



TRINITY
GRAMMAR
SCHOOL, KEW



Annual Report

2022



OVERVIEW

Trinity Grammar School, Kew (founded in 1902), situated in the Melbourne suburb of Kew, is a high performing all boys Prep to Year 12 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 indigenous boarders, international students and girls in the co-educational 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 founding 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.

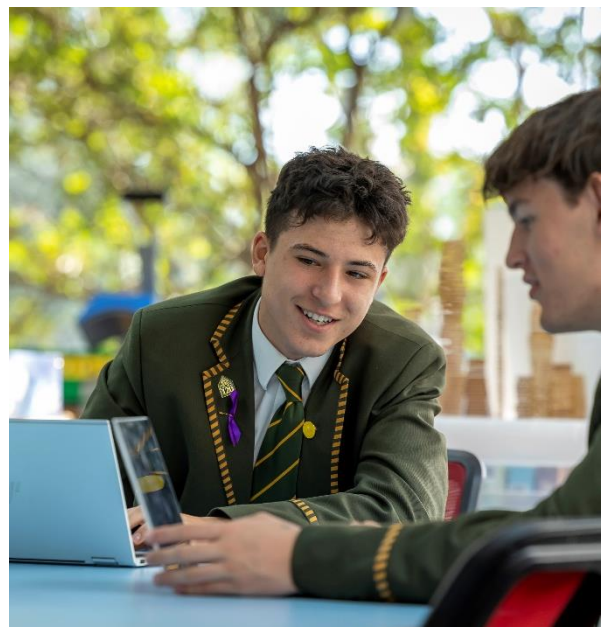
Our Junior School is a happy and vibrant environment with our teachers working keenly to ensure the boys acquire key literacy and numeracy skills as well as developing sound values and personal life skills. A strong Buddies Program sees boys from Prep to Year 2 partnered with Year 5 or 6 students.

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

A welcome return to on-campus learning for the entire year was the highlight of 2022 following almost two years of the COVID-19 pandemic impacting on the world.

Whilst the school year commenced with some restrictions in place, the majority of events, sport and special activities were able to be conducted, albeit with some managed in a hybrid form. The return to some 'normal' meant that the community could return to attend events in person and by the year's end we were able to celebrate the Year 12 graduation ceremonies with great verve.

The easing of restrictions allowed for all camps to proceed, excursions return to the program and, for student assemblies and gatherings, to occur. This enabled a sense of community and belonging to build over the course of the school year and concluded with a range of successfully run presentation evenings.

The focus of School Council and Management was the development and launch of the 2030 Strategic Plan. Following almost two years of planning, inhibited by COVID-19, the formal plan was finalised and announced to the wider school community in November.

This Plan is a significant document and one that will guide and shape our work for the next decade. With a revised purpose and strengthening of the key values we hold dearly, the strategy asks a range of key questions for Council, Management and Staff to consider and respond to in order to ensure the School continues to respond to the contemporary learning needs of the student cohort.



With a significant focus on personalised learning, leadership and wellbeing for students and staff, the 2030 Strategy presents an exciting plan for the School, one that will work in parallel with the Master Plan which was also a focus of our work in the latter part of 2022.

Following a comprehensive selection process, McIldowie Partners were appointed as the Master Plan Architects and by year end had completed a range of staff and student workshops, analysis of current conditions and reviewed key town planning challenges. Their work will continue into the first semester of 2023 and, following stakeholder consultation, will be subject to School Council final deliberations and then submission to the City of Boroondara for approval in Term 3.

This Plan will be critical to the future development of the Kew Campus as it will respond to the key priorities of the Strategic Plan as they are developed, finalised and implemented.

Whilst planning is the focus at Kew, works continued to roll out at the Marles Playing Fields at Bulleen in response to the North-East Link Project (NELP) tunnel works. These works included the construction of eight new synthetic cushioned tennis courts with landscaped surrounds and spectator shelters, 16 new natural turf and synthetic cricket practice nets, a new southern boundary access roadway with 65 car parking spaces (for eventual Bulleen Road connection post-tunnel works), new Archery Range and the provision of a temporary maintenance compound (post the demolition of the existing former shed).

At the same time planning also progressed for the remaining NELP-funded master plan projects including the construction of a new caretaker's residence, permanent grounds/maintenance facility and the redevelopment of the Just Pavilion, Cohen Room and main changeroom precinct.

The NELP tunnel construction project commenced formally during the course of the year post an early package of pre-works; the Spark consortium will occupy the western precinct of the Fields for up to the next eight years. The School continued to meet and formalise various operating and funding agreements which will see the State Government fund some 80% of the Campus' master plan.

With the community able to come together to enjoy the various key events of the calendar, the highlights included:

The Graduation Service at St Paul's Cathedral and Valedictory Dinner at the MCG were terrific and fitting occasions for the Class of 2022. The now traditional book ending of the Year 12's attending the MCG is a wonderful conclusion, following their attendance at the Stephen Jones 'Be Glorious' Leadership Breakfast at the commencement of the year;

The School's Social Justice Program, Harambee, convened the third annual Harambee Sundee event and raised in excess of \$70,000 for various international aid causes;

The School's Parents' Association (PA) and OTGA played a significant part in providing tangible support to our community, particularly those families and staff in need, either through illness, loss of work or other pandemic-related issues. The Annual Gala Ball was held for the first time in three years at the Park Hyatt and was a sold-out affair raising significant funds to enable the PA's continuing support of the School's resource development needs;



The respective School Councils of Trinity and Ruyton Girls' School formally executed a partnership agreement that confirms the governance and operational requirements of the Co-ordinate Program;

Various minor works were completed during the course of the year to improve amenity, safety and learning spaces. These included:

- Improvements to classrooms across the Junior and Senior Schools;
- Installation of air-conditioning facilities for the Science, Design & Technology Centre;
- Renovation of roofs of various buildings including a complete slate roof replacement on Hudson House;
- Provision of new bike storage for students and staff at the rear of Hudson House;
- Upgrade of the Early Learning Centre playground.

The Forward Financial Plan aims to support the development of reserves to allow for implementation of the Kew masterplan development activities in the coming years, together with ongoing short-term facility improvements. Such reserves will also enable delivery of the key priorities of the 2030 Strategic Plan.

As Principal, it is a great privilege to be a part of this fine community's 118-year journey. As we reflect on 2022, its hint of normalcy, and a strong sense of Trinity's resilience in the face of challenge, and I look forward to continuing to encourage our young people as they seek to learn how to lead.



2022 STUDENT NUMBERS

Total Enrolments

	Day Students	Boarders	Indigenous	Total
ELC	59	0	0	59
Prep to Year 6	419	0	0	419
Year 7 – Year 12	1059	9	5	1073
Total	1537	9	5	1551

Student Numbers by Year Level

Junior School	
ELC	59
Prep	40
Year 1	39
Year 2	42
Year 3	48
Year 4	49
Year 5	100
Year 6	101
Senior School	
Year 7	175
Year 8	186
Year 9	177
Year 10	182
Year 11	176
Year 12	177
School Total	1551

Student Retention – Years 9 to 12

Year	January 2022	December 2022	New Students	Departing Students	Retention Rate %
9	179	177	0	2	98.8%
10	183	182	1	2	99.4%
11	177	176	0	1	99.4%
12	176	177	1	0	100%
TOTAL	715	712	2	5	99.5%



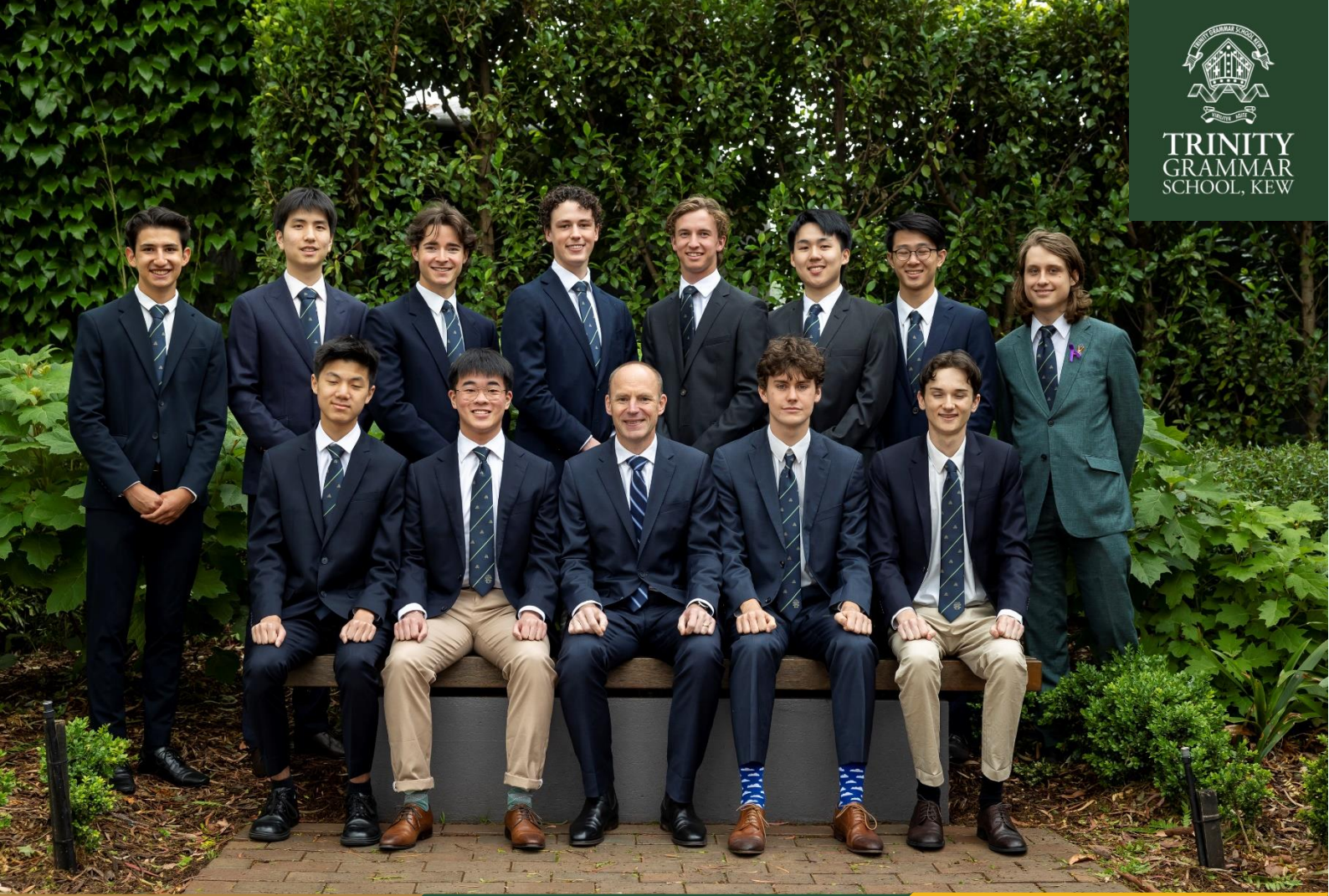
STUDENT ATTENDANCE

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.

YEAR 2022	Average Days Absent	% Attendance
Prep	10.15	92.43
Year 1	11.41	91.48
Year 2	8.50	93.66
Year 3	8.90	93.36
Year 4	10.20	92.39
Year 5	11.65	91.31
Year 6	12.98	90.31
Year 7	9.67	92.94
Year 8	11.75	91.43
Year 9	11.61	91.52
Year 10	10.43	92.39
Year 11	8.76	93.61
Year 12	7.01	94.89
Overall Average		92.44

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



STUDENT OUTCOMES

VCE Results 2022

The VCE results mark a special milestone; this is particularly true for our four students who received a “perfect score” of 99.95. It is an incredible achievement and headlines a terrific set of results.

This year, our cohort attained a median ATAR score of 88.9, a median Study Score of 35 and 11 perfect Study Scores across seven subjects (including one Ruyton Girls’ School student from the Trinity/Ruyton Coordinate Program). 77.71% of our students scored in the top 25% of the state, 44.57% of our students received an ATAR of 90 or above, and 24% achieved 95 or above.

While these scores do not define their Trinity story, they are something to celebrate and acknowledge. Amongst many things, they represent a commitment by the students to their studies, their aspirations, and to becoming the very best they can be. They are also testament to the people who supported and encouraged them throughout their education – the teachers and support staff at Trinity, together with our students’ families and support networks at home. It has been our pleasure to be part of the journey and to have watched as they have developed their courage, their leadership and their own unique character. Regardless of their academic results, we know they are well prepared to go into the world and we look forward to witnessing their achievements in the next chapters of their lives



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

English	David Dodson Tim Le Alex Zheng
Geography	Max Huyton
Global Politics	Aden Wilmshurst
Maths Methods	Michael Fan Jacob Zhang Andrew Liu
History Revolutions	David Dodson
Product Design & Technology	Lara Hennessy*
Literature	David Dodson

**Coordinate Ruyton Student*

22.6% of all study scores were 40 or above and the average study score was 35.0.

This year there were four duces who all received a perfect score of 99.95, they were: David Dodson, David Fang, Enda Han and Aden Wilmshurst.

Congratulations to the Class of 2022 on their outstanding results.



2022 ATAR Results

Number of Students								
ATAR	2022	2021	2020	2019	2018	2017	2016	2015
99+	13	13	21	17	11	14	20	11
95 – 98.95	29	24	28	40	30	35	28	36
90 – 94.95	36	30	37	30	18	28	31	23
80 – 89.95	43	38	36	32	36	36	36	38
70 – 79.95	24	35	26	25	32	26	22	14
60 – 69.95	16	13	17	11	15	9	19	19
50 – 59.95	8	9	7	3	4	12	5	10
40 – 49.95	2	4	2	5	9	2	1	3
Below 40	2	1	2	2	1	1	0	3
TOTAL	173	167	176	165	156	163	162	157

Study Scores and Median ATAR

	2022	2021	2020	2019	2018	2017	2016	2015
Median Study Score	35*	34*	36.0*	36.0	35.0	36.0	36.0	35.0
Average Study Score	34.8	34.7	35.3	35.7	35.2	35.6	36.4	35.6
Greater than 40	22.6	21.6	24.0	26.5	22.4	24.3	29.6	24.3
Median ATAR	88.9	86.65	88.95	91.3	84.9	88.2	89.7	88.3
Average ATAR	84.0	83.0	84.93	85.7	81.9	84.6	85.5	83.2

*Median is inclusive of all Coordinate Program students

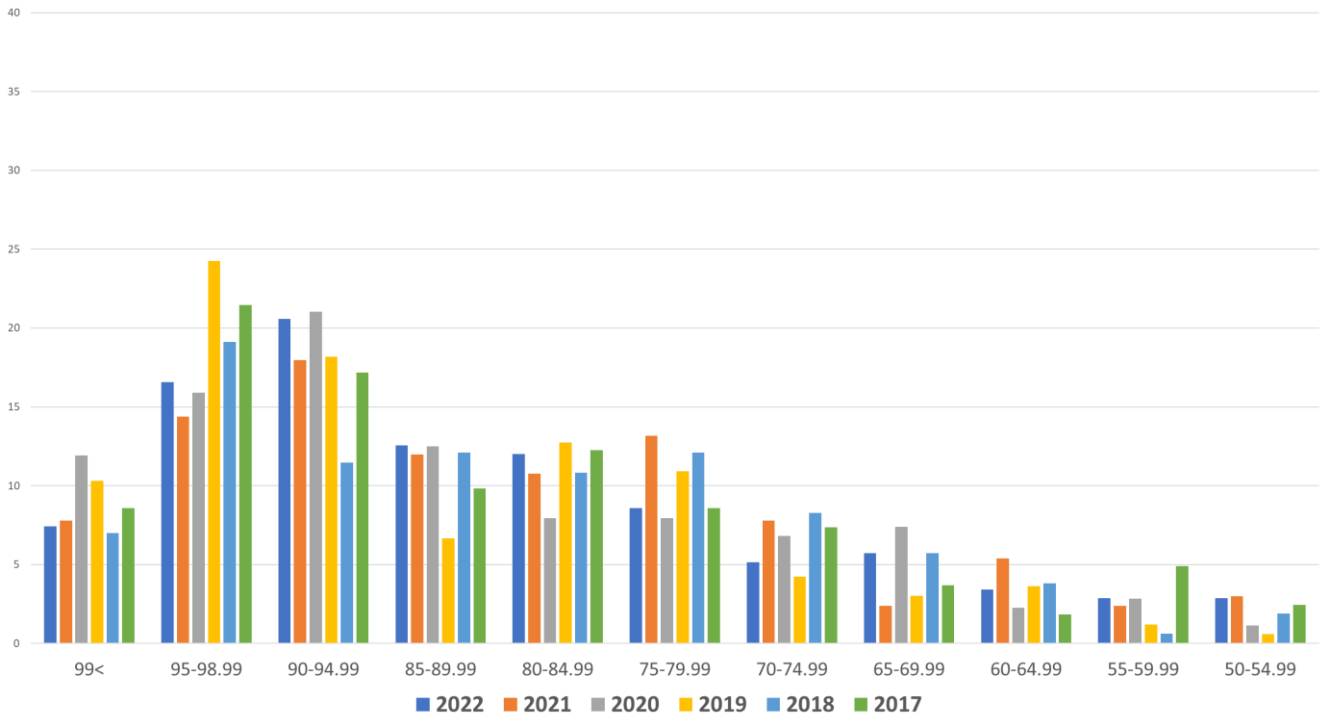
ATAR cumulative percentage of students

	2022	2021	2020	2019	2018	2017	2016	2015
ATAR	Cum %	Cum %	Cum %	Cum %	Cum%	Cum %	Cum %	Cum %
99+	7.43	7.8	12	10.3	7.1	8.6	12.3	7.0
95+	24	22.1	27.8	34.5	26.3	30.1	29.6	29.9
90+	44.6	40.1	48.8	52.7	37.8	47.2	48.8	44.6
80+	69.1	62.8	69.3	72.1	60.9	69.3	71.0	68.8
70+	82.9	83.8	84.1	87.3	81.4	85.3	84.6	77.7
60+	92	91.6	93.7	93.9	91.0	90.8	96.3	89.8
50+	97.7	97.0	97.7	95.8	93.6	98.2	99.4	96.2
40+	98.8	99.4	98.9	98.8	99.4	99.4	100	98.1



ATAR Data Trend Report

ATAR Comparative Distribution : 2017 - 2022 (%)





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 2022

	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%	100%	100%	100%
Writing	100%	100%	98%	98%
Spelling	100%	100%	99%	98%
Grammar and Punctuation	100%	99%	99%	98%
Numeracy	100%	100%	100%	99%

The tables below details the mean score achieved across each tested cohort for the past five years.



Year 3		2017	2018	2019	2021	2022
Reading	State	438	445	445	452	454
	Trinity	495	503	504	491	528
Writing	State	428	428	445	433	430
	Trinity	453	428	472	447	476
Spelling	State	428	429	431	431	426
	Trinity	461	502	475	467	498
Grammar & Punctuation	State	450	446	456	446	446
	Trinity	518	502	478	476	506
Numeracy	State	421	418	422	414	413
	Trinity	466	470	488	456	495

Year 5		2017	2018	2019	2021	2022
Reading	State	512	515	513	523	520
	Trinity	561	579	558	568	562
Writing	State	489	477	485	489	498
	Trinity	501	489	497	514	536
Spelling	State	511	511	506	506	509
	Trinity	549	539	550	548	551
Grammar & Punctuation	State	506	502	508	513	506
	Trinity	545	548	555	565	548
Numeracy	State	500	499	504	506	496
	Trinity	561	555	550	578	570

Year 7		2017	2018	2019	2021	2022
Reading	State	547	549	551	552	551
	Trinity	589	600	605	588	595
Writing	State	523	512	523	529	542
	Trinity	558	558	554	551	575
Spelling	State	553	548	553	552	550
	Trinity	585	585	592	593	590
Grammar & Punctuation	State	548	544	554	539	540
	Trinity	580	600	596	578	580
Numeracy	State	560	552	559	559	554
	Trinity	612	624	649	633	633



Year 9		2017	2018	2019	2021	2022
Reading	State	590	592	591	584	586
	Trinity	633	633	628	636	634
Writing	State	570	558	560	554	570
	Trinity	623	583	585	597	618
Spelling	State	579	590	588	586	580
	Trinity	629	632	607	637	626
Grammar & Punctuation	State	572	583	580	583	582
	Trinity	628	621	613	636	638
Numeracy	State	590	596	592	593	591
	Trinity	673	686	669	680	665



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.

(In 2021 exams did not proceed due to Covid-19 pandemic.)

Cambridge IGCSE Year 10 – English Literature

English Literature	Number of Students	Grading A*	Grading A or above	Grading B or above
2022	44	79.5%	97.7%	100%
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.

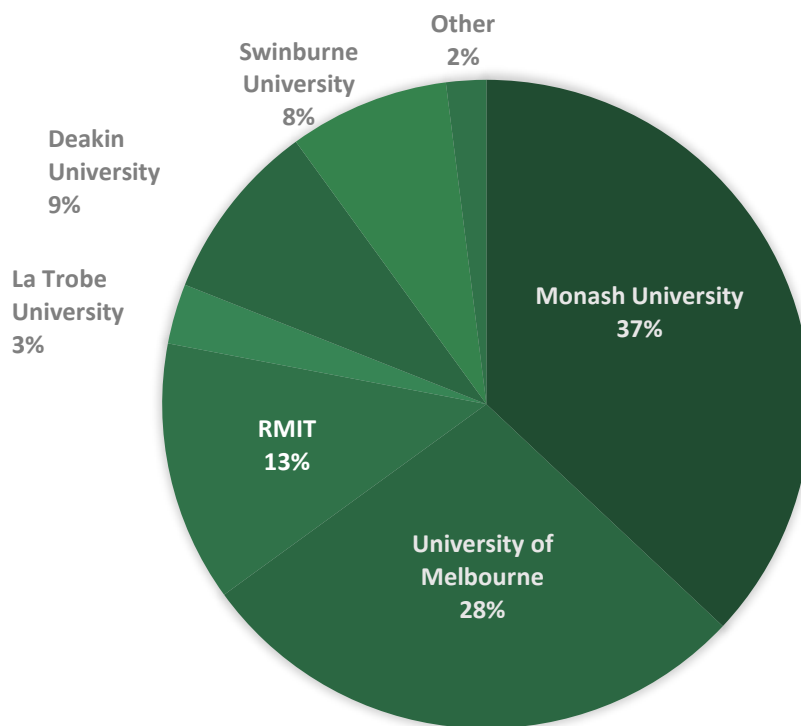
In 2022 there were 177 students assessed for VCE.

In addition to their academic studies 49 students participated in VET units to fulfil their full complement of VCE courses – 29 students participated in Certificate II courses, 17 students participated in Certificate III courses and 3 students participated in Certificate IV courses.

Destination by Institution

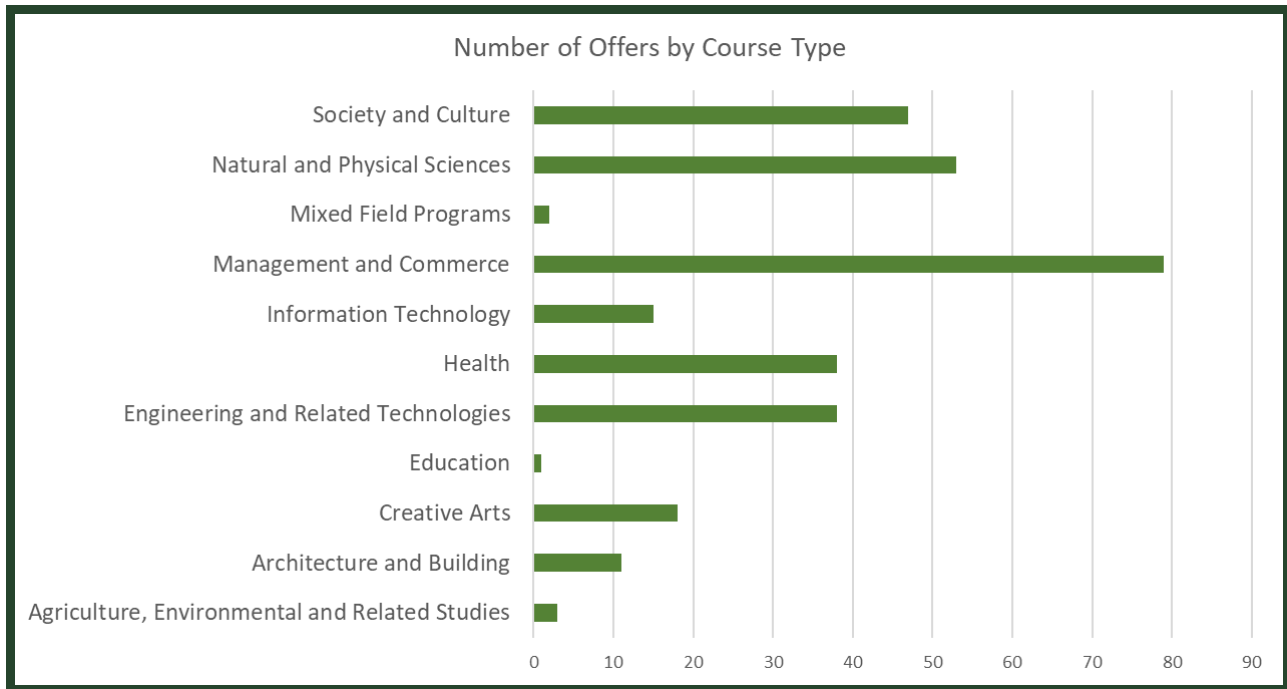
The tertiary destinations of the Class of 2022 reflect the diversity of skills, interests, passions and aspirations of our students.

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 2022 No. of Offers
Agriculture, Environmental & Related studies	3
Architecture & Building	7
Creative Arts	12
Education	1
Engineering and Related Technologies	29
*Health	21
Information Technology	14
Management & Commerce	59
Mixed Field Programs	1
**Natural & Physical Sciences	43
*** Society & Culture	34

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

2022 Workforce Composition

Employees	Number	Percentage
Male	149	46%
Female	174	53%
Total	323	100%
Indigenous	1	

The School employs in excess of 400 staff when casual and contract employees are counted.

The permanent workforce total sits at 323 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.



GOVERNING BODY & STAFF QUALIFICATIONS

SCHOOL COUNCIL

Chair

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

Deputy Chair

Mr Chris Braithwaite BCom(Hons) FCPA 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 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 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 Innovative Learning

Mr Benjamin Ryder BEng(Hons) PGCE

Director of Community Engagement

Ms Lucy Cohen BA(Fine Arts) GradDipEd DipMktg

Director of Human Resources

Mr Phillip Tascone MCom(HRM) BEd(Sci)

ACADEMIC STAFF

Ms Michelle Ainley	BA(Arts) DipEd
Ms Natasha Albert	BECE
Ms Abbey Alderuccio	BEd
Mr Christopher Amiconi	MEd MTeach BAsC
Ms Agatha Anamourlis	MLeadership DipTeach(Primary) GradDipEdStudies
Ms Olivia Andrew	
Mr Tim Baber	
Mr Joseph Bailey	BSc MTeach
Mr Steven Bambrook	MTeach(Sec) BA(Hons)
Mrs Jamie-Lee Barley	MTeach BA
Ms Hana Basic	



Mr	Timothy	Bence	BA(Psych) GradDipEd
Ms	Amanda	Berkley	BEEd
Mr	Kyle	Biller	BEEd
Mr	Jan	Blazejczak	MEd Music
Mr	Matthew	Bolzonello	MEd(Leadership) BA DipEd
Mr	Andrew	Borg	BSc PGCE
Mr	Ewoud	Botha	BA DipEd
Ms	Carla	Bouwmeester	BA(Comm) BTeach PGDipEd
Mr	Ryan	Bowler	MTeach BPA(Theatre) GradDipEd
Ms	Tina	Brancatisano	
Mr	Christopher	Brown	BPA(Music) BTeach
Mr	Rohan	Brown	BSc DipEd
Ms	Ashlee	Bruce	BEEd
Mr	Michael	Burke	BSc GradDipEd
Mr	Christopher	Callow	BA DipEd GradDipPR
Ms	Katherine	Campbell	BEEd
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	Stacy	Chang	MTeach MMus(PT) BMus(Perf)
Ms	Jennifer	Chin	BEEd(Sec: Maths, Hons) BSci(Maths and Bio)
Mr	Kevin	Christofelsz	MEd BSc
Mr	Michael	Clapper	MA(Oxon) BA DipEd
Ms	Emma	Clark]
Mr	William	Cleary	MEd(Leadership) BEEd
Mr	Peter	Clinton	BEEd Cert II(Eng)
Mr	Dylan	Coleman	BA(Hons)(Art&Design) DipEd(D&T)
Ms	Cassandra	Cooper]
Mr	Nic	Cooper	BSOR/BEEd(Sec)
Ms	Anna	Corney	MA(Teacher Librarianship) BA GradDipEd
Ms	Elaina	Cortez	BA Business, Grad DipEd, Executive MBA
Mr	Alan	Daley	BA BEEd
Mr	Hieu	Dang	
Ms	Lana	Daniels	BA (Professional&Creative Writing) MTeach (Early Years) GradCertEd (SpecEd)
Mrs	Louise	Devine	MEd BAppSci(HumMov) DipEd GradDipEdAdmin
Ms	Genevieve	Dillon	MEd BA(Hons) DipEd GradDipEdPsych
Mr	Michael	Dimattina	BEEd DipBusMgmt
Mr	Nicholas	Dinham	MTeach BAppSc
Ms	Elly	Dixon	MTeach GradDipEd BHMS
Ms	Susan	Doig	MEd(GiftedEd) BSc(Hons) COGE
Ms	Annabelle	Dominguez	BEEd
Mr	Raymond	Drake	MEd BEEd
Mr	Ben	Elliott	BSc MTeach
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 ProfCertAdolCoun
Mr	Joshua	Fisher	BAppSc BEEd
Ms	Jessica	Flasza	BA(OE)
Mr	Jean	Florent	BA(Hons) DipEd GradCertEd(TESOL) GradDipEdAdmin ProfCertAdolCoun
Mr	Jim	Fountain	MEd(Cantab) BA(Hons) PGCE
Mr	Peter	Francis	BEEd
Mr	Siegfried	Franke	BMus DipEd ARCO FTCL
Mr	Mitch	Furi	BA BTeach
Ms	Sarah	George	MAppSc(Museum Studies) BA(Visual Arts) PGDipTeach(Sec)
Ms	Nicole	Glassenbury	BEEd Primary
Rev	James	Hale	MTeach BMin



Mr	Eugenie	Haleel	BEd(Hons) BBus
Ms	Catherine	Hardham	BA(Psych) DipEd GradDip(SpecEd)
Ms	Grace	Harries	BEd Primary and Middle Years 7-10 English
Mr	Jackson	Harrison	MTeach BSportSci
Ms	Ishani	Hendehewa	BEng(Hons)
Mr	Nich	Hildebrandt	MTeach GradDipMath LLB Bcom
Ms	Vanessa	Hogarth Scott	BCom(Hons) DipEd
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	Amy	Jackson	BA DipEd
Ms	Sara	Jenner	BEd MACEL
Rev	Bryn	Jones	B.Arts Bed BTh
Mr	Huw	Jones	
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 BSci DipEd
Mr	Siobhan	Latham	MEd BA(Hons) GradDip(TESOL) PGCE
Mr	James	Lawson	BA(Hons) DipEd CertIV TAE GradDipICTEd MCP CompTIA A+ CertIV Infantry Operations
Dr	Nick	Levey	PhD BA(Hons) GradDipEd
Ms	Sarah	Lienert	BEd(Primary)
Ms	Vanessa	Lovell	BAppSc BTeach
Ms	Scott	Lucas	BBus GradDipEd
Mr	Ian	Lundie	MA BA(Hons) PGCE
Mr	Shaun	Lusby	BBus BEd GradDip(AppFin&Investment)
Dr	Alexandra	MacCallum	PhD BA(Hons) DipEd
Ms	Samara	Madden	BEd
Mrs	Andrea	Magee	BA(Hons) GradDipEd
Mr	Jason	Mahmoud	BSc (Hons) GradDipEd EMBA
Mr	Brendan	Mahony	BEd MSB GradDip(SportsBusiness)
Mr	Ioannes	Markantonatos	BSc(Eng)(Hons) DipEd
Mr	Joel	Mathew	MTeach BBus
Ms	Sharon	Mathieson	MEd BCom DipEd
Mrs	Sandra	May	BMus
Mr	Paul	McAuley	BA(Hons) PGCE
Ms	Amanda	McCleery	BA(Hons) DipEd GradDipLib
Mrs	Therese	McCoppin	BA(Hons) PGCE STCA Cert(TESOL)
Mr	Mark	McDermott	MTeach BaGlob BSc
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
Mrs	Virginia	Middleton	BEd DipTeach
Mrs	Jeanette	Milburn	MEd BEd PGDipEdStud(SpecEd) DipTeach(Primary)
Mr	Lachlan	Mooney	MEd BBM BBus
Mr	Michael	Moreira	BAppSci DipEd
Mr	Steve	Moresi	
Mrs	Catherine	Mowat	DipTeach(Prim) GradCertEd(SpecEd) GradCertEd(SciEd) GradCertEd(IBPYP)
Mr	Zachary	Natoli	BEd
Mr	Nathan	Newcastle	MEdMgmt BEd
Ms	Claire	Novak	BA BTeach
Ms	Sarah	Oen	BEd(Hons) BSc
Ms	Marissa	O'Reilly	MTeach BA(French&Spanish) BA(FineArts)(Acting)



Mr	Laurence	Page	BEd
Mrs	Antonella	Papaleo	MEd BCom GradDip Property DipFin GradCertRE Cert IV TAE
Ms	Emma	Peel	BEd
Ms	Natalie	Peraudeau	BEd
Mrs	Marion	Piper	MEd BEd DipEd PGCert(TESOL) MACEL
Mr	David	Ponsford	BEd DipTeach
Mr	Remy	Prichard	MDirectingPerf BA PGDipEd PGDip of Counselling,
Mr	Tom	Purcell	BTheol(Hons) BEcon DipMin DipEd
Mr	Jamie	Ransome	MMusSt BEd(Sec)
Ms	Jillian	Reid	PhD MA BA(Hons) GradDipEd
Ms	Caroline	Rice	
Mr	Brett	Rothnie	BEd
Ms	Anca	Ryan	MA GDTL
Ms	Diana	Salvitti	BSc GradDipStudWelf GradDipEd
Mr	Christopher	Scholten	MA BA(Hons) DipEd
Ms	Susan	Searle	MEd DipTeach(Mus)
Mr	Craig	Seckold	
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	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
Mr	Andy	Smith	BA(Hons)
Ms	Kiarna	Smith	BEd
Mr	Yao	Song	MTeach(Sec) BSc
Ms	Melissa	Stansfield	MEd BEd BA
Ms	Inga	Stanzel	GradDipEd Med
Ms	Katherine	Stevens	BA MA (Asian Studies) GradDipEd GradDipSci
Mr	Brett	Stewart	DipHM GradDipTechEd CertIV TAE
Mr	Thomas	Sykes	BSc(Hons) PGCE
Mr	Hai Wei	Teo	Mteach(Sec) BSComm
Mr	Jack	Tho	BSc
Ms	Gabrielle	Toigo	Mteach BMedLabSci Cert IV TAE
Mr	Henry	Travers	Mteach BA
Ms	Lucy	Truesdale	BSocSci(Psych) GradDipEd(Pri)
Ms	Sula	Tyndall	BA(Hons)(Psych) BBusMgmt GradDipEd CertIV TAE
Mr	Neil	van Herk	BEd BA(SecEd)
Ms	Catherine	Veall	MEd DipArt&Design GradDipEd
Mr	Torben	Vedelsby	MEd BTeach
Mr	John	Waller	DipFineArt DipEd
Mrs	Katherine	Ward	BSc GradDipEd GradDipCareersEd
Mr	Curtis	Watson	BA DipEd GradDipLib MAppSc Phd
Mr	Rohan	Watts	BA GradDipEd GradDipSportsMgmt
Ms	Anna	Webb	BEd
Mrs	Lyndsey	Wells	BA(Hons) PGCE
Ms	Sally	Wescott	BEd
Ms	Charlotte	White	BA GradBED
Mrs	Naomi	Wright	BEd BTeach
Ms	Vicky	Yu	BSc GradDipEd Cert IV TAE
Ms	Nan	Zheng	BSc GradDipEd
Ms	Marie	Zwart	BEd(Hons) Cert IV TAE

EDUCATIONAL SUPPORT STAFF



Mr	Ben	Andrews	Adip(Film&TV) CertIV(Graphic Design)
Ms	Josie	Annetta	Cert III Ed
Ms	Natalie	Annetta	BA. DipEd(Primary) Cert III
Ms	Claire	Baillie	BEd(EarlyChildhood)
Mrs	Mary	Barry	BSc DipEd
Ms	Gayle	Barry	
Mr	Cameron	Beardsell	
Mr	Kim	Beissel	
Ms	Janine	Bennett	DipLib&InfoServices BBus(Mktg) PGDipMktg
Ms	Elizabeth	Bolam	BBus(Mktg) RN(Div 1) MHA MHN Cert IV TAE
Ms	Bonnie	Brown	Cert IVFitness
Ms	Leeann	Bruzek	MA(StudentServices) BA(ElementaryEd)
Ms	Linh	Bui	BCom CA
Mr	Glenn	Burgess	Cert IV Community
Ms	Kathy	Byrne	GradCertBusAdmin DipMgmt Certified Advancement Practitioner (Admissions)
Mr	Edward	Cacavas	BIT(GameDesign&Devt)
Ms	Rebecca	Cecil	
Ms	Ebru	Celik	
Ms	Hannah	Clifton	MMktgComm BJourn
Ms	Emily	Coffey	
Ms	Sarah	Coghlan	MMus(PT) BMus(Perf)(Hons) GradDipEd(Sec) PSC(Boston Conservatory)
Ms	Kelly	Cooch	MPsych(Ed&Dev) BSc(Hons) BCom MAPS
Mr	Max	Cooper	
Ms	Fiona	Cumberlidge	
Ms	Sarah	Cuskelly	
Mr	Brandon	D'Amore	Cert III SportTurfMgmt
Ms	Monique	Darkin	
Mr	Tristan	Davidson	BA(Hons) GradDipAcc CPA
Mr	Stuart	Deane	GradDip(CompEd) DipTeach
Mr	Joshua	Delaney	Cert III TurfMgmt
Ms	Kayla	Devlin	BSc DipL&M
Mrs	Allie	Ding	BEd
Mr	Luke	Dixon	AssocDipArts/TheatreTech CertSPFX Cert IV(FrontlineMgmt)
Ms	Susan	Doig	BSc(Hon) COGE MEd(GiftedEd)
Mr	Peadar	Donnellan	BSc HDip(SystemsAnalysis&Design)
Mr	Yifan	Duan	
Mrs	Yvonne	Eloff	BFA BDesign
Ms	Jennifer	Englezakis- Mariani	DipChildServ
Mr	Andrew	Fabris	
Mr	Brook	Ferguson	DipBus
Ms	Alexia	Fernandez	Cert IV FrontlineMgmt
Ms	Peta	Fitzgerald	BN
Ms	Daniela	Fregonese	
Ms	Hayley	Galloway	AdvDipEventsMgmt AdvDipHospitalityMgmt FIA Cert in Fundraising
Ms	Lauren	Gordon	
Mr	Cameron	Grant	BAppSci (Biophysics/Instrumental Science) DipBus (FrontlineMgmt)
Mr	Richard	Grummet	BCom GradDipEd
Ms	Sarah	Haag	Dip(EarlyChildhood) CertIV TAE
Ms	Melissa	Hall	DipChildServ
Ms	Cathie	Hantsi	
Mr	Bryan	Harper	
Mr	Adrian	Harvey	DipTurfMgmt DipMgmt
Mr	Andrew	Hills	BBus GradCertAcc
Mr	Benjamin	Hodge	Cert III Hort-Parks&Gardens
Ms	Codie	Ingham	
Mr	Ashley	Irvine	CERT III Hort-Landscape



Ms	Clare	Jacobsen	BAppSci (Hospitality Studies) with Distinction
Ms	Sonia	John	LLB BEcon DipCommSkills-ATCL
Ms	Vanessa	Johnson	
Ms	Chris	Johnson	
Ms	Jennifer	Jones	RN Cert IV First Aid
Mr	Joshua	Judson	MTeach BA
Mr	John	Katsouranis	
Mr	Nathan	Kelly	BCom GradCertBus AACE
Mrs	Sharon	Kendall	DipBusAdmin
Mrs	Joanne	Kennelly	AssocDipSocSci(LibraryTech)
Ms	Tina	Koutrouzas	MBA BSc
Mr	Timothy	Lane	BA(Hons) BFA(Printmaking)
Ms	Hanh	Le	BA(PolSci)
Mr	Kieron	Lester	MExSci BEx&SportSci(Hons)
Ms	Alan	Lopez	
Ms	Aisling	Malone	DPsych(Clin) BA(Hons) BCom
Ms	Sarah	Marriott	BArch BFA(Printmaking)
Ms	Flora	Matthiesson	BA GradDipIM DipEd
Mrs	Maureen	McAuley	BA(Hons) History PGCE GradCertEdMgmt GradDipSci(Archives&Records)
Ms	Janine	McCracken	CertEd(IntAide)
Ms	Alexandra	McEwen	
Ms	Linda	McLaren	CertEd(Int/TeacherAide)
Ms	Kate	McLean	BASocSc
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Mr	Michael	Molinaro	DipHort
Ms	Jessica	Morris	BDes
Mrs	Kylie	Morrison	
Ms	Aisling	Moten	
Mr	Abdul	Mubeen	BEng(Hons)(CompSci)
Mr	Seb	Nicolosi	
Ms	Jane	Oates	CertIV EdSupport Cert Auslan Cert SignedEnglish DipMktg
Mr	David	Ogilvie	BAppSc
Ms	Michaela	Page	BA(ElementaryEd)
Mr	Andrew	Palmieri	
Ms	Rosie	Pannell	MTeach BA(Hons) GradDipIM(LibStudies)
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Mr	Tony	Perrusio	Cert III Boat Building
Mrs	Felicity	Quilty	BA(PR)
Mr	Chris	Ristovski	
Mr	Ben	Robison	
Mrs	Maria	Rocco	MBA GAICD MESH Bbus
Mr	Adrian	Sala	BA(CommDes)
Mr	David	Sanguinetti	CertTurfMgmt RAIRP
Mr	Hugh	Schaeche	BBus(SportsManagmt)
Ms	Gillian	Scrimgeour	DipEd
Ms	Anastasia	Selkrig	
Mrs	Karen	Simankowicz	Cert IIIBusStudies
Ms	Samantha	Simpson	BFA(Production) GradCertBusAdmin
Mr	James	Spassopoulos	BBus
Ms	Donna	Stephens	LLB GradDipLP ADLS
Mr	John	Summers	CertTurfMgmt
Ms	Lisa	Tabone	MEd(TeacherLibrarianship) BA(Painting) BA DipEd GradDipTESOL
Mr	Callum	Taylor	
Mr	Toby	Thornton	
Mr	Anthony	Traynor	Cert IV FrontlineMgmt Cert TurfMgmt DipBus
Mr	Michael	Tsotsos	
Mr	Josh	Turton	
Ms	Carol	Wadsworth	BA(Hons)



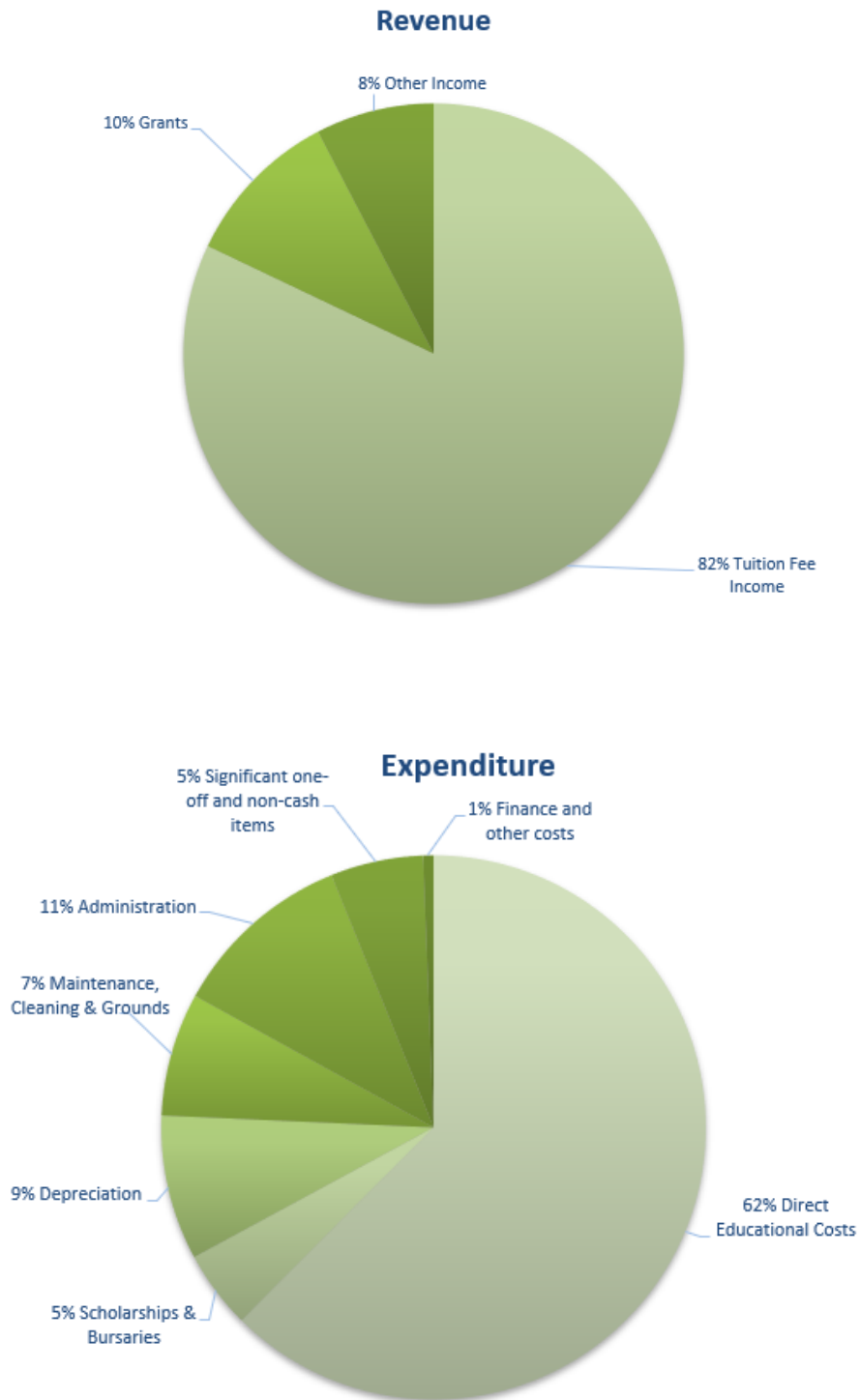
Ms	Feona	Wadsworth	MBA
Mrs	Mary-Rita	Waldron	MMHSc MEdStds BEd Grad Dip(Adol/ChildPsych) GradDip(SpecEd) MAPS
Ms	Stacey	Walker	
Ms	Lenore	Wesson	CertIV TAE CertIV Tourism DipHosp
Mrs	Fiona	White	
Ms	Hanna	Whiteside	MSc BSc
Ms	Jenny	Whiting	BAppSc Cert IV TAE Cert IV RemMassage Cert IV PT
Ms	Sunethra	Wickramaratne	BSc
Mr	Nigel	Wiggans	Diploma Sports Grds Manag
Mr	Matt	Williams	BN(Div 1) PGDip CertIV TAE
Ms	Kathy	Yu	BCom(Accounting) Cert III Edu Support





2022 FINANCE REPORT

The following chart provides a graphical representation of the funding inflows and outflows for the 2022 financial year.





The 2022 School/Financial Year welcomed a return to on-campus learning for the entire year following almost two years of the COVID-19 pandemic impacting on the world.

Whilst the school year commenced with some restrictions in place, the majority of events, camps, excursions, sport and special activities were able to be conducted, albeit with some managed in a hybrid form. The return to some 'normal' meant that the community could return to attend events in person and by the year's end we were able to celebrate the Year 12 graduation ceremonies with great verve.

The focus of School Council and Management was the development and launch of the 2030 Strategic Plan. Following almost two years of planning, inhibited by COVID-19, the formal plan was finalised and announced to the wider school community in November.

Following a comprehensive selection process, McIldowie Partners were appointed as the Master Plan Architects and by year end had completed a range of staff and student workshops, analysis of current conditions and reviewed key town planning challenges. Their work will continue into the first semester of 2023 and, following stakeholder consultation, will be subject to School Council final deliberations and then submission to the City of Boroondara for approval in Term 3.

Works continued to roll out at the Marles Playing Fields at Bulleen in response to the North-East Link Project (NELP) tunnel works. These works included the construction of eight new synthetic cushioned tennis courts with landscaped surrounds and spectator shelters, 16 new natural turf and synthetic cricket practice nets, a new southern boundary access roadway with 65 car parking spaces, new Archery Range and the provision of a temporary maintenance compound.

Planning also progressed for the remaining NELP-funded master plan projects including the construction of a new caretaker's residence, permanent grounds/maintenance facility and the redevelopment of the Just Pavilion, Cohen Room and main changeroom precinct.

In accordance with the Victorian Registration and Qualifications Authority 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 operated boarding services for local and international students in Years 9 to 12 in the senior boarding residences located south of the Birrell Oval, on Charles Street and College Parade. At the end of 2022, the School ceased these boarding operations.

The School also operates an Indigenous boarding house called Dadirri House. Four Indigenous students can be accommodated in Dadirri House each year.

The School also operates a Registered Early Learning Centre with three-year-old and four-year-old kindergarten services being provided. Both programs were fully enrolled in the 2022 school year with 22 spaces approved for each room.

The program is led by our ELC Director, Naomi Wright, 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 day during term.



The ELC operations also sit within the School's (Company) single entity financial reporting framework and are 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.

All Boarding and ELC 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 specific fees and school funds. No government recurrent grants apply to the financial operations of the boarding programs. Staff are employed directly 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 are subject to annual external audit.

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 2022 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