This 2015 Annual Report outlines Trinity Gardens School’s progress towards achieving the Strategic Priority Areas in our Site Improvement Plan within our unique and diverse school context. The report provides detailed information about our highlights, achievements and challenges for the year, and implications for school directions as we plan and move forward into 2016.

In 2015 our 4 Site Improvement Priorities were:
1. Learners and Learning
2. Community Connections
3. Wellbeing & Culture
4. Creative Spaces

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

Jan Carey          Patrick O’Connor
Principal          Chairperson

2015 Highlights

Portrush Forest
The redevelopment of the Portrush oval into a Natural Play space environment, the purchase of 30 scooters, and the transforming nature of play and learning in the outdoors has been a significant highlight for all our school community.

Harmony Day
This is an important day where we acknowledge and celebrate the rich diversity we have within our school both culturally and educationally.

Bookweek
This yearly event celebrates literacy learning and the joy of reading. Our Bookweek Parade was a huge success with many parents and grandparents being involved.

Play is the Way
During 2015, Play is the Way was implemented across our entire school. This program has already had significant whole school benefits as we approach social and emotional education in a consistent and empowering way for our students.

Parent Expo
Our first Community Expo was a great success. It was fantastic to see so many members of the school community attend the evening and find out about various school programs and how they can be involved in our school.
School context

Trinity Gardens School is situated in the eastern suburbs of Adelaide with a student population R-7 of 690 and Early Learning Centre of 90 children. The school embraces diversity and currently offers Mainstream and Steiner Education from Reception to Year 7, Education and Care programmes from birth to 5 years of age through the Children’s Centre and Early Learning Centre and the St Morris Unit which caters for students with severe and multiple disabilities. The school also offers Outside of School Hours Care (OSHC) and Vacation Care services.

R-7 Enrolment and Attendance

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>98</td>
<td>96</td>
<td>101</td>
</tr>
<tr>
<td>Year 1</td>
<td>95</td>
<td>98</td>
<td>92</td>
</tr>
<tr>
<td>Year 2</td>
<td>95</td>
<td>85</td>
<td>101</td>
</tr>
<tr>
<td>Year 3</td>
<td>74</td>
<td>91</td>
<td>85</td>
</tr>
<tr>
<td>Year 4</td>
<td>86</td>
<td>71</td>
<td>87</td>
</tr>
<tr>
<td>Year 5</td>
<td>72</td>
<td>77</td>
<td>64</td>
</tr>
<tr>
<td>Year 6</td>
<td>66</td>
<td>70</td>
<td>82</td>
</tr>
<tr>
<td>Year 7</td>
<td>65</td>
<td>59</td>
<td>64</td>
</tr>
<tr>
<td>SMU</td>
<td>14</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>665</td>
<td>659</td>
<td>690</td>
</tr>
</tbody>
</table>

Student Enrolments 2015

Our student numbers increased slightly during 2015, mainly due to the enrolments of reception students being greater than the year 7 students who transitioned to high school at the end of 2014. This trend is predicted to continue for the next few years, as the smaller cohort year levels in the upper grades transition through the school. Demand to attend Trinity Gardens School is still high, with strict zoning being implemented in the preschool and school mainstream.

Student Attendance 2015

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Reception</td>
<td>91.3</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.5</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.2</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.2</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.7</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.9</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.8</td>
</tr>
<tr>
<td>Year 7</td>
<td>93.5</td>
</tr>
<tr>
<td>SMU</td>
<td>85.0</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>93.6</td>
</tr>
</tbody>
</table>

Student attendance has continued to remain strong across the school (92.6%), and is higher overall than state average (91%). Of total absentees in 2015, we had 5.9% that were unexplained by families. This has improved over the years of our school implementing the SMS message system.

Total absentees – explained/ unexplained

Recommendation for 2016:
The school continues to encourage parents to provide a mobile phone number for school contact, and will follow up on student absences through text messages and phone calls to parents. Students with frequent or extended absences will be identified through a Student Review Team, with action being taken to support families.

Specific School Population Enrolment

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATSI</td>
<td>1.3%</td>
<td>1.1%</td>
<td>0.5%</td>
</tr>
<tr>
<td>NESB</td>
<td>14.4%</td>
<td>15.8%</td>
<td>16.8%</td>
</tr>
<tr>
<td>ESL</td>
<td>11.4%</td>
<td>12.3%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Disabilities</td>
<td>7.1%</td>
<td>6.1%</td>
<td>6.3%</td>
</tr>
<tr>
<td>School card</td>
<td>19.2%</td>
<td>16.2%</td>
<td>15.5%</td>
</tr>
</tbody>
</table>

Our Year level progression for 2014 – 2015 indicates a very stable progression of students from year to year for all levels, with four year levels showing growth of additional student numbers being enrolled (eg: Yr 1 to 2 and yr 5 to 6 etc).

Destination data

<table>
<thead>
<tr>
<th>Year Level</th>
<th>To Govt schools</th>
<th>Interstate/overseas</th>
<th>To private schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>R-6</td>
<td>15</td>
<td>12</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>Year 7</td>
<td>60</td>
<td>6</td>
<td>6</td>
<td>66</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>12</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Destination data – students who left in or at end of 2015
2015 Strategic improvement priorities

This year saw the development of a new 4 year Site Improvement Plan 2015-2018, with the following priorities being identified by staff and Governing Council:

1. Learners and Learning
2. Community Connections
3. Wellbeing & Culture
4. Creative Spaces

Each of these priorities was actioned and led by a staff committee, in liaison with Governing Council sub-committees and parents.

PRIORITY 1: Learners and Learning

Focus on Early Years Reading:

This year, funding was once again received from DECD to support a Reading Support Teacher role in the school. This teacher supported our Junior Primary teachers to further develop their reading programs and implement a phonics based reading program called Jolly phonics for all students R-2. This funding and implementation will continue in 2016.

The school Running Record data provided teachers and parents with ongoing information about their child’s reading progress. This data is also used to identify students requiring additional support and specific reading programs.

Year 1 – 2015

This data shows the school is achieving very well with reading in comparison to ‘like’ schools (same level of disadvantage), with greater numbers of students in the higher reading bands (eg level 21 – 26). We can attribute this to a range of early years strategies such as Jolly Phonics and our targeted intervention programs including WRAP and Multi-lit for students who are identified with reading delays.

2016 Recommendations for Early Years Reading:

- Continue implementation and consistency of the Jolly Phonics Program R-3 and TGS Reading Levels

Focus on intervention:

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.

- All NEP students receive targeted SSO support either in class, in small groups or individually addressing their specific learning needs.

- Staff continues to use various forms of technology to support student needs eg Ipdas.

- 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 Mathematics Intervention Program was established based on the Building Numeracy program and supported identified year 1 and 2 students. This program had great outcomes with a high percentage of students make significant progress over the 10 week program.

Recommendations for Intervention 2016

- Establish a Student Review Team to support teachers working with students with a range of needs to develop programs and strategies.

- Provide relevant training opportunities for teachers and SSOs eg Autism SA; Maths intervention; Kids Matter

- Further explore the use of other tools to support student learning eg Ipdas to support the learning of students with special needs.

- Review the three wave / tiered approach to intervention identifying effective strategies to ensure students with special needs are catered for at the classroom level.

- Further develop the Mathematics intervention program for Yr 1-2, and a targeted support program for identified students in Yr 3-7
**2015 Literacy & Numeracy Results**

The National Assessment Program in Literacy and Numeracy (NAPLAN) is completed yearly by our Year 3, 5 & 7 students to provide ‘a snapshot’ of student achievement for site, state and national data sets.

The % of our students who sat the NAPLAN test, and achieved above or at the required national benchmarks was outstanding overall.

<table>
<thead>
<tr>
<th></th>
<th>Yr 3</th>
<th>Yr 5</th>
<th>Yr 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>94.8%</td>
<td>97.6%</td>
<td>100%</td>
</tr>
<tr>
<td>Reading</td>
<td>96.5%</td>
<td>97.6%</td>
<td>98.1%</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
<td>97.6%</td>
<td>92.4%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100%</td>
<td>97.6%</td>
<td>98.1%</td>
</tr>
<tr>
<td>Grammar</td>
<td>98.2%</td>
<td>97.6%</td>
<td>96.2%</td>
</tr>
</tbody>
</table>

Students who did not meet benchmarks have been individually identified and targeted for support in 2016.

**Year 3 NAPLAN Mean Scores 2015**

- **Numeracy**: 416.8, 401.0, 413.3
- **Reading**: 476.2, 447.5, 473.0
- **Writing**: 442.1, 423.4, 436.9
- **Spelling**: 436.5, 427.8, 440.9
- **Grammar**: 490.0, 444.6, 466.8

**Year 3 analysis:** There were 58 year 3 students who sat the NAPLAN assessment this year. As a mean score, they achieved above national, regional and like school indexes in all aspects of literacy. The Numeracy results, while still pleasing overall against national and index, require a more focussed whole school approach to achieve higher and more consistent results.

**Year 5 NAPLAN Mean Scores 2015**

<table>
<thead>
<tr>
<th></th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>510.2</td>
</tr>
<tr>
<td>Reading</td>
<td>531.4</td>
</tr>
<tr>
<td>Writing</td>
<td>497.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>510.9</td>
</tr>
<tr>
<td>Grammar</td>
<td>546.8</td>
</tr>
</tbody>
</table>

**Year 5 analysis:** There were 43 year 5 students who sat the NAPLAN assessment this year. As a mean score, they achieved above national, regional and like school indexes in all 5 areas.

**Year 7 NAPLAN Mean Scores 2015**

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>582.4</td>
</tr>
<tr>
<td>Reading</td>
<td>597.1</td>
</tr>
<tr>
<td>Writing</td>
<td>543.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>579.2</td>
</tr>
<tr>
<td>Grammar</td>
<td>594.3</td>
</tr>
</tbody>
</table>

**Year 7 analysis:** There were 53 year 7 students who sat the NAPLAN assessment this year. They achieved above well the national and like school indexes in literacy and numeracy, however the overall mean score has lowered over the past 2 years. Further exploration into this data indicates while significant numbers of students are achieving in the middle proficiency bands (as expected), we still need to provide more targeted intervention for students in the lower bands and more targeted extension for students achieving at the higher bands to push our overall mean scores higher.

**2016 Recommendations:**

- To increase the % of students achieving ‘above’ the minimum standards.
- To focus on Mathematics skills and numeracy practices to build a consistent approach across the school.
NAPLAN Progress between Tests

The following graphs record the growth made by students who have sat two sets of NAPLAN tests eg: from year 3 to year 5, or year 5 to year 7. The chart indicates growth as either in the low, middle or upper bands of progress.

Analysis and Comment

The Year 3-5 data shows a combined total of 86.4% students have progressed in the middle and upper progress in numeracy, and 83.4% in Reading, compared to the national baseline of 75%. This shows we are meeting or exceeding progression of learning between 3-5 over these 2 years.

The Year 5-7 data also shows solid progression of students in the medium and upper levels in Literacy (80.1%) and Numeracy (89.2%), compared to the national baseline of 75%.

PRIORITY 2: Community Connections

The Community Connections Action Committee was successful in achieving projected outcomes for 2015 and was proactive in initiating programs with others.

A Student Representative Council (SRC) started in 2015 with a member from the Community Connections Action Committee assisting the Wellbeing Counsellor to run it. Each class is represented on the SRC either by electing two class members or allowing older students to represent them through the Buddy Class system. Fortnightly meetings were held and the students actively participated in discussions to help improve their school. Amongst other changes they were successful in procuring another cold drinking tap, an extra lunch order box and a trial of warning bells for the end of lunch play.

Early in Term 4 the Community Committee, in conjunction with Governing Council, organised and ran the school’s inaugural Community Expo. Each sector of the school and all the committees of Governing Council were invited to set up displays and information booths for parents in and around the Resource Centre. Staff and parents were on hand to answer questions for new parents while food and drinks were available in the grounds. Student leaders and staff wandered around greeting parents and encouraging them to enter the main buildings to look at the displays. Displays included those from the Children’s Centre, OSHC, ELC, St Morris Unit, Sport Sub-Committee, Fundraising Committee, Nature Play, Kids Matter and Play is the Way. Over 100 adults attended the evening. The event ran for two hours while the students attended the annual disco in the school gymnasium.

Other actions taken this year include:

- Two members of staff attended the Community Partnerships Forum in March,
- Workshops and training sessions were held for volunteers within the school
- One School Market was scheduled to be run in the evening to promote a more social atmosphere during Showcase Evening and to foster a feeling of community. Unfortunately it was cancelled due to bad weather
- The Committee reviewed the Decision Making Policy and Parents’ Grievance Procedure.
PRIORITY 3: Wellbeing & Culture

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

The four components are:
1. Positive school community
2. Social and emotional learning for students
3. Working with parents and carers

In 2014 our school focussed on Component 1: Positive School Community and in 2015 Component 2: Social and Emotional Learning for Students was our focus.

KEY ACHIEVEMENTS

Kids Matter / Social & Emotional Learning
- Well Being Coordinator appointed
- “Every Face has a Place” focus for our Successful Start program
- KidsMatter survey completed by students and staff
- Gained staff feedback about effectiveness of Virtues Program
- Facilitated 3 KidsMatter sessions completing component 2- Social and Emotional Wellbeing
- Facilitated Pupil Free Day in Term 2 investigating Play is the Way as a possible SEL program.
- Staff voted unanimously agreed on Play is The Way as the Whole School SEL program for TGS
- Whole Day Staff - Play Is the Way training session booked for 2016 Week 0 Friday with founder of the program Wilson McCaskill.

Behaviour Education
- Implementation of “Hotline 63” to support teacher management behaviour issues through restorative practices
- DECD recognised Behaviour Management Professional Development sessions (Your Classroom, Safe Orderly and Productive) organised for interested staff for 6 weeks after school. Fifteen staff attended.
- NIT teachers developed agreements for behaviour approaches in all specialist lessons
- Draft Attendance Policy developed

Staff Well-Being
- Facilitated two Staff Wellbeing sessions in Staff Meeting utilising the onsite Family Services Coordinator.
- Feedback gained from new staff re induction processes.

Actions Taken; Improvements /Evidence
- Data collected and analysed from KidsMatter surveys. 19 incidents of bullying occurred during 2015. This equates to 2.7% of the student population being subjected to bullying behaviour.
- Student Attendance data analysed in Staff meeting & amendments to school Attendance policy for 2016.
- Staff feedback and brainstorm regarding ‘Social Emotional Learning at Trinity gardens’
- Survey of staff regarding individual confidence with using Restorative practices – increased confidence
- Transition workshop for parent of 2016 reception children held using KidsMatter resources - improvement noticed in anxiety/ confidence levels at visits of parents.

Recommendations for 2016

Social & Emotional Learning
- Implementation of Play Is The Way across all year levels resulting in the use of consistent language about learning and behaviour
- Address strategies to reduce bullying incidents
- Further Coordination with Children’s Centre staff to keep up to date of services offered in the area and promote with families

Behaviour Education
- Develop and document a whole school Behaviour Education Policy in line with PITW
- Continue implementation of hotline 63 and development of restorative practices
- Finalise Attendance Policy for ratification with Governing Council

Staff Well-Being
- Further develop staff induction processes
- Monitor staff well being through psychological health survey and plan workshops etc to meet identified needs

Kids Matter
- Signage- Map outside of the office for easy directions to classes/ rooms
- Begin staff training in Component 3 of Kids Matter - Working with parents and carers
- Community Partnership- parent workshops

This is how I feel in the classroom

<table>
<thead>
<tr>
<th></th>
<th>Feeling safe</th>
<th>Feeling Safe sometimes</th>
<th>Feeling unsafe</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>91.98%</td>
<td>8.12%</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>85.9%</td>
<td>13.16%</td>
<td>0.96%</td>
</tr>
<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>
</tr>
<tr>
<td>2011</td>
<td>87.9%</td>
<td>11.1%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>
**PRIORITY 4: Creative Spaces**

**Focus on Natural Play Spaces**

In February, 2015 TGPS established an ambitious vision to develop a whole school grounds vision and plan, recommending that the school ‘expand and diversify ‘Natural Play Spaces’ and experiences for all students in our school’.

Term 2, May 2015 brought the completion of planned works, undertaken by Governing Council to redevelop both oval areas to achieve a whole school grounds vision and plan. This immediately enhanced TGPS student’s connection to nature, providing a natural play environment while still accommodating dedicated spaces for sport and fitness.

The potential for these spaces to provide learning opportunities to both education streams was quickly realized with staff participating in PD to better understand the educational opportunities provided by these natural play spaces. Interest from the wider education community saw the school running several PD sessions open to both teachers and students, with some schools travelling from country areas to attend. A session for parents was also offered and the school has built a good relationship with Nature Play SA through this process.

The development of the ‘outdoor classroom’ allowed TGPS to apply for a $50,000 STEM grant, supporting the development of learning programs focused on integrated science, technology, engineering and maths to problem solve in this outdoor setting with sustainability as a focus.

Students at TGPS, no longer restricted to specific play areas, have been able to choose from a range of differing play environments, finding activities that better engage and challenge them at play time. Cubby building, pond play, mud play, quarry digging and a range of pots and pans to mix and carry natural materials have reduced the number of disenchanted children seeking teacher intervention in play time. Older students have a range of sports areas and fixed fitness based equipment and quiet areas that provide focal points for active or social interactions.

**Focus on Sustainable Behaviours**

As an AuSSI (Australian Sustainable Schools Initiative) school TGPS continued to work during 2015, to our overarching theme, ‘Healthy Living’. A decision was made to continue to focus on healthy food, with the discontinuation of regular icecream sales during Term 4. Regular newsletter information continued to promote healthy food packed in boxes with the goal of reducing less healthy, highly processed packaged foods and potential litter.

With The Department of Planning, Transport, and Infrastructure approaching the school in 2014 to participate in the Way2Go program, 2015 became the year of ‘Healthy Living – active moving’ fitting neatly with the fitness track and addition of a fitness circuit around Devitt Oval during 2015. Staff were encouraged to increase fitness opportunities for students and younger classes participated in road safety training.

The school purchased a class set of scooters, allowing some children to experience movement on wheels for the first time. A $10 000 grant was received from DPTI to upgrade bike racks and provide additional facilities for both bikes and scooters. Signage and racks for parent bikes were placed by Norwood Payneham and St. Peters Council around the exterior school grounds.

Information promoting the benefits of active transport choices continued through newsletters and signage around the school, with increased numbers of children travelling to school in an active manner as the year progressed.

**Focus on ICT**

This year saw the upgrade of our school wifi across the school to improve access and speed for our computer network and a growing number of devices being used in classrooms. This has made significant difference to classes being able to utilise the internet from a much broader range of places in our school, even including the southern side of Portrush Forest. This access will become very useful as our STEM lessons begin to integrate technologies ‘out in the field’.

We also continued our trial of sets of devices (6 x ipads or notebooks) in classes across the school. Teachers explored how to use these devices in effective and engaging ways with their students to add value and additional skills to their learning. In 2016 we will roll out further sets of devices across R-7, as we engage with the new Digital Technologies framework of the Australian Curriculum.
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 2015 the St Morris Unit had 15 students ranging from 5 to 12 years old, 12 part time and full time School Service Officers (SSO), a full time and the co-ordinator. All students are in wheelchairs and non verbal. Two Health Support Officers to support students who are gastro fed.

Highlights
- Received a $5000 grant for transport to swimming
- Having a weekly Conductive Education session with a qualified Conductor
- Employing a Speech Therapist to support students with their communication skills
- Parent workshops on Communicating with their child
- A new Liberty Swing installed for our students
- Classes in the main stream school visited the unit for an disability awareness session.
- Swimming on Mondays, Sports Day
- Visiting the Museum and Botanical Gardens
- Variety Club “Luv a Surprise” Party Ten Pin Bowling
- Magician visiting the St Morris Unit
- Students participating in a 4 week Cricket Clinic
- Students’ participation in the End of Year Celebration

Innovative practises to support students’ learning

21st Century Wellbeing

Target
To continually to improve the physical abilities of our students

Outcomes
Conductive Education has been a very exciting programme for our students. Having a Conductor come into the school has assisted our students to develop their movement in their arms, legs and core muscles. 100% of students participate. On days that we do not have a Conductor the students go in their walkers and standing frames, participate in exercises on the floor and in their wheelchair and go to swimming at Regency Park once a week.

This year a sensory room was developed so that students who need to have time away from a group can enter this room. The room has a light show, bubbles and music playing in the background. It is very tranquil.

Recommendations for 2016
- To continue to provide a quality learning programme
- To continue to employ a Speech Therapist
- To continue to have a rigorous learning programme where all students are engaged
- Through the NEP process ensure all students needs are identified.

Final Word
I have been the co-ordinator on the St Morris Unit for nearly 10 years. During this time I have seen how all students can learn despite their disability. The students are wonderful learners and all they need is an opportunity for people to recognize their potential. I would like to thank everyone for allowing the opportunity to make a small difference in these students’ lives. The Staff in the St Morris Unit need to be recognized and thanked for their dedication and passion working with our students. I wish Liz Mullins, the new co-ordinator all the best in 2016.

Robyn Stevenson
Coordinator, St Morris Unit

During the Student Free Day staff trained with using Pragmatic Organisation Dynamic Display System (PODDS). These devices support students to communicate what is happening at home, their thoughts, needs and wants. All of our students participate in a literacy programme. In the Junior Class students participate in Jolly Phonics while the older class complete spelling tasks based on THRASS.
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.

**2015 Objective: Confident, involved learners**
- Children made steady progress towards developing stronger dispositions for learning throughout the year

- The graph below shows the number of children correctly completing phonics skills in term 2. Targeted testing in term 4 showed that children had progressed and an increase in numbers of children correctly identifying the sounds was demonstrated.

**Recommendations for 2016**
- Descriptive language development is targeted to mathematical language.
- Planning and assessing using the Preschool Literacy and Numeracy Indicators

**2015 Objective: Healthy Lifestyles includes physical activity**
- AUSSI schools participation
- Kidsmatter participation and implementation

- By the end of the year the food choices made by children and families were healthy with very little packaging
- Weekly, long visits were made to the Portrush Forest which naturally fosters gross motor skill and strength development.

**Recommendations for 2016**
- Continue to participate in the AUSSI schools programme - healthy eating and movement
- Continue with Kidsmatter programme – social and emotional wellbeing

**2015 Objective: Sustainable attitudes**
- Those children who had only healthy food choices were strong in their own commitment to healthy eating
- Contact was made with NRM and initial planning for a sustainable Centre took place.

**Recommendations for 2016**
- Explore further opportunities for sustainable practices – collecting and using rainwater, paper recycling, recycling packing from home and community
- Involve educators, children, families, and our community in discussions on sustainability to develop a shared vision.

**2015 Objective: Strong caring relationships**
- Nearly all children, from both groups, formed trusting relationships with those around them.
- Relationships with Reception teachers and their students began to develop through guided play experiences in the Portrush Forest

**Recommendations for 2016**
- Strengthen and embed professional dialogue and pedagogical alignment between school and preschool
- Family gatherings happen each term led by ELCA

**2015 Objective: Increased governance**
- Children’s voice in governance has become stronger
- Stronger pedagogical links with Reception teachers have been formed
Recommendations for 2016
- Continue to find ways for children to be included in the decision making and governance of the Centre.

2015 Objective: Community aids wellbeing
- Allied and SA Health services were very well supported and had a growing number of clients using the service at the Children’s Centre.
- Family Services Coordinator was fully engaged, working with both small groups and individual families.
- The variety of programs offered in the Children’s Centre has been extended to include targeted preventative intervention.
- Partnerships with Non-Government Organisations developed.
- Support was provided for the school counsellor to develop Community Development programs for families with school aged children.

Recommendations for 2016
- Maintain existing relationships
- Linking with other service providers to support existing
- Working with Morialta Partnership leaders to identify the areas of strength and vulnerability as reported in the AEDC 2015 data.

2015 Objective: High performing educators
- Participation by team members in the Early Childhood Organisation’s Reimagining the Child Project has led to deep reflection on teaching and learning
- Professional dialogue with Reception teachers was maintained and developed the initial stages of project work together
- All staff took responsibility for forming their own professional development plan against a professional standard

Recommendations for 2016
- Continue Reception/Preschool professional learning team across sites
- Develop pedagogical leadership amongst all staff

Intervention Programmes
Nineteen children accessed the Preschool Bilingual program. 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
The Centre continues to be operating very close to capacity. We had a high turn-over of families who express an interest in enrolling however do not for various reasons.

STEINER EDUCATION STREAM
Established in 2006, the eight classes from Reception to Class 7 now forming the Steiner stream are integral to the diverse nature of the Trinity Gardens School. Steiner Stream classes work from the Australian Steiner Curriculum Framework which was ratified by ACARA in 2012.

Professional Development
Staff working in the Steiner stream had the opportunity to spend a week in January attending the National Class Teacher Intensive Conference held at Glenaeon Steiner School in Sydney. This is an invaluable chance to prepare for the year ahead and make connections with teachers from all over Australia working in Steiner Education.
The Natural World
Connection and building a relationship with the natural world is a fundamental overarching theme in Steiner Education. Through their senses children interact with the elements, earth, water, air and warmth, tracking the seasonal changes that occur in their environment. The establishment of Portrush Forest in 2015 supported imaginative, cooperative nature play, the building of will and is planting the seeds of environmental responsibility in the development of our students.

Festivals
Each year we celebrate the seasons with song, artistry, dance, music, drama, food and fellowship. Whether it’s the autumn play, the songs, the fire dance in winter or the spring maypole, we enjoy sharing the seasonal high points with our parent community. Our festivals help to share the joy we feel in each unique season.

Class 6 Lanterns – Winter Festival

Music Program
Music is integral to curriculum. Children in the Steiner Education stream all learn to play recorder starting in Class 1, taking up a stringed instrument later. In 2015, we brought forward the commencement of stringed instrument learning to align with the curriculum (ASCF), so that now class 3 students begin to play violin in term 3. In Class 4 students may change to viola or cello, and these instruments continue in Class 5. Other orchestral instruments may be substituted in Classes 6 and 7. The Ensemble program which runs from class 3 to 7 forges skills in listening, musicality, self-discipline and social cohesion. Students also have the opportunity to take part in extra recorder classes run by DECD recorder teachers. The Class 6/7 group led by Amelia Monaghan won the Eisteddfod for primary recorder group in 2015.

Extra Lesson
We were able to offer this valuable adjunct to students’ learning in 2015. Working with Class 1 to 5 children therapeutically and artistically in small groups or individually, our Extra Lesson teacher helped to work through blocks to learning caused by retained reflexes or other gross and fine motor coordination issues. Parents were given feedback and take-home exercises to assist their children and to build on the remedial work of Extra Lesson.

Catherine Banner
Coordinator, Steiner Education

PARENT OPINION SURVEYS
In 2015, there were 113 parents who responded to the survey about our school. Some of the key responses were: Blue = consistently, Red = usually, Yellow = sometimes, Green = Rarely, Purple = never, Brown = Not applicable

I feel welcome at this school

This school provides for the development of my child’s personal and social needs

My child feels safe at this school

The school provides opportunities for parents to be involved in decision making

Overall, responses from parents indicated very high levels of satisfaction in all school programs and provision of care and education for their child. The staff in partnership with the Governing Council will explore these survey results further to consider in more detail any areas of concern and plan for improvements.

In 2016 Governing Council have initiated a new subcommittee; ‘Community Connections’. The function of this committee will be to build upon partnerships, communication and decision-making strategies with parents.
In 2015, all students participated in a Kids Matter survey. Some results of this survey include:

**My teacher cares about me**

- **Yes**: 95.60%
- **No**: 4.40%

**I feel safe at this school**

- **Yes**: 91.98%
- **No**: 8.12%

**My teacher encourages me to take on new challenges**

- **Yes**: 90%
- **No**: 10%

Overall, responses from student’s indicated very high levels of satisfaction with the school. However, we aim to further increase these areas to ensure continued support and safety for all our students. This analysis and improvement planning will be conducted through our SRC, Governing Council, staff and parent representative bodies in 2016.

### ADDITIONAL GOVERNMENT REPORTING REQUIREMENTS

#### Teacher Qualifications

Qualifications of teachers in 2015, some teachers may have multiple qualifications.

<table>
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<th>Qualifications</th>
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#### Workforce Composition

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<tr>
<td>Persons</td>
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### Funding Sources

A summary of funding sources received in 2015 were:

- **DECD Revenue**: $301,105
- **DECD Grants**: $6,818,466
  - Some targeted programs included:
    - **STEM Specialist Schools Grant**: $50,000
    - **Early Literacy Learning Strategy**: $48,223
    - **Better Schools Funding**: $25,483
    - **Primary Australian Curriculum**: $32,263
  - **Other State Grants**: $8,900
  - **Commonwealth Grants**: $6,600
  - **Parent contributions**: $614,155
  - **Other funding**: $192,813

**Total funding from all sources 2015**: $7,946,687

### Better Schools Funding 2015

In 2015, Trinity Gardens School received $25,483 for Better Schools Funding. Our intent was to target these funds to: 1) Increase the number of students retaining achievement in the top two bands of NAPLAN numeracy 2) Increase the number of students achieving reading results at each year level at or above DECD Standards of Education Achievement.

The strategies that were used included:

- Building consistent practices across the school with the teaching of Mathematics and Numeracy using engaging and higher order thinking pedagogies.
- Implementing a mathematics intervention program for identified students in Year 1-2
- Developing the pedagogy of a consistent phonics-based program from R-3 in developing effective readers.
- Implementing broad band reading programs in all classes
- Continuing the implementation of WRAP and Multi-lit intervention in Years 1-5 for identified students not meeting DECD SEA

### Relevant History Screening

Our school has developed a thorough process to manage and document the history screening requirements of all staff and volunteers at the school. This will continue in 2016, with the Governing Council recommending that our volunteer screening processes still include the history checking, even though no longer a requirement for all volunteers by DECD.

### Financial Data

Financial Reports of the school will be available at the Governing Council AGM.
The 2015 Annual Report provides information on the many facets of school activity and achievement during the year. The Governing Council played its role in 2015 by providing a forum for discussion of policies affecting the school, directions the school community wants to maintain or explore and by providing governance and financial oversight for the operation of the school. The Governing Council includes parents, staff and the Principal meeting twice per term with six sub committees reporting to it on finance, education, OSHC, grounds/infrastructure, sports and fundraising. Together, these sub committees and the Council have made significant progress in school development through the year.

The Governing Council endorsed the three-year Site Improvement Plan in 2015. The Site Improvement Plan provides a vision for how the school can put learners and learning at the centre of things by valuing and enhancing wellbeing and culture, the learning environment and connections through the school community and partners. The Governing Council and sub-committees use this Plan as a strategic document setting out where we want to go and how we will get there, with measures of the progress we are making. Activities of the Governing Council in 2015 and beyond reflect the Site Improvement Plan and provide input to adjusting the Plan.

Another highlight is the completion of the landscaping phase of the natural play space on the two ovals. The landscaping work was largely finalised in April but the growth, care and maintenance have continued with the assistance of staff and parents. We can now see complex and multi-textured spaces for imaginative play thriving and changing around the busy activities of the children. These spaces will continue to evolve and delight as the canopy establishes and will hopefully change to accommodate new additions from students, parents and staff.

The Governing Council continued to work with the Norwood, Payneham and St Peters Council to improve traffic management around the school in 2015. This consultation will continue through 2016 as additional traffic and parking management are introduced to facilitate safe and efficient access to the school zone for school users and residents.

The renovation of building 7 (the re-purposed soccer clubrooms near OSHC) was completed in 2015, providing a flexible space for drama, music and activities as well as additional meeting/discussion space and secure storage. The TGS Expo was hosted by the Governing Council and staff in late 2015 to introduce new and continuing parents to the many facets of school activity and opportunities for participation. The school community has many ways to contribute ideas, skills and energy to school improvement and the high level of attendance at the Expo illustrated the great interest and commitment of parents to their children’s learning and learning environment.

The Governing council also paid attention to:
- Managing the continued growth in student numbers
- Revising and introducing many policies necessary for the safe and efficient operation of the school, parental involvement, sports and the diverse mixture of units and teaching streams
- Fundraising for future school improvement projects
- To the Science, Technology, Engineering and Maths opportunities with other schools in our cluster

Patrick O'Connor
2015 Governing Council Chairperson

FUNDRAISING COMMITTEE

Being a member of the Governing Council Fundraising Committee has been fantastic, as we have such a great school community, which gives their time and effort to help us raise funds for our school.

During 2015 the Fundraising Committee held various events and activities including: our Sport Day fundraising, Advance Photo Family portraits, The Picture plates and we must not forget the Move-A-Thon.

In total we raised $12,380.98 for our school in 2015. These funds will be used to purchase a new portable sound system to support our whole school events such as Bookweek, Sports Day and the School Fair, where we need a loud working PA system for outdoors.

We have a great school community that help with all Fundraising. Over the last three years that I have been on the committee I am proud to say we have raised a lot of money for the school do all the wonderful things that our children. This is of course due to the incredibly hard work of many volunteers who give up many hours of their personal time to support the school.

During my terms of the Fundraising Committee we have seen a lot of changes to our school including the Portrush Forest, the upgrade of the plants in the Devitt play area, the Play pods, as well as the Liberty Swing in the St Morris Unit.

Fundraising in 2016
This year, we look forward to our bi-annual school fair. We hope that many parents and families will get involved in supporting this day be a tremendous success once again.

Sheila Cooper
The first meeting was held in May 2015; this subcommittee was established by the amalgamation of a number of previous subcommittees to align with the site improvement plan for a holistic school. Initially the committee would explore two areas from the site improvement plan these being Culture and Community Connections and Wellbeing.

School policy updates became a focus of future meetings and the committee worked to gather information on developing a School Camp Policy and a Class Parent Rep Policy. This was a huge task due to the diversity of educational delivery at the school. The committee gathered a significant amount of information and sent it to the teachers for input. Governing Council was also kept up to date on the progress of the policy development. It is hoped both policies will be ratified and implemented this year.

There were other school policies, of a less complex nature, that the committee were able to update and send to the school community for consultation. After consultation the policies will be ratified by the Governing Council and implemented. These being, the Hot and Wet Weather Policy, Parents Raising a Concern, the Mobile Phone Policy, Attendance, Overdue Book and the Anti-Bullying Policy.

The subcommittee also had a role to play at the inaugural Parent Expo. This event was organised to provide a forum where parents could get information of how they can become involved in their child's school community. It was a great success, and it is hoped that this event would be repeated in future years and will encourage parental involvement across the school.

The Steiner Stream Working Group (SEWG) played a key role within the Education committee to discuss and make recommendations on matters relating more specifically to the Steiner stream students and their families. Some of the items discussed and actioned included:

- Redrafting and updating the Roles & responsibilities statement for SEWG
- Evaluating the Class 3 Music Program
- Reviewing the parent enrolment / information package for the Steiner Education stream
- Input into the Sports Policy on team selections
- Promotion of the Parent Education Sessions
- Documenting the Steiner-stream Class Parent Rep role

The other areas of focus for the Education subcommittee were the school communication strategy and Website review and Inclusive programs between Mainstream and Steiner Education. Discussions were had around these areas and it is hoped that this can continue for the Education subcommittee in 2016.

Cheryl Baldwin

The Sports subcommittee formed in 2015 and our first year was one of learning how best to support the schools existing sports faculty, overseen by Hugh Ross. We’re working to cultivate and lead a positive and inclusive sports culture here at Trinity Gardens Primary School.

Last year we discussed and worked on a School Sports Policy and a Team Selection Policy, with drafts due in Term 1 2016. We also looked at waiving sports fees for the children of team coaches

Achieved in 2015

- Organising new trophy cabinet to foster pride in the school’s sports culture
- Equipping inter-school team coaches with official tops and jackets
- Developing information for parents of students in Year 1, giving them time to prepare for inter school sports which begin in Year 2

Aims for 2016

- Deliver and finalise School Sports Policy and a Team Selection Policy
- Increase members of committee
- Further support for the school sports program, also investigating the potential for adding new sports to offer students.

We are currently a committee of 3 and looking for more parents to join this year, with meetings 1-2 times per term. We’re aiming to be a genuinely effective body in governance and decision making, working to increase students’ ability to participate in sports at and for Trinity Gardens Primary School.

Wade Howland

Requests from other Committees

- SRC requested more cold water bubblers. 1 more bubbler was installed close to the Resource Centre.
- SRC requested a method to notify the students when the breaks were coming to the end so the students would not be late from breaks. A Short bell was initiated before the end of the breaks to notify the students.

Oval/Grounds update

- Organised Temporary signage to encouragement appropriate community use of the ovals and Forest. Permanent signs have been organised and will be installed soon. These take into account dogs, litter and bikes. Portrush Forest became a dog free zone (as it is a child play-zone & for biodiversity).
- Due to vandalism in the forest and buildings during school holidays the Committee investigated joining the “School Watch” Programme. This is still being discussed to determine the viability and implementation by the school.
- Apple tree was planted in the Secret Garden for National Tree day on 28 July. Reception classes also carried out a successful working bee in the Secret Garden.
- The “Pods” were cleaned out, stock-take completed and new materials were added at the end of each term.
- Committee agree to proceed with the Building 7 (Old unused change-rooms) renovation to new open plan classroom and bathroom. This was partly funded from the department and remainder from TGPS budget. The building is now in use.
- A lockable storage bench near St Morris for gloves, tools and buckets was purchased to assist parents in maintaining the forest.
- Areas of the school have been delegated into areas for individual classes to look after. The committee will seek help from each class including parents to look after their area.

Action Items for this 2016
- Portrush Forest including mulching and resurface Path
- Vandal proof water supply to sand pits.
- Anzac Day Commemoration grant including a plaque commemorating a former school student who fought in WW1.
- School Watch Programme
- Grounds and Facilities committee to align with the school site plan.

OUTSIDE SCHOOL HOURS CARE (OSHC)

Achievements
The OSHC & Vacation Care programs consider the feedback, suggestions and interests of the children from children, educators and parents. They allow children to direct their own play and leisure experiences with their peers. Our displays and folders promote a sense of involvement & belonging among the children & allow families to see their children’s time at OSHC.

We provide opportunities for the children to learn about different cultures through representing different countries every two weeks in OSHC and having theme days in Vacation Care. The countries chosen are usually associated with the children’s heritage or interests. We participate in crafts, cooking, games and general learning activities. We also support the School’s use of the ‘Virtues’ & ‘Play is the Way’ programs by discussing and providing opportunities for the children to build on their learning from the school environment. The older children have greater flexibility to make their own suggestions for what they want to do each day after consultation with the Director meaning they have greater responsibility.

We increased the number of families represented on the OSHC Advisory Committee who oversee and report to Governing Council on our service. We significantly improved our sustainable practices by introducing Recycling & Green Waste bins for Council Collection with minimal waste going into landfill. We also reduced our paper usage & administration time by enabling parents to do their own Vacation Care bookings directly into our Hubworks system. This has improved the information available to families and allows them to update their own information as required.

We passed our Food Safety Inspection for our facilities & food handling and preparation procedures by the Eastern Health Authority.

We reached capacity of 80 on Monday & Tuesdays in After School Care and had an average of 50 children during Vacation Care with some days over 70.

Highlights
We had our Assessment and Rating visit for the National Quality Framework for OSHC Services. We were rated ‘overall as ‘Meeting Quality Standards’. The National Quality Standard Assessment and Rating Report identified that we met all 72 indicators and were ‘Exceeding’ in 4. Our results were extremely pleasing given that 49% of OSHC services are only rated as ‘Working Toward’ these standards.

Completion of our outdoor verandah. This has been an ongoing project recommended by the OSHC Advisory Committee and was funded by our surplus funds accumulated over the past 9 years. It has increased opportunities for play during hot or wet weather and provides an additional area for us to eat.

The School’s establishment of the Portrush Forest area, including raised garden beds provided extensive play and learning experiences for the children.

Family Survey results provided us with valuable feedback and 90% of respondents felt their relationship with educators at the service was respectful & supportive. The overall rating was 17% Average, 47% Good & 36% Excellent.

Suggested Future Directions
Increase families involvement in our service by providing opportunities to volunteer help maintain a clean, safe & tidy environment.

Ensure sustainable practices are embedded in our service and that the children become environmentally responsible and show respect for the environment by:
- Developing life skills such as growing and preparing food, waste reduction and recycling.
- Programming for greater use of our extensive outdoor learning areas.

Upgrades to our Hubworks system to better facilitate changes to bookings and information available to families. We aim to move to a more stream lined, paperless office environment with enrolments being done online also.

Ed Guilin
OSHC Director