SCHOOL CONTEXT STATEMENT

School number: 0474

School name: TRINITY GARDENS P-7 SCHOOL

1. General information

Part A

| School name | Trinity Gardens Preschool to Year 7 |
| Distance from GPO | 5 kms |
| CPC attached | Yes |

| Phone No. | :08 8431 4170 |
| Fax No. | :08 8332 3041 |

February FTE Enrolment

<table>
<thead>
<tr>
<th>Class</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special, N.A.P. Ungraded etc.</td>
<td>8</td>
<td>8</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Reception</td>
<td>31</td>
<td>61</td>
<td>43</td>
<td>56</td>
</tr>
<tr>
<td>Year 1</td>
<td>33</td>
<td>47</td>
<td>71</td>
<td>59</td>
</tr>
<tr>
<td>Year 2</td>
<td>24</td>
<td>47</td>
<td>42</td>
<td>68</td>
</tr>
<tr>
<td>Year 3</td>
<td>23</td>
<td>27</td>
<td>46</td>
<td>48</td>
</tr>
<tr>
<td>Year 4</td>
<td>21</td>
<td>23</td>
<td>22</td>
<td>43</td>
</tr>
<tr>
<td>Year 5</td>
<td>13</td>
<td>28</td>
<td>26</td>
<td>30</td>
</tr>
<tr>
<td>Year 6</td>
<td>22</td>
<td>15</td>
<td>24</td>
<td>21</td>
</tr>
<tr>
<td>Year 7</td>
<td>14</td>
<td>24</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>189</td>
<td>280</td>
<td>297</td>
<td>358</td>
</tr>
</tbody>
</table>

School Card percentage

<table>
<thead>
<tr>
<th>Percentage</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.56%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NESB Enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>85</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>106</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>89</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>110</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Aboriginal Enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part B

- Assistant Principal
  Ms Ros Green

- School website address
  www.trinitygps.sa.edu.au

- School e-mail address
  info@trinitygps.sa.edu.au

- Staffing numbers
  15 classes-11 mainstream classes 4 Steiner Education stream classes
  49 staff members 22 female teachers 4 male teachers and 23 SS0s
  0.6 Tr/Resource Centre
  Coordinator/Teacher Disability Unit
  Director Early Learning Centre
  Coordinator/ICT
  P-7 Coordinator in Moving Forward with SACSA-12 months internal position
  NIT Specialist subjects: Physical Education, Music, LOTE (Italian)
6hrs/week  ICT Technician.
ESL, First Language Maintenance, Special Ed,
Ancillary
12 hours/week groundspeople –husband and wife team,
DisabilityUnit SMD 20hours per student.
Leadership team comprises Principal, Assistant Principal, Coordinator Disability Unit,
P-7 Coordinator

- **OSHC**
  Before and After School Care and Vacation Care are provided

- **Enrolment trends**
  Enrolments are steadily increasing.
  Average attendance in the Preschool is 45 students /term.

- **Special arrangements**
  The school began 2 Steiner Education classes in 2006 and will build one new reception class
  each year until there is a Steiner Class at every year level.
  The school has a Disability Unit on site that caters for students with severe and multiple
  disabilities.
  A preschool also forms part of the campus.

- **Year of opening**
  Wellington Road School opened in 1899 and changed its name to Trinity Gardens in 1965 when
  Wellington Road became Portrush Road. St Morris School opened in 1927. The two schools
  amalgamated in 1992. After the amalgamation the school was called Devitt Avenue but
  reverted to its previous name of Trinity Gardens in 2000 due to a school community vote.

- **Public transport access**
  Trans Adelaide Buses stop on Portrush Road immediately in front of the school. It takes
  approximately 15 mins by bus to the Adelaide City centre.

## 2. Students (and their welfare)

- **General characteristics**
  Trinity Gardens is a Preschool to Year 7 site and includes a Disability Unit, Preschool and a
  choice of mainstream or Steiner stream education.. The school has a multicultural and socially
  and economically diverse community. The school values and accepts differences and provides
  a supportive environment and planned programs to enable and encourage all children to be
  confident, co-operative and actively involved in their learning.
  The number of School Card holders constitutes 31% of the school population. Children from
  non-English speaking backgrounds make up 34% of the total school enrolment.

- **Care programs**
  Class teachers provide pastoral care with the support of the leadership team. The Virtues
  Program is used across the school.

- **Support offered**
  Additional Learning support is coordinated by a Student Review Team led by the Disability
  Coordinator. 1 to 1 intervention is available for year one students experiencing difficulties in
  literacy skill development through a recovery program called WRAP (Writing Reading
  Assistance Program)
  The ESL teacher and ESL SSO supports ESL students.
Paraprofessional support is provided for NEP students identified with specific needs or programs.
LAP volunteers from Uni SA and the community support targeted students.

- **Student management**
  There is a whole school student behaviour management policy based on a restorative justice Framework and within DECS policies. The underlying rationale being ‘all teachers have the right to teach and all students have the right to learn’. The school’s culture and practices are underpinned by an ongoing commitment to enabling students to take responsibility for themselves and their learning. This is actively supported by an integrated approach to student participation, social learning, school discipline and the development of supportive learning environments.
  The Behaviour Management Policy ensures consistency in yard and classroom management. Anti-harassment/bullying training and grievance procedures are made explicit and implemented R-7 and supported by a school harassment policy.
  Social skills and conflict resolution skills are actively taught.
  The Virtues Program is used across the school.

- **Student government**
  :Student Action teams (SATs), Student Executive and Class Meetings are integral components of the school’s decision making structure. Year 7 students are elected as male and female chairpersons of student executive. Each class has representatives in each student action team.
  Each year 4 School Ambassadors are elected from the Year 7 cohort.
  Year 7 students undertake additional leadership roles across the school.

- **Special programmes**
  Festival of Music Choir for students in year 5, 6, 7
  Piano, violin, guitar and recorder lessons are available
  Middle/ Senior Primary Choir
  Instrumental Music available
  PE, Music and Italian specialist teachers
  Out of School Hours Sport
  Italian First Language Maintenance.
  Sports Day is a big school community event
  Each SAT implements a school improvement program
  School Community Market every term after school

The school is a Solar School and also operates a weather station

3. **Key School Policies**

- **Vision Statement**
  Trinity Gardens School Community have developed the following commonly agreed vision: Our school recognises the uniqueness of every child and supports them to develop resilience, optimism, confidence, skills and a social responsibility in order for them to achieve their full potential

- **School Values**
  : Respect, Responsibility and Learning.
• Site Learning Plan and other key statements or policies

**Literacy**
- Improved Literacy learning outcomes for every child through whole school consistent literacy practices
- Improve engagement and participation in learning to improve Literacy outcomes

**Student Wellbeing**
- Improvement in student engagement, inclusion and well-being
- Implementation of the Virtues program

**Development of school improvement, effectiveness and accountability**
- School policies, practices and accountability measures support a learner centred ethos

**Recent key outcomes**
The implementation of whole school consistent practices in Literacy
Action research on “Successful Learning”
Implementation of the Virtues program
Participation in Growing Literacies from Birth to Age 8 project
Leadership team participation in High Performing Outcomes project

4. **Curriculum**

• Subject offerings: Eight required areas of study

  | English          | Technology         |
  | LOTE (Italian)   | Mathematics        |
  | The Arts         | Health and PE      |
  | Science          | Studies of Society and the Environment |

The integration of cross-curricular studies of Literacy, Equity, Information and Communication Technology throughout the curriculum is a successful learning strategy.

• Special needs

  English as a Second Language support is offered to students who do not have English as their first language.
  Reception students are monitored closely in their first year of school for their literacy development. Students identified as ‘at risk’ participate in a Literacy Intervention Program. Students identified through the LaN as well as those referred by their teachers, receive additional support through a coordinated set of student support programs. A negotiated education plan is developed for Students with Disabilities and this is supported by school services officers’ time.
Special curriculum features
There is an R-7 disability unit on site that caters for children who are severely and multiplied disabled. Inclusion is a priority with a mainstream class.
Two students with complex and severe and multiple disabilities who do not have a significant delay are mainstreamed.
There is a preschool on site that accommodates 53 children.
There is a Steiner Education Stream which began in 2006 with plans to introduce a new Steiner Reception class each year

Teaching methodology
Teachers are encouraged to work collaboratively in year level groups as well as across year levels as ‘buddy classes’. Teachers use higher order thinking skills as part of their approach to teaching and learning. There is a commitment to Resource Based Learning. School Services Officers support individual and small group learning. The composition of classes (composite or straight levels) depends on the numbers of students. Most classroom time is spent in the students’ own room with their teacher. Cooperative teaching occurs at times in the Junior Primary classes with singing and active learning and involves the preschool. Teachers develop curriculum programs, share resources and provide professional support.
Purpose built wet areas provide flexibility and ample space for hands on learning.
All teacher work as a member of a teaching team.

Assessment procedures and reporting
Monitoring student progress is continuous so teachers place a high priority in meeting with parents as regular as possible. Teachers formally report to parents through:

- Acquaintance night
- Student’s goal setting and self assessments
- Three way interviews
- Written reports – twice a year.
- Open Days/Night/ Special events
- There is a strong emphasis on gathering data and using this to inform teaching.

Joint programmes
Transition programs with local Preschools, Childcare Centres and High Schools.
From time to time staff become involved in DECS/District initiated projects

5. Sporting Activities
A variety of out of school sporting activities are offered - cricket, soccer, netball, basketball
Special sporting activities in school hours include Swimming, Sports Day, SAPSASA, Swimming, Aquatics.
Programs coordinated by PE specialist teacher eg ten pin bowling and BMX riding
Footsteps Dance program operates in term 3 for all class levels in alternative years
6. Other Co-Curricular Activities

- : Special
  Gardening with the Eastern Suburbs Permaculture Group
  Choir and School Concert for Music Students
  English/Maths/Science/Writing/Spelling competitions,
  Community Service programs with Pembroke School.
  School End of Year celebration
  Bookweek and Science week Activities and Come Out
  Science and Technology Activities
  High School Work Experience Students
  Harmony Day Celebrations
  School Markets

7. Staff (and their welfare)

- Staff profile
  There are 15 fulltime and 8 part-time teachers in the school.
  There are 21 SSOs in the school
  Grounds - 12 hours/week.

- Leadership structure
  Admin – Principal, Assistant Principal,
  Coordinator of Disability Unit, Coordinator P-7

- Staff support systems
  3 Learning Teams – Early Years, Middle & Upper Primary Years,
  Specialist Teachers. Consultation committees include PAC and OHS&W
  A supportive Performance Management Program exists in the school. Staff are encouraged and supported to participate in a wide range of training and development activities both within and outside of the school.
  There is wide consultation of staff on all school issues.

- Performance Management
  Performance management processes ensure that all staff have access to performance development and feedback meetings once a term.

- Staff utilisation policies
  Tier 2 staffing for special education and ESL support is a combination of teacher and School Services Officers time to support students with disabilities.
  Ancillary Staff support classroom programs as much as possible.
  PAC recommends the allocation of FIR for student support, teacher support, specialist NIT program and whole school needs.

- Access to special staff
  A Guidance Officer and Speech Pathologist visit the school on a regular basis.
Interagency Student Behaviour Management personnel and social workers come to the school as required. Instrumental Music teachers provide an optional instrumental music program for about 50 students.

- Other
  Strong Community support and high level of parent involvement.

8. Incentives, support and award conditions for Staff

- Complexity placement points
  :1.0 per year
- Isolation placement points
  :None
- Cooling for school buildings
  :Airconditioning

9. School Facilities

- Buildings and grounds
  The school’s accommodation consists of a two story solid brick building and single story solid brick buildings. These include an administration building, open space and closed class teaching, science and library areas, wet areas, withdrawal rooms and a purpose built CPC building and disability unit and separate yard area, a gym under construction, an activity hall, and a canteen. These areas are all centrally heated and cooled. The school is located on large, well maintained grounds including two grassed ovals, cricket pitch, cricket nets, tennis/basketball/netball courts, soccer goals. There are two playground equipment/playground areas. A multi purpose hall planned with building to commence in 2008. The disability Unit is a separate building and also houses OSHC.

- Cooling
  :There is a mix of evaporative and refrigerated airconditioning

- Specialist facilities
  Multi purpose hall and changeroom facilities leased to sporting clubs.
  School gymnasium to be built
  Disability Unit
  Preschool
  Library / Resource Centre
  Computer Centre
  LOTE Rooms
  Out of School Hours Care facility
  School Canteen.
• **Staff facilities**
  
  There is no staff car park within the school grounds. Staff are required to park their car on the roads adjacent to the school.  
  A staffroom is available to staff at all times and staff access computers in their classroom.

• **Access for students and staff with disabilities**
  
  Two of the teaching units have been modified to cater for a hearing impaired student. There is wheel chair access only to the ground floor classrooms.

• **Access to bus transport**
  
  Trans Adelaide, Charter buses for school excursions.

• **Other**
  
  A Preschool, offering a full pre-school program, is part of the school. While it is self-contained it is accessible to the rest of the school. The Preschool is open four days a week providing 4 sessions a week for children in the year before they start school. A pre-entry program enables children to attend one session a week in the term before they turn 4 years old. Three childcare centres are located very near to the school. The school and the Preschool have developed a close working relationship with these centres. There is an excellent transition program between the Preschool and the Junior Primary classes.

10. **School Operations**

• **Decision making structures**
  
  Management of the school is based upon a collaborative model with several groups participating in the decision-making processes:
  
  - Whole School Staff Meetings
  - Leadership Team
  - Team Meetings
  - School Action Teams
  - Individual class meetings
  - Governing Council
  - Governing Council Sub Committees
  - Personnel Advisory Committee
  - OHSW Committee

• **Regular publications**
  
  Effective communication is well established. A school newsletter is distributed each fortnight as well as each class sending home class newsletters at least once a term. A comprehensive Staff Bulletin is distributed to all staff on a weekly basis detailing discussion items, proposals, information, correspondence and training and development activities. All staff are able to use the bulletin.
  
  A staff meeting agenda is displayed in the staffroom and every staff member is welcomed to place items on the agenda.

• **Other communication**
  
  Whole school assemblies are held twice each term. This is an opportunity for students to perform, share work or for students or adults to make announcements, celebrate successes etc. A term planner is in the staffroom and a term calendar is distributed with the newsletter and bulletin at the start of each term.
A school information pack for parents and one for staff contain the essential information that people new to the school want to know. The school has a website at www.trinitygps.sa.edu.au.

- **School financial position**
  
  Resource levy and Building funds established. Budget developed by Finance Committee and operated by budget managers.
  
  The Fundraising sub-committee assists through fundraising activities.

11. **Local Community**

- **General characteristics**

  Trinity Gardens P-7 School is located 5 kms from the GPO and is served by convenient public transport routes. It is close to facilities such as the Norwood Parade shopping precinct, Payneham Oval, the Payneham Swimming Centre.

  The school community is mostly local, and socially and economically diverse (eg. employed/unemployed/ tertiary students, middle class home owners/subsidised homing/private rental, wide diversity of family backgrounds - blended families, custodial parents, or single parents). Some families living out of the immediate neighbourhood choose to attend Trinity Gardens Primary School because of its location on a main arterial road, the childcare services and diversity.

  Enrolments have grown over the past 10 years and a zone has been established to help manage the growth.

- **Parent and community involvement**

  There is a high level of support for the school and involvement. Parents are interested in their children’s social welfare and in their children’s learning. They are keen to support the educational program using their own skills and experiences. There is a very active fundraising group whose activities also tend to provide a social focus for parents.

  Parents like to be informed, and most seek to be involved in school decision-making processes in a range of ways and at a range of levels.

  Governing Council is an integral structure in the school’s participative and consultative decision-making process. Each Governing Council member has the responsibility of convening a sub-committee.

  Areas of responsibility include: Education, OSHC, Finance, Facilities/Grounds, Canteen, Fundraising, School Uniform, Sports. Various ad hoc working parties are established from time to time.

  Parents are welcome to provide in class support.

- **Feeder schools**

  Reception students mostly come from the Trinity Gardens Preschool and some from Agnes Goode, St Morris Child Care Centre.

  Students on completing Year 7 attend a range of high schools including Norwood/ Morialta High School; Marryatville High School, Charles Campbell High School and Mitcham Girls High School and some private schools.

- **Other local care and educational facilities**

  Child care, preschool and secondary schools (state and private) are readily available.
• Commercial/industrial and shopping facilities
  The area is well served with close proximity to the City, Norwood Parade and Burnside Village and Marden Shopping Centre.

• Other local facilities
  The area around the school is well served by medical, sporting, recreational and community facilities.

• Local Government body
  Norwood, Payneham and St Peters City Council

12. Further Comments

Trinity Gardens School lies within the tribal area of the Kaurna people and the school acknowledges the teaching and learning that took place on the site prior to the arrival of Europeans. The school regularly flies the Aboriginal flag in recognition of original inhabitants.

A whole school community pride exists and is promoted and celebrated. Students are enthusiastic and cooperative. The student body at Trinity Gardens Primary School has always reflected the evolving population in the area.

When the school was opened in 1899 it was considered to be one of the colony’s major schools outside the city of Adelaide.

There was a boom growth period in the 1950s and 1960s as migrant families arrived to settle in the area. The school has a proud heritage of multicultural education, with strong links with the Italian and Greek communities.

In 1991 St Morris and Trinity Gardens Schools were amalgamated.

Former Prime Minister Harold Holt was a student of the school and former Premier Don Dunstan was a student at St Morris School.

The school celebrated its 100th birthday in 1999.

A unit for students with severe and multiple disabilities is available as is an on site pre-school.

The character of the school continues to evolve, embracing diversity and celebrating the uniqueness of every student.