SCHOOL CONTEXT STATEMENT

School number: 0474

School name: TRINITY GARDENS P-7 SCHOOL

1. General information

Part A

School name: Trinity Gardens Preschool to Year 7.
Distance from GPO: 5 kms
CPC attached: Yes
Phone No.: 08 8431 4170
Fax No.: 08 8332 3041

February FTE Enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Special, N.A.P. Ungraded etc.</td>
<td>11</td>
<td>12</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Reception</td>
<td>93</td>
<td>88</td>
<td>111</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Year 1</td>
<td>71</td>
<td>80</td>
<td>68</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Year 2</td>
<td>62</td>
<td>69</td>
<td>82</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Year 3</td>
<td>67</td>
<td>62</td>
<td>69</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Year 4</td>
<td>46</td>
<td>69</td>
<td>65</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Year 5</td>
<td>43</td>
<td>46</td>
<td>68</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>Year 6</td>
<td>31</td>
<td>43</td>
<td>51</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Year 7</td>
<td>26</td>
<td>25</td>
<td>49</td>
<td>52</td>
</tr>
</tbody>
</table>

Total | 422 | 482 | 577 | 581 | 638 |

School Card percentage | 25% | 25% | 23% | 23.5% | 22% |
NESB Enrolment | 151 | 144 | 160 | 177 | 162 |
Aboriginal Enrolment | 10 | 11 | 12 | 11 | 10 |

Part B

Principal

Ms Vicki Stokes

- Deputy Principal
  Ms Marg Erwin

School website address

www.trinitygps.sa.edu.au

School e-mail address

dl.0474_infor@schools.sa.edu.au
• **Staffing numbers**

  - 25 classes-17 Mainstream classes 8 Steiner Education Stream classes
  - 82 staff members 34 female teachers 7 male teachers and 41 SS0s
  - Senior Leader/Reading and ESL Support Teacher
  - Coordinator/Teacher Disability Unit
  - Director Children’s Centre
  - Coordinator/ICT/Resource centre
  - NIT Specialist subjects: Physical Education, Music, LOTE (Italian), Science
  - ICT Technician.
  - ESL, First Language Maintenance, Special Ed,
  - Ancillary
  - 12 hours/week groundspeople –husband and wife team,
  - DisabilityUnit SMD 20 hours per student.
  - Leadership team comprises Principal, Assistant Principals, Coordinator Disability Unit,
  - ICT/Resource Centre/Coordinator, Children’s Centre Coordinator.

• **OSHC**

  - Before and After School Care and Vacation Care are provided

• **Enrolment trends**

  - Enrolments are steadily increasing.
  - Average attendance in the Preschool is 80 students /term.

• **Special arrangements**

  - The school began 2 Steiner Education classes in 2006 and will build one new reception class each year until there is a Steiner Class at every year level.
  - The school has a Disability Unit on site that caters for students with severe and multiple disabilities.
  - A Children’s Centre and Preschool also forms part of the campus.

• **Year of opening**

  - Wellington Road School opened in 1899 and changed its name to Trinity Gardens in 1965 when Wellington Road became Portrush Road. St Morris School opened in 1927. The two schools amalgamated in 1992. After the amalgamation the school was called Devitt Avenue but reverted to its previous name of Trinity Gardens in 2000 due to a school community vote.

• **Public transport access**

  - Trans Adelaide Buses stop on Portrush Road immediately in front of the school. It takes approximately 15 mins by bus to the Adelaide City centre.

2. **Students (and their welfare)**

• **General characteristics**

  - Trinity Gardens is a Preschool to Year 7 site and includes a Disability Unit, Preschool and a choice of mainstream or Steiner stream education. The school has a multicultural and socially and economically diverse community. The school values and accepts differences and provides a supportive environment and planned programs to enable and encourage all children to be confident, co-operative and actively involved in their learning.

• **Care programs**

  - Class teachers provide pastoral care with the support of the leadership team. The Virtues Program is used across the school.
• Support offered
Additional Learning support is coordinated by a Senior Leader. Paraprofessional support is provided for NEP students identified with specific needs or programs.
1 to 1 intervention is available for year one students experiencing difficulties in literacy skill development through a recovery program called WRAP (Writing Reading Assistance Program). A Senior Leader with an SSO provides ESL support for ESL students.

• Student management
There is a whole school student behaviour management policy based on a restorative justice Framework and within DECD policies. The underlying rationale being ‘all teachers have the right to teach and all students have the right to learn’. The school’s culture and practices are underpinned by an ongoing commitment to enabling students to take responsibility for themselves and their learning. This is actively supported by an integrated approach to student participation, social learning, school discipline and the development of supportive learning environments.
The Behaviour Management Policy ensures consistency in yard and classroom management. Anti-harassment/bullying training and grievance procedures are made explicit and implemented R-7 and supported by a school harassment policy.
Social skills and conflict resolution skills are actively taught.
The Virtues Program is used across the school.

• Student government
Student Executive and class meetings are integral components of the school’s decision making structure. Each year, School Ambassadors are elected from the Year 7 cohort.
Upper primary students undertake additional leadership roles across the school.

• Special programmes
Festival of Music Choir for students in upper primary.
Private music tuition lessons are available.
Middle/ Senior Primary Choir.
Instrumental Music available.
PE, Music and Italian specialist teachers.
Out of School Hours Sport.
Italian First Language Maintenance.
Sports Day is a big school community event.
School Community Market every term after school.

3. Key School Policies

• Vision Statement
Trinity Gardens School Community has developed the following commonly agreed vision: Our school recognises the uniqueness of every child and supports them to develop resilience, optimism, confidence, skills and a social responsibility in order for them to achieve their full potential.

• School Values
Respect, Responsibility and Learning.
• Site Learning Plan and other key statements or policies

**Literacy**
- Improved Literacy learning outcomes for every child through whole school consistent literacy practices.
- Improve engagement and participation in learning to improve Literacy outcomes.

**Student Wellbeing**
- Improvement in student engagement, inclusion and well-being.
- Implementation of the Virtues program.

**Development of school improvement, effectiveness and accountability**
- School policies, practices and accountability measures support a learner centred ethos.

• Recent key outcomes
  
  The implementation of whole school consistent practices and continuous improvement have been validated by DECD.
  Implementation of the Virtues program
  Participation in the I-Lit project
  Leadership and staff participation in Quality Teaching Program
  Successful Start Program for all classes

4. Curriculum

• Subject offerings: Eight required areas of study

<table>
<thead>
<tr>
<th>Subject</th>
<th>Area of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Technology</td>
</tr>
<tr>
<td>LOTE (Italian)</td>
<td>Mathematics</td>
</tr>
<tr>
<td>The Arts</td>
<td>Health and PE</td>
</tr>
<tr>
<td>Science</td>
<td>Studies of Society and the Environment</td>
</tr>
</tbody>
</table>

The integration of cross-curricular studies of Literacy, Equity, Information and Communication Technology throughout the curriculum is a successful learning strategy.

• Special needs

English as a Second Language support is offered to students who do not have English as their first language.
Reception students are monitored closely in their first year of school for their literacy development. Students identified as ‘at risk’ participate in a Literacy Intervention Program. Students identified through the NAPLAN as well as those referred by their teachers, receive additional support through a coordinated set of student support programs.
A negotiated education plan is developed for Students with Disabilities and this is supported by school services officers’ time.
• **Special curriculum features**

  There is an R-7 disability unit on site that caters for children who are severely and multiply disabled. Inclusion is a priority with a mainstream class.

  There is a Children’s Centre with a Pre-school and Occasional Day Care on site.

  There is a Steiner Education Stream which began in 2006 with plans to introduce a new Steiner Reception class each year

• **Teaching methodology**

  Teachers are encouraged to work collaboratively in year level groups as well as across year levels as ‘buddy classes’. Teachers use higher order thinking skills and inquiry based learning as part of their approach to teaching and learning. There is a commitment to Resource Based Learning. School Services Officers support individual and small group learning. The composition of classes (composite or straight levels) depends on the numbers of students.

  Most classroom time is spent in the students’ own room with their teacher. Cooperative teaching occurs at times in the Junior Primary classes with singing and active learning and involves the preschool. Teachers develop curriculum programs, share resources and provide professional support.

  Purpose built wet- areas provide flexibility and ample space for hands on learning.

  All teachers work as a member of a Visible Learning Community.

• **Assessment procedures and reporting**

  Monitoring student progress is continuous so teachers place a high priority in meeting with parents as regular as possible. Teachers formally report to parents through:

  - Acquaintance night
  - Student’s goal setting and self assessments
  - Three way interviews
  - Written reports – twice a year.
  - Open Days/Night/ Special events

  There is a strong emphasis on gathering data and using this to inform teaching.

• **Joint programmes**

  Transition programs with local Preschools, Childcare Centres and High Schools.

5. **Sporting Activities**

• A variety of out of school sporting activities are offered - cricket, soccer, netball, basketball

  Special sporting activities in school hours include Swimming, Sports Day, SAPSASA, Swimming, Aquatics.

  Programs coordinated by PE specialist teacher.

6. **Other Co-Curricular Activities**

• Special

  - Gardening in school based garden.
  - Choir and School Concert for Music Students
  - English/Maths/Science/Writing/Spelling competitions,
  - School End of Year celebration
  - Bookweek and Science week Activities and Come Out
  - Science and Technology Activities
7. **Staff (and their welfare)**

- **Staff profile**
  
  There are 27 fulltime and 14 part-time teachers in the school.
  There are 41 SSOs in the school
  Grounds - 12 hours/week.

- **Leadership structure**
  
  Admin – Principal, Assistant Principal, Senior Leader/Reading Support teacher
  Coordinator of Disability Unit, ICT/Resource Centre Coordinator,
  Children’s Centre Coordinator

- **Staff support systems**
  
  4 Learning Teams – Science, Numeracy, Wellbeing, Literacy
  Specialist Teachers. Consultation committees include PAC and OHS&W
  A supportive Performance Management Program exists in the school. Staff are encouraged and
  supported to participate in a wide range of training and development activities both within and
  outside of the school.
  There is wide consultation of staff on all school issues.

- **Performance Management**
  
  Performance management processes ensure that all staff have access to performance
  development and feedback meetings in three terms each year.

- **Staff utilisation policies**
  
  Tier 2 staffing for special education and ESL support is a combination of teacher and School
  Services Officers time to support students with disabilities.
  Ancillary Staff support classroom programs as much as possible.
  PAC recommends the allocation of FIR for student support, teacher support, specialist NIT
  program and whole school needs.

- **Access to special staff**
  
  A Guidance Officer and Speech Pathologist visit the school on a regular basis.
  Interagency Student Behaviour Management personnel and social workers come to the school
  as required.
  Instrumental Music teachers provide an optional instrumental music program for about 50
  students.

- **Other**
  
  Strong community support and high level of parent involvement.
8. Incentives, support and award conditions for Staff

- Complexity placement points
  : 1.0 per year
- Isolation placement points
  : None
- Cooling for school buildings
  : Air-conditioning

9. School Facilities

- Buildings and grounds
  The school’s accommodation consists of a two story solid brick building and single story solid brick buildings. These include an administration building, open space and closed class teaching, science and library areas, wet areas, withdrawal rooms and a purpose built Children’s Centre and Early Learning Centre building, Disability Unit, separate yard area, a gym, an O.S.H.C. hall. In addition there are seven transportable classrooms. These areas all have reverse air conditioners. The school is located on large, well maintained grounds including two grassed ovals, cricket pitch, cricket nets, tennis/basketball/netball courts, soccer goals. There are three playground equipment/playground areas.

- Cooling
  There is a mix of evaporative and refrigerated air-conditioning

- Specialist facilities
  Multi-purpose hall and change room facilities leased to sporting clubs.
  School gymnasium
  Disability Unit
  Children’s Centre offering Pre-school and occasional care sessions
  Library / Resource Centre
  Computer Centre
  Music Room
  Science Room
  LOTE Rooms
  Out of School Hours Care facility

- Staff facilities
  There is a small staff car park within the school grounds. Some staff are required to park their car on the roads adjacent to the school.
  A staffroom is available to staff at all times and staff access computers in their classroom and the resource centre.

- Access for students and staff with disabilities
  Some of the teaching units have been modified to cater for a hearing impaired student. There is wheelchair access only to the ground floor classrooms.

- Access to bus transport
  Trans Adelaide, Charter buses for school excursions.
• Other

A Preschool, offering a full pre-school program, is part of the school. While it is self-contained it is accessible to the rest of the school. The Preschool is open five days a week providing 4 sessions a week for children in the year before they start school. A pre-entry program enables children to attend one session a week in the term before they turn 4 years old.
The school also has a Children’s Centre that is linked with the Preschool. This centre offers occasional day care sessions for various groups.
Three childcare centres are located very near to the school. The school and the Preschool have developed a close working relationship with these centres. There is an excellent transition program between the Preschool and the Junior Primary classes.

10. School Operations

• Decision making structures

Management of the school is based upon a collaborative model with several groups participating in the decision-making processes:
Whole School Staff Meetings
Leadership Team
Professional Learning Team Meetings
Individual class meetings
Governing Council
Governing Council Sub Committees
Personnel Advisory Committee
OHSW Committee

• Regular publications

Effective communication is well established. A school newsletter is distributed each fortnight as well as each class sending home class newsletters at least once a term.
A comprehensive Staff Bulletin is distributed to all staff on a weekly basis detailing discussion items, proposals, information, correspondence and training and development activities. All staff are able to use the bulletin.

• Other communication

Whole school assemblies are held fortnightly. This is an opportunity for students to perform, share work or for students or adults to make announcements, celebrate successes etc.
A term planner is in the staffroom and a term calendar is distributed with the newsletter and bulletin at the start of each term.
A school information pack for parents and one for staff contain the essential information that people new to the school want to know.
The school has a website at www.trinitygps.sa.edu.au.

• School financial position

Resource levy and Building funds established. Budget developed by Finance Committee and operated by budget managers.
The Fundraising sub-committee assists through fundraising activities.
11. Local Community

- General characteristics
  Trinity Gardens School is located 5 kms from the GPO and is served by convenient public transport routes. It is close to facilities such as the Norwood Parade shopping precinct, Payneham Oval and the Payneham Swimming Centre. The school community is mostly local and socially and economically diverse (e.g., employed/unemployed/tertiary students, middle class home owners/subsidised homing/private rental, wide diversity of family backgrounds - blended families, custodial parents, or single parents).
  Enrolments have grown over the past 10 years and a zone has been established to help manage the growth.

- Parent and community involvement
  There is a high level of support for the school and involvement. Parents are interested in their children’s social welfare and in their children’s learning. They are keen to support the educational program using their own skills and experiences. There is a very active fundraising group whose activities also tend to provide a social focus for parents.
  Parents like to be informed, and most seek to be involved in school decision-making processes in a range of ways and at a range of levels.
  Governing Council is an integral structure in the school’s participative and consultative decision-making process. Each Governing Council member has the responsibility of convening a sub-committee.
  Areas of responsibility include: Education, OSHC, Finance, Facilities/Grounds, Canteen, Fundraising, School Uniform, Sports. Various ad hoc working parties are established from time to time.
  Parents are welcome to provide in class support.

- Feeder schools
  Reception students mostly come from the Trinity Gardens Preschool and some from Agnes Goode, St Morris Child Care Centre.
  Students on completing Year 7 attend a range of high schools including Norwood/ Morialta High School; Marryatville High School, Charles Campbell High School and Mitcham Girls High School and some private schools.

- Other local care and educational facilities
  Child care, preschool and secondary schools (state and private) are readily available.

- Commercial/industrial and shopping facilities
  The area is well served with close proximity to the City, Norwood Parade and Burnside Village and Marden Shopping Centre.

- Other local facilities
  The area around the school is well served by medical, sporting, recreational and community facilities.

- Local Government body
  Norwood, Payneham and St Peters City Council.
12. Further Comments

Trinity Gardens School lies within the tribal area of the Kaurna people and the school acknowledges the teaching and learning that took place on the site prior to the arrival of Europeans. The school regularly flies the Aboriginal flag in recognition of original inhabitants.

A whole school community pride exists and is promoted and celebrated. Students are enthusiastic and cooperative. The student body at Trinity Gardens Primary School has always reflected the evolving population in the area.

When the school was opened in 1899 it was considered to be one of the colony’s major schools outside the city of Adelaide.

There was a boom growth period in the 1950s and 1960s as migrant families arrived to settle in the area. The school has a proud heritage of multicultural education, with strong links with the Italian and Greek communities.

In 1991 St Morris and Trinity Gardens Schools were amalgamated.

Former Prime Minister Harold Holt was a student of the school and former Premier Don Dunstan was a student at St Morris School.

The school celebrated its 100th birthday in 1999.

A unit for students with severe and multiple disabilities is available as is an on site pre-school.

The character of the school continues to evolve, embracing diversity and celebrating the uniqueness of every student.