

# Compass

THE TINTERN EXPERIENCE 2026

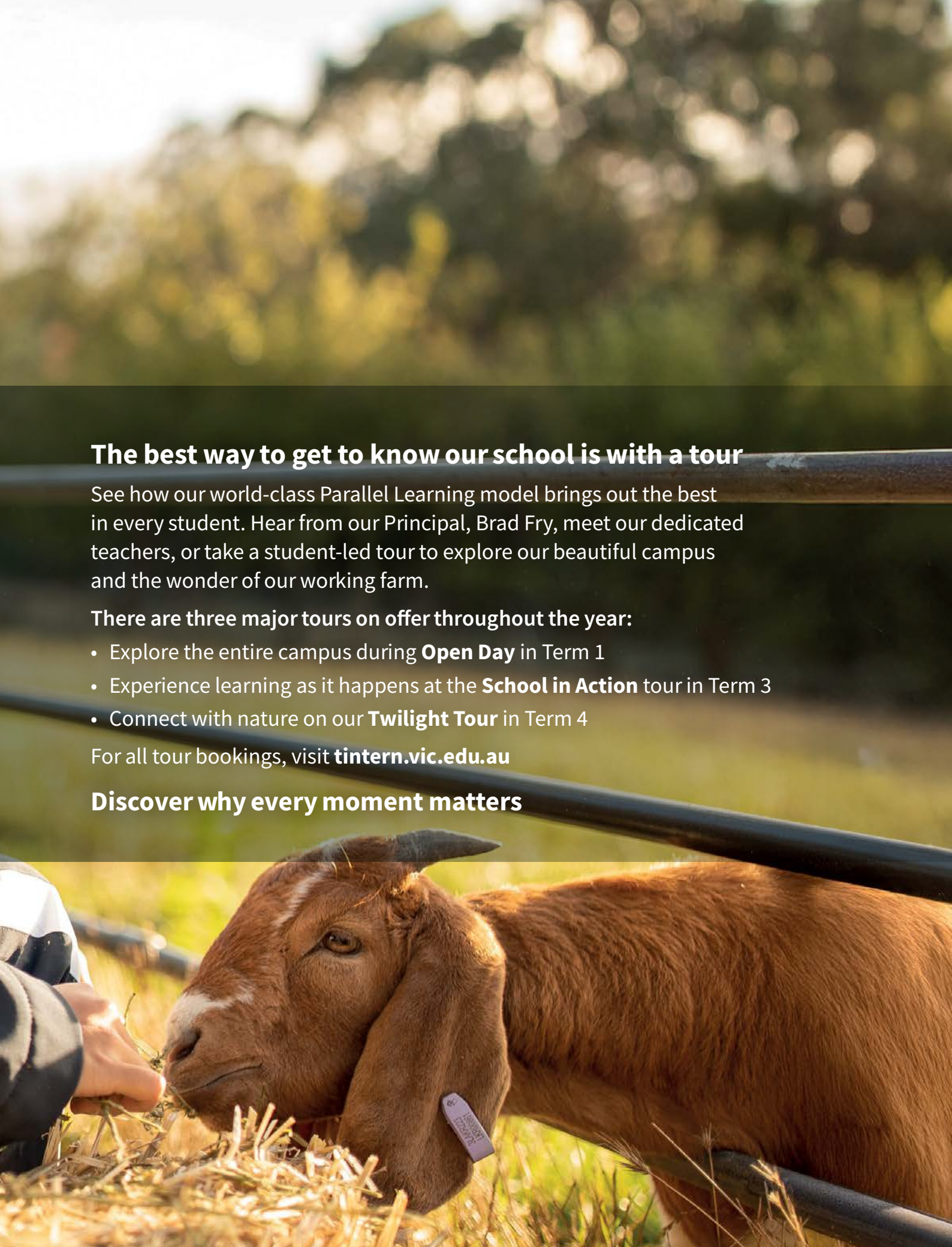


TINTERN  
GRAMMAR

ACHIEVEMENT  
STARTS WITH CARE



**Experience  
first-hand  
the Tintern  
difference**



## The best way to get to know our school is with a tour

See how our world-class Parallel Learning model brings out the best in every student. Hear from our Principal, Brad Fry, meet our dedicated teachers, or take a student-led tour to explore our beautiful campus and the wonder of our working farm.

There are three major tours on offer throughout the year:

- Explore the entire campus during **Open Day** in Term 1
- Experience learning as it happens at the **School in Action** tour in Term 3
- Connect with nature on our **Twilight Tour** in Term 4

For all tour bookings, visit [tintern.vic.edu.au](http://tintern.vic.edu.au)

**Discover why every moment matters**

# Belonging to a community where every moment matters

I offer you a very warm welcome as you consider a Tintern Grammar education for your child.

In this edition of *Compass* magazine, you will gain an insight into life at Tintern, our learning experiences, community and values, as well as hear from some of the dedicated staff who will guide and support your child throughout their journey.

At Tintern, we place great importance on fostering a strong sense of belonging and wellbeing through genuine care for every student. This sense of belonging, together with the development of values and an ethos that supports a meaningful and rewarding life, forms the foundation of a Tintern education.

Belonging sits at the heart of Tintern's purpose. It grows when students feel supported, mentored and believed in by those around them.

As belonging deepens, students develop confidence, resilience and self-belief, alongside strong social and emotional wellbeing. Together, these qualities enable young people to be, and to do, their best.

This is why, at Tintern, achievement starts with care.

The defining moments of each student's journey are nurtured through thoughtful, intentional care. We believe that the right word, gesture, encouragement or act of kindness can transform a moment. Through these moments, students grow with purpose, developing the character, confidence and capability that underpin meaningful learning and personal fulfilment.

Every moment matters is our promise. With care, we empower confident, capable and compassionate young people to live as educated and principled global citizens.



*Brad Fry*

**Brad Fry**  
**Principal**



**‘We believe that the right word,  
gesture, encouragement or  
act of kindness can transform  
a moment.’**

Brad Fry, Principal

# Values we live by

**At Tintern Grammar, our values are embedded in everything we do.**

Our Compass Values are guiding principles designed to help students build character and resilience, to set as their standards for life, and orient them in times of challenge and success.

Alongside community contribution, these values nurture personal growth, academic excellence and a sense of belonging.

Over time, this supports our students to become knowledgeable, caring thinkers, open minded inquirers, balanced risk takers and principled, reflective communicators.

Living by the Compass Values provides a strong foundation for learning and wellbeing, so students feel confident about who they are and proud of their capacity to contribute to a better world.





# Our Parallel Learning model

## Boys and girls learn differently.

Tintern Grammar's Parallel Learning model offers the best of both worlds – a mix of gender-based and co-educational classes to nurture the potential of every student.

Parallel Learning recognises that the differing rates of physical, emotional and psychological development between girls and boys can impact their learning styles.

It also acknowledges the importance of social interaction between genders in developing well-adjusted young people.



### Early Learning Centre *Co-educational*



**'I love playing  
with all my friends.  
Inside and outside,  
we have lots of fun.'**

Spencer, Early Learning Centre

### Junior School *Single gender Prep - Year 6*



**'It feels calming  
when it's just girls.'**

Misha, Prep



### Middle School

*Single gender*

*Years 7 - 9*



**‘I like that our classroom time is just with the boys, but we’re not completely separated because we still get to interact with the girls.’**

Timothy, Year 7

### Senior College

*Co-educational*

*Years 10 - 12*



**‘Co-ed classes help us communicate confidently and form new friendships that prepare us for VCE.’**

Miranda, Year 10

# Care, culture and community in our Junior School

Our Head of Junior School, Adam Kenny, shares his thoughts on how Tintern brings out the best in young people.

## What does a 'culture of care' look like in Tintern Junior School?

We stand by our promise to deliver genuine care, that's why we say that every moment matters. From a teaching perspective, it means being on the lookout for things in students' lives that can become learning moments. You have to know the children well enough to tell what's going on in their world and recognise these 'golden' opportunities.

A big part of our demonstration of care is identifying when kids are anxious and making sure this doesn't impede their confidence or participation. For example, if they are doing a concert, give them the chance to rehearse but make sure they understand it doesn't have to be perfect. Importantly, our culture of care isn't just for our students, it's for everyone in the Tintern community.

## What does 'guiding behaviour' and 'building character' look like in the Junior School?

Guiding behaviour means providing students with opportunities for reflection by immediately responding to a choice they've made, good or bad. By this, I mean we acknowledge when they do the right thing even when – or especially when – it's seemingly small. This is really important, whether it's with a high five, a fist bump or a conversation. On the flipside, if behaviour is inappropriate, we help a student identify what's behind it straight away and help them know how to choose differently next time, so they can establish good habits. This includes providing current examples from the world outside Tintern, such as things students may hear about on the news where choices people made have had negative outcomes. We bring in these moments for reflection and discussion. We believe strong character is created through such recognition of choices.

## What makes peer culture in the Junior School so influential and supportive?

Our families choose Tintern because they share our vision of a peer culture where everyone looks out for each other. I remember one of the students faltering during their assembly address last year. They managed to finish and the response from all the other students was amazing. Recognising the struggle and the strength it took to finish, they cheered them on. I'm reminded of a Zulu word, *Ubuntu*, which means 'I am what I am because of who we all are'. It emphasises interconnectedness, compassion and shared humanity. That's us.

## How intentional is the connection between Junior School and Secondary School?

The connection is very intentional. We guide and care for our Junior School students, so they are ready emotionally, socially and academically for the transition into secondary school. We hope they have fond memories of their time in Junior School but encourage them to push forward with new experiences and growth. We don't want them being held back in any way. At Tintern, we make the journey from ELC to Year 12 as seamless as possible.

## What do you hope parents understand about the long-term impact of a values-driven, caring school culture in Junior School?

The Tintern journey forges character and uncovers students' passions. Academic results follow. We aim to teach students about the importance of confidence and respect, independence and responsibility and establish these as standards to live by now. The Junior School has this privilege to guide and care for children in ways that lay the foundation for what lies ahead in secondary school and beyond.

**‘Our families choose Tintern because they share our vision of a peer culture where everyone looks out for each other.’**

Adam Kenny, Head of Junior School



Adam Kenny with the 2026 Junior School Captains.

**'There are many things I have achieved at Tintern that go far beyond what I ever imagined.**

**For me, the standout was becoming School Captain, not the title itself, but the fact that I grew into someone who could thrive in the role and enjoy it wholeheartedly.'**

Arya



# *Congratulations* **Class of 2025**



**'The care Tintern has shown me has made me someone who tries to show that same care to others.'**

Alex

**'My journey has been one of growth, opportunity and support that has shaped me into a more confident, resilient and caring person.'**

Amelia



**‘Tintern has always been there, always shaping me in every way across my school journey to be a better person.’**

Michael



**‘I’ve met a few people at Tintern who are truly exemplary in how they act and what they do for others, and I’m glad I’ve had the chance to meet them here.’**

Year 12 student

**‘What I built at Tintern wasn’t just memories, but a mindset for the future.’**

Mehar



**‘I couldn’t imagine going to another school and growing into half the man I am now.’**

Year 12 student

**‘I feel proud of my academic achievements, of being close to so many great people, and of how I’ve grown as a person.’**

Jasmine



# Congratulations Class of 2025

Dux



ATAR  
**99.95**  
Elisha Sze

Dux



ATAR  
**97.2**  
Zhonghe (Andy) Shi  
International Dux

ATAR  
above

**99**

**7%**

ATAR  
above

**90**

**33%**

Median  
ATAR

**82.8**

Perfect study  
scores of 50

**4**

Study scores  
above 40

**94**

Median  
study score

**34**



Artist impression of the new VCE Centre opening in 2027

# Our new VCE Centre, purpose built for learning and connection

**Our new VCE Centre for senior learning and wellbeing is under construction. Rising through the treetops, the building is designed to capture sweeping views across Tinternwood farm to the Dandenong Ranges and inspire students to strive for their best.**

Designed by award-winning architects, McIldowie Partners, the cutting edge three storey hub for VCE students will link seamlessly with a refurbished Senior College when it opens in 2027.

Head of Senior College, Brett Trollope, has been involved in its design from the outset.

‘The aim is to promote collaboration and independent thinking’, he says. ‘Staff and students are in much closer proximity, so students are more likely to approach their teachers like peers. Above all, the new centre will be somewhere welcoming where our senior students can be at their best, from both an academic and wellbeing perspective.’

When complete, the new VCE Centre will incorporate diverse learning and breakout spaces, quiet study zones,

staff collaboration areas, a student lounge and kitchen, reception, meeting rooms and an expansive auditorium.

‘The design is intended to foster connection, intellectual curiosity and educational excellence among Tintern’s senior students,’ says McIldowie Partners’ Director, Tom Crocker.

‘Having a special place that every parent and every student can see as the destination through their school journey was part of our thinking when it came to delivering the three core components of the project brief – connectedness and care, intellectual courage and exploration.’

Opening in 2027, the VCE Centre will coincide with Tintern’s 150<sup>th</sup> anniversary; a moment that unites the school’s proud past with its innovative future.

# A philosophy of care that shapes academic growth

**Educational partnerships are at the heart of our approach to help students find their place in the world. Remarkable things happen when students, staff and families come together with the same strength of belief.**

At Tintern, we build confidence by creating environments where students feel known, safe and encouraged to take intellectual risks. We do this by celebrating every small step – an improved paragraph, a brave question in class or a shift in attitude. It's these moments that are foundations for long-term progress.

Equally important, we help students identify what might hold them back, framing these as improvable habits, feelings or situations – never as weaknesses.

Care is most visible in the unconditional respect we show our students. A respectful classroom is a safe classroom, where students feel emotionally secure enough to take academic risks.

Respect is the quiet but powerful driver of intellectual curiosity and confidence. It signals that the ideas of students matter, their voice is valued and their mistakes are part of the learning process.

By modelling respect in every interaction, we set the tone for the entire learning community. Students begin to mirror this behaviour with one another, creating a classroom culture where everyone feels supported to contribute and to challenge themselves.

In the Middle School years, young adolescents are developing their sense of identity and belonging, therefore, recognising their unique qualities, contributions and place within our community has a profound impact.

We value students not only for their achievements, but for who they are, what they contribute and the character they demonstrate each day. When students feel genuinely valued, not just for their academic results but for their individuality, they are far more likely to engage deeply in their learning.

Valuing students for their actions, big and small, helps reinforce positive learning behaviours. When we acknowledge their kindness, their cooperation, their curiosity or their leadership, students understand that these qualities matter just as much as academic achievement. This encourages them to bring their best selves to their learning and to the broader school community.

***Catherine Murphy, Head of Middle School***

## How Tintern's approach to educational partnerships supports the learning journey

### The parent perspective

My participation brings our family closer and models the values I want my children to embrace: responsibility, respect, gratitude and community. I feel that showing up, getting to know teachers and students, and being involved in the school community makes a real difference. It helps me better understand the staff and students, and when they see me around, they know I'm someone willing to help and that supporting the community is important to me.


Each of our three children has different strengths and challenges, and they thrive in their own way, thanks in large part to the strong support and partnership Tintern provides.

***Erin Lynch, Tintern Grammar parent***

### The student perspective

Knowing my teachers believe in me makes a huge difference. I feel like I can take on challenges without being scared of failing. It's like having a safety net. You know they'll support you even if things don't go perfectly. Feeling valued makes me more willing to take risks and try new things, which is how I've discovered a lot of my strengths.

***Siddaley, Year 9***

A photograph of three women standing on a concrete ledge outdoors. The woman on the left has red hair and is wearing a dark blue jacket. The woman in the middle has brown hair and is wearing a light purple patterned top. The woman on the right has brown hair and is wearing a brown jacket. They are all smiling and looking towards the right. The background is filled with lush green trees.

**‘We are privileged to work closely with families, students and teachers to create a learning environment where care is not an added extra – it is the foundation upon which everything is built.’**

Catherine Murphy, Head of Middle School

(L-R) Siddaley, Catherine Murphy and Erin Lynch

# You're invited to celebrate 150 years in 2027



**150** YEARS

DEFINING MOMENTS  
1877 – 2027

## Honouring our past, celebrating our present, inspiring our future

In 2027, Tintern Grammar proudly celebrates 150 years of learning, care, and community.

Across the year, our Alumni, families, students, and staff will come together to honour our shared story and create new memories for generations to come.

### Get involved

There are many ways you can take part, from attending events to volunteering, sharing your story, or assisting with planning. Every contribution helps bring Tintern's remarkable history to life.

### Connect now

Be part of Tintern's 150<sup>th</sup> year – reconnect, celebrate, and help shape our next chapter.

## Special events in 2027

Tintern Grammar Fair	Sat 17 April
Giving Day	Wed 2 June
Gala Cocktail at Yering Station	Fri 18 June
Archives Exhibition	13 July – 27 August
Honouring the Avenue of Excellence	Wed 21 July
Whole School Reunion (all Alumni)	Sat 14 August
Golden High Tea and St Columbs Mass	Sat 28 August
Munch with the Musos Christmas Special	Sat 27 November

For more information, visit [tintern.vic.edu.au](http://tintern.vic.edu.au)



Tintern boarders picnic 1946.



# 10 x 10 Art Exhibition

## An expression of our community

Rachel Waud, Head of Art and Design with Year 11 student, Amelia.

**Tintern Grammar's biennial 10 x 10 Art Exhibition is more than a display of individual talent and ideas – it's a portrait of our community. It reveals the imagination, curiosity, and unity that make the school a vibrant and supportive place to grow.**

Through the artworks on display, viewers can see what matters most to our community – our stories, environment and shared experiences.

The exhibition reinforces the idea of finding one's place, of belonging, and also celebrates the wider Tintern community, showing that from the little things, we can do big things.

Each participant's contribution, no matter how small (in this case the size of a 10cm square), becomes part of a larger whole. The act of creating and exhibiting side by side fosters relationships, connection, wonder and pride in shared achievements. This year, as visitors made their way through the art space, it was thrilling to see their delight as they discovered the works of others.

Small art pieces like this make the act of creating more accessible to everyone. Working on a smaller scale can encourage experimentation. People can try new techniques, explore ideas, and express emotions without the pressure of producing something grand. This freedom often leads to more authentic and meaningful creations.

Ultimately, small-scale art reminds us that creativity doesn't have to be monumental to be powerful. By creating the space for exhibitions such as the 10 x 10, art becomes more than just decoration – it's a living expression of our community.

*Rachel Waud, Head of Art and Design*

**'My artwork reflects how I've experienced the school community, where people support one another quietly, and resilience becomes part of who we are.'**

*Daisy, Year 11*



Radha, Year 11

**‘I saw this as an opportunity to introduce myself to the Tintern community through art.’**

Radha, Year 11



Hudson, Year 3



Liz Cutter, Secondary School teacher



Claudio Cantelli, member of the community

# Extraordinary art throughout the year

## Term 2

Enjoy a lively showcase of Years 7–11 artists and their year of creativity at the Annual Visual Art and Design Show.

## Term 3

Discover community exhibitions that foster connection and belonging like 10 x 10 or Room as a Loom, inviting everyone to contribute.

Come along to see the art of our youngest learners at the ELC Art Show.

## Term 4

Celebrate the remarkable talent and creativity of our senior artists at the final show of the year; the Senior Visual Arts and Design Exhibition.

On show in the Tintern Grammar Design and Exhibition Space.  
For more information and dates visit [tintern.vic.edu.au](http://tintern.vic.edu.au)



Art installation by Holly, Year 12 VCE Art Making and Exhibiting student, at the 2025 Senior Visual Arts and Design Exhibition.



# Tinternwood farm – where learning comes naturally

**When it comes to nature, the established trees and lush gardens throughout the campus are just part of the story.**

A short stroll through heritage bushland from the Senior College, is our working farm – Tinternwood.

It's hard to believe this rural expanse, complete with grazing livestock and the Dandenong Ranges in the background, exists on a school campus in the heart of Melbourne's eastern suburbs.

Tinternwood has been a much-loved part of the curriculum for generations. The farm gives students the chance to learn a diverse range of hands-on skills and embrace real-life agricultural experiences, even the presentation of Merino sheep in competition at a rural Victorian agricultural show.

## **OUR FARM AT A GLANCE:**

- A 5 hectare working farm, located on campus with sheep, alpacas, goats, chickens, rabbits and guinea pigs.
- The farm is open at lunchtimes for secondary students to enjoy.
- From ELC, the school curriculum incorporates elements of the sheep, goat and poultry industries, along with composting and the cultivation of market vegetables.
- Students are invited to participate in the Young Farmers' Program, leading to further studies and career opportunities.
- Hands-on learning experiences give students of all ages important skills in maths, science and humanities, in caring and taking responsibility, they promote a love of the outdoors and healthy eating habits.
- Tintern Grammar is in partnership with the RSPCA, fostering guinea pigs and rabbits to teach our students about responsible pet ownership.



**‘Music speaks to everyone on different levels and allows for self-expression in many forms. This is at the heart of what we do.’**

Alison Bezaire, Director of Music

Alison Bezaire, Director of Music, with recipient of the Kelson Music Award, Sebastian.

# Musical journeys and joyful collaboration

**Tintern's current recipient of the Kelson Music Award, Year 11 student, Sebastian, reflects on the award and the value of the school's superb music program.**

Being recognised with a Kelson Award is deeply meaningful to me, not only because of its prestige, but because it represents a connection to a respected tradition of music at Tintern.

Knowing this award honours Ilma Kelson's legacy, and the generations of musicians before me that have contributed to Tintern's amazing music program, makes me feel part of something much larger than my own individual musical journey. It is humbling and inspiring to be included in this lineage.

Receiving the award prompted me to reflect on the responsibility and privilege that come with it. It strengthens my sense of belonging in the music program and encourages me to consider how I can contribute to supporting the collaborative culture that makes Tintern's music community so special. It also motivates me to keep striving for excellence, take on new challenges, and approach my musical development with great commitment and determination.

While the award recognises individual effort, it reminds me that no musician grows in isolation. I've been fortunate to learn from teachers who have challenged, encouraged and guided me, helping me improve technically and encouraging my love for music to shine. Their belief in my potential continues to be a constant source of motivation.

It also helps me appreciate the many opportunities Tintern provides, from ensembles and concerts to workshops and performances. Each experience contributes to my growth in a different way, giving me the chance to learn from others and discover new aspects of my own musicianship.

Most of all, the award highlights the strength of our music community. The support of peers who rehearse beside me, celebrate achievements, and lift each other up plays a huge role in my development. Knowing my journey has been shaped by such a dedicated and generous community makes this award feel like a shared achievement, and inspires me to give back in the same spirit.

**Sebastian, Year 11**

As Tintern's Director of Music, and following in the traditions born of Ilma Kelson's legacy, I take great pride in continuing to provide opportunities for our students to connect with music, each other and our community.

Music speaks to everyone on different levels and allows for self-expression in many forms. This is at the heart of what we do.

We honour this tradition through a diversity of experiences which reach students at different stages and abilities. I see extraordinary courage in concerts for soloists, where students take those early steps onto the stage. Moments like these can spark confidence that lasts a lifetime and a lifelong pursuit of excellence.

Our ensembles provide shared experiences of learning and improving together, whether they are small chamber groups or large orchestras, bands or choirs. These opportunities cultivate belonging, personal identity and confidence. They also teach the value of sustained effort and the real rewards that come from hard work.

For students who want to pursue music further, Tintern offers pathways through VCE Music, and it is always inspiring to see Alumni continue their music studies at tertiary level or in performance careers.

Ultimately, the greatest impact comes from both the big and small moments, the thrill of performing in a concert and the quiet achievement of mastering a challenging piece in a lesson. Every rehearsal, performance and shared moment in music reveals its power not just as an artform, but as a space to connect, grow and belong.

**Alison Bezaire, Director of Music**

# The joy of water play for early learners

**In the Early Learning Centre, learning is sparked by curiosity and nurtured through care. Few experiences capture this more beautifully in the early years than water play. Seemingly simple and endlessly joyful, water play is a powerful learning activity where children develop skills, confidence and understanding through hands on exploration.**

As children pour, pump, stir, squeeze and scrub, they are strengthening both fine and gross motor skills. Small actions such as tipping water into different containers builds hand strength and coordination, while operating a water pump develops arm muscles and whole body control.

Water play also invites children to think, imagine and problem solve. As they experiment with flow, depth and movement, they engage in creative thinking and trial and error. Language flourishes naturally in these moments. Words such as basin, damp, drizzle, flow, depth and drain are used meaningfully as children describe what they see, feel and wonder. Rich conversations unfold as children share discoveries and narrate their play.

Scientific and mathematical concepts are woven seamlessly into the experience. Children explore ideas of full, empty, half and less as they measure, compare volumes and observe cause and effect. They count cups, notice changes in flow when sand creates barriers, and watch motion as water travels through wheels, ramps and channels.

One of the most loved features of our Early Learning Centre outdoor space is the water wheel. Children drift in and out, pumping water, watching it spin the wheel, damming the flow or carrying water to other play experiences. Some work collaboratively, others independently, all deeply engaged. Their excitement ripples through the air as they call to friends, race to see where the water flows, or marvel at how their effort brings water up from the ground.

Through water play, children are building skills, language and understanding while experiencing the joy of learning.

*Kristin De Vos, Head of Early Learning Centre*



# Belonging through sport

At Tintern Grammar, sport is central to student wellbeing. All students have the opportunity to find a sense of belonging through sport — participating in their own way to build healthy bodies and strong connections.

## Junior School sport

In our Junior School, sport encourages students of all abilities, helping them learn fundamental skills and gain confidence through purposeful movement and teamwork. The program culminates in interschool competitions, where students get the chance to represent Tintern and progress to divisional, regional or state levels.

## Secondary School sport

Students in Secondary School participate in and challenge themselves during House Carnivals in athletics, swimming and cross country, cultivating a sense of House spirit and shared pride. Competitive sport is offered during the school week through the Eastern Independent Schools of Melbourne (EISM), which supports a balanced approach to school, family life and personal interests.





# Join our waitlist to secure your place


Apply now [tintern.vic.edu.au](https://tintern.vic.edu.au)





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