Introduction

Early in 2011 two beautiful, brand new facilities, the Children’s Centre and the Resource Centre, were ready for our use.

The Children’s Centre, located off Devitt Ave in the lower northern corner of the top oval, has added a new dimension to the diversity of our school. Rowena Tennant was appointed as Director of Education and Care and she has worked tirelessly along with the Community Development Coordinator, Cris Katsambis to focus on the education of young children, parenting support and community programs. Occasional Care and playgroups now operate from the centre and a term planner shows other programs on offer. Two photos from the official opening by the Hon. Jay Weatherill are on the front cover of this report.

The new Resource Centre (RC) is certainly the hub of the school as it is located centrally and easily accessed from all parts of our campus. The building houses the library, science room, computer suite, teacher resources and the staff room. Amelia Field is our Resource Centre Manager, Librarian and ICT Coordinator and she has done an outstanding job establishing this vibrant environment. We have now used the RC for several events including Bookweek, hosting professional learning events for teachers across our region, governing council meetings, volunteers’ thank you and social events.

As a school, our focus is on student outcomes and we are pleased to support learning in an environment deliberately planned to be pleasant and beautiful and with resources underpinning quality learning.

The 2011 Annual Report presents information about the progress and achievements of the Trinity Gardens School and celebrates the diversity of our site. We have great pleasure in presenting the following report.

Vicki Stokes  Kim Devery
Principal      G.C. Chairperson

About our school . . .

Trinity Gardens School was established in 1898 and has a long and proud history. There is a mix of heritage buildings, now upgraded and new modern facilities such as the Gymnasium and Resource Centre. A new Music room is due for completion in 2012. The school has spacious grounds with two large ovals and three separate play areas. The school embraces diversity and currently offers Mainstream and Steiner Education from Reception to Year 7, Education and Care programmes from birth to 5 years of age through the Children’s Centre and Early Learning Centre and the St Morris Unit caters for students with severe and multiple disabilities. The school offers an Outside of School Hours (OSHC) and vacation care service, an on site kiosk and outsourced lunch service.

The school has a strong and active Governing Council of 14 members who work in collaboration with the school community and staff with the aim of continuous school improvement to ensure every child’s learning potential is maximized.

The uniqueness of every child is recognized by encouraging each child’s gifts and talents while at the same time valuing diversity and acknowledging difference. Teaching and learning programmes focus on excellence and are implemented within a safe and attractive environment.

The school’s core values are:

**Respect** - we care about each other and treat others fairly and with dignity.

**Responsibility** - others can depend on us and we are accountable for our own actions.

**Learning** - we give things a go and use willpower when something isn’t easy.

The school motto is: **Strive for Excellence**.

Excellence is giving your very best to any task you do or any relationship you have. When you practise excellence you can make a difference in the world.
Achievements at the campus locations, class and individual levels were considerable. The following are some of the highlights for 2011.

Assemblies returned to become regular events providing the opportunity for students to showcase their work and practice speaking and listening skills. Special assemblies to mark Harmony Day and Remembrance Day were moving events.

Senior student leader positions were undertaken with commitment and enthusiasm and included school ambassadors, safe buddies, performing arts leaders, computer technicians, sport leaders and kiosk helpers.

After school markets, held once a term, are a lovely school community event and continue to attract large crowds that add a vibrancy to the quadrangle as families look for a bargain and enjoy delicious delicacies.

Our first Year 7 educational tour to Canberra - 42 students and 4 staff spent a busy and exciting week visiting many of our National icons such as the old and new Parliament Houses, the War Memorial, the Australian Museum, the Electoral Commission and the Australian Institute of Sport.

The St Morris Unit won the National School Organisation award for using Augmentative and Alternative Communication devices. These devices support students to communicate in a range of settings and with a range of people.

The St Morris Unit took delivery of a Christina bike which is a specially designed bicycle to carry a child in a wheelchair. Governing Council facilitated a fun Quiz Night raising $7,000 to be spent on gymnastics equipment and musical instruments.

This year saw the planting of 5 mature Chinese Elm trees in front of the Upper Primary playground and 5 in the main school quadrangle. These beautiful deciduous trees have large canopies to provide shade.

This year we were very proud to have Remo, Eliza and Arthur selected in the Primary School Orchestra/Ensemble and Georgia S selected for a solo part in the Festival of Music. These talented students also performed at our Musical Evening and are wonderful role models for our younger students. Emma W and Ruby W were selected, as part of the Young Adelaide Voices choir, to perform in the Australian premiere of ‘Stari Most’.

Governing Council had success in gaining the installation of a red light camera at the school crossing on Portrush Road.

Governing Council took action to convert the Devitt Ave car park to a staff only area to increase student safety.

A class of scarecrows, created by the 4/5s in 17A, kept guard over the rose garden and ‘William’ and ‘Kate’ were entered into the Royal Adelaide Show.

Hundreds of Grandparents and Special Friends helped the children to celebrate Book Week and our Resource Centre was used for the first time.

The St Morris students won a Messenger award and planted a wonderful sustainable garden. They grew flowers, herbs, garlic, celery, strawberries, lettuces, corn, cabbages and spinach.

Parent workshops were offered jointly with Norwood PS, St Morris & Margaret Ives Community Centres, & Agnes Goode Kindy.

Trinity Gardens School was celebrated through an exhibition entitled “Unity In Diversity” in the foyer of the Education Department in the city.
Our school priorities address 21st Century Pedagogy including ways of teaching and learning now that prepares students for new uncertainties, a rise of the knowledge economy, responsibility and demands created by globalisation. How we teach must reflect how our students learn and also reflect the world our students will move into. This is a world which is rapidly changing, connected, adapting and evolving.

**Priority 1: 21st Century Learning**

Inquiry Based Learning (IBL) is embedded as a whole school practice where students construct their own understanding of the complexity of the natural and human-designed world through investigating real world questions.

**Highlights:**
- Our new Resource Centre supports IBL and we have increased resources in both the fiction and non-fiction collection.
- The purchase of quality new computers for the Computer Suite and Resource Centre.
- The installation of three dual touch function Interactive Whiteboards in the Resource Centre, Aberdare Room 20 and Science Room.
- The introduction of quality ICT and web 2.0 resources that enhance student inquiry, including blogs, Microsoft One Note, 'Pixton' comic creator, podcasts, and an online referencing generator.
- Peer and self assessed rubrics incorporated into Inquiry Based Learning units of work.
- ICT used to support Steiner Education Class 7 Inquiry based learning units of work.
- Student investigation of a variety of cultures through various mediums during Book Week.
- ‘Bridging the Gap’ Project where Year 6 students visited a local nursing home to investigate the early, working, and later lives of residents.

**Student Initiated Inquiry Questions**

**Target:**
- Student initiated inquiry questions will encourage critical engagement with knowledge individualised and personalised through Inquiry Based Learning.

**Comment:**
The opportunity for students to participate in identifying questions related to a real life concept or issue allows for authentic inquiry and subsequent research. At the beginning of each Inquiry Based Learning unit, students are introduced to the topic through engagement, identification of prior knowledge, and establishment of the topic relevance. Students then identify questions to investigate. Once these are established, the investigation stage follows where students locate and gather information from a range of sources.

An example of a question from one Year 6/7 class during their IBL focus on refugees was: “What is our responsibility to the human rights of individuals and groups, within and across groups, cultures and countries?”

An example of a Middle Primary question was: “Am I responsible?”

A Junior Primary question was: “How do we show respect in the classroom?” and “What are Aboriginal Dreaming Stories?”

**Outcome:**
A variety of tools to support the initiation of questions to consider have been utilised during IBL for example, the Question Matrix, a question starter dice and question starter cards. These tools encourage higher order thinking in students as they widely explore a topic.
A parent reads a bi-lingual story and shares her culture with students during Book Week through her clothing & artefacts.

These upper primary students visited the local nursing home to investigate the early, working and later lives of residents.

Higher Order Thinking Skills

Target:
- Students will use higher order thinking skills and graphic organisers to critically engage with knowledge through Inquiry based learning.

Comment:
Graphic organisers allow students to organise information gathered in a variety of ways, make connections between and sense of experiences and data, and analyse information from a range of perspectives. An inquiry approach to critical thinking involves all levels of Bloom's Taxonomy, including remembering, understanding, applying, analysing, evaluating, and creating, but with a particular emphasis on the development of higher order thinking skills.

Outcome:
Particular emphasis on developing higher order thinking skills, through the use of graphic organisers allows students to gain skills in organising information, as well as drawing connections, making sense of information, and exercising information and media literacy. The use of graphic organisers has included Inspiration and Kidspiration mind and concept mapping software, Venn diagrams, fishbone diagrams, KWL charts, Y charts, and many others.

ICT and Web 2.0 Technologies

Target:
- ICT technologies including Interactive Whiteboards support 21st century pedagogy and a developed understanding of global interdependence.

Comment:
ICT and web 2.0 technologies support inquiry, through the accessing, selecting, organising, interpreting, and presenting of information and data. They can be used to encourage collaboration and communication, creativity and promote ethics.
Outcome:
Various new software and online resources have supported Inquiry Based Learning lessons and allowed students to access current innovations in ICTs. Microsoft One Note has been introduced to upper primary students to support students in note-taking and analysing texts, thus developing skills in critical literacy and media literacy. An online referencing generator supported the generating of bibliographies for middle and upper primary students as well as an online blog being incorporated into Inquiry Based Learning lessons. ‘Pixton’ comic software was introduced to students as another creative medium in Inquiry Based Learning. Students also experienced video podcasts and email, which have developed the idea of a global community amongst students. Students continue to be exposed to a range of educational search engines to search for quality information on the Internet, key word Boolean searching, utilising digital and flip cameras, and producing concept maps and mindmaps on ‘Inspiration’ and ‘Kidspiration’.

Target:
Through negotiation and collaboration, learning is personalised and connected ensuring relevance and rigour.

Comment:
Assessment often involves collaboration between teacher and students, with timely, personalised, and relevant feedback supporting students to maximise learning opportunities.

Outcome:
Rubrics have been incorporated throughout Inquiry Based Learning units in a collaborative effort between teacher and students. Success criteria were made explicit and achievable for all. Rubrics have been a combination of peer, student and teacher evaluation.

Steiner Education Stream

In Steiner Education, Class 2 lessons begin with an orientation to the library and an introduction to literature and fiction. It continues into Class 3 where students learn the features of non-fiction texts, the classification of books, and accessing various reference materials. From Class 4-7, students are involved in initiating inquiry questions and developing higher order thinking skills.

All Steiner stream classes have been introduced to rubrics. Additionally, ICT has been incorporated into Class 7 Inquiry Based Learning, with the students being introduced to Microsoft PowerPoint, Inspiration, and the Internet.
Recommendations

- Staff continue to develop, embed and articulate inquiry pedagogy, with particular emphasis on higher order thinking skill tools, and ICT and web 2.0 tools.
- Use of web 2.0 tools, such as blogs, can continue to be shared and accessed with families via the Internet.
- Students continue to clearly articulate and be involved in their learning through participating in the construction and evaluation of rubrics.
- A student intranet to support students in accessing appropriate online resources can be shared and accessed by students and families at home.
- Students participate in greater 1-to-1 technological learning experiences in classrooms.

Stayng Safe in a Connected World

21st century learning will instil curiosity and excitement and develop student interest by helping them understand that what they are learning prepares them for life in the real world. Our “culture of inquiry” assists 21st century learning as it supports the generation of knowledge. It prepares students to take their place in our increasingly diverse, globalized, and complex, media-saturated world. Engagement and well-being are essential to successful learning.

Target: Students understand how to stay safe in a connected world through the Successful Start program, student voice, and cyber safety.

Outcome: In 2011 specific programs and strategies were implemented to develop respectful, responsible, successful learners who can develop relationships and know there are policies and procedures they can use to feel connected and secure.

- Successful Start program prepared students for success and established a strong purpose for learning teaching skills of collaboration to build a positive class culture. Continual revisiting of class principles, vision and purpose statements.
- The Virtues Program used to assist students to be the best they can be by building character and knowledge of the Virtues within all of us.
- Circle Time was used to model ways to resolve problems and promote Student Voice.
- The annual bully/safety audit was conducted and results analysed. Whole school data, class data and data about individual students is accessible to all staff for intervention purposes.
- Student, parent and staff are skilled in Cyber Safety strategies after training on e-safety facilitated by the Australian Media and Communications Authority.
- Cyber Safety Education informed students of the issues and challenges that face all young people online, including identity theft, cyber bullying, scams, stalkers, and inappropriate content. Any incidents of cyber bullying involving a student from the school are always investigated.

The data above reflects that Year 4 to 7 students are encountering forms of cyber bullying outside of the school environment and some have experienced more than one type of cyber bullying.

<table>
<thead>
<tr>
<th>Year</th>
<th>Feeling safe</th>
<th>Feeling Safe sometimes</th>
<th>Feeling unsafe</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>88.9%</td>
<td>10.1%</td>
<td>1.0%</td>
</tr>
<tr>
<td>2010</td>
<td>87.5%</td>
<td>11.8%</td>
<td>0.7%</td>
</tr>
<tr>
<td>2009</td>
<td>81.5%</td>
<td>17.7%</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

Recommendations

- The Virtues Program is embedded into all teaching practice and new staff are inducted into use of the Virtues program.
- The bully audit will contain more questions about cyber bullying for all Year 3 to Year 7 students.
- Teachers analyse the bully audit data to find out what makes some students feel unsafe sometimes.

Individual Improvement Targets

Target: 100% of students set SMART targets in Literacy, Numeracy and Learning Behaviour. Students are involved in all aspects of the assessment process, reflecting on: Where am I going? How am I going? Where to next?

Comment:
In 2011 TGS continued to use S.M.A.R.T targets (Specific, Measurable, Achievable, Realistic and Time Framed). The increased success of target setting was evident by more positive, meaningful dialogues between students and teachers, higher
achievement of targets and a higher degree of students’ taking responsibility for their learning.

Outcomes:
- Continued whole school consistent use of S.M.A.R.T targets including the Steiner stream.
- The frequency and learning areas of targets/goals was revised especially for J.P. students.
- Each student or a group of students set a Literacy, Numeracy and Learning Behaviour goal at least once per term.
- Term 1 targets were linked to the Successful Start Program focussing on Learning Behaviour.
- Systematic process and timeframe for targets was established.
- Feedback on targets was provided to the parents/caregivers through Communication books and the formal reporting process in Term 2 and Term 4.

Recommendations

- Whole staff to review the amount of targets set each term depending on age group/educational stream of students.
- Whole staff to review the type of targets set - share examples to view range across the age groups.
- Gather feedback from students about the effectiveness of target setting - gain evidence of the impact of this technique on their learning.

Priority 2: 21st Century Literacy

Context
At Trinity Gardens School we use a range of whole school Literacy practices to ensure each student’s learning outcomes in Literacy are maximised. Constant review of these practices ensures strategic understanding and consistency across the age groups and streams for all staff and provides an opportunity to view successes and areas needing development. Literacy data, especially baseline information, has continued to be embedded in our daily practice and underpins the continuous improvement in whole school practices at TGS. The deep interrogation and analysis of Literacy data; BURT Reading test, Automaticity, Running Records and NAPLAN has led to accurate allocations of additional learner assistance.

Targets:
- 80% of students per year level reach the school BURT benchmarks
- 90% of students per year level reach the school benchmarks in Running Records

The professional development opportunities, TGS have facilitated this year for staff, such as the I-Lit program, have reinforced the role formative and summative assessment data plays in classroom practice.

Strategies:
- Continued successful use of Oxford Word list with extension words. (Oxford Words +). Each student’s progress in word recognition is monitored and tracked. This word knowledge is reinforced by the reading books used within the school.
- Regular running records underpin successful reading practices at TGS. New staff to the school attended Running Record training to ensure this method of assessment was consistently completed.
- Students have been specifically directed to read more non-fiction texts this year especially for assessment purposes which has resulted in the students successfully using a wider range of strategies to interpret the different text types.
- For the second year, six teachers completed an 8 day I-Lit (Informing Literacy Practices) Course. The teachers who have attended this PD have reflected on the positive impact it has had on their pedagogy resulting in improved student outcomes for specific students in targeted areas of literacy.
- Continued successful use of S.M.A.R.T targets with a higher rate of targets being achieved by students. The structure provided by the use of Success Criteria and assessment rubrics has enabled this success. The use of automaticity/BURT results have also led to the targets being more specific and achievable for students.

Outcome:
The completion of the BURT reading test in Term 1 Week 6 provided rich reading baseline data for teachers on the decoding abilities of their students. This information is cross referenced with the information gained from the class teacher taking running records and assists the development of accurate guided reading groups. Benchmarks targets were reviewed in year level teaching teams to assess the achievement of benchmarks. It was felt that the benchmark set were too high given the time of the year the assessment was undertaken.

Annually the Department of Education and Child Development (D.E.C.D) collates running record data for all Year 1 & Year 2 students. The graphs below show the comparative results of the past three years at TGS.
Analysis and Comment:

The Year 1 reading levels show a marked improvement in the amount of students who are reaching level 21-26 in 2011. This large increase could be due to a number of factors - the successful introduction of Jolly Phonics, an improved range of reading materials, fiction and non-fiction and more effective reading instruction used in Guided Reading.

The Year 2 reading levels have remained consistent from 2010 although there is an increase in the amount of students reading Levels 16-20. This is due to the whole school practice of ensuring students are not just ‘barking at print’ but are reading for meaning. At these levels the complex language and text meaning particularly of non-fiction texts can slow the rate of reading progress.

The graph that follows shows a record of the marked improvements in the BURT reading test scores over the years.

Analysis and Comment:

By moving the timing of the test to Term 1 some of the average scores have dropped in some year groups. Fortunately the advantages of having this early baseline data about a student’s decoding abilities outweigh the negative score effect as the teacher has valuable data to ensure effective reading groups are established early in Term 1. In the Visible Learning Communities the staff worked on analysing their own class’s reading test results and then compared them to equivalent age groups which resulted in shared reading practices and a review of teaching decoding skills.

Recommendations

- Change TGS BURT reading targets in line with the new timing of the test.
- Change current TGS Reading Targets in light of non-fiction texts and the concerns over fluency and understanding using Literacy Secretariat ‘Text Level Guidance’ for reference.
- Ensure new staff members participate in I-Lit 2012 in order to maximise the whole school impact the PD can have on the Literacy practices across the school.
Trinity Gardens School  -  Annual Report 2011

Comment:

At Trinity Gardens School we believe in continual Assessment of Learning to inform learning using both formative and summative assessments.

NAPLAN completed in May 2011, is one of our key summative forms of assessment. 2011 was the third year of the National Assessment Program of Literacy and Numeracy (NAPLAN) and this has provided valuable progressive growth data information. This information can be used for whole school strategic planning in order to maximise areas of learning needing development as part of our process of continuous improvement.

Outcomes:

Year 3 NAPLAN Literacy Mean Scores 2011

Year 5 NAPLAN Literacy Mean Scores 2011

Given the change of writing genre it was pleasing to see our high level of achievement maintained.

Year 7 NAPLAN Literacy Mean Scores 2011

Analysis Comment:

The NAPLAN results in Literacy this year reveal improvement in comparison to schools in the same district. With the change in genre for the Writing aspect there were concerns that the Writing would be weak but our students achieved great results which could be indicative of successful whole school practices and effective PD for teachers.

Analysis and Comment

The last two graphs record the growth made by students who have sat two sets of NAPLAN tests and are very encouraging as they reveal successful levels of improved achievement.

Exempted students are included in the data reflecting students who do not meet the National Minimum Standards.
Recommendations/Targets from NAPLAN 2011:

- Review the use and impact of Guided Reading in the Primary Years.
- Provide specific PD on teaching students inference skills with a range of texts.
- Effectively use NAPLAN genre rubric to provide structure to persuasive writing.
- Target specific language components which were weak in the NAPLAN - sentence complexity & depth of vocabulary.
- Provide PD on the use of T.H.R.A.S.S across the year levels especially Upper Primary.

Priority 3: 21st Century Numeracy

Comment:
At Trinity Gardens School in 2011 there has been an increased focus on the teaching of Mathematics supported by the Department of Education and Child Development’s (DECD) Primary Maths & Science Strategy (PMSS).

Before the students had arrived in January, staff embarked on a rigorous professional development programme which began with a challenge from Dr Thelma Perso and followed with modelled lessons with Deb Lasscock and Michael Ymer, Australian Curriculum content development with the PMSS and Australian Curriculum planning support with a DECD facilitator.

As a result TGS staff are successfully planning using the Australian Curriculum: Mathematics and are embedding new techniques into their daily lessons. From this improved pedagogy, teachers at TGS are challenging students with different tasks that require solving practical problems, applying their mathematical knowledge in everyday situations and using their mathematical reasoning to make decisions.

Targets: Students demonstrate their ability to problem solve and think Mathematically in everyday situations. (Refer to NAPLAN)
Students display their depth of conceptual understanding through inquiry and investigations. (Refer to NAPLAN)

Strategies:
- Using PAT Maths and I CAN DO Maths early in Term 1 across the school as baseline data in 2011 has been successful. This method of assessment provides the teacher with a depth of diagnostic evidence about their students’ mathematical abilities.
- By re-testing the students in Term 4 a progress/achievement score was seen and allowed teachers to assess which students progressed, in what areas and if there were any gaps in knowledge.

- The use of Monitoring Students’ Numeracy Achievement folder where individual student’s records are effectively being used. These provide key information for the next class about each student’s mathematical development.
### Recommendations for Numeracy

- Assign Staff Meeting time to interrogate Whole School data - especially NAPLAN and baseline assessments to assess if there are any whole school areas requiring improvement.
- Introduce new staff to the Term 1 Baseline Maths assessments to ensure consistency and continuity.
- To ensure staff access PD provided focussing on Maths especially. I-Maths program.
- Use the DECD approved additional pupil free days to engage in implementing and reporting using the Australian Curriculum: Mathematics.

### NAPLAN 2011

#### Priority 3: Numeracy

The graphs below reveal the growth in the Numeracy scores in NAPLAN in Years 3 and 5. This is a result of the focus on Maths for the past two years and also the teachers increasing the opportunities for students to apply their mathematical knowledge, especially in everyday situations. Using the NAPLAN results as a diagnostic tool allows the school to target areas of mathematical improvement as we did in 2010 when 2 to 3 step problem solving was a difficulty.

### NAPLAN NUMERACY 2011 - Problem Solving Questions

<table>
<thead>
<tr>
<th>Calculator Not Allowed</th>
<th>Year 7 % School Correct</th>
<th>Year 7 % National Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solves a problem involving identifying a number that is a factor of 32</td>
<td>93%</td>
<td>83%</td>
</tr>
<tr>
<td>Solves a multi step work problem involving addition and subtraction of times</td>
<td>76%</td>
<td>63%</td>
</tr>
</tbody>
</table>

### Recommendations/Targets from 2011 NAPLAN

- Maintain the emphasis on problem solving in all areas of maths.
- Increase the focus on understanding and using mathematical language, especially for ESL students.
- Introduce multiple choice options for questions to enable students to understand this answering technique.
Specialist Programmes

In addition to the 2011 school improvement priorities described above Trinity Gardens School offers a range of quality programmes. Some are targeted for specific students while others are accessed by all students.

Italian Language

Cara Genitori, communita della scuola,

In 2011, the Italian language has been taught across the School from Reception to Class 6/7.

This year two new characters were introduced in the Italian classroom WALT (We are learning to... ) and TIB (This is because... ). Signor WALT and Signor TIB are name cards referred to regularly to reinforce the learning intentions of each lesson.

Making learning about learning an explicit part of the curriculum increases the opportunities for students to consciously develop their capacities as learners. Both characters were utilised when exploring the inquiry question, “How did Filippo Brunelleschi build Il Duomo?”

For example:

WALT - We are learning to draw a diagram of Il Duomo using an understanding of perspective.

TIB - This is because we are learning about Filippo Brunelleschi and Renaissance architecture.

The students’ drawings and the specific vocabulary generated from their learning was truly inspiring.

Outcomes of the Italian Program 2011 include:

- Official display of TGS student learning at the Adelaide Carnevale and an article in the Education Section of The Advertiser regarding Trinity Gardens School’s involvement in Carnevale.
- Class 5 and 6/7 attending The DaVinci Machines Exhibition.
- Working collaboratively with students from the First Language Maintenance Program to present a whole school assembly in Italian.
- D.E.C.D Gallery Display ‘Unity in Diversity’, an opportunity to promote students’ creativity and learning outcomes in Italian.
- Trans-disciplinary approach, incorporating Harmony Week and Book Week into the Italian program.
- Purchasing of resources, in particular beautiful stories which celebrate Italian culture and arts.

Arrivederci e Buon Anno

Music

All students at Trinity Gardens School receive Music lessons from specialist Music teachers.

A structured programme from Reception - Year 7 develops musical appreciation, theoretical knowledge, movement and dance skills, critical listening, composition skills, and a wide variety of instrumental techniques. The broad aim of the programme is to provide students with a sound practical understanding of the Elements of Music, encourage creativity and engage students in quality music-making experiences.

A well resourced Music department enables pupils to learn with a large and diverse range of musical instruments including: recorders, ukuleles, drum sets, ocarinas, and many different tuned and untuned percussion instruments.

Regular classroom singing with live accompaniment is a feature of the Music programme. During lessons students develop vocal skills, and gain a large repertoire of songs encompassing a variety of genres, musical styles, historical contexts and cultures.

Each Year TGS participates in the Adelaide Primary Schools Festival of Music. Students in the middle - upper school are invited to participate in this specialist choir where choral skills and abilities are developed to a very high level through material involving complex melodies, harmonies and vocal techniques.

In addition to classroom singing, students in the Junior and Middle school have the opportunity to join a Mini Glee Club. This fun and engaging programme further extends students’ song repertoire and vocal skills.
Students in the Steiner Education stream all learn either the pentatonic or diatonic recorder and from Year 3 a stringed instrument, usually the violin, viola or cello.

From Class 6 students may learn a wind instrument. These programmes allow for the development of ensemble and instrumental skills, and provide performance opportunities at school assemblies, evening concerts, and formal occasions.

The Year 6/7 string ensemble performing “Fiddle Fever” at the annual Musical Evening

Regular Ukulele lessons offer a wonderful opportunity for pupils to learn a stringed, fretted instrument in small groups with more individualised tuition. Students learn tablature reading, strumming techniques, song accompaniment and finger-style solos.

The percussion group offers music making experience involving more complex ensemble skills, culminating in a public performance. Pupils learn specifically assigned complex individual musical parts combining various melodic, harmonic and rhythmic elements.

AT TGS, pupils have access to individual instrumental tuition through private providers. During school hours pupils may receive tuition in guitar, violin, cello, piano and keyboard.

Georgia, Taylor and Jennifer performing “Living in a Tree”

Physical Education

Physical Education (PE) classes offer specific skills and activities. In Junior Primary classes the focus is on fundamental movement skills with minor games utilising those skills. In the older year levels classes are taught skills that are timed with school sport and SAPSASA events. Some of the sports offered during 2011 were athletics, soccer, cricket, racquet sports and Walla rugby. Examples of other learning included an inquiry unit that involved students creating their own game.

SAPSASA Sport

<table>
<thead>
<tr>
<th>Sport</th>
<th>Number of Teams</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>Basketball</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>Cricket</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Cross-Country</td>
<td>1</td>
<td>33</td>
</tr>
<tr>
<td>Netball</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Soccer</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Swimming</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>Tennis</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Walla Rugby</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>195</td>
</tr>
</tbody>
</table>

- Year 6/7 Boys Basketball advanced to the state finals
- Year 5, 6 and 7 Boys Tennis team advanced to round two
- Year 6/7 Girls Walla Rugby advanced to state finals

School Sport continues to grow with record numbers participating.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Number of Teams</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Netball</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Basketball</td>
<td>9</td>
<td>70</td>
</tr>
<tr>
<td>Cricket</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>Soccer</td>
<td>9</td>
<td>126</td>
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<tr>
<td>Total</td>
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The TGS Netball Team
Sports Day is one of the biggest days on the Trinity Gardens School calendar. This year was even bigger and better than ever. Congratulations to Devitt House who took out the honours on the day. 20 classes participated along with the Early Learning Centre and the St Morris Unit. This year we split the timetables and used both ovals. Junior Primary students had their activities on Portrush oval while Primary students had their activities on Devitt oval. With over 500 colourful students and 48m of shade structure erected down the sprint track it was certainly an impressive sight.

This year some equipment has been retired to the classrooms with new balls and class sets continually being turned over. The gym has had an upgrade of equipment with volleyball and badminton nets and poles and netball goals being acquired. A significant purchase was 30 multipurpose sublimated sports polos to be used for most SAPSASA events. They are predominantly navy blue with gold art work with a large number and Trinity Gardens on the back. Looking very modern and attractive, they are popular with students. Over the summer the gym parquetry floor will be resealed to increase the grip and safety of the gym.

Science

In 2011, Science was a NIT subject for R – 7 mainstream classes. In keeping with the minimum times as outlined by the Australian Curriculum, Primary classes were given 90 minute lessons and Junior Primary classes 60 minute lessons. This allowed sufficient time for lessons to include an introduction, a practical activity, clean up, recording and instructional time. The new Science room as part of the Resource Centre has been a wonderful resource and all facilities have been well used - the five sinks, IWB, the massive storage space and colourful display areas.

Programme

The curriculum is split into four main strands: Physics, Chemistry, Biology and Earth Science. Each strand is taught over a term with the whole school focusing on that strand. This encourages the students to talk and share in buddy classes, to siblings and at home as well as making the displays more meaningful for all the classes. A major focus in Earth Science was to look at the Earth’s resources and how efficiently we use them. Students imagined themselves stranded on an island for four weeks with only natural resources available. In groups, they made models of their islands, kept a video diary of their survival strategies, made tools and designed shelters. The older students then assessed their use of resources and their short- and long-term impact on the island.

Physics and Chemistry are always favourites with the children - light, electricity, energy, mirrors, forces, reactions, mixtures and cooking. There
were plenty of opportunities for the children to get involved and get mucky while investigating everyday phenomena.

Biology this year looked at classification of animals and the needs of living things. The younger children collected data from around the school and concluded that more insects and birds were found near plants than in areas where there was no vegetation. Other children grew plants from seeds while the older students investigated the interdependence of creatures within ecosystems.

Student Learning Outcomes
All programming this year has kept two major principles in focus at all times:

• That the students develop a passion for science;
• That the students question and wonder.

The aim has been to make science interesting and challenging, relevant and necessary. The children have been encouraged to notice science in the world all around them and to share their observations. The junior primary children have taken to the idea of contributing to the display table and the gifts they bring are varied - from a flying toy given as a present to a dead bird that flew into a bedroom window or a shark egg found during a family weekend at the beach. The smells may not be delightful but the children are recognizing science in the world around them, even out of school hours.

It is important that the children realise that our world is changing and the way we understand it is changing too. There are always developments in the field of science and bringing some of these to their attention has broadened their understanding of the ongoing role of science for our future. This includes highlighting the success of Australian scientists, such as Brian Schmidt, winner of this year’s Nobel Prize for Physics.

Governing Council’s
Outside School Hours Care

Outcomes
- During this year we have had continuously increasing enrolments in our OSHC service and are at capacity for a number of sessions.
- Regular shifts for educators (staff) have enabled continuity and quality of care for the children.
- Our Director and A/Director attended the OSHC State Conference.
- A National Childcare Accreditation Council Spot Check confirmed that Quality Assurance Standards have been attained.
- Inclusive opportunities are provided for educators and children to experience the unique diversity of the school environment.
- The Active After School Care program promoted a variety of sports and active games.

Comment
The OSHC industry will operate under a new National Quality Framework effective from 1 January 2012. This Framework is made up of 3 new documents; The National Quality Standard, National Regulations and the learning framework “My Time Our Place”. The framework places children’s wellbeing, learning and development as the focus and extends the principles, practices and outcomes of the Early Years Learning Framework, Belonging, Being and Becoming.

2012 Recommendations:
- Adapt our program to meet the new national school age care framework “My Time, Our Place”.
- Implement planning, assessing, reporting and monitoring learning using this framework, where children will be encouraged to be active participants and decision makers.
- Our program and processes will be evaluated to ensure the continued inclusion of all children attending Trinity Gardens School OSHC.
Intervention
Every effort is made at TGS to ensure a child’s success with schooling is not left to chance. If a teacher is concerned with a child’s progress they are required to meet with the Assistant Principal responsible for special needs. Meetings with parents, consultation with DECD service providers and a range of assessments may follow.

A small percentage of students at Trinity Gardens School (6%) meet the established criteria and verify as a student with a disability attracting a level of support. Each of these students has a Negotiated Education Plan (NEP) which is reviewed annually in terms of learning goals or at parental request and a Curriculum Support Plan which is formulated every term. These documents provide essential planning information for teachers who collaborate with School Service Officers to ensure targeted support is offered to assist each student.

In the early years the school runs an intervention program in reading and writing. Students included in this program are recommended by the class teacher and parents must agree to undertake support at home before a child can be included on the program.

Competitions
Trinity Gardens School offers students the opportunity to individual students to participate in the University of New South Wales School competitions.

In 2011:

**Mathematics**
6 Distinctions, 19 Credits, 10 Proficiency.

**English**
1 Distinction, 4 Credits, 6 Proficiency.

**Writing**
1 High Distinction, 3 Distinctions, 6 Credits.

**Spelling**
1 High Distinction, 3 Distinctions, 9 Credits, 12 Participation.

**Science**
1 High Distinctions, 3 Distinctions, 11 Credits and 7 Participation.

**Computer**
5 Distinctions, 5 Credits and 11 Participation.

Children’s & Early Learning Centres

Highlights
- **Outstanding staff team.** The recruitment of quality staff has led to a high performing, committed and energetic staff team.
- **Partnerships with parents** have increased significantly through their contributions to the Learning Journals.
- **Higher level of engagement** of a number of Culturally and Linguistically Diverse families.
- **Four staff members** begin studying towards a higher level qualification.
- **Progress** has been made towards the implementation of the National Quality Standard through the self-audit.

Quality 21st Century Learning

Targets:
- To extend the children’s natural curiosity through inquiry based learning.
- Learning outcomes to be extended through more targeted group work.
- Children’s development is optimised through access to a high quality learning and care environment.

Comment:
Young children learn best when they are supported by sensitive, responsive adults who provide a sensory rich environment. Parents are the child’s first and most influential teacher and where a partnership of shared knowledge and understanding between home and the preschool exits, learning will be maximised.

Outcomes:
Relationships with families and the community have deepened. A number of parents are contributing to their child’s Learning Journal. A higher number of families from culturally and linguistically diverse backgrounds have willingly shared their knowledge.

Children constantly read their Journal and return to an activity to further develop their ideas. A deep level of engagement, during the periods of planned play, indicates that the majority of children spend a
large percentage of their day learning through their personal inquiry projects. The Parent Opinion Survey 2011 gave us positive feedback across all the domains. The survey indicates that parents would appreciate being more informed and having more input about the programs being offered.

**Recommendations:**
- Children develop skills in expressing ideas, negotiating roles and collaborating to achieve group goals.
- Stronger linking of observations of learning through play to focused planning and programming.
- Children develop enabling dispositions for learning.

**21st Century Literacy**

**Targets:**
- Children communicate verbally and non-verbally for a range of purposes
- Children read for pleasure and information
- Children demonstrate an emerging understanding of the concepts of print and phonological awareness

**Comment:**
Oral literacy is the foundation of all literacy skills. Developing skills that will enable them to convey a message to others by using the conventions of print will further enhance the child’s level of learning in all areas of the curriculum.

**Outcomes:**
Most children are confident to communicate both verbally and non-verbally. Many children use rich oral language to develop their play and to express and exchange ideas. There have been increases in the number of children using more complex language to describe their world. Just over two thirds of children indicate a good understanding of phonological awareness. A few children demonstrate confusion over some of the concepts of print when asked to respond to questions out of context; however their play indicates a higher level of knowledge and understanding.

**Recommendations:**
- Children convey and construct deliberate conversations
- Children begin to understand the relationship between the oral and written representations.

**21st Century Numeracy**

**Targets:**
- Children choose mathematical skill development activities.
- Children use mathematical language to describe processes in their play.

**Comment:**
Learning mathematics is an active and productive process. Numeracy in the preschool program involves concrete materials that are engaging and can be manipulated.
Outcomes:
Many children choose to use concrete mathematical materials to experiment with and deepen their understanding of their world. There has been an increase of children using more specific mathematical language to describe the attributes of their equipment and activities. More children are taking on roles of numeracy users and using mathematical processes and equipment to achieve their desired outcomes. Weekly cooking sessions have contributed to a significant rise in contextual language used for socio-dramatic play. Most children recognise and identify the patterns of the day.

Recommendations:
- Children begin to explore the connections between the real and relevant purpose of numeracy and their play
- Children begin to understand how mathematical symbols and patterns work.

Highlights
- **Parent and family development** support programmes initiated.
- **Occasional Care** both implemented and increased in the number of sessions offered.
- **Australian Breastfeeding Association** located at the Children’s Centre.
- **Playgroup** transitioned to the Children’s Centre.

Families

Targets:
- Families in the community have knowledge of the Children’s Centre and are comfortable in accessing the Centre.
- Parents and caregivers perceive themselves as partners in developing a connected community.
- Parents have access to parenting information and services.

Comment:
Parents and caregivers are a primary support for the growth and development of children but are also valued contributors to identification of community need and response. Community involvement with access to relevant information and support for families leads to positive outcomes for parents and children.

Outcomes:
Parents and caregivers have accessed a family friendly environment and a range of programs in the Children’s Centre. Parents and caregivers have: provided input into Centre and program operation and facilitated activities at the Children’s Centre including playgroup, children’s singing group and doll making workshops.

Children

There have been increased connections between families, the children’s centre and the wider community.

Recommendations:
- Continued development of connections and involvement with increased number of families in the wider community.

Children’s Centre

Targets:
- Children’s development is optimised through access to a high quality learning and care environment.
- Children’s development and wellbeing are supported through appropriate physical and social environments.
- Early detection and intervention takes place.

Comment:
During the early years significant child development takes place. Children require access to appropriate environments with a wide range of activities and experiences which promote physical and cognitive development and social competence.

Outcomes:
Quality responsive relationships have been central to engaging and understanding children. Children of various ages have accessed care, learning and social environments which have assisted in promoting language and communication skills, emotional development and social skills. The Centre has hosted developmental health assessments for preschoolers conducted by child and family health practitioners.
Recommendations:
- Policies, procedures, and processes are established to support the implementation of the National Quality standard.
- All programmes use the Early Years Learning Framework to support curriculum decisions.

**Building quality partnerships**

Targets:
- Partnerships are effectively established and strengthened with a range of agencies, organisations, and members of community.

Comment:
Purposeful partnerships with agencies, organisations and community members are important to support children and families achieve optimal learning, health and wellbeing outcomes.

Outcomes:
Several partnerships have been established and have contributed to information, service development, and program delivery to respond to local needs. This includes parenting programs and evening information sessions, infant health groups and targeted audiology assessments for Aboriginal preschool children living in the Eastern region.

Recommendations:
- Advocacy with local partners regarding access to services including allied health i.e. speech pathology and occupational therapy.
- Continue to build and expand relationships with local partners.

**St Morris R-7 Unit**

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

**2011 Highlights**

- St Morris Unit winning the International Society for Augmentative and Alternative Communication (ISAAC) award for showing outstanding recognition and acceptance of AAC.
- Two of our students representing the St Morris Unit to receive an award from Jay Weatherill for outstanding achievement in the Premier’s Reading Challenge.
- St Morris Unit was named the Eastern region winner in the Messenger Community Newspaper’s “Greenest Class Competition.”
- Classes in the school visited the unit for an information session.
- Participation in the annual TGS Sports Day.
- 6 I-Pads were purchased to assist the students in their learning.
- Paralympic Team demonstrated to our students how to play Bocci in wheelchairs.
- Excursions:
  - Botanical Gardens
  - Royal Adelaide Show: visited and saw the environmental scarecrow entered by the St Morris Unit
  - Variety Club “Luv a Surprise” Party
  - Variety Club Christmas Party
- Parent Coffee Mornings
- Students participation in the End of Year Celebration

*Marcus helping in the garden*
**21st Century Communication**

**Targets:**
- 100% of students will use their augmentative devices and PODDs to improve their communication skills.
- 100% of students and staff have opportunities throughout the school day to communicate with each other.

**Comment:**
Communication is something that occurs all the time. If it is ignored or not encouraged in all students, it will not develop. Communication therefore, is not only a skill the student needs to develop, but it must be a feature of the student’s learning environment.

**Outcomes:**
Each year we strive to meet our targeted outcome of 100% of students using some form of communication. We have seen over the years how powerful communication is to our students to empower them in making choices and to assist them in their learning.

Our new reception students often come to school with little or no communication. From their first day at school we introduce the students to a augmentative communication device and boardmaker pictures to begin teaching them how to make choices.

Working closely with Novita, our students are reviewed and suitable communication devices are recommended. The therapists rely on our observations and data about students accessing their devices and question if something else is needed.

Improvement of our student’s communication skills was acknowledged by 42% of our students given more advanced communication devices throughout the year. It is not only exciting for the students to know that they will be able to communicate to a variety of audiences for their needs to be heard but also for the parents to know that their child will have a voice. Alternative Augmentative Communication (AAC) devices are of no use unless a student is able to access them. All of our students have Cerebral Palsy and some of them are very limited in their movements. Again, staff observe the students and with the valuable information they collect are able to assist with the Occupational Therapist to see where a switch is placed so the students are able to use their computers and devices.

During Term 3 six I-pads were donated to the Unit. Our staff attended workshops delivered by the Special Education Resource Unit (SERU) on apps that would be appropriate to assist students with their learning. We have downloaded apps that the students are able to respond to. Our students are able to listen to books and with a touch of a screen a new page can be read.
Without assistance our students are unable to draw pictures. With the I-pad, drawings are now being produced by our students. Two of our students have apps on them that allow them to communicate their basic needs I-pads will have a huge impact on our students’ learning and communication as the staff become more familiar with the apps that are available.

The staff in the unit demonstrate their keenness for their continual learning about AAC devices, strategies and literacy programmes by attending workshops and conferences whenever they can.

The continual emphasis on communication in the unit was acknowledged earlier this year when we were nominated and then won the Australian School award for outstanding recognition and acceptance of AAC for someone who learns, works or participates there.

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**21st Century Learning**

**Target:**
100% of students are actively engaged in their learning.

**Comment:**
All students have the ability to learn. In the St Morris Unit we provide opportunities for students to reach their full potential in a safe environment.

A Negotiated Education Plan for each student is developed and reviewed regularly. All staff are trained in delivering the programme. There is a requirement that observations and anecdotal
notes are collected to assist in the planning of students’ programmes.

The unit is divided into two classes. The students are placed in the appropriate class depending on age and ability. This has allowed the students to have individual programmes. Our learning programmes are based on developing communication, academic, sensory and physical needs.

Outcomes:
During the year staff attended the Barry Carpenter conference where we were introduced to the “Engagement Profile”. We used this profile to collect data on student’s engagement. Not all the data we collected gave us insight on how we can improve engagement with our students. However using this tool we discovered what activities some of our students enjoyed. We also discovered that some students want to communicate independently without an adult around them. It appears that some of our students enjoy this independence. As a result we have increased the opportunities students have for self initiated communication.

All of our students are introduced to a literacy programme. We do not assume that students do not understand concepts. We have made literacy packs that have boardmaker pictures and props to go with the book. The students are also introduced to a phonics programme. All of the students practise their writing either using the software programme “Clicker 5” on their computer, adapted keyboard, or hand over hand with a staff member to write.

This year we were able to use some of our funds to employ a private speech therapist who specialises in working with students who are non verbal. Although she came only a few times during the year, knowledge that she shared with the staff was invaluable. The words that opened up a new world to some of our students were “That’s the one.” Those three words showed how much our students know in their learning. Using their words on their AAC some of the students are able to demonstrate what web sites they want to use to answer question about their reading and show they have an understanding of maths concepts.

Five of the students are learning to read, spell and write stories. The students who have very limited movement and are non vocal are able to use switches to activate computer programmes that assist them in their learning.

The staff has been trained in programmes such as Boardmaker and Clicker 5. This allows them to programme computers or make symbols so that the students can access the curriculum. Without the appropriate technology our students would not be able to access the curriculum. We continue to purchase AAC devices such as Bigmacks and Talk 4 Technology is the key to empower the students in the St Morris Unit.

The services from Kilparren and the Hearing Service Co-ordinator from the Eastern region provide support and recommendations to assist students with hearing and visual impairments so that the accommodations made increase access to the curriculum.

Inclusion at Trinity Gardens School is highly valued and all students interact with their peers. The students from the St Morris Unit are involved in Sports Day, Book Week, Harmony Day and assemblies. This year 100% of our students, compared to 75% from 2010 have a buddy class. The feedback from the teachers suggests that classes look forward to the visiting St Morris students as they share learning activities.

One of the highlights was one of our year 6 students attending an Inquiry Based Learning lesson with a Year 6 class. Using his communication device he was able to choose websites and select information that he wanted, to complete a project on refugees. He was extremely proud of himself and his family were ecstatic. Students from the mainstream are always coming into the Unit, either to play with, read to, play music and sing songs.

21st Well-Being

Target:
• To continually to improve the physical abilities of our students

Comment:
Sitting in a wheelchair all day can cause many health issues including scoliosis, breathing difficulties, and degeneration of muscle tone. The St Morris Unit provides an environment to allow students to have their personal care done with dignity, allows students to accomplish their physiotherapy and have opportunities during the day to be out of their wheelchairs.

Outcomes:
Having attended a workshop presented by Conductive Educators from SERU, the staff made a commitment to implement a conductive education programme. With the permission from parents
students were assessed to see if they would benefit from the programme. The conductors from Kidman Park came to the unit throughout the year to help us implement the programme. Over the past 8 months there has been a noticeable difference with student’s muscle tone and grasping skills.

All students are out of their chairs everyday. Some students are in their standing frames, others are in their walkers and some will have time on the floor. The staff has been trained in putting a variety of splints on students’ hands, arms and legs.

The St Morris Unit is a place where both students and adults learn, and often together.

Staff aim to ensure that every student reaches their full learning potential and they undertake to learn new skills to ensure the well being of the students.

Caitlin practising her sit to stand positioning

Recommendations for 2012

- To continue to provide a quality programme
- To employ an Occupational Therapist and Speech Therapist on a regular basis
- To utilize the I-pads to their fullest potential.

Australian Government Reporting Requirements

Teacher Qualifications

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

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Staff Composition

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<td>Full-time equivalent</td>
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<tr>
<td>Actual Persons</td>
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There is no indigenous staff.

School Enrolment Data

Enrolment demand at Trinity Gardens School and the Early Learning Centre continues to be high and to manage this, there is a school zone for right of enrolment and a ceiling of maximum numbers is strictly enforced in the school. The ELC is at capacity.

The school has 28% of students from Non English speaking backgrounds, 19% of whom have English as a Second Language, 23% eligible for School Card and 31 students, plus 13 from St Morris Unit have been identified as a student with a disability. December enrolment for the past 5 years
Management of Attendance

Engagement, connection and achievement levels are directly related to attendance at school. At Trinity Gardens School, monitoring of attendance is a daily practice where staff record reasons from parents for lateness and absence and inform leadership staff of any individual patterns of lateness and unexplained absence. Following weekly examination of data, a Senior Leader:

- contacts staff to inform them of their responsibility in contacting parents regarding attendance,
- contacts parents if there are 3 days of unexplained absence,
- contacts parents to inform them of the legal requirement to contact the school when a child is absent or late and offer assistance to increase attendance levels,
- meetings at school, home visits and the involvement of the student attendance counsellor or Aboriginal Education Co-coordinator are strategies to assist improved attendance.

Recommendations:

- The Attendance Improvement Plan will be reviewed in 2012 with all staff & GC
- The impact of irregular attendance and lack of punctuality will be shared with families.
- Data gathered to investigate any correlation between engagement and achievement levels and attendance .e.g. TIEI student feedback survey with questions such as I feel part of this class.

Post Primary School Destinations

Forty seven students completed Year 7 in 2011 from three classes. Students will be attending 13 different secondary schools.

Approximately 50% of students will attend Norwood Morialta High School and 21% will go to Marryatville High School. 89% of students will attend Government Schools and 11% have chosen an independent school.

Opinion Surveys

Student Opinion Survey

This year we trialled a new student opinion survey from the Teaching for Effective Learning Framework because it had a clearer focus on learning.

Questions such as these were asked of the Junior Primary students:
- I felt Ok to have a go and ask questions
- I had some choices about my learning
- I learnt about things that interest me and were important to me.

An analysis clearly showed that most students were very positive about their learning. Areas to follow up in 2012 are around providing opportunities for students to talk about their learning with others and encouragement to ask more questions.

In Upper Primary sample questions included:
- I am listened to and the teacher answers my questions & responds to my idea
- We are encouraged to question what we know & look at things from different angles.
- I get time to practise what I’m learning until I know I can do it.
- We do practical hands on things to help us learn.

Again the results were overwhelmingly positive. Areas for further development include:

Using what is learnt outside of the classroom, making the links and learning how other people make sense of their world. There will be a focus in 2012 on helping students to understand that school learning is connected to real world learning.

Even though the survey results were very positive it is important for teachers to analyse closely their class results to see if there is anyone missing learning opportunities or who does not feel part of the class.
Parent Opinion Survey

Client satisfaction surveys were distributed to parents/caregivers across the school. This process was managed centrally by the Education Department and families were chosen at random. The highest number of parents responding to the survey were 27. This was a disappointing number and perhaps indicates that there is general satisfaction with the school or that parents are too busy to respond to surveys. There were many strong areas and there were no areas identified for action.

- 96% felt their child received high quality teaching
- 93% felt the school had high expectations of students
- 100% felt teachers were enthusiastic in their teaching and wanted to help students learn
- 96% felt informed about the learning program
- 98% felt the school had an excellent learning environment.

Teacher Opinion Survey

The teacher survey used was from the High Performing Outcomes Framework.

Areas covered included relational trust with questions such as “Teachers at this school respect those colleagues who are expert at their craft”. The other area looked at was culture and covered areas like honest and open communication, experimentation and collegiality.

The results of the survey showed a high level of relational trust particularly in respecting teachers who take a lead in school improvement efforts and teachers respecting those colleagues who are expert at their craft.

100% of staff believe that the school has high expectations of staff but also acts in a caring manner and allows time for celebration and the fostering of collegiality.

100% of teachers at Trinity Gardens School say they are well supported and have opportunities to improve their pedagogy.

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<td>4 Other</td>
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Preschool children learning in the Kitchen Garden

The new Maypole used for the first time to celebrate the Spring festival.