ANNUAL REPORT

2014
INTRODUCTION

This 2014 Annual Report outlines Trinity Gardens School’s progress towards achieving the Strategic Priority Areas in our Site Improvement Plan within our unique and diverse school context. The report provides detailed information about our highlights, achievements and challenges for the year, and implications for school directions as we plan and move forward into 2015.

In 2014 our 2 Site Improvement Priorities were:

1. Innovative Pedagogies
2. Student Wellbeing

The Governing Council, staff and community have continued to work collaboratively to ensure that students at Trinity Gardens School are provided with a learning environment that caters for the individual learning and wellbeing needs of all students at our site including: The St Morris Unit, Steiner Education stream, Children’s Centre and Early Learning Centre.

The most significant improvements for 2014, in summary include:

Professional learning for staff in the areas of...

- Australian Curriculum- Geography and Literacy (in particular reading).
- Jolly Phonics / Jolly Grammar training.
- Running records training and implications for class learning.
- Maths project involvement with Ann Baker.
- Restorative Practices to support children’s behaviour development.
- Kidsmatter: Positive School Community and Social and Emotional Learning.
- Echo project for Early Years teachers.
- Steiner Education seminars and workshops.
- Inquiry investigations for all teachers.

Improvement in our school programs including:

- More consistent literacy practices with reading and phonics based programs.
- Whole school restorative behaviour practices
- Wellbeing Coordinator support for students.
- Targeted intervention programs to support reading for Early years students.
- Improved communication strategies with our school community eg: Skoolbag app, SMS.
- Significant consultative processes with our school community on directions for the school eg: Grounds development, CPSW discussion, traffic issues being addressed.

We have pleasure in presenting the following detailed report to our community.

Jan Carey
Principal

The Governing Council has enjoyed another active year participating in the setting of broad directions for TGS, monitoring of the budget and being the parent and community voice to assist in providing the school the feedback it needs to improve student learning outcomes.

Our school continues to grow and with that comes increasing expectations and demand on finite resources. The sub committees of Governing Council have incorporated the necessary knowledge and life experience from interested parents and staff to provide recommendations in order for the school to make informed decisions.

For instance, the major change to the grounds were as a result of considerable work by a number of dedicated parents and teaching staff whose passion for improving student outcomes is being realised. Consultation, discussion and a managed approach will see the school and the community it resides in, benefit for many years to come.

Another key change that was initiated last year was the improved approach to managing traffic around our school. Working in close collaboration with the local Council and the Department has seen some positive changes resourced and implemented.

David Leach
Chairperson
ABOUT OUR SCHOOL . . .

Trinity Gardens School was established in 1898 and has a long and proud history. There is a mix of heritage buildings, including the original school headmaster’s cottage, and modern facilities such as the classrooms, gymnasium, Resource Centre and Arts Centre. The school has spacious grounds with two large ovals and three separate play areas. The school embraces diversity and currently offers Mainstream and Steiner Education from Reception to Year 7, Education and Care programmes from birth to 5 years of age through the Children’s Centre and Early Learning Centre and the St Morris Unit which caters for students with severe and multiple disabilities. The school offers Outside of School Hours Care(OSHC) and Vacation Care service, an on-site kiosk and outsourced lunch service.

The school has a strong and active Governing Council and active committees, who work in collaboration with the school community and staff with the aim of continuous school improvement to ensure every child’s learning potential is maximized.

The uniqueness of every child is recognized by encouraging each child’s gifts and talents while at the same time valuing diversity and acknowledging difference. Teaching and learning programmes focus on excellence and are implemented within a safe and attractive environment.

The school’s core values are:

**Respect** - we care about each other and treat others fairly and with dignity.

**Responsibility** - others can depend on us and we are accountable for our own actions.

**Learning** - we give things a go and use willpower when something isn’t easy.

The school motto is: **Strive for Excellence**. Excellence is giving your very best to any task you do or any relationship you have. When you practise excellence you can make a difference in the world.

2014 HIGHLIGHTS

Each year, students, staff and our whole school community participate in many exciting programs, learning activities and events. During 2014 the following were significant highlights:

The Annual Sports Day was once again an enjoyable event where our Sports Student Leaders played a major role to inspire and show leadership to their house teams. It was a fantastic day for all who attended.

This year the provision of additional materials for natural play was enhanced with donations of tree rounds, woods and other nature materials around the school grounds. We also introduced a large cubby house building area along the gabion wall which has been extremely popular. It has been wonderful to see such collaborative, imaginative and creative play occurring in the yard with all our students.
Harmony Day activities provided an opportunity for the school to celebrate diversity and the uniqueness of all our students.

The Bookweek theme this year was ‘Connect to Reading’. The school dress up parade was certainly an exciting and colourful event.

Our Year 7 students once again participated in an Educational Tour of the nation’s capital, Canberra to learn about Australia’s history, democracy and heritage. There were many memorable moments including meeting the Prime Minister and Governor-General.

Our bi-annual Family Fun Day Fair was simply superb, with stall, rides, entertainment, raffles, and a silent auction helping to raise $25,000.

Throughout the year, the Steiner Festivals provided an exciting opportunity to welcome and celebrate the changing seasons. The winter fire ceremony was certainly spectacular.

The End of Year celebration drew a large crowd to watch each of our classes sing, dance and perform. Our students (and teachers) performed with amazing confidence and skills. The audience participation was pretty great too!
GOVERNING COUNCIL REPORT

Our Governing Council plays a key role in the general oversight and direction setting for Trinity Gardens School improvements.

Some significant discussions and decisions made during 2014 through the Governing Council were:

- Consultation with the community to determine whether we should apply for Christian Pastoral Support Worker. This did not gain majority community support.
- Traffic review in liaison with local council with changes to parking resulting from this on Jones Street.
- Feedback and input on school policies.
- Providing feedback and direction towards our 2015-18 Site Improvement Plan.
- Engagement of a consultant to review and guide a whole school vision for our school grounds development.

There was also significant action and contributions made through our 2014 sub-committees of Governing Council including:

- Grounds development:
  - Nature Play activities introduced
  - Play pod development continued
  - Cubby House building began
  - Nature Play Forum, plans and development of school vision

- Facilities improvement:
  - Gabion Wall completed
  - LED screen on Portrush Rd
  - Extension to gym storage shed
  - Consultations for building 7 renovation
  - Installation of a Liberty swing for the St Morris Unit

- Health & Wellbeing
  - Harmony Day activities
  - Kids matter training and promotion to community

- School Sports
  - Successful promotion and management of school sports

- Special events / Fundraising
  - Successful fair and sports day events raising over $27,000

- Education for Sustainability
  - Whole school programs continued to reduce waste and promote sustainability

Embedding the staff’s knowledge, application and effective planning of the Australian Curriculum (AC) has been a priority for 2014. Each Year group cluster was provided with sessions of professional learning support by our AC Curriculum Facilitator focusing on particular areas selected by them where they felt they needed to develop their effectiveness with the AC - Geography was a particular area of support.

Within regular ‘like teaching team’ time staff have continued to utilise their formative and summative assessment data to accurately determine the achievement grades for Year 1 - 7 students. Moderating sessions, establishing set assessment tasks, have ensured consistency with the grading process across classes in year levels.

The whole school implementation of standardised baseline tests in English/Maths online early in Term 4 has enabled teachers to reflect on their student’s achievements in English/Maths across the year with the support of a recognised standardised summative assessment. The combination of formative and summative assessments continues to reinforce the crucial role data plays in effective teaching and learning at TGS.

Outcomes:

- Teachers continued to effectively use the Term 1 baseline achievement results to inform their practice - grouping students and using explicit teaching for students underachieving.
- Support by AC facilitator resulted in successful co-planning and implementation of AC Geography Units of work.

2015 Recommendations

- Teachers will continue familiarization and implementation of the new Australian Curriculum learning areas.
- Formative and Summative Assessment practices are reviewed for consistency across the school - review of the Assessment folders and use.
- Learner data is systemically gathered and analysed to inform teacher practice and learning requirements.
**Priority 1: INNOVATIVE PEDAGOGIES  
Numeracy & Literacy Strategy**

**Literacy**
In 2014 the Reading Support teacher’s position was continued which allowed us to strengthen the successful reading practices already occurring at TGS. It provided us with a resource to facilitate intensive Reading support across both streams of education ensuring common assessment processes were effectively being used.

Annually DECD (Department of Education and Child Development) collates running record data for all Year 1 & Year 2 students. The graphs below show the comparative results of the past three years at TGS.

**Running Record Data 2014**

**Comparative Region/School Reading Level Data for Year 1 2012 - 2014**

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<tr>
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<tr>
<td>Levels 21 - 26</td>
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**Comparative Region/School Reading Level Data for Year 2 2012 - 2014**

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<tr>
<td>Levels 21 - 26</td>
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**Analysis and Comment**

Our school data clearly indicates strong achievement in the upper reading levels by our year 1 and 2 students beyond that of the region. This provides strong evidence about the success of the early interventions programs currently being used across the Early Years classes.

**Actions and programs:**

- Reading Support Teacher (RST) supported a range of students and teachers from Year 3 to Reception - Steiner and Mainstream.
- Continued practical demonstrations of Guided Reading sessions by the RST improving Guided Reading practice.
- Small group intervention work by the RST provided intensive teaching to students at risk, particularly in the Year 2 cohort.

The Year 1 and Year 2 results show an encouraging upward trend over the past three years in the number of students who are reaching level 21 - 26 (independent readers) by Term 3 in both year groups.

This upward trend could be due to a combination of factors mentioned above. In addition to this could be the ‘precise constructivism’ teachers can use due to effectively using the baseline reading achievement data to inform their explicit teaching of reading.

During 2014 refresher workshops were run focussing on whole school practices in order to embed these practices - Formative assessments was one of these. Supported by the research and books published by Dylan William, this workshop directed the whole staff’s focus towards maintaining the balance between the two forms of assessment. The staff acknowledged the need for assessment to be a continuous process in order to ensure each child’s improvement is acknowledged and measured in a timely manner.

A wider range of assessments (Spelling, Reading Grammar & Punctuation) was embedded successfully with more age groups accessing these. These assessments are now available online for the students to access in their classrooms using netbooks or in the computer room.

**Outcomes:**

- Continued use of combined formative and summative assessments.
- New baseline assessment folders created utilising the diagnostic online information provided from the assessments - to equip class teachers with specific information re - year group areas needing support and individual students’ areas of need.
2015 Recommendations for Literacy:

- Regular monitoring of Running Records - support students with targeted programmes.
- Continued effective use of Guided Reading in R- Year 3 to reinforce strong reading skill foundations.
- Baseline Reading assessments from Term 4 2014 will provide key information to target support for students in 2015 - new folders providing tracking information and profiles of students of concern.
- Use DECD benchmarks for Reading and Running Records to monitor and support specific students across the year groups.
- Continue to use TGS Reading Levels specifically - Band colours rather than numbered levels.

2014 NAPLAN Results
National Assessment Program – Literacy and Numeracy

At Trinity Gardens School we believe in continual Assessment of Learning with a combination of formative and summative assessments. NAPLAN was completed by our Year 3, 5 & 7 students in May 2014, and provides ‘a snapshot’ of student achievement for site/ State/ National data sets.

Year 3 NAPLAN Mean Scores 2014

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<th>2012</th>
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<th>2014</th>
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<tr>
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<td>401.0</td>
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<td>447.5</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Grammar</td>
<td>433.6</td>
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Year 3 analysis: There were 53 year 3 students who sat the NAPLAN assessment this year. They achieved extremely well against national, regional and like school indexes in literacy. The Numeracy results have been inconsistent over the past 3 years and therefore require a more focussed whole school review and approach.

Year 5 NAPLAN Mean Scores 2014

Year 5 analysis: There were 57 year 5 students who sat the NAPLAN assessment this year. They achieved above national, regional and like school
indexes in literacy except for writing. The Numeracy results show a slight decline over the past 3 years and therefore suggest we require a more targeted whole school approach.

Year 7 NAPLAN Mean Scores 2014

The following graphs record the growth made by students who have sat two sets of NAPLAN Reading tests eg: from year 3 to year 5, or year 5 to year 7.

**Year 7 analysis:** There were 53 year 7 students who sat the NAPLAN assessment this year. They achieved extremely well against national, regional and like school indexes in literacy and numeracy. The trend results over the past 3 years have shown increased mean score progress except in the area of Writing.

**Analysis and Comment**

The Year 3-5 data shows a total of 84.6% students have progressed in the medium and upper progress in Reading. However the Numeracy results, while showing strength in the Upper bands also have greater number (than the 25%) in the lower band. A targeted intervention program for Maths will help to support this.

The Year 5-7 data shows solid progression of students in the medium and upper levels in Literacy (75.6%) and Numeracy (80%).
Recommendations for Literacy 2015:

- Continue with specific training on Guided Reading in the Primary Years. Years 3 - 5 to reinforce practices - from Reading Support teacher and external facilitators.
- Effective use of baseline reading data to inform practice at the beginning of the year - teachers to link NAPLAN results with test results - indicate students at risk.
- As a whole school to use EALD Language and Literacy Levels to critically analyse students writing - areas of development to be indicated as a result - precise constructivism.
- To use NAPLAN genre rubric in Narrative/Persuasive writing to provide structure especially for vocabulary and sentence complexity.

Numeracy

Comments on Action:
A number of staff participated in a Maths project provided by Anne Baker (Mathematician in Residence) to adapt their pedagogy and gain greater knowledge about effectively using problem solving in their daily maths lessons. Staff used their professional knowledge to take risks with their teaching methods providing students with more opportunities to problem solve, investigate and transfer the mathematical skills learnt to real life situations.

The adapted pedagogy has led to students being ‘active learners’, positively engaged in their mathematical reasoning and linking it to everyday situations. The staff have continued to successfully plan, moderate, assess and report using the Australian Curriculum and Australian Steiner Curriculum Framework.

Outcomes:
- Reinforced focus on Problem Solving activities being utilised daily - open-ended investigations.
- Staff undertaking PD days with Mathematician in Residence - Ann Baker - adaptations in pedagogy.
- Ongoing use of summative assessment results of Maths from Term 4 aided teachers in Term 1 2014 particularly in the Lower Primary years.
- Class teachers had a depth of diagnostic evidence about their students’ mathematical abilities leading to informed practice.

Recommendations for Numeracy 2015:

- Reinforce collaborative planning across classes - ensure coverage of AC content - support with composite classes.
- Embedding specific methods/pedagogical practices introduced by Ann Baker.
- Continue to plan moderating/assessment tasks for each year group to ensure consistency across the school, re reporting levels.
- Analyse NAPLAN questions and Maths+ questions to see if there are areas of weakness - specifically teach these areas.
- Effective use of new Baseline Assessment folders specifically showing areas of numeracy needing support.
- Explore an intervention program to support students with Numeracy difficulties

English as an Additional Language & Dialect Student Support

At TGS our students come from a wide range of cultural backgrounds and currently we have over 100 students who have English as a second or additional language/dialect (EALD). These two elements add richness to the diversity of our school and one which is celebrated and recognised in events and on a daily basis.

The EALD program in the school continued to support the students who needed additional oral or written language support. This support was provided in a variety of ways depending on the level of intensive support required - small group work or one to one.

Outcomes:
- Continued use of detailed information for teachers about all EALD students at the beginning of Term 1 - informed practice/support resulted from this.
- Class teachers informed in Term 1 about assessment requirements - linked with ongoing class assessments/common tasks.
- Use of new Language and Literacy levels were effectively used Term 1 & Term 2 - data successfully entered Term 3 to support student’s learning needs for next year.
- Termly revision of EALD support timetable ensured maximum support for EALD especially new Reception students.
- Regular monitoring of support ensured effectiveness of delivery by the EALD SSO.
Recommendations for 2015:

- Continue to review with Steiner Coordinator regarding Steiner Education EALD students’ assessments to ensure Literacy progress monitored appropriately.
- Use the Language and Literacy Levels for whole school Writing assessment - Term 1
- Continue to build connections with parents from different cultural backgrounds - link with Children’s Centre and Director.
- Develop more resources esp. for Early Years students - link with vocabulary development across the whole school.
- Support new Vocabulary development program with Year 1 students ‘Read it Again.’

Aboriginal & Torres Strait Islander (ATSI) Student Support

The appointment of an Aboriginal Community Education Officer (ACEO) to TGS for one day a week enhances our ATSI provision in terms of reinforcing connections with the ATSI community and parenting body. The ACEO develops ATSI cultural understanding across the whole school by working with specific classes on Aboriginal study units. An ACEO began the year, but was not appointed for the entire 2014 year.

At Trinity Gardens School ATSI cultural studies is taught across the year groups and streams in a range of curriculum areas.

Recommendations for 2015:

- Resource the continuation of an ACEO - work with cluster schools.
- Continue improved communication with ATSI parents/community with support from the same ACEO as relationships have been established.
- Increase the frequency of ATSI events especially Reconciliation week and NAIDOC week.
- Continued ATSI Professional Development especially Cross Curriculum priority in AC.
- Continued use and review of the Individual Learning Plans in the school as an ongoing working document.

The attendance of ATSI students continually closely monitored and followed up with Attendance Counsellor when needed.

Inquiry based learning:

Inquiry Based Learning (IBL) is embedded as a whole school practice where students construct their own understanding of the complexity of the natural and human-designed world through investigating real-world questions. IBL has been proven to be highly effective in engaging and sustaining learning and deepening understanding.

Highlights:
- Continued collaboration between teachers in planning units of Inquiry.
- Greater focus on authentic and meaningful engagement with the Australian Curriculum/Australian Steiner Curriculum in particular the History and Geography curriculum, higher order thinking skills, graphic organisers, creative thinking, feedback, flexible learning environments and experiences, and digital citizenship.
- Continued use of TG E-Connect with students to teach the skills of effective Internet searching.
- Movement towards greater flexible and collaborative learning through the beginning stage of an ICT trial in classrooms, incorporating tablets and iPads.

Outcomes

Students participated in constructing relevant and meaningful questions, both personalised and open-ended, related to the Australian Curriculum/Australian Steiner Curriculum.

Year 4 research oral presentation on introduced species in the Australian Curriculum

Students developed higher order analytical skills through using stage appropriate graphic organisers that allowed students to organise information gathered in a variety of ways, make
connections and analyse information from a range of perspectives.

**Year 1 class Y chart on comparing forests and Deserts in a dreaming story**

**Feedback** was incorporated into Inquiry Based Learning units of work in a collaborative effort between students and teacher. Success criteria were made explicit and achievable for all students in the form of rubrics and other methods of assessment.

**Student centred learning spaces**, both indoor and outdoor, that incorporated flexible furniture and technology and a variety of experiences, such as using fiction and non-fiction books, guest speakers, interviews, direct natural experiences, artefacts, excursions, videos and websites encouraged the creation of a community of learners.

**ICTs** and web 2.0 technologies were incorporated thoughtfully and intentionally allowing students to develop social and ethical protocols and practices when using ICTS, and to critically investigate, create, manage, and communicate with ICTs.

### Highlights

- Continued professional development and training opportunities for staff including the Edutech conference plus in-house T & D based on surveys assessing staff ICT needs.
- Student ‘Technology Use and Safety’ survey implemented and analysed for classroom and whole school trends.
- Movement towards greater flexible and collaborative learning through the beginning stage of an ICT trial in classrooms, incorporating tablets and iPads.
- Online communication methods expanded, such as trialling the Skoolbag app that supplements the existing TG E-Connect portal. Movement of the school newsletter online.
- ACMA Cybersafety presentation for all years 4-7 students, teachers and parents
- More efficient and flexible literacy practices, including conducting running records online and the movement towards digital guided readers and e-books.

### Priority 2: WELLBEING

At Trinity Gardens School the mental health and wellbeing of our students is of utmost importance. An important aspect of our School Improvement Plan is our involvement in the Kids Matter initiative. KidsMatter Primary is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children.

**KidsMatter** Primary provides the proven methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced kids.

The four components are:

1. Positive school community.
2. Social and emotional learning for students.
3. Working with parents and carers.

In 2014 our school focussed on Component 1: Positive School Community and in 2015 we will be addressing Component 2: Social and Emotional Learning for Students.
Targeted Outcomes for Kids Matter:
1. KidsMatter Training and Development completed across the whole school community. Initiatives are implemented across the whole school - esp in combination with the Successful Start Program Term 1

Key Outcomes:
- Introductory session presented at Governing Council AGM (February, 2014) - Guest Speaker: Carolyn May.
- Teaching staff, SSOs, ELC, St Morris Unit and OSHC staff participated in Component 1 sessions presented by members of the Kids Matter Action team.
- Acquaintance Night restructured to ensure greater parent/carer input.
- Whole school event - Harmony Day and the Autumn festival focused on the celebration of diversity within our school culminating in a whole school assembly and picnic with class made flags of each country represented.
- Kids Matter stall at the School fair.
- Two Social work students completed their practical component at our school supporting ten students.
- Wellbeing coordinator appointed for terms 3 and 4, 2014.
- Twenty year 6 students were trained in the PALS program (Play at lunchtimes).
- Newsletter articles focusing on Kids Matter included regularly.
- Many staff have reported referring parents/carers to the KidsMatter website.
- Transition sessions for new reception parents focused on Kids Matter and its resources.
- Transition to high school sessions run by a psychologist and year 8 students from Norwood Morialta HS were held for year 7 students and their parents in term 4.

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Targeted Outcomes for Child Protection Curriculum:
2. Students are provided with accurate knowledge in order to develop strategies for dealing with any physical and emotional abuse

Evidence
- All teaching staff completed the online Child Protection curriculum update.
- The Middle Primary VLC produce a yearly overview of CPC topics covered for specific year groups
- Child Protection Curriculum resources updated.

Targeted Outcomes for Behaviour Management
3. Whole school consistent approach to behavioural issues in and out of the classroom

Evidence:
- Harassment process reviewed, republished and distributed to all classes.
- Sessions at staff meeting and a pupil free day focused on the development of Restorative Practices delivered to staff.
- Circle time practices revisited with all staff.
- All teaching staff trained in SMART practices to assist in the management of students with high level behaviours.

A majority of students report feeling safe in the school environment despite research telling us that one in four children is affected by bullying - either as victim or engaging in bullying behaviour- at some time in their schooling. In the Wellbeing audit children were asked if they used the school’s harassment process e.g. tell the child to stop, walk away if the child persists, tell a trusted adult if the child continues to persist. 62% reported using the process and 28% used it sometimes to address issues. The remaining 10% did not use the process.

2014 Outcomes
- The Successful Start and Virtues Programs continue to be implemented across R-7
- Data from EDSAS was used to monitor student behavior.
- The annual bullying audit (renamed the Well Being Audit) was conducted in term 2.
Strategies to address student behaviour include:

- Use of restorative practices
- Met with parents on a regular basis to establish and document behaviour goals
- Involved Interagency behaviour support / social worker /Autism SA
- Creatively used SSO time to support students learning to play in the yard
- Provided some students with explicit instruction on how to play in the yard successfully
- Providing in class learning programs to support students eg circle time, Wednesday Friends’ Day
- Implemented the play pods.

Recommendations for 2015

- Appoint a Well Being Coordinator for the next 3 years
- Continue our involvement with Kids Matter focusing on Component 2: Social and Emotional Learning to develop a consistent whole school approach to the teaching of social skills.
- Review the use of the Virtues program to enable students to learn about the Virtues in greater depth
- Continue to develop the use of Restorative Practices across the school
- Continue to implement programs to teach students about Cyber safety.
- Review of Child Protection Curriculum ensuring curriculum coverage across all year levels
- Consistent whole school processes relating to Reporting Abuse and Neglect and reporting students of concern

INTERVENTION & SUPPORT PROGRAMS

Outcomes:

At Trinity Gardens School a small percentage of students (5.2%) meet the criteria and verify as a Student with a Disability. Each student has a Negotiated Education Plan (NEP) which is reviewed annually. Learning goals are set and a Curriculum Support Plan formulated every term to enable the student to access the curriculum. These documents provide essential planning information for teachers who collaborate with School Service Officers to ensure targeted support is offered to assist each student.

- Staff consult reports contained in each NEP student’s folder and implement recommendations,
- All NEP students receive targeted SSO support either in class, in small groups or individually addressing their specific learning needs,
- Close collaboration with DECD service providers ensures quality assessments and recommendations were offered to teachers and parents to assist students,
- Staff continue to use various forms of technology to support student needs eg Ipad.
- In 2014 all teaching staff were trained and participated in the Nationally Consistent Data Collection on school students with a disability.

Outcomes:

- Regular meetings were held with District Support staff and a member of the leadership team to discuss and prioritise for referral, students with special needs.
- The Writing and Reading Assistance Program (WRAP) program supported students in year 1 who were identified as having difficulties achieving expected literacy outcomes.
- The MULTILIT (Making Up for Lost Time in Literacy) program supported students in years 3-6 who were identified as having difficulties in achieving expected reading development.
- A speech program implemented by an SSO and overseen by the speech pathologist and school leader was implemented for reception children experiencing language difficulties.
- Training for staff with Autism SA – Best practices for engaging students with an Autism Spectrum Disorder in the classroom
- Participation in a research project focusing on students with Dyslexia

Recommendations for 2015:

- Continue to provide relevant training opportunities for SSOs eg Autism SA; Maths intervention; Kids Matter;
- Further explore the use of other tools to support student learning eg Ipad to support the learning of students with special needs.
- Ensure that goals set for students with an NEP are SMART targets.
- Further develop staff understanding and skill in working with students on the Autism Spectrum.
- Continue to implement the three wave / tiered approach to intervention identifying effective strategies to ensure students with special needs are catered for at the classroom level.
The Trinity Gardens Children’s Centre, with the Early Learning Centre, works in partnership with families and community to realise and support best outcomes in health, learning and wellbeing for children.

2014 Objective: Effective Communication

- A very high percentage of children actively engaged in conversations about their play and used language to develop their play.
- By August, most children were demonstrating appropriate development early literacy skills. The Gold Group had about 40% of children who had English as a second language which may explain the difference between the averages.

Recommendations for 2015

- Descriptive language development is targeted to mathematical language.
- Familiarising and Implementing the Preschool literacy and numeracy Indicators

2014 Objective: Sustainable attitudes

- Those children who had only healthy food choices were strong in their own commitment to healthy eating

Recommendations for 2015

- Explore further opportunities for sustainable practices - collecting and using rainwater, paper recycling, recycling packing from home and community
- Involve educators, children, families, and our community in discussions on sustainability to develop a shared vision.

2014 Objective: Strong caring relationships

- Nearly all children, from both groups, formed trusting relationships with those around them.

Recommendations for 2015

- Transition from Kindy to Reception as a priority to develop a transition programme out of an orientation programme.
- Investigate with the children and families the redevelopment of the outdoor learning area

In 2014, 7 parents responded to the Opinion survey, with results for Relationships and Communication reflecting positively in all aspects.
2014 Objective: Increased governance
- Children’s voice in governance has become stronger
- Stronger pedagogical links with Reception teachers have been formed

Recommendations for 2015
- Continue to find ways for children to be included in the decision making and governance of the Centre.

2014 Objective: Community aids wellbeing
- Allied and SA Health services commenced out of the Children’s Centre.
- Family Services Coordinator was appointed and started work in the Centre in Term 4.
- The variety of programs offered in the Children’s Centre has grown as a result of community consultation and increased relationships with service providers.

Recommendations for 2015
- Find a private space for consultations to occur
- Work with Morialta Partnership to develop Community connections

2014 Objective: High performing educators
- The Director participated in the DECD Study Tour to Reggio Emilia in January
- Participation by team members in the Early Childhood Organisation’s Reimagining the Child Project has led to deep reflection on teaching and learning
- Innovations made to the learning environment to foster the competencies and capability of each child

Recommendations for 2015
- Participate in phase 2 of the Early Childhood Organisation project. Develop pedagogical leadership amongst all staff

Intervention Programmes
All intervention programmes have had a high level of success. Targets have been met and outcomes rescheduled to meet new level of learning.

Early Learning Centre enrolments
A very high percentage of families choose continue their child’s primary schooling at the Trinity Gardens School. As in previous years there are one or two children choosing other primary schools.

Total Enrolments 2012 - 2014

Early Learning Centre Attendances
Attendance figures reflect the number of working parents who are unable to access their half day entitlement due to childcare arrangements. Attendance figures for the full day component of the 15 hour entitlement are considerably higher.

Rowena Tennant, Director
Vision: In the St Morris Unit our vision is to enable our students to connect, involve and contribute to the wider community. We do this by providing activities for our students so they are able to reach their full potential in a safe and encouraging environment.

Context
In 2014 the St Morris Unit had 14 students ranging from 5 to 12 years old, 12 part time and full time School Service Offices (SSO), a full time and the co-ordinator.

Two Health Support Officers are also part of a team who support students who are gastro fed.

2014 Highlights
- Physiotherapist students from Flinders University working with the students
- Having a weekly Conductive Education session with a qualified Conductor
- Employing a Speech Therapist to support students with their communication skills
- Inviting a young man with Cerebral Palsy to motivate the students to use their communication devices
- Classes in the main stream school visited the unit for an information session.
- Sport’s day
- Swimming on Mondays
- Excursions:
  - Visiting the Hahndorf Farm Barn
  - Students attending a dance workshop at Findon High
  - Variety Club “Luv a Surprise” Party
  - Variety Club Christmas Party
- Parent Coffee Mornings
- Students being involved in the Premier’s Reading Challenge
- Students’ participation in the End of Year Celebration
- Graduation of one student

A student visiting the Hahndorf Farm Barn.

St Morris Strategic Direction
Innovative practises to support students’ learning

Targets:
- For all students to be more engaged in the Australian Curriculum.

Comment:
All students have the ability to learn. In the St Morris Unit we provide opportunities for students to reach their full potential in a safe environment. A Negotiated Education Plan for each student is developed and reviewed regularly and individual learning goals are developed. There is a requirement of staff that observations and anecdotal notes are collected to assist in the planning of students’ programmes.

The unit is divided into two classes. The students are placed in the appropriate class depending on age and ability. This has allowed the students to have individual programmes.

Our learning programmes are based on developing communication, academic, sensory and physical needs. For our students to be engaged in the curriculum it must be relevant to them and their needs. We programmed this year using the General Capabilities of the Australian Curriculum.

Outcomes:
As our students are all non-verbal it is necessary for us to concentrate on their communication skills to support them in allowing us to know what they know, and for them to participate actively in the curriculum. With the support of the SSO’s, students practise using Pragmatic Organization Dynamic Display (PODDS) and their communication devices to answer questions and to communicate their thoughts.

This year we purchased more touch screen computers and software programme so the students are able to demonstrate what they know using their switching skills. The Clicker 6 programme supports students with their writing. Some students use iPads to assist them in their learning.

Each of the students has individual programmes based on the Negotiated Education Plans (NEP). All of the students need to learn specific skills such as learning to switch, eye gaze or to recognize
boardmaker symbols before they are able to access the curriculum. To learn these skills empowers the students to make choices and assists them in their learning. The Speech Therapist from Novita is an important member of our team as she advises on how we can assist the students with their communication. We also employed a speech therapist for 9 hours a term to help students to communicate with each other. During the day we use whole school programmes such as Jolly Phonics and Thrass. Music and watching YouTube are an important part of our programme to assist students to attend to their learning.

A student using her iPad for her learning.

St Morris Strategic Direction

21ST CENTURY WELLBEING

Target:

- To continually to improve the physical abilities of our students

Comment:

“Move, Move, Move” This is a motto in the St Morris Unit. So many health issues are associated with sitting in a wheelchair all day. If a student is healthy then they will miss less school.

With the introduction of the National Disability Insurance Scheme (NDIS) many of our students have their own therapists. Fortunately for the St Morris Unit many of the therapists are still connected with Novita. Times are negotiated with the therapists on when they are able to enter the unit so the curriculum is not compromised.

Outcomes:

Conductive Education has been a very exciting programme for our students. Having a Conductor come into the school on Thursdays has assisted our students to develop their movement in their arms, legs and core muscles. 100% of students participate. A revised individual programme continues on days when the Conductor is not in the unit.

Physiotherapist students from Flinders University gave therapy to our students on a weekly basis. Under close supervision from a senior therapist programmes were designed for our students to assist them with their movement. At recess time the students are able to go on their walkers. This gives them the opportunity to mix with other students in the yard and also improves their muscle tone.

Once a week the students go to Regency Park for swimming. All students love the freedom of their bodies when they enter the water.

Meeting the physical and personal needs of the students take an enormous amount of time during the day but it is a necessity and the results show.

A student being encouraged to lie straight in Conductive Education

Recommendations for 2015

➢ To continue to provide a quality learning programme
➢ To continue to employ a Speech Therapist on a regular basis
➢ To continue to have a rigorous learning programme where all students are engaged
➢ Through the NEP process ensure all students’ needs are identified. This will assist parents to request what their child needs when entering the National Disability Insurance Scheme.
➢ To further develop the Sensory Room

Robyn Stevenson, Coordinator St Morris Unit
STEINER EDUCATION STREAM

With 8 classes from Reception to Class 7, the Steiner Education Stream is an integral part of a thriving school.

Professional Development

Our challenge as educators is to develop students so that they become adults who can support themselves, work at something they are passionate about and be ready for change and challenge - so spake Rudolf Steiner 100 years ago. Teachers in the Steiner Education stream, keen to build on their understanding of Steiner’s wisdom in the light of recent research were enlivened by a session given by John Burnett, a Steiner Teacher Educator from the UK at a Pupil Free Day in term 2.

Festivals

Children love to play with rocks, dirt, water, twigs, leaves and nuts. Welcoming, exploring and celebrating the seasons are integral to our work with the children. As the Earth takes an inward breath in Autumn, holds its breath in Winter and slowly exhales in Spring, we feel ourselves a part of the natural world. Our festivals were high points of the year, bringing to others the joy we feel in each unique season.

Class 6 made a spoon while class 7 made a box in Woodwork classes. These senior students also learned about organic food cultivation in Gardening classes.

Teaching With Spirit

In 2014, a University of SA publication: Teaching With Spirit, New perspectives on Steiner Education in Australia (edited by Burrows and Stehlik ) featured a chapter, Open Hearts, Open Minds on the establishment of a Steiner Education stream in a Government school. This first such stream for South Australia is showing the benefits of diversity in Education.

Music Program

Students are immersed in music as part of their daily rhythm. In 2014, Class 5, 6 and 7 students performed at a concert at Norwood Morialta High School; other performance opportunities included busking on Norwood Parade at Christmas.

Eurhythmgy, Craft, Woodwork and Gardening

Eurhythmgy is a movement based study taken by classes from Reception to Class Five. Reception to Class 7 learned finger knitting, knitting, and crochet, cross stitch, weaving, doll making, and basket making in Craft. All pieces were useful as well as being individually beautiful.

Class 7 Fire Dance - Winter Festival

Catherine Banner, Steiner Education Coordinator
SPECIALIST AREA: SCIENCE

Science Program
The 2014 mainstream Reception - Year 7 science program delivers a partial curriculum, in conjunction with classroom teaching. Students develop science inquiry skills in a team focused learning environment, using age appropriate science equipment, programmed to build skills and understandings.

Science Student Leaders were introduced for the first time in 2014, supporting Science related programs and Science Week activities. The CSIRO ‘Crest’ science and technology program was offered to students interested in building their skills base and ‘Science in the Yard’ offered children in the JP playground opportunities to use equipment such as digital microscopes in an inquisitive way.

Science Week was coordinated with Book Week for the first time, and the focus on sustainable food supported the school’s AuSSI theme of ‘Healthy Living - Focus on Food’.

2015 provides the first opportunity to use the outdoor learning areas developed for playing in nature. Students will have an excellent biological sciences focus area that will change over time, bringing a better understanding of human influences on the environment.

Anna Kakoshke, Science Specialist

MUSIC PROGRAMS

Music Programmes
Curriculum and Highlights
2015 was a successful year in Music at TGPS. Continuation of the current programme has transitioned nicely into full implementation of the new Australian Curriculum of Music in The Arts. Students have displayed positive engagement with the programme across the year levels, and enjoy many rich, practical musical learning experiences from the large and increasingly diverse range of musical instruments and resources available to them. In line with the new curriculum the programme sequentially covers all modes of Music and includes learning about and experiencing music from other times and cultures. The programme continually aims to develop practical understanding of the Elements of Music, and this remains a theme within all learning topics.

During 2015 students were able to participate in additional musical activities which were:
- The Ukulele Group
- Year 3 - 5 choir
- Festival of Music Choir and Festival Theatre Concert
- Band Programme
- Percussion Group

Recommendations for consideration
- additional resources may be offered within the school offering opportunity for students to learn guitar, drums, bass, keyboard and singing lessons from private providers
- additional resources could be made available for students to participate in further extra curricula/extension music programmes ie. Junior choir, ensemble groups, etc.

Blair Price, Music Specialist

OUTSIDE SCHOOL HOURS CARE (OSHC)

We provide a warm and friendly environment where children can enjoy a wide variety of supervised play and recreational activities. Children are encouraged to help in planning their program, which includes varied arts and craft activities, adventurous and challenging play, cooking, games and sport, drama & music. A variety of activities are programmed for each day and there are opportunities for unstructured and quiet play. Programmes are flexible and allow for spontaneity & are designed to reflect the multicultural nature of our community. Our attendances averaged BSC 20, ASC 60 & Vac Care 50.

In Vacation Care we continued with some split excursions so the younger children were able to enjoy more quality time with educators and friends without being rushed to do things by older children. The older children have more freedom & flexibility, time away from younger siblings, formed stronger relationships with the educators, learnt more interesting things and spent better quality time with their peers. We enjoyed excursions to a lot of venues with the most popular being Adelaide Zoo, the Planetarium, Payneham Pool & Elizabeth Aquadome.
Targets 2015:
- OSHC Student Leaders to meet more regularly and have more input into programming, sustainability and reporting.
- Address improvements identified in our Quality Improvement Plan.
- Utilise the new outdoor spaces provided by the school grounds
- Involve families more in volunteering to help maintain a tidy environment.

Ed Guidolin, OSHC Director

Australian Government Reporting Requirements

Attendance
2014 Targets:
- Implement an online system of recording absences;
- Decreased number of unexplained absences and latenesses.
- Accompanying decrease in the number of absences and latenesses.
- Contact with parents with children whose attendance is of concern.
- All staff follow school attendance protocols.

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Reception</td>
<td>90.3</td>
</tr>
<tr>
<td>Year 1</td>
<td>91.8</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.8</td>
</tr>
<tr>
<td>Year 3</td>
<td>92.6</td>
</tr>
<tr>
<td>Year 4</td>
<td>91.5</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.1</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.3</td>
</tr>
<tr>
<td>Year 7</td>
<td>92.1</td>
</tr>
<tr>
<td>Primary Other</td>
<td>71.0</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>91.8</td>
</tr>
<tr>
<td>Total ACARA T TO 10</td>
<td>92.6</td>
</tr>
</tbody>
</table>

Comment:
Trinity Gardens School places priority on the early identification of nonattendance and irregular attendance.

Monitoring of attendance is a daily practice where staff record reasons from parents for lateness and absence. Leadership staff are informed of any individual patterns of lateness and unexplained absence. Following review of attendance records, a member of the leadership team contacts parents to emphasise and discuss the legal requirement to contact the school when a child is absent or late and offer assistance to increase attendance levels.

Phone calls, meetings at school, home visits and the involvement of the student attendance counsellor or Aboriginal Education Co-coordinator (for Aboriginal students) are strategies employed to assist improved attendance.

In the Steiner Education stream home days are negotiated for some Reception students under six years of age.
Addressing lateness and attendance will continue to be a priority at Trinity Gardens School to ensure all students have access to high quality instruction.

Recommendations for 2015:
- The Attendance Improvement Plan will be reviewed in 2015 with all staff and Governing Council;
- The impact of irregular attendance and continued lateness will be shared with families through newsletters.
- Staff will use student achievement data and attendance information to identify students at risk.

School Enrolment Data
Enrolment demand at Trinity Gardens School and at the Early Learning Centre continues to be high and to manage this, there is a school zone for right of enrolment and a ceiling of maximum numbers is strictly enforced in the school and preschool.
Trends show a steady increase in our enrolments over the past 4 years. We expect this to continue due to demographic changes in the local area.

<table>
<thead>
<tr>
<th>December enrolment for the past 4 years:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
</tr>
<tr>
<td>2013</td>
</tr>
<tr>
<td>2012</td>
</tr>
<tr>
<td>2011</td>
</tr>
</tbody>
</table>

In term 4 all staff and parents were given the opportunity to respond to the Kids Matter opinion surveys. Both staff and parent surveys scored highly in the area of Positive School Community. This included that our school
respects and values families’ beliefs and wishes (92% of parents agreed or strongly disagreed) and provides a safe and caring environment for my child (93% of parents agreed or strongly agreed). This was our area for focus in 2014. There was a need identified to provide support and services for student mental health and well-being. In addition a need was identified to provide stronger support for the development of parent and carer networks.

This feedback will be used to provide ongoing opportunities for families to participate in school programs, consultation processes and networks.

**School Destination Data**

**Preschool to School Destination Data**

<table>
<thead>
<tr>
<th>Tutor Schools</th>
<th>2014</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norwood Morialta</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Marryatville HS</td>
<td>20</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>Glenunga HS</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Adelaide</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Other, Various</td>
<td>7</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Independent Schools, Various</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

Sixty students completed Year 7 in 2014 from three classes and participated in a formal Graduation ceremony at the end of the year. This was an event which celebrated the achievements and virtues of our year 7 students over the course of their primary schooling.

**SECONDARY SCHOOL PATHWAY**

<table>
<thead>
<tr>
<th>DECD School</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Norwood Morialta</td>
<td>16</td>
</tr>
<tr>
<td>Marryatville HS</td>
<td>20</td>
</tr>
<tr>
<td>Glenunga HS</td>
<td>2</td>
</tr>
<tr>
<td>Adelaide</td>
<td>3</td>
</tr>
<tr>
<td>Other, Various</td>
<td>7</td>
</tr>
<tr>
<td>Independent Schools, Various</td>
<td>12</td>
</tr>
</tbody>
</table>

**Workforce Composition**

- This report is a profile of staff located in school sector sites as at August 2014. Employee figures fluctuate throughout the year.
- **Teaching staff** are those who spend the majority of their time in contact with students, ie support students either by direct class contact or on an individual basis, and have teaching duties, ie are engaged to impart the school curriculum (includes leadership positions).
  - **Non teaching staff** include student counsellors, school services officers, Aboriginal Education Workers, grounds persons, building operations, general maintenance, etc.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>76</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>19</td>
</tr>
</tbody>
</table>

**Teacher Qualifications**

All teachers at Trinity Gardens School are qualified and registered with the SA Teacher’s registration Board. These totals represent a count of all Bachelor Degree and Postgraduate qualifications that have been recorded against staff in Valeo. If a staff member has more than one qualification then this is included in the total count (the totals are the number of qualifications, not the number of staff who have a qualification)

**Income by Funding Source**

<table>
<thead>
<tr>
<th>Funding Source 2014</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>6,166,010</td>
</tr>
<tr>
<td>2 Grants Commonwealth</td>
<td>6,500</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>562,302</td>
</tr>
<tr>
<td>4 Other</td>
<td>143,858</td>
</tr>
</tbody>
</table>

We received $16,740.69 as Better School Funding in 2014. It was used to provide all class teachers with additional SSO support to improve outcomes for students from educationally disadvantaged or ATSI backgrounds in priority areas.

Full financial records will be presented at the 2015 AGM.