



TRINITY  
GRAMMAR  
SCHOOL, KEW



# Annual Report

2021



## OVERVIEW

Trinity Grammar School, Kew (founded in 1902), situated in the Melbourne suburb of Kew, is a high performing all boys day and boarding school that offers quality academic and co-curricular programs. We provide a dynamic, broad and relevant curriculum that encourages individuals to aspire and thrive, delivered by a well-qualified and dedicated staff, within a caring, inclusive and technology-rich environment. We are an open-entry and inclusive community. Emphasis within our school framework is based on Christian values, whilst an appreciation of other faiths and respect for difference is encouraged. Service to others, social justice, participation and contribution to the community are central to the School's values. The presence of boarders, international students and girls in the ELC and the joint VCE Coordinate Program with Ruyton Girls' School, 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 camp sites in Country Victoria located at Licola and Nillahcootie. The School also has outstanding music, performing arts, science, technology and co-curricular programs. Professional careers guidance ensures students plan for the future, and the greater majority of students continue to tertiary study.

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 Year 3-6 are involved in the State's inter-school swimming, athletics and cross-country events.

In the Junior School, which runs from the Early Learning Centre through to Year 6, our approach to Teaching and Learning puts the student at the centre of everything we do. Being an International Baccalaureate (IB) World School, authorised to use the Primary Years Programme (PYP) inquiry framework, our pedagogical approach is informed by the best of educational research, thought leadership and experience derived from IB World Schools.

Utilising the PYP inquiry framework, learning is developed through the child's natural curiosity, while benchmarked to the expectations of the Australian Curriculum. In all subjects, students explore, and balance is sought between intellectual, social and personal aspects. Students are supported to collaborate with their peers and teachers in a process that supports them to take ownership of their learning. This approach develops inquiry skills and students' ability to reflect on their own learning. Students across all levels are regularly and rigorously assessed using selected formative and summative assessment tools.

A transdisciplinary approach across the Junior School ensures that learning extends beyond any single classroom space and learning experiences are relevant, engaging, significant and challenging. As appropriate, classroom and specialist teachers focus learning on a theme, knowledge, concept, skill or action. The IB Learner Profile is a specific focus in the Junior School; learners are encouraged and supported to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, courageous, balanced and reflective.



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.

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

The Senior School is structured around Year 7-12 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.





## Message from the Principal

The past year has presented ongoing challenges considering the impact of the Covid-19 pandemic on the globe and our School, but amidst adversity, we have been pleased with the manner in which our students and wider community have responded. The enthusiasm, kindness, care, concern, resilience and diligence has been most impressive and appreciated, especially as was the need to be versatile in moving between onsite and off-campus learning.

'Learning to Lead' is a tagline that Trinity had been using since before I arrived. It goes much further than being a marketing hook or attempting to amplify the brand; it tells an accurate story of what we aim to instil in our students – learning about leading and learning how to lead. It challenges them to practise many of the elements of leadership, including serving others, learning from failure, celebrating difference, collaborating broadly, choosing wisely, communicating aptly and, importantly, patience.

Over the 119 years of TGS' existence the sorts of challenges our current students, staff and families faced in being 'locked down', and therefore 'locked out' of school in 2021, have only been matched by the experience of a much smaller Trinity for one term in 1919. There is no 'play book' that I know of to prepare organisations for the types of issues we had in 2021, and it is certainly not something I had any training when studying for my university degrees. In short, no students, staff or families had any prior, targeted training in how to manage COVID before COVID moved into our lives.



It was remarkable, therefore, to reflect on the grace and trust displayed by our community when confronted by this year's COVID incursion and resulting quarantine. All our families were quarantined for 14 days and some for longer. All students, all staff and all 'Secondary Close Contacts' adjusted swiftly. Through that dizzying time, we collaborated, communicated and exercised patience in great volumes. It was a stiff test of our community and the community responded with aplomb.

At the end of every year in schools there are staff members who move on. In 2021, a number of significant leaders were farewelled, with three in particular who moved into retirement having served the school, between them, for more than 100 years.

The ability of our teachers and support staff to 'pivot' during the year to new ways of delivering their roles were most impressive.

As we move into 2022, its hint of normalcy, and a strong sense of Trinity's resilience in the face of challenge, I look forward to continuing to encourage our young people as they seek to learn how to lead.

**Adrian Farrer**  
Principal





## 2021 STUDENT NUMBERS

### Total Enrolments

	Day Students	Boarders	Indigenous	Total
ELC	66	0	0	66
Prep to Year 6	413	0	0	413
Year 7 – Year 12	1040	19	4	1063
<b>Total</b>	<b>1519</b>	<b>19</b>	<b>4</b>	<b>1542</b>

### Student Numbers by Year Level

Junior School	
ELC	66
Prep	38
Year 1	40
Year 2	44
Year 3	46
Year 4	49
Year 5	96
Year 6	100
Senior School	
Year 7	178
Year 8	180
Year 9	180
Year 10	178
Year 11	177
Year 12	170
<b>School Total</b>	<b>1542</b>

### Student Retention – Years 9 to 12

Year	January 2020	December 2020	New Students	Departing Students	Retention Rate %
9	177	180	9	6	101.6%
10	182	178	2	6	97.8%
11	178	177	2	3	99.4%
12	172	170	1	3	98.8%
<b>TOTAL</b>	<b>709</b>	<b>705</b>	<b>14</b>	<b>18</b>	<b>99.4%</b>



## STUDENT ATTENDANCE

The management of student attendance is the responsibility of the respective Heads of School. The School has implemented procedures for parents, staff and students to follow to ensure the duty of care obligations are met and the wellbeing of our students are supported.

The below table details the average student attendance rate by year level. The high attendance rate compares favourably with like schools.

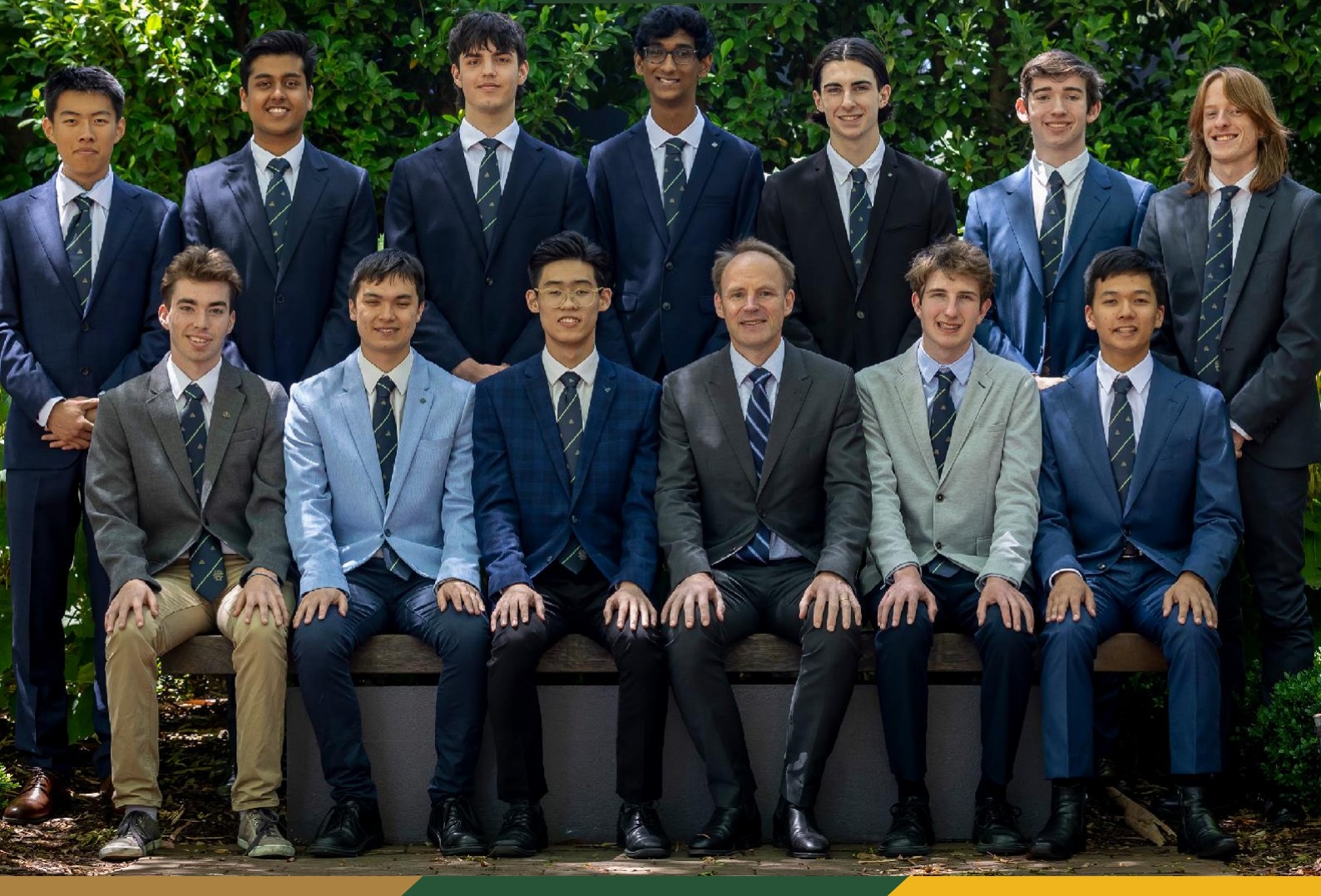
Average Year Level Attendance Rate (%)

<b>YEAR 2020</b>	<b>Average Days Absent</b>	<b>% Attendance</b>
<b>Prep</b>	<b>2.85</b>	<b>97.89</b>
<b>Year 1</b>	<b>2.67</b>	<b>98.02</b>
<b>Year 2</b>	<b>3.00</b>	<b>97.78</b>
<b>Year 3</b>	<b>2.13</b>	<b>98.42</b>
<b>Year 4</b>	<b>3.22</b>	<b>97.61</b>
<b>Year 5</b>	<b>4.02</b>	<b>97.02</b>
<b>Year 6</b>	<b>2.41</b>	<b>98.22</b>
<b>Year 7</b>	<b>2.61</b>	<b>98.10</b>
<b>Year 8</b>	<b>3.34</b>	<b>97.56</b>
<b>Year 9</b>	<b>2.94</b>	<b>97.85</b>
<b>Year 10</b>	<b>3.09</b>	<b>97.7</b>
<b>Year 11</b>	<b>1.91</b>	<b>98.61</b>
<b>Year 12</b>	<b>1.81</b>	<b>98.68</b>
<b>Overall Average</b>		<b>97.95</b>

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



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## STUDENT OUTCOMES

### VCE Results 2021

Despite the disruptions of the 2021 academic year, this cohort of Year 12s who began their VCE studies in early 2020 on the cusp of the COVID-19 pandemic have achieved extraordinary results.

The results this year are exceptional, with the cohort achieving a median ATAR score of 86.65, a median Study Score of 34 and eight perfect Study Scores (including one Ruyton student from our Coordinate Program). 76% of our students scored in the top 25% of the state, 40.1% of our students received an ATAR of 90 or above, and 22% achieved 95 or above.





There were 8 perfect study scores across a range of subjects:

<b>James Carlyon</b>	Accounting
<b>Ye Wen*</b>	Accounting
<b>Hadyn Tang</b>	Chemistry
<b>Alexander Paysen</b>	English
<b>Dihan Wiggett</b>	English
<b>Olek Beavis</b>	History Revolutions
<b>Larry Pang</b>	Physics
<b>Larry Pang</b>	Specialist Mathematics

*\*Coordinate Ruyton Student*

21.6% of all study scores were 40 or above and the average study score was 34.7.

This year the Dux of the School was Larry Pang who achieved a score of 99.95.

Congratulations to the Class of 2021 on their outstanding results in what was an extraordinary year.



## 2021 ATAR Results

Number of Students							
ATAR	2021	2020	2019	2018	2017	2016	2015
99+	13	21	17	11	14	20	11
95 – 98.95	24	28	40	30	35	28	36
90 – 94.95	30	37	30	18	28	31	23
80 – 89.95	38	36	32	36	36	36	38
70 – 79.95	35	26	25	32	26	22	14
60 – 69.95	13	17	11	15	9	19	19
50 – 59.95	9	7	3	4	12	5	10
40 – 49.95	4	2	5	9	2	1	3
Below 40	1	2	2	1	1	0	3
<b>TOTAL</b>	<b>167</b>	<b>176</b>	<b>165</b>	<b>156</b>	<b>163</b>	<b>162</b>	<b>157</b>

## Study Scores and Median ATAR

	2021	2020	2019	2018	2017	2016	2015
Median Study Score	34*	36.0*	36.0	35.0	36.0	36.0	35.0
Average Study Score	34.7	35.3	35.7	35.2	35.6	36.4	35.6
Greater than 40	21.6	24.0	26.5	22.4	24.3	29.6	24.3
Median ATAR	86.65	88.95	91.3	84.9	88.2	89.7	88.3
Average ATAR	83.0	84.93	85.7	81.9	84.6	85.5	83.2

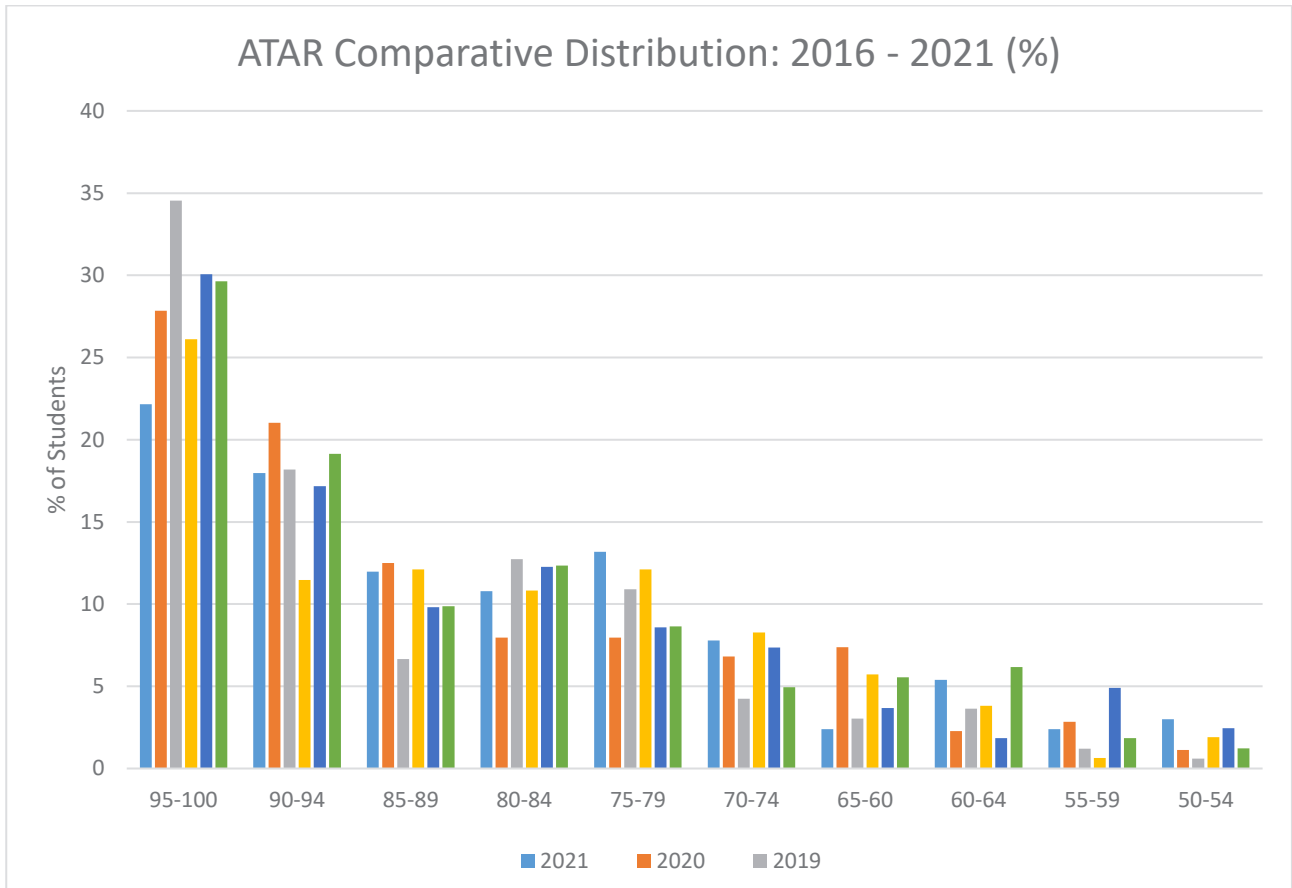
\*Median is inclusive of all Coordinate Program students

## ATAR cumulative percentage of students

	2021	2020	2019	2018	2017	2016	2015
ATAR	Cum %	Cum %	Cum %	Cum%	Cum %	Cum %	Cum %
99+	7.8	12	10.3	7.1	8.6	12.3	7.0
95+	22.1	27.8	34.5	26.3	30.1	29.6	29.9
90+	40.1	48.8	52.7	37.8	47.2	48.8	44.6
80+	62.8	69.3	72.1	60.9	69.3	71.0	68.8
70+	83.8	84.1	87.3	81.4	85.3	84.6	77.7
60+	91.6	93.7	93.9	91.0	90.8	96.3	89.8
50+	97.0	97.7	95.8	93.6	98.2	99.4	96.2
40+	99.4	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 table below indicates the percentage of students who sat the NAPLAN tests in **2021**

	<b>Year 3</b>	<b>Year 5</b>	<b>Year 7</b>	<b>Year 9</b>
% 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.

	<b>Year 3</b>	<b>Year 5</b>	<b>Year 7</b>	<b>Year 9</b>
<b>Reading</b>	100%	100%	100%	100%
<b>Persuasive Writing</b>	100%	100%	100%	100%
<b>Spelling</b>	100%	100%	100%	100%
<b>Grammar and Punctuation</b>	100%	100%	100%	100%
<b>Numeracy</b>	100%	100%	100%	100%



The tables below detail the mean score achieved across each tested cohort for the past four years.

<b>Year 3</b>		2017	2018	2019	2021
<b>Reading</b>	State	438	445	445	452
	Trinity	495	503	504	491
<b>Writing</b>	State	428	428	445	433
	Trinity	453	428	472	447
<b>Spelling</b>	State	428	429	431	431
	Trinity	461	502	475	467
<b>Grammar &amp; Punctuation</b>	State	450	446	456	446
	Trinity	518	502	478	476
<b>Numeracy</b>	State	421	418	422	414
	Trinity	466	470	488	456

<b>Year 5</b>		2017	2018	2019	2021
<b>Reading</b>	State	512	515	513	523
	Trinity	561	579	558	568
<b>Writing</b>	State	489	477	485	489
	Trinity	501	489	497	514
<b>Spelling</b>	State	511	511	506	506
	Trinity	549	539	550	548
<b>Grammar &amp; Punctuation</b>	State	506	502	508	513
	Trinity	545	548	555	565
<b>Numeracy</b>	State	500	499	504	506
	Trinity	561	555	550	578

<b>Year 7</b>		2017	2018	2019	2021
<b>Reading</b>	State	547	549	551	552
	Trinity	589	600	605	588
<b>Writing</b>	State	523	512	523	529
	Trinity	558	558	554	551
<b>Spelling</b>	State	553	548	553	552
	Trinity	585	585	592	593
<b>Grammar &amp; Punctuation</b>	State	548	544	554	539
	Trinity	580	600	596	578
<b>Numeracy</b>	State	560	552	559	559
	Trinity	612	624	649	633



<b>Year 9</b>		<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021</b>
<b>Reading</b>	State	<b>590</b>	<b>592</b>	<b>591</b>	<b>584</b>
	<b>Trinity</b>	<b>633</b>	<b>633</b>	<b>628</b>	<b>636</b>
<b>Writing</b>	State	<b>570</b>	<b>558</b>	<b>560</b>	<b>554</b>
	<b>Trinity</b>	<b>623</b>	<b>583</b>	<b>585</b>	<b>597</b>
<b>Spelling</b>	State	<b>579</b>	<b>590</b>	<b>588</b>	<b>586</b>
	<b>Trinity</b>	<b>629</b>	<b>632</b>	<b>607</b>	<b>637</b>
<b>Grammar &amp; Punctuation</b>	State	<b>572</b>	<b>583</b>	<b>580</b>	<b>583</b>
	<b>Trinity</b>	<b>628</b>	<b>621</b>	<b>613</b>	<b>636</b>
<b>Numeracy</b>	State	<b>590</b>	<b>596</b>	<b>592</b>	<b>593</b>
	<b>Trinity</b>	<b>673</b>	<b>686</b>	<b>669</b>	<b>680</b>



## 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.

Due to the **Covid-19 pandemic**, 2021 Cambridge exams did not proceed.

### 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.

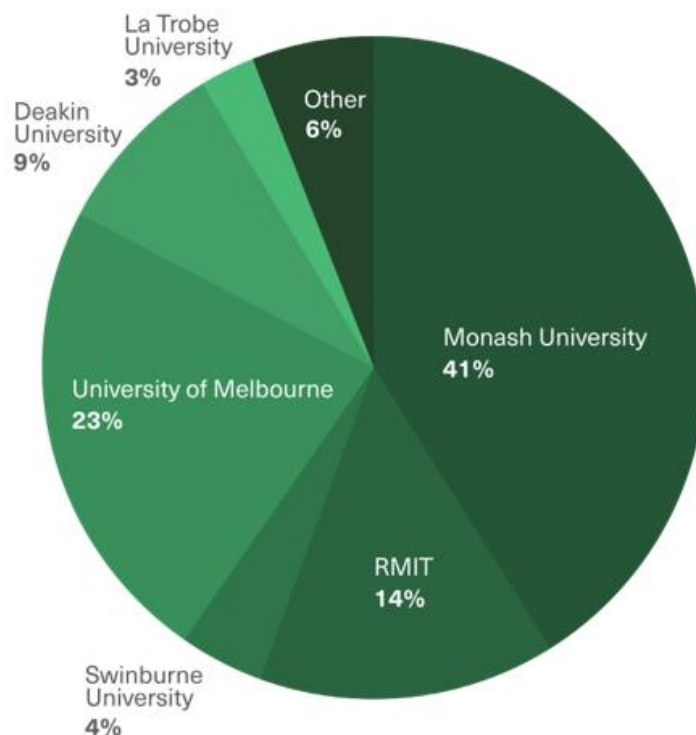
In 2021, there were **167** students assessed for VCE.

In addition to their academic studies 46 students participated in VET units to fulfil their full complement of VCE courses – 23 students participated in Certificate II courses, 20 students participated in Certificate III courses and 3 students participated in Certificate IV courses.

### Destination by Institution

The tertiary destinations of the Class of 2021 reflect the diversity of skills, interests, passions and aspirations of our students.

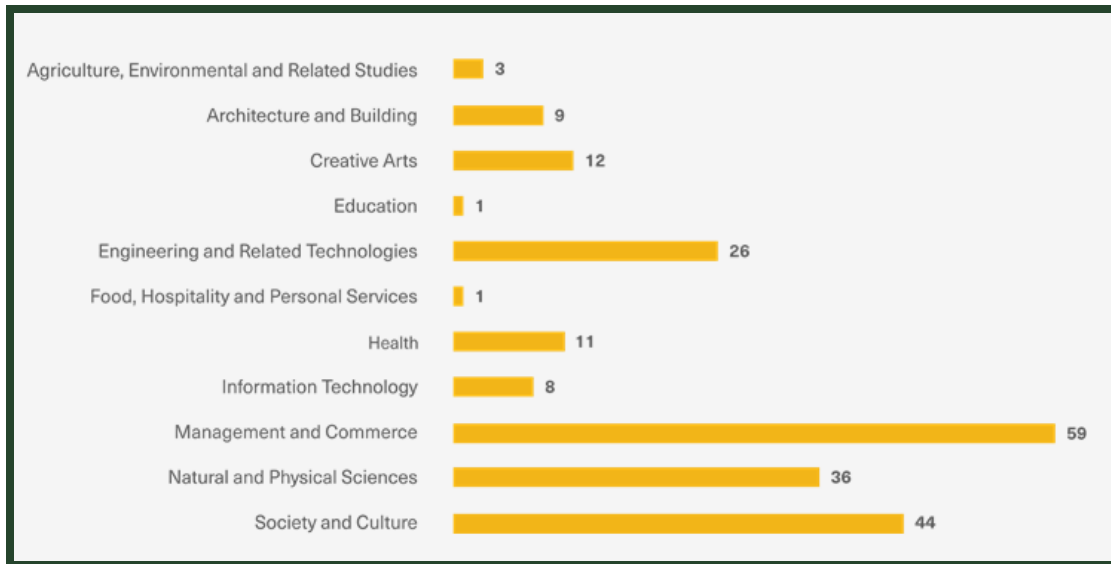
As in previous years, Monash University and the University of Melbourne were the most popular destinations for our graduates, with courses in Management and Commerce, Society and Culture, and Natural and Physical Sciences the most favoured.







## Destination by Field of Study



Fields of Study	Class of 2021
Agriculture, Environmental & Related studies	3
Architecture & Building	9
Creative Arts	12
Education	1
Engineering and Related Technologies	26
*Health	11
Information Technology	8
Management & Commerce	59
**Natural & Physical Sciences	36
*** Society & Culture	44

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

### 2021 Workforce Composition

Employees	Number	Percentage
<b>Male</b>	135	49%
<b>Female</b>	139	51%
<b>Total</b>	274	100%
<b>Indigenous</b>	2	0.7%

The School employs in excess of 350 staff when casual and contract employees are counted.

The permanent workforce total sits at 274 employees.

The additional casual staff primarily work in the areas of instrumental music, study tutorials, outdoor education and sport. It should be noted that the majority of sport coaches are contracted via an external partner.

All academic staff are registered with the Victorian Institute of Teaching and Educational support staff all have working with children checks..



## STAFF QUALIFICATIONS

### SCHOOL COUNCIL

#### Chair

Mr Simon Gipson OAM MEdMgmt BA DipEd GradDip(English) FACE FACEL FIML FAICD

#### 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)

#### 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  
 Ms Kate Inverarity BCom MAICD  
 Ms Jane Kupsch BA LLB  
 Mrs Diana Nelson MBA BEng(Civil)(Hons) PGDip(Mgmt)  
 Mr David Yong MBA BEng(Civil) MAICD

### SENIOR LEADERSHIP TEAM

#### Principal

Mr Adrian Farrer MEdMgmt BEd

#### Director of Business, Senior Leadership Team & Secretary to Council

Mr Mark Glover MBA BBus&PublicAdmin DipCorpGov

#### Deputy Principal, Head of the Senior School

Mrs Susan Hill BEd

#### Head of the Junior School

Mr Grant Nalder MEd BA(Ed) BEd

#### Director of Teaching and Learning

Mr Ben Hinves BA(Hons) DipEd

#### Director of Human Resources

Ms Maria Rocco MESH MBA GAICD  
 Mr Phillip Tascone MCom BEd

#### Assistant Principal, Daily Administration

Miss Kate Hall BA(Hons) DipEd DipEnglish

#### Director of Innovative Learning

Mr Benjamin Ryder BEng(Hons) PGCE

#### Director of Community Engagement

Ms Lucy Cohen BA (Fine Arts) GradDipEd DipMktg

#### Senior Chaplain, Director of Wellbeing and Pastoral Care

Rev'd Matt Campbell BMin(Theol) GradDipSocSci GradDipEd Cert IV TAE MACA

#### 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
Ms	Amanda	Berkley	BEd
Mr	James	Bett	MTeach BA
Mr	Kyle	Biller	BEd
Mr	Matthew	Bolzonello	MEd(Leadership) BA DipEd
Mr	Andrew	Borg	BSc PGCE
Mr	Ewoud	Botha	BA DipEd
Mr	Ryan	Bowler	MTeach BPA(Theatre) GradDipEd
Mr	Christopher	Brown	BPA(Music) BTeach
Mr	Rohan	Brown	BSc DipEd
Ms	Ashlee	Bruce	BEd
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
Mr	Jeremy	Chan	MTeach BAeroEng(Hons) BSc
Ms	Stacy	Chang	MTeach MMus(PT) BMus(Perf)
Ms	Jennifer	Chin	BSc BEd
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	Dylan	Coleman	BA(Hons)(Art&Design) DipEd(D&T)
Mr	Alexander	Colussa	MTeach BBA(Hons)
Ms	Cassandra	Cooper	BA GradDipEd
Ms	Sam	Cornehl	MTeach BSci
Ms	Anna	Corney	MA(Teacher Librarianship) BA PGDipEd
Mr	Alan	Daley	BA BEd
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)
Ms	Sally	Esse	MA(Teach) MA(DesignStudies) BA(GraphicDesign)(Hons) Cert IV TAE
Mr	David	Everett	MEd BA GradDipEd
Ms	Cecilia	Fairlie	BA DipEd
Ms	Eliza	Feiner	MEd Bteach GradCertEd(SLD)
Ms	Kate	Fewster	MEd BA(Hons) DipEd GradCertAdolCoun
Mr	Joshua	Fisher	BAppSc BEd
Mr	Jean	Florent	BA(Hons) DipEd GradCertEd(TESOL) GradDipEdAdmin ProfCertAdolCoun
Mr	Conor	Foley	BBus GradDipEd
Mr	Jim	Fountain	MEd(Cantab) BA(Hons) PGCE
Mr	Peter	Francis	BEd
Mr	Siegfried	Franke	BMus DipEd ARCO FTCL
Mr	Mitch	Furi	BA BTeach
Ms	Samantha	Fynmore	



Ms	Sarah	George	MAppSc(Museum Studies) BA(Visual Arts) PGDipTeach(Sec)
Mr	David	Greenwood	BSc(Hons) DipEd
Rev'd	James	Hale	MTeach BMin
Ms	Eugenie	Haleel	BEd(Hons) BBus
Ms	Catherine	Hardham	BA(Psych) DipEd GradDip(SpecEd)
Mr	Jackson	Harrison	MTeach BSportSci
Ms	Ishani	Hendehewa	BEng(Hons)
Mr	Nich	Hildebrandt	MTeach GradDipMath LLB Bcom
Ms	Maria	Hohlweg	BEd
Mr	Leo	Hong	BA(HonsCrim) BMus DipEd Cert IV TAE Cert IV Sound Production AMusA
Ms	Stephanie	Irvine	BA(Hons) BEd(French)
Ms	Sara	Jenner	BEd MACEL
Mr	Kevin	Kelley	BA
Ms	Rima	Khalloof	MEd BA GradDipEd GradDipCrim
Mr	Jonathan	Knight	MEd(IBPYP) GradDipB BEd
Dr	Samuel	Koehne	PhD MA LLB(Hons) BA(Hons) PGDipTeach(Sec)
Ms	Angela	Kotsiras	MEd BSc DipEd
Ms	Siobhan	Latham	MEd BA(Hons) GradDip(TESOL) PGCE
Mr	James	Lawson	BA(Hons) DipEd CertIV TAE GradDipICTEd MCP CompTIA CertIV InfOps
Rev'd	Chris	Leadbeatter	BA GradDipEd GradDipMentalHealth ThDip DipMin
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) MEEd(EdLeadership) BSc BEd
Ms	Samara	Madden	BEd
Ms	Andrea	Magee	BA(Hons) GradDipEd
Mr	Brendan	Mahony	BEd MSB GradDip(SportsBusiness)
Mr	Ioannes	Markantonatos	BSc(Eng)(Hons) 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
Ms	Marnie	Miller	
Mr	Lachlan	Mooney	MEd BBM BBus
Mr	Michael	Moreira	BAppSci DipEd
Ms	Catherine	Mowat	DipTeach(Prim) GradCertEd(SpecEd) GradCertEd(SciEd) GradCertEd(IBPYP)
Mr	Zachary	Natoli	BEd
Mr	Nathan	Newcastle	MEdMgmt BEd
Mr	John	Ninis	BA BEd(Hons)
Ms	Claire	Novak	BA BTeach
Mr	Laurence	Page	BEd
Ms	Antonella	Papaleo	MEd BCom DipFin GradCertRE Cert IV TAE
Ms	Emma	Peel	BEd
Ms	Marion	Piper	MEd BEd DipEd PGCert(TESOL) MACEL
Mr	David	Ponsford	BEd DipTeach
Mr	Remy	Prichard	MDirectingPerf BA PGDipEd
Mr	Tom	Purcell	BTheol(Hons) BEcon DipMin DipEd
Mr	Michael	Pye	MSc BD&T GradDipEd(Sec)
Mr	Jamie	Ransome	MMusSt BEd(Sec)



Dr	Jillian	Reid	PhD MA BA(Hons) GradDipEd
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
Ms	Diana	Salvitti	BSc GradDipStudWelf GradDipEd
Ms	Alejandra	San Martin	
Mr	Tom	Savill	MA(Cantab) PGCE NPQH
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 GradCert(IntRelations) CertEdPhysics CertAdolCoun
Mr	Matthew	Sisson	MTeach(Sec) BSc(Hons)
Mr	Meindert	Smid	LLB BA DipEd
Ms	Michelle	Stanic	BEd(Music)
Ms	Melissa	Stansfield	MEd BEd BA
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	Lucy	Truesdale	BSocSci(Psych) GradDipEd(Pri)
Ms	Sula	Tyndall	BA(Hons)(Psych) BBusMgmt GradDipEd CertIV TAE
Mr	Paul	Upperton	BA GradDipEd (Ruyton Staff Member)
Mr	Neil	van Herk	BEd BA(SecEd)
Ms	Catherine	Veall	MEd DipArt&Design GradDipEd
Mr	Torben	Vedelsby	MEd BTeach
Ms	Michele	Wakeham	BSc(Hons) BCompSci DipEd GradCertRE
Mr	John	Waller	DipFineArt DipEd
Ms	Bonnie	Wansley	MEd BEd
Ms	Katherine	Ward	BSc GradDipEd GradDipCareersEd
Mr	Rohan	Watts	BA GradDipEd GradDipSportsMgmt
Ms	Anna	Webb	BEd
Mr	Christopher	Weinberg	MTeach BCom(Hons) GradCertAdolCoun
Ms	Lyndsey	Wells	BA(Hons) PGCE
Ms	Sally	Wescott	BEd
Ms	Charlotte	White	BA GradBEd
Ms	Vicky	Yu	BSc GradDipEd Cert IV TAE
Ms	Marie	Zwart	BEd(Hons) Cert IV TAE
<b>Administration</b>			
Ms	Liz	Acabado	BA
Ms	Gayle	Barry	
Mr	Kim	Beissel	
Ms	Bonnie	Brown	Cert IVFitness
Ms	Linh	Bui	BCom CA
Ms	Kathleen	Byrne	GradCertBusAdmin DipMgmt Certified Advancement Practitioner (Admissions)
Ms	Ebru	Celik	
Ms	Hannah	Clifton	MMktgComm BJourn
Ms	Sarah	Cuskelly	
Ms	Monique	Darkin	
Mr	Tristan	Davidson	BA(Hons) GradDipAcc CPA
Ms	Alexia	Fernandez	Cert IVFrontlineMgmt



Ms	Daniela	Fregonese	
Ms	Lauren	Gordon	
Ms	Michelle	Gregory	
Mr	Andrew	Hills	BBus GradCert
Ms	Kathryn	Hines	Certified Advancement Practitioner Cert IVBusAdmin
Ms	Sonia	John	LLB BEcon DipCommSkills-ATCL
Ms	Vanessa	Johnson	
Ms	Tina	Koutrouzas	MBA BSc
Ms	Sharon	Kendall	DipBusAdmin
Mr	Felix	Lam	BDesign(VisComm)
Ms	Hanh	Le	BA(PolSci)
Ms	Kylie	Morrison	
Ms	Lee	Newcombe	BBus(Mktg) CertDirectMktg
Ms	Sonya	Polis	BCom BA(Hons)
Ms	Lara	Presswell	
Ms	Felicity	Quilty	BA(PR)
Mr	Adrian	Sala	BA(CommDes)
Mrs	Emi	Scavitto	
Ms	Karen	Simankowicz	Cert IIIBusStudies
Ms	Samantha	Simpson	BFA(Production) GradCertBusAdmin
Ms	Donna	Stephens	LLB GradDipLP ADLS
Ms	Tessa	Stewart	
Ms	Feona	Wadsworth	MBA
Ms	Stacey	Walker	
Ms	Fiona	White	
Ms	Jenny	Whiting	BAppSc Cert IV TAE Cert IV RemMassage Cert IV PT
<b>Boarding</b>			
Mr	Scott	Dixon	BCom
Mr	Chris	Johnson	
Mr	Joshua	Judson	MTeach BA
Mr	Callum	Taylor	
<b>Counselling</b>			
Ms	Kelly	Cooch	MPsych(Ed&Dev) BSc(Hons) BCom MAPS
Dr	Jacqueline	Grady	DPsych(Clin) BBSc GradDipAppChildPsych MAPS FCCLP
Dr	Aisling	Malone	DPsych(Clin) BA(Hons) BCom MAPS
Dr	Justin	McNamara	DPsych(Health) BAppSci(Hons) MAPS
Ms	Mary-Rita	Waldron	MMHSc MEdStds BEd Grad Dip(Adol/ChildPsych) GradDip(SpecEd) MAPS
<b>Early Learning Centre</b>			
Ms	Natasha	Albert	BEd(EarlyChildhood)
Ms	Natalie	Annetta	
Ms	Claire	Baillie	BEd(EarlyChildhood)
Ms	Lana	Daniels	MTeach(EarlyYearsEd) BA(Prof & CreativeWriting) GradCert(SpecialEd)
Ms	Jennifer	Englezakis-Mariani	DipChildServ
Ms	Melissa	Hall	DipChildServ
Ms	Naomi	Wright	BEd BTeach(EarlyChildhood)
<b>GAP Students</b>			
Ms	Rebecca	Cecil	
Mr	Harry	Lethlean	
Mr	James	Parry	
Mr	Toby	Thornton	
Mr	Lachlan	Wong	
<b>ICT Services</b>			
Mr	Edward	Cacavas	BIT(GameDesign&Dev)
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	
Mr	Ben	Robison	
Ms	Sunethra	Wickramaratne	BSc
<b>Laboratory Technicians</b>			
Ms	Mary	Barry	BSc DipEd
Mr	Cameron	Grant	BAppSci (Biophysics/Instrumental Science) DipBus (FrontlineMgmt)
Ms	Angela	Peng	MBiotech BSc(Pathology)
<b>Language Assistants</b>			
Ms	Alexandra	Garrabe	LLM DipEd CertTESOL
Ms	Anne	Morel	
Ms	Inga	Stanzel	MEd GradDipEd
Ms	Shelley	Xie	GradDipEd
<b>Library</b>			
Ms	Janine	Bennett	DipLib&InfoServices BBus(Mktg) PGDipMktg
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	Lisa	Tabone	MEd(TeacherLibrarianship) BA(Painting) BA DipEd GradDipTESOL
Ms	Erin	Wamala	MEd BEd GradDipPub&Ed
Dr	Curtis	Watson	PhD MAppSci BA DipEd GradDipLib
Ms	Emma	Woods	DipLib&InfoServices CertIT
<b>Music – Instrumental Teachers</b>			
Ms	Jasmine	Alexandra	MMus(Juilliard) BMus(Juilliard) STCA(Primary)
Ms	Claire	Block	MTeach BMusPerf AMusA
Ms	Virginia	Bonollo	MMus BMus STCA(Primary)
Ms	Audrey	Boyle	BMus(Hons)
Mr	Max	Castor	
Ms	Sarah	Coghlan	MMus(PT) BMus(Perf)(Hons) GradDipEd(Sec) PSC(Boston Conservatory)
Mr	David	Davis	BMus(Perf)
Miss	Sorcha	Delaney	
Mr	George	De Niese	BMus(Ed/Perf) GradDip(TESOL)
Mr	Troy	Downward	BMus(Perf)
Mr	Clinton	Eldridge	MMus BMus AMusA
Mrs	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	BEcon
Mr	Alexander	Jeanou	BMus
Ms	Moirsheen	Kelly-Keesing	BMus(Perf) STCA(Adv)
Mr	Spiros	Kessarlis	BMus(Perf)
Mrs	Shin-Duk	Kwoun	BMus AMusA
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	Maureen	Mahon	
Ms	Angela	Mallia	MTeach BMus(Perf)(Hons)





Ms	Ciara	McCoppin	BMus(SecEd)(Hons) AMusA
Ms	Lara	Mladjen	BMus LMusA 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)
Ms	Toni	Robson	BMusEd(Dist) DipMus STCA(Adv) DipERC
Mr	Patrick	Shannon	BMus
Mr	Ian	Wilmot	BSc

#### Property and Grounds

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	Adrian	Harvey	DipTurfMgmt DipMgmt
Mr	Benjamin	Hodge	Cert III Hort-Parks&Gardens
Mr	John	Katsouranis	
Mr	Alan	Lopez	
Mr	Michael	Molinaro	DipHort
Mr	Tony	Perrusio	Cert III Boat Building
Mr	Chris	Ristovski	
Mr	David	Sanguinetti	CertTurfMgmt RAIRP
Mr	John	Summers	CertTurfMgmt
Mr	Nigel	Wiggans	
Mr	Mark	Wiseman	Cert III Plumbing
Mr	Anthony	Traynor	Cert IV FrontlineMgmt Cert TurfMgmt DipBus

#### 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
Mr	Matt	Williams	BN

#### Sports Centre

Mr	Kieron	Lester	MExSci BEx&SportSci(Hons)
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	Lachlan	Cho	
Mr	Max	Cooper	
Mr	Yifan	Duan	BFA BDesign
Ms	Yvonne	Eloff	
Ms	Jess	Flasza	BA(Outdoor Ed)
Ms	Mia	Glover	
Mr	Richard	Grummet	BCom GradDipEd
Ms	Cathie	Hantsi	
Mr	Spencer	Hines	
Ms	Bella	Hogan	BSc(Hons)(Psych)
Mr	Nathan	Kelly	BCom GradCertBus AACE
Mr	Timothy	Lane	BA(Hons) BFA(Printmaking)
Ms	Sarah	Marriott	BArch BFA(Printmaking)
Ms	Janine	McCracken	CertEd(IntAide)
Ms	Emilia	McDonald	BPsych
Ms	Linda	McLaren	CertEd(Int/TeacherAide)
Ms	Aisling	Moten	



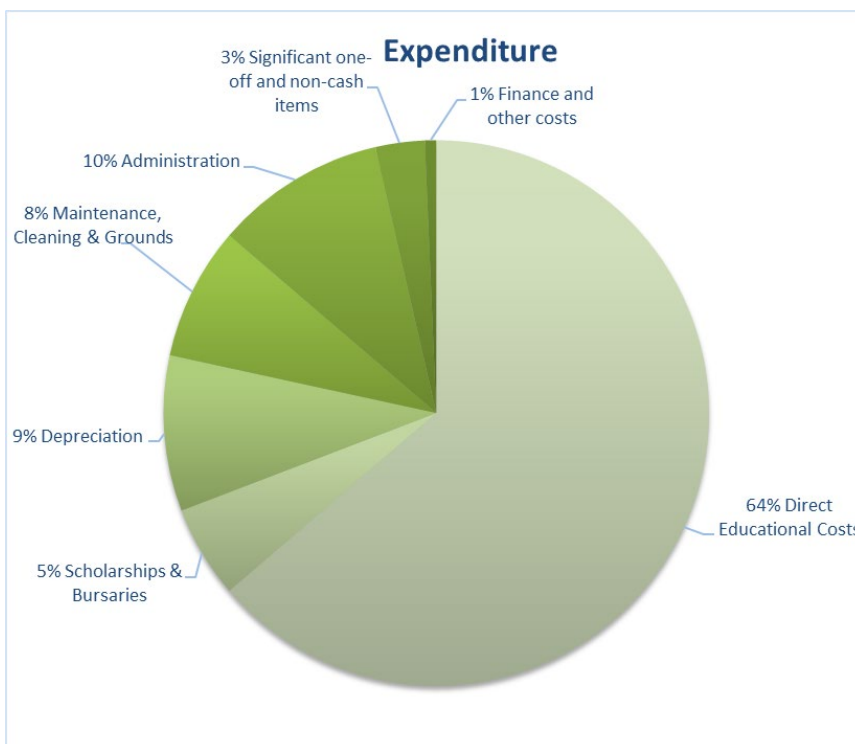
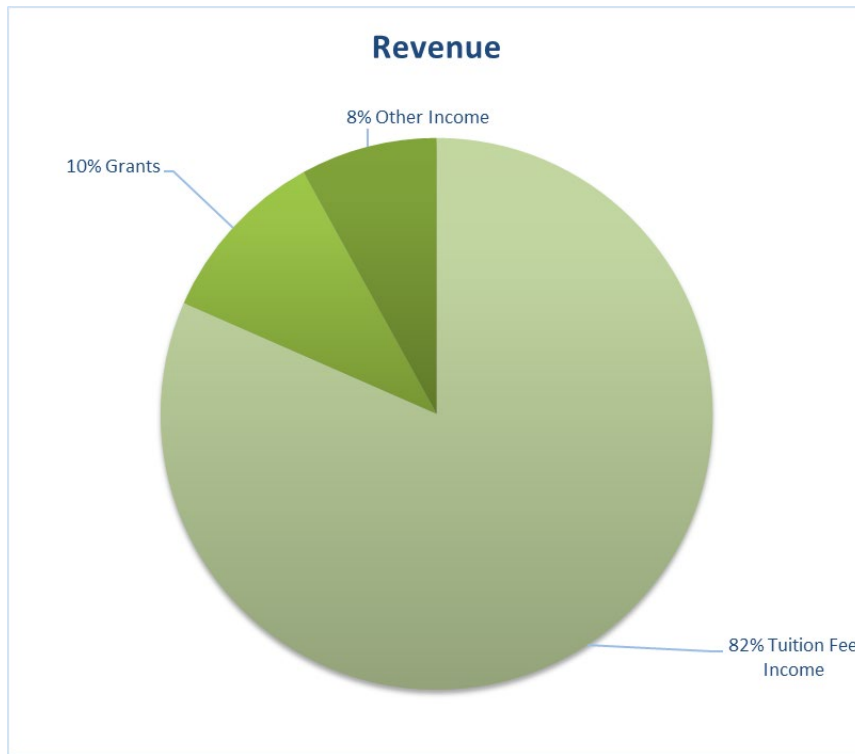
Mrs	Jane	Oates	CertIV EdSupport Cert Auslan Cert SignedEnglish DipMktg
Ms	Michaela	Page	BA(ElementaryEd)
Ms	Gillian	Scrimgeour	DipEd
Ms	Freya	Solomon	BArch
Mr	Andrew	Weinert	DipChildServices CertIII ChildServices
Ms	Lenore	Wesson	CertIV TAE CertIV Tourism DipHosp





## 2021 FINANCE REPORT

The following chart provides a graphical representation of the funding inflows and outflows for the 2021 financial year.





The audited 2021 Annual Financial Report was adopted by the School Council in April 2022 and presented to the 2022 Annual General Meeting of Stakeholder and Council Members.

In accordance with the Victorian Registration & Qualifications Authority School's Registration requirements, the School is obligated to also provide business performance information to the community on the Early Learning Centre and Boarding operations.

The School operates boarding services for Years 9 to 12 students in the senior boarding residences that are located south of the Birrel Oval on Charles Street and College Parade. Both local and international students reside in the precinct. In 2019 the School Council resolved to cease boarding operations at the end of the 2022 school year. This decision has meant the boarding house numbers are declining as no new enrolments are being accepted.

The Houses are managed by a Director of Boarding together with a team of Residential Tutors. Some 17 boarders were enrolled during the course of the 2021 school year reducing to the final six (6) for 2022.

The move to and from remote learning impacted significantly on the boarding operations and boarders themselves. Many of our international boarders have not been home to see their families for in excess of 2 years. Local families returned home during the lockdown periods whilst the international boarders returned to various homestay situations.

Despite the challenges, the boarders remained upbeat and enthusiastic about their situation and our departing Year 12 students all performed superbly in their VCE.

The School also operates an indigenous boarding house called Dadirri House staffed and managed by House parents at our dedicated residence at 49 Wellington Street.

Four (4) indigenous students can be accommodated with the Johnson family each year. The state border closures and various lockdowns played havoc on the Dadirri program with the students often having to remain at their interstate homes.

Despite the lack of opportunity to have a consistent on-campus student life, the indigenous boarders played an active part in the School's academic, sporting and co-curricular programs. They also played pivotal roles at assemblies and special events to promote the School's commitment to the reconciliation process and assist in the continued education of the community.

The Dadirri Boarding program aims to provide a home away from home for our indigenous boarders and the House family support the students both in their schooling and home/local community life.

All boarding operations are governed by the School Council and managed on a day to day basis under delegation to the Principal. The programs are funded via parents boarding fees and school funds. No government recurrent grants apply to the financial operations of the boarding programs. Staff are employed direct by the School and the services operate from school owned properties. Their operations sit within the School's (Company) single entity financial reporting framework and subject to annual external audit.

In 2020, following new State Legislation being enacted, both boarding programs were formally registered with the Victorian Government to operate.



The School also operates an Early Learning Centre with registered three year old and four year old kindergarten services being provided. Both programs were fully enrolled in the 2021 school year with 22 spaces approved for each room.

The program is led by a Director and the team of ELC Teachers and Co-Educators. An externally managed and registered Out of School Hours Care program operates on the ELC site after school each term day for ELC to Year 6 students.

The ELC operates under the control of the School Council as the governing authority. The Principal is the Employer and delegated officer for overall responsibility with delegation to the Head of Junior School and Director of Business for management persons in control, as per the national regulatory framework.

The ELC operations also sits within the School's (Company) single entity financial reporting framework and subject to annual external audit. The program receives direct government recurrent grants for kindergarten programs. No other recurrent grants are used for ELC purposes with the program operated by the School using ELC fees and school funds.

The ELC program is also subject to formal review and regulatory audit by ACEQA/Department of Education and the most recent audit saw the School achieve 'exceeding the standards' ratings for the majority of categories. No outstanding issues were identified.

Both the Boarding and ELC services have recently been recognised within the School's Constitution to also ensure compliance with changes to the Education Training Reform Regulations by the Victorian Government.

Whilst we will acknowledge the conclusion of senior boarding services at the end of the 2022 school year, we look forward to continuing to enhance the Indigenous Support Program and Dadirri House in the years ahead. The School's direct work with the Melbourne Indigenous Transition School (MITS) will aid the continued success of our program.

The ELC continues to operate at capacity and the facility will be subject to review and renewal as part of the School's Master Plan development for the next decade.

The School's overall financial position remains strong and continued healthy enrolment demand places the organisation in an excellent situation to respond to the impending strategic and development plan major goals and actions.



This report has been prepared to summarise the key data from the **2021 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](mailto:businessdirector@trinity.vic.edu.au)