



TRINITY  
GRAMMAR SCHOOL

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# 2023 ANNUAL REPORT





## Message from key school bodies

This report provides an opportunity to reflect on the past and the future and to draw out some themes that are important for us as a school community. It is also a reminder that education is not just an individual activity, but also a collective one. We learn in, and are shaped by, a community that is greater than the individual.

There are a couple of landmarks that have stood above our horizon this year:

**The Renewal Project** – Whilst it has taken us a lot longer than originally expected, we are now able to use some of the new facilities at Summer Hill and we are beginning to see them serve the School community. Infrastructure lets communities function and thrive. Our hope is that the improvements that we have made over the last couple of years will help our community to function and thrive.

**Philanthropy** – Our community has an ongoing commitment to providing opportunities for less-advantaged boys. Our second annual Giving Day raised more than \$600,000 to establish the Suli Niulala Memorial scholarship. The first Suli Niulala Scholar entered Year 7 at the beginning of 2024. In fact, there will be five students from less-advantaged backgrounds who will be on fully-funded Foundation scholarships in the school in 2025. Given that the Foundation's Scholarship Trust was only established at the start

of 2022, this is a wonderful demonstration of the community's generosity and commitment to providing the opportunity of a Trinity education to others.

**The Field Studies Program** – Our convictions regarding the value and significance of this program for all of our boys have only strengthened. It has become apparent that each program is unique because of the unique combinations of personalities, needs, gifts and attitudes of the boys who take part each term. However, it is also apparent that the combination of challenge and support that the boys experience provides them with an unparalleled opportunity for growth and learning.

As a School, we need to offer an excellent education, we need to be active in countering disadvantage, and we need to contribute to the wider endeavour of education. As an independent school, we must avoid the temptation to default to a competitive mode. Rather, we ought to use our strengths to lift others, to share our expertise, to be openhanded with our resources. We should think not only about what is best for us, but what is best for all.

Detur Gloria Soli Deo

**Tim Bowden** | Headmaster

This year, the School continued to focus on pandemic recovery and associated challenges. Through it all, the School has continued to provide excellence in education, with 40 students earning the relative markers of distinction set by each credential, one HSC student named on the All-Round Achievement list by NESA and 39 students on the IB's Distinction list.

The Headmaster, Mr Tim Bowden, continues to work well with the School Council and to lead the School in an exemplary way in an ever-changing and challenging environment.

During the past year, the Council has continued with the development of The Renewal Project for the Summer Hill campus. Frustrating delays and the loss, principally through poor weather, of many weeks' work on site, saw the completion of Stages 1 and 2, moved to the end of 2023.

The Council remains ever mindful that parents make a significant decision which often involves sacrifices to give their sons a Trinity education and see them progress through the School towards responsible adulthood.

**Martin Cook** | Honorary Secretary School Council



As the new President of the OTU, I would like to thank the Committee and the Headmaster for their welcome and support. In the second half of the year we held a number of events which have seen the attendance grow and look forward to that trend continuing into next year.

Also we have seen the launch of the Trinity Business Directory, which I hope the community will support and use. We also launched the annual Boarding House dinner, with Old Boys spread out over a number of years attending. The OTU has a number of social media sites for Old Boys to join and follow, hoping this will lead to more interaction and attendances at our growing functions.

Finally, it was a great pleasure to participate in the final assembly for the cohort of 2023 and present them with their gifts and welcome them into the OTU family.

School is family and family is school.

**Warwick Keable ('78)** | President, Old Trinitarians' Union

It has been said that "Time flies over us but leaves its shadow behind". I can't help but feel that in the day-to-day running of a school, where the students get smarter and the parents and teachers get older, the shadows that are left behind all add up to the success of the scholastic year. We have all contributed to those shadows in one way or another and the current Parents & Friends' committee have done their best to keep the wellbeing of the boys at Trinity Grammar School at the forefront of all their efforts.

Our fundraising efforts this past year have primarily revolved around barbecues, which raised a total of \$14,214. The Senior School Mothers' Day Stall also raised another \$4,258. I personally would like to thank all the parents that volunteered their valuable time.

I would also like to genuinely thank the School and the P & F for the opportunity to be President and please know that I have done my all to ensure the best for the School and the boys.

**Loredana Brown** | President Parents and Friends' Association

Reflecting upon my time at Trinity, much of it was spent beyond the classroom, participating in as many Co-curriculars as I could possibly handle. These invaluable experiences are what make Trinity so important to me, from lunchtime Peer Support meetings to late Friday night Debating, the time spent developing and interacting with others has made me the person I am today. For Trinitarians this year, Co-curriculars have continued to provide us with a holistic education and the opportunity to pursue our interests.

As students, we are so fortunate to have many staff members who go above and beyond to support every one of us, whether that be academically or pastorally. We look to our staff not only for academic guidance, but so often beyond the classroom, as Housemasters, Tutors, and mentors. I have grown to appreciate having you by our side every step of the way. Your wisdom and guidance through turbulent times have given me the opportunity to learn numerous life lessons. I am sure that many students appreciate the efforts of the staff members to better our experiences at Trinity. For all your work, care, and dedication in allowing us to grow in mind, body, and spirit, we sincerely thank you for doing more than we can appreciate.

**Chris Kong** | School Captain

This year, major and yearly events continued with enjoyable and memorable moments captured for many boys and families. This included a journey to the Guugu Yimithirr region of northern Queensland for some Year 6 students from the Preparatory and Junior Schools. There, the students bonded with the First Nations Peoples and were told many interesting stories that influenced the students' perspective.

As a School, we undertook the International Baccalaureate Evaluation. Boys and staff took part in a series of interviews and lessons to show our understanding of the IB concept and its goal for our students. The Green Patch held a Carnivale where students were able to show the plants they had grown during Green Patch lessons and the products they had made in their own time. Through our Day Without Speech efforts, we raised a staggering amount of \$19,940, exceeding the amount we raised last year.

As my year ends as the Junior School Captain, I would like to express thanks for all the support that has been given to me from friends, the School Officers and teachers that have helped me.

**Darren Cai** | Junior School Captain

2023 has been an extraordinary year for the Preparatory School with many exciting opportunities and events throughout the year. The Prep Expectations continued to clearly define to all of us what we value at the Preparatory School. This includes being kind, being respectful, being considerate and being ready to learn. Each and every student has risen to the goal of meeting all of these expectations to create a safe and supportive learning environment.

Every student from Years 3 to 6 had the opportunity to enjoy a camp experience, providing an opportunity for us to continue to build on new and existing friendships, to experience activities that are unique, and to enjoy spending time away with our peers and teachers.

The co-curricular activities that the teachers have facilitated this year have allowed us to explore our passions further. Students have worked hard in each of these co-curriculars this year.

To conclude, this year has been a memorable year and I wish everyone the best for the future, particularly the students continuing at the Preparatory School next year.

**August Li** | Preparatory School Captain





## Contextual information

### About the school and characteristics of the student body

Trinity Grammar School is an independent Anglican school for boys from Pre-Kindergarten to Year 12. Our mission is to provide boys with a thoroughly Christian education in mind, body and spirit.



The school has 2283 students enrolled, with campuses in Summer Hill, Strathfield, and Woollamia. The school draws students from across Sydney, with the largest number coming from the Inner West. The School's comprehensive, rather than selective, enrolment policy draws students from a number of socio-economic and cultural backgrounds as well as with a wide range of abilities.

[Learn more about our school ethos.](#)

## Staffing

### Accreditation of Teaching Staff 2023

Level of Accreditation	Number
Conditional	13
Provisional	14
Proficient	223
Highly Accomplished	1
Lead	0
<b>Total</b>	<b>251</b>

### Teacher Qualifications

All teaching staff have a teacher education qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

### Workforce Composition 2023

School Staff	No of Teachers
Teaching (headcount)	251
Full-time equivalent teaching	238.6
Non-teaching (headcount)	200
Full-time equivalent non-teaching	149.2
<b>Total FTE</b>	<b>387.8</b>





# Outcomes and Results

## Student achievement: Senior secondary outcomes

### Record of School Achievement (RoSA)

In 2023, the School provided one RoSA for a Year 11 student (and two RoSAs for students who were in Year 10 in 2022 and left the school at the end of 2022). This represents less than 1% of all students in Year 11 and 0% of students in Year 12.

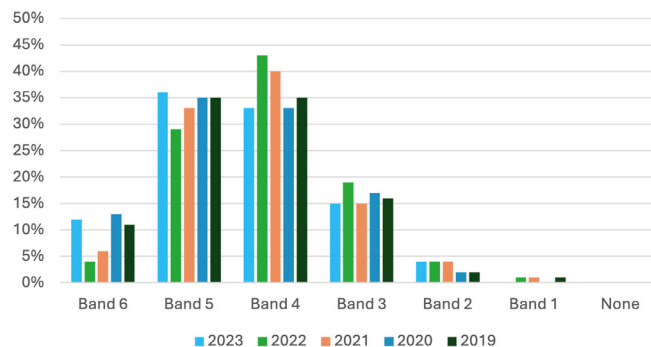
### International Baccalaureate Diploma

It must be noted that, in 2023, 108 Trinity Year 12 students chose to sit for the International Baccalaureate Diploma instead of the Higher School Certificate; 105 of these students were successful in obtaining their Diploma, with an average score of 35.9 points (out of a possible 45 points), which equates to a mean ATAR of 91.8.

### Higher School Certificate

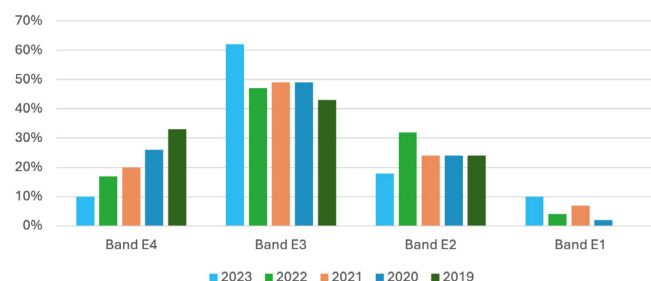
In 2023, 122 students were enrolled for the Higher School Certificate and all students achieved the credential. Of the 33 subjects offered, the mean mark gained by Trinity students exceeded the State mean in 16 subjects. In total, over 99% of Trinity candidates achieved marks of 50 or above (Band 2 or higher) in 2 unit subjects; 12% of all 2 unit results were Band 6 (90 – 100 marks) and 36% were in Bands 5 or 6 (80 – 100 marks). In total, 90% of Trinity candidates achieved marks of 25 or above (Band E2 or higher) in 1 unit Extension subjects. In 1 unit Extension subjects, 10% of all results were in Band E4 (40-50 marks); 72% of all results were in Bands E3 or E4. One student was recognised on the All-Round Achievers list and 82 results were acknowledged on the Distinguished Achievers list, with 33 graduating students achieving Band 6 or E4 individual results.

HSC 2 Unit Band Distribution Percentages 2019-2023



Graph 1: HSC 2 unit subject band distribution over time

HSC Extension Band Distribution Percentages 2019-2023



Graph 3: HSC Extension band distribution over time

In 2023, 30 Year 12 students participated in vocational courses offered at the School. The pattern of participation across courses was Construction (21), Hospitality (7) and Information and Digital Technology (2). There were 14 students from Year 11 enrolled in vocational courses: Construction (8), Hospitality (6).

Three Year 12 Trinity students completed a School Based Traineeship, one in Construction and two in Hospitality. Two Year 11 students began a School Based Traineeships in 2023, both electing a traineeship in Construction.

Link to: [Trinity Grammar School HSC and IB Results](#)

## Student Outcomes: In standardised national literacy and numeracy testing

### NAPLAN Tests

In 2023, all students in Years 3, 5, 7 and 9 participated in the National Assessment Program Literacy and Numeracy (NAPLAN) tests mandated by the Australian Government. Trinity results remain robust in comparison to State means; in all measures Trinity means are above State means. In 2023, a new reporting scale was introduced; Trinity results remain strong in percentages of students at the 'Strong' and 'Exceeding' Proficiency Standards. It should be noted that the reported student scores, mean scores and percentage of students in the new Proficiency Standards cannot be reliably compared to scores, means or Proficiency Bands used pre-2023.

	Reading	Writing	Spelling	Grammar	Numeracy
	Mean	Mean	Mean	Mean	Mean
Year 3	466	466	471	483	485
Year 5	538	531	537	543	565
Year 7	583	569	573	581	622
Year 9	614	607	605	600	645

Link to: [Myschool](#)

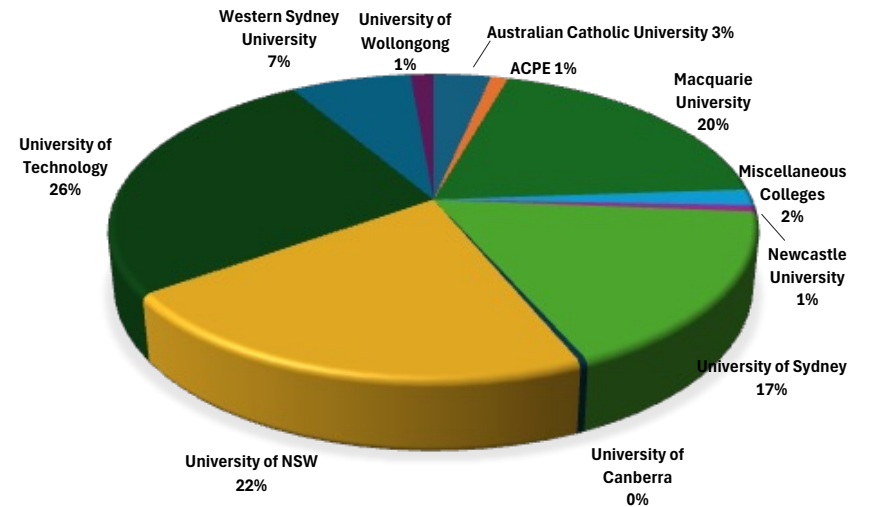


### Post School Destinations 2023

Most students who left school at the end of Year 12, following completion of their school education, enrolled at university, TAFE, or private colleges. Of the 230 students to complete their HSC or International Baccalaureate Diploma and receive an ATAR, more than 90% were offered a place at university. Some students are taking a GAP year before beginning their tertiary education. For most of these students it will involve some time spent overseas as well as joining the workforce for a short period of time.

Students taking up tertiary places gained admission into a variety of courses, with largest numbers in the areas of Arts, Business, Commerce, Computer Science, Engineering, Health Science, Law, Information Technology and Science. The table below represents tertiary destinations of Trinity students.

Australian Catholic University	10
ACPE	3
Macquarie University	57
Miscellaneous Colleges	5
Newcastle University	2
University of Sydney	50
University of Canberra	1
University of NSW	63
University of Technology	77
Western Sydney University	21
University of Wollongong	4







# Student Attendance



## Student Attendance

On the average school day in 2023, 93% of Years K-12 students were in attendance. The following table gives an indication of attendances in each Year, as well as a whole School figure:

Middle and Senior School		Preparatory School		Junior School	
Year	Attendance	Year	Attendance	Year	Attendance
7	93.64%	K	94.46%	K	93.08%
8	91.39%	1	93.48%	1	94.86%
9	92.18%	2	95.09%	2	93.44%
10	91.27%	3	95.26%	3	95.42%
11	91.15%	4	95.59%	4	94.05%
12	91.03%	5	94.91%	5	94.90%
		6	92.98%	6	93.32%

WHOLE SCHOOL: 93.49%

## Management of Non-Attendance

Parents are requested to notify the School as early as possible of their son's absence. They use the School App. Parents are requested to include their son's name, Year and House and the reason for and likely length of his absence. App receipts are stored electronically.

Any unexplained absence is followed up via a SMS or phone call. All hard copy notes or Record Book notes are scanned and stored electronically or copied and placed on the student's file.

In the event of concerns around school attendance, or if it is suspected that any absence(s) are in relation to student welfare, school avoidance or potential school refusal, the first step, if the School has not been made aware of the reason for the absence pattern, is for the following to make contact with the Parent(s).

- ▲ Class teacher, (at the Junior or Preparatory Schools - Years Pre-K to 6);
- ▲ Middle and Senior School Housemaster (at the Middle and Senior Schools - Years 7 to 12)
- ▲ Following that initial contact, or any other information that suggests there may be an issue with student welfare, school avoidance or school refusal, a Welfare Referral will be made to the respective Welfare Team, (Junior School, Preparatory School, Middle School or Senior School).

The Welfare Team may assign a School Psychologist to follow up with the Parent(s) or, if the Student is already accessing the services of the School's TESS Counselling and Psychological Services Department, the student may be assigned a Case Manager.

The School will work with the Parent(s) and \*external agencies, (if necessary) to ascertain the reasons for any welfare issues, school refusal or school avoidance and to provide support for a return to normal school attendance. The support given may include a partial attendance plan and adjustments such as modifications to academic, (homework and assessments), sport and co-curricular activities.

Absences from school due to student welfare issues, school refusal or school avoidance will be recorded as accepted, (L) in the Register of Daily Attendance.

\*External agencies may include health professionals, external counselling services or professional support services such as the Association of Independent Schools, (AISNSW), Headspace or Local Area Mental Health Services.



# Student, Parent and Teacher Satisfaction

## Student Satisfaction

The School obtains both formal and informal feedback in relation to student satisfaction throughout the year via various means including the following:

Primary School Students have a number of methods of providing feedback:

- ▲ Primary Well-Being Survey;
- ▲ Trinity Action Group, (Student led leadership and consultation group that meets twice a term);
- ▲ Student-led conferences, (with staff and parents where students can reflect on teaching and learning);
- ▲ Student Essential Agreements, (class and whole school collective agreements on learning and behaviour).

Middle and Senior School Students have a number of methods of providing feedback:

- ▲ Social and Emotional Wellbeing Survey Years 8 and 10;
- ▲ Motivation and Engagement Survey Years 7 and 10;
- ▲ Direct feedback through individual House Tutor Groups where students undertake weekly pastoral care sessions with their House Tutors and Housemasters. Note: There are 96 individual Tutor Groups in Years 7 to 12;
- ▲ All students on overnight activities are required to complete individual camp feedback forms.
- ▲ Year 11 Surveys undertaken during the compulsory Year 11 camp;
- ▲ Individual Year 12 Interviews are offered for all students, conducted by the Headmaster.

## Parent Satisfaction

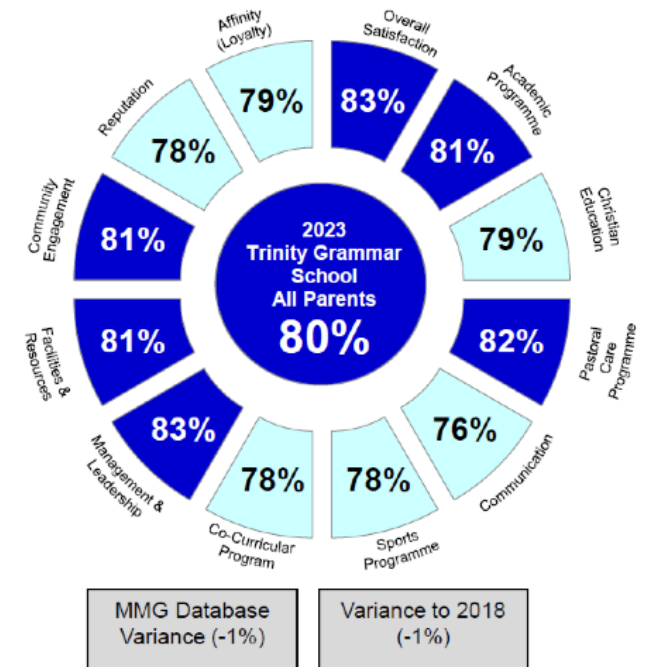
The School continues to be well-supported in relation to parents choosing it for their sons' education. In addition, further support, and encouragement of the School in general is given through the tireless work of numerous volunteer bodies, such as the various Auxiliaries which support the School in a range of activities involving the Junior School, the Preparatory School and the Middle and Senior Schools.

There are also regular public meetings held throughout the School terms when parents can come along and be informed of the School's various activities and on each of these occasions there is an open forum for parents to raise any particular issues or concerns with the Headmaster, the Head of Community Engagement and other senior staff who are present at these meetings.

These auxiliary bodies communicate regularly and frequently with the rest of the School community through the School's weekly InSite posts and in the annual magazine, which is distributed to all parents.

The Parents and Friends' (P&F) executive liaises closely with the School in determining the nature and range of topics to be presented throughout the year at open P&F meetings to which all parents are invited to attend. These topics relate to areas of School life where parents seek further information or, indeed, input in regard to ongoing reviews of policy and practice.

In 2023, as in 2018, the School engaged MMG to undertake a Parent Survey to provide the Headmaster with research-based insights in relation to parents' views, perceptions, expectations and satisfaction with the School across all key areas of its value proposition. The survey will specifically provide baseline performance measures to allow structured monitoring of continual improvement initiatives. The overall message from the survey is that parent satisfaction is strong.







### Staff Satisfaction

The School obtains both formal and informal feedback in relation to staff satisfaction through various means, including:

- ▲ Formal induction program for new employees and allocation of mentors.
- ▲ Formal exit interviews of staff undertaken by the Head of Human Resources.
- ▲ Representations and contact made by the voluntary staff Summer Hill Common Room Association with the School Executive.
- ▲ Regular meetings throughout the year of key staff interest groups including: the Academic Committee; the Pastoral Committee; the School Executive; and the Counselling and Psychological Services arm of the School that gives regular feedback on issues of staff morale and wellbeing to the Headmaster.
- ▲ Formal interviews with non-teaching staff regarding general working conditions and performance.
- ▲ Feedback is also received through the Work, Health and Safety Committees on each Campus which meets at least every term at the School. Concerns and or suggestions are then forwarded to the School Executive requesting their attention.

### The Voice Project - staff satisfaction

This annual survey is benchmarked against other like schools. The report that the survey produces helps the School Executive and employees better understand the quality of current work practices that affect employee engagement, wellbeing, and school performance. Based on this understanding, an action plan should be created to capitalise on strengths and address development areas.

Survey results 2023	Engagement	Wellbeing	Progress
% Favourable	87%	76%	83%
% Change 2022 to 2023	+3%	+5%	+2%
% Industry Comparison	+4%	+10%	+8%

Survey Topic Definition:

ENGAGEMENT – represents the level of job satisfaction and staff commitment to your school.

WELLBEING – reflects the emotional wellness of staff at work, and their ability to successfully manage job stress.

PROGRESS – reflects staff perceptions about School performance.

Response Analysis:

% FAVOURABLE

Percentage of respondents who provided a positive response.

% CHANGE

The percentage change from 2022 to 2023.

% INDUSTRY COMPARISON

Comparison with Independent School Benchmark.

\* Voiceproject.com

## Policies

Documentation about a range of School policies and procedures are available through the Schools intranet portal, or available publicly through the School Website

[School Website](#)

[School Handbook](#)

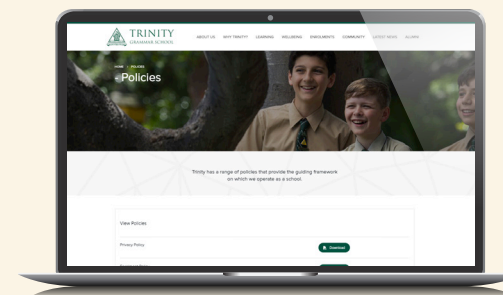
[Safe Learning and Working Environment](#)

[Child Protection](#)

[Discipline Guidelines](#)

[Enrolment](#)

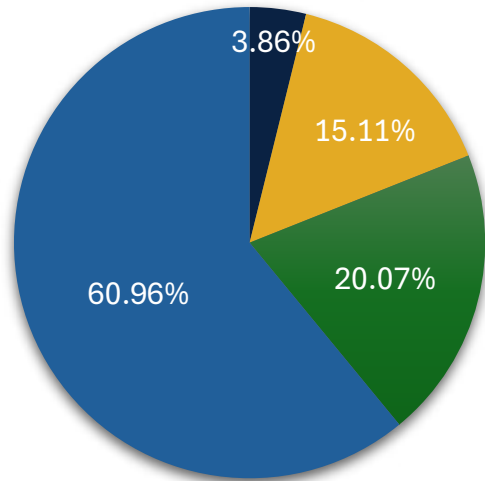
[Complaints Procedure](#)





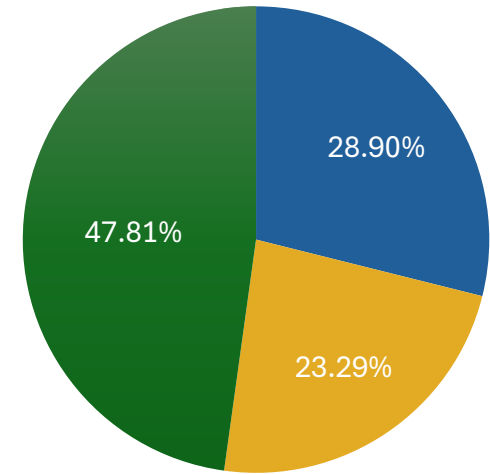
# Summary Financial Information

Recurrent/Capital Income



State Recurrent Grants	3.86%
Commonwealth Recurrent Grants	15.11%
Other Capital Income	20.07%
Fees and Private Income	60.96%

Recurrent/Capital Expenditure



Capital Expenditure	28.90%
Non Salary Expenses	23.29%
Salaries, Allowances, Related Expenditure	47.81%