

# Trinity Gardens School and Trinity Gardens Children's Centre



Government  
of South Australia

Department for Education  
and Child Development

## 2016 Annual Report to the Site Community

Trinity Gardens School Number: 474

Trinity Gardens Children's Centre Number: 1625

Partnership: Morialta

**Name of School Principal:**

Marg Erwin

**Name of Governing Council Chair:**

Patrick O'Connor

**Date of Endorsement:**

27 February 2017

## Site Context and Highlights

Trinity Gardens School is situated in the eastern suburbs of Adelaide with a student population R-7 of 724 and Early Learning Centre of 90 children. The school embraces diversity and currently offers Mainstream and Steiner Education from Reception to Year 7, Education and Care programs from birth to 5 years of age through the Children's Centre and Early Learning Centre and the St Morris Unit which caters for students with severe and multiple disabilities. The school also offers Outside of School Hours Care (OSHC) and Vacation Care services.

Students and their families work with staff to make Trinity Gardens School an outstanding school, known for student's academic, creative, physical, and social achievement. Trinity Gardens School works to:

- Value diversity, recognise the uniqueness of every child and develop the ability of each student to experience improvement and excellence
- Foster a culture of continuous improvement for all students and staff.
- Create a caring environment that attracts and welcomes students, families, community, and staff.

Trinity Gardens School sets high academic and social standards, which are consistently met. Enrolments across the school campus, including the Early Learning Centre, have risen to over 800 in 2016. This growth reflects confidence in the diversity of curriculum offered, standards of excellence and the commitment of the staff in nurturing the unique gifts of each child.

The school maintains a strong focus on Literacy and Numeracy, viewing these as the carrier of opportunity. The school consistently achieves well above the state average and like schools in the NAPLAN Literacy and Numeracy tests. These outstanding results are achieved through careful monitoring of each student's achievement, whole school consistent practices, ongoing professional learning for staff and timely intervention. Targeted support is put in place through the use of trained classroom assistants for students with special needs or with English as a second language.

We are very proud of the cultural diversity present at our school. Although there is no dominant group we have over 20 countries represented and enjoy flying the flags of many countries along with the Australian, South Australian and Aboriginal flags. A strong, active and involved community is a sign of a successful school, and Trinity Gardens School certainly displays this asset. Evidence of this is seen in attendance at Annual General Meetings (where elections are held for positions on Governing Council), all children wearing uniform and the high level of parental support for our bi annual School Fair.

Key Highlights of 2016 included:

- Harmony Day Celebrating the diversity of our school
- Sports Day
- Book Week Parade
- Steiner Education festivals
- Stemmiies Program
- St Morris Unit Community Access Program
- School Fair
- Norwood, Payneham, St Peters Council Sustainable Gardens Nature Play Award for Portrush Forest
- End of Year Celebration.

The first Steiner Education stream in a DECD school continued to thrive at Trinity Gardens School in 2016, with 8 classes from Reception to year 7. While younger classes are full or nearly so, there is some attrition in the older classes as families move their children across to middle schools which have shifted the start of High Schooling to lower classes. Parent support and involvement is integral to the success of the stream. In 2016 the Steiner Education Stream Working Group (SESWG)– which is comprised of a parent from each class, the Principal and two teachers – increased the frequency of their meetings. This enabled time to be given to policies and role statements and planning parent workshops.

SESWG directed renewed attention and planning to parent education, organising two very successful and well attended talks in term 4. It formed a schedule of high quality talks for 2017 and 2018, giving parents a forum for discussing parenting issues and receiving information.

The Trinity Gardens Children's Centre is situated on the Trinity Gardens School site. It has two buildings; the Children's Centre building is the home to Occasional Care and the programs offered for parents, families and their children, birth to 5. The preschool program operates from the other building. The team consists of a Director, and Community Development Coordinator a Family Services Coordinator, an Administration Officer and nine educators working between full time and 6 hours a week.

The biggest highlight of the year for the Children's Centre was achieving fifteen out of fifteen exceeding ratings in the National Quality Standard assessment cycle. The results gave the Children's Centre an overall rating of exceeding the National Standard. A change to the Constitution has secured a permanent seat for the Children's Centre on the Governing Council. New ipads and laptop computers for staff involved in the production of documenting children's learning has made the process faster and more efficient.

## Governing Council Report

The Governing Council and its sub-committees had a very productive year working on school policies, governance, strategic directions for the school, fundraising and budget oversight. The Council includes parents, school leadership and staff members and works to support the environment of learning and wellbeing which make Trinity Gardens School great. We have had a great connection with both Jan Carey and Marg Erwin as Principals through the year and we are very pleased to be able to continue to work with Marg in 2017.

The school remains in a healthy financial position and good management and planning are enabling it to cope with the continued growth in enrolments. Part of the governance and strategy approach is to have input to and connection with a Site Improvement Plan for the school. We are in the second year of a three-year Site Improvement Plan which puts learners and learning at the centre of the school and makes it a priority to ensure wellbeing and culture, the learning environment and community connections are supporting the children, families and staff. Governing Council has reviewed reports on student wellbeing and educational progress, information we are using in conversations about progress to the school's improvement objectives.

A number of school improvements are obvious: re-surfaced and re-fenced tennis courts, and upgrading of the OSHC facilities. Over the summer the remainder of 'Building 7' will be renovated to become a more functional space, including space for parents to meet and interact. Less obvious improvements include several forums of Class Parent Representatives (building connections and communication across the school), and the emergence and growth of 'Friends of Portrush Forest' (a group bringing their passion for natural spaces and play to the care and improvement of the school's wonderful woodland).

The Governing Council continues to work with the Norwood, Payneham and St Peters Council to improve traffic management around the school and we hope for some additional traffic furniture and controls to improve traffic flow and safety in 2017.

The School Fair was a great success thanks to the dedication of a small group of parents on the Fundraising committee and the substantial work of staff, students and families before and during the Fair day. It was remarkable to see how efficiently the Fair was set up and later dismantled by the many volunteers. The 2016 school year has been one of high participation and enthusiasm to contribute to the school and we look forward to continuing this in 2017.

Patrick O'Connor  
Governing Council Chairperson

### Out of School Hours Care 2016

- We continued to provide high quality care to over 250 children with Average Attendances being; Before School Care 18, After School Care 61, Vacation Care 50.
  - Improved our documentation and program planning with the implementation of Hubworks Educate. This has improved our communication with families and the community.
  - Building Upgrade of OSHC facilities have made a significant improvement to the OSHC environment. This included; vinyl & carpet flooring, painting inside & out, cladding to outside & gutter replacement, larger windows & glass doors, furniture & storage equipment. This meets the sustainability practices of the services operations relating to Quality Areas 3.1, 3.2, 3.3. It has also enabled better supervision of children.
  - Increased our capacity to 85 children to eliminate waiting lists and maintain attendances.
  - Maintained high standards in our Food Safety Inspection by the Eastern Health Authority.
  - Reduced administration time and paper usage by establish Vacation Care bookings to be done online by families.
- OSHC 2017
- Review and update all policies;
  - Increase family involvement in the program;
  - Further improve our programming cycle;
  - Further reduce paperwork by introducing online enrolments for families.

## Quality Improvement Planning (Preschool)

The Quality Improvement Plan (QIP) is determined by DECD strategic plans, Partnership plans, school plans, the parent opinion survey, the children's feedback and data collected in a self-review by the staff. The 2016 QIP identified a number of different areas as having a high priority with various team members taking responsibility for the improvement in that area making the plan dynamic and achievable. Healthy life choices, the development of each child's sense of agency and the planning, programming cycle, sustainable practices and teacher capacity

The educators took responsibility for leading improvement in healthy life choices. We already had a healthy food policy, long periods of play and pamphlets promoting healthy foods. As part of our improvements we became relentless in our monitoring of lunch boxes. Packaged and processed foods were removed from the lunch box and a note sent home or the parent engaged in a discussion around the benefits of healthy food. The majority of lunch boxes were filled with healthy, nutritious, unprocessed foods. Other planned and implemented improvements were that the children were to set up the movable climbing equipment every day; we made weekly visits to the school playground and the Portrush Forest and the Track Trinity was used for children who needed to be more active.

We engaged with the Natural Resource Management unit (NRM) to help us further embed sustainable practices in to our service. An audit of our practices had commenced and confirmed that a number of sustainable practices were already in place. Paper recycling was strong; we had timed taps in the bathroom and recycled materials were offered first for collage activities were among the practices in place. Following professional development with a NRM officer and feedback from parents and families we formulated a Vision Statement. The children were involved in the Paper Towel Project which significantly reduced the number of towels the children used each day. We have started writing our SEMP – Site education Management plan. The plan will help us remain focused and on task driving further improvement.

We wanted the children to initiate and lead the learning and to participate in decisions that affect them. Building on the long periods of play and choice of activity already embedded in our practice, we focused on strengthening the children's voice in authentic daily experiences. In 2017 the STEM inquiry question will need to be addressed more fully. The learning needed to be documented and to show progress. The focus was on literacy and numeracy. The educators had been exploring the DECD Literacy and numeracy indicators for planning, assessing and reporting. Phonological Awareness screening in terms 2 and 4, the SPLASH project in term 1 and using the language of the Indicators were all planned improvements that have been implemented during the year. Continuous progress for each child is better achieved through improved educator capacity. Educators this year have taken on the role of researchers using professional standards and other reflection tools as their focus. Professional development dialogue has been targeted with written feedback provided in the fourth term. All educators are accessing more professional development sessions. The teacher hub network has provided encouragement, support and challenge for the teaching team. In 2017 the School Services Officers (SSO) will be able to access hub network from the Partnership.

With many new team members, a review of the Philosophy Statement was listed as a high priority. It was quickly identified that a whole professional development day would be need to conduct the review and it was deferred until 2017.

## Improvement Planning and Outcomes (School)

### PRIORITY 1 – LEARNERS & LEARNING

#### KEY ACHIEVEMENTS

- Numeracy professional learning (with Ann Baker) for staff across term 3.
- PAT data analysis – focus on ‘assessment for learning’.
- Running Records – Training provided to provide consistency of recording and consolidating broad band achievement level across text types.
- Jolly Grammar – extending into primary with the inclusion of year 3s.
- Maths intervention – QuickSmart implementation for identified students.
- Modelled lessons/teacher dialogue (Natural maths strategies) and shared resources.
- Students articulating mathematic strategies and use of maths language.
- Running Record: information shared with the community, consistency with home reading practice;
- broader levels support student skill (fluency/accuracy/comprehension) and capacity to read across text types with deeper understanding.
- Student performance in Writing, Spelling, and Grammar & Punctuation has shown a significant improvement in 2016 which can be attributed to the Jolly Grammar program.

### PRIORITY 2 – COMMUNITY CONNECTIONS

#### KEY ACHIEVEMENTS

- Kids Matter training – Staff completed Module 3 -Working with Parents and Carers
- Establishment of the Parent Community Connections committee
- Volunteer Policy completed
- Strengthen the role of the Class Parent Representative.

### PRIORITY 3 – WELL BEING

#### KEY ACHIEVEMENTS

- All Teaching Staff trained in Play Is The Way (PITW) in Week 0 by program founder Wilson McCaskil
- Parent workshop for Play Is The Way facilitated by founder Wilson McCaskil in Week 1 Term 2
- Adapted ‘thinking room’ process with PITW methodology by Trialing 3R’s (Reflection, Repair, Restitution) process to respond to Yard Behaviour
- Completed and implemented Attendance Policy
- Comprised a list of recommended actions to support induction of new staff in 2017
- Created and facilitated a Staff Wellbeing wish list survey resulting in some recommendations for implementation in 2017.
- Whole School Implementation of Play Is The Way.
- 52 Parents attended the Play Is The Way workshop
- Reviewed School Behaviour Code and Developed a Behaviour Education Policy to incorporate PITW methodology and Restorative Practices.
- Communication regarding attendance concerns is more streamlined and clear allowing follow up on non-attendance to be prompt.

### PRIORITY 4 – STEM

#### KEY ACHIEVEMENTS

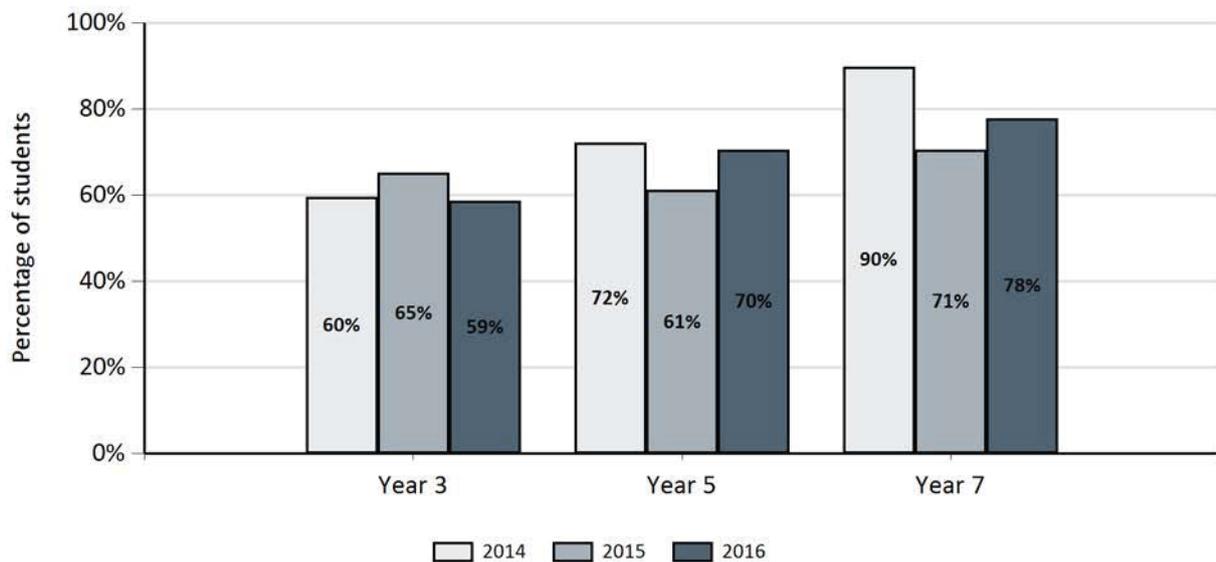
The 2015 STEM grant saw the development of learning topics focused on Australian Curriculum understandings that could be delivered in the outdoor classroom learning area. The equivalent of 4 years of learning from Reception to Year 7 is available to TGS teachers wishing to engage with STEM in an outdoor setting. As funding from the grant continued across 2016, a number of mainstream classes participated in trialling the ‘STEM in the Outdoor Classroom’ project. Two classes, and their teachers, of the same year level volunteered for 4 one hour sessions across four weeks. The class teachers selected a strand of learning mapped out in 2015 and this strand was developed into four learning sessions.

## Performance Summary

### NAPLAN Proficiency

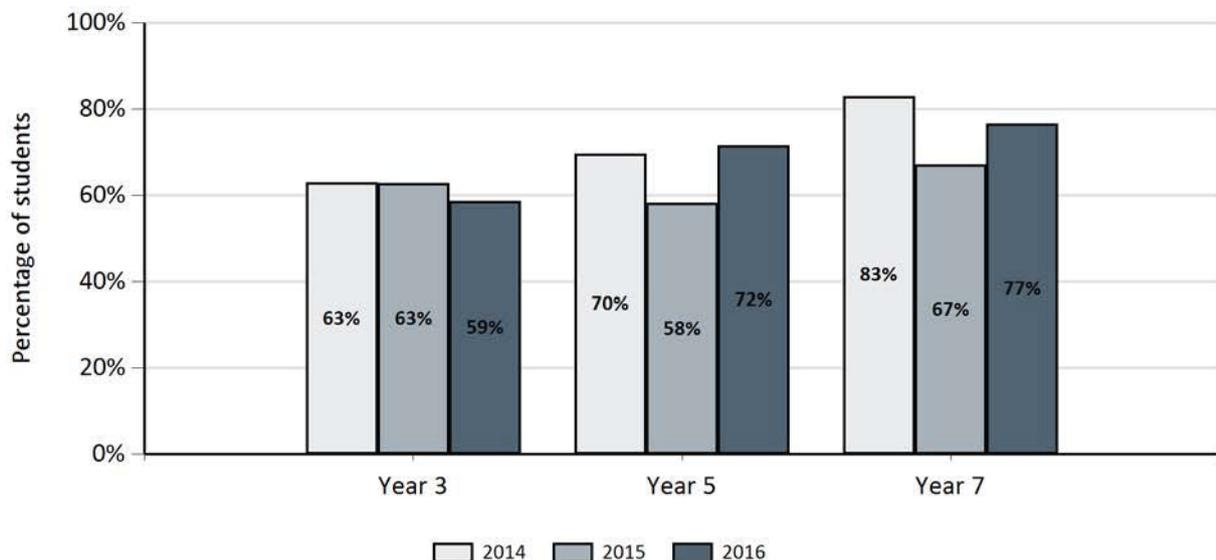
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	24%	19%	25%
Middle progress group	65%	59%	50%
Upper progress group	11%	22%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	23%	17%	25%
Middle progress group	46%	47%	50%
Upper progress group	30%	36%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

## NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	109	109	44	26	40%	24%
Year 3 2014-16 Average	94.7	94.7	40.0	22.3	42%	24%
Year 5 2016	88	88	27	16	31%	18%
Year 5 2014-16 Average	78.0	78.0	25.3	15.3	32%	20%
Year 7 2016	81	81	20	21	25%	26%
Year 7 2014-16 Average	69.3	70.0	22.0	19.7	32%	28%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

\*\*NOTE: Percentages have been rounded off to the nearest whole number.

## School Performance Comment

At Trinity Gardens School we provide for continual assessment of, as and for learning. This also provides for a combination of formative and summative assessments. NAPLAN was completed by our Year 3, 5 & 7 students in May 2016, and provides 'a snapshot' of student achievement for site/ State/ National data sets.

For the past few years, the Jolly Phonics and Grammar programs have been implemented site wide. Student performance in Writing, Spelling, and Grammar & Punctuation has shown a significant improvement in 2016 compared with the previous years.

Year 3 analysis: There were 108 year 3 students who sat the NAPLAN assessment this year. They achieved well against national, regional and like school indexes in literacy with 44% achieving in the top two bands. The Numeracy results were not as strong with 26% of year 3 students achieving in the top two bands. Mean result below NMS is 1 student.

Year 5 analysis: There were 78 year 5 students who sat the NAPLAN assessment this year. They achieved above national, regional and like school indexes in literacy except for writing. The Numeracy results continue to show a decline over the past 3 years and a targeted whole school approach to numeracy has been enacted. Mean result below NMS is 1 student.

Year 7 analysis: There were 81 year 7 students who sat the NAPLAN assessment this year. They achieved well against national, regional and like school indexes in literacy and numeracy. The trend results over the past 3 years have shown a decrease in mean score progress except in the area of Writing. Mean result below NMS is 1 student.

PAT assessments conducted in September, provide teachers with access to a range of information regarding student learning, with the emphasis on 'assessment for learning' and how the assessments support planning for further teaching. These data sets are examined at a school, class, cohort, and individual level and are used as a predictor for future growth as well as 'drilling deeper' by further analysis. This provides information about specific skills and understandings or misunderstandings.

By analysing the data sets, we examined areas where cohorts are demonstrating success and where there may be misconceptions. Teachers access specifics on question type and areas for development at a year level, class or individual student level.

Quicksmart

In 2016, the school began a comprehensive mathematics intervention program called Quicksmart. The focus of the program is to develop, through rigorous practise, number automaticity. Student selection was based on meeting a specific criteria and targets year 4s. That way we can track and monitor progress and see influence in the longer term, than if we used the program to target older students. The QS intervention program runs over 30 weeks.

All participating students have met the DECD SEA for year 4. At this year level we expect a growth of 5-6 scale points for the year. This has been surpassed for all but 2 students.

We continued to provide the WRAP and Multilit Literacy intervention programs to provide intervention in English.

## Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	91.0%	89.8%	84.6%	91.1%
2015 Centre	93.1%	89.0%	88.4%	101.1%
2016 Centre	94.3%	95.5%	90.9%	TBA
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.5%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal. Source: Preschool Data Collection, Data Management and Information Systems.

## School Attendance

Year level	2014	2015	2016
Reception	90.9%	90.2%	90.5%
Year 1	92.4%	92.6%	90.2%
Year 2	94.0%	92.7%	92.4%
Year 3	94.8%	94.4%	92.0%
Year 4	92.6%	94.4%	90.5%
Year 5	93.4%	92.2%	94.6%
Year 6	93.1%	92.8%	92.8%
Year 7	93.7%	93.5%	91.2%
Primary Other	84.9%	82.7%	77.7%
Total	92.9%	92.6%	91.5%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

## Attendance Comment

Student attendance has continued to remain consistent across the school (91.6%). Of total absentees in 2016, we had 0.7% that were unexplained by families. This has improved through the implementation of the SMS message system. In 2016 we developed an Attendance Policy. The Student Review Team was established to oversee learning, behaviour and attendance concerns. Attendance monitoring occurred every five weeks with students identified with lateness and absence issues. Communication regarding attendance concerns is more streamlined and clear allowing follow up on non-attendance to be prompt with families. Attendance percentages remain consistent over 3 years.

The preschool consistently has a higher percentage of attendance than the state. However, it was pleasing to see a significant increase in attendance percentage against our own data records this year. A possible explanation might be that while the number of culturally and linguistically diverse families continues to rise, fewer families chose term time to holiday at home. The consistent rise over the three years may suggest that the cohorts are older as a result of the same start day and the children going into the Steiner stream and making the children more able to cope with the long preschool day.

## Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	89	88	91	90
2015	87	91	86	87
2016	88	88	88	TBA

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

## Preschool Enrolment Comment

The preschool is at enrolment capacity. The numbers appear to be lower than 2014 as we are now staffed on staffing capacity rather than a physical capacity. The staffing capacity has been introduced in order to meet the National Quality Standard of funding on enrolment rather than attendance. Through until term 4 there have been only two children leave the Centre this year. Both children went to mid-year intakes in private schools. The two places were filled by children who moved into the area from the west of Adelaide and from overseas. In the fourth term one child moved for parent work commitments and another left to go overseas to visit family. The enrolment figures include children from 10 different cultures and language backgrounds. While we still have a number of children from outside our local catchment area enrolled as we had spaces after the enrolment process had been completed, there are fewer from outside areas giving us stability in our numbers.

## Behaviour Management Comment

In 2016 staff reviewed our School Behaviour Code and developed a draft Behaviour Education Policy to incorporate Play is the Way methodology and Restorative Practices. We trialled an adapted 'thinking room' process with Play is the Way methodology by Trialing 3R's (Reflection, Repair, Restitution) process to respond to yard behaviour. In 2017 our Behaviour Education Policy will be finalised and provided to Governing Council for approval. In addition feedback from our Parent Survey suggests the need to make explicit and further develop a racist harassment policy.

## Client Opinion Summary

The parent opinion survey for the preschool was completed by thirteen percent of the enrolled families. The results show an overall satisfaction with the service of the Centre with most families either agreeing or strongly agreeing with the statements. There is a particularly strong level of satisfaction in the area of support of learning. Leadership and decision making is an area the parents possibly feel is in need of improvement. While the parents believe that there is effective educational leadership the data suggests that they may want to be more involved in decision making.

In term 4, 2016 142 parents responded to the Trinity Gardens School parent opinion survey. Improvements were noted in many areas including meeting children's needs, feeling welcome at the school and the development of social and emotional learning.

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

In 2016 Governing Council initiated a new sub-committee; 'Community Connections'. The function of this committee was to build upon partnerships, communication and decision-making strategies with parents. As part of the parent opinion survey feedback was sought regarding our school communication structures. Respondents were asked to comment on their preferred method of communication and if they accessed the school newsletter, Skoolbag app and website. The results will be analysed with recommendations made to improve the dissemination of information to the community.

Parents were also surveyed about our school name resulting in 89% of respondents agreeing that our school should be known as Trinity Gardens School.

The end of year Kids Matter Staff survey reinforced the positive attitudes staff have regarding Social and Emotional Learning.

97.59% Staff agree that improving students social and emotional skills supports their academic learning

95.86% Staff agree that it's important that the social and emotional curriculum focuses on developing competencies for self-awareness, self-management, social awareness, relationship skills and responsible decision making

95.79% Staff agree there are many benefits from teaching Social and Emotional Learning in their classroom like improved behaviour and learning.

In 2016 our students undertook the Kids Matter survey. Our students reported high numbers who feel safe at our school and have friends to play with on a regular basis. Areas identified for future growth included learning how to manage emotions and what do when friends are not getting along. In 2017 we will continue our focus on the social learning program, Play is the Way and our staff will undergo training in the final component of Kids Matter: Supporting Students who Experience Mental Health Difficulties.

## Intended Destination from Preschool

Feeder Schools (Site number - Name)	2014	2015	2016
0104 - Coromandel Valley Primary School	0.0%	0.0%	1.3%
0328 - Parkside Primary School	0.0%	0.0%	1.3%
0457 - Walkerville Primary School	0.0%	1.4%	0.0%
0474 - Trinity Gardens School	96.6%	94.4%	93.8%
0699 - Burnside Primary School	1.2%	0.0%	0.0%
0967 - Vale Park Primary School	0.0%	0.0%	1.3%
1036 - East Adelaide School	0.0%	2.8%	0.0%
1043 - East Marden Primary School	1.2%	0.0%	0.0%
1213 - Magill School	0.0%	0.0%	1.3%
1228 - Felixstow Community School	1.2%	0.0%	1.3%
8296 - Rostrevor College	0.0%	1.4%	0.0%
Total	100%	100%	100%

## Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	9	9.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	3.1%
Transfer to SA Govt School	83	85.6%
Unknown	2	2.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## Destination Comment

While Trinity Gardens School continues to attract a high percentage of the children exiting from pre school to school, the variety of choice of schools is wide. After year 7 the majority of Trinity Gardens School students transferred to Norwood Morialta HS, followed by Marrayatville HS. Small numbers went to Mitcham Girls , Roma Mitchell Urrbrae and Adelaide HS. Approximately 15 students went to non-government high schools, including 4 to Mt Barker Waldorf School.

## DECD Relevant History Screening

Volunteers are an integral part of our school. Their participation in the work of the school is greatly appreciated and valued. In 2016 there were changes made by DECD changes to volunteer screening requirements. Background history screening is no longer required by DECD for people helping in own child's class or sports coaches if own child in team. If sleepover events or helping in classes/coaching if own child not in that class/team – full checks still required. Governing Council agreed that Trinity Gardens would continue with existing 2015 screening requirements – clearance checks, mandatory notification training for all volunteers where "regular, ongoing support".

All Children's Centre staff members have a current DCSI clearance. They have all completed the RAN training.

## Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	80
Post Graduate Qualifications	22

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	39.3	0.0	19.2
Persons	0	47	0	34

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	\$7,389,011
Grants: Commonwealth	\$990
Parent Contributions	\$607,905
Fund Raising	\$35,190
Other	\$155,440

## 2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	The Speech and Language Sharing (SPLASH) project involved a speech pathologist working in the centre for a half a day a week. The speech pathologist led professional development sessions and participated in planning times. The Read it Again program which increases early literacy skills through structured, intentional teaching was used to focus learning on early reading skills. The speech pathologist worked with educators to model shared sustained conversations.	Early literacy skills became embedded in educator practice during book reading experiences: the value of sustained conversations and endeavored to evoke longer dialogues.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	The funding was used to provide support for children to access the curriculum. A variety of strategies were used; one on one support to model and scaffold group and social skills, individual social stories were written and produced for the child, small group work focusing on the needs of the child being supported, working in partnership with parents, targeted transition to school programs.	Children progressed significantly taking greater degree of responsibility for their own learning and beginning to regulate their own behavior resulting in access to learning.
Improved outcomes for children with additional language or dialect	Funding was used to provide support workers. Using social play as a base the educators provided the English vocabulary to describe the play; they modelled social skills and advocated for the child amongst their peers; they sourced resources that were culturally appropriate and provided families with information of their child's learning.	Children progressed very well. Families approached educators, children were deeply engaged in their individual pursuits and group play and friendships had formed.

\* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

## 2016 School Annual Report: Tier 2 Funding Report\*

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Students identified as having difficulty interacting with peers were supervised in the yard and assisted to develop appropriate social skills. What's the Buzz? was implemented for identified students	Reduction in the number of high level behaviours
	Improved Outcomes for Students with an Additional Language or Dialect	Funding used for a combination of teacher support and SSO hours targeted to high needs students identified through literacy levelling. Staff training occurred in EALD levelling.	All EALD students levelled. Successful moderation audit of student leveling
	Improved Outcomes for Students with Disabilities	All students with a disability have a Negotiated Education Plan and are provided with their identified level of support using SSO hours.	Student learning, physical and social needs enable access to the curriculum.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	ACEO supported ATSI students and families. FLM introduced in 2016 for Punjabi and Chinese students. Extensive training in numeracy teaching. Teachers supported to moderate student work in literacy and numeracy occurred at a site and partnership level. Teams of teachers worked together to plan units of work with the Partnership Primary Australian Curriculum Education Officer.	Development of consistent pedagogy. Intervention programs for literacy and numeracy occurred to support identified students.
	Program Funding for all Students	Australian Curriculum	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	The focus was on increasing the number of students retaining achievement in the top two bands of NAPLAN numeracy and increasing numbers of students achieving above benchmark DECD SEA.	Teacher training and intervention programs for identified students.
	Specialist School Reporting (as required)	STEM funding used for specialist teacher and grounds staff salaries and purchase of resources.	Four year levels developed and trialled units of work in STEM.
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	0.2 salary combined into Well Being Coordinator role	Higher integration of services and support provided to identify families and st

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.