2024
Trinity Gardens School
AGM

TRINITY GARDENS SCHOOL

RESPECT · RESPONSIBILITY · LEARNING
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Principal: Brenton Conradi

GUEST SPEAKER

Sarah Stubbs
Equity Educators

Equity Educators
Inspiring Change

TRINITY GARDENS SCHOOL

RESPECT ▪ RESPONSIBILITY ▪ LEARNING

ANXIETY
· Increase in anxiety for students
· School can't
· Burn–out
· Communication
· Validation – big emotions
· Support networks

Trinity Gardens School
Respect, Learning, Responsibility

Trinity Gardens School

RESPECT   RESPONSIBILITY   LEARNING

VALUE STATEMENT (Who we are)

Trinity Gardens School is a welcoming and safe learning environment founded on respectful relationships, inclusion and a sense of belonging. We provide expert care and education for children from birth to Year 6.

VISION STATEMENT (What we strive for)

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.

Mission Statement
(How we will do it)

We will

- Provide high quality, personalised and engaging teaching with authentic learning experiences;

- Understand individual needs and wellbeing to cultivate the development of resilience and emotional intelligence;

- Expect high standards for respectful behaviour and conduct;

- Foster a culture in which every child's contribution is encouraged, valued and celebrated;

- Build trusting, collaborative partnerships with our colleagues, families and the local and global community;

- Respect and connect with the local natural environment.

Karen Muller
Governing Council Chairperson

Principal – Brenton Conradi

2023 Highlights

- New $6M, ten classroom build
- Stephanie Alexander Kitchen Garden
- Upgraded TGS website
- St Morris – first ever camp!
- Debating teams
- Steiner Class plays
- Upgraded Kindy facilities including new fence
- Premier's Be Active Challenge
- Competitive after school sports program led by parent coaches
- Portrush Forest 8th Birthday
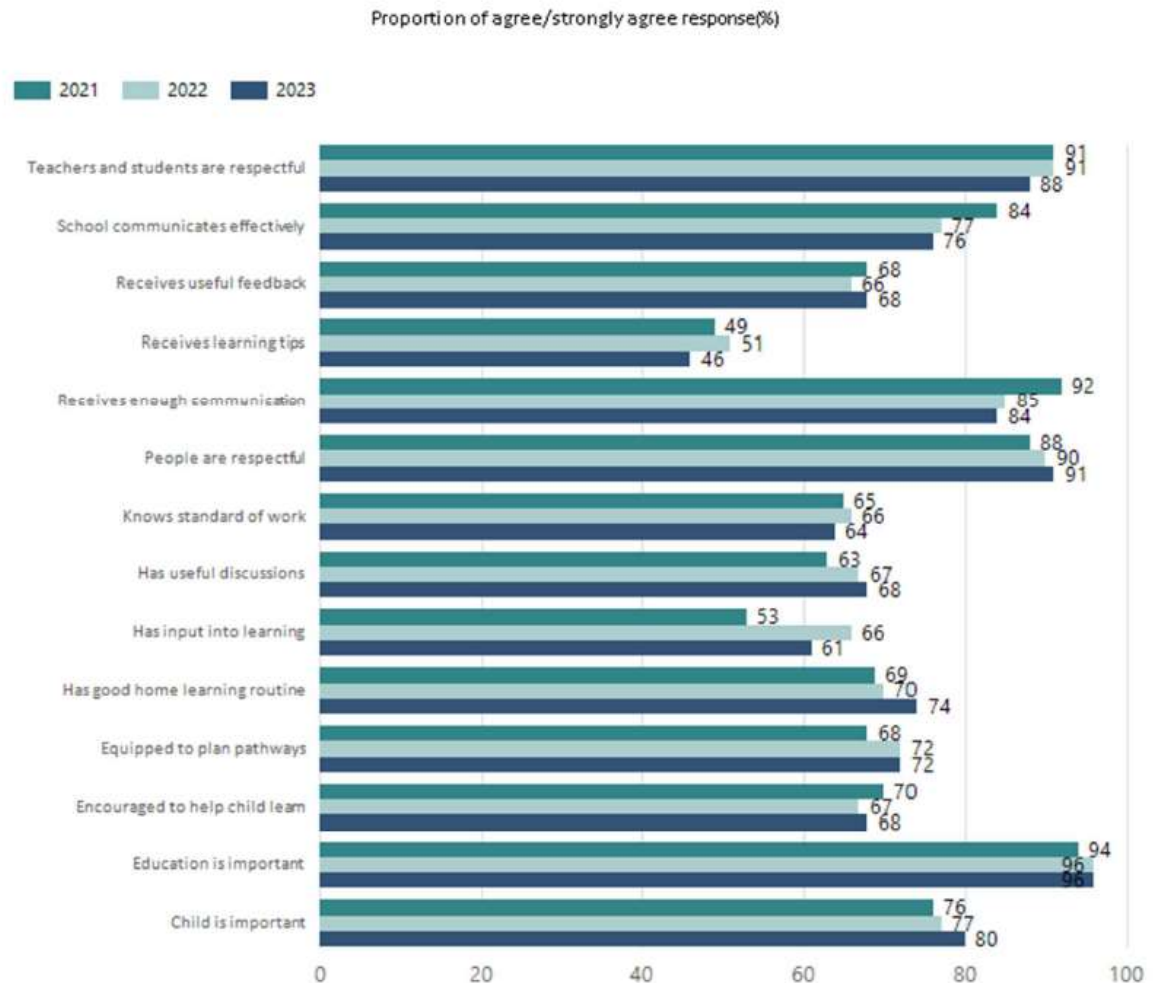- SAPSASA sports teams

Principal – Brenton Conradi

2023 Highlights

▸ Highly Accomplished Teacher (HAT) and Lead teacher programs
▸ Student led three way interviews and student goal reflection in student reports
▸ School Ambassadors and student leaders
▸ This Fortnight at Trinity and Term Clips
▸ Microchip programming classes
▸ Festival of Music Choir
▸ Showcase Morning
▸ School Magazine
▸ Pedal Prix
▸ Chess Club
▸ School Band

2023 Annual Report

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)

Legend: 2021, 2022, 2023

Category	2021	2022	2023
Teachers and students are respectful	91	91	88
School communicates effectively	84	77	76
Receives useful feedback	68	66	68
Receives learning tips	49	51	46
Receives enough communication	92	85	84
People are respectful	88	90	91
Knows standard of work	65	66	64
Has useful discussions	63	67	68
Has input into learning	53	66	61
Has good home learning routine	69	70	74
Equipped to plan pathways	68	72	72
Encouraged to help child learn	70	67	68
Education is important	94	96	96
Child is important	76	77	80

Children's Centre & ELC Directors – Katrina Burford & Shelley Leach

‣ 2023 Context

‣ Children's Centre Programs

‣ Preschool – Mid-year intake, PQIP goals, opinion survey, community events

‣ Environmental Changes – Children's Centre and Preschool

‣ Direction for 2024 – PQIP and site focus

Children's Centre & ELC Directors – Katrina Burford & Shelley Leach

Children's Centre

▸ Playgroups – Learning Together (additional baby playgroup), Steiner, Community, Dad's playgroup

▸ Child and Youth Health Service – Early Parenting group

▸ Midwife Clinic – Outreach of the WCH

▸ Baby Move and Groove music program

▸ Child Wellbeing Service

▸ Occasional Care

▸ My Time

Occasional Care Trinity Gardens

We provide space, opportunity, resources and support for children to engage in individual or collaborative play.

Outcome 1: Children have a strong sense of identity: Children develop knowledgeable, confident self- identities, and a positive sense of self worth. This is evident when they reach out and communicate with trusted educators and familiar children for comfort, assistance and companionship.

Children's Centre & ELC Directors – Katrina Burford & Shelley Leach

Preschool:

➢ Mid-year intake 2023: 18 enrolments

➢ Community engagement: Welcome Picnic, working bee, literacy week/bookweek, family involvement in our community garden, parent committee, Christmas Pageant.

➢ Opinion Survey Results

Preschool Quality Improvement Plan 2023

➢ **Goal**: Develop and extend children's mathematical concept of number sense

Example of numeracy in play using the success criteria:
Children will…understand the countable units of one and will develop their knowledge about number 1-10

Preschool Quality Improvement Plan 2023

▸ **Goal 2: To increase children's level of involvement in the curriculum program.**

Fostering partnerships with parents and caregivers to meet children's learning priorities, resulting in higher levels of engagement in the program.

Children's Centre & ELC Directors – Katrina Burford & Shelley Leach

Environmental Changes – Children's Centre and Preschool

Children's Centre & ELC Directors – Katrina Burford & Shelley Leach

Direction for 2024 – PQIP and site focus

- **Goal 1: Develop and extend children's mathematical concept of number sense.**
- Music Education Strategy PD

- **Goal 2: Increase children's level of wellbeing and involvement in the curriculum program.**
- Play Spaces and Move to Learn

St Morris Unit Coordinator – Ellen Berbec

- Unit staffing & coordination
- Enrolments & Parent Information
- Site Improvement Plan
- Curriculum & operations for the Unit including Abilities Based Learning and Education Support(ABLES) & Roadmap of Communicative Competencies (RoCC) assessments
- overseeing the Students with Disability Water Safety Program for enrolled swimmers and the SwD Transport Assistance program
- supporting teachers to apply for and review Inclusive Education Support Program (IESP) funding
- sourcing and facilitating Professional Learning for St Morris Unit staff
- Sitting on the Special Options Panel
- Behaviour Management
- Access Assistance Program
- Conductive Education
- Work Health & Safety
- St Morris Unit Facilities
- NDIS External Provider coordination

St Morris Unit Highlights

- First ever SMU Camp! Held on site with the support of mainstream buddies
- Community access excursions to Drage Reserve Playground, Norwood Bowls, local walks, Ladies of Variety Picnic at the Zoo, Ladies of Variety Christmas Party
- All students participating in the Stephanie Alexander Kitchen Garden Program
- A new hoist in the main SMU building. This was a generous donation by the Sallis/ Van Den Broek family
- Implementation of the Comprehensive Literacy for All approach including Writing moderation processes
- All staff undertaking First Aid, Manual Handling, Oral Eating and Drinking Support, Positive Behaviour for Learning and CPI Safety Intervention Training

SMU Onsite Camp

Variety Party @ Zoo

SAKG Program

Parent Donation

TRINITY GARDENS SCHOOL

RESPECT ▪ RESPONSIBILITY ▪ LEARNING

St Morris Unit Highlights

▸ Participation in all whole school events such as Book Week Parade, Colour Run, Sports Day, Disco incursions etc.

▸ 2 students representing the School Representative Council (SRC)from the Unit

▸ Establishing a fully kitted 'Sensory Room' for student regulation in consultation with Occupational Therapists

▸ Playground Chat Board has been designed and printed, ready for installation near SMU

Sports Day

Community Access

SRC Representatives

Kingpin Bowling

Playground Chat Board

St Morris Unit SIP

Goal 1: To improve children's ability to communicate effectively

By the end of 2023, 55% of children will have a consistent and clear yes/no
Challenge of Practice: If we improve the professional knowledge and practice of all educators and adopt a consistent approach to modelling, we will improve the communicative capacity of all students using AAC across all key learning areas.

Goal 2: To increase student achievement in writing

By the end of 2023, 50% of the 2018 cohort will improve in one level in the Developmental Writing Scale
Challenge of Practice: If we implement a common evidence-based approach to daily writing instruction in every classroom, we will increase student achievement in writing.

Student Yes/No methods

Comprehensive Literacy Approach

Writing with All Tools Continuum

Writing Moderation

Writing Moderation

RoCC Data

TRINITY GARDENS SCHOOL

RESPECT • RESPONSIBILITY • LEARNING

Deputy Principal – Tonia Doody

▸ Inclusion

▸ Early Years

▸ EALD

▸ FLM–First Language Maintenance

▸ Aboriginal Education

▸ Work ,Health & Safety

▸ OSHC–Out of School Hours Care

Wellbeing & Engagement – Nat Carling

SRC

Safe Buddies

Colour Run

Morialta Leaders

Harmony Day

Highlights 2023

▸ Student leadership groups eg Morialta partnership– connection with Primary and High schools in region

▸ Whole school events eg Colour Run and Harmony Day

▸ SRC Market stall– raising funds for school projects

▸ Support Student wellbeing– Ready to Learn program

▸ Whole staff completed Berry Street training

▸ School Community Committee– Disco, Sausage sizzle and Cake stall raising funds for School projects and connecting community

Literacy & Operations – Tarnya Adams

2022 - 2024

Site number: 0474

School Improvement Plan for

Trinity Gardens School

Goals
Increase the number of students in the High Bands in Writing and Numeracy

Government of South Australia
Department for Education

Literacy & Operations – Tarnya Adams

2022 - 2024

Site number: 0474

School Improvement Plan for

Trinity Gardens School

Writing Goal Targets – Year 1 – Year 6

119 students elevated into the High Bands

254 students in the High Bands altogether

Maths Goal Targets – Year 1 – Year 6

101 students elevated into the High Bands

241 students in the High Bands altogether

Literacy & Operations – Tarnya Adams

STEP 1 Analyse and Prio...

Goal:
1 year's growth for all students in Literacy a... Numeracy

2024 Target:
- 1 years growth for all students (effect size 0.4) PAT R, PAT M and Brightpath
- Wellbeing literacy from 13% to 18% in 2024, 54-59% in medium and reduce low % from 28% to 18%.
- Continue to maintain students in the High Bands and elevate students into the High Bands

> Continue to elevate and maintain students in the High Bands
>
> 1 year's growth in Literacy and Numeracy
>
> Wellbeing Literacy improvement

STEP 2 Challenge of practice

Challenge of Practice: If teachers continue to embed the teaching and learning cycle, with a focus on students being 'effective learners', then we will improve student's engagement, wellbeing and achievement.

STEP 3 Plan actions for improvement

What actions should be taken to improve our practice and reach our goals? High-impact actions to address challenge of practice

Actions	Timeline	Roles & Responsibilities - how will this be done?	Resources
Each teacher will... > Commit to the 'Are you ready program' to begin the year and set up a positive classroom culture to support student engagement and learning > Continue to collaboratively work in PLCs to embed the teaching and learning cycle. > Embed a shared language of learning (Teaching and Learning cycle (LISC, Feedback, Goals), TGS Wellbeing Framework (Berry Street, PITW), Engagement Scale > Explicitly teach paragraphs, text structure, authorial choices and language conventions of each text type with a focus on functional grammar to engage and challenge all learners > Explicitly teach InitiaLit and revisit in weekly guided reading > Explicitly teach Number (Trust the Count, Place Value and Multiplicative thinking), using the concrete, pictorial and abstract approach (CPA) to foster deep understanding and strong retention for every student. > Explicitly teach mathematics through the four proficiencies (Fluency, Understanding, Problem solving and Reasoning) and apply effective metacognitive practices that engage and challenge all learners to think critically and develop a deep understanding.	**PLC Structure:** Meeting weekly through shared NIT and staff meetings with time at each PFD to plan collaboratively in PLCs Term 1-4 Each teaching and learning cycle	**Teachers will...** > Explicitly teach concepts through the TGS Wellbeing Framework scope and sequence and implement the Berry Street Agreement into daily practice > Use the teaching and learning cycle to collaborate with colleagues during weekly PLCs to unpack, analyse and respond to student data, reflect on teacher impact, design learning, share and model best practice approaches to the teaching > Explicitly teach and unpack a shared language of learning within their classroom > Explicitly teach and unpack the strategies of an 'effective learner' using the language of the engagement scale **Leaders will...** > Support with unpacking and analysing data and work alongside teachers to support the implementation of the SIP roles and responsibilities. > Support teachers to monitor progress and provide opportunity for moderation. > Provide time for colleagues to observe each other's practice > Provide time in staff meetings every second week for teachers to meet in PLCs. > Line managers will visit classrooms every week > Ask students questions during instructional leadership walk throughs (what are you learning? why are you learning it? and how do you know you have learnt it?) > Give teachers opportunities to share their practice with their colleagues through learning walks, spotlight on practice, PLCs and PDP conversations. > Build capacity through coaching aligned to the teachers next steps > Provide time to support teachers in ensuring shared language is consistent within the school.	

Literacy & Operations – Tarnya Adams

Teachers collaborating and planning in PLCs

SIP Challenge of Practice

Teachers to continue to embed the teaching and learning cycle

Focus
Students being effective learners

Improve student
– engagement
– wellbeing
– achievement

ASSESS

PLAN

TEACH

TRACK

ADAPT

Literacy & Operations – Tarnya Adams

Disrupting
★ I am stopping learning
★ I am distracted and/or disrupting others from learning

Avoiding
★ I am disengaged
★ I am showing off task behaviour that is stopping me from being successful

Withdrawing
★ I am not thinking about my learning
★ I am not listening or responding
★ I am withdrawing myself from learning

Participating
★ I am ready to learn
★ I am engaged in my learning
★ I actively listen and respond to questions

Investing
★ I am asking questions
★ I am reflecting and acting on feedback
★ I can make relevant connections

Driving
★ I am an effective learner
★ I know what to do when I don't know what to do
★ I can use the learnt strategies/tools to support my learning

LEARNING INTENTION — What are you learning?

SUCCESS CRITERIA AND CHECK-INS — How will you know you have been successful?

MY LEARNING GOALS — FEEDBACK FROM MY TEACHER, MY PEERS OR MYSELF — What are your next steps?

Literacy & Operations – Tarnya Adams

Highlights 2023

▸ Coaching

▸ Whole School Professional Learning

▸ Professional Learning Communities (PLCs)

▸ Big and Small Data – NAPLAN/PAT Reading and Maths/Classroom assessments

▸ Literacy Intervention

▸ ICAS Assessments

▸ Write a Book in a Day

▸ School Community Committee

Numeracy & Operations– Androulla Vagnoni

Highlights

➢ Coaching
➢ Site Improvement Plan
➢ High Impact Teaching Pedagogies
➢ Triangulation of Data
➢ Professional Learning Communities
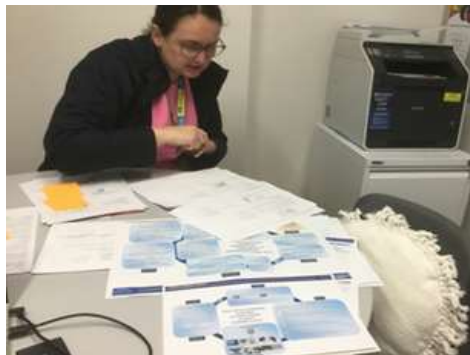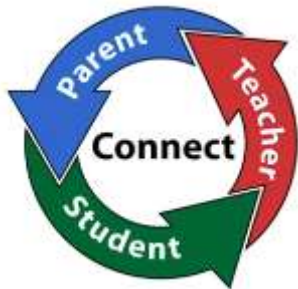
Visible Thinking

Coaching

Data

Maths Chats

Peer Feedback

Numeracy & Operations– Androulla Vagnoni

Highlights

➢ Numeracy Intervention
➢ Numeracy Impact Team
➢ Assessment and Reporting
➢ Parent/Teacher Interviews
➢ Student Engagement Team
➢ Pre-service teachers
➢ Showcase of Learning
➢ Student Educator Leadership

Numeracy Impact Team

Numeracy Intervention

Early Career Teachers

Showcase of Learning

Student Leaders

Steiner Coordinator – Johanna Nicholas

Highlights

▸ Improved methods of advertising for the stream which include Facebook and Instagram pages and the new website format with extensive information.

▸ Festivals continue to thrive and bring families together. Parents now invited to sing together with students.

▸ Two composite classes introduced to combine students in the 2023 R 1 and 2 classes.

▸ New teacher, Amy Stewart for Class 2 in 2023 to replace Elii Goodings who is on leave. Amy is now the 2/3 teacher in 2024

▸ Interschool strings performance with Mt Barker Waldorf School

▸ Presented at the annual Steiner Education Australia Delegates meeting

▸ Tina Rizzo is taking the 1/2 class in 2024

▸ School tours each term for the stream are attracting a lot of interest.

▸ A successful Parent Talk given by Andrew Hill on The Seven Habits of Steiner Education.

▸ The instrumental music program is working well.

▸ Steiner Stream Site improvement plan for 2022–2024 continues to be worked on and added to.

Steiner Coordinator – Johanna Nicholas

Highlights cont…

▸ Through weekly meetings dedicated to study, the Steiner teachers in are working to deepen their knowledge of Steiner school practices and how they can be upheld and developed within a Mainstream setting.

▸ End of year Craft exhibition

▸ Story telling workshop

▸ Steiner Stream Walkathon

▸ Greek Olympics

Camps 2023

▸ Class 3 Narnu Farm

▸ Class 4 Woodside

▸ Class 5 Kangaroo Island

▸ Class 6 Flinders Rangers

Parent Involvement & Committees

‣ Governing Council

‣ Governing Council Sub-Committees:
  ◦ Steiner Education Committee
  ◦ OSHC Committee
  ◦ School Community Committee
  ◦ Finance Advisory Committee
  ◦ Grounds Committee
  ◦ School Sport
  ◦ St Morris Unit Committee

‣ School Committees and Groups
  ◦ SAKG Committee
  ◦ Friends of the Forest