TRINITY GARDENS SCHOOL

RESPECT   RESPONSIBILITY   LEARNING

ANNUAL REPORT

2012

Children’s & Early Learning Centres ♦ Mainstream & Steiner Education ♦ St Morris Unit
Introduction

Trinity Gardens School celebrates diversity and is proud of the children’s participation and achievement at all levels from Birth to Year 7, within academic, sporting and artistic endeavours and community involvement.

There is a strong sense of belonging and school identity is valued at Trinity Gardens School. This was so evident in October at our Family Fun Fair where our school community worked in collaboration in so many ways to produce wonderful results as well as having fun together.

No matter whether you are a visitor to the Children’s Centre or any classroom you will see happy and friendly children. This is a daily pleasure for those lucky enough to work at Trinity Gardens School.

School students take pride in their learning and ‘Strive for Excellence’. They set themselves SMART short term goals in English, Mathematics and Learning Behaviour. Reviews of their goals indicate where to next. This is just one strategy used across the school to support students to become responsible learners.

There is a deliberate intent to provide a pleasing environment for our children. The new Chinese Elm trees along with beautiful day lilies in the quadrangle are one example of this. In 2013 there are plans to focus on creative play spaces.

Our treasured new Resource Centre won an architectural award this year and still brings so many comments from parents and visitors alike about its spaciousness and beauty.

The 2012 Annual Report presents information about excellence at our school. We have great pleasure in presenting the following report.

Vicki Stokes  Kim Devery
Principal           Governing Council
Chairperson
Trinity Gardens School was established in 1898 and has a long and proud history. There is a mix of heritage buildings, now upgraded, and new modern facilities such as the classrooms, gymnasium and Resource Centre. A new Music room is currently under construction. 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 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 of 14 members 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 maximised.

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.

Achievements at Trinity Gardens School during 2012 have been vast and varied. The following have been some highlights of the school year:

In Term 1 the Footsteps Dance Program was a great hit and students participated with enthusiasm. Footsteps ran a school Disco at the end of term 2.

Our Annual Sports Day is a much loved event where our Sports Student Leaders play a major role. This year the Honours were won by Trinity House. Above we see our pre-schoolers having fun with the parachute.

Our Steiner Education Year 6 Class under the guidance of Mark Molloy had an exciting year. In April they went on an 8 day camel trek in the Flinders Ranges and slept under the stars. At the end of the year they performed the play, **The Odyssey**, at the Bakehouse theatre.

Senior students were awarded a certificate of Commendation by the Planning Institute of Australia for their contribution to the City of Norwood Payneham and St Peter’s Speak Out: **City Plan 2030 Review**.
Year 7 student, Olivia Sproull, won first prize in a state wide competition called ‘SA Primary Schools’ Commemoration Competition 2012’ run by the Department of Veterans’ Affairs. Alex Obery won a commendation. The students were asked to reflect on the experiences of a veteran. Olivia researched and told the true story of her great grandfather. Alex produced a DVD of life in the WW1 trenches on the Western Front.

Our specialist Science lessons are keenly enjoyed as the children engage with the new Australian Science Curriculum. Anna Kakoschke is our teacher. Anna arranged for a visit from the CSIRO interactive Energy Efficiency trailer which stayed for a week and encouraged budding scientists to question many things about sustainability.

In Italian one class visited the Jam Factory and Il Cattedrale di San Pietro.

The OSHC Vacation programs are varied and exciting. In April the children went to Woodhouse and enjoyed Challenge Hill, rope swings, climbing walls, the Mouse trap and a giant slippery dip.

In June the Educational Tour to our National Capital, Canberra was a standout highlight for our Year 7 students. The tour linked closely with their prior study about government and what makes a good prime minister. The Australian War memorial was inspiring to the students and upon their return they wrote many moving poems.

The Music Evening was a not to be missed event. Coordinated by Blair Price, our Music teacher, the evening provided an opportunity for students to share their creative performance skills.

The Junior Primary Classes celebrated 100 days of learning on 23 July. The children celebrated their learning to signal to themselves that they can capably cope with school activities. On the day they made 100 in many ways and even drew pictures of what they might look like when they were 100 years old.
The Percussion and Ukulele groups work hard and learn how to work as a group. Their efforts are enjoyed at school assemblies.

Following recovery from the building site the Kitchen Garden has flourished this year and provided a wonderful place for children to experience the satisfaction of growing vegetables and even flowers.

The students were excited and so pleased to welcome Grandparents and Special Friends to school. The children were keen to share their learning and show their visitors around their classroom.

The annual Book Week Parade was great fun. Here we see some Reception students.

Catherine Banner’s Year 7 Class challenged themselves physically when they had a 4 day walking camp on the Heysen trail. One day they walked for 16 kms and experienced snow, rain, mud and beautiful sunshine. Congratulations!

This same class of Year 7s finished the year by completing a community service project. Margot’s project was to rescue and rehabilitate stranded ducklings. Here she is shown releasing ducklings back to their natural habitat.

Academic Excellence is honoured with awards once a term for students in Year 5, 6 and 7.
Trinity Gardens School Governing Council has had a productive year. The major decisions and achievements include:

- AGM Guest speaker, Mark Le Messurier spoke about “Setting Kids Up for Success”. This was well attended.
- Family Fun Fair - raised $42,000. This wonderful result was achieved through strong school community collaboration.
- Successful inclusion in the Empowering Local Schools National Partnership Project: our project is named TG E-Connect. So far the project has undertaken a survey of parents and staff to gather data about future and current means of communication.
- Code of Conduct for school sports teams introduced and approved, anti-bullying policy and complaints policies approved.
- Official opening of the Resource Centre.
- Annual Pancake Breakfast celebration.
- Uniform Shop vouchers were popular incentives on prompt payment of school fees.
- GC worked with the Principal to manage the situation of a neighbour causing a nuisance on school grounds after school finishing.
- Further grounds improvement occurred with upgrading garden beds and building a stone wall along the walkway to Aberdare.
- Governing Council met with DECD personnel to understand better options for major capital works and to determine the location for the next relocatable classrooms.
- Successful Working Bees-Rolls Royce compost bins built in the Kitchen Garden.
- Establishment of Health and Well Being Committee - one action has been regular newsletter inserts prompting healthy eating.
- Transition to High School workshops for students and parents.
- Sub-surface irrigation was completed on Devitt oval. This will ensure the oval is maintained in good condition as well as being a water saving measure.
- Governing Council supported the application for a Travelsmart grant from the Department of Transport Planning and Infrastructure. The grant was successful and is being used to encourage active transport to travel to and from school. Our project is called “The next 10%” and has as its aim to increase by 10% those using active transport by the end of next year.
- GC has written to the Norwood Payneham and St Peters Council seeking a review of traffic management: parking, crossings, drop off zones.
- The Sport committee trialled with success a Sports Presentation evening.
- Governing Council members provided assistance at the end of Year School Community celebration to allow teachers to be with their class.
Our school priorities address 21st Century Pedagogy that prepares students for new uncertainties, arise of the knowledge economy, greater need for ecological responsibility and demands created by globalisation. How we teach must reflect how our students learn and also reflect the world our students will move into. This is a world which is rapidly changing, connected, adapting and evolving.

**2012 School Improvement Priorities**

Inquiry Based Learning (IBL) is embedded as a whole school practice where students construct their understanding of the complexity of the natural and human-designed world through investigating real-world questions. IBL methods have been proven to be highly effective in engaging and sustaining learning and deepening understanding and are at the centre of a 21st century approach to learning (Trilling & Fadel).

**Priority 1: Visible Teaching & Learning**

**2012 Highlights:**

- The purchase of 45 quality netbooks that can be borrowed out to classes and support the any place, anytime mode of learning.
- iPad technology purchased to support teachers in accessing the Australian Curriculum and one-to-one learning for Special Education.
- The purchase of ‘Node’ chairs for upper primary students and the Resource Centre that support a flexible learning environment.
- Teachers increasingly sharing student learning in a global capacity through social media, such as Twitter and blogs.
- Peer and self assessed feedback rubrics increasingly incorporated into IBL units of work.
- Digital feedback introduced to upper primary students in Inquiry Based Learning units of work.
- Teacher feedback introduced in the form of verbal, online and print surveys.
- ‘Bridging the Gap’ project where Year 7 students visited a nursing home to investigate the early, working and later lives of residents.
- Trinity Gardens School awarded a grant through the Empowering Local Schools National Partnership to improve communication within the school community.
- Quality ICT and web 2.0 resources increasingly support student learning, including the introduction of Mathletics, Glogster, Wallwisher, Wordpress blogs, Survey Monkey, Microsoft One Note and Picasa, various iPad apps, Prezi, Weebly, and many more.

**Development of Creativity & Intellectual Inquisitiveness through a culture of Inquiry**

*Creativity is the process of developing original ideas that have value. Creativity is central to our futures and must be at the heart of education* (Sir Ken Robinson, 2011).

**Target:**

An authentic culture of Inquiry that incorporates higher order thinking skills will develop creativity and intellectual inquisitiveness.

**Authentic Inquiry**

Simulating the real-world environment with media or by actually being in a place where that particular skill or knowledge is used in the world increases the chance that a lesson will be remembered and can be used in other similar circumstances (Trilling & Fadel, 2009). At the beginning of each inquiry based learning unit, students are introduced to the topic through engagement activities, identification of prior knowledge and establishment of the topic relevance. Students then pose questions to investigate. Once these are established, the investigation stage follows where students locate and gather information from a range of sources.

**Higher Order Thinking Skills**

An inquiry approach to critical thinking involves all levels of Bloom’s Taxonomy, including remembering, understanding, applying, analysing, evaluating, and creating, but with a particular emphasis on the development of higher order thinking skills. Research has shown that combining thinking skills improves learning outcomes (Trilling & Fadel, 2009). Graphic organisers are higher order thinking tools that allow students to organise information gathered in a variety of ways, make connections between and sense of experiences and data, and analyse information from a range of perspectives. These tools allow for deeper learning when used in a collaborative manner in which learning is promoted together.
Outcome:
A variety of tools to support the initiation of questions to consider have been utilised during IBL, such as question starter prompts. Personalised and open-ended questions and tasks engage and increase motivation and encourage higher order thinking in students as they widely explore, discover, create and learn through a rich-world topic. Utilising a variety of resources, such as children’s literature, non-fiction books, videos, guest speakers, interviews, websites, and artefacts, allows for deeper, authentic inquiry.

A variety of resources, activities and experiences allows for deeper, authentic inquiry, such as interviewing members of the community (top left), dressing up in colonial clothes for Australian Curriculum history units of work (top right), excursions (bottom left) and the Book of the Year (bottom right).

Particular emphasis on developing higher order thinking skills, through the use of graphic organisers and web 2.0 tools has allowed students to gain skills in organising information, as well as drawing connections, making sense of information, and exercising information and media literacy. The use of graphic organisers has included Inspiration and Kidspiration mind and concept mapping software, Venn diagrams, fishbone diagrams, Y charts, and many others, whilst the use of collaborative software and web 2.0 tools that develop higher order thinking skills in analysing, evaluating and creating, such as Wallwisher and Microsoft One Note, has lead students to increased intellectual inquisitiveness and creativity.

Differentiated & Connected Learning

The physical environment for learning must meet the challenge of becoming more flexible, to accommodate a wider variety of student, teacher and technology interactions and activities. (Trilling & Fadel, 2009)

Target
Through negotiation and collaboration, learning is differentiated and connected ensuring relevance and rigour.

Flexible Learning

Student centred learning spaces that incorporate flexible furniture and technology encourage the creation of a community of learners. These classrooms allow for greater emphasis on collaboration and student voice.

Feedback

Feedback is vital to the learning process. Timely, personalised and relevant feedback shared between teacher and student supports both students and teachers to maximise learning opportunities.

Global Interdependence

It is essential that 21st century learners are prepared for global interdependency. ICT and web 2.0 technologies support connected learning whereby students connect, collaborate and share their learning in a global capacity, using email, blogs, Twitter and Skype.

Outcome:

The introduction of flexible furniture, such as Node chairs that incorporate movable tables and wheels, accommodate a wide variety of student, teacher and technology interaction and activity that allow for greater personalised learning. Mobile tools have been especially important in this anytime, anyplace learning environment.
Mobile technologies, such as netbooks, have been introduced to students and the ability for them to go out to classes has allowed for greater one-to-one personalised learning.

Feedback has been incorporated into inquiry based learning units of work in collaboration between students and teacher. Success criteria were made explicit and achievable for all students in the form of rubrics, which were adapted according to the needs of each student, thus promoting differentiated learning. Peer and teacher feedback were introduced to middle and upper primary students online, using Survey Monkey. Video feedback was introduced this year near the beginning of the inquiry based learning unit of work to give positive and constructive feedback on upper primary students’ learning, guided them towards various areas of improvement to aim to achieve for the remainder of the Inquiry based learning unit of work.

Students maximise learning opportunities with student feedback filmed by a peer using a flip camera (left) and teacher video feedback near the beginning of a unit of work (right).

Students are continually being prepared as global citizens for the increasingly interconnected world that they will be growing up in. Learning has been shared through social media mediums, such as Twitter and blogs. Students have also used email to connect with citizens throughout Australia. These mediums are relevant to the students’ lives, fostering engagement and rigour in their learning.

Learning is shared through emailing other citizens in Australia (below)

**Recommendations**

- Staff continue to experiment with flexible learning environments, adapting their pedagogies to emphasize greater skill based learning rather than primarily content.
- Students benefit from developed, embedded and articulated inquiry pedagogy, with particular emphasis on higher order thinking skill tools, and ICT and web 2.0 tools.
- All classes publish learning blogs that can be shared and accessed with families via the Internet.
- Students continue to clearly articulate and be involved in their learning through participating in the constructing and evaluating of rubrics, both online and paper and use feedback.
- Students continue to participate in 1-to-1 technological learning in classrooms.
- Students continue to be prepared as global citizens through connecting
with citizens in Australia and in other countries.
- The Sustainability cross-curriculum priority in the Australian Curriculum becomes an integral component of all inquiry based learning.

References:

Priority 2: English

In 2012 a Reading Support teacher was appointed providing an opportunity for reading practices to be reviewed and intensive Reading support and guidance to be allocated.

The ongoing professional development commitment TGS places in English has continued during 2012 with a further seven teachers completing the I-Lit course which has a focus on data about student achievement informing next steps of learning.

With the implementation of the Australian Curriculum (AC) English, staff have utilised their formative and summative assessment data to accurately determine the achievement grades for Year 1 – 7 students. Working in Visible Learning Communities during moderating sessions, consistency with the grading process has been ensured across classes in year levels.

As part of the continuous improvement process at TGS a whole school implementation of standardised baseline tests in English (PAT R & PAT SPG) occurred in term 1. This process reinforced the crucial role data plays in effective teaching and learning at TGS.

The installation of a database in Term 2 facilitated the use of multiple measures of data to allow the class teachers to gain an accurate picture of each student’s current and previous achievements across subject areas and years.

Outcomes:
- RST teacher supported a range of students and teachers from Year 3 to Reception.
- Practical demonstrations of Guided Reading sessions by the RST improved practice.
- Small group intervention work by the RST provided intensive teaching to students at risk, particularly in the Year 1 cohort.
- Teachers effectively used the Term 1 baseline achievement results to inform their practice - grouping students and using explicit teaching.
- Successful use of Oxford Word list with extension words. (Oxford Words +).
- Use of Astronaut Invented Spelling Test provided key information on the phonological knowledge of Year 1 students.
- New staff attended Running Record training thus ensuring this method of assessment was consistently completed.
- The information gained from I-Lit has impacted on the teachers’ pedagogy in terms of being explicit with their instruction across both streams.

Student Achievement Data in English

Annually D.E.C.D (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.
Analysis and Comment

The Year 1 reading level results in 2012 show a clumping around the middle reading levels (11-20). This was expected, as this Year 1 cohort through ongoing formative assessments, have displayed a difficulty in reading for meaning. At TGS we ensure that students are not just ‘barking at print’ but are reading for meaning. The teachers with additional support from the Reading Support Teacher/ESL support have been addressing this issue by using a wider range of texts especially non-fiction to ensure that the meaning is secure. At these levels (11 - 20) the complex language and text meaning particularly of non-fiction texts can decrease the rate of reading progress.

This area of concern will be focussed on next year as this cohort moves in to Year 2. (See recommendations/targets below).

The 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.

This upward trend could be due to a combination of factors - the increased effective use of Guided/Group reading and the greater use of baseline reading achievement data to inform explicit teaching of reading combined with practice.

Outcomes:

- Informed by baseline data collected early in Term 1 the teachers had more effective dialogue with their students resulting in more accurate/connected SMART targets.
- Using the formative and summative assessments led to more effective informed grouping occurring in English.

Comments on Action:

This whole school word recognition test which is completed in Term 1 Week 6 provides vital reading baseline data for the teachers. The test provides accurate information about the decoding strategies students use. This information combined with Running Record data enables the development of accurate Guided Reading groups. The data gained from this test also indicates students who are at risk and need support. Further it shows growth over time. Here is a record to show the marked improvements in the BURT reading test scores over the years for our current Year 6 students.
Analysis and Comment

The value of the BURT test results is not purely in a raw score or an age range result but it provides an insight for the teacher into the reading strategies a student uses when they read an unknown word. The establishment of targets for this test needs to be reassessed in 2013 as the targets set were not achievable due to change of the timing of the test. By cross referencing this test with the other comprehensive sets of reading assessments at TGS a wider picture of student will be available quickly highlighting students at risk.

2013 Recommendations for English:

- Reading Support Teacher to target support for Year 2 2013 cohort (interpreting and comprehension skills).
- Regular monitoring of Running Records - support students with WRAP/ESL programme.
- Continued effective use of Guided Reading in Year 3 to reinforce strong reading skill foundations from JP.
- Baseline PAT Reading assessments from Term 4 2012 will provide key information to target support for students in 2013.
- Cross reference Reading Assessments to ensure all information about a student’s Reading achievement is utilised to inform practice.
- BURT reading test to continue being assessed in Term 1 - link results with Baseline information gathered in Term 4 2012 - highlight students at risk.
- Reassess BURT targets/benchmarks using additional assessment information.
- Investigate TGS Reading Targets - Band colours rather than specific levels.
- Review Whole School English practices in 2013 to ensure PD (I-LIT) is utilised fully across the school.
- Support teachers in their use of English AC to ensure coverage and consistency especially with composite classes.

Analysis and Comment

At Trinity Gardens School we believe in continual Assessment of Learning with a combination of formative and summative assessments. NAPLAN which was completed by our Year 3, 5 & 7 students in May 2012, is one of our key summative forms of assessment. 2011 was the third year of the National Assessment Program of Literacy and Numeracy (NAPLAN) and due to this time period it has provided valuable progressive growth data information about our students’ achievements. This information can be used for whole school strategic planning in order to maximise areas of learning needing development as part of our process of continuous improvement.

Year 3 NAPLAN Literacy Mean Scores 2012

Year 5 NAPLAN Literacy Mean Scores 2012

Year 7 NAPLAN Literacy Mean Scores 2012

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Year 3 NAPLAN Literacy Mean Scores 2012

Year 5 NAPLAN Literacy Mean Scores 2012

Year 7 NAPLAN Literacy Mean Scores 2012

Analysis and Comment

The 2012 NAPLAN Literacy results are analysed to identify strengths and areas for growth. Some highlights were the Year 3 Reading and Writing mean scores which show our students matching other Year 3s in our Region and outperforming like schools in our category. A growth focus is on Spelling in Year 3.
In Year 5 Literacy the mean scores across all areas were very pleasing which reveal that whole school English practices are effective in the Middle Primary years. A particular highlight was the Writing score which indicates that the investment the school has placed in the I-Lit PD, has been effective in improving student outcomes.

In Year 7 while the results are above those of like schools, our focus is to use SMART goals to address clearly defined areas of growth for individual students.

NAPLAN Reading Progress between Tests Year 3-5 2011-2012

Analysis and Comment
The above graphs record the growth made by students who have sat two sets of NAPLAN tests. The Year 3-5 shows an increase in students making medium and upper progress which indicates their increased depth for reading for meaning and their ability to use their range of reading skills to different text types. The Year 5-7 shows an increase in low progress being made between the tests which could indicate that our students in this age range are not able to transfer their reading skills and knowledge to more complex and different texts.

Some students were exempted from the NAPLAN tests as they have been identified as a student with a disability under the DECD policy. Exempted students are included in the data reflecting students who do not meet the National Minimum Standards.

Recommendations from NAPLAN 2012:
- Use of PAT baseline assessments may highlight areas of weakness in spelling/grammar which can be targeted specifically.
- Review the use and impact of Guided Reading in the Upper Primary Years.
- Effective use of baseline PAT R/SPG data to inform practice at the beginning of the year.
- To target specific areas where engagement is lacking. Devise specific student feedback surveys regarding elements of English to ensure engagement.
- Specifically use NAPLAN genre rubric to provide structure to persuasive writing especially vocabulary and sentence complexity.

Priority 3: Mathematics

The continuation of Maths as a priority in 2012 led to deeper levels of staff engagement through a variety of rigorous professional development which were sustained over a number of days. These programmes included modelled lessons, assessing the Australian Curriculum and problem solving workshops with leading Australian Maths facilitators Michael Ymer and Anne Baker. As a result the staff are successfully planning, moderating, assessing and reporting using the Australian Curriculum.

The expertise gained during the PD will enrich pedagogy enabling teachers to engage ‘passive students’ through solving practical problems, applying their mathematical knowledge in everyday situations and using their mathematical reasoning to make decisions.

Outcomes:
- By using the summative methods of PAT Maths and I CAN DO Maths early in Term 1 the teachers had a depth of diagnostic evidence about their students’ mathematical abilities leading to informed practice.
- By reassessing the students in Term 4 progress can be tracked and students who showed little improvement through the year would be identified as a student at risk.
• By using the combination of PAT Maths and NAPLAN scores in Year 4 & Year 6 in particular - effective precise tracking can occur and pinpoint students who are at risk/identify areas of learning which need support - ‘precise constructivism’ (See Chart)

<table>
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<th>YEAR 4 2012</th>
<th>YEAR 4 Test 1 2012 PAT Maths Term 1 Raw Score</th>
<th>Year 4 Stanine</th>
<th>NAPLAN Maths Results Year 3 2011</th>
<th>MATHS Naplan Concern 2013</th>
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<td>Student A</td>
<td>23</td>
<td>3</td>
<td>5</td>
<td>✓</td>
</tr>
<tr>
<td>Student B</td>
<td>32</td>
<td>5</td>
<td>6</td>
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<table>
<thead>
<tr>
<th>YEAR 6 2012</th>
<th>YEAR 6 Test 1 2012 PAT Maths Term 1 Raw Score</th>
<th>Year 6 Stanine</th>
<th>NAPLAN Maths Results Year 5 2011</th>
<th>MATHS Naplan Concern 2013</th>
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</thead>
<tbody>
<tr>
<td>Student C</td>
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<td>✓</td>
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<tr>
<td>Student D</td>
<td>33</td>
<td>6</td>
<td>6</td>
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</tbody>
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• More specific SMART targets for Maths were set by the students using their knowledge of Baseline assessments.
• Wider range of Problem Solving being utilised daily - open-ended investigations. These methods were reiterated through moderating tasks in VLCs.
• Shared practice occurred with staff who attended the PD resulting in collaborative planning/shared strategies.

**Recommendations for Maths in 2013:**
- VLC meeting time to interrogate Whole School summative data - especially PAT M and NAPLAN to assess if there are any whole school areas of weakness.
- Reinforce Collaborative planning across classes - ensure coverage of AC content.
- Continue to plan Moderating/assessment tasks for each year group to ensure consistency across the school, re reporting levels.

Below, this graph shows the consistent and improving progress our students are making from their Year 3 NAPLAN Numeracy result to their Year 5 one. The increase in the Upper progress band is particularly encouraging. This could be the combined effect of the focus on Maths for the past two years. It also reflects the teachers increasing the opportunities for students to apply their mathematical knowledge.

As in previous years using the NAPLAN results as a diagnostic tool allowed the school to target areas of mathematical weakness and teach accordingly

**Recommendations for 2013:**
- Greater focus on understanding mathematical language in different contexts.
- Continue to have an emphasis on problem solving and multi-step activities involving transference of skills and knowledge.
- Reinforce students’ knowledge of multiple choice questions - use of PAT Maths+ online will aid this.

[Priority 3: Mathematics - NAPLAN]

**Analysis and Comment:**

The graph below compares our Numeracy mean score NAPLAN results to different sectors. It reveals that across all year groups TGS students in 2012 are above the National/State and Category 6 (like schools) and on par with the Eastern District.
Aboriginal & Torres Strait Islander (ATSI) Student Support

The appointment of an Aboriginal Community Education Officer (ACEO) to TGS for one day a week has been an invaluable resource. It has enabled us to strengthen our ATSI provision in terms of reinforcing connections with the ATSI community and parenting body. The ACEO has deepened ATSI cultural understanding by organising a whole school incursion of a Kaurna cultural dance and individual Dreamtime storytelling to specific classes.

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

Highlights/outcomes:

- Year 5/6 Unit of study about *The Stolen Generation* which involved interviewing our ACEO who had knowledge of this action - authentic learning.
- Steiner Class 1 - Living Kaurna Centre visit after a unit on Aboriginal storytelling.
- Steiner Class 4 - Coorong Camp for 4 nights after a unit of work on Aboriginal Cultural Studies.
- Whole staff Professional Development session on ATSI cultural studies.
- Continued effective use Individual Learning Profiles with the class teacher liaising with the ATSI teacher to ensure that the ATSI students' learning needs are being addressed.
- ATSI students being supported intensively - individually or in groups by the ATSI teacher one day a week.

Recommendations for 2013:

- Resource the continuation of an ACEO.
- Increased communication with ATSI parents/community with support from the ACEO.
- Increase the frequency of ATSI events especially Reconciliation week and NAIDOC week.
- Whole staff sharing of ATSI studies within their class program.
- Continued ATSI Professional Development especially Cross Curriculum priority in AC.
- Devise a yearly overview of ATSI studies across the school - ensure coverage and consistency.
- Continued use and review of the ILPs in the school as an ongoing working document.
- Attendance of ATSI students closely monitored and followed up with Attendance Officer if concerns arise.

English as an Additional Language & Dialect

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. An annual highlight is Harmony Day where diversity is celebrated and harmony is reinforced through a whole school assembly and activities throughout the day across classes in the school.

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. A high number of our EALD students do not qualify for support as their language has excelled but these students are still closely monitored to ensure that progress is maintained. The organisational systems and scaling assessments at TGS were recently audited by the EALD department at DECD and the results were positive and affirming of our school processes.

Outcomes:

- Class teachers informed of all EALD students at the beginning of Term 1 with assessment requirements highlighted - resulted in informed practice.
- Successful audit of scaling process and assessment protocols at TGS.
- Feedback about Steiner EALD students will be utilised to adapt assessment practices in 2013.
- Termly revision of EALD support timetable ensured maximum support for EALD especially new Reception students.
• Regular monitoring of support ensured consistency of delivery by SSO.
• Ongoing dialogue with class teachers to ensure appropriate support provided to EALD students if any formative assessments raise concerns.

Recommendations for 2013:

- Adapt Steiner Education EALD students’ assessments in consultation with Steiner Co-ordinator to ensure Literacy progress monitored appropriately.
- Continue to provide detailed information about EALD to teachers in Term 1 to ensure differentiation is appropriate where needed.
- Learn and utilise new EALD scaling system from Term 1 2013.
- Continue to link EALD assessment tasks with whole school Genre writing overview.
- Continue to build connection with parents from different cultural backgrounds - link with Children’s Centre.
- Build closer connections with Intensive Language Programme at East Torrens PS to gain greater knowledge of the programme in order to inform families.

Staying Safe in a Connected World

At Trinity Gardens School we take the issue of bullying very seriously. 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.

2012 Outcomes

- The Successful Start and Virtues Programs implemented throughout the year.
- A new recording system for yard behaviour was implemented including entering information on the DECD reporting system (EDSAS).
- The annual bullying audit was conducted in term 2.

Some students expressed they would like to have more friends while others expressed concern about covert or ‘hidden’ bullying such as exclusion or behaviours which damage social relationships.

The bully audit in 2012 contained three specific questions about cyber bullying for all Year 4 to Year 7 students.

Q1: Do you feel safe using the internet or using a mobile phone:
Yes: 85.9%  Sometimes:8.4%  No:4.7%

Q2: If you have felt unsafe using the internet or a mobile phone, what did you do?
• Asked an adult at school for help
• Asked an adult at home for help,
• Asked a friend for help,
• Stopped using the Internet or mobile phone

A majority of students said they would ask an adult at home for help. A small number said they would do nothing about it.

Q3: Which of the following issues do you sometimes or often worry about when using the Internet?
• Cyberbullying
• Identity theft
• Scams
• Stalkers
• Information or pictures that are inappropriate

Many students expressed that they were concerned about one or more of these aspects when using the internet.

<table>
<thead>
<tr>
<th>Year</th>
<th>Feeling safe</th>
<th>Feeling Safe sometimes</th>
<th>Feeling unsafe</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>85.6%</td>
<td>13.3%</td>
<td>1.1%</td>
</tr>
<tr>
<td>2011</td>
<td>87.9%</td>
<td>11.1%</td>
<td>1.0%</td>
</tr>
<tr>
<td>2010</td>
<td>87.5%</td>
<td>11.8%</td>
<td>0.7%</td>
</tr>
<tr>
<td>2009</td>
<td>81.5%</td>
<td>17.7%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

This is how I feel in the classroom

Students sign an Internet User Agreement and show responsible internet use in a connected world.
Recommendations for 2013

- Continue to implement the Successful Start program with a greater focus on social skills
- Continue to reinforce the Virtues program in everything we do.
- Explore and implement ways to teach students about Cyber safety.
- Develop greater consistency of the implementation of social skills.

Further explore the use of tools eg ipad to support the learning of students with special needs.

2012 target: All students receive high quality instruction due to improved pedagogy.

Where teachers are concerned about a student and their learning or well-being consultation with parents and leadership staff occurs. Following this a plan is developed which may include consultation with a DECD service provider.

Intervention & Support Programs

2012 target: Through negotiation and collaboration, learning is differentiated and connected ensuring relevance and rigor.

Outcomes:

At Trinity Gardens School a small percentage of students (5.5%) 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.

Summary:

- 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,
- Five ipads were purchased for use with students who have special needs. SSOs participated in training with a facilitator from Special Education Resource Unit (SERU),
- SSOs participated in two training sessions focusing on the needs of students with Autism Spectrum Disorder.

Recommendations for 2013:

- Further develop the Curriculum Support Planning process to ensure they are specific to student needs;
- Continue to provide relevant training opportunities for SSOs;
- Ensure that processes for intervention are clearly documented for the school community;
- Provide staff with further training relating to the use of assessment information to improve learning programs;
- Implement the 3 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, which includes the Early Learning Centre, works in partnership with families and community to realise and support best outcomes in health, learning and wellbeing for children.

The following report details the outcomes listed in the initial Quality Improvement Plan written in alignment with the National Quality Framework.

**Highlights:**
- In September Cathy Tomaselli was appointed as the new Community Development Coordinator.
- Partnerships with families and a growing sense of community were developed.
- There is a well supported and active subcommittee of the Governing Council.
- Enrolment and orientation for new families has become streamlined and coordinated.
- Introduction of 15 hours of preschool education and the transition to two groups of children progressed smoothly and increased learning opportunities significantly.
- Long uninterrupted periods of play.
- Four staff members continued their study for higher qualifications. Two completed their study this year.
- Occasional Care programme continues to grow. Referrals to the programme are being made by health professionals.
- The use of ipads to write Learning Journal entries with the children has allowed opportunities for children to reflect on their own learning in more meaningful ways.
- Relationships between the junior primary staff and the early childhood educators have been enhanced through participation in the Visible Learning Community.

**Target:** Continue to build an environment conducive to developing relationships

**Success measures**
- Educators develop constantly deeper knowledge of the children.
- Children respond to each other in a thoughtful and respectful manner and group work is more prevalent.

**Comment**

Relationships are the foundation of early childhood development. Children use safe and secure relationships to reach out and explore their world. Young children learn best when they are supported by sensitive, responsive adults. Peaceful peer relationships provide the basis for developing social and emotional wellbeing and enhance the learning process.

**Outcomes**

Children have developed secure relationship with each other in constant, predictable groupings. A deep level of engagement by all children occurs during planned play times. More children have been working in spontaneous small groups and involved in cooperative play with children responding to the ideas and suggestions of others.

Children’s needs have been met as required by educators who have developed a deep understanding of each child through shared data collection.
Recommendations for 2013

- Extensively use the RRR Engagement tool.
- Intentionally plan to extend relationships with families.

**Target:** The curriculum direction of children’s learning is informed by critical reflection of practice.

Highly effective educators engage in reflective practice. Reflective practice is best described as a form of ongoing learning for practitioners who analyse their practice in order to identify what drives children’s learning and development and the impact their attitudes and values have on a child’s development. (EYLF 2009).

**Success measure**

- Staff develop children’s learning through responding to needs and interests

**Outcome**

The formal study by educators has been very effective in the process of reflective practice. Professional discussions during team meetings are deep and offer insights into different ways to do things. There have been some steps taken by educators to watch each other work and formalise the gathering of the data using the Reflect, Respect and Relate document.

Children constantly read their Journal and return to an activity to further develop their ideas. A deep level of engagement, during the periods of *planned play*, indicates that the majority of children spend a large percentage of their day learning through investigating their world.

Many children use rich oral language to develop their play and to express and exchange ideas.

Most children are confident to communicate both verbally and non-verbally.

Many children choose to read stories about their own learning in the Learning Journals. All but a couple of children who would prefer to be outside, have continued to enjoy listening to stories from picture books.

Just over two thirds of children indicate a understanding of phonological awareness. There is some confusion over some of the concepts of print when the children are asked to respond to questions out of context, however assessment during play indicates a higher level of knowledge and understanding.

![Graph](image)

**Recommendations**

- Embed use of the Reflect, Respect and Relate document in educator practice.
- Implement further strategies to foster reflective practice.
- Continue to research effective tools to help capture a picture of an educators practice for review both by self and others.

**Target:** Strengthen the link between planning and the daily learning

Curriculum in early childhood settings encompasses all interactions and experiences, planned and unplanned and puts learning and development at the centre of an educators’ core business. Fundamental to the process of planning for optimal learning requires identifying children’s strengths and interests and guiding the decision making for appropriate teaching and learning.
Success measures
- All children have documented individual education plans.
- All educators work with focus children and implement the plans as part of their daily practice.
- Data gathered from educator’s planning informs changed practices.

Outcomes
Professional discussions on strategies to strengthen links in planning are challenging and require refinement to work in practice. As a result of the educators’ attendance at a Wendy Lee (2012) conference, a decision was made to investigate the production of planning stories as a strategy for gathering evidence for continuous self-review of planning. Planning stories are narratives documenting the planning for a specific attribute of the curriculum. The collection of learning stories has become easily shared amongst the educators who are now able to support the implementation of the plans and add their own perspective of the child’s learning.

Recommendations for 2013
- Data gathered on the parent’s perspective of their child will form the foundation of the Individual Learning Plan.
- Data gathered from individual learning journals is included in the child’s plans to guide future learning.

Target: Families are actively and confidently contributing to the services offered through the Children’s and Early Learning Centres.

Early childhood is the prime period for optimal brain development and the family is the child’s first and primary educator. A high level of parent understanding about early child development will enhance the outcomes of children, families and communities. As children enter the Centre with a range of knowledge, skills and understandings gained from their families, optimal development and learning for young children is most likely to be achieved when there is a strong, trusting partnership between the family and the educators. Professionals working with young children and their families identify programmes, services and barriers that may impact on the development of the child and work with the families to provide meaningful and successful learning opportunities.

Success measures
- Parents and families are designing and leading implementation of programmes and services.
- Families demonstrate a sense of belonging to the Centre.

Outcomes
There has been a significant increase in the sense of belonging by families in the Early Learning Centre (ELC). Community building events with families involved in the preschool programme have been very well supported by attendance, such as family tea. Offers of help for any task have been willingly given. Parents have been initiating conversations about issues or concerns that may have an impact on their child’s learning. Parents are contributing to the learning journals as one way of sharing their child’s learning and development. The Early Learning Centre subcommittee of the Governing Council has been active in decision making.

There has also been an increase in family engagement in the Children’s Centre’s programmes. Partnerships with outside service providers have strengthened and become more established. Links from outside services to programmes offered by the Centre are constantly increasing. The formation of programme development working groups is evidence that families feel they are welcome to lead and implement programmes offered by the Centre. Preliminary conversations have developed the beginning of relationships with health providers. The parent opinion survey results were comparative with 2011 however, the sample group was very small and the data collected no representational. Other forms of feedback have been sought at regular intervals and acted upon as appropriate.

Recommendations for 2013:
- Establish a parent advisory group for the Children’s Centre programmes.
- Continue to investigate strategies to develop partnerships with health providers.
- Investigate and implement ways to strengthen partnerships with families in the ELC.

Target: Policies and procedures determining best practice are researched and documented.

Policies and procedures provide the link between the vision and the daily running of the Centre. The policies and procedures guide the educators in their daily work.
Success measures
- The centre has the required and site managed policies and procedure documented.
- Practices are consistent across staff members.

Outcomes:
Policy development has occurred in line with the publication of the policies written by the Department of Education and Child Development. There has been an increase in consistency in routines and practices by the current staff. Folders containing staff qualifications and records have been developed.

Recommendations for 2013
- Continue writing policies and procedures as required or needed.
- Review of policies as required

Student Data
Enrolments
Figure 1: Enrolments by Term

Total Enrolments 2010 – 2012
![Graph showing total enrolments by term from 2010 to 2012]

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems

Enrolments in the Centre have remained constant. There is a small number of children from culturally and linguistically diverse backgrounds. Children with the same languages have been grouped together offering both the child and their family support. Bilingual support has been offered to the children with English as their additional language. There has been a significant increase in the children’s confidence and their ability to use English at the Centre.

Figure 2: Attendance by Term

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry

Table 2 Attendance Percentages 2010 – 2012

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 Centre</td>
<td>89.1</td>
<td>89.7</td>
<td>94.3</td>
<td>92.9</td>
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<tr>
<td>2011 Centre</td>
<td>96.3</td>
<td>93.4</td>
<td>89.5</td>
<td>85.5</td>
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<tr>
<td>2012 Centre</td>
<td>92.3</td>
<td>88.5</td>
<td>88.9</td>
<td></td>
</tr>
<tr>
<td>2010 State</td>
<td>88.8</td>
<td>90.3</td>
<td>88.0</td>
<td>88.2</td>
</tr>
<tr>
<td>2011 State</td>
<td>89.9</td>
<td>89.1</td>
<td>88.4</td>
<td>89.6</td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.4</td>
<td></td>
</tr>
</tbody>
</table>

Attendance figures reflect the number of working parents who are unable to access their half day entitlement due to child care arrangements. Attendance figures for the full day component of the 15 hours entitlement is considerably higher.

Table 3:

Feeder School Percentage Data 2010 – 2012

<table>
<thead>
<tr>
<th>Type</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt</td>
<td>98.00</td>
<td>98.0</td>
<td>98.6</td>
</tr>
<tr>
<td>Non-Govt</td>
<td>1.0</td>
<td>2.0</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>99.0</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known. Due to rounding totals may not add up to 100%.

Source: Term 3 Preschool Data Collection, Data Management and Information Systems.
Vision: In the St Morris Unit we strive to provide a stimulating, safe learning environment, so all children are able to reach their full potential.

Background information:
In 2012 the St Morris Unit reached capacity for the first time since it began in 1994.

In the unit there are 16 students ranging from the ages of 5 to 13, 12 part time and full time School Service Officers, two part time teachers and the Co-ordinator.

Two Health Support Officers are also part of a team who support students who are gastro fed. From time to time there are visiting health care professionals such as physiotherapists.

2012 Highlights

- St Morris Unit being involved in the Living Eggs Programme.
- Physiotherapist students from Flinders University working with the students.
- Recreational officer from Novita teaching our students to play Bocce.
- Classes in the main stream school visited the unit for an information session.
- Students’ participating in a trial Kinnect programme designed by Flinders University.
- Sport’s day participation.
- Excursions:
  - Variety Club “Luv a Surprise” Party
  - Variety Club Christmas Party
- Parent Coffee Mornings.
- Students being involved in the Premier’s Reading Challenge.
- Hosting the school assembly.
- Students and parents play Bocce after school.
- Sending a Bocce team of 5 students to a school carnival at ETSA Park.
- Students’ participation in the End of Year Celebration.

Parents and students involved in after school sport

Target:

- 100% of students will use their augmentative devices and PODDs to improve their communication skills.
- 100% of students and staff have opportunities throughout the school day to communicate with each other.

Comment:
Communication is a key to open up student’s learning and their world. All of the students in the unit are non-verbal. In the St Morris Unit therefore, communication is a priority.

Outcomes:
Each year we strive to meet our targeted outcome of 100% of students using some form of communication. We have seen over the years how powerful communication is to our students to empower them in making choices and to assist them in their learning.

Each year the unit purchases more Augmentative and Alternative Communication (AAC) devices such as switches, *big macks* and *step by step*. This allows every student to have access to a communication device so they can practise their switching skills. These simple AAC devices enable the students to communicate to their parents and tell them what is happening at school and the students are able to tell their morning news to the class.

Often staff will put on the switch “That’s the one”. These three words are giving the students a voice. The students, with understanding, will select what toy they want to play with, what colour they want to paint with. This also informs the staff what they know in their learning.

As the students become more efficient with their understanding and use of an AAC they advance to more complex communication devices. There are six students who are using Mitobi, Dynavox or Vantage AAC’s. It is our responsibility to ensure that we encourage the students to use the devices as often as they can. For students this is a challenge because of restricted hand mobility. Through observing the students closely staff are able to discuss their observations with the Occupational Therapist from Novita who will then make recommendations to help the student to access their AAC better.

Early intervention with students’ communication was again a priority this year. Through careful budgeting, the unit employed a private speech therapist for 6 hours a term. She worked with...
our five and six year olds. Our therapist was a specialist on assisting students to use i-pads for communication. The speech therapist made a significant difference for some of our students and their communication.

Several staff attended workshops presented by the speech therapist. This ensures that we have the latest knowledge about different ways we can encourage our students to use their communication devices.

During Book Week we put jokes on the switches so that at recess time the mainstream students could listen to a joke. When the students go to their buddy class they have a message on their switch.

Allowing students to have switching opportunities during the day has made an impact on all of our students.

A student using his communication device.

<table>
<thead>
<tr>
<th>21st Century Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target:</strong></td>
</tr>
<tr>
<td><strong>Comment:</strong></td>
</tr>
</tbody>
</table>

Outcomes:
Throughout the year we have continually assessed the programmes that we provide for the students so that we can maximize on their learning time. Some students engage more with i-Pads to assist them with their learning while others respond better to concrete materials.

The 4 blocks of Literacy programme has been a focus. An hour block of time in the morning allows the students to be exposed to phonological awareness, reading and writing activities. It must not be underestimated in what students can achieve. Many of our students are reading and others are able to recognize some letters of the alphabet. Using adaptive keyboards and “Pencils” the students are also emergent writers. The software programme Clicker 6 gives a framework for our students to write sentences. With this framework the students are being successful and so this encourages them to try even harder.

At any time during the day, the students are learning.

Phonological kits and Reading packs have been produced during the year to support the students.

With assistance some of the older students are using the internet to research for their projects. They use their switch for “that’s the one” when they find a web site or pictures that they want to use for their project.

The services Kilparren currently provide give us advice on assisting our 4 students with hearing and visual impairments so that they are able to access improved learning options.

One of the benefits of a disability unit at Trinity Gardens School is inclusion. All of our students have interaction with students from the main stream. The students are involved in Sports Day, Book week, Harmony Day and assemblies. This year 80 %of our students have a buddy class. Teachers’ feedback says their classes look forward to having the St Morris student visiting.
Students from the mainstream frequently come into the Unit, either to play with, read to, play music and sing songs with a St Morris student.

Marcus working with his friends in his buddy class

21st Century Well Being

Target:

- To continually improve the physical abilities of our students.

Comment:

“Move, Move, Move ” is almost 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.

Every child has 2 or 3 pieces of equipment to meet their physical needs. In the unit there are walkers, Kelly chairs, standing frames and commodes. There is also a large variety of other equipment used by the students. During a week students use large balls, standing ladders, swings and bolster seats, a small trampoline and other large equipment. This takes up a lot of space.

Outcomes:

The unit has a close relationship with Novita. They train the staff how to put hand and leg splints on the students and how to put a child in a standing frame or walker. Often a parent will meet the therapists in the unit as it is convenient and the parent does not have to take their child out of school for yet another appointment.

We have been very fortunate this year to work closely with physiotherapist students from Flinders University. This weekly programme, under close supervision from a senior therapist has provided programmes for our students to assist with their movement. Every day the students practise their skills. Some of the movements may be small but it is monumental to them and worth celebrating. One of the students has been practising to lift his head up so that over summer he can go on a boogy board. Another student is becoming aware that she has feet and that with support she can put them on the ground.

At recess time the students go on their walkers. This gives them the opportunity to mix with other students in the yard and also improves their muscle tone.

During the year Conductors from Conductive Education has also trained the staff to assist the students with stretching and standing. All of our students, at different degrees, are showing improvement in their muscle tone and movement.

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 takes an enormous amount of time during the day but it is a necessity and the results show. The students are moving more and with the younger students there is less absenteeism.

Abigail practising her exercises

Recommendations for 2013

- To continue to provide a quality learning programme.
- To continue to employ Speech Therapist on a regular basis.
- To work closely with the Occupational Therapist from Novita to improve the sensory room.
Science in 2012 continues to build on the programme initiated in 2011. Inquiry topics included a mix of Primary Connections units or 8 - 10 week programmed inquiry units. Each of these topics fitted within the four Science strands and encompassed a term’s work. Class room teachers share in the delivery of the Science curriculum. This ensures that the 120 minutes for Yrs. 3 to 7, and 90 minutes set for junior classes, meet Australian Curriculum requirements.

In 2012 the Science Room was provided with additional funding to build up resources to support a ‘hands on course’ focus. Steiner classes, the St. Morris unit and the ELC regularly access these resources, together with visiting student teachers. Purchases have included digital microscopes, chemistry plastic ware, solar kits and mineral samples.

Science Learning
The year began with Earth and Space Science. Topics ranged from weather for the Reception classes to studies of the atmosphere for the Year 6-7 classes. An on-going legacy of this term has been Year 1 student’s keenness to share rocks and minerals.

Term 2 switched to Chemical Sciences with Year 2’s exploring the application of mixing and dissolving processes used in Art, while the Year 4-5s broadened their understanding of solids, liquids and gases. Term 3 brought special lessons for Science Week in August, including visiting the Energy trailer to better understand the place of electricity in our everyday lives.

The Year 6s were able to apply this to their Essential Energy topic and the Year 3’s explored heat. Several entries were submitted to the Oliphant Science Awards with some early success in this process. Term 4 left the Biological Sciences to be covered and included exploring leaf litter and following the hatching of the school’s chickens for the juniors, to understanding the inter-relationships within ecosystems for the senior classes, incorporating the use of Net books to facilitate self-paced, guided research.

Learning Outcomes
Science lessons provide support and understanding for all aspects of children’s lives. As the potential for the disconnect between human life, and the planet which supports this life grows, Science can provide encouragement and opportunities to reconnect. Science also provides opportunities to reinforce the connection between what is learnt at school and where it is applied in everyday life and in the jobs we do.

Student workbooks remain a partial record of work covered and a place to record results and observations. They are a valued connection between student and teacher.

Recommendations for 2013
- That all students have the opportunity to attend a Science focussed incursion each year.
- That opportunities for lunch time Science be available to students through a pass or membership scheme.
- That Primary Connections units become the basis for the classroom teaching component of the Science Curriculum, as aspects of Literacy and Numeracy will be enhanced through this process.
- That the Science Room programme continues to develop the incorporation of IT processes across all year levels.
The 2012 classroom Music programme aims to develop fundamental musical skills, and provide students with learning opportunities which build upon skills and concepts covered in previous years. The programme for the Steiner Education stream students is achieved through negotiation with classroom teachers.

Student Learning
Student learning is designed around understanding and application of the core Elements of Music with a focus on developing musical knowledge, understanding, appreciation and expression. Students are engaged in a wide variety of musical learning activities which follow explicit teaching of skills to achieve specific learning outcomes. Structured activities within the programme also provide opportunity for personal exploration and development of individual musical creativity. There has been an increased focus this year on the integration of TfEL Framework guidelines to the programme - in particular the focus on the engaging students in dialogue concerning the Learning Intentions of both individual lessons and overall units of work. Peer reflection on Learning Intentions at the conclusion of the lessons and units of work is assisting with student achievement. Peer group work is a strong focus of the programme, as is an emphasis on applying The Virtues to become successful musicians.

Highlights
Enthusiasm for the classroom programme remains at a high level. Whole classes as well as individual students demonstrate eagerness and expectancy towards their learning in Music. Learner feedback at the conclusion of topics covered is extremely positive.

Extra-curricular learning opportunities remain of strong interest, and are considered to be musical highlights at the school for many students.

- The Music Festival Choir. An excellent assessment grade was given by the Festival of Music Assessor to students this year for their achievement.
- Ukulele Groups. A large number of children have been involved in a greater depth of skill development beyond the classroom introductory ukulele lessons. A specific programme has been designed for the children at TGPS that has also drawn interest from Music teachers from surrounding areas.
- Classroom - Music Teacher collaboration. This remains strong and has resulted in many classes being able to share their learning through musical items presented at whole school assemblies, e.g. a Reception class sang their own class motto song, a Year 5/6 class presented a song about the Stolen Generation - this was specifically arranged to incorporate students musical abilities.
- The formation of a Year 3 - 5 choir which introduced younger students to more complex 2-part harmonies. They performed for the St Morris Unit and a school assembly.
- The 2012 Music Evening. An established format ensures smooth running and has received favourable feedback from the parent community. The event showcases the immense musical talent of individual students. The evening is a popular and highly anticipated annual event by students.

Recommendations
- New Music room to be completed in term1 & will the purchase of ICT-related resources, in particular Interactive White Board.
- That procedures are established which provide oversight of private providers’ tuition services to the school, to help ensure students receive quality individual instrumental tuition.
Physical Education classes offer a wide range of skills. Junior Primary classes focus on Fundamental Movement Skills offering students the range of skills that are needed for future participation in structured sports.

Upper Primary students engage in a range of sports throughout the year. This year there was a focus on Athletics along with Hockey, Volleyball, Badminton, Table Tennis, Golf and European Hand Ball. Volleyball and Table Tennis were offered as lunchtime competitions.

Sports Day was a highlight with perfect weather on display. Twenty two classes participated along with the Early Learning Centre and St. Morris Unit spread across two ovals, outside playing courts and the gym. The fundraising committee provided a wonderful BBQ and cake stand. After a day of high excitement Trinity House were the eventual victors. Sports leaders took an active part and fulfilled their duties in exemplary fashion.

**School Sport**

In conjunction with the Sports Committee of Governing Council, the PE specialist teacher lead School Sport in 2012. Teams and numbers continue to steadily grow.

### Sport

<table>
<thead>
<tr>
<th>Sport</th>
<th>Number of Teams</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>5 per term</td>
<td>57</td>
</tr>
<tr>
<td>Cricket</td>
<td>4</td>
<td>46</td>
</tr>
<tr>
<td>Soccer</td>
<td>9</td>
<td>118</td>
</tr>
<tr>
<td>Netball</td>
<td>4</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>259</td>
</tr>
</tbody>
</table>

**Highlights**

- Netball was incorporated into School Sport with 4 teams in the Summer competition.
- Soccer continues to be popular with 9 teams.
- The two year 6/7 basketball teams played off in the grand final at Campbelltown Leisure Centre.
- A large investment into team kits was made.
- Soccer received new balls, training bibs and bags.
- Netball kits were purchased for the new teams.
- For the first time basketball teams received teams kits with new balls, first aid kits and markers.
- New reversible basketball singlets were made up for two of the teams with more to be purchased in the future.

2013 we could expect to see further increased numbers in school sport. The Australian Curriculum for PE will begin to be used for program and planning.

### SAPSASA Sport

<table>
<thead>
<tr>
<th>Sport</th>
<th>Number of Teams</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>1</td>
<td>39</td>
</tr>
<tr>
<td>Basketball</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Cricket</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Cross Country</td>
<td>1</td>
<td>43</td>
</tr>
<tr>
<td>Netball</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Soccer</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Swimming</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Tennis</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Volleyball</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>158</td>
</tr>
</tbody>
</table>

SAPSASA will again be closely monitored in 2013 with sharing of organising teams as a busy schedule and number of participants in a given sport given strong consideration.

**Highlights Include:**

- Trinity Gardens came second in the Torrens River SAPSASA District Day. Eight students qualified for the state championships. Marcus Roberts third in the state boys 100m sprint.
- Year 5/6 boys basketball team won their district day and competed in the state championships coming fifth overall
- Year 6/7 boys tennis knockout team advanced to the state final earning Trinity Gardens a SAPSASA State Championship.
Cari Genitori e communità della scuola,

In 2012, the Italian Language Program has as an objective to maximize engagement, creativity and success for all learners.

In line with this objective games have been incorporated into lessons to inspire students in Italian. ‘Games’ are defined as an activity which is entertaining and engaging, often challenging, an activity in which the learners play and interact with others (Source: A. Wright, Games for Language Learning).

Each game is designed to have a specific learning intention, supporting the use of vocabulary and the understanding of grammar. For example, the game ‘Walking Dictation’ helps students to focus on grammatical concepts. Students are clear about the intention of the game; we are learning to memorise and dictate a text in Italian. The game involves the following:

- Learner A must quickly walk outside the classroom with a text in Italian. Learner A must read the text and memorise it as much as possible before walking back to the scribe (Learner B) waiting in the classroom.
- Learner A then dictates what they remember of the text to Learner B, who then records it in writing.
- Learner A can walk to the text as many times as needed in order to dictate as much of the text as possible within a set time limit.
- Texts are shared aloud and the students’ efforts applauded. Learner A and B then swap roles.

The classroom is filled with movement and most importantly, creative ways in which to remember the text and learn Italian.

Successful outcomes of 2012 Italian

- Displays of student learning throughout the School and at Carnevale.
- Class 7 attending the Art Gallery and The Cathedral.
- The inclusion of Italian singing at assemblies.
- Festa in Piazza with Classes 7 and 6 and students from the First Language Maintenance classes.

Trinity Gardens School hosts the first complete Steiner Education stream in a Government school in South Australia. We began the stream in 2006 and now have 8 classes with one at each year level.

Curriculum

Early this year the Australian Steiner Education Curriculum Framework (ASCF), paralleling the Australian Curriculum for mainstream education, was ratified by the Australian Curriculum Assessment and Reporting Authority. This provides a valuable resource for Steiner teachers. The ASCF underpins the authenticity and integrity of the programs provided in the stream. This year, Steiner Education stream teachers programmed and reported against the Learning Areas of Mathematics, Science, English and History. Several teachers within the stream, experienced in Steiner Education, were able to share their expertise in moderating of standards across the classes, to facilitate assessing and reporting against the ASCF.

The Arts are a crucial part of curriculum delivery integrated and embedded as methodology. Stories which draw on and develop the imagination of students are supported with music, painting, drawing, moulding and drama. The Music program begins in Class 1 with all students playing recorder and singing with their teacher. In Class 4, a stringed instrument is added, and the whole class learns to play as a string ensemble. In Class 6, other instruments may be taken up to expand the Ensemble. Plays allow the students to live into the content of the cultural themes underpinning the curriculum, while gaining confidence in choral or individual speaking. Craft lessons are taken by a specialist teacher who leads the students through projects creating useful objects in natural materials. The benefits in fine motor skill development and self-esteem are marked.
Eurythmy

Eurythmy is a subject at the heart of Steiner Education. It develops coordination, listening skills, sense of rhythm, social and spatial awareness. Despite an Australia wide shortage of Eurythmy teachers we were able to employ a specialist teacher in term 4 for Reception to Class 4. Trinity Gardens students reaped considerable benefits.

Coordinator

This year, Catherine Banner, won the Steiner Education Coordinator position which was created to support the teachers, facilitate integration within the school and work with the school leadership team.

Outside School Hours Care (OSHC) 2012

Outcomes

- An OSHC Quality Improvement Plan developed with procedures and programs meeting the National Quality Standards and Regulations.
- Increased enrolments: 30+ children in Before School Care, an average of 70 in After School Care.
- Our environment provides inclusive opportunities for educators and children. Space in the ELC or the Children’s Centre provides a quieter environment for Pre-School and Reception children and sometimes their peers. We continue to provide care for children from the St Morris Unit during ASC & Vacation Care.

- Breakfast is now provided for children in BSC who may not have had anything to eat before arriving in BSC.
- The Active After School Care program promoted a variety of sports and games. We received a Bronze certificate for participation in the Prime Minister’s Olympic Challenge.
- Six educators are now approved as Certified Supervisors and 10 have attended Apply First Aid, Asthma & Anaphylaxis training. One must be present at all times children are present. All new employees are either Qualified or working toward a Qualification.

Comment:

The OSHC industry operates under a new National Quality Framework that comprises 3 documents; The National Quality Standard, National Regulations and the learning framework “My Time Our Place”. The framework places children’s wellbeing, learning and development as the focus and extends the principles, practices and outcomes of the Early Years Learning Framework, Belonging, Being and Becoming.

Targets:

- Address improvements identified in our Quality Improvement Plan.
- Children will be encouraged to be decision makers. In years 5-7 children can apply to be an OSHC leader.
- Programs and processes will be evaluated to ensure the continued inclusion of all children attending TGS OSHC.
- Continue with the Active After School Sports program.
- Improve our sustainable practices by developing a garden and introducing recycling for other items used by our service.
- Update internet access to allow children to access the school server for homework or projects.
Attendance

2012 Targets:

- 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>2010</td>
</tr>
<tr>
<td>Reception</td>
<td>90.0</td>
</tr>
<tr>
<td>Year 1</td>
<td>92.7</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.7</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.4</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.3</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.6</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.6</td>
</tr>
<tr>
<td>Year 7</td>
<td>95.3</td>
</tr>
<tr>
<td>Total TGS R-7 Year Levels</td>
<td>93.0</td>
</tr>
<tr>
<td>Total National Yrs 1 TO 10</td>
<td>93.3</td>
</tr>
<tr>
<td>St Morris</td>
<td>76.5</td>
</tr>
</tbody>
</table>

Comment:

Trinity Gardens School places priority on the early identification of nonattendance and irregular attendance. Research shows that success in learning is directly proportional to regular attendance and participation in education programs. There is a correlation between underachievement in primary school and nonattendance in later years and consequently lack of success in adult life. This means that these children may:

- be socially isolated,
- place themselves at risk of personal harm during times of absence,
- have reduced life choices,
- be more likely to be involved in socially unacceptable and/or illegal activities.

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 2013:

- The Attendance Improvement Plan will be reviewed in 2013 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.

Post Primary School Destination

Forty six students completed Year 7 in 2012 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 their primary schooling.

The student pathway to varying secondary schools is illustrated below.

<table>
<thead>
<tr>
<th>SECONDARY SCHOOL PATHWAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>DECD School</td>
</tr>
<tr>
<td>Norwood Morialta</td>
</tr>
<tr>
<td>Marryatville HS</td>
</tr>
<tr>
<td>Glenunga HS</td>
</tr>
<tr>
<td>Mitcham Girls</td>
</tr>
<tr>
<td>Charles Campbell</td>
</tr>
<tr>
<td>Independent Schools</td>
</tr>
<tr>
<td>Various</td>
</tr>
</tbody>
</table>
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.

The school has 90 students identifying as a student with English as a second language and 177 students are from a non-English speaking background. 23.5% of students verify for school card assistance. 32 students in the school and 15 in St Morris verify as a student with a disability.

December enrolment for the past five years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>626</td>
</tr>
<tr>
<td>2011</td>
<td>576</td>
</tr>
<tr>
<td>2010</td>
<td>521</td>
</tr>
<tr>
<td>2009</td>
<td>472</td>
</tr>
<tr>
<td>2008</td>
<td>368</td>
</tr>
</tbody>
</table>

Client satisfaction surveys were distributed to parents and caregivers across both mainstream and Steiner stream and the disability unit. This process was managed centrally by the Department of Education and Child Development (DECD) and families were chosen at random. Over 150 surveys were sent out. The highest number of parents responding to any question of the survey was 39. Although this is a disappointing number of responses it does suggest that there is general satisfaction with the school. This year DECD established a parent complaints unit and one school family wrote to the unit saying they wanted to compliment, not complain! This appreciative email referred to exemplary support for a year 7 boy who had been at our school since reception.

In the survey results there were many strong areas and there were no areas identified as of concern.

These examples from the parent opinion survey are all above the average response from all schools in SA.

- 100% felt that ‘teachers at this school really want to help my child learn’
- 100% said ‘Overall, I am satisfied with the management of facilities at the school’
- 100% said ‘I am comfortable about approaching my child’s teachers to talk about his/her progress’
- 98% said ‘I have confidence in how the school is managed’
- 97% said ’The school is always looking for ways to improve what it does’

Students from years 4 to 7 were also surveyed and here are some results:

- 77% - Students at my school are friendly (18% neutral)
- 84%- In my school, we learn about different cultures (8% neutral)
- 88%- Students are encouraged to participate in school events (8% neutral)
- 82% - My class activities are interesting and help me learn (16% neutral)
- 382% -My teachers know what I can do and how to help me(14% neutral)

Here is a snapshot from the teacher opinion survey. These results are all above those from other schools in SA.

- 100%-This school has high educational expectations of the students
- 100%-There are effective student behaviour management procedures in this school.
- 100%-Staff at this school respect each other.
- 97% -Our school has effective procedures to address bullying and harassment issues (3% neutral).
- 90% -I am happy with the quality of feedback I receive on my work performance (10% neutral)
- 90% There is good communication between staff in this school (10% neutral).
Workforce Composition

- This report is a profile of staff located in school sector sites as at August 2012. 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>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full time Equivalent</td>
<td>0.0</td>
<td>28.2</td>
</tr>
<tr>
<td>Actual Persons</td>
<td>0.0</td>
<td>31.0</td>
</tr>
</tbody>
</table>

Teacher Qualifications

All teachers at Trinity Gardens School are qualified and registered with the SA Teacher’s registration Board.

Please note: Staff that have more than 1 qualification will be counted more than once in the table below. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

<table>
<thead>
<tr>
<th>Qualification level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Degrees or Diplomas</td>
<td>71</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>26</td>
</tr>
</tbody>
</table>

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>5,438,970</td>
</tr>
<tr>
<td>2 Grants Commonwealth</td>
<td>99,100</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>496,876</td>
</tr>
<tr>
<td>4 Other</td>
<td>177,966</td>
</tr>
</tbody>
</table>

Camels ready for the Steiner Class 5 Camel Trek

Our Sports House & Vice Captains on Sports Day 2012

Numeracy learning in the Early Years.