Introduction

Trinity Gardens School is a special place where diversity and excellence are key features of everything we do. A range of programs are provided to support children’s participation and achievement from Birth to Year 7.

The school community is highly supportive and collaborative providing our children with a range of opportunities to fulfill their potential and develop learning skills for lifelong learning.

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.

A key feature of Trinity Gardens School is its environment where we endeavour to provide functional and stimulating learning environments both inside and outside.

In 2013 we were thrilled to have our new multi-purpose facility for the teaching of music and performing arts centre completed. The building was officially opened by Vicki Stokes and named ‘Stokes Centre’ in recognition of Vicki’s commitment to the development of our school over 10 years. It is proving to be a valuable asset to our performing arts programs.

The 2013 Annual Report presents information about excellence in our school. It is with pleasure that David and I present the following report.

Marg Erwin  Acting Principal

As Chair of the Governing Council I participated in an all-day review of the school in August 2013 undertaken as part of the Improvement and accountability framework that the Education Department utilizes. It was evident to me that so much preparation had gone into the review to ensure Trinity Gardens School had every chance to aptly demonstrate the passion for learning and the school environment that not only the leadership, teaching and support staff have but just as importantly the students of Trinity Gardens School have too. There were many presentations throughout the day by a number of teaching staff and also the involvement of Student Ambassadors right at the start set a fantastic baseline for a successful day. To see students of TGS speak so confidently and with an ability to tell a story that resonated with others was a great experience to be part of. This story was consistent, from the students, staff, the leadership team and parents too. The school validation report provided to the school was full of praise and recognition for the high level of professionalism of the staff.

We may have all heard that happiness is a journey and not a destination, so whilst the school can be very happy with what it is has achieved I understand that all involved want to continue the success going forward. The adoption of play pods and embracing new ICT solutions such as learning blogs are in their early adoption stages so it will be interesting to observe their value as they further develop over time. Education is dynamic and hence a motivated, professional staff is such a key component of responding successfully to new approaches and expectations. It is indeed a pleasure to be associated with a school that has high standards of excellence.

David Leach  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, Stokes Centre, was opened in 2013. 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 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.

At Trinity Gardens School children are provided with many opportunities to shine. The following have been some highlights of the school year:

Our Annual Sports Day is an enjoyable and active event where our Sports Student Leaders play a major role. This year the Honours were won by Devitt House.

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.

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.

Students in year 7 studied a unit of work on Australians on the Western Front and made wreaths that Mrs Stokes took to France to lay at Villers Bretonneux on ANZAC Day. They saw their wreaths on the television broadcast.

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 Music Evening, coordinated by Blair Price, our Music teacher, was again a successful night. The evening provided an opportunity for students to share their creative performance skills. The Percussion and Ukulele groups work hard and learn how to work as a group. Their efforts are enjoyed at school assemblies.
The Kids Matter Action team was established and attended two day of training. 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.

Steiner Class 5 hosted children from the Mt Barker and Willunga Steiner School for the Greek Olympics.

Academic Excellence is honoured with awards once a term for students in Year 5, 6 and 7.

Governing Council Report

Trinity Gardens School Governing Council has had a productive year. The major decisions and achievements include:

- The Virtues Walkathon - raised $12,000. This wonderful result was achieved through strong school community collaboration.

- The conclusion of the Empowering Local Schools National Partnership Project: our project is named TG E-Connect.

- Trinity Gardens School values the involvement of students, parents, coaches and spectators in the primary school sport program. To ensure all participating children enjoy themselves, a Code of Behaviour was established to remind players, parents, coaches and spectators of what is required of them.

- Official opening of ‘Stokes Centre’.

- Annual Pancake Breakfast celebration.

- Official opening of ‘Track Trinity’

Track Trinity is a paved track that encircles the eastern oval and provides opportunity for students to engage in healthy activities and has also become an attraction for the community after school hours.

- The Sustainability and Environment Committee has worked with Anna Kakoschke to develop the first School Environment Management Plan for Trinity Gardens School. The Plan has the scope to grow to improve the sustainability of the school and to support student learning through school community actions to reduce waste, and conserve and protect natural resources, energy and cultural and social values. The launching point for the Plan has been the implementation of a Healthy Living theme focused on sustainable food choices. A campaign has been implemented in the latter
months of 2013 to reduce food and packaging waste at the school. The aim is that healthy food is viewed as an important choice for Healthy Living and that the choices we make around food affect the environment.

- The SESC committee continued to work towards the smooth balance of Steiner Curriculum requirements within a mainstream school.
- Recommendations to finance sub-committee to review material fees and bring all costs together so it was an easily maintained budget amount for parents next year.
- Organisation of parent seminars which were once again well received.
- The SMS notification system is also now in full swing with electronic rolls.
- Uniform Shop vouchers were popular incentives on prompt payment of school fees.
- Transition to High School workshops for students and parents. Organised by the Health & Wellbeing Committee.
- Committed to ongoing participation in Kids Matter.
- GC is in ongoing discussions with Norwood Payneham and St Peters Council seeking a review of traffic management: parking, crossings, drop off zones.
- The Sport committee ran 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.
- School Communications.
- Learning blogs established across all classes and proved to be a resounding success providing parents with another point of contact and involvement in their children’s learning.

Built Environs:
- Ran 2 working bees.
- Planned and assisted with the implementation of the play pods.
- Commenced planning for the nature play space & planting indigenous garden between Devitt Avenue and the oval which we will continue to work on in 2014 (thank-you to Coles for the Coles Junior Landcare grant and the Adelaide & Mt Lofty Ranges Natural Resources Management Board for their school NRM action grant which have assisted us to purchase plants & materials).
- Assisted with the planning for the gabion wall construction along Portrush Road.

**Learners and Learning 2013**

*In times of change, learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists*” - Eric Hoffer (Trilling & Fadel, 2009)

Our school priorities address 21st Century Pedagogy, including visible teaching and learning that prepares students for new uncertainties, a rise 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 and requires a move from content based learning to concept/skills based learning.

**Highlights:**
- The introduction of class blogs to share inquiry learning with the school community.
- The implementation of the TG E-Connect project, including a school intranet, online attendance system, email and sms communication, and Learnlink.
- Peer and self assessed feedback rubrics increasingly incorporated into inquiry based learning units of work.
- Success of the ‘Bridging the Gap’ project where Year 7 students visited a local nursing home over the period of a year to investigate the early, working and later lives of residents and produced a movie incorporating research of a particular resident.
- Greater collaboration between teachers in planning units of work, particularly inquiry and focusing on authentic learning.
• ICT used to support Steiner Education Class 7 Inquiry based learning units of work.

• Quality ICT and web 2.0 resources increasingly support student learning, including Reading Eggs, Mathletics, Glogster, Wallwisher, Survey Monkey, Microsoft One Note and Picasa, various iPad apps, Prezi, Weebly, and many more.

All students engage in learning that supports the development of deeper thinking - problem solving, inferring meaning and creativity.

Higher Order Thinking Skills-

Higher order thinking skills require learners to be active, not passive. A student is an active learner when he or she analyses, evaluates and creates (Conklin, 2012)

Target:
A culture of inquiry that incorporates higher order thinking skills will support the development of deeper thinking

Comment:
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.

Outcome:
A variety of tools to support the initiation of questions to consider have been utilised in inquiry, 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, excursions and artefacts, further supports the development of higher order thinking skills.

A variety of activities and experiences that incorporate higher order thinking skills allow for deeper inquiry, such as comparing the different mechanisms of toys (top left), using information to understand and analyse different Aboriginal tools (top right), going on an excursion to the South Australian Museum to allow for understanding and analysing Ancient Egyptian collections (bottom left) and applying the features of a map to predict human populations and their effect on the natural environment (bottom right)

Graphic Organisers-

Target:
Students will develop higher order analytical skills through using stage appropriate graphic organisers

Comment:
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:
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 ideas and 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.

Target:
- Students will demonstrate creative thinking through various means e.g. visual arts, language arts, music and creative play

Comment:
Creativity and innovation are very high on the list of 21st century skills. The Industrial Age has moved to the Knowledge Age and many believe that the Knowledge Age is giving way to an Innovation Age. Creativity and innovation are a high priority in desired outcomes for student learning.

Outcome:
Students have been expressing creativity by being nurtured by learning environments that foster questioning, patience, openness to fresh ideas, and learning from mistakes and failures. Creativity has taken many forms, including artwork, play, digital creativity, roleplay, music, and drama, and many more.

Emphasis on Creative Thinking -

*Imagination is more important than knowledge* - Albert Einstein (Trilling & Fadel, 2009).

Target:
- Students will express authorship and enthusiasm for their learning.

Authorship -
Students who become more interested and confident in their developing learning power are less likely to drift off task when they find learning difficult (Claxton, 2002).
Comment:
The opportunity for students to participate in constructing meaningful questions related to a real-world concept or issue as well as 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 allows for authentic inquiry, thus increased enthusiasm for their learning. In a world of increasing Internet and social media use, it is essential for students to understand the strengths and weaknesses of the Internet and social media and to analyse the message each delivers.

Outcome:
Students are increasingly engaged in their learning through constructing meaningful questions related to real-world concepts and issues, with emphasis on historical studies, sustainability, and the future. They also have been developing ownership over their learning in understanding the purpose of the Internet and media through critical evaluating, engaging in different media types and using the Internet effectively.

Visible Teaching and Learning

Learner Feedback & Staff Feedback

Students develop authorship and enthusiasm for their learning through authentically researching a family member in WW1 (left) and understanding how to effectively evaluate websites to make appropriate decisions in their learning (right).

Students learn about themselves as a learner - their strengths and how they can improve.

Feedback -
Good learners are intuitive, but they also need to be aware of how their learning is going to make strategic decisions about it (Claxton, 2002).

Target:
- Students’ responses to various feedback reflect a culture of active engagement and continuous improvement.

Comment:
Timely, personalised and relevant feedback shared between teacher and student and student to student supports students to maximise learning opportunities and allows them to learn about themselves as a learner.

Outcome:
Feedback has been incorporated into Inquiry based learning units of work in a collaborative effort between students and teacher. Success criteria have been made explicit and achievable for all students in the form of rubrics and other methods of assessment. Feedback has been a combination of student, peer and teacher assessment.

In Term 3 students at TGS in both streams from Year 3-7 completed an online Feedback survey about their perceptions of teaching and learning in their class. This rich data provided an overview of how students view their learning and the pedagogy their teacher is using to facilitate this effectively.

The questions focussed on key elements of our School Improvement Plan - students receiving continuous feedback, clear success criteria, choices of learning styles (I,C,T) a voice in class decision making and using a range of learning tools to support learning inside and outside the classroom.
The graph shows some of the key action points from the School Improvement Plan on which the students provided feedback. The results were overwhelmingly positive although there is always room for improvement especially moving the ‘often to the always’ and ensuring all students are experiencing the same opportunities and learning conditions.

As part of the continuous improvement journey at TGS staff is regularly asked to provide feedback on the practices at the school. This is part of the DIAf Self Review process which was supported by a Validation day in Term 3. The panel of Principals and the Eastern Regional Director strongly affirmed the practices which were occurring at TGS and although there were no specific recommendations, the Leadership team are always seeking to improve areas and this was displayed in presentations during the Validation day.

Comments on Action:
In Term 1 2013 all staff had a Professional Development session on formative assessments. Supported by the research and books published by Dylan Wiliam, 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.

Alongside the renewed focus on formative assessment with specific ideas being promoted and trialled with staff - summative assessments were further embedded in the school. A wider range of assessments (PAT SPG - Grammar & Punctuation) were introduced with more age groups accessing these. These assessments were now available online for the students to access in their classrooms using netbooks or in the computer room. By having a range of summative assessments accessible to all streams via paper/pencil or online methods all staff have an extensive range of process equipping them with a potential wealth of information about their students’ achievements.

Outcomes:
- Informed by baseline data collected in Term 4 2012 the teachers could establish more accurate/connected SMART targets with their students early in Term 1 - establishing a positive informed start to the year.
- Continued use of combined formative and summative assessments stored in the M.S.L. Folders (Monitoring Student’s Literacy) and in the Scorelink database ensured more effective informed grouping occurred in English.
- A range of formative assessments occurred by teachers - adapting to suit the needs of their students. (Traffic lights/paper clips/two stars and a wish)
The assessments resulted in effective dialogues occurring with students about their ongoing progress on a task or activity.

- Continued use of Learning Intentions, Success Criteria’s and Assessment rubrics enabled students to own their learning and supported them in improvements where needed.

**Priority 2: Australian Curriculum & Australian Steiner Curriculum Framework English**

In 2013 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.

The ongoing professional development commitment TGS places in English has continued during 2013 with two teachers from the Early Learning Centre completing the Early Years I-Lit course which has a focus on data about student achievement informing next steps of learning. This will be vital information to ensure there is smooth social/emotional/academic transition process occurs next year with the single intake Reception students occurring.

Embedding the staff’s knowledge, application and effective planning of the Australian Curriculum (AC) English has been a priority for 2013. Each VLC (Visible Learning Communities) were provided with one professional learning day supported by our AC Curriculum Facilitator to focus on particular areas selected by them in areas where they felt they needed to develop their effectiveness with the AC.

Within their fortnightly VLC 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 (PAT R & PAT SPG) online early in Term 4 have enabled teachers to reflect on their student’s achievements in English 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.

The updating of our Achievement database (Scorelink) in Term 4 will facilitate the teacher’s use of multiple measures of data thus allowing them to gain an accurate picture of each student’s current and previous achievements across subject areas and years. This will provide new class teachers with essential baseline achievement information at the start of 2014.

**Outcomes:**

- RST teacher 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.
- Teachers continued to effectively use the Term 1 baseline achievement results to inform their practice - grouping students and using explicit teaching for students underachieving.
- Continued successful use of Oxford Word list with extension words. (Oxford Words +).
- Continued embedding of information gained from I-Lit has impacted on the teachers’ pedagogy in terms of being explicit with their instruction across both streams.
- Targeted PD sessions after school - these were based on the effective comprehension methods from Sheila Cameron and was facilitated by Julie Fullgrabe.

**Student Achievement Data in English Early Years Running Records**

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 Trinity Gardens School.
Analysis and Comment

In 2013 the reading level results reveal excellent progress across the reading levels particularly with the Year 2 cohort. This cohort was of concern as ongoing formative assessments in 2012, had revealed reading for meaning was an area of weakness for these students. The 2013 results clearly indicate that the continued consistent reading teaching practices and additional support from the Reading Support Teacher/EALD support have successfully addressed this issue.

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.

**BURT Word Reading Test**

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. The data gained from this test also indicates students who are at risk and need support.

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.

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. Below the graph indicated the high achievement level of the current Year 1 cohort - with 80% of the student achieving an above age word recognition score - this corresponds with our successful running records of that cohort.
Below is the progressive BURT test results for Year 3. Both streams are included in these results and as the Steiner stream have a delayed start to formal reading methods these results indicate that whatever stream of education our students may be in they have been taught and can use successful strategies in order to read unknown words.
2014 Recommendations for English:

- Continued Reading Support Teacher to support Year 3 2013 cohort (interpreting and comprehension skills).
- Regular monitoring of Running Records - support students with WRAP/EALD 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 2013 will provide key information to target support for students in 2014.
- BURT reading test to continue being assessed in Term 1 - link results with Baseline information gathered in Term 4 2013 - highlight students at risk.
- Reassess BURT targets/benchmarks using additional assessment information.
- Continue to use TGS Reading Targets - Band colours rather than specific levels.
- Continuous improvement in Whole School English practices taking Innovative Pedagogy PD attended by staff into consideration.

NAPLAN 2013- English

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 2013, is one of our key summative forms of assessment, the PAT assessments completed in Term 4 provide our second one. 2013 was the fifth 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.

Analysis and Comment

The 2013 NAPLAN Literacy results are analysed to identify strengths and areas for growth. Some highlights were the Year 3 Reading and Grammar and Punctuation mean scores which show our students out performing other Year 3s in our Region and like schools in our category. 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 Grammar and Punctuation score which indicates that the students are effectively transferring their editing skills in a summative assessment situation.

In Year 7 the NAPLAN results are encouraging across all the areas of Literacy, highlights are the Reading and Grammar and Punctuation mean scores. The high reading score indicates the effective reading practices which are occurring in the upper primary years - an area we have focused on by carefully selecting engaging reading materials and having consistent practices with guided/group reading. An area of growth which was highlighted by the mean score was writing. Using the writing marking rubric this year students have been working on adding complexity and depth to their writing. The mean score of this summative assessment indicates that this is still an area needing development as this is supported by ongoing formative assessments completed by the class teachers.

**Analysis and Comment**

The above graphs record the growth made by students who have sat two sets of NAPLAN Reading tests. The Year 3-5 graph shows a small increase in low progress being made between the tests but the medium and upper progress has remained constant. These results indicate that our students in this age range are able to transfer their reading skills to more complex texts. The consistent practices of guided reading and group reading at these higher primary classes are still vitally important to teach the more complex inference skills needed with texts suitable for this age group.

The Year 5-7 graph shows an increase in students making medium and upper progress which indicates their increased depth for reading for meaning and their ability to use a wide range of reading skills to different text types. These skills have been reinforced by the whole school practices in place, in terms of appropriate reading material and direct reading instruction - through group reading/novel studies and guided reading.

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 2014:**

- Plan specific PD on Guided Reading in the Primary Years - esp. Years 3 -5 to reinforce practices.
- Effective use of baseline PAT R/SPG data to inform practice at the beginning of the year - teachers to link NAPLAN results with PAT test results - indicate students at risk.
- Continue to use PAT baseline assessments to highlight areas of weakness in spelling/grammar which can be specifically targeted with direct teaching instruction.
- To target specific areas where engagement is lacking. Devise specific student feedback surveys regarding elements of English to ensure engagement.
- To use NAPLAN genre rubric in Narrative/Persuasive writing to provide structure especially for vocabulary and sentence complexity.
Using the foundations which were established last year with the Maths PD provided by Michael Ymer and Anne Baker, staff used 2013 as the year to adapt their pedagogy. Staff used their professional knowledge to take risks with their teaching methods providing students with more opportunities to solve problems, 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:
• Specific workshop time for Year groups was used to interrogate Whole School summative data - especially PAT M and NAPLAN - Julie Fullgrabe facilitated these workshops.
• By using the combination of PAT Maths and NAPLAN scores in Year 4 & Year 6 students in particular were effectively tracked-facilitating ‘precise constructivism’ by the class teacher. (See Chart)
• Reinforced focus on Problem Solving activities being utilised daily - open-ended investigations. These methods were reiterated through moderating tasks in VLCs. (See Problem Solving Table below)
• Ongoing use of summative assessment results of PAT Maths from Term 4 aided teachers in Term 1 2013 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 Maths in 2014:
➢ Reinforce collaborative planning across classes - ensure coverage of AC content - support with composite classes.
➢ Continue to plan moderating/assessment tasks for each year group to ensure consistency across the school, re reporting levels.
➢ Analyse NAPLAN questions and PAT Maths+ questions to see if there are areas of weakness - specifically teach these areas.

➢ Implement a higher visual focus on Maths around the school - link with Numeracy Strategy - Maths Day.

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 2013 are above the National/State and Category 6 (like schools) and on par with the Eastern District.

Below, the graph shows the consistent and improving progress our students are making from their Year 5 NAPLAN Numeracy result to their Year 7 one. The decrease in the lower progress and increase in the Upper progress band is particularly encouraging. This could be the combined effect of the focus on Maths for the past three years. It also reflects the teachers increasing the opportunities for students to apply their mathematical knowledge.

<table>
<thead>
<tr>
<th>Question Type</th>
<th>2012 TGS %</th>
<th>2012 Nat%</th>
<th>2013 TGS %</th>
<th>2013 Nat%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 NAPLAN</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies appropriate operation to solve a 1 step problem</td>
<td>55%</td>
<td>48%</td>
<td>77%</td>
<td>64%</td>
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<tr>
<td>Year 5 NAPLAN</td>
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<tr>
<td>Identifies appropriate operation to solve a 1 step problem</td>
<td>83%</td>
<td>74%</td>
<td>88%</td>
<td>72%</td>
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<tr>
<td>Year 7 NAPLAN</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interprets a word problem to calculate the fractional number</td>
<td>47%</td>
<td>37%</td>
<td>88%</td>
<td>76%</td>
</tr>
</tbody>
</table>
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:**
- Continue to focus on understanding mathematical language in different contexts - specific teaching of different terms of mathematical operations.
- 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 2: Australian Curriculum History**

**Highlights:**
- Teachers continue to collaborate with each other in planning Australian Curriculum units of work
- The Resource Centre continues to support Inquiry based learning with quality resources in the fiction, non-fiction, teacher resource collections and online resources, with particular development of the Australian Curriculum English, History and Geography
- The sustainability cross curriculum priority in the Australian Curriculum as well as the ICT general capability frame inquiry units of work

Students engage with History AC through authentic/meaningful inquiry topics

*History is so much more than a collection of facts. The ultimate goal of studying history is the pursuit of understanding (Conklin, 2012).*

**Learning Represented Via Variety of Mediums - Target:**

- Students’ work is reflective of their learning journey through a variety of mediums.

**Comment:**
The introduction of the Australian Curriculum History specifies particular historical content, concepts and skills that goes beyond factual knowledge and aims to develop curiosity about the past, an awareness and appreciation of personal and community history, questioning views of the past, developing empathy for individuals and problem solving for the future. Teaching history requires engaging and relevant resources and activities that often involves collaboration between teachers in planning historical inquiry units of work.

**Outcome:**
Teachers increasingly collaborate with each other in planning historical inquiry units of work where students have had a variety of opportunities to engage in experiences that involve research, a range of primary and secondary sources such as historical fiction, film, websites, non-fiction and artefacts, role-play, oral history, museum and excursion visits. These authentic and meaningful experiences have allowed for a historical learning journey, with concepts and skills that have been developed reflected through a variety of mediums.
Students meaningfully engage in the Australian Curriculum History through comparing primary sources of history through time (top left previous page), experiencing what places look like today and posing questions of what they might have looked like in the past (top right previous page), experiencing role play storytelling (middle left previous page), interacting with museum educators online (middle right previous page), investigating with authentic sources (bottom left previous page) and through teacher collaboration in planning units of work (bottom right previous page).

**TG E-Connect Project**

*Strong relationships are built on healthy communication and understanding (Kidsmattern, 2013)*

**Target:**

As part of the Empowering Local Schools National Partnership, the targets of the TG E-Connect project were to

- Improve communication and engagement with student learning between parents/caregivers and the school.
- Improve engagement of teacher pedagogy and practices and communication of information between staff members.
- Improve student engagement with own learning and communication with the family.

**Comment:**

Trinity Gardens School was selected in July 2012 for the Empowering Local Schools National Partnership. We wanted to improve communication within the school community for a number of reasons. One main reason was that traditionally much of the communication to parents and staff was through a paper medium. In 2012, the school became involved in the Australian Sustainable Schools Initiative so a priority was to reduce paper waste. Administration staff were also finding that they were verbally providing similar information to staff and parents on a continual basis so a balance of pushing out information through utilising technology as well as a ‘go to’ online space were necessary to meet the needs of all members of the school community that would be timely, efficient and affordable. The project became known as TG E-Connect.

**Outcome:**

The actions implemented in the project have resulted in more efficient, effective and innovative school communication that have greatly benefitted the school, thus contributing to healthy relationships and student learning. The first was sms/email communication where email was a new form of communication between parents and teachers and an sms system. Email has resulted in another mode of communication to be utilised between parents and teachers as well as the traditional modes of diary writing and verbal and sms has resulted in reminders of events and so forth to be communicated to parents in a timely manner. Another action was establishing learning blogs that replaced paper learning newsletter articles. The use of blogs have resulted in greater student, teacher and parent communication in providing learning stories, information and reminders, allowing for anytime and anywhere accessibility.

Another action was establishing a wikispace portal for the entire school community which enabled improved engagement with teacher pedagogy and practices and professional learning communities as well as communication of information between staff members through professional development, curriculum topic resources, websites and 21st century tool links. It created a central access point for current news, information, policies, procedures and resources for all sectors of the community.

An online attendance system was also implemented where the morning roll would now be taken online and sms notification would be provided to parents for students with unexplained absences. This software resulted in improved attendance and communication between the office staff and teachers as well as between teachers and parents.

Finally, various features of Learnlink were utilised such as a ‘Staff Room’ which resulted in the weekly bulletin being available online for staff and any discussions made available on there.
The TG E-Connect project has resulted in various whole school implementations that impact positively on student learning, including class blogs (top), a wikispace intranet (middle left), Learnlink (middle right), online attendance system (bottom left) and blog buddies (bottom right).

**2014 Recommendations**

- Students continue to clearly articulate and be involved in their learning through participating in the constructing and evaluating of rubrics, both online and paper.
- Students continue to participate in greater 1-to-1 technological learning experiences in classrooms, with particular emphasis in utilising netbook and iPad app technologies.
- Staff continue to experiment with flexible learning environments and adapting their pedagogies to support the Australian Curriculum.
- Staff continue to develop, embed and articulate inquiry pedagogy, with particular emphasis on higher order thinking skill tools, and ICT and web 2.0 tools.
- The school website is revamped and complements the blogs and school portal, as part of ongoing communication improvements.
- The ‘Bridging the Gap’ program is re-developed to include a variety of significant local community services/projects.
- Students continue to engage with Geography AC through authentic/meaningful inquiry topics.
- Students continue to be prepared as global citizens through connecting with citizens in Australia and in other countries.

**References:**


**Aboriginal & Torres Strait Islander (ATSI) Student Support**

The continuation of the appointment of an Aboriginal Community Education Officer (ACEO) Michael Turner to TGS for one day a week has further strengthened our ATSI provision in terms of reinforcing connections with the ATSI community and parenting body. The ACEO has deepened ATSI cultural understanding across the whole school by working with specific classes on Aboriginal study units. Students have been provided with accurate knowledge by relevant oral histories and hands on active cultural activities.

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

**Highlights/outcomes:**

- Year 1 – Art workshops making Boomerangs
- Year 2/3 – Cultural information sessions and craft work.
- Year 5/6 – Oral histories – Stolen Generation
- 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.
- Additional support provided by ATSI teacher/support for ATSI students when needed in particular learning areas.

**Recommendations for 2014:**

- 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 ILPs in the school as an ongoing working document.
The attendance of ATSI students continually closely monitored and followed up with Attendance Counsellor when needed.

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.

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:
- 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.
- Professional training in the new assessment methods for EALD undertaken by EALD manager in Term 1.
- 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.
- Ongoing dialogue with class teachers to ensure appropriate support provided to EALD students if any formative assessments raise concerns.

Recommendations for 2014:
- Continue to review with Steiner Co-ordinator regarding Steiner Education EALD students’ assessments to ensure Literacy progress monitored appropriately.
- Use end of year assessments to review the level of support needed for EALD students for Term 1 & Term 2 - ensuring appropriate supported provided
- Refine using the Language and Literacy Levels.
- Continue to link EALD assessment tasks with whole school Genre writing overview.
- 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.

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.
2013 Outcomes

- The Successful Start and Virtues Programs implemented throughout the year.
- Data from EDSAS was used to monitor student behavior.
- The annual bullying audit was conducted in term 2.

<table>
<thead>
<tr>
<th>Year</th>
<th>Feeling safe (%)</th>
<th>Feeling Safe sometimes (%)</th>
<th>Feeling unsafe (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>86.4%</td>
<td>12.7%</td>
<td>0.8%</td>
</tr>
<tr>
<td>2013</td>
<td>85.6%</td>
<td>13.3%</td>
<td>1.1%</td>
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<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>

A new behaviour monitoring system has been introduced with a new recording mechanism for yard behaviours. In addition all incidents in the yard and classroom are entered into EDSAS. This change in systems needed to occur due to the sheer size of the school. Now that we have been entering this data over the last 2-3 terms we can now generate some useful reports to analyse the behaviour of our students. For example we have a core group of year 2 boys who have many records. To support these students we have

- Used restorative practices
- Met with parents on a regular basis to establish and document behaviour goals
- Involved Interagency behaviour support / social worker
- Creatively used SSO time to support students learning to play in the yard
- Restricting play spaces
- Suspension / exclusion
- Autism SA
- 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.

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

**Recommendations for 2014**

- All staff participate in the KidsMatter training and the action group consider key strategies to address wellbeing in our school.
- Continue to reinforce the Virtues program in everything we do.
- Continue to implement programs to teach students about Cyber safety.
- Develop greater consistency of the implementation of social skills.

**Intervention & Support Programs**

2013 target: Through negotiation and collaboration, learning is differentiated and connected ensuring relevance and rigor.

**Outcomes:**

At Trinity Gardens School a small percentage of students (5.2%) 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.

**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,
- Staff have trialed the use of various forms of technology to support student needs eg ipads.

**Recommendations for 2014:**
- Further develop the Curriculum Support Planning process to ensure they are specific to student needs;
- Continue to provide relevant training opportunities for SSOs;
- Further explore the use of other tools eg Clicker 6 to support the learning of students with special needs.

**2013 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.

**Outcomes:**
- Student Review Team 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.

**Recommendations for 2014:**
- Ensure that goals set for students with an NEP are SMART targets.
- Provide staff with further training relating to the use of assessment information to improve learning programs;
- Continue to 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, 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.

**Highlights**

- Long uninterrupted periods of play in response to reflective programming.
- Powerful learning through group play.
- Participation by team members in the I-Lit programme has enhanced literacy development.
- Family involvement in community events was high including the working bee where an enormous effort was made to plant many well developed trees and shrubs.
- Great support by families for participation in the Norwood Christmas Pageant.
- Parent Advisory Group established for users of the Children’s Centre.
- Enrolment and orientation for new families has become more streamlined and coordinated. New Information packs folders designed to bring all enrolment information together.
- 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.
- Steiner Playgroup “Kinderspiel” was established in Term 1 and is continually well attended by families.
- The variety of programs offered in the Children’s Centre has grown as a result of community consultation and increased relationships with service providers.
- Families are linking the Children’s Centre and the Early Learning Centre.

**Objective: Children effectively communicate for a range of purposes**

**Success measures**
- Children use oral language to develop their play
- Children talk about their learning.
- Children demonstrate an understanding of the basic conventions of language and literacy in either English or their first language.

**Comment**

Oral literacy is the foundation of all literacy skills. Developing skills that will enable them to convey a message to others by using the conventions of print will further enhance the level of learning in all areas of the curriculum.

**Outcomes**

Children’s interests and understandings have been strengthened through meaningful conversations that have been exploring ideas and thinking. The use of oral language to create roles and scripts in the play has been meaningful and sustained. Children are increasingly using descriptive language to talk about their world more specifically. There have been an increased number of children using the arts to creatively express their thoughts and ideas. The number of children in groups for Group Time has fluctuated due to different pressures on the programme.

**Recommendations for 2014**

- Descriptive language development is targeted to mathematical language.
- A small number of children in each group during Group Time is strictly maintained.
- The possibility of an arts programme is investigated.
Objective: Children develop positive attitudes and values towards sustainable practices

Success measures
- Children participate in composting and recycling.
- Children consider sustainable practices in their play.
- Children begin to consider their role and the consequences of their actions.

Comment
Environmental education in early childhood settings is about encouraging children and educators to be creative, empowered and positive about the futures we are creating for ourselves. It involves working collaboratively with our community to solve environmental issues. We are starting by developing sustainable practices.

Outcomes
Most children are able to identify and sort composting materials from non-composting. Many children are able to articulate about caring for their environment, including caring for toys and equipment; however there is a discrepancy in their practice. There are a number of children who are deeply committed to and care for the natural environment. Many children were involved in planting, tending and harvesting produce from the vegetable garden. Equal numbers participated in food preparation from the produce. The process has begun to install a rainwater tank.

Recommendations for 2014
- Care of the natural and man-made environment and sustainable practices learning is continued.
- Support the AUSSI schools programme introduced to the school.

Objective: Children’s interests and needs are met through strong partnerships with the community

Success measures
- Parents are actively involved in the programme design.
- A parent advisory group is operating consistently.
- New programmes are identified and offered.

Comment
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.

Outcomes
The Steiner Playgroup, “Kinderspiel”, was established in Term 1 and is continually well attended by families. This playgroup has become sustainable as parents continue to volunteer and work together to provide an environment that meets the children’s nature and needs to enable them to socialise within a flowing peaceful group.

The variety of programs offered in the Children’s Centre has grown as a result of community consultation and increased relationships with service providers. This has resulted in a large number of families being referred to our centre from health professionals (CaFHS).
Confirmation of the continuity of learning as the first group of children who started in Playgroup and then moved in to Occasional Care start their journey into the formal learning environment of the ELC through the transition program.

Parents are volunteering to be leaders of Playgroups and working collaboratively together to provide a safe, happy environment for the children to play and learn.

The parent opinion survey was positive and reflects support and endorsement of the service offered. A few parents would like to be more involved in determining the programme for their child.

**Objective: Children are deeply involved in learning new skills and following interests.**

**Success measures**
- Deep engagement in learning by all children
- Reflect, Respect and Relate data used to inform practice
- Transition to school becomes smoother.

**Comment**
Young children learn best when they are supported by sensitive, responsive adults who provide a sensory rich environment. Drawing on their own experiences, children influence and contribute to the learning of their peers through relationships and interactions.

**Outcomes**
The level of engagement has been very deep by most children. There has been a significant increase in group play by a small number of children who have been involved in sustained learning. Using reflective programming, the educators have been able to be far more responsive to the children’s needs and interests. Consequently play episodes have been extended to last, in some cases, for weeks. Reflective programming has been uncomfortable for the educators and they must be acknowledged for their perseverance. Inquiring into how educators can best support children in the same school start day also led the Early Years VLC to examine their practice and pedagogy.

Although valuable, the data collection from Reflect, Respect and Relate is cumbersome and time consuming and collating the data into a usable form was not achieved.

**Recommendations for 2014**
- Continue to consult the community to hear their voice and consider their contributions when planning and offering new or improved programs
- Maintaining open communication with families, service providers and health professionals on a regular basis to ensure optimal support for the children as they develop

<table>
<thead>
<tr>
<th>Attendance Growth</th>
<th>Children's Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEKS IN TERM</td>
<td></td>
</tr>
<tr>
<td>WK 1</td>
<td>150</td>
</tr>
<tr>
<td>WK 3</td>
<td>100</td>
</tr>
<tr>
<td>WK 5</td>
<td>100</td>
</tr>
<tr>
<td>WK 7</td>
<td>50</td>
</tr>
<tr>
<td>WK 9</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total Term 4 2012**

**Total Term 3 2013**

**Recommendations for 2014**
- If selected to be involved, participate in the Re-imaging the Child research project with
Children's Centre team and Reception teachers
- Continue with and strengthen the use of reflective programming
- Design ways to use the RRR data once it is collected

**Objective:** Children are active agents in their own learning and development including daily, and long term decision making and governance

**Success measures**
- Documentation demonstrates an increase in reflecting on and responding to children's ideas, skills and relationships.

**Comment**
*Many people now recognise that children are not incomplete and inarticulate beings who adults must shape with appropriate early intervention programs. Rather, children are regarded as consumers of services in their own right who can be consulted about how they are treated. We now know that children can provide informed comment on what they experience, and that this comment can and should influence the nature and shape of the community in which they live (Cahir 2008).*

**Outcomes:**
Participation in decision making by the children has been developing over the year. At a base level, all children successfully make choices and decisions about their learning each day. Many children will participate in decisions on how we use the space we have. There has been improvement in the contribution by the children in the weekly programme reflection and the planning for the following week.

**Recommendations for 2014**
- Children continue to be included in the decision making and governance of the Centre.

**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...

**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.
St Morris R-7 Unit

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 2013 the St Morris Unit had 14 students ranging from 5 to 12 years old, 12 part time and full time School Service Offices, 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.

2013 Highlights

- St Morris Unit being involved in the Living Eggs Programme
- 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
- Excursions:
  - Semaphore Beach
  - Visiting the zoo
  - Variety Club “Luv a Surprise” Party
  - Christmas Tree Festival
  - Variety Club Christmas Party
- Parent Coffee Mornings
- Students being involved in the Premier’s Reading Challenge
- Purchasing 2 trikes for our students to use
- Hosting the school assembly
- Starting the St Morris Blog
- Being recognized as an excellent learning facility for students with severe and multiple disabilities by the Diaf Process
- Students’ participation in the End of Year Celebration.

The boys enjoying the beach

St Morris Strategic Direction
21ST CENTURY COMMUNICATION

Targets:

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 our student’s learning and their world. Without the skill of communicating how will the students learn? All of the students in the unit are non-verbal. In the St Morris Unit, 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 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. It also allows students to make choices. We are continually encouraging our students to use their devices throughout the day. Some of our students are still learning to make connections between switching and something happening. We have ensured that there is an ACC device on everybody’s tray throughout the day.

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

During the year we have worked closely with the Speech Therapist from Novita as well as employing a speech therapist for 9 hours a term. This allows the staff to assist the students to communicate more effectively. Everyday students are using their Pragmatic Organisation Dynamic Display (PODD) to assist them with their communication or school work. Parents are encouraged also to use the PODD to allow their child to communicate with them.

Students are becoming more efficient with using them and parents are now seeing the benefit of PODDS for communication.

This year the emphasis was on having a “Chat Group” with some of the older students. We have found that students interact with adults but not so much with students of their own age. Our Speech Therapist was able to facilitate this process using their PODDS.

**Students using their communication devices**

**St Morris Strategic Direction:**

**21st Century Learning**

**Target:**
- 100% of students are actively engaged in their learning.

**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.

**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. This year we have introduced Jolly Phonics and THRASS as part of our literacy programme. The students are engaged with the jingles and with adaptations the older students are learning to spell. Our students can’t be underestimated in what they can achieve. Many of our students are reading and others are able to recognize some letters of the alphabet and can spell. 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. 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.

During the year we have purchased four touch screen computers. This has been beneficial for our students accessibility to computers and the programmes. The services from Kilparren continually give us advice on assisting our 4 students with hearing and visually impairments so that they are able to access the programme.

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 75% of our students have a buddy class. Students from the mainstream are always coming into the Unit either to play, read, or play music and sing songs to the students. When visiting their The students in the buddy classes are a great example of peer tutoring as they are always eager to assist the St Morris students with their learning.

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. 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.

During the year we have purchased four touch screen computers. This has been beneficial for our students accessibility to computers and the programmes. The services from Kilparren continually give us advice on assisting our 4 students with hearing and visually impairments so that they are able to access the programme.

One of the benefits of a disability unit in Trinity Gardens School is inclusion. All of
Outcomes:
Conductive Education has been a very exciting programme for our students. Having a Conductor come into the school on Fridays has assisted our students to develop their movement in their arms, legs and core muscles. 100% of students participate.

The unit has a close relationship with Novita. They train the staff on putting hand and leg splints on the students as well as showing how to put a child in a standing frame or walker. As it is convenient the parent will often meet the therapists in the unit.

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 them with their movement. The students have benefitted from this and although progress for some of our students is small it is worth celebrating.

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.

During the year we purchase 2 trikes for our students. This again is assisting them in strengthening the muscles in their legs. 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 practising her exercises](image)

Recommendations for 2014

- To continue to provide a quality learning programme
- To continue to employ a Speech Therapist on a regular basis
- To have a mentor for the older students using complex communication devices
- 100% of all students to have a buddy class
- 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 NDIS.
The Steiner Education Stream was established at Trinity Gardens School in 2006. Steiner Education is well known and well regarded as an educational philosophy and pedagogy that addresses the whole child. It began in the 1920s following the indications of scientist and philosopher Rudolf Steiner, and is now established in 1400 schools, the largest non-denominational school movement worldwide.

Now at TGS there are eight full classes in the stream - in 2013 the 2006 Reception class graduated from Class 7.

In 2013 teachers in the SES programmed and reported against the Key Learning Areas of Maths, Science, English and History in the Australian Steiner Curriculum Framework, which was ratified by the Australian Curriculum Assessment and Reporting Authority in 2013. In 2014 the KLAs of Geography, Civics and Citizenship and the Arts will enter the familiarisation phase. Such is the cross curricular integration of the long established Steiner Education that these KLAs are already embedded within the existing curriculum - they will be now more explicitly documented and tracked within the ASCF.

The Arts
The visual arts - drawing, water colour painting and modelling - are well represented as a daily part of students’ engagement in their learning. Music is an integral part of each day as each class sings and plays recorder. In class 4 students begin to learn a stringed instrument, continuing in class 5. In Class 6 and 7 there is provision to change to another orchestral instrument. Each SES class rehearsed and performed a play in 2013 on the theme of the class’s curricular History or cultural studies. Classes from Reception to Class 5 benefitted from a weekly Eurythmy lesson, incorporating movement and dance to live music and speech. Classes 6 and 7 provided some of the singers and most of the musicians for a production in association with the University Of Adelaide Conservatorium Of Music, of Benjamin Britten’s Noye’s Fludde at Christ Church in North Adelaide.

Class 3 as the “Animals” in the joint production of “Noye’s Fludde”, held in the Christ Church North Adelaide.

Camps
Classes 3 to 6 from the SES participated in their own class camps based on curriculum studies, while Class 7 joined Mainstream Class 7s to take part in the Canberra Study Tour.

Ancient Greek Olympic Games
In November, Trinity Gardens School SES class 5 hosted class 5 students from two private Steiner Schools at a grand celebration of their learning about Ancient Greece. After months of practice, the day of competition for the Olympic Games featured events in discus, javelin, long jump, wrestling, sprints, relays and chariot races. After the presentation of olive wreaths the athletes, their families and teachers enjoyed a Greek feast.
As part of the Italian Programme students have learnt a range of songs which have had a positive and lasting effect on their overall language proficiency in Italian.

Songs are one of the most enchanting and culturally rich resources that can be easily used in language classrooms. They are precious resources to develop students’ abilities in listening, speaking, reading and writing. (Saricban and Metin)

With this important research in mind, I have made singing and rhythm a fundamental part of my Italian lessons. Class 7 have learnt Andrea Bocelli’s beautiful and technically difficult song Time to Say Goodbye (Con te partiro’) with perfect pronunciation and tone. I am delighted to hear the students humming this song outside of the classroom and inspired with their willingness and confidence to sing this song at any time with amazing recall of all the verses.

Presenting a new song to my classes I begin by:

1. Singing or playing the song as students listen to the words.
2. Have students repeat the words without singing them.
3. Focus on new vocabulary, grammar items and pronunciation.
4. Play and sing the song again encouraging students to join in.

Students develop abilities in vocabulary, pronunciation, adjectives, adverbs and sentence patterns in a fun, energetic and non-competitive environment. The following are examples of authentic Italian songs students have learnt:

- Santa Lucia
- Do, Re, Mi
- Traditional Nursery Rhymes
- Bella Ciao

Successful outcomes of the Italian Programme, 2013 include:

- Official display For Il Carnevale Festival
- Italian Blog
- School Displays
- Official Opening of The Music Centre (Un Concertino)
- Festa in Piazza
- First Language Maintenance Programme
**SPECIALIST AREA: MUSIC**

The 2013 programme has been a continuation of the Reception - Year 7 programme introduced in 2010. The programme aims to develop fundamental musical skills, and provides students with learning opportunities which build upon skills and concepts covered in previous years. Steiner Education students are catered for through adaptations to the programme which are in harmony with their educational ideals. This is achieved in part through negotiation with classroom teachers.

**Student Learning**

Student learning is centred a practical and theoretical the understanding and of the core *Elements of Music*. The programme is designed to fulfil the requirements of the SACSA framework.

The current programme is in the fourth year of operation, and notable achievements in students’ learning have been observed: overall, students’ level of confidence in engaging with musical tasks and skills has increased. This is particularly evident in students’ participation in set learning tasks with the wide variety of instrumental learning opportunities available. Also noted is increased confidence in students selecting tasks appropriate to their skill level, as learning activities are structured in a way that enables students make progress through skill revisiting form previous years. Students are also more confident with graphic skills, and are exhibiting greater independence where learning requires notational interpretation.

Time adjustments have been made to the programme this year, allowing students to have more creative time - ie following structured teaching students may work in random pairs or small grouping, having more time for experimentation of concepts and ideas. And, applying this new learning to create more own compositions, which they in turn share with the class.

The new Stokes Centre Facility has students enthusiastic about the space they are now able to work in, and that Music learning is now conducted in a spacious area, which is dedicated to , and well equipped for learning in Music. Students are able to access various areas of the room - indoors and outdoors, which enables group learning task to take place more comfortably.

**Highlights**

The new Stokes Centre is now fully functional, and has proved a most valuable addition to the Music programme. The room has been officially named *The Stokes Centre* - in acknowledgement our soon to be retiring Principal Vicki Stokes’ vision for this facility. Extra-curricular learning opportunities continue to engender a high level of student interest, and are considered to be personal highlights for many students at the school. These are:

- **The Music Festival Choir.** The choir received and ‘A’ for their formal mid-year assessment this year, and were selected to perform in the front row of this year’s Festival of Music. Parent and student feedback on the success and value of this opportunity has been extremely positive.
- **Ukulele Groups.** Extra curricula lessons have been running for the second year, and it is pleasing that a number of students have purchased their own instrument to commit to regular practice, and ongoing learning of a musical instrument outside school hours.
- **The Year 3 - 5 choir is in now the second year of running.** This choir introduces younger students to more advanced choral skills such as dedicated vocal warm ups, melodic training, and 2-part harmonies. This is proving an ongoing success, and numbers of students wishing to participate means a selection process has been introduced.
- **The 2013 Music Evening.** An established format has ensured the smooth running of the Music Evening has continued to draw favourable feedback from students and the parent community. Around 90 students participated this year.

**Recommendation**

The following recommendation is made in light of parent and student feedback received during this year, the size of the school, and commitment to ongoing school wide improvement. The recommendation for further provision to be made for instrumental tuition to Mainstream students (strings, brass, woodwind, drums, guitar). And, subsequently, that resources be made available for additional ensemble group possibilities for Mainstream students, such as a school band or orchestra.
Physical Education classes focus on a wide and fundamental range of skills aimed at ensuring students are physically able and physically literate in the future.

Junior Primary classes focus on Fundamental Movement Skills. This offers students the range of skills that are needed for them to participate and enjoy structured sports when they are older. Upper Primary students are offered a variety of sports throughout the year that will suit all types of learners. This year there was a large focus on Athletics along with Netball, Volleyball, Aussie Footy, Mini Tennis and a range of minor and modified games to enhance their sports literacy.

Students were involved in a range of assessments including formative, summative, peer and self-assessment. A highlight of this was the high level of engagement students displayed during the peer and self-assessments in the athletics unit. The use of digital technology was also used to enable student’s to review their own skilful action for assessment.

Sports Day was a highlight again with perfect weather on display. 25 classes, ELC and St. Morris participated spread across two ovals, outside playing courts and the gym. The fundraising committee provided a wonderful BBQ and cake stand and parents and students could also buy coffee, cold drinks and icy poles. After a day of high excitement Devitt were the eventual victors. Sports leaders were responsible for setting up all the activity equipment on the morning of Sports Day and they fulfilled their duties in exemplary fashion.

SAPSASA Sport
SAPSASA was again well represented. Highlights were
- Trinity Gardens were the Champion Schools at the Torrens River District Athletics Day, 15 students qualified for the state championships.
- Hailey Siebert is State and National 800m 10 year old girl champion.
- Hailey is also the State Cross Country champion and she placed fourth at the National Championships.
- Tess Houtman also qualified for the State and National Championships in the 800m and Cross Country events.
- Year 5/6/7 SAPSASA boys tennis knockout team advanced to the state final to defend their crown and came runner up.

School Sport
Teams and numbers continue to grow across the school. Cricket is the only sport in slight decline.

Highlights
- Netball continued to grow as we had 5 teams entered in the winter
- Soccer is steady and continues to have a large amount of competitors

<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>36</td>
</tr>
<tr>
<td>Basketball</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>Cricket</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Cross Country</td>
<td>1</td>
<td>39</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>9</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>144</td>
</tr>
</tbody>
</table>
2013 saw the first all-girls soccer team entered.

- A large investment into team kits was made
  - Netball kits were purchased for the new teams
  - More reversible basketball singlets were purchased for teams with the aim being that all school teas have the same uniform.
  - New netball skorts were purchased and provided for all netballers, shorts were provided for the boys.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Number of Teams</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>8</td>
<td>66</td>
</tr>
<tr>
<td>Cricket</td>
<td>3</td>
<td>35</td>
</tr>
<tr>
<td>Soccer</td>
<td>9</td>
<td>115</td>
</tr>
<tr>
<td>Netball</td>
<td>6</td>
<td>73</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>289</td>
</tr>
</tbody>
</table>

Recommendations

- Review the funding for an SSO to manage school sport.
- 2014 will see the New Australian Curriculum being released and it will be a familiarisation year. 2014 will be used to start planning using the Australian Curriculum.
- Review oval contracts with the Soccer and Cricket Clubs.

A decision was made for class teachers to have available for use, the Primary Connections science units, with lessons in the Science Room focusing on the key understandings of the Australian Curriculum and associated skills and endeavours.

The Science Room is a very well resourced space with enough equipment to share between either the 5 table teams, 10 half table teams or a class of 30 individuals. Where a set of 5 pieces of equipment were initially purchased, this has, in many cases, been expanded to 10 sets allowing more children to develop the necessary skills through hands on practice.

Through the ROSES scheme additional physical sciences equipment has been acquired cost free and the rock and minerals collection expanded.

Science Learning

Learning is programmed across the 4 areas of science - physical, biological, chemical and earth and space, one per term. As understanding of the content of the Australian Curriculum evolves, linkages between year levels can be identified and the development of learning used to advantage. For Biological Sciences in Term 1 good use was made of the Nature Ed centre collection of preserved animals. Term 2 brought Physical Sciences and the Year 6-7s related visit with Dr. Dominic Thewlis, our Scientist in Schools, a biomechanical engineer with UniSA. The Reception classes had to build a wall to withstand the huffing and puffing of a whole pack of wolves.

Sixteen Reception - Year 7 mainstream classes receive a 50-60 minute science lesson each week.

Term 3 saw chemical sciences with various substances, mixtures and processes explored. Term 4 left Earth and Space Sciences and the
inflatable planets again came out but this time the Year 5/6s were shown the importance of scale when exploring the solar system.

With a universe of learning to explore all classes just seem to skirt the edges of their inquiry questions in the time we have available.

**Learning Outcomes**

With curriculum development has come a focus on appropriate formative and summative assessment tasks. Australian Curriculum work samples are now available and similar assessment tasks have been embedded into each year level learning programme. Assessment of key science skill areas was added where appropriate, such as Year 3s using a range of mass and temperature measuring equipment as accurately as possible.

**Peripheral Learning Opportunities**

Recommendations set for 2013 have been achieved with a range of supplementary science experiences developed.

Science Week provided each learning unit in the school with a visitor who works with science. From ecologists to radar specialists the people who volunteered their time to come and share their story was fantastic.

Each Tuesday the science room was available to a group of older children interested in expanding their science understanding. This was either through projects, Oliphant Science Award entries or more recently a group who have begun using the Crest Science and Technology programme developed by CSIRO.

Wednesday lunch brings science in the junior yard where a mobile science table rolls out with whatever equipment is currently in use. From Nature Ed Centre crocodiles to bicarb soda and vinegar fountains it is 20 minutes of fun, engagement and questions.

Science Week lunch activities focussed on Ziploc bag science and included soap making, exploding bags, garden in a bag and polymer slime.

**Recommendations for 2014**

- That science engagement opportunities continue to develop and be refined
- That the teaching schedule is based on four 8 week blocks to reduce the impact of lessons lost to other events and that engage and explore lessons become an exploration of their completed learning in the final weeks of the year
- That CREST Science and Technology activities are incorporated into the learning of several younger classes

**AUSTRALIAN SUSTAINABLE SCHOOL INITIATIVE**

During 2013 Trinity Gardens School became an AuSSI-SA school. This national initiative encourages communities to look at their resource use practices and improve outcomes across environmental, social and economic systems.

Food was chosen as the resource we would focus on first and a Sustainable Environment Management Plan (SEMP) was developed and approved by Governing Council. This focus is in response to the high levels of food wastage occurring and increasing consumption of pre-packaged highly processed, energy dense convenience foods favoured by many families at this school.

Children are encouraged to bring food in boxes thereby reducing the amount of energy dense foods consumed which are often lower in nutrition value. Uneaten food is returned home to bring about changes which lead to less food wastage. There are many identified benefits to such behaviour change. Boxed food is usually
healthier, more appetizing and ideal for returning scraps to home green bins. Food is therefore composted and not a wasted resource as is the case when yard bins are used, pest animal and litter issues are reduced and the ever increasing amount of waste is reduced.

Being a sustainable school is only possible if carers support our sustainability goals.

At the end of Term 1 the Healthy Living Plan will be audited for the amount of change occurring and a new SEMP will be developed.

Sitting alongside the Healthy Living SEMP is one belonging to the student Environment Committee. This SEMP focuses on the type of school that the students hope can develop, again focusing on sustainable outcomes with social and environmental outcomes.

Being an AuSSI school is simply confirmation of the many sustainable behaviours that were already occurring at Trinity Gardens School. Attention is focused on active choices for a better future. When a community all work together to achieve sustainable goals the benefits are widespread, but it is our children and their children who will benefit the most if these goals can be achieved.

**Outside School Hours Care (OSHC)**

**Outcomes**

Review and reassess our OSHC Quality Improvement Plan including all procedures and programs to meet the National Quality Standards and Regulations.

Consistently high attendances: 30+ children in Before School Care, an average of 70 in After School Care & at capacity of 80 on Thursdays. The number of Pre-School children attending has also increased. Vacation Care high attendances also with some excursions booking out before the deadline. A number of children from local schools also attended our Vacation care. OSHC Leaders were selected to encourage children to be decision makers, assist in daily routines and help younger children.

Our Internet access has been updated and the children can now access the school’s server for homework or projects.

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 siblings. We continue to provide care for children from the St Morris Unit during ASC & Vacation Care.

Breakfast provided for children in BSC who may not have had anything to eat before arriving in BSC this facilitates improved learning at school.

The Active After School Care program promoted a variety of sports and games. Nine educators are approved as Certified Supervisors and 9 are First Aid, Asthma & Anaphylaxis Qualified. 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 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. Programs and processes will be evaluated to ensure the continued inclusion of all children attending TGS OSHC. This includes working with the Pre-School & Children’s Centre to provide a program that is appropriate for this age group.

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. Purchase furniture for a Home Corner to encourage role play and team work. Increase the Family representation on the OSHC Advisory Committee and improve our links with our community.

**Australian Government Reporting Requirements**

**Attendance**

**2013 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>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</td>
<td>93.0</td>
</tr>
<tr>
<td>Year Levels</td>
<td></td>
</tr>
<tr>
<td>Total National Yrs 1 TO 10</td>
<td></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 under-achievement in primary school and non-attendance 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 2014:**

- The Attendance Improvement Plan will be reviewed in 2014 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**

Sixty four students completed Year 7 in 2013 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>DECD School</td>
</tr>
<tr>
<td>Norwood Morialta</td>
</tr>
<tr>
<td>Marryatville HS</td>
</tr>
<tr>
<td>Glenunga HS</td>
</tr>
<tr>
<td>Urrbrae</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Independent Schools</td>
</tr>
<tr>
<td>Various</td>
</tr>
</tbody>
</table>

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.

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 six years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>651</td>
</tr>
<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>

Opinion Surveys

This year ACARA (Australian Curriculum and Reporting Authority) provided new templates for our parent, student and staff surveys. Client satisfaction surveys were distributed to parents and caregivers across both mainstream and Steiner stream and the disability unit. Families were chosen at random. Over 150 surveys were sent out. The highest number of parents the survey was 46. Although this is a disappointing number of responses it does suggest that there is general satisfaction with the school.

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

These are examples from the parent opinion survey:

- 94% felt that ‘Teachers at this school expect my child to do his or her best.’
- 93% said ‘My child feels safe at this school’.
- 93% said ‘the school is well maintained.’

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

- 96% ‘My teachers expect me to do my best.”
- 98% - ‘I like being at my school.’
- 94% - ‘My teachers motivate me to learn.’

One year 7 student provided the following feedback.” TGPS has helped my learning by pushing the bonds of my ability and bringing out the potential I knew I had but couldn’t show nor articulate. I believe that this school has also helped me to build my confidence, both within and out of the class room. Taking all this into consideration I believe my school has assisted me in my life and preparing me for high school by improving my classroom behaviour, confidence and bring out some of my potential.’

Here is a snapshot from the teacher opinion survey.

- 100% -‘Learning programs at this school are responsive to student needs.’
- 100% -‘Teachers are enthusiastic in their teaching.’
- 100% -Staff at this school respect each other.
- 97% - ‘Teachers at this use a variety of teaching and learning strategies to help students.
- 97% - Staff are supported by the school in the management of student behavior (3% neutral)
- 97% - ‘There are positive relationships between teachers and students at this school.’
This report is a profile of staff located in school sector sites as at August 2013. 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>29</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>5,918,927</td>
</tr>
<tr>
<td>2 Grants Commonwealth</td>
<td>2,850</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>529,546</td>
</tr>
<tr>
<td>4 Other</td>
<td>132,739</td>
</tr>
</tbody>
</table>