of Trinity and I look forward to next year.



School Council as a group were prominent during the year. Similarly, I enjoyed getting to know and witnessing the support of our Parents' Association and the Old Trinity Grammarians' Association. I am grateful for their support. The School Council met on 13 occasions, with several additional Special Meetings held in order to respond to the pandemic and consider the macro implications for the School.

A key change during the course of the year was the appointment of a new School Council Chair. Mr Simon Gipson, OAM, appointed in August 2020, succeeding Mr John Gillam who had held the position for the previous two years. Mr Gillam's exemplary leadership during these sometimes uncertain times deserves commendation, noting the sound and diligent manner in which he navigated the School through the establishment of a new Constitution, new governance framework, new Council and new Stakeholder Member Group.

The capital works program included the completion of the new Cafeteria in April, and the preliminary planning and design works for the various sporting facility projects at Bulleen that are to be funded by North East Link as a direct result of their occupation of the western precinct for the next 5-8 years.

The Council met with the Stakeholder Member Group on two occasions, both online due to the pandemic, with the Annual Community Forum being moved to October. Changes to the Stakeholder Group included the additions of Mrs Wendy Cooper, Mr Jeremy Duffield and Ms Jane Rodgers plus the changeover of School Captain nominees.



The School enjoyed a successful academic year with excellent 2020 VCE results being achieved by a cohort that had experienced a challenging time in and away from the classroom.

Despite the challenges and extraordinary nature of the 2020 school year, the resilience shown by our students, staff and families was remarkable. Success was achieved in so many ways, be it the implementation of remote learning, producing musical and drama performances online, supporting families financially or ensuring the wellbeing of all throughout the lockdowns and return to campus transitions.

We can look back at this period with a sense of pride and great learning from the experience.

Adrian Farrer
Principal



2020 STUDENT NUMBERS

Total Enrolments

	Day Students	Boarders	Indigenous	Total
ELC	67	0	0	67
Prep to Year 6	416	0	0	415
Year 7 – Year 12	1045	16	3	1064
Total	1528	16	3	1547

Student Numbers by Year Level

Junior School	
ELC	67
Prep	40
Year 1	40
Year 2	44
Year 3	49
Year 4	47
Year 5	97
Year 6	99
Senior School	
Year 7	179
Year 8	180
Year 9	176
Year 10	178
Year 11	172
Year 12	179
School Total	1547

Student Retention – Years 9 to 12

Year	January 2020	December 2020	New Students	Departing Students	Retention Rate %
9	177	176	0	1	99.4%
10	179	178	2	3	99.4%
11	171	172	2	1	100.5%
12	179	179	1	1	100%
TOTAL	706	705	5	6	99.8%



STUDENT ATTENDANCE

The following procedures are in place for monitoring student attendance:

Senior School

1. Parents/Guardians are requested to notify the School of their son's absence and the reason via email or phone.
2. Information received from parents is promptly entered into the School's database.
3. Teachers mark an electronic roll each period.
4. Unexplained absences are followed up by an SMS to parents each morning, this process is automated.
5. Responses from parents are entered directly into the School's database.
6. An 'unexplained absence' report is sent to the Deputy Principal, Heads of Year and form teachers each morning.
7. Pastoral care staff liaise with parents if there are concerns about student non-attendance.

Junior School

1. Parents/Guardians are requested to notify the Junior School Reception of their son's absence and the reason via email or phone.
2. Information received from parents is promptly entered into the School's database.
3. Teachers mark an electronic roll each period.
4. For any outstanding absences, the Junior School receptionist follows up directly with classroom teachers. Any further information received from parents is promptly entered into the School's database.
5. For any remaining outstanding absences, the Junior School receptionist calls the parents directly each morning and sends an updated 'unexplained absence' list to the Head of Junior School and Deputy Heads for prompt attention.

Average Year Level Attendance Rate (%)

YEAR 2020	Average Days Absent	% Attendance
Prep	5.48	95.76
Year 1	9.63	92.54
Year 2	6.14	95.24
Year 3	5.75	95.54
Year 4	9.80	92.41
Year 5	4.02	96.88
Year 6	5.20	95.97
Year 7	2.10	98.43
Year 8	3.36	97.49
Year 9	3.80	97.15
Year 10	2.38	98.22
Year 11	2.37	98.23
Year 12	2.74	97.95
Overall Average		96.29

Attendance data is forwarded to the Australian Government for Years 1 to 10 students biannually during semesters 1 and 2.



STUDENT OUTCOMES

VCE Results 2020

Despite the disruptions of the 2020 academic year, the VCE results were among the best in the schools' history. A total of 21 students (12%) achieved an ATAR of 99 or above, placing them in the top one per cent of the State. Impressively, 49% of our students achieved a rank of 90 or above, placing them in the top ten percent of the State. Our median ATAR score was 88.95. These are again extraordinary results and we congratulate our students and their teachers for the hard work they put in to achieve them.

There were 11 perfect study scores across a wide range of subjects:

Harrison Osmond	Accounting
Henry Brown	Accounting
Edward Spink	Economics
Jack Stewart	Economics
William Browning	English
Simone Lin *	Geography and Product Design & Technology
Dylan Andrews	Further Mathematics
Shoryu Kosaka	Mathematical Methods
Lirui Pang	Mathematical Methods
Peter Karapalidis	Physics

**Coordinate Ruyton Student*

24% of all study scores were 40 or above and the average study score was 35.3

This year the Dukes of our School are William Browning and Andrew Lim both of whom scored 99.95.

A further 19 students earned scores of 99 or better: Calvin Blair, Henry Browning, Harrison Butler, Joe Chen, Rishov Doloj, Naish Farrell, Terry Gu, Peter Karapalidis, Leo Li, Stephen Mack, Harry Osmond, Oscar Pan, Daniel Sevo, Edward Spink, Jack Stewart, Anthony Tascone, Lachlan Wong, Ben Wu and Blake Yu.

Congratulations to the Class of 2020 on their excellent results in what was an extraordinary year.



2020 ATAR Results

Number of Students						
ATAR	2020	2019	2018	2017	2016	2015
99+	21	17	11	14	20	11
95 – 98.95	28	40	30	35	28	36
90 – 94.95	37	30	18	28	31	23
80 – 89.95	36	32	36	36	36	38
70 – 79.95	26	25	32	26	22	14
60 – 60.95	17	11	15	9	19	19
50 – 50.95	7	3	4	12	5	10
40 – 40.95	2	5	9	2	1	3
Below 40	2	2	1	1	0	3
TOTAL	176	165	156	163	162	157

Study Scores and Median ATAR

	2020	2019	2018	2017	2016	2015
Median Study Score	36.0*	36.0	35.0	36.0	36.0	35.0
Average Study Score	35.3	35.7	35.2	35.6	36.4	35.6
Greater than 40	24.0	26.5	22.4	24.3	29.6	24.3
Median ATAR	88.95	91.3	84.9	88.2	89.7	88.3
Average ATAR	84.93	85.7	81.9	84.6	85.5	83.2

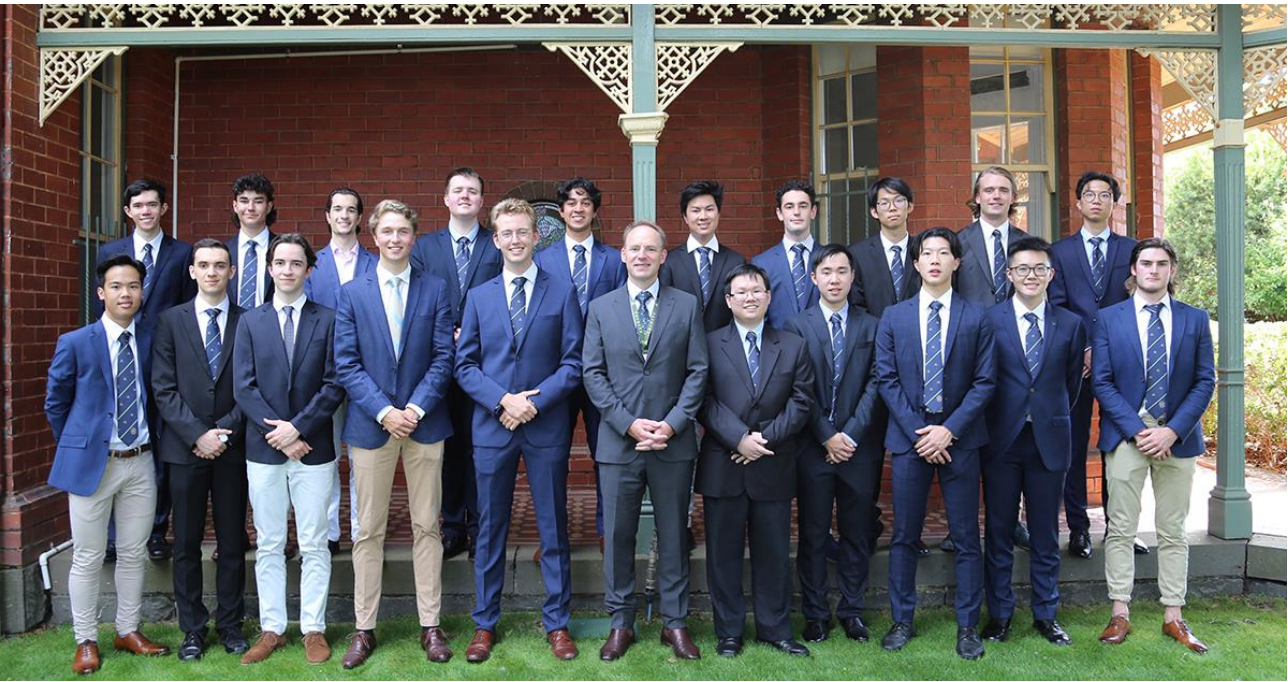
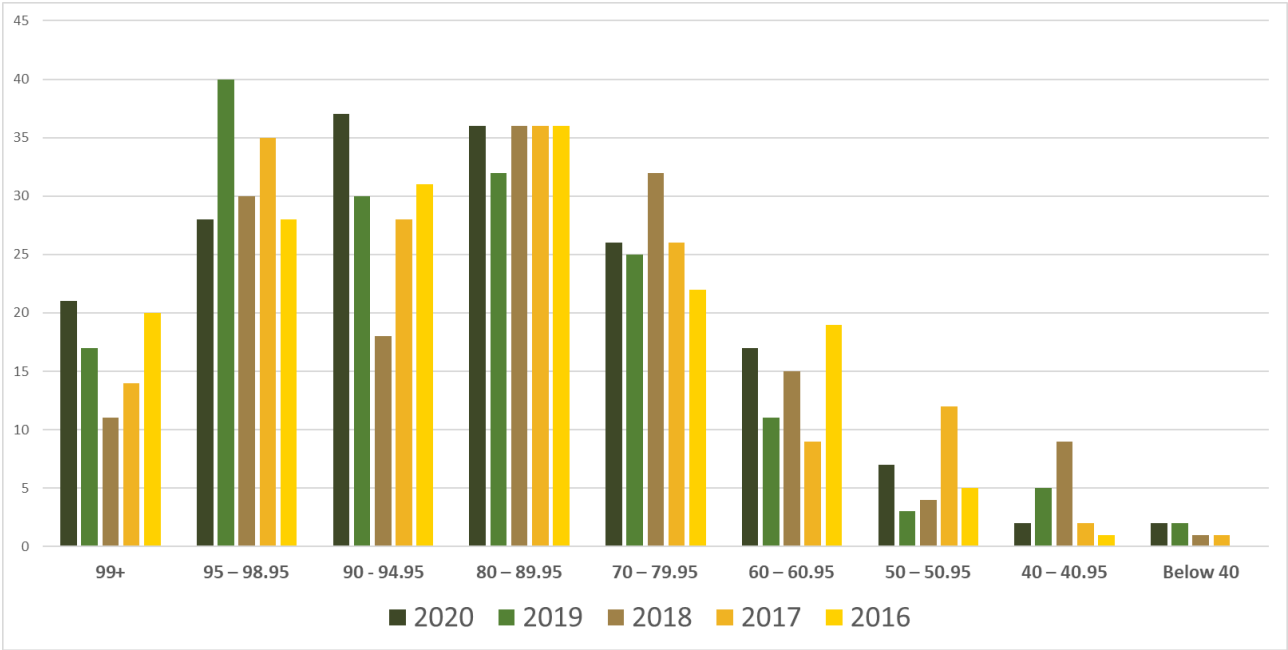
*Median is inclusive of all Coordinate Program students

ATAR cumulative percentage of students

	2020	2019	2018	2017	2016	2015
ATAR	Cum %	Cum %	Cum %	Cum %	Cum %	Cum %
99+	12	10.3	7.1	8.6	12.3	7.0
95+	27.8	34.5	26.3	30.1	29.6	29.9
90+	48.8	52.7	37.8	47.2	48.8	44.6
80+	69.3	72.1	60.9	69.3	71.0	68.8
70+	84.1	87.3	81.4	85.3	84.6	77.7
60+	93.7	93.9	91.0	90.8	96.3	89.8
50+	97.7	95.8	93.6	98.2	99.4	96.2
40+	98.9	98.8	99.4	99.4	100	98.1



ATAR Data Trend Report





NAPLAN RESULTS

The National Assessment Program – Literacy and Numeracy (NAPLAN) commenced in Australian schools in 2008. Every year, all students in Years 3, 5, 7 and 9 are assessed on the same days using national tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy.

The State and Territory Education Ministers made the decision to cancel the NAPLAN program in **2020** due to the COVID-19 pandemic.

The data below is from NAPLAN in **2019**.

The table below indicates the percentage of students who sat the NAPLAN tests in **2019**

	Year 3	Year 5	Year 7	Year 9
% of students who sat the tests	100	100	100	100

Proportions of Year 3, 5, 7 and 9 Students meeting National Benchmarks in Reading, Writing, Spelling and Numeracy.

	Year 3	Year 5	Year 7	Year 9
Reading	100%	98%	100%	99%
Persuasive Writing	95%	100%	99%	99%
Spelling	100%	99%	100%	97%
Grammar and Punctuation	100%	99%	100%	96%
Numeracy	100%	100%	100%	100%

There has been no significant change in benchmark results from the previous year.

Three Year trends (scaled scores)

Year 3		2017	2018	2019
Reading	State	438	445	445
	Trinity	495	503	504
Writing	State	428	428	445
	Trinity	453	428	472
Spelling	State	428	429	431
	Trinity	461	502	475
Grammar & Punctuation	State	450	446	456
	Trinity	518	502	478
Numeracy	State	421	418	422
	Trinity	466	470	488

Year 5		2017	2018	2019
Reading	State	512	515	513
	Trinity	561	579	558
Writing	State	489	477	485
	Trinity	501	489	497
Spelling	State	511	511	506
	Trinity	549	539	550
Grammar & Punctuation	State	506	502	508
	Trinity	545	548	555
Numeracy	State	500	499	504
	Trinity	561	555	550



Year 7		2017	2018	2019
Reading	State	547	549	551
	Trinity	589	600	605
Writing	State	523	512	523
	Trinity	558	558	554
Spelling	State	553	548	553
	Trinity	585	585	592
Grammar & Punctuation	State	548	544	554
	Trinity	580	600	596
Numeracy	State	560	552	559
	Trinity	612	624	649

Year 9		2017	2018	2019
Reading	State	590	592	591
	Trinity	633	633	628
Writing	State	570	558	560
	Trinity	623	583	585
Spelling	State	579	590	588
	Trinity	629	632	607
Grammar & Punctuation	State	572	583	580
	Trinity	628	621	613
Numeracy	State	590	596	592
	Trinity	673	686	669





CAMBRIDGE IGCSE

Trinity Grammar School, Kew is an approved Cambridge International Examination Centre, and the first school in Victoria to offer Cambridge *English Literature*, joining a network of more than 10,000 schools in over 160 countries.

Cambridge IGCSE is the world's most popular international qualification for 14 to 16-year old students. It is recognised by leading universities and employers worldwide and is an international passport to progression and succession.

Studying Cambridge *English Literature* offers our students an opportunity to experience a rigorous, externally examined, and internationally recognised curriculum. By offering the program, at Year 10 level we aim to equip our students for the challenges they face in completing their secondary education, and in graduating to further study or employment in a rapidly changing global environment.

Cambridge IGCSE Year 10 – English Literature

English Literature	Number of Students	Grading A*	Grading A or above	Grading B or above
2020	45	80%	97%	98%
2019	59	42.3%	86.4%	98.3%
2018	59	32.0%	58.0%	90.0%





POST-SCHOOL DESTINATIONS

Trinity Grammar School, Kew offers Victorian Certificate of Education (VCE) and VET studies at our Senior campus to meet the diverse needs, learning styles and personal goals of our students. Academic programs provide a recognised qualification for entry into tertiary education. As a non-selective school, Trinity is proud of all students' results and gauges the success of every student with respect to their ability, effort and perseverance.

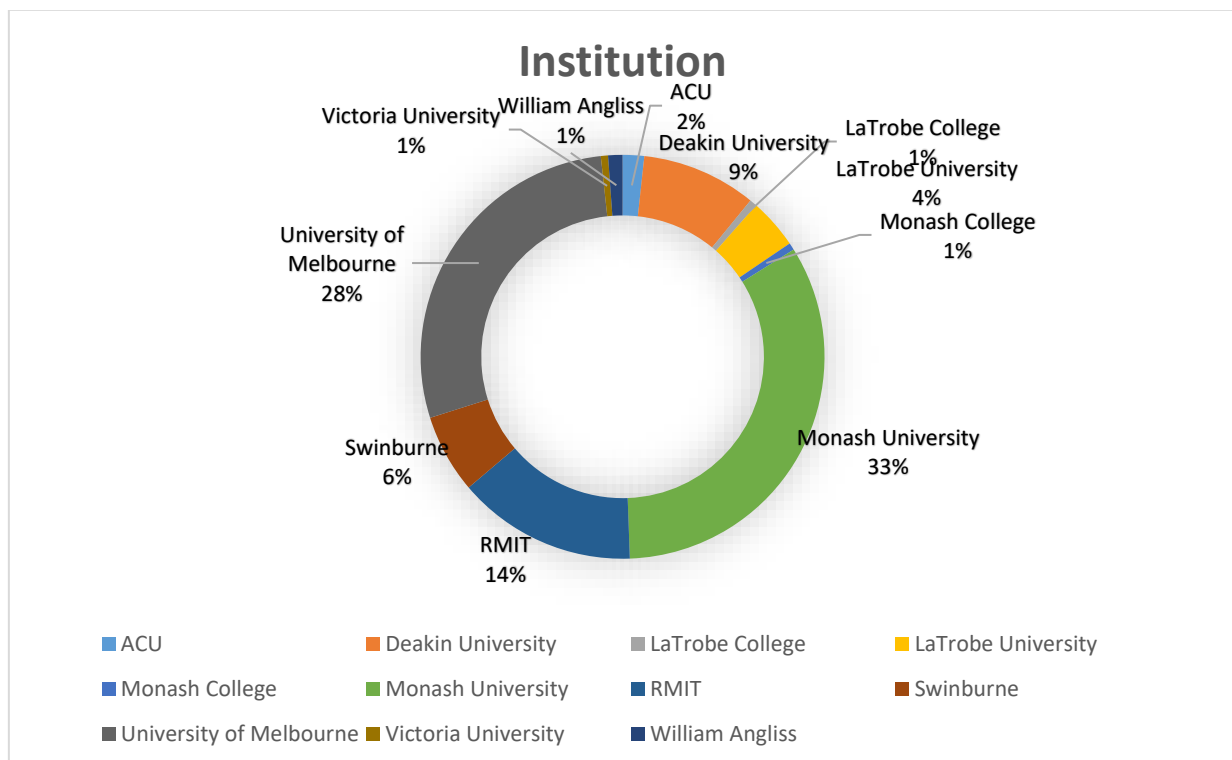
In 2020, there were 176 students assessed for VCE.

In addition to their academic studies 49 students participated in VET units to fulfil their full complement of VCE courses – 21 students participated in Certificate II courses, 26 students participated in Certificate III courses and 2 students participated in Certificate IV courses.

Destination by Institution

The table below shows the destinations of the Class of 2020, with all those seeking an offer receiving one by the conclusion of the VTAC second round.

Monash University and the University of Melbourne continue to attract our highest achieving students.





Destination by Field of Study

Fields of Study	Class of 2020
Agriculture, Environmental & Related studies	3
Architecture & Building	8
Creative Arts	12
Education	4
Engineering and Related Technologies	28
*Health	15
Information Technology	12
Management & Commerce	57
**Natural & Physical Sciences	40
*** Society & Culture	38

Table above reflects students doing a single or double degree.

*This includes offers in Medicine, Pharmacy, Pharmaceutical Science and Physiotherapy

**This includes offers in Biomedicine and Science

***This includes offers in Arts and Law

STAFF

2020 Workforce Composition

Employees	Number	Percentage
Male	136	49.8%
Female	137	50.2%
Total	273	100%
Indigenous	3	1%

All academic staff are registered with the Victorian Institute of Teaching.



STAFF QUALIFICATIONS

SCHOOL COUNCIL

Chair

Mr	John	Gillam	BCom FAIM MAICD
Mr	Simon	Gipson	MEdMgmt BA DipEd GradDip(English) FACE FACEL FIML FAICD (commenced as Chair in June 2020)

Deputy Chairs

Mr	Chris	Braithwaite	BCom(Hons) FCPA GAICD
Ms	Nichola	Lefroy	BSc(Hons) PGDipHP&HE PGDipWellness GAICD

Treasurer

Mr	Ashley	Butler	BBus CA RCA(ASIC)
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Members

Prof	Don	Campbell	MD MMedSci MBBS(Hons) FRACP FRCP(L)
Dr	Sumone	Chakravarti	PhD BSc(Hons) GradCert(UniEd&Train) EMBA
Mr	John	Gillam	BCom FAIM MAICD
Mr	Leigh	Hodges	MA BAppSc
Mr	Thomas	Hudson	BA BCom
Ms	Kate	Inverarity	BComm MAICD
Ms	Jane	Kupsch	BA LLB
Ms	Diana	Nelson	MBA BEng(Civil)(Hons) PGDip(Mgmt)
Mr	David	Yong	MBA BEng(Civil) MAICD

LEADERSHIP TEAM

Principal

Mr	Adrian	Farrer	MEdMgmt BEd
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Director of Business

Mr	Mark	Glover	MBA BBus&PublicAdmin DipCorpGov
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Deputy Principal, Head of Senior School

Mr	Rohan	Brown	BSc DipEd
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Head of Junior School

Mr	Grant	Nalder	MEd BA(Ed) BEd
Mr	Tom	Savill	MA(Cantab) PGCE NPQH

Director of Teaching and Learning

Mr	Ben	Hinves	BA(Hons) DipEd
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Director of Human Resources

Ms	Maria	Rocco	MBA MHealthSci BBus
Mr	Phillip	Tascone	Bachelor of Education, Masters of Commerce (commenced November 2020)

Senior Chaplain, Director of Wellbeing and Pastoral Care

Rev'd	Matt	Campbell	BMin(Theol) GradDipSocSci GradDipEd Cert IV TAE MACA
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Assistant Principal - Daily Administration

Ms	Kate	Hall	BA(Hons) DipEd DipEnglish
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ACADEMIC STAFF

Mr	Noel	Adams	BSc(Hons) DipEd
Ms	Abbey	Alderuccio	BEd
Mr	Christopher	Amiconi	MEd MTeach BASc
Ms	Agatha	Anamourlis	MLeadership DipTeach(Primary) GradDipEdStudies
Mr	Steven	Bambrook	MTeach(Sec) BA(Hons)
Mr	Tyrone	Bean	MTeach BA
Mr	Timothy	Bence	BA(Psych) GradDipEd
Mr	Byron	Bentley	BA(Hons) PGCE (D&T)
Ms	Amanda	Berkley	BEd
Mr	James	Bett	MTeach BA
Mr	Matthew	Bolzonello	MEd BA DipEd
Mr	Ewoud	Botha	BA DipEd
Mr	Ryan	Bowler	MTeach BPA(Theatre) GradDipEd
Mr	Christopher	Brown	BPA(Music) BTeach
Mr	Michael	Burke	BSc GradDipEd
Ms	Natalie	Burley	BEd
Mr	Christopher	Callow	BA DipEd GradDipPR
Ms	Katherine	Campbell	BEd
Ms	Georgina	Carey	BA GradDipTeaching&Learning(Sec)
Mr	John	Cavanagh	MA BA(Hons) GradDipEd Cert IV TAE DipAppChinese DipAppThai
Ms	Rachel	Champion	BA(Hons) GradDipEd
Ms	Amanda	Chan	MSpecEd BEd
Mr	Jeremy	Chan	MTeach BAeroEng(Hons) BSc
Ms	Stacy	Chang	MTeach MMus(PT) BMus
Mr	Kevin	Christofelsz	MEd BSc
Prof	Michael	Clapper	MA(Oxon) BA DipEd
Ms	Emma	Clark	MTeach BA
Mr	William	Cleary	MEd(Leadership) BEd
Mr	Peter	Clinton	BEd Cert II(Eng)
Mr	Alexander	Colussa	MTeach BBSc(Hons)
Ms	Cassandra	Cooper	BA GradDipEd
Ms	Sam	Cornehlis	MTeach BSc
Ms	Anna	Corney	MA(Teacher Librarianship) BA PGDipEd
Mr	Alan	Daley	BA BEd
Mr	Christopher	Dash	BEd BSc
Ms	Nicole	Date	BSc DipEd GradDip(SportMgmt) Cert IV(SportRecAssess) Cert IV(SportDev)
Ms	Louise	Devine	MEd BAppSci(HumMov) DipEd GradDipEdAdmin
Ms	Genevieve	Dillon	MEd BA(Hons) DipEd GradDipEdPsych DipEd
Mr	Michael	Dimattina	BEd DipBusMgmt
Mr	Nicholas	Dinham	MTeach BAppSc
Ms	Elly	Dixon	MTeach GradDipEd BHMS
Ms	Susan	Doig	MEd(GiftedEd) BSc(Hons) COGE
Ms	Annabelle	Dominguez	BEd
Mr	Raymond	Drake	MEd BEd
Ms	Aurelie	Dubost-Hay	Maitrise LLCE Licence LLCE
Mr	Benedict	Dupuche	BSc DipEd GradDip(Outdoor&Environmental Studies)
Mr	David	Everett	MEd BA GradDipEd
Ms	Cecilia	Fairlie	BA DipEd
Ms	Eliza	Feiner	MEd BTeach
Ms	Lauren	Fellows	BEd
Ms	Kate	Fewster	MEd BA(Hons) DipEd
Mr	Joshua	Fisher	BAppSc BEd
Mr	Jean	Florent	BA(Hons) DipEd GradCertEd(TESOL) GradDipEdAdmin ProfCertAdolCoun
Mr	Conor	Foley	BBus GradDipEd



Mr	Siegfried	Franke	BMus DipEd ARCO FTCL
Mr	Mitch	Furi	BA BTeach
Ms	Sarah	George	MAppSc(Museum Studies) BA(Visual Arts) PGDipTeach(Sec)
Mr	Remy	Graham-Throssell	MDirectingPerf BA PGDipEd
Mr	David	Greenwood	BSc(Hons) DipEd
Rev'd	James	Hale	MTeach BMin
Ms	Catherine	Hardham	BA DipEd GradDip(SpecEd)
Mr	Jackson	Harrison	MTeach BSportSci
Ms	Ishani	Hendehewa	BEng(Hons)
Mr	Nich	Hildebrandt	MTeach BCom GradDipMath LLB
Ms	Susan	Hill	BEd
Ms	Maria	Hohlweg	BEd
Mr	Leo	Hong	BA(HonsCrim) BMus DipEd Cert IV TAE Cert IV Sound Production AMusA
Ms	Sara	Jenner	BEd MACEL
Mr	Kevin	Kelley	BA
Ms	Rima	Khallouf	MEd BA GradDipEd GradDipCrim
Mr	Jonathan	Knight	MEd(IBPYP) GradDipIB BEd
Dr	Samuel	Koehne	PhD MA LLB(Hons) BA(Hons) PGDipTeach(Sec)
Ms	Angela	Kotsiras	MEd BSc DipEd
Mr	Matthew	Lander	MEd BSc BTeach MACEL
Ms	Siobhan	Latham	MEd BA(Hons) GradDip(TESOL) PGCE
Mr	James	Lawson	BA(Hons) DipEd CertIV TAE GradDipICTEd MCP CompTIA CertIV InfOps
Ms	Vanessa	Lovell	BAppSc BTeach
Mr	Scott	Lucas	BBus GradDipEd
Mr	Stewart	Lucy	MEd(Leadership) BEd
Mr	Ian	Lundie	MA BA(Hons) PGCE
Mr	Shaun	Lusby	BBus BEd GradDip(AppFin&Investment)
Dr	Alexandra	MacCallum	PhD BA(Hons) DipEd
Ms	Emily	MacLean	MEd(IT) MEd(EdLeadership) BSc BEd
Mr	Campbell	Madden	MEd BA BEd
Ms	Andrea	Magee	BA(Hons) GradDipEd
Mr	Brendan	Mahony	BEd MSB GradDip(SportsBusiness)
Mr	Ioannes	Markantonatos	BSc(Eng) DipEd
Mr	Joel	Mathew	MTeach BBus
Ms	Sandra	May	BMus
Mr	Paul	McAuley	BA(Hons) PGCE
Ms	Therese	McCoppin	BA(Hons) PGCE STCA Cert(TESOL)
Ms	Erica	McDougall	DipEd
Mr	Michael	McEwin	BPEd
Ms	Zara	McKenzie	MEd BA(Fine Arts) DipArt GradDipEd
Mr	Christopher	McLean	BEd BTeach
Ms	Allason	McNamara	MMathsModelling DipEd GradDipMaths BAgSci
Mr	Blake	Meadows	MEd BEd
Ms	Virginia	Middleton	BEd DipTeach
Ms	Jeanette	Milburn	MEd BEd PGDipEdStud(SpecEd) DipTeach
Mr	Lachlan	Mooney	MEd BBM BBus
Mr	Michael	Moreira	BAppSci DipEd
Ms	Catherine	Mowat	DipTeach GradCertEd
Mr	Zachary	Natoli	BEd
Mr	Timothy	Naughton	BEd DipJournalism
Mr	Nathan	Newcastle	MEd CertIIICommRec
Ms	Claire	Novak	BA BTeach
Mr	Laurence	Page	BEd
Ms	Antonella	Papaleo	MEd BCom DipFin GradCertRE Cert IV TAE
Mr	Brendan	Pateman	BA GradDipEd
Ms	Emma	Peel	BEd
Ms	Marion	Piper	MEd BEd DipEd PGCert(TESOL) MACEL



Mr	David	Ponsford	BEd DipTeach
Mr	Tom	Purcell	BTheol(Hons) BEcon DipMin DipEd
Mr	Michael	Pye	MSc BD&T GradDipEd(Sec)
Mr	Jamie	Ransome	MMusSt BEd(Sec)
Ms	Liana	Renden	MTeach BCom(Hons) GradDipEd
Ms	Jamie-Lee	Richter	MTeach BA
Mr	Matthew	Rock	BSc BEd
Mr	Brett	Rothnie	BEd
Ms	Anca	Ryan	MA GDTL
Mr	Benjamin	Ryder	BEng(Hons) PGCE
Ms	Diana	Salvitti	BSc GradDipStudWelf GradDipEd
Ms	Emily	Saunders	MEd BA GradDipEd
Mr	Christopher	Scholten	MA BA(Hons) DipEd
Ms	Susan	Searle	MEd DipTeach(Mus)
Ms	Emily	Selby	MTeach BSc
Mr	Andrew	Settle	BSc GradDipEd
Ms	Christine	Shamanis	BA DipEd
Mr	Joseph	Shanahan	MEd BA GradDipEd
Mr	David	Sharp	BA DipLang GradDipEd Cert IV(PT&GpFitness)
Ms	Ruth	Shaw	MTeach BA
Ms	Lisa	Sheppard	BEd BMus(Hons)
Mr	James	Sherratt	BA(Hons) PGCE
Mr	Eric	Shi	MTeach BCom
Mr	Ben	Sinnett	BEng GradDipEd
Mr	Meindert	Smid	LLB BA DipEd
Ms	Michelle	Stanic	BEd(Music)
Mr	Brett	Stewart	DipHM GradDipTechEd CertIV TAE
Ms	Susan	Stradwick	BEd
Mr	Thomas	Sykes	BSc(Hons) PGCE
Ms	Gabrielle	Toigo	MTeach BMedLabSci Cert IV TAE
Ms	Sula	Tyndall	BA(Hons)(Psych) BBusMgmt GradDipEd CertIV TAE
Mr	Paul	Upperton (Ruyton staff member)	BA GradDipEd
Mr	Neil	van Herk	BEd BA(SecEd)
Ms	Catherine	Veall	DipArt&Design GradDipEd
Ms	Dasha	Vorobieva	MTeach(Pri/Sec) BA
Ms	Michele	Wakeham	BSc(Hons) BCompSci DipEd GradCertRE
Mr	John	Waller	DipFineArt DipEd
Mr	Raymond	Wang	MTeach BCom
Ms	Bonnie	Wansley	MEd BEd
Ms	Katherine	Ward	BSc GradDipEd GradDip(CareersEd)
Mr	Rohan	Watts	BA GradDipEd GradDip(SportsMgmt)
Ms	Anna	Webb	BEd
Mr	Christopher	Weinberg	MTeach BCom(Hons)
Ms	Lyndsey	Wells	BA(Hons) PGCE
Ms	Sally	Wescott	BEd Cert(TEFL)
Ms	Vicky	Yu	BSc GradDipEd Cert IV TAE
Ms	Marie	Zwart	BEd(Hons) Cert IV TAE

Administration

Ms	Gayle	Barry	
Mr	Kim	Beissel	
Ms	Bonnie	Brown	Cert IV(Fitness)
Ms	Kathleen	Byrne	GradCertBusAdmin DipMgmt Certified Advancement Practitioner (Admissions)
Dr	Jane	Carolan OAM	PhD MA BA GradDipLib
Ms	Ebru	Celik	
Ms	Monique	Darkin	



Mr	Tristan	Davidson	BA(Hons) GradDipAcc CPA
Ms	Alexia	Fernandez	Cert IV(FrontlineMgmt)
Ms	Daniela	Fregonese	
Ms	Lauren	Gordon	
Ms	Michelle	Gregory	
Mr	Andrew	Hills	BBus GradCert
Ms	Kathryn	Hines	Certified Advancement Practitioner Cert IV(BusAdmin)
Ms	Sonia	John	LLB BEcon DipCommSkills-ATCL
Ms	Vanessa	Johnson	Cert III(EdSupport)
Ms	Kate	Kasby	
Ms	Sharon	Kendall	DipBusAdmin
Mr	Felix	Lam	BDesign(VisComm)
Ms	Hanh	Le	BA(PolSci)
Mr	Brett	McGeorge	BA BCom
Ms	Lee	Newcombe	BBus(Mktg) Cert(DirMktg)
Ms	Sonya	Polis	BCom BA(Hons)
Ms	Felicity	Quilty	BA
Ms	Joanne	Schonrock	BIHTM Cert IV TAE
Ms	Karen	Simankowicz	Cert III(BusStudies)
Ms	Samantha	Simpson	BFA(Production) GradCertBusAdmin
Ms	Donna	Stephens	LLB GradDipLP ADLS
Ms	Tessa	Stewart	
Ms	Feona	Wadsworth	MBA
Ms	Stacey	Walker	
Ms	Jenny	Whiting	BAppSc Cert IV TAE Cert IV RemMassage Cert IV PT
Mrs	Emi	Scavitto	

Boarding House

Mr	Scott	Dixon	BCom
Mr	Chris	Johnson	
Mr	Joshua	Judson	MTeach BA
Mr	Callum	Taylor	
Mr	Charles	Warner	BA

Counselling

Ms	Kelly	Cooch	MEd&DevPsych BSc(Hons) BCom MAPS
Dr	Jacqueline	Grady	DPsych(Clin) BBSc GradDipAppChildPsych MAPS FCCLP
Dr	Aisling	Malone	DPsych(Clin) BA(Hons) BCom
Ms	Mary-Rita	Waldron	MMHSc MEdStds BEd Grad Dip(Adol/ChildPsych) GradDip(SpecEd) MAPS

Early Learning Centre

Ms	Natasha	Albert	BEd(EarlyChildhood)
Ms	Natalie	Annetta	
Ms	Claire	Baillie	BEd(EarlyChildhood)
Ms	Jennifer	Englezakis-Mariani	DipChildServ
Ms	Melissa	Hall	DipChildServ
Ms	Marty	O'Brien	BECE
Ms	Naomi	Wright	BEd BTeach(EarlyChildhood)

GAP Students

Mr	St John	Barter-Waters	
Mr	Sam	Blanchard	
Ms	Rebecca	Cecil	
Mr	Jett	Jasinski	
Mr	Harry	Lethlean	



Mr	James	Parry
Mr	Toby	Thornton

ICT Services

Mr	Edward	Cacavas	BIT(GameDesign&Devt)
Mr	Stuart	Deane	GradDip(CompEd) DipTeach
Mr	Luke	Dixon	AssocDipArts/TheatreTech CertSPFX Cert IV(FrontlineMgmt)
Mr	Peadar	Donnellan	BSc HDip(SystemsAnalysis&Design)
Mr	Brook	Ferguson	DipBus
Mr	Wilson	Ho	MCA
Ms	Sophie	Lambouras	BEcon
Ms	Sarah	McEntee	
Mr	Abdul	Mubeen	BEng(Hons)(CompSci)
Mr	Andrew	Palmieri	
Ms	Sunethra	Wickramaratne	BSc

Laboratory Technicians

Ms	Mary	Barry	BSc DipEd
Mr	Cameron	Grant	BAppSci (Biophysics/Instrumental Science) DipBus (FrontlineMgmt)
Ms	Angela	Peng	MBiotech BSc(Pathology)

Language Assistants

Ms	Alexandra	Garrabe	LLM DipEd Cert(TESOL)
Mr	Jean	Florent	BA(Hons) DipEd GradCertEd(TESOL) GradDipEdAdmin ProfCertAdolCoun
Ms	Inga	Stanzel	MEd GradDipEd
Ms	Shelley	Xie	GradDipEd

Library

Ms	Janine	Bennett	DipLib&InfoServices BBus(Mktg) PGDip(Mktg)
Ms	Amy	Jackson	BA DipEd GradDipSci(InfoServices)
Ms	Joanne	Kennelly	AssocDipSocSci(LibraryTech)
Ms	Sharon	Mathieson	MEd BCom DipEd
Ms	Flora	Matthiesson	BA GradDipIM DipEd
Ms	Rosie	Pannell	MTeach BA(Hons) GradDipIM(LibStudies)
Ms	Monique	Suna	BA
Ms	Erin	Wamala	MEd BEd GradDip(Pub&Ed)
Dr	Curtis	Watson	PhD MAppSci BA DipEd GradDipLib

Music - Instrumental Teachers

Ms	Jasmine	Alexandra	MMus(Juilliard) BMus(Juilliard) STCA(Primary)
Ms	Virginia	Bonollo	MMus BMus STCA(Primary)
Ms	Sarah	Coghlan	MMus(PT) BMus(Perf)(Hons) GradDipEd(Sec) PSC(Boston Conservatory)
Mr	David	Davis	BMus(Perf)
Mr	George	De Niese	BMus(Ed/Perf) GradDip(TESOL)
Mr	Troy	Downward	BMus(Perf)
Mr	Clinton	Eldridge	MMus BMus AMusA
Mr	Deon	Entwisle	MTeach BMus
Mr	Siegfried	Franke	BMus DipEd ARCO FTCL
Mr	Callum	G'Froerer	BMus(Perf)(Hons)
Ms	Anne	Gilby	BA Reifeprüfung(Detmold) GradDipEd
Ms	Janine	Hanrahan	BA(Mus) AMusA
Ms	Shelley	Heath	MMus
Mr	Patrick	Jaffe	
Mr	Alexander	Jeantou	bachelor of music
Mr	Kevin	Kelley	BA



Ms	Moirsheen	Kelly-Keesing	BMus(Perf) STCA(Adv)
Mr	Spiros	Kessarais	BMus(Perf)
Mr	David	Laity	DipArts(Music)
Ms	JiEun	Lee	MMus(Perf) BMus(Perf)
Mr	James	Lewis Fox	BMus(Hons) GradDipEd
Ms	Michelle	Lewit	BSc(Hons) STCA(IntermediateViolin) STCA(PrimaryViola)
Ms	Angela	Mallia	MTeach BMus(Perf)(Hons)
Ms	Ciara	McCoppin	BMus(SecEd)(Hons) AMusA
Mr	Andrew	Moon	BMus(Perf)(Hons)
Dr	Joe	O'Connor	PhD(Perf) BMus(Perf)
Ms	Chiah	Quah	BMus(Perf) DipEd(Montessori) STCA(Primary) Kodaly(Level1)
Ms	Sara	Rafferton	MTeach(Sec) PGDipMus(Perf) BMus(Hons)
Mr	Charlie	Rank	
Mr	Tristan	Rebien	MMus(Perf) BMus(Hons)
Ms	Toni	Robson	BMusEd(Dist) DipMus STCA(Adv) DipERC
Dr	Timothy	Stevens	PhD MMusPerf DipEd BMusPerf AMusA
Mr	Ian	Wilmot	BSc

Print Centre (Canon Contractors)

Ms	Sarah	McEntee
Mr	Phu	Tran

Property and Grounds

Mr	Jesse	Bigmore	
Mr	Brandon	D'Amore	Cert III SportTurfMgmt
Mr	Paul	Dangerfield	Cert III TurfMgmt
Mr	Joshua	Delaney	Cert III TurfMgmt
Mr	Stephen	Eddy	Cert III SportTurfMgmt DipSportTurfMgmt
Mr	Andrew	Fabris	
Mr	Jason	Grima	DipHort DipProjectMgmt
Mr	Benjamin	Hodge	Cert III Hort-Parks&Gardens
Mr	Hamish	McGlashan	BPD
Mr	Michael	Molinaro	DipHort
Mr	Mark	Nicholson	
Mr	Tony	Perrusio	Cert III Boat Building
Mr	Chris	Ristovski	
Mr	David	Sanguinetti	CertTurfMgmt RAIRP
Mr	John	Summers	CertTurfMgmt
Mr	Mark	Wiseman	Cert III Plumbing
Mr	Anthony	Traynor	Certificate IV in Front Line Management, Certificate Turf Management, Diploma Business

School Nurses

Ms	Elizabeth	Bolam	BBus(Mktg) RN(Div 1) MHA MHN Cert IV TAE
Ms	Peta	Fitzgerald	BN
Ms	Jennifer	Jones	RN Cert IV(First Aid)

Sports Centre

Ms	Claudia	Davey	BEx&SportSci BBus(SportMgt)
Mr	Peter	O'Leary	BEx&SportSci
Mr	Michael	Tsotsos	
Mr	Josh	Turton	



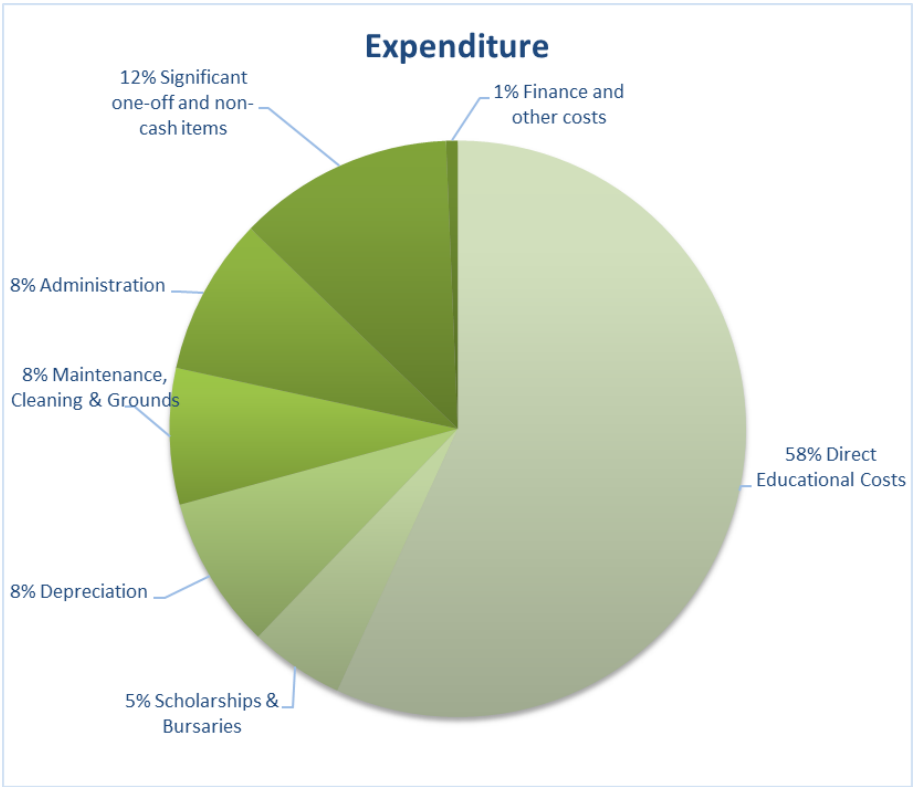
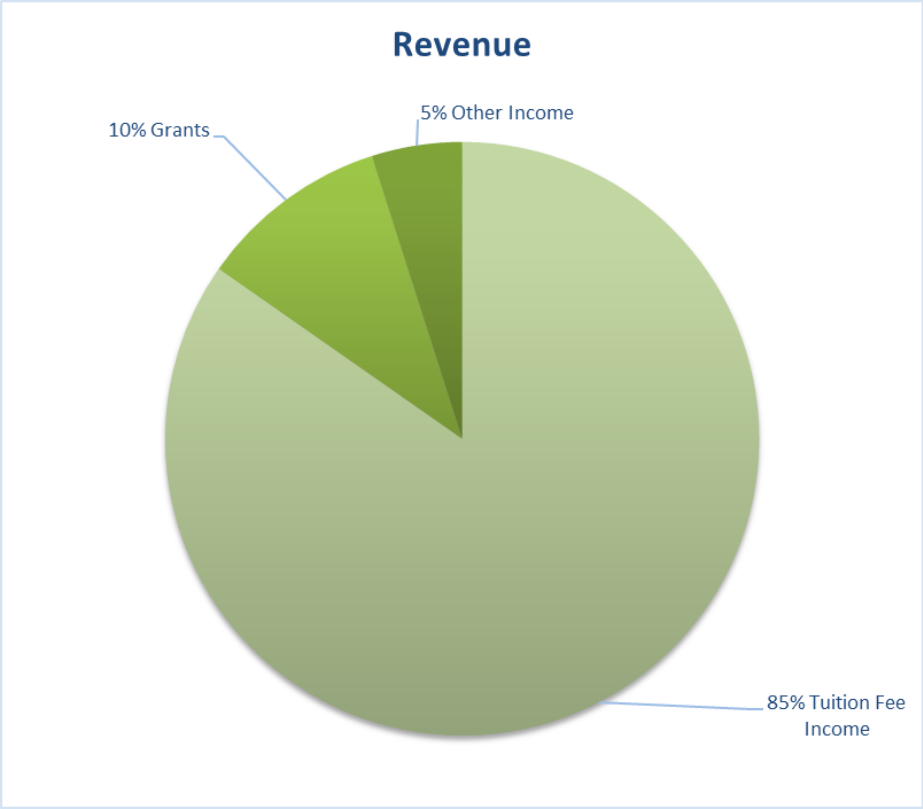
Teachers' Assistants

Ms	Josie	Annetta	Cert III(Ed)
Mr	Cameron	Beardsell	
Ms	Leeann	Bruzek	MA(StudentServices) BA(ElementaryEd)
Mr	Glenn	Burgess	Cert IV(Community)
Ms	Chiara	Byrne	MSc(Theatre&PerfStudies) BA(Hons) Cert IV(EdSupport)
Mr	Yifan	Duan	BFineArt BDesign
Mr	Nathan	Kelly	BCom GradCertBus AACE
Mr	Richard	Grummet	BCom GradDipEd
Mr	Spencer	Hines	
Ms	Loretta	Iliov	Cert III(Ed)
Mr	Timothy	Lane	BA(Hons) BFA(Printmaking)
Ms	Sarah	Marriott	BArch BFA(Printmaking)
Ms	Janine	McCracken	CertEd(IntegrationAide)
Mr	Emilia	McDonald	BPsych
Ms	Linda	McLaren	CertEd(Int/TeacherAide)
Ms	Michaela	Page	BA(ElementaryEd)
Ms	Gillian	Scrimgeour	DipEd
Ms	Freya	Solomon	BArch
Ms	Yvonne	Vas	
Ms	Lenore	Wesson	CertIV(TAE) CertIV(Tourism) DipHosp





2020 FINANCE REPORT (Funding Source)





PARENT, STUDENT AND TEACHER SATISFACTION

Parents, students and all Trinity Grammar School staff (teaching and non-teaching) participated in the 2020 Independent Schools Victoria (ISV) LEAD School Effectiveness Survey, which seeks feedback on various domains of school effectiveness. Questions follow an 11-point satisfaction scale where 0 = complete disagreement and 10 = complete agreement with the statement.

The results showed a high degree of satisfaction with the School.

Parent Satisfaction

	Trinity 2020	ISV Mean
Academic Program	8.71	8.10
Quality of Teaching	8.60	8.09
Learning Outcomes	8.48	8.12
Pastoral Care	8.74	8.28
Discipline and Safety	8.72	8.13
Parental Involvement	8.64	8.19
Resources	8.96	8.37
Year Transition	8.64	8.11
Recommend to Others	9.17	8.44
Overall Satisfaction	9.09	8.49

Student Satisfaction

	Trinity 2020	ISV Mean
Academic Program	8.09	7.32
Discipline and Safety	8.39	7.51
Learning Outcomes	8.34	7.60
Overall Satisfaction	8.40	7.24
Pastoral Care	8.24	7.35
Personal Development	8.33	7.39
Peer Relationships	8.27	7.55
Resources	8.90	7.73
School Ethos/Values	8.44	7.62
Transition	8.35	7.54



Staff Satisfaction

	Trinity 2020	ISV Mean
Resources Offerings	9.16	8.17
Technology	8.96	8.22
School Ethos/Values	8.85	8.22
Student Behaviour	8.79	8.29
Discipline	8.48	7.99
Learning Support	8.87	8.12
Pastoral Care	9.04	8.66
Parent Involvement	9.00	8.55
Quality of Teaching and Learning	8.87	8.38
Teaching Practice	9.22	8.97



This report has been prepared to summarise the key data from the 2020 School year to accord with the Commonwealth and State funding accountability requirements (under *the Australian Education Act 2013*).

Requests for clarification or further information can be directed to the Director of Business at businessdirector@trinity.vic.edu.au