INTRODUCTION
Continuous improvement in all we do is our aim at Trinity Gardens School.

In 2007 there have been three significant areas of school improvement:

1. Governing Council strength in negotiation with the Department of Education and Children’s Services to ensure the rebuilding of our gymnasium will produce a bigger and better gym than the one we lost in last year’s fire.
2. Facilities improvements with over $100,000 of new play equipment, ELC play area upgrade, OSHC relocation and a wonderful year-round solid shade structure for the Wellington building.
3. The offering of a high quality teaching and learning program strengthened by the employment of 7 new staff who actively sought to join Trinity Gardens collegiate team.

This report provides the community with a story of the year and information about our school’s progress in achieving the strategic directions of our School Improvement Plan. The inclusion of data provides confirmation of our strengths and informs direction for further improvement.

We wish to thank students, parents and staff for working together throughout 2007 to maintain our status as a high performing school. We have pleasure in presenting this report to our community.

Vicki Stokes Pru Neck-Kelly
Principal Chairperson

2007 HIGHLIGHTS

Our school’s proud achievements hold more value when shared.

School information sessions: To manage the growing interest in our school we began a strategy of holding information sessions each term. It is rewarding to receive feedback from those not yet a member of our community and this happens frequently. We would like to share with you the comments from just one visitor (whose child is now attending) who wrote to us following the session:

I would like to say what a pleasure it was to visit your school last week for the parent information session. Having visited nearly every primary school in our local area over the last six months I can easily say that Trinity Gardens has the best feel of them all. I was most impressed by the overall peaceful ambience of the school, the calmness and creativity in the classrooms, the warm cosiness of the old buildings, the heartening challenge of the disability centre and the beauty of the outside environment. This feels like a very special place that has, and is still, being created and nurtured by staff, students and parents that care about their school. I would feel privileged to be a part of this wonderful community. CW 14.3.07

Here is a snapshot of other achievements for 2007:

- A Healthy Options Canteen: Congratulations to our Canteen Managers and their team who now provide healthy options in line with the Right Bite strategy. Everyone appreciates the freshly made products.
- The Successful Start program was implemented for the first time, even in the ELC during the first two weeks of term. The program’s aims were to establish a strong purpose for learning and a commitment by students to work together to build happy, safe, productive classrooms. Every class produced their own mission statement and some even had a class song!
- **Student Enrolment**: There has been steady growth across the school campus from the ELC right through both streams and the St Morris Unit.
- **Steiner Education**: We now have 3 classes operating successfully and will add a fourth class in 2008. The Steiner stream is viewed by our community as adding value through diversity.
- **School Gymnasium**: The burnt out shell of the gym was demolished in May once agreement had been reached about the size of the new gymnasium. Governing Council was steadfast in its endeavour to ensure our school received a gym built to the new standards.
- **A Kitchen Garden** was established. This was maintained throughout the year by 4 classes. Two from the Steiner stream and two from mainstream. It was a joy to see children eating spinach parcels: a result of their growing and culinary skills.
- **Markets**: The afterschool markets held mid term are lots of fun, community focused, well attended and raise some much needed funds.
- **Music Concert**: The first ever Music Concert was held on 4 July. Over 50 children performed, entertaining family, friends and staff.
- **Grants**: The Grants committee, a new Governing Council Sub-Committee, was established. It was successful in obtaining rainwater tanks that run the toilets, a Mitre 10 Land Care Grant, a Green Schools grant for $1000 of native vegetation and a local council community grant for a mural on the hall.
- **$100,000 new play equipment**: Two new play areas have been established with equipment jointly purchased from the Investing in our Schools Program and the school budget.
- **Harmony day**: At TGPS we have children from over 25 cultures represented and to celebrate this year each class contributed a piece of a jigsaw that when made up was the school logo. Several students also shared their life in their home country and this was very moving.
- **Sports Day**: A very successful Sports Day was held on the top oval with the honours being held this year by Devitt House. Enjoyment of the day was enhanced with the addition of 4 super new House banners. These were donated by a family and designed by the students.
- **Creation of a dedicated home for our Music Program and a large investment in new instruments**: The home is in the hall where there is also space for movement. A purpose built lockable cupboard was built to store the new instruments.
- **New Computers**: 15 new computers were added to our computer suite jointly purchased with Investing in our Schools Program and the school budget. This addition means all computers in the RC are less than 2 years old.
- **Student Leadership**: Senior student leadership is available through school ambassadors, sports leaders, safe buddies, performing arts leaders and flag marshall. These positions are highly sought after and written applications and interviews are required. All leaders undertake the position with purposefulness, reliability and service.
- **Learning Blocks**: Times of the school day were changed slightly to create learning blocks to maximize student engagement leading to increased outcomes for students.
- **Learning in different environments**: This year classes enjoyed: camping at Scott Creek, walking at Morialta, riding the Torrens linear parkway, visiting the Zoo, Botanical Gardens, Maritime Museum,
Hahndorf Farm Barn, Jupiter Creek Gold mine, Electoral Education Office, Living Kaurna Cultural Centre and during Come Out all classes attended a live theatre performance.

- **Book Week and Grandparents’ Day** was so much fun and continues our tradition with outstanding attendance. This day provides an opportunity for creativity and students are so keen to show grandparents their learning.

- **Support in Junior Primary:** In the last half of the year, when class sizes had grown, SSOs were placed in classes to ensure a strong start to school.

- **Open Week** was held in term 3 so that students could show their parents around the school and in particular showcase their Literacy work.

- **School Sport:** Due to the commitment of parent coaches we were able to field teams in soccer, basketball, cricket and the St Peters netball competition.

- Our **participation in SAPSASA** continued to increase. This year we sent our largest ever contingent to the District Athletics day. We entered teams in the netball, soccer and Walla rugby Knockout Competitions making the grand final in some cases and the 6/7 girls made it to the State Walla-Rugby Tournament.

- **Uniform Shop:** As the school has grown so has the demand on supply of school uniforms. A dedicated room was created to operate the shop in a more business like manner. A wonderful father painted it for us and volunteers continue to assist.

- **Resource Centre:** There was a cull of older resources and the purchase of over $25,000 new resources. Further resources will be added during 2008.

- **OSHC:** OSHC began in its new home on 14 June. This was the culmination of collaborative and detailed planning.

- **Answering machine:** To provide an improved service to our community we installed a telephone system that allows direct calls to the ELC, St Morris and the school. Parents appreciate the ease of leaving absenteeism messages and easy contact, thus saving time.

- **CSIRO Lab on Legs** visited and conducted lessons for our Upper Primary students.

- **No staff room:** In term 4 staff gave up their staff room when a new Reception class started and there was no classroom space.

- **Year 7 Graduation:** 14 Year 7 students graduated and 150 people attended their moving graduation ceremony. Award recipients were: Citizenship - Aldin Shauki & Lauren Ionni Community Service - Amanda Petersen Flag Marshall - Shannon Eisenblatter

- **End of Year Celebration:** For the first time we celebrated on the top oval on a glorious summer evening. This has become a huge community event enjoyed by all in a relaxed, family environment.

### THE FOLLOWING FACILITIES UPGRADE OCCURRED DURING 2007
- A solid all weather shade structure was built between the wings of the Wellington building

- 15 new computers were purchased to upgrade half of the computer suite

- The hall floor was replaced with new vinyl tiles

- DECS committed to supplying 2 new classrooms
• Air-conditioning was installed in the Early Learning Centre and the Hall
• $100,000 of new play equipment was installed
• 4 picnic table settings were installed to encourage social interaction
• A new drinking trough was installed at the hall
• The hall kitchen was totally renovated with new cupboards, painting and a dishwasher installed
• $8,000 of paving was laid outside the hall
• A kitchen garden was created and 1.8m pool fencing erected around this
• The garden shed was relocated
• Fencing was erected at OSHC to prevent young children running into the car park
• Car parking lines were marked
• Extensive pin-up boards were installed throughout the school
• A wall was built to enclose the uniform shop, a doorway was created and the shop was painted making an excellent well-used facility
• New pigeon holes were built to cater for the increased staff
• A storage cupboard was built for keeping toiletries out of sight
• 6 digital cameras were purchased for student use
• Teacher desks were purchased for the new class and Music teacher
• Adjustable height wooden desks were designed and made for the 3/4 Steiner class
• New school signage was installed throughout the school and for every classroom to assist families and visitors find their way around
• The main internal room of the Cottage was painted
• A gate was installed at the main school entrance

• Three flagpoles now fly the Australian and Aboriginal flags daily, as well as the State or an international flag

CAMPUS DATA

In December enrolments were:
School - 333
St Morris Unit - 10
Early Learning Centre - 60
OSHC Before School average/day - 7
OSHC After School average/day - 30
OSHC Vacation Care average/day - 40

Non English Speaking Background (NESB) - 109 families
English as a Second Language - 70 families
School Card eligibility - 87 families
Students identified with a learning disability, including St Morris Unit - 30

Student attendance levels for 2007:

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<tr>
<td>Trinity Gardens</td>
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<td>East District</td>
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<td>State</td>
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Home days for some Reception students under 6 years of age are reflected in this data. The most significant category of absence was identified as students going on family holidays during term time. Home days, a flu-like virus and chicken pox also had an impact. Lateness continues to be of concern for a few families.

A review of all absences and lateness over the week is undertaken focusing on unexplained and consistent non-attendance. Parents are reminded about the importance of punctuality and attendance at school for successful learning. Assistance has been received from the Attendance Counsellor and the Aboriginal Education Co-ordinator.
Staff attendance: There is an average of 4.6 days absent per teacher per year. This year 3 teachers took long service leave from 2 weeks to a full term.

Staff retention: 62.5% of teachers have been retained since 2006. 7 new staff began this year and there are 3 teachers in contract positions. Di Barnard, Coordinator in the St Morris Disability Unit, retired in July. She had given almost 40 years service to education. Harriet Wilmore was employed as the Term 4 Reception Class teacher. Sincere thanks to both teachers.

Staff qualifications: 100% of staff hold a teaching degree. 88% of staff hold post graduate qualifications in: literacy, computing, educational administration, mathematics, and Steiner Education.

Staff professional learning: 100% of the teaching staff at TGPS complete a minimum of 37.5 hours of training and development in their own time. In addition, the school spends an average of $1000 per teacher on professional learning, some of which is conducted on site. Examples of the PD for 2007 include:

- Autism, auditory processing, ICT, literacy, child protection, recorder, mathematics, Steiner education, virtues, anaphylaxis.

### STRATEGIC DIRECTIONS FOR 2007

**Strategic Direction:**

**EXCELLENCE IN LEARNING, PEDAGOGY AND ACHIEVEMENT**

**LITERACY AND NUMERACY**

**Comment:**

Trinity Gardens School continues to achieve outstanding results in the statewide Literacy and Numeracy Tests (LaN) with results showing that our students consistently outperform students in state and other district schools.

Students in Year 3, 5, and 7 sit the LaN tests and these tests provide a valuable indicator of achievement and at TGPS are analysed by staff to inform individual teaching points and school priorities.

Our Literacy results have been achieved through explicit teaching and school wide consistent practices. In 2007 the greatest challenge has been to skill the 50% of new staff in the practices used at TGPS to achieve our excellent results. Considerable teacher training and development was undertaken throughout the year in the following:

- Collaborative Learning
- THRASS
- Reading
- Running Records assessment
- Comprehension
- Genre writing
- Mathematics

### Year 3 Distribution Results

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<th>Skill Band</th>
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<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>TGPS</td>
<td>0%</td>
<td>3%</td>
<td>16%</td>
<td>29%</td>
<td>52%</td>
<td></td>
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<tr>
<td>State</td>
<td>12%</td>
<td>18%</td>
<td>28%</td>
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### Year 5 Distribution Results

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<th>5</th>
<th>6</th>
<th>7</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>State</td>
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<td>5%</td>
<td>14%</td>
<td>26%</td>
<td>28%</td>
<td>26%</td>
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### Year 7 Distribution Results

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<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<td>4</td>
<td>12</td>
<td>25</td>
<td>29</td>
<td>29</td>
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Trinity Gardens did not have any students in the lowest skill band level at any year level tested and 50% of students who sat the tests in Year 3, 5, 7 scored in the highest two levels in both Literacy and Numeracy.

100% of students who sat the LaN tests achieved the National benchmarks in both Literacy and Numeracy for their year level. The only students not achieving the National
Benchmarks at TGPS are those identified under the Students with a Disability Policy or who were exempted by their parents.

Litertacy and Numeracy Recommendations for 2008:
- LaN results will be used to identify specific foci for explicit teaching in English.
- THRASS methodology will be used for the teaching of spelling.
- The writing Genre for the new national testing will be a teaching focus in term 1.

Numeracy Recommendations for 2008:
- Teaching staff will attend a Maths for Learning Inclusion and make recommendations for whole school practice at TGPS.
- Consideration will be given to the development of school benchmarks in Mathematics.
- LaN results will be used to identify specific foci for explicit teaching in Mathematics.

Strategic Direction:

INFORMATION COMMUNICATION TECHNOLOGY

Comment:
Information Communication was identified in 2006 to be a three year priority and 2007 is the initial year. New technologies can make a huge difference in the performance of students if the focus is on the learning and pedagogy rather than the tools. The priority is supported by a coordinator leadership position from 2007 to 2009. Ms Steph Burton is the coordinator who began at Trinity Gardens School in January 2007.

The first task for the Coordinator was to develop a profile of student and staff skills, pedagogy and to audit the information communication technology available. A Pros / Cons / Questions (PCQ) analysis informed action and a KWHL (skills) analysis indicated needs, abilities and skills amongst staff.

Proportionally, there were 50% new staff and as ‘old’ staff saw the need for a coordinator and had particular views and needs, new staff and their diversity of skills and abilities added to the complexity. Consultation with staff, collation of the PCQ and KWHL was beneficial strategy to determine a timeline for future direction.

Targets:
- Increase ICT outcomes for students through an increase in ICT skills of staff.
- Improve ICT hardware and software to support new learning.
- Develop strategies to manage the ICT school priority.
- Set future directions.

Outcomes:
Overhaul of computer network system
- Purchase and installation of two (3-100 com) network switches to increase speed and reliability of access to school network and World Wide Web via the internet.

Computer Hardware & Peripheral Systems Improvements
- Purchase of 15 (1 GB ram) PC / 17” LCD screens for computer suite. Along with PC purchases in 2006, this upgrade provides 30 high speed computers.
- Purchase and installation of 2 networked Printers accessible from any networked curriculum computer.
- Purchase of five 6 mega-pixel cameras.
- 512Mb SD cards purchased for each class to use with digital cameras.
- Purchase of 50 rechargeable batteries.
- 20 donated second-hand PCs installed to create pods in Upper Primary, Middle Primary and Junior Primary.
- Purchase of two Activeboards and one Active2 Promethean interactive white boards for installation into Upper/Middle Primary classrooms for use in 2008.

A teaching space was created in the computer suite for explicit teaching along with a movable secure trolley which houses a data projector and wirelessly networked laptop.

This has been enormously beneficial in providing a mobile multimedia facility, which can be used anywhere in the school via the wireless network systems.

Development of Processes
- ICT user agreement for students from Years 3 - 7.
Students in Year 5/6 and Year 6/7 have Internet logon with email facilities available at teacher nominated times.

Camera map with laminated cards for each class to indicate where cameras are located around the school.

Purchase & installation software packages
- Inspiration
- KidPix 4
- Adobe Photoshop
- Gimp
- Dreamweaver
- TypeQuick
- Audacity
- PhotoStory 3.0
- Claymation

Staff Professional Development followed by student learning
- Photo management and use of folders
- PhotoStory 3.0
- Tony Buzan ‘Mindmapping’
- Inspiration - mindmapping software
- FrontPage - Website creations
- Resizing photographic images using photo editing software packages
- Excel - data management and creation of graphic representations of key data
- Student Assessment Systems (SAS) training online student data collation
- multi-literacies used in cross-age tutoring - enthusiastic student engagement
- Student Action Team developing an intranet portal for staff and student use.

Recommendations for 2008:
Improved learning and improved pedagogy with new technologies:
- Integration of Interactive White Boards (IWBs) as tools for teaching and learning
- Staff professional learning with IWB software ‘ActivStudio’
- Teaching and learning with the internet via video conferencing - Moodle / Centra software
- Coordinator to work alongside class teachers to model explicit ICT lessons for classes in 2008
- Provide advanced PD on a variety of new software programs
- Supporting staff to access online facilities for data management: SAS and LAN data warehouse and use these to inform teaching
- To track improved outcomes for students
- To develop a plan for computers and software upgrading every 3-4 years, ensuring that Trinity Gardens School is at the forefront of new and emerging technologies.

Strategic Direction:

LEARNER ENGAGEMENT, INCLUSION & WELL-BEING

School Culture

Comment: Staff are committed to creating an environment conducive to learning with positive student teacher relationships to ensure student success. With positive relationships, learners will interact with others, engage in learning tasks, ask questions, seek help, take risks and be reassured of their capabilities and worth.

These factors are central to any new learning and where a sense of purpose and meaning is essential to well-being. The Successful Start whole school 10 day program was implemented for the first time at the start of the 2007 school year across all classes and the Early Learning Centre. The program was designed to develop connectedness, belonging and to build relationships and class culture, thus setting the scene for a successful year to follow.

The Virtues program continues to be used to offer staff and children a common language to talk about behaviour. The language of the Virtues is specific, clear and easily internalised and develops character as children learn to make responsible choices.

The Virtues Program has 5 strategies and successful implementation of the program requires considerable staff training and development. This was even more important in 2007 with 50% new staff not familiar with the program. Professional development sessions were run to bridge the gap for new staff.

The Restorative Practices framework used at TGPS encourages students to take responsibility for their choices and make amends or fix a problem. This facilitates students taking responsibility for their behaviour, investigating the impact it may have had on others and looking at ways to make better choices. The framework is complementary to the Virtues Program.
**Targets:**
- Classes will implement the *Successful Start* program
- Each class will collaboratively formulate a class vision and purpose statement.
- Whole School weekly explicit teaching of the Virtues program
- Restorative Practices embedded into school culture.

**Outcomes:**
- The *Successful Start* program was successfully implemented across the school for the first time with 100% of students engaging in our school values and collaboratively developing class vision and mission statements.
- The class vision and mission statements were used as a reference point for behaviour throughout the year and reinforced to students the importance and value of their work and were used to explain to the community the operating protocols or the way things are done around here.
- The *Successful Start* program has been a vehicle for successful relationship building and the collaborative development of classroom culture. Classes shared their work at assemblies.
- Virtues resources are provided for staff each week to assist them to embed this program into our school culture.
- Students reflect the Virtues language in their learning and in behaviour reflection.
- Data reflecting classroom behaviour displays that more students are engaged in their learning as there are only a small percentage of students needing assistance from leadership staff.

**Recommendations:**
- The *Successful Start* program will be refined and improved through the staff critical reflection.
- The Virtues program will be strengthened with the provision to classroom teachers of the Virtues Project *Educator’s Guide*. This will allow staff to extend their knowledge and embed into their practice aspects such as recognizing teachable moments, setting clear boundaries and enhancing school spirit and vision.
- Professional Development around *Restorative Practices* will be offered to staff as we seek to ensure all students feel safe and are able to be responsible making appropriate behavioural choices.

**Student Voice**

**Targets:**
- Inclusive participation in Student Action Teams (SAT).
- Additional leadership positions in Upper Primary.

**Comment:**
At Trinity Gardens School, student involvement in the life of the school enhances our school culture and is strongly encouraged. Leadership roles and participation in SAT teams provide opportunities for students to be involved in school improvement and decision making.

SAT teams are inclusive of all R-7 students, ELC and St Morris unit with staff acting as facilitators and children driving the process. These teams are not about a product although the purpose is for school improvement and student voice opportunities. Scaffolding, training, and conversations assisted new staff but more particularly willingness and commitment of all staff ensured the dynamic operation of SAT teams.

All student leadership positions were allocated through application which was submitted to a staff panel.

Our leadership positions of *Student Ambassadors*, *Sports Leaders* and *Safe Buddies* continued this year. A new and exciting group called the *Performing Arts Leaders* (these creative and energetic students soon determined they would be called the PAL’s) added a new perspective to our school. *Student Ambassadors* have worked tirelessly in the canteen, assisted administration staff and undertaken leadership roles on special occasions including *Harmony Day* and assisting new reception students.

*Safe Buddies* have been diligent and responsible on duty in the yard in pairs for one day of each week to monitor and assist younger children with questions and issues.

*Sports Leaders* contributed towards the planning and execution of our very successful *Sports Day* where Devitt were the successful winners.

**Outcomes:**
- New SAT teams emerged this year as new staff came with innovative ideas and different passions. These teams offer huge
benefits to our school community in terms of new and exciting working relationships. They also offer tangible improvements such as extension into our local community, school environmental improvements and arts involvement.

The SAT executive meetings highlighted the passion and commitment of older students to their teams. They delighted in recounting their team’s achievements and recalling the excitement and sometimes challenges of working with a group of children aged from 5 years to 13 years.

The PAL’s have initiated lunchtime radio stations with the collection of giveaways and music from businesses and Adelaide radio stations. These have proved popular with other children becoming involved using a roster developed by the PAL’s.

Lunchtime meetings between staff and student leadership have been successful in raising concerns, problem solving and promoting group dynamics. Our leadership positions for Upper Primary students have encouraged responsibility, commitment, helpfulness and service to our school. The positions are now aspirations for current Year 5 and 6 students reinforcing the belief that students make a difference to our school.

Recommendations:
- SAT teams will continue in 2007.
- The current student leadership positions will continue in 2008 with the possibility of a new executive group being initiated for Year 6 and 7 students.
- Regular meetings with leadership staff and student leaders will occur.

Anti-bullying & Anti-harassment

Targets:
- Explicit teaching of anti-bullying and anti-harassment strategies to ensure safe and supported participation in schooling.
- To encourage and support all students reporting any perceived harassment.
- To assist those students who engage in bullying or harassment.

Comment: As part of the Successful Start program all classes are explicitly taught the strategies in relation to any perceived bullying or harassment. This flowchart is clearly displayed in all areas and regularly revisited by staff. Trinity Gardens P-7 School has a zero tolerance to any forms of bullying or harassment. As we value diversity and acknowledge difference it is important that all children have knowledge and confidence to take appropriate action when feeling bullied or harassed. Feeling safe and supported assists students to engage in their learning and develop resilience, optimism, skills, confidence and social responsibility to allow them to achieve their full potential.

Our annual whole school bully audit was conducted mid-year. Student teachers assisted Junior Primary students while older students completed the audit independently. Staff used this data to develop spreadsheets and then reflected critically upon the results and considered implications for the school.

This survey includes questions about how safe and supported children feel in class and in various areas of the school yard.

Data from the graph shows that 87% of children feel safe in the classroom while 73% of students feel safe in the playground and 74% feel safe on the oval. Our revised process for student toilet usage has allowed students to feel safe as 76% is an increase from past years.

Our survey also gathers details about the incidence of verbal and physical harassment, strategies employed and feelings of isolation. The graph indicates some children may need assistance at breaktimes. This could also reflect our large proportion of Reception children at school.
Healthy School

Targets:
- 100% of students participate in regular physical activity
- There is an increased number of students participating in extra-curricular activities
- The school’s commitment to SAPSASA continues.
- The school is committed to a healthy lifestyle through all R-7 students involvement in daily fitness, regular PE activities and lessons on nutrition.

Comment: Our specialist PE teacher employed two days each week provides specific skills lessons. Students access a variety of modern, high quality sports equipment. Table tennis tables have been a welcome addition this year. There is a school expectation that all students are involved in daily fitness lessons.

A variety of extra curricula sports activities are offered such as soccer, cricket teams and basketball. Girls participate in netball through St Peters Netball Club, indoor soccer at the Campbelltown Leisure Centre and football at the Payneham Football Club. All students learnt new skills and teams encountered varying degrees of success. A parent kindly organised sponsorship for soccer which resulted in smart new uniforms of shirts, shorts and socks in school colours.

These teams rely on a high level of parental support and voluntary assistance. In recent times we have experienced great difficulty finding coaches for our eager children. We ask all parents to consider assisting the children even if you combine as a coaching group.

SAPSASA activities are offered for involvement at an elite level for our Primary students. We entered SAPSASA knockout competitions in netball and soccer (boys and girls), athletics and cross country competitions. Our students proudly competed, displaying determination, perseverance and commitment.

Outcomes:
Involvement in regular PE and extra curricula activities continues to grow at Trinity Gardens School. The hall, now being used by OSHC, is our only indoor venue so our community eagerly awaits completion of our gym.

This data reflects that our explicit teaching around strategies to use when harassment is perceived, is successful for most students.

Restorative Practices are included on all student reflection sheets for class and yard behaviour. This allows for fixing of problems and making amends.

Any reported incident of perceived harassment or bullying is always followed up by staff. Restorative Practices are used if appropriate.

Outcomes:
The data from our bully audit continues to reflect some apprehension from younger students around areas outside the classroom. With our shortened lunch break and the completion of our new Middle Primary and Upper Primary playgrounds it is anticipated these issues will be addressed. The new playgrounds are encouraging students to be more active and data reflects less physical incidents occurring in the yard.

With the increase in student numbers and new playgrounds an increased number of staff are on duty wearing highly visible orange vests. Safe Buddies wear fluorescent vests and principally work in the Junior Primary play area. In addition Leadership staff monitor the yard following any concern. This high level of supervision assists our students to feel safe particularly as the majority of students are in Junior primary classes.

Recommendations:
- Lunchtime well-being surveys may be conducted in 2008 with the Bully Audit again organised for Term 2 to collect and analyse data around student perceptions of well-being.
- Explicit teaching around the anti-harassment flow chart will continue to occur in all classes.
Recommendations:
- Involvement in PE activities, daily fitness and extra curricula teams will continue in 2008.
- Investigation into ways to attract more coaches for our teams particularly with cricket and basketball.

Outside School Hours Care (OSHC)
The relocation to the hall of our OSHC service was the highlight for 2007. This building has been renovated with new floor covering, carpet squares, storage cupboards, pin-up boards, movable dividers, signage, air-conditioning, drinking trough, new kitchen cupboards, new dishwasher, outside paving and fencing, and line marking in the carpark. The space was professionally cleaned and painted before the relocation involving staff, students and community members. Close collaboration with other groups using the hall has resulted in successful working relationships.

We now have three qualified staff members and numbers are growing in Before School Care, After School Care and Vacation Care.

Involvement in the After Schools Active Communities program has facilitated the provision of table tennis, soccer, basketball, dancing and karate activities for children at no extra cost.

An Advisory Committee of committed and dedicated parents and staff meets twice per term and engages in collaborative decision making to ensure the maintenance of a high quality service.

Early Learning Centre

Highlights:
- Increased teacher staffing - the number of children attending the ELC was high enough to attract an additional 0.4 or 0.5 teacher salary for the entire year.
- The introduction of Learning Partners - every child has an adult who is getting to know them very well.
- The introduction and trial of the Learning Journals - the Learning Journals allow staff to reflect on the observed learning of the child, to develop a program for that child and then to report to parents.
- Outdoor Learning Area redevelopment - wide consultation was undertaken and the redevelopment commenced.
- Music and Singing Program - the violin teacher has volunteered her time and skills once a week to lead a developmental music and singing program. Our sincere thanks go to Amanda.
- Italian Buddy class - we continued to be able to offer a shared Italian lesson, this year with the Steiner Year 1 Class.
- Celebrations
  - Grandparents Day
  - Bookweek
  - Farmyard Breakfast
  - Birthday Boxes for Kitgum, Uganda
  - End-of-Year Concert
  - Come-out
- Air conditioning - an evaporative air conditioning unit was installed and has already been greatly appreciated.
- Improved work areas - small changes to the interior design of the main room has created more play space for the children. A study was created for multipurpose use by children, staff and parents and the majority of resources are now located in one room.
- $1 million Book Initiative - we qualified for a $950 grant for books from the Federal Government.
- Strong Parent Involvement - parents have responded to calls for many different tasks and reasons
- Budget clarity and tracking - clear guidelines for the ELC budget were established and sound financial management practices implemented
- Shared use facility - playgroup and Steiner 1 class cooking operate on Fridays
ELC Strategic direction:

EXCELLENCE IN LEARNING, PEDAGOGY AND ACHIEVEMENT

**Targets:**
- Staff gain deep knowledge and understanding of individual children through quality relationships developed by the introduction of “Learning Partners”
- All staff use the SACSA framework to plan, assess, report on and monitor learning.

**Comment:** The program offered at the centre needs to meet the needs of all the children. In an attempt to achieve this, each child has an adult “Learning Partner” so that every child has at least one significant adult with whom they can form a positive relationship and who will be able to identify and respond to their needs. Staff offer experiences that are real and relevant to the children - ones that are led by the children because they are interested. Staff learn and work with the children at every opportunity. With both teachers and SSOs involved in the process, the needs of individual children are more likely to be met “right on time”. As the learning is in context, the assessment of the skills, understandings and knowledge of each child is more authentic. Learning Journals are the assessment and reporting tool that provide a way for learning to be monitored.

**Outcomes:** Learning Journals indicate that the level of play is being extended. Periods of play developed by an original interest or problem to be solved have increased. A significant number of children are returning to previous learning experiences to investigate further the learning that can come from that activity or idea. All staff are demonstrating a greater awareness of the children and their needs through regular professional discussions of needs identified by the Learning Journals.

**Recommendations:**
- Further extend the level of professional dialogue arising out of the Learning Journals to enable staff to develop a greater understanding of each child and to meet their needs.
- Refine the presentation of the Journals so that the children are able to use them to reflect on their own learning.
- Referencing to SACSA is embedded in the Learning Journals.

ELC Strategic direction:

SCHOOL IMPROVEMENT AND CAPACITY BUILDING OF AND THROUGH DIVERSITY

**Targets:**
- Aspects for offering extended care are explored
- Increased support for ESL children
- The Outdoor Learning Area redevelopment continues to enhance the potential for the children's learning
- 50% of ELC specific policies have been written by Dec 2007

**Comment:** The outdoor learning area provides children with the opportunity to use all their senses, create adventures, to explore, create, transform, problem solve and invent. Physical skills can be practised and developed. Resilience is developed as children observe the changes in the environment; things seem to die but then the natural cycle adds life to them again. Social and communication skills are enhanced as children play together. The proposed design was developed after consultation between children, parents, the playgroup, a Steiner Education Consultant, a landscape consultant and staff.

An unprecedented and unexpected increase in the number of children with English as a second language will need to be addressed in the coming year to further support the inclusion of the ESL students.

**Outcomes:** The initial stages of the redevelopment of the outdoor learning area have promoted deeper student engagement. Many children have been involved in learning activities for longer periods of time. They have demonstrated higher levels of cooperative play and there has been a great variety in the composition of learning groups during play. There has been a significant reduction in aimless running around loosely based on “Superhero” play.

**Recommendations for 2008:**
- The play platform be ordered and installed early in 2008.
- Stage two of the Outdoor Learning area, the planting of trees and bushes, will occur at the start of the winter term.
- Catering for the needs of ESL students. Training and development for staff will be sought, resources will be audited and
internal release time for staff to work with those children will be incorporated.
- Continued participation in the Enabling Group for the development of the proposed Children’s Centre is considered a high priority.

ELC Strategic direction:

**IMPROVED LEARNER WELLBEING**

**Targets:**
- Implementation of the Child Protection Curriculum
- Every child in the ELC has an adult Learning Partner

**Comment:** The ELC staff participated in the Child Protection Curriculum training and development as every staff member works very closely with the children at all times and will be helping to implement the curriculum in 2008. There is a clear link between the quality of care in early childhood and intellectual development. As previously mentioned, the introduction of Learning Partners has been an initiative to help us develop a deep knowledge of each child and to therefore provide an increased level of care and education.

**Outcomes:** The level of engagement has deepened as the individual programs have catered more closely to a child’s needs. Children at risk have been identified and strategies of intervention developed and implemented. Four adults are taking an active interest in the individual children and are discussing what is needed to further enhance a given child’s learning.

**Recommendations:**
- Learning Partners be continued and expanded so that the children know very clearly their partners.
- The centre encourages increased parent networks and support.
- The Child Protection Curriculum implementation is designed to reach all the children and is sustainable.

**ST MORRIS R- 7 UNIT 2007**

**Vision:** In the St Morris Unit we strive to provide a stimulating, safe environment, so all children are able to reach their potential.

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**2007 Highlights**

- A change of leadership in Term 3 with the appointment of a new Coordinator, allowed for the beginning of a new culture.
- New teaching staff member to backfill the Coordinator and some new SSOs
- Wheelchair licences were introduced to children in the main stream. This is one example of the school’s inclusion policy. After a training period, students were able to push the St Morris children around the school during recess and lunch times.
- Increased number of classes in the school visited the unit for an information session on how the children in the unit learn and communicate.
- Excursions:
  - Festival Theatre
  - Thorndon Park
  - Botanical Gardens
  - Royal Adelaide Show
  - Adelaide Zoo
  - Local community
- OSHC vacating the St Morris Unit
- Plans drawn up for redevelopment of St Morris unit

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**St Morris Strategic direction:**

**CONTINUOUS IMPROVEMENT IN STUDENT LEARNING AND ACHIEVEMENT**

**Targets for last half of the year:**
- Improved student communication skills
- Data used to inform individual student programs
- Introduction of individual timetables
- Review of operating practices
Outcomes:
Increased opportunities for students to use their communication devices throughout the school day. This encouraged the students and teachers from the main stream to greet the children and the Unit students were able to respond.

Staff and children have been using visual timetables to help the children with transition to the next lesson.

During fortnightly staff meetings, data collected from children’s records for Intellikeys (computer program) and Picture Exchange Communication Program (PECS) was analysed and the information gathered was used to set new goals for students.

In fourth term students were divided into two groups. This allowed the students increased learning opportunities with age appropriate activities.

**St Morris Strategic direction:**

**IMPROVEMENT IN STUDENT ENGAGEMENT, INCLUSION AND WELLBEING**

**Target:**
- Increased inclusion
- Increased activity
- Increased use of all school facilities
- Increased adult student interaction

**Outcomes:**
Increased inclusion and activity within the school community has been a vital aspect of the St Morris Unit’s program and has been achieved through: assemblies, performances and school excursions. Students are continually being seen outside for fitness, recess and lunch.

Different mainstream classes take turns to visit the unit weekly. During these visits the children be included in music, art activity and bring books over to read to the unit students.

A Negotiated Education Plan for each student is developed and reviewed regularly. This is especially important as each student in the St Morris Unit has an Oral Eating and Drinking plan, and a Transfer and Position Care Plan. Novita reviews these each year. Health Care Plans are reviewed annually by CARA and Health Support Plans are reviewed at the time of the Negotiated Education Plans (NEP).

The students in the unit are regularly visited by Occupational Therapists and Physiotherapists from Novita. Unfortunately the St Morris unit did not have a speech therapist for the past 6 months.

Through a review of adult/student interactions, adults working in the unit have new responsibilities according to the student they work with. New timetabling has enabled increased activity for all students, created more learning time and allows adults a deeper level of engagement with students.

**Recommendations for 2008:**

- In 2008 there will major renovations happening in the St Morris Unit. This will open up a variety of learning opportunities for the children. There will be a sensory room, an observation room and 2 classrooms.
- With the appeal of a renovated building, excellent staff and new leadership, the St Morris Unit is looking to increase its numbers.
- Dedicated classrooms will be established to develop the intellectual potential of students. Students will be grouped into Junior Primary and Primary.
- Ongoing review of work practices will continue to maximize adult support and interaction with students.
Parents will be encouraged to become more involved in the life of the unit and to develop a support group for each other.

**Annual Opinion Surveys**

Our community is supportive and proud of our school and its achievements. This is evidenced by the annual opinion surveys. This year we had a huge increase with 12 families completing the survey. Thank you. We appreciate the efforts of these families and next year we are aiming for a 30 family response in order to capture a wider range of opinion. It can only be assumed that many families not responding to the survey are satisfied with the school as unhappy people are usually more vocal than satisfied clients.

The black diamond is the 2007 result and the circle is the 2006 result.

The graph that follows is indicative of parental perception. There was no disagreement to the quality of teaching and learning. This graph also correlates to our LaN results which indicate that the perception of high quality teaching and learning is also factual as demonstrated by the LaN data.

There was only one area of concern expressed by 8% of the parent response and this is that the school is unable to adequately cater for children with special needs, due to a lack of resources.

Perhaps the personal comments made by the surveyed groups are of particular interest as the respondents felt strongly enough to make specific comments. These are as follows:

**Parent Comments - Quality of Teaching and Learning**

My daughter is in the steiner stream and has had the fortune to have an excellent and enthusiastic teacher who clearly is passionate about teaching. The Principal is proactive and makes a genuine effort to engage with all the families at the school. I appreciate the small school environment. My daughter really enjoys her student action team work and I think this is a wonderful way of getting children to participate and appreciate each other across the grades and to mentor and model behaviour. This is our daughter’s reception year so I am commenting from a limited experience. Her class teacher and other specialist staff provide a high quality learning environment that engages my daughter.

I would like to see more funding for support staff for children with learning and behavioural problems so that those who want to learn are more able. I would also like to see more funding for gardening, crafts etc.

**Parent Comments - Support of Learning**

We desperately need more support for those children with learning difficulties and behaviour issues. The school is good at recognising all the different achievements of its students and in fostering a sense of pride.

**Parent Comments - Relationships and Communication**

As this is a relatively small school the communication is very good. My sons teacher is fantastic but he has a lot on his plate particularly children in the class with behaviour problems and he is expected and does out of dedication an enormous amount in his own time.

**Parent Comments - Leadership and Decision Making**

I have every confidence in the leadership of this school. The principal has quite a lot going on as the school has doubled in numbers in the last few years and she is very much in control of all the goings on.
The staff and governing council make decisions that are clearly communicated to the school community. They involve the school community in decision making where appropriate and clearly explain their reasons and methodology when the wider community is not a direct part of the process. There is strong leadership from the principal Vicki Stokes and her team.

**Parent Comments - Other comments**
I really believe there is a lot expected of school teachers and the good ones give a huge amount of their own time and energy and they are often not recognised for this. I think they should be recognised for this with a pay increase and also extra funding for support staff so the good ones don’t get burnt out and leave as this will be very sad for the generations to come. A good school teacher is a very valuable resource and should be cared for and appreciated.

**Staff Comments - Quality of Teaching and Learning**
Teachers are motivated, hardworking and make an effort to keep up to date with changing practices by attending T&D. Effort is made to cater for students, provide challenge and engage.
Team meeting times are well allocated and efficiently used.
Teachers at this school think of every child as a unique individual. There is a high level of both academic achievement and a supportive caring environment.
I think we have a high quality of teaching and learning at our site.
Our whole school programs facilitate student learning and our Literacy LaN results have shown accompanying improvement.
Teachers term overviews reflect SACSA programming and assessment.

**Staff Comments - Support of Learning**
Targeted support works well. Students like the Academic Excellence awards and leadership opportunities.
Student Engagement and Well-being are a priority for our School Improvement Plan. There are whole school practices around student well-being and SBM within a Restorative Practice framework. Annual bully audit and explicit teaching of what children can do if being harassed assist staff and students.
Since learning focus improved and virtues introduced, behaviour management is also much improved.
ADMINISTRATION VERY INVOLVED AND HELPFUL IN BEHAVIOUR MANAGEMENT.
Restorative justice practices, student review teams and management team all assist class teachers to make the most of their learning opportunity.
I feel that sometimes students are not held fully accountable for their actions. There is a behaviour management policy listing steps of escalation, and I feel that it is not always followed through to the end.

**Staff Comments - Relationships and Communication**
The school has a happy supportive atmosphere.
I enjoy coming to school every day.
We have a very good staff who care and support each other.

**Staff Comments - Leadership and Decision Making**
Some decisions are made with staff consultation.
We have strong leadership that is committed to the needs of the students.
The principal is very supportive and approachable. The leadership team works hard and keeps everyone informed.

**Staff Comments - Other comments**
This school is well managed. Everyone has an important role to play and performs their role well.

**Student Comments - Quality of Teaching and Learning**
Every maths lesson we should revise every couple of weeks.
I think that the teachers know what they are doing and want to help.
School is normally fun.
Maybe make sure that all the class is up to date with their work.

**Student Comments - Support of Learning**
I think the school could be a little cleaner and we should have someone other then the principal to talk to if we have problems.

**Student Comments - Leadership and Decision Making**
I think the leadership roles on offer at our school are well organized but I believe the students could be more involved in some things.
I can’t decide if it’s fair or not.

**Student Comments - Other comments**
School is mostly fun.
I really enjoy my teachers and my school.