

SCHOOL CONTEXT STATEMENT

Updated: 27 July 2016

School number: 0474

School name: TRINITY GARDENS SCHOOL

1. GENERAL INFORMATION

Part A

School name : Trinity Gardens School

Distance from GPO : 5 kilometres

Phone no. : 08 8431 4170

CPC attached : Yes

Fax no. : 08 8332 3041

February FTE Enrolment		2013	2014	2015	2016
Primary	Special, N.A.P. Ungraded etc.	14	14	14	14
	Reception	98	96	101	94
	Year 1	95	98	92	108
	Year 2	95	85	101	93
	Year 3	74	91	85	108
	Year 4	86	71	87	91
	Year 5	72	77	64	89
	Year 6	66	70	82	65
	Year 7	65	59	64	78
Total		665	661	690	726
School Card percentage		22%	20%	16%	15%
NESB Enrolment		162	171	170	236
Aboriginal Enrolment		10	11	3	3

Part B

Principal

Ms Jan Carey

Deputy Principal

Ms Marg Erwin

School website address

www.trinitygps.sa.edu.au

School e-mail address

dl.0474_info@schools.sa.edu.au

Staffing

27 Classes - 19 Mainstream classes 8 Steiner Education Stream classes
52 Teaching Staff (44.7 FTE) and 42 Ancillary Staff

Leadership team:

Principal, Deputy Principal, Children's Centre /ELC Director, Senior Leader, St Morris Disability Unit Coordinator, Steiner Stream Coordinator, Wellbeing Coordinator.

Specialist subjects:

Physical Education, Music, LOTE / FLM (Italian), Science, Craft, Instrumental Music

Ancillary

Admin/Finance (6)
St Morris Unit Student Support (10)
Children's Centre/ELC Student Support (10)
Resource Centre Collection (1)
TGS Student Support/ACEO/ICT (13)
Grounds Staff (2)

OSHC

Before School Care 7:00 – 8:45am, After School Care 3:00 – 6:00pm and Vacation Care are provided.

Enrolment trends

The school experiences strong demand for enrolment. Waiting lists are maintained for the Steiner stream. Average attendance in the Preschool is 80 students / term.

Special arrangements

The school offers a dual choice of education streams – Mainstream and Steiner.
The school has a Disability Unit on site that caters for students with severe and multiple disabilities. A Children's Centre and Early Learning Centre also form 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 an Early Learning Centre to Year 7 site and includes a Disability Unit, Early Learning Centre and a choice of Mainstream or Steiner Stream education. The school has a multicultural, socially and economically diverse community. The school values 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.

Care programs

Trinity Gardens School is participating in Kids Matter Primary, a whole school approach to children's mental health and wellbeing. This framework has provided a means to develop and adopt tools and support for the whole school community over the past two years. The school is nearly three years into a four year implementation.

Class teachers provide pastoral care with the support of the leadership team. The school is committed to deliver proactive Social Learning in all classes. We begin the year with the implementation of site developed initiative 'Are You Ready'. This program runs for the first two weeks of the school year, aiming to build a positive and supportive classroom culture where students feel safe and have a sense of belonging, identity, independence and mastery. All teachers, including Specialist and classroom support people, are involved in the program. This program incorporates elements of Play is the Way, What's the Buzz, Restorative Practice and associated wellbeing activities. In mid-2015, we introduced Play is the Way (see www.playistheway.com.au) as our whole school Social and Emotional Learning Program. Play Is The Way lessons are timetabled weekly involving games, explicit teaching of Key Concepts, the 6 Virtues and a Self-reflective language students can use to develop Self-control and Self-Management. The Wellbeing Coordinator and the leadership team work together with parents and community groups to provide ongoing support to families and students. The Child Wellbeing operates from our Children's Centre site delivering free psychological services in school settings to children, adolescents and their families. In-School Psychology's service is bulk billed to Medicare.

Support offered

A Student Review Team has been established to preview and recommend support for students with attendance, behaviour and learning needs. Additional learning support is coordinated by the Deputy Principal, Senior Leader and Wellbeing Co-ordinator. Paraprofessional support is provided for students with identified NEP or with specific needs or programs.

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) and Multi-Lit for middle primary students. Students with numeracy difficulties are supported by Quicksmart. A Senior Leader with an SSO provides support for EALD & ATSI students.

Student management

There is a whole school student behaviour management policy based on a restorative justice framework and following DECD 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.

A member of the Leadership team is rostered on hotline '63' which provides teachers with immediate support in managing behaviour issues.

Student government

Each year, School Ambassadors are elected from the Year 7 cohort and meet regularly with the Principal. Upper primary students undertake additional leadership roles across the school and attend regular meetings with members of the Leadership team.

Class meetings are integral components of the school's decision making structure.

A whole school Student Representative Council (SRC) is established who meet fortnightly.

Special programmes

Festival of Music Choir for students in upper primary;

Middle/ Senior Primary Choir;

Private music tuition lessons are available;

Instrumental Music available;

PE, Music, Craft, Italian Specialist Teachers, Eurythmy, Gardening, Woodwork

Out of School Hours Sport;

First Language Maintenance;

Chinese.

IMS Recorder lessons

3. KEY SCHOOL POLICIES

Vision Statement

Trinity Gardens School Community has 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 Improvement Plan Priorities for 2015-18

We have 4 key areas for improvement:

- Learners and Learning: exploring innovative pedagogies, ICT and Mathematics
- Community Connections: improving our communication and partnerships with parents
- Wellbeing & Culture: implementation of Play is the Way and Student Voice programs
- STEM: creating integrated practices for Science, Technology, Engineering and Maths

Recent key outcomes

Consistent implementation of Jolly Phonics across Early Years classes

Implementation of the Play is the Way/Kidsmatter program across the whole school

Strategic targeting of students for WRAP and Multi-Lit intervention programs

Numeracy intervention programs using Quicksmart and the Building Numeracy Program

Successful Start Program (Are you Ready?) for all classes in first two weeks of the year

Establishing an R-7 Student Voice process with student leaders and SRC

Redevelopment of our school grounds to create an Outdoor Classroom / Nature Play Forest environment for STEM activities

4. CURRICULUM

The Australian Curriculum and the Australian Steiner Curriculum Framework are structured around the following subjects:-

English	Mathematics
Science	The Arts
Health & Physical Education	Technologies
Humanities and Social Sciences	Language other than English (Italian)
Gardening	Woodwork

The integration of Cross Curriculum priorities and the General Capabilities in the AC & ASCF are embedded throughout the curriculum delivery to ensure successful authentic learning

Additional Support

- English as an Additional Language dialect support is provided as in class support for EALD students.
- 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 NAPLAN 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 is monitored and updated annually – these students are provided with SSO support.
- Students who identify as Indigenous have a tailored individual learning plan this is supported by the ACEO

Special curriculum features

The St Morris Unit caters for students that have SMD (Severe and Multiple Disabilities). There are two class rooms, the Junior Primary room caters for years R-2 and the Upper Primary room caters for years 3-7. St Morris Unit uses the National Australian Curriculum, each student has an NEP and learning goals are formed, curriculum adjustments are made and learning outcomes are positive. Student wellbeing is a priority. Inclusivity with mainstream music, art and literacy classes are of great importance.

Each child has access to a community access program which aligns to the personal and social capabilities of the Australian Curriculum.

There is a Children's Centre with an Early Learning Centre and Occasional Day Care on site.

There is a Steiner Education Stream R- 7 which began in 2006. This was the first such stream in South Australia. The eight classes from Reception to Class 7 now forming the Steiner stream are integral to the diverse nature of the Trinity Gardens School. Steiner Stream classes operate from the Australian Steiner Curriculum Framework which was ratified by ACARA IN 2012. After a year of Reception in which the student turns 6, the class teacher from year 1 ideally remains with that class for up to 7 years. Seasonal festivals and artistic activities are central to the pedagogy; high parental involvement is key to the successful operation of the stream.

Teaching methodology

Teachers are encouraged to work collaboratively in year level groups as well as across year levels with 'buddy classes'. Teachers use differentiated delivery and questioning as part of their approach to teaching and learning. There is a commitment to innovative learning through STEM.

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 Early Learning Centre. Teachers develop curriculum programs, share resources and provide professional support. Purpose built wet-areas provides flexibility and ample space for hands on learning. All teachers work as a member of a Site Improvement Plan priority committee and year level team.

Assessment procedures and reporting

Monitoring student progress is continuous through AfL Assessment *for* Learning (Formative) and Assessment of Learning (Summative). Teachers place a high priority on communicating with parents as regularly as possible. An individual learning plan which incorporates a behaviour education plan may be developed in consultation with parents to support student learning.

Teachers formally report to parents through:

Acquaintance night

Student's SMART target setting and self-assessments

Three way interviews

Written reports - twice a year

Open Day/Night/Special events

Showcase evenings

There is a strong emphasis on gathering data and using this to inform teaching.

NEP Meetings

Joint programmes

Transition programs with local Preschools, Childcare Centres and High Schools.

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,

Steiner Education stream: "Greek Olympics"

Programs coordinated by PE specialist teacher.

6. OTHER CO-CURRICULAR ACTIVITIES

- Special

Gardening in school based garden

Choir and School Concert for Music Students

School End of Year celebration

Book Week and Science week activities

Science and Technology Activities

Sports Day

School Community Market every term after school

Harmony Day Celebrations

Year 6/7 Student Leadership program

Community Expo

Steiner Education Stream Seasonal Festivals, Music concerts

St Morris Unit - Ladies of Variety events

- Community access programs

7. STAFF (and their welfare)

Staff profile

FTE Teaching Staff: 35
Part-Time Teaching Staff: 17
Ancillary Staff: 42
Grounds support: 24 hours/week.

Leadership structure

Principal, Deputy Principal, Children's Centre / ELC Director
Senior Leader in Curriculum & Pedagogy, St Morris Disability Unit Coordinator,
Steiner Stream Coordinator, Wellbeing Coordinator.

Staff support systems

All teachers have a 'like year level' Learning Community – Early Years, Junior Primary, Junior Primary Steiner, Primary, Primary Steiner, Upper Primary & Specialist
Consultation committees include PAC and OHS&W
A supportive Performance Management Program exists in the school. Staff are expected 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 in three terms each year. The focus of these aligns with National Professional Standards for Teachers.

Staff utilisation policies

Tier 2 staffing for special education to support students with disabilities and EALD support is a combination of teacher and School Services Officers time.
Ancillary Staff support classroom programs based on student needs.

Access to special staff

A School Psychologist 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 instrumental music program for the Steiner classes and some private tuition is offered across the school.

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

Air-conditioning

9. SCHOOL FACILITIES

Buildings and grounds

The school buildings consist of a two story solid brick building and single story solid brick building. These include an administration building, open space and closed class teaching, science and library areas, wet areas, outdoor learning area, withdrawal rooms and a purpose built Children's Centre, Early Learning Centre building, Disability Unit, separate yard area, a gym, a Music Centre and an O.S.H.C. hall.

In addition there are seven transportable classrooms. These areas all have reverse air conditioners. The school is located on large, well maintained grounds including a grassed oval, cricket pitch, cricket nets, tennis/basketball/netball courts, soccer goals and a running track. There are three playground equipment/playground areas, two play pods and an extensive nature play/ outdoor learning environment across the school.

Nature Play

In recognition of the importance of outdoor learning – for imaginative play, fine and gross motor co-ordination and development, language development, environmental awareness – a second grassed oval was developed into a Nature Play facility in 2015. After consultation with staff, students and parents, the "Portrush Forest" development includes cubby building areas, sandpits, undulations, rock and log climbing, rock grinding and digging, an "old ruin", a labyrinth, two small grassed ovals and frog ponds within a fenced area. Plantings of native grasses, shrubs and trees augment the play sites. In addition, vegetable gardens and fruit trees enable classroom gardening and cooking activities. STEM curriculum is greatly enhanced by the many learning opportunities in Portrush Forest; in addition to STEM programs in Trinity Gardens School, curriculum development workshops have been offered to other schools in the region.

Cooling

There is a mix of evaporative and refrigerated air-conditioning

Specialist facilities

- Multi-purpose hall
- School gymnasium
- Disability Unit
- Children's Centre offering Pre-school and occasional care sessions
- Library / Resource Centre & Computer Room
- Music Centre
- Science Room
- LOTE Room
- Craft Room
- Out of School Hours Care facility

Staff facilities

There is a small staff car park within the school grounds. Most staff are required to park their cars on the roads adjacent to the school.

A staffroom is available to staff at all times and staff access computers in their classroom and the Resource Centre.

Access for students and staff with disabilities

Some of the teaching units have been modified to cater for students who are hearing impaired. There is wheel chair access only to the ground floor classrooms.

Access to bus transport

Trans Adelaide, Charter buses for school excursions.

The Children's Centre and ELC

The Early Learning Centre 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 Early Learning Centre is open four days a week providing two full days a week for children in the year before they start school. A transition program is offered in term 4 the year before commencing school.

The Early Learning Centre is part of the Children's Centre. This centre offers occasional day care sessions for various groups.

The Children's Centre offers a variety of programs including occasional care, play groups as well as other health and support services.

Three childcare centres are located very near to the school. The school and the Early Learning Centre have developed a close working relationship with these centres. There is an ongoing transition program between the Early Learning Centre 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

Site Plan Committee teams

Professional Learning Community Meetings

Individual class meetings

Governing Council

Governing Council Sub Committees

Personnel Advisory Committee

Work Health & Safety Committee

Regular publications

The school has a fortnightly newsletter to inform and engage with the community. A SkoolBag App is used to 'push' notifications to families and is a portal for forms, newsletters and applications. Class blogs show student learning across the school. Email and SMS allow for timely communication of events, reminders and other associated school business. Learnlink and DECD portal provide staff access to the school bulletin, administration, correspondence, information, training and development activities and resources.

Other communication

School assemblies are held weekly hosted by either JP, MP or UP. This is an opportunity for students to perform, share work or for students or adults to make announcements, celebrate successes etc.

The school utilises several electronic modes to communicate with parents and community: email distribution lists, a Skoolbag app and SMS messages for absentees and updates.

A term planner is in the staffroom and available online 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 Entitlement Statement (RES) \$7.2M

11. LOCAL COMMUNITY

General characteristics

Trinity Gardens School is located five kilometres from the CBD with ready access to public transport routes. It is close to facilities such as the Norwood Parade shopping precinct, Payneham Oval and the Payneham Swimming Centre.

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 learning. They are keen to support the educational program using their own skills and experiences. There is a very active fundraising group who support the school's fundraising activities including a bi-annual school fair. Parents like to be informed; 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. Governing Council members also help to convene the sub-committees, which include: OSHC, Finance, Community Connections, Fundraising, Education, Facilities, School Sport, and a Steiner Education Stream Working Group. Various working parties are established from time to time.

Parents are welcome to provide in class support across all subject areas.

Feeder schools

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

On completing Year 7 students attend a range of high schools including Glenunga International High School, Norwood/ Morialta High School, Marryatville High School, Charles Campbell 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, 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.