INTRODUCTION

At Trinity Gardens School the development of the whole child is important and the school community is proud of the academic achievement, sporting endeavours, artistic abilities and the social conscience of its students. Our student achievement is underpinned by the school values of:

respect, responsibility and learning.

School pride is demonstrated with strong parental involvement in many ways. We believe it is important to acknowledge this involvement. Some parents give service to our Governing Council or one of its sub-committees: Special Events, ELC, Grounds, OSHC, Fundraising, Finance, Sustainability, Steiner Education, Sports, Canteen and Grants. Other parents volunteer valuable time to work in the Uniform shop or the canteen, to prepare the Steiner classrooms or be a Friend of the Library. We also greatly appreciate the parents who support their child’s class such as listening to reading, attending excursions or making play props.

We also wish to acknowledge the staff for their commitment to our school. Staff maintain stimulating learning environments and it is a pleasure to walk into any classroom to see it welcoming to students, showing student work and excellent organisation. Of special mention is the endeavour of staff to build strong relationships with every child.

The 2008 Annual Report presents information about the progress and achievement of the Trinity Gardens School campus and celebrates the diversity of our site. The Governing Council works in collaboration with staff to ensure our school maintains its reputation as a high performing school. We have pleasure in recommending the following report.

HIGHLIGHTS

2008 began with the Governing Council’s successful negotiation with the Department of Education and Children’s Services to achieve an even better gym than the one we lost in the 2006 fire. The year finished with the construction contract let and work expected to begin in January. We eagerly look forward to completion before the end of 2009.

In other facility improvements the new Devitt classrooms were occupied early in the year providing a wonderful learning space with close proximity to the Junior Primary play area. New classrooms, forming the Aberdare campus, were delivered in July. Again negotiation about the immediate outside environment took some time but produced a great result with an impressive deck, shading and extensive paving linking the classrooms to the rest of the school. Redevelopment of the St Morris Unit was completed taking this facility to the highest quality where it is able to accommodate and extend the learning of our students with severe and multiple disabilities. It now has a sensory room, two new class areas, new carpet, new paintwork, upgraded bathrooms and kitchen and a fenced play area with new equipment and a rubber surface.

A new Disability Toilet was built between the change rooms at the Hall providing a much needed facility particularly for our OSHC service.
The hard court play area was totally renovated with a new coloured rubberised surface catering for netball, basketball and tennis.

A local government grant was used to enable a mural to be painted on the western wall of the Hall. Groups of children from across the year levels, along with parents and the artist completed the mural. It has captured the users of the ovals and even a few of Mr Devitt’s cows.

The school website was made live again after a considerable period of redevelopment. It is now our challenge to maintain an up to date site and we have some strategies in place to assist with this. Have you had a look? www.trinitygps.sa.edu.au

Several School Community events were held during the year where everyone had a good time. Early in the year was the Pancake breakfast with over 1,000 pancakes eaten on the day!

Acquaintance Night was the best attended for quite some time with children proudly showing off their classroom. Teachers shared their curriculum plans and new staff were introduced to the community.

Sports day was wonderfully attended by families and celebrated on Devitt oval with Trinity House winning their first ever shield.

Also in the Arts we had students selected in the Primary Schools orchestra, the dance troupe and as compere for the Festival of Music, along with 22 students in our senior choir. Three classes learnt the recorder and private tuition was available in violin, piano and guitar. The school held its own Musical evening at the beginning of term 3.

In March our Year 6 and Year 7 students attended an Aquatics camp at Port Vincent where they engaged in activities such as snorkeling and canoeing.

In the Arts area we were delighted to win inclusion in the DECS Music trial and this enabled every student in the Year 3/4 Steiner class to each learn a stringed instrument, either violin, viola or cello. The class was outstandingly successful and was invited to play for a wide audience from DECS central office staff.

The Steiner stream celebrated the seasonal changes with festivals. The children enjoy the sense of anticipation with the Winter lantern walk and a rainy day did not deter many families from attending the Spring festival.

An outstanding community event was the Family Fun Fair in November. This was a huge event requiring commitment of the highest order and because so many were involved we raised $17,000. Of equal importance as money raised was the strong sense of community that was further built on the day. Good schools have strong communities.

Teaching staff in Middle and Upper Primary engaged in new e-learning using Interactive Whiteboards (IWBs). These boards are a catalyst for new ways to learn as students also use them and learning can be co-constructed. A board was also located in the Resource Centre so that it can be used by JP classes and for resource based learning as appropriate.
STRATEGIC DIRECTIONS

STUDENT ENGAGEMENT & WELL-BEING

School Culture

Strategic directions:

- Link between Quality Teaching pedagogy and increased learner well-being and engagement.
- All Classes commit to the Successful Start program and collaboratively engage in processes to develop their class culture.
- Virtues language and Restorative Practices an integral part of school culture.

Comment:
The school’s work with the Quality Teaching (QT) project has set high and explicit expectations for students and teachers to work productively in an environment that clearly focuses on learning. This develops positive relationships between teachers and students that are important to success at school. In positive relationships, learners will interact with others, participate, ask questions, seek help, take risks and be reassured of their capabilities and worth. These interactions are central to any new learning. The coding techniques from the QT project have assisted us to measure student engagement and direction, self-regulation and social support.

The Successful Start whole school program has assisted in developing connectedness and class culture. This 10 day program conducted at the start of the school year offers students opportunities to engage in collaboratively developing a classroom culture. The class vision and mission statements formulated in this process are visually displayed and provide a clear and meaningful context and behavioural framework for all students. They also inform the school community about the class operating protocols or the way things are done around here.

The Virtues program is used to offer a language for staff and students. The language of the Virtues is specific, clear and easily internalised and develops character as children learn to make responsible choices.

The Restorative Practices framework 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.

Outcomes:
Data reflecting classroom behaviour identifies that students are engaged in their learning as there are only a small percentage of students needing assistance from leadership staff.

The Successful Start program has facilitated the collaborative development of classroom culture. The visual representations of this work displayed in the school office reinforce the importance and value of their work to the students.

The provision of the Virtues Project Educator’s Guide has offered staff the opportunity to extend their knowledge and embed this program into their pedagogy and culture.

The Virtues language and Restorative Practices are reflected in all our student behaviour management practices.

This promotes our school values of responsibility and respect for all.

Recommendations:
- Extend coding exercises from QT project to encourage students to engage in higher-order thinking, establish positive relationships and make connections and engage with their learning.
- The Successful Start program will continue for all staff and students. Our focus on school culture will be embedded into our practice. Connectedness and well-being are crucial elements to student engagement leading to improved student learning outcomes.
- The Virtues project will continue throughout the school. Staff will incorporate into their practice aspects such as using the language of the Virtues, recognizing teachable moments, setting clear boundaries and enhancing school spirit and vision.
- Professional Development around Restorative Practices will be offered to staff in 2009 from the Well - Being Professional Learning Team who attended training during 2008.
Student Voice

Targets:
- Increase student leadership positions in Upper Primary.
- All classes have regular class meetings.
- Development of activities within the local community.

Comment:
At Trinity Gardens P-7 School, student involvement in the life of the school is strongly encouraged as this enhances and supports our school. Leadership roles and class meetings provide opportunities for students to be involved in school improvement and decision making.

All student leadership positions were allocated through application which was submitted to a staff panel for consultation and decision making.

Our leadership positions of Student Ambassadors, Sports Leaders, Performing Arts Leaders (PAL's) and Safe Buddies continued this year. New and innovative groups called Canteen Champions and Tech Team were developed. All these groups worked tirelessly assisting our students and school using their break times to attend meetings and offer service, friendliness and kindness. New successful processes were established by each team and included offering more sports equipment to students at break times, touring and assisting with a Community cabinet visit, offering computer activities at lunchtimes, helping new Reception students and their teachers and assisting class teachers with our end of year celebration.

Outcomes:
Our leadership positions for Upper Primary students have encouraged responsibility, commitment, helpfulness and service. Lunchtime meetings with leadership staff have promoted group dynamics and offered opportunities for problem solving and the development of new initiatives.

Our current Year 5 and 6 students aspire to these positions reinforcing the belief that students are keen to become involved in the life of their school. Regular class meetings offer students a voice and the ability to become involved in decision making and school improvement.

Community involvement also included participating in the Payneham RSL club’s annual Anzac Day essay competition and joining this group in their Remembrance Day ceremony. The RSL club have had a long and helpful involvement in our school. Their members have informed us that they really appreciate and enjoy their association with our enthusiastic students.

Recommendations:
- Investigation of SAT teams to determine how they can effectively be re-established during 2009.
- The current student leadership positions will continue in 2009 with a similar process through written application, interview where necessary and a panel decision will occur. A new executive student leadership group may be initiated to meet regularly with school leadership. There will be regular meetings with leadership staff for all student leaders.
- Continue involvement with community organisations with the suggestion that SAT teams may extend this to other groups.

Anti-bullying & Anti-harassment

Targets:
- To support all students to engage in all aspects of the school feeling safe and supported by the explicit teaching of anti-bullying and anti-harassment strategies throughout the school.
- Student survey data reflects strong sense of worth.
- To encourage and support all students reporting any perceived harassment and 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. At Trinity Gardens P-7 School we value diversity and acknowledge difference
and celebrate this with whole school events such as Harmony Day.

Feeling safe and supported assists students to engage in their learning and develop resilience, optimism, skills, confidence and social responsibility.

During our annual whole school bully audit student teachers assist Junior Primary students while older students complete the audit in class. This audit is now represented by an annual Excel database. This survey includes questions about how safe and supported children feel in class and in various areas of the school yard. A pictorial representation displays a result about how students are feeling at school.

Our commitment to separate playgrounds for various year levels and extra play equipment being available has assisted students to feel safe.

All students who report an incident of perceived harassment or bullying are interviewed by leadership staff and action based around Restorative Practices occurs.

Outcomes:
The data from our bully audit continues to inform our practice as it is available to all staff on Excel in terms of class and whole school information. Our playgrounds are also encouraging students to be more active and data reflects less physical incidents occurring in the yard.

Staff on duty and Safe Buddies wear fluorescent vests so all students have easy access to help. Leadership staff also monitor the yard when incidents are reported or parental concerns are raised. This high level of supervision assists our students to feel safe.

Recommendations:
➢ Lunchtime well-being surveys may be conducted in 2009 with the Bully Audit again organised for Term 2 to collect and analyse data around student perceptions of well-being.
➢ Explicit teaching during the Successful Start program around the anti-harassment flow chart will occur in all classes at the start of the year with weekly revisiting of this flow chart.

### Attendance Data

Student attendance levels for 2008 as compared with our district and the state:

<table>
<thead>
<tr>
<th>School</th>
<th>2008 Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinity Gardens</td>
<td>93.1%</td>
</tr>
<tr>
<td>East District</td>
<td>93.5%</td>
</tr>
<tr>
<td>State</td>
<td>91.0%</td>
</tr>
</tbody>
</table>

Our 2008 result reflects a pleasing increase in our data. Home Days have been negotiated for some Reception students under 6 years of age. The attendance for our Year 2 cohort of students in 2009 will be monitored closely as their pattern of attendance has been of concern. Health issues can lead to absences for our students in the St Morris unit. Lateness continues to be of concern for a few families. Monitoring of all absences and lateness occurs and parents are regularly reminded about the importance of punctuality and attendance at school for successful learning.

### Outside School Hours Care (OSHC)

Our numbers continue to grow in our OSHC service with waiting lists for some days during Vacation Care.

Our Advisory committee meets twice each term and is a vibrant, committed and helpful group keen to support our OSHC director and our service.

Involvement continues in the After Schools Active Communities program. This has facilitated the provision of many indoor and outdoor activities for children at no extra cost.

During this year with the assistance of East District staff and school leadership, protocols around enrolments for children with additional
needs were established. A meeting was held to inform parents about these new procedures. We have now four qualified staff members who add leadership density and support to our OSHC director.

A mural was painted on the hall wall after funds were received from a grant submitted by the OSHC Advisory committee. Children from OSHC and school students worked together with our artist, Helen Lindon, to create a stunning representation of school life, school history and community involvement in our school.

Physical Education & School Sport

All classes at TGPS have daily fitness with the class teacher. In addition each class has lessons with our specialist PE Teacher and for older students there are opportunities to play SAPSASA sport and school sport.

In 2008, TGPS had arguably it’s busiest year with Physical Activity events involving more than 300 students. There were a number of activities that continued from previous years plus also many new exciting events on the sporting calendar.

Outcomes for PE:
- Successful sports day involving students from all classes, St. Morris and the ELC. ‘Trinity Tornadoes’ took out the honours.
- 76 students completed the Premiers Be Active Challenge (67 bronze & 9 silver medals)
- 3 Students represented East Adelaide District SAPSASA in winning hockey & netball
- TGPS won the Girls Yr. 6/7 Walla-rugby East Zones championship shield.
- TGPS held its inaugural ‘Virtues Walkathon’ which was a huge success and raised over $5000 for school piazza development.
- TGPS was visited by many sporting organisations that held sporting clinics/programs throughout the year. These included Crows & Port Power Football Clubs, S.A. Cricket Association, Rugby SA, Norwood Redlegs F.C. & Payneham Norwood Tennis Club.
- Fabulous Finals Fever Footy Fun Day was again very popular with class relays on the courts and a special meal deal in the canteen which had over 200 orders.
- TGPS won a $500 grant from the Premier’s Be Active Challenge to put towards equipment and staff professional development.
- Coordination testing of motor skills for all students in Reception and provision of intervention for 11 students who needed support.
- This year our school had substantial increase in participation levels in School Sport Activities of Soccer, Cricket and Basketball.
- Specialist P.E. lessons focused on skill development in familiar and unfamiliar sports as part of the Health and P.E. curriculum.
- The hard courts were resurfaced and painted, making them much safer to play on and this encouraged greater activity.
- TGPS hosted 3 SAPSASA knockout games throughout the year with the Yr. 6/7 boys and girls soccer teams and the girls Yr. 7 netball.
- TGPS also hosted a SAPSASA state carnival cricket match between East Adelaide and Torrens River in term 4.
- Swimming lessons for all students years R-5 were held at the Payneham Swimming Pool
- Year 6 and 7 students attended an aquatics camp at Port Vincent in term 1.

EXCELLENCE in LEARNING, PEDAGOGY and ACHIEVEMENT

Literacy

Context:
Literacy remains a high priority at Trinity Gardens as it is a carrier of all opportunity. Our school continues to achieve outstanding results, even against all schools in the East District. This is because we use data to inform practice and we have strong whole school practices to ensure learning time is optimized.

Targets:
- Running records show reading achievement R-7 until independence is reached
- Burt Word Reading test is administered to all students until independence is reached
All Junior Primary achievement in frequently used words is tracked and monitored.
Automaticity of writing the alphabet is tracked and monitored
Intervention programs implemented
Running record data is entered on the DECS statewide tracking system

Comment:
The school practices used at Trinity Gardens School maximize each student’s literacy learning outcomes. Teachers undertake a rigorous transition program so that the following year’s teacher knows where the student is ‘at’ with their level of literacy. This avoids wasting valuable learning time.
Staff work in teams to interrogate our school data to look for strengths, areas for development and anything unusual. We believe there should be no surprises with external data as each teacher’s data should be similar.

Outcomes:
The DECS data shows that 83% of year 1 students are reading at an Instructional level of 16-20 and 82% of Year 2 students are reading at Level 21-26 in term 3. This will improve further in Term 4. This is higher than both the District and State levels and indicates that our whole school practices in reading and intervention for our ESL learners are successful.
Staff have set benchmarks for TGPS and will trial these in 2009.

The National Assessment Program for Literacy and Numeracy (NAPLAN) was introduced for the first time in 2008. It is not possible to make comparisons with the old LaN tests. Trinity Gardens School continues to perform well as shown in the tables.

Recommendations:
- Identify students at Year 3 level requiring intervention
- Provide staff PD in teaching phono-graphic connections for the 120 sounds in Aust. English
- Make explicit the language features for each writing genre as well as the structure & social purpose
- Appoint a teacher to oversee and coordinate intervention and align with ESL needs
- New resources to support introduction of the Oxford Word List
- School benchmarks set in Spelling

### Year 7 Literacy

<table>
<thead>
<tr>
<th>Test aspect</th>
<th>TGPS</th>
<th>Same Aust. Level of school</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>582.8</td>
<td>528.8</td>
<td>561.2</td>
</tr>
<tr>
<td>Reading</td>
<td>578.2</td>
<td>534.0</td>
<td>563.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>591.0</td>
<td>537.7</td>
<td>564.7</td>
</tr>
<tr>
<td>Writing</td>
<td>576.2</td>
<td>539.4</td>
<td>576.6</td>
</tr>
</tbody>
</table>

### Year 5 Literacy

<table>
<thead>
<tr>
<th>Test aspect</th>
<th>TGPS</th>
<th>Same Aust. Level of school</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>535.1</td>
<td>491.8</td>
<td>516.6</td>
</tr>
<tr>
<td>Reading</td>
<td>518.8</td>
<td>481.2</td>
<td>505.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>509.3</td>
<td>482.1</td>
<td>497.8</td>
</tr>
<tr>
<td>Writing</td>
<td>528.2</td>
<td>483.6</td>
<td>509.0</td>
</tr>
</tbody>
</table>

### Year 3 Literacy

<table>
<thead>
<tr>
<th>Test aspect</th>
<th>TGPS</th>
<th>Same Aust. Level of school</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>415.8</td>
<td>396.0</td>
<td>433.4</td>
</tr>
<tr>
<td>Reading</td>
<td>430.8</td>
<td>401.1</td>
<td>443.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>404.2</td>
<td>399.2</td>
<td>426.3</td>
</tr>
<tr>
<td>Writing</td>
<td>442.6</td>
<td>416.3</td>
<td>445.9</td>
</tr>
</tbody>
</table>

Except for one student ESL student in year 7 all students in Year 3, 5 and 7 achieved the National minimum standard in all areas: Reading, Writing, Spelling, Grammar and Numeracy.
Some students were exempted from the NAPLAN tests as they have been identified as a student with a disability under the DECS policy. Exempted students are included in the data reflecting students who do not meet the National Minimum Standards.

**NUMERACY**

Comment:
As with Literacy the National Assessment tests were conducted for the first time in 2008. Our results are tabled. While our results compare well with schools in the same educational category as ours we would like to see even better results.

<table>
<thead>
<tr>
<th>Numeracy Test</th>
<th>TGPS</th>
<th>Same Aust. Level of school</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>555.1</td>
<td>536.7</td>
<td>572.9</td>
</tr>
<tr>
<td>Year 5</td>
<td>520.1</td>
<td>463.7</td>
<td>494.6</td>
</tr>
<tr>
<td>Year 3</td>
<td>409.1</td>
<td>388.1</td>
<td>424.8</td>
</tr>
</tbody>
</table>

Recommendations:
- Intervention Manager to work with Numeracy Professional Learning team to deeply interrogate data to determine areas for improvement.
- PD provided for staff in response to above
### Information Communication Technology

**Target**
- Creation of interactive learning spaces to harness the full potential of ICT in student learning.
- Explicit ICT lessons R-7
- Provision of out of hours staff professional development
- Increase hardware and software
- Develop ICT user agreement

**Comment:**
2008 is the second of a 3 year focus on ICT as part of the school improvement plan. An externally appointed Coordinator leads this area.

**Outcomes:**
We began, with 3 ‘Activboards’ installed in Upper/ Middle primary classes. The integration of Interactive White Boards(IWB) as tools for teaching and learning provide immediate access to multitudes of learning objects and online learning communities.

In 2008, the ICT coordinator provided explicit ICT lessons for classes from R - 7. This provided professional development opportunities for teachers to learn features of software alongside their students as well as ways to integrate ICT learning into the curriculum. Further professional development opportunities were provided during term 3 on a weekly basis, these included:
- PD on a variety of software programs
- Using Web 2.0 tools
- Assessing online learning with the Quality Teaching Framework
- Guiding staff with online facilities for data management: SAS and LAN data warehouse

**Computer Hardware & Peripheral Systems**
The three initial promethean ‘Activ’ interactive white boards that were installed into upper primary classrooms have full networked capabilities accessing school network and the internet. An additional 4 IWBs were purchased and installed later in the year.

During 2008 the Resource Centre was re-arranged and a learning space created to house an interactive white board. This space provides explicit teaching potential for resource based learning and professional development for staff.

**ICT purchases:**
- Four 7.1 mega-pixel cameras now providing 8 cameras for class use.
- Additional SD cards for each staff member.
- Second-hand PCs (as a outcome of a parent’s application through a computer recycling scheme). This allowed us to replace older, obsolete computers with newer, faster models.
- A VGA splitter allowing us to use a computer attached to an IWB, if needed without use of excess power.
- A class set of microphone/headsets for use with audio/visual programs such as: Audacity

### Development of Processes

**• ICT user agreement for students from Ys 3 -7**

**• Provision for students in Years 4 to 7 with own Internet logon with email facilities available at teacher nominated times to ensure learning using this communication facility. Within this facility students ably accessed online learning communities using webquests, moodle and centra technologies, as well as educational websites and learning objects.**

### Purchase / Installation software packages

- Reading Doctor
- Monkey Jam
- Pivot

**Staff Professional Development**

- **Conducted on t Image / batch resizing using Irfan View / Adobe Elements**
- SAS - recording SACSA outcomes - English, Mathematics, S & E
- Web 2.0 tool
- Audacity
- online learning resources assessed
- For the East District, a workshop on student engagement and ICTs at Trinity Gardens school using PhotoStory 3.0.
- Photo management / 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
- Multi-literacies used in cross-age tutoring - enthusiastic student engagement
- Creation of senior student leadership positions with six students becoming the ‘Tech Team’, supporting children’s access to computers during lunchtimes.
- Upload of our new website to the World Wide Web. This offers information to our community and prospective clients.
- Development of a custom designed database for the annual bully audit data. The bully audit along with the MS excel generates graphics, provides interpretative data used to implement strategies to reduce any bullying behaviours.

Staff support:
Staff reviewed the school improvement plan and identified that in 2009 the ICT Coordinator would combine roles with the Library to become the Resource Centre manager as this would enable deeper level of learning in resource based learning and maximize the ICT technologies. Accordingly an IWB was located in the RC.

Recommendations:
The vision for Learning Technologies is the construction of interactive learning spaces to realize the full potential of ICT in the learning process. Our journey with Interactive White Boards will continue in new classrooms. Integration of IWBs as tools for teaching and learning:

- Training staff on IWB software ‘ActivStudio’
- Needs analysis of further staff PD with a schedule of support implemented
- Increase of hardware in line with budget
- Increase of cabling to classrooms

Opinion Surveys
32 parents, 18 teachers and all students in Year 4-7 completed the online surveys. This is a wonderful result and provides us with information to analyse in order to direct improvements.

The surveys cover the following areas:
- Quality of Teaching and Learning
- Support of Learning
- Relationships & Communication
- Leadership & Decision Making

RESULTS
Parents
Highs: 11 responses were above the state average and none were below the average.
95% feel the school provides a safe and secure environment
94% feel teachers assist children with their learning
92% feel teachers inform parents how their child is doing and listen to parents about their child needs
88% feel the school always looks for ways to improve

Areas for development:
Meeting the needs of special students
Informing parents about programs and activities to improve student achievement

Students 4-7
Highs:
96% say teachers expect them to do their best
88% like trying new things
92% know how they are going and how they can improve

Areas for development:
Students want more resources for the library
Not all students keep the school clean
Students want more say about school rules

Staff
Highs: Most areas had 100% agreement eg:
100% believe assessment processes used in the school provide information on student strengths & areas for development.
100% say there is supportive leadership in this school

Areas for development:
Increase staff professional sharing

The opinion surveys results will be analysed by both staff and Governing Council to determine any specific actions.
EARLY LEARNING CENTRE
Annual Report

Highlights:

- Outstanding staff team - the recruitment of quality staff has led to a high performing, committed and energetic staff team.
- Continuous development 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. The erection of the Play Platform and the planting of shade trees and native shrubs
- Heating - gas was supplied to the building and the gas heater commissioned.
- Improved work areas - adult height bench.

STRATEGIC DIRECTIONS

Excellence In Learning, Pedagogy And Achievement

Targets:

- The implementation of the Quality Teaching pedagogy
- All staff use the SACSA framework to plan, assess, report on and monitor learning.
- Assessment for learning is embedded in planning and programming

Comment: Starting the 2008 school year with professional development focussing on the Quality Teaching Pedagogy encouraged the teaching staff to reflect deeply on how this might look in a Total Learning Environment - an Early Childhood setting - where play is the centre of the learning. Late in the year, the Reflect, Respect and Relate document has since provided the criteria for a quality Learning Environment and will be used in the coming year as a focus for improvement.

The refinement of the Learning Journals continued throughout the year. The format was gradually changed to one that will be more readable for parents and appropriate to use with the children so that both parents and staff will be able to use them to help the children reflect on their own learning and construct new understandings together.

Outcomes:

Assessment for learning, using the Learning Journals, has supported staff members to provide programs that are targeted for each individual’s needs and interests. Many children are actively involved in the direction their learning takes being supported by staff to make connections of ideas and build on their learning. A greater number of parents are observed sitting with their child to read their journal. A small number of parents are making their own entries to the journal, giving staff a greater insight to the child’s developmental needs.

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.
- Investigate more fully the Reflect, Respect and Relate document so that the principles promoted through it will underpin every aspect of the ELC.

Building Educational Leadership And Management

Targets:

- 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 2008
- Parent Voice is strengthened

Comment:

During the course of 2008 the play platform was installed. The platform sits unobtrusively in the corner of the outdoor learning area but inspires and encourages the children to use their imagination. Many more shrubs and plants have been planted as shade or screens and others to promote a sense of inquiry.
The Early Learning Centre Advisory Committee (ELCA Committee) is a sub-committee of the Schools Governing Council. Three parents and the teaching staff formed the ELCA Committee and have met twice a term. In its first year of operation, the Committee has explored a variety of topics.

**Outcomes:**

The redevelopment of the outdoor learning area continues to promote deeper student engagement. They have demonstrated higher levels of cooperative play and there has been a great variety in the composition of learning groups during play. Children have shown a greater interest in and responsibility towards the natural part of the environment and have been instrumental in the establishment and care of the herb garden.

The implementation of the ELCA Committee has facilitated a greater understanding of the ELC Governance.

**Recommendations:**

- The centre encourages increased parent networks and support.
- Continued participation in the Enabling Group for the development of the proposed Children’s Centre is considered a high priority.
- Care options are investigated
- Policy writing continues

**Learner Engagement, Inclusion and Well-Being**

**Targets:**

- Staff gain deep knowledge and understanding of individual children through quality relationships.
- Increase site capacity to support achievement for ESL learners

**Comment:**

There is a clear link between the quality of care in early childhood and intellectual development. The quality of relationships developed through the Learning Partners Program continues to grow. The increase in the number of children with English as a second language continues. We currently have children from eleven different cultural groups. All the children in the Centre have been participating in the Child Protection Curriculum. There is some evidence that the children are incorporating this knowledge. However the program is intricate it will take time to absorb the new understandings

**Outcomes:**

The level of engagement of children continued to deepen as staff responded to their needs and interests. Children have become more involved in their learning activities and there has been an increase in the number of children who extend their interest in a particular learning activity over a longer period of time.

The inclusion of many of the families in the program to promote different cultural perspectives has encouraged more children to notice and inquire about a range of aspects of diverse cultures.

**Recommendations:**

- Learning Partners be continued and expanded so that the children know very clearly their partners.
- Staff are involved in Action Research on either Learning Dispositions or Learner Wellbeing
- 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.
ST MORRIS R- 7 UNIT 2008

ANNUAL REPORT

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

2008 Highlights

- Numbers continue to grow from 6 to 8 students.
- Purchase of an Interactive Whiteboard (Smartboard)
- The re-development of the St Morris Unit. This included a new playground, sensory room, 2 new classrooms, storage room, painting and new carpet throughout.
- 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:
  - Police Tattoo
  - Botanical Gardens
  - Royal Adelaide Show
  - Adelaide Symphony Orchestra
  - Glenelg
  - Variety Club Christmas Party
  - Local community
- Parent Coffee Mornings regularly held
- St Morris Unit involved in the End of Year Celebration
- Grant received for a digital video camera
- Chicken Hatching programme
- The Coordinator reappointed for 5 years.

Continuous Improvement in Student Learning and Achievement

Targets for the year:
- Improved student communication skills
- Data used to inform individual student programs
- Individual timetables to maximize student learning and well being
- Review of operating practices through the Quality Teaching Framework

Outcomes:
There has been an increase in students’ ability to communicate.
Throughout the year staff have been working closely with Novita to improve students’ communication. Staff attended training sessions on Intellikeys, Boardmaker and communication systems. During the day more opportunities were given to students to practise their skills in switching through games, stories, singing and greetings. Chat books were made for some of the students for choice making and for them to communicate their needs.

One of our students learning to read
Two of the students use computers to communicate and to assist with their literacy skills.
All students have individualised programmes based on their learning goals. As there are 70% of our students that are gastro fed, it was necessary to alter our timetables to accommodate their personal needs and maximise their learning. Learning tables were introduced which cater for the different abilities. Some examples of learning tables are sensory, practising switching skills and cutting and pasting.
The data we have collected through observations and checklists have shown that there has been an improvement in all student’s learning.

Patting a lamb at the Adelaide Royal Show
Although we are in the early stages of planning with the Quality Teaching Framework, the staff are committed to use this tool to help with future programming.

**Improvement in Student Engagement, Inclusion and Wellbeing**

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

**Outcomes:**
In the St Morris Unit we are strongly committed to the Trinity Gardens School Inclusion Policy. We have a buddy class where the students read, play and talk with our students. The students participate in Assemblies, Sports Day, Premier’s Reading Challenge, Book Week and the End of Year Celebration. Every recess and lunch time the students are outside interacting with students from the mainstream. The students are placed on their bikes or ponies so that they are able to practise their walking. This is not only beneficial to their physical well being but the students are able to be more inclusive in play.

**Inclusion at its best**
Everyday the students have daily fitness. This includes the students practising wheelchair skills, ball skills such as kicking and being involved in Health Hustles. Every Tuesday the students participate in swimming lessons at Regency Park.

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 CYWHS and Health Support Plans are reviewed at the time of the Negotiated Education Plans (NEP).

Adults are programmed to work with particular students on a weekly basis. This means all staff are acquainted with each student and their leaning and are familiar with the equipment that they use. 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 2009:**
- In 2009 continual increase of inclusion by inviting classes in the main stream to buddy up with students in the mainstream. This would mean students from St Morris visiting other classrooms
- To continue to improve learning outcomes of all students.
- To continue to review teaching practices using the Quality Teaching Framework.
- Finding more opportunities to improve communication of students
- To continue encouraging parents to become more involved in the life of the unit and to develop a support group for each other.
- To provide professional development for staff to continue to build their skills working with students with severe disabilities
- More use of digital video camera for reporting to parents.
- Increased opportunities using I.T.
School Enrolment

The mid year enrolment statistics show a trend for strong growth. This reflects our positive reputation. The growth is monitored and a local zone used to ensure we are able to manage the growth.

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>388</td>
</tr>
<tr>
<td>2007</td>
<td>312</td>
</tr>
<tr>
<td>2006</td>
<td>293</td>
</tr>
<tr>
<td>2005</td>
<td>204</td>
</tr>
<tr>
<td>2004</td>
<td>200</td>
</tr>
</tbody>
</table>

In December enrolments were:
- School - 407
- St Morris Unit - 9
- Early Learning Centre - 77
- OSHC Before School average/day - 13
- OSHC After School average/day - 37
- OSHC Vacation Care average/day - 36

Non English Speaking Background (NESB) - 122 students

English as a Second Language- 104 students

School Card eligibility - 93 students

Students identified with a learning disability, including St Morris Unit -29

Qualifications:

Of the teaching staff 100% hold the minimum teaching requirement to be registered in South Australia. In addition 90% hold post graduate qualifications in: Literacy and Language, Computing, Educational Administration, Mathematics, Professional Practice and Steiner Education.

Professional Learning:

In 2008 100% of the teaching staff completed at least 37.5 hours out of school hours training to meet the DECS requirement. This began in January when staff attended training in Quality Teaching with Professor Jenny Gore. In addition staff attended in-school facilitated professional development on a regular basis. All teachers were involved in the East District Festival of learning with 8 teachers presenting for other schools.

All teachers attended 2 closure days where the focus was on Quality Teaching and using Data to improve practice.

The school invested $22,751.50 on professional development.

Attendance:

There were 148.5 days of staff absence for the year. Two staff members had major surgery and 5 weeks of absence was due to parental bereavement. This is indicative of the age of our workforce. Changes to DECS regulations allows teachers to take short time long service leave and this is increasingly happening across all schools.

Retention:

All permanent class teachers have a 10 year tenure and one Junior Primary teacher whose tenure had been completed was successful in winning a second tenure at the school. A new permanent teacher was appointed to take up the Steiner Class 3/4 position. All contract teachers were able to be retained for the year with an additional teacher joining the staff. We had 25 teaching staff in 2008 and 26 para-professional staff.

Fabulous Footy Finals Fun Friday

Produce from the Kitchen Garden