

# SCHOOL CONTEXT STATEMENT



School number: 0474, 7748, 1625

Updated: October 2023

School name: TRINITY GARDENS SCHOOL  
ST MORRIS UNIT  
ELC & CHILDREN'S CENTRE

## 1. GENERAL INFORMATION

### Part A

School name : Trinity Gardens School

Distance from GPO : 5 kilometres

CPC attached : Yes

Phone no. : 08 8431 4170

Email : [dl.0474.info@schools.sa.edu.au](mailto:dl.0474.info@schools.sa.edu.au)

February FTE Enrolment		2018	2019	2020	2021	2022	2023
	Reception	115	115	100	105	97	93
	Year 1	109	105	123	103	96	96
	Year 2	109	108	116	119	102	89
	Year 3	110	112	106	116	104	103
	Year 4	100	102	97	103	108	102
	Year 5	112	111	107	91	97	104
	Year 6	101	102	96	105	88	101
ELC, Kindy					74	74	76
St Morris Unit					20	19	24
Primary	Other	15	20	20	8	19	15
<b>Total</b>		<b>839</b>	<b>844</b>	<b>836</b>	<b>925</b>	<b>804</b>	<b>803</b>
School Card percentage		15%	15%	15%	14%	10%	9%
NESB Enrolment		266	260	258	259	228	241
Aboriginal Enrolment		3	5	6	5	9	8

### Part B

#### Principal

Brenton Conradi

#### Deputy Principal

Tonia Doody

#### School website address

[www.trinitygs.sa.edu.au](http://www.trinitygs.sa.edu.au)

#### School e-mail address

[dl.0474.info@schools.sa.edu.au](mailto:dl.0474.info@schools.sa.edu.au)

**Staffing**

29 Classes - 19 Mainstream classes, 7 Steiner Education Stream classes, 3 Special Unit classes, 51 Teaching Staff (49 FTE) and 47 Ancillary Staff

4 early childhood teachers in the ELC and 6 ancillary staff in the Children's Centre

**Leadership team:**

Principal, Deputy Principal, Children's Centre /ELC Director, 3 Assistant Principals (Wellbeing & Engagement, Literacy & Operations, Numeracy & Operations), St Morris Disability Unit Coordinator, Steiner Stream Coordinator, Early Years Literacy Support Leader, one HAT teacher, two Lead Teachers.

**Specialist subjects:**

Physical Education, Health, Music, LOTE/FLM, Italian, Punjabi & Chinese, Science, Craft, Instrumental Music

**Ancillary**

Admin/Finance (7)

St Morris Unit Student Support (13)

Children's Centre/ELC Student Support (6)

Resource Centre SSO (1)

TGS Student Support (15)

Grounds Staff (2)

IT Support (1)

BSSO (Chinese, Hindi) (2)

**OSHC**

Before School Care 7:00 – 8:50am, After School Care 3:00 – 6:00pm and Vacation Care are provided.

**Enrolment trends**

The school experiences strong demand for enrolment. Average attendance in the Preschool is 77 students per 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 School is a Birth to Year 6 site and includes a Disability Unit, Early Learning Centre, Children's 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 the Berry Street, 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.

Class teachers provide pastoral care with the support of the leadership team. The school is committed to delivering 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, Berry Street and associated wellbeing activities. In mid-2015, we introduced Play is the Way (see [www.playistheway.com.au](http://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 Assistant Principal Student Engagement & Wellbeing and the leadership team work together with parents and community groups to provide ongoing support to families and students. The Child Wellbeing service 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. Parents can access a Family Practitioner, financial councillor and Child & Youth Health Service as well as a Woman's & Children's Hospital prenatal program through the Children's Centre. The SET team oversee the implementation of the Wellbeing Framework across the site

### **Support offered**

A Student Review Team has been established to review and recommend support for students with attendance, behaviour and learning needs. Additional learning support is coordinated by the Deputy Principal, Assistant Principals (Literacy & Numeracy) & Assistant Principal, Student Engagement & Wellbeing. Paraprofessional support is provided for students with an identified One Plan or with specific needs or programs.

One to One intervention is available for year one and two students experiencing difficulties in literacy skill through the Minilit programme. Year 3-6 students experiencing difficulties are supported in groups with an SSO identified through assessment. EALD students are supported by an SSO and EALD teacher identified through Language and Literacy levels.

### **Student management**

There is a whole school student behaviour management policy based on a restorative justice framework and following DfE 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-6 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 high level behaviour issues.

### **Student voice**

Each year, School Ambassadors are elected from the Year 6 cohort and meet regularly with the Principal and also conduct Assemblies and School Tours. 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. Two students are elected from each class to join the SRC.

### **Special programmes**

- Festival of Music Choir for students in upper primary
- 3-4 Choir
- School Band
- Private music tuition lessons are available
- Instrumental Music - guitar lessons
- PE, Music, Craft, Italian Specialist Teachers, Eurythmy, Gardening, Woodwork
- Out of School Hours Sport
- First Language Maintenance - Chinese and Punjabi
- Wakakirri
- Pedal Prix
- Debating
- School Magazine
- Lego Robotics / Microchip Class
- Chess
- Occasional Care
- Play groups

## **3. KEY SCHOOL POLICIES**

### **Vision Statement**

Our vision is to recognise and develop the individual qualities of the whole child. We aim to foster their growth, development and love of learning so that children can become positive contributors to the global community.

### **School Values**

Respect, Responsibility and Learning.

### **Site Improvement Plan Priorities (please refer to the Site Improvement Plan on the website)**

We have 2 key areas for improvement encompassing wellbeing and engagement throughout:

- **Numeracy**
- **Literacy**

## Recent key outcomes

- Implementation of Seven Steps and Brightpath
- Consistent implementation of Jolly Grammar, Year 3 – 6
- InitialLit underpins the R-2 curriculum
- Implementation of the Play is the Way/Berry Street/Be You program across the whole school
- Strategic targeting of students for intervention programs
- Numeracy intervention programs using Quicksmart strategies and the Maths for Learning Program
- Successful Start Program (Are you Ready?) for all classes in first two weeks of the year
- Establishing an R-6 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
- Writing Plus
- Weekly PLCs in year levels
- Use of Visual Learning Strategies, Learning Intentions and Success Criteria
- Planning teas use the TGS Teaching and Learning Cycle

## 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. The Early Learning Centre & Occasional Care programs use the Early Years Learning Framework & Literacy & Numeracy Indicators.

### Additional Support

- English as an Additional Language or Dialect (EALD) 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 in Year 1 and 2
- 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 One 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 One Plan.
- One Plans are developed for students who are identified with additional needs (Learning and Wellbeing). Extra Lesson is also provided for students in the Steiner Stream requiring extra support.

### Special curriculum features

The St Morris Unit caters for students that have SMD (Severe and Multiple Disabilities). There are three class rooms. The St Morris Unit uses the National Australian Curriculum. Each student has a One Plan and learning goals are formed, curriculum adjustments are made and learning outcomes are identified. 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 Care Program on site. There is a Steiner Education Stream R - 6 which began in 2006. This was the first such stream in South Australia. The seven classes from Reception to Class 6 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 6 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 PLCs 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. The composition of classes (composite or straight level) 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 includes 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 Impact Teams and year level PLC teams.

### **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 families as regularly as possible. An individual learning plan or a behaviour education plan may be developed in consultation with families to support student learning.

Teachers formally report to parents through:

- Acquaintance night
- Student's SMART target setting and self-assessments
- Three way interviews (end of term 1)
- Written reports - twice a year including student goal reflection
- Open Day/Night/Special events
- Showcase morning
- There is a strong emphasis on gathering data and using this to inform teaching
- One Plan meetings

### **Joint programmes**

Transition programs with local Preschools, Childcare Centres and High Schools are negotiated with individual sites.

## **5. SPORTING ACTIVITIES**

A variety of out of school sporting activities are offered including cricket, soccer, netball and basketball. Special sporting activities in school hours include Swimming, Sports Day, SAPSASA and Aquatics.

Steiner Education stream: "Greek Olympics"

Programs coordinated by PE specialist teachers.

## 6. OTHER CO-CURRICULAR ACTIVITIES

### Special

- Stephanie Alexander Kitchen Garden program
- Nature Play in Portrush Forest
- Choir and School Concert for Music Students
- Whole 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 Student Leadership program
- Community Expo
- Steiner Education Stream Seasonal Festivals (Autumn, Winter, Spring), Music concerts, Rose Ceremony
- St Morris Unit - Variety events & Community access programs
- Cultural Days
- Wakakirri
- Debating
- Pedal Prix
- School Magazine
- School Band
- School Camps and excursions

## 7. STAFF (and their welfare)

### Staff profile

FTE Teaching Staff: 39 (School: 35, SMU: 2, CC/ELC: 2)

Part-Time Teaching Staff: 24 (School: 16, SMU: 3, CC/ELC: 5)

Ancillary Staff: 44 (School: 25, SMU: 13, CC/ELC: 6)

Grounds support: 50 hours/week (2 staff)

### Leadership structure

Principal, Deputy Principal, Assistant Principal Literacy & Operations, Assistant Principal Numeracy & Operations, Assistant Principal Student Engagement and Wellbeing, Children's Centre/ELC Director, St Morris Disability Unit Coordinator, Steiner Stream Coordinator, Early Years Literacy Coordinator, two Lead Teachers and one HAT teacher.

### Staff support systems

All teachers have a Professional Learning Community – Early Learning Centre, year level teams, Steiner, Specialists and Disability Unit which meet regularly. A focus of using assessment data to inform teaching and learning.

Consultation committees include PAC and WHS.

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 Professional Standards for Teachers and the school SIP.

### **Staff utilisation policies**

Tier 2 staffing for special education to support students with disabilities utilises SSO time and EALD support is provided by specialist teachers. Ancillary Staff support classroom programs based on student needs.

### **Access to special staff**

A School Psychologist and Speech Pathologist and Special Co-ordinator visit the school on a regular basis. The Behaviour Coach, Social Workers and attendance officers come to the school as required. 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. The Community Development Coordinator and Family Practitioner work alongside Children's Centre and school staff to provide and deliver appropriate programs and services for families with young children.

## **8. INCENTIVES, SUPPORT AND AWARD CONDITIONS FOR STAFF**

### **Complexity placement points**

0.3 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 resource centre 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 OSHC facility, 5-bay kitchen and extensive gardens.

In addition there are 8 transportable classrooms. These areas all have reverse cycle 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.

In 2022 the School Office has been redeveloped and two additional classrooms have been added to the St Morris Unit. A \$6M classroom building project was built in 2022 adding 10 classrooms.

### **Nature Play**

In recognition of the importance of outdoor learning – for imaginative play, fine and gross motor coordination 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
- Music Centre
- Science Room
- LOTE Room
- Craft Room
- Out of School Hours Care facility
- EALD Room
- Community Room
- 5-bay kitchen

## **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/laptops 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**

At the Trinity Gardens Children's Centre, qualified early childhood staff and Department of Human Services staff work together with families, to provide quality-learning programs and care to support children's development, health, education and well-being.

The Centre is a friendly place and welcomes families to meet, learn more about parenting, gain advice and information on health, personal and family support through the experience and skills of the Community Development Coordinator, The Family Practitioner and Allied health services. An occasional care programme is offered in the Children's Centre on Monday mornings and Thursday mornings and afternoons. A number of playgroups and support services are offered across the week catering for the varying needs of the community.

A preschool programme is offered from the Early Learning Centre. The Early Learning Centre is open during school terms and offers a quality year of preschool education before children start school. The 15 hours of preschool education is offered as two groups. The Blue group attends on Mondays and Tuesdays. The Gold Group attends Wednesdays and Thursdays. It aims to develop children's strengths and abilities through play-centred activities and to prepare them for entry into the main school. Transition visits are offered in Term 4 of the year before children start preschool.

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 – Impact Teams
- Professional Learning Community Meetings
- Student Representative Council
- Students at risk group
- Individual class meetings
- Governing Council
- Governing Council Sub Committees
- Personnel Advisory Committee
- Work Health & Safety Committee
- Policy Committee

### **Regular publications**

The school has a fortnightly newsletter to inform and engage with the community. Edsmart is used to send 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 Sentral provide staff access to the school bulletin, administration, correspondence, information, training and development activities and resources.

### **Other communication**

School assemblies are held weekly on Friday afternoons at 2:20pm, rotating between R-2 and 3-6 with a focus on Fortnightly Goals. 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, an Edsmart facility and SMS messages for absentees and updates. Edsmart is used for permissions and payments.

A term planner is in the staffroom and a term calendar is distributed with the newsletter and bulletin at the start of each term to the community.

A school information pack for families and one for staff contain the essential information that people new to the school need to know.

The school has a website at [www.trinitygs.sa.edu.au](http://www.trinitygs.sa.edu.au).

### **School financial position**

The school has a sound financial base. We rely on school fees and fundraising to provide additional school resources. There are no major loans or ongoing repayment responsibilities.

## **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 is in place to manage the growth.

The school is currently under a Capacity Management Plan to manage enrolments.

### **Family 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, School Community, Grounds, School Sport, Children's Centre Community and a Steiner Education Stream Committee. Various working parties are established from time to time. Parents are welcome to provide in class support across all subject areas.

### **Feeder and destination schools**

Reception students mostly come from the Trinity Gardens Early Learning Centre and some from other preschools including, Agnes Goode, St Morris Child Care Centre & Margaret Ives Community Children's Centre

On completing Year 6 students attend a range of high schools including Glenunga International High School, Norwood High School, Marryatville High School, Charles Campbell School and Mitcham Girls High School and various 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, Marden Shopping Centre and Firle 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.