

Torrensville Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Torrensville Primary School Number: 1285

Partnership: West Torrens

Name of School Principal:

John McCade

Name of Governing Council Chair:

Anne-Marie Halligan

Date of Endorsement:

15/2/2017

School Context and Highlights

Torrensville Primary School caters for students from Reception to Year 7. It is classified at category 6 on the Index of Educational Disadvantage.

In 2016 we had 272 enrollments. This included 20 ATSI students, 24 students identified as having a disability - 12 students in Room 9 (district special class), 2 with an A level and 10 with a D level of support. 20% of our students are school card. Our school community is diverse with 40 different nationalities represented (45% EALD).

2016 has been an excellent year academically, socially and physically at Torrensville Primary School. We would particularly like to highlight:

- The excellent Running Records and NAPLAN results- many at historic levels as outlined in this report

- Improvements in school attendance levels

- The recognition of our outstanding practices and procedures in teaching and learning identified in our 2016 External School review during Term 2

- Outstanding whole school events, well supported by our school community. These included NAIDOC Week and Reconciliation week celebrations (culminating in the painting of our mural in the corridor), Sports day and our End of Year Celebration

- Torrensville Primary selected as the site for a press conference involving our State Premier, Treasurer, Minister for Education and CEO of DECD to announce the STEMMWORKS project. As part of this announcement Torrensville Primary received \$1,000,000 for STEM facility construction to take place in 2017.

- Extra Curricular activities such as School Choir, Instrumental music, SAPSASSA sports, School Volleyball, Soccer, Football, Cricket and Basketball teams continuing to thrive. We would like to thank our parent volunteers who coach the many sports teams. Through their commitment and time we are able to offer numerous after hours teams. Thanks to David, Jill, Susanna, and Mark- our teachers who also support this.

- Staff participated in training sessions involving Sheena Cameron Writing, First Aid, Aboriginal Perspectives and STEM learning/Flexible learning spaces.

- We commenced a program of upgrading school facilities. So far the front office and staffroom has been refreshed, toilets, first aid room and some corridors painted. External painting and repairs have commenced, as has mural painting around the OSHC building and asphalt area. Our security system and wireless Internet have also been upgraded.

In all, we have built on the great work of 2015 and have set strong directions for the future at Torrensville Primary.

Governing Council Report

It has been a productive year at Torrensville Primary this year with Governing Council making a variety of decisions about the smooth running of the school.

At the beginning of the year we welcomed Amy Ralfs, Dominic Stefanson and Daniela Waldeck on to Governing Council. We also reviewed the role of our Pastoral Care Worker, Nicole dal Piva, whose presence was considered valuable by the school community. Her position was maintained and her hours increased.

This year we underwent an External School Review, which entailed much work by school staff, but which saw us gain a very high standard in all areas under review. Dom, Chris and Penny were part of this process as they met with the review panel and discussed the strengths and weaknesses of the school and the role of the Governing Council at TPS.

The Parents and Friends continued fundraising efforts this year and are looking at ways to energise the fundraising efforts at school for 2017.

The Sustainability group made headway with various projects, including bottle collection to raise funds, a trial of green bins in classrooms, the proposal of a second hand uniform shop and a Site Environmental Management Plan. The group is supported by Jenny McLelland and Sue Carey.

As part of the maintenance at the school, the First Aid room, boys and girls toilets and the corridors were painted in 2016.

Discussions and planning are underway for the roof to be fixed and the fencing along Haywood Ave is under review.

We were fortunate to have the international artist, Joel Van Moore, commence work on a mural near the OHSC building and the northern wall of the school building. This work will extend following construction of the STEM facility.

TPS was approved as one of the schools in the first phase of building of STEM facilities in SA. The proposed site, where the current Art room and classrooms are, will be developed in the near future. This will be a wonderful addition to the learning facility at TPS.

Next year we have a record breaking 52 new enrolments at TPS. I think this is a reflection of the strong community and learning potential offered by the school and its educators and I hope it is a sign of a period of sustained growth for this great school.

Finally, my utmost thanks to all of the staff here who have played a vital role in the lives of my two boys, Angus and Euan. My time on the Governing Council has been enjoyable and informative and I wish future councillors a warm welcome.

Anne-Marie Halligan

Improvement Planning and Outcomes

Teaching Staff, through committee meetings and PLC (Professional Learning Community) meetings implement and review the strategies outlined in our Site Improvement Plan. The External School Review this year highlighted the quality planning, procedures and commitment from staff to achieve these high level of outcomes in our Site Improvement Plan:

Literacy

- All staff participate in Sheena Cameron Writing PD
- Continued review and subsequent commitment to school assessment schedule and Literacy Agreement including revise School Genre Map
- Implementation and documentation of successful Literacy intervention
- Continued well resourced, structured implementation of Words Their Way including release time for implementation
- Develop program/activities for students who have completed the Words Their Way program

Numeracy

- PLCs regular focus on TfEL/Numeracy/Mathematics and analyse data to enrich numeracy sessions
- Intervention Focus on Wave 2 students needing extra support (M4LI, Place Value and fast fact recall sessions)
- Resourcing provided for extra adult support (teacher/SSO) for intervention programs
- Staff collect and analyse the key data to evaluate and improve numeracy outcomes- (PAT Maths Plus, I Can Do Maths, NAPLAN, George Booker Number assessment)
- Review school assessment schedule R-7

Quality Pedagogy

- Visit sites with best facilities and quality practice
- Documented Performance Development processes established with PLC involvement/peer observation/student feedback
- Align Inquiry Units with Australian Curriculum
- Introduce TfEL programs as part of PLC agendas
- Investigate STEM teaching Resources

Well Being

- Life Education Van visit in 2016
- Committee and PLC interpretation of additional data sets: AEDC Middle School Development Instrument Kids Matter Surveys TfEL feedback sheets
- Involvement of support agencies
 - Attendance Officer
 - Family Focus Worker
 - Families SA

-Support the role of Child Wellbeing facilitator in the school

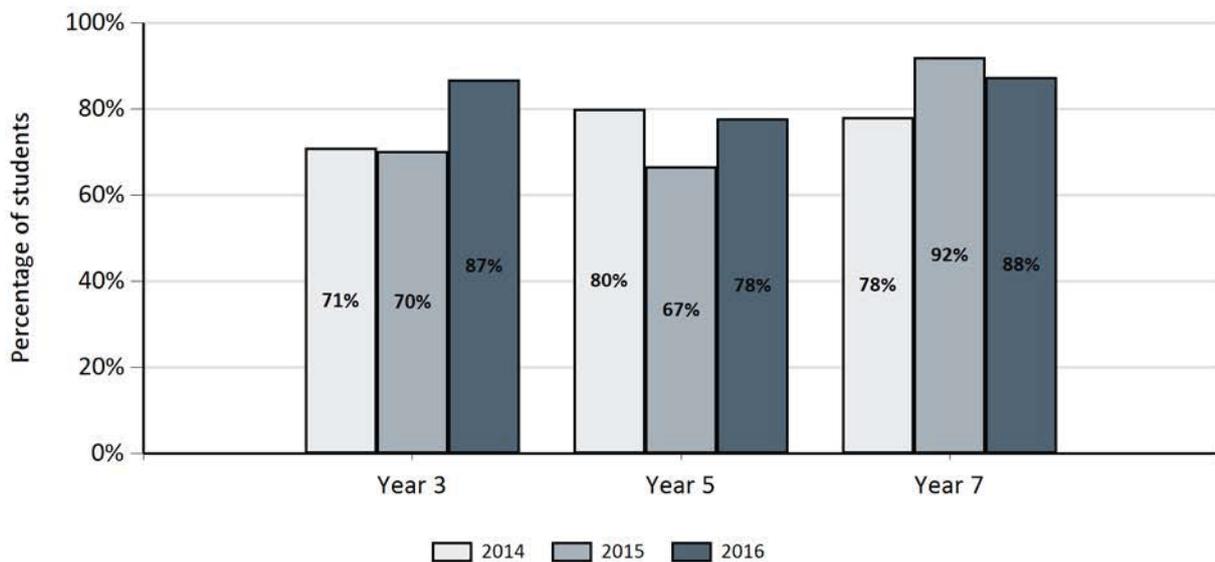
*In 2017 the responsibility of implementing the Wellbeing components of our Site Priorities will be overseen by the 0.2 School Counsellor, Pastoral Care Worker, Child Wellbeing facilitator and the Leadership Team due to the increased actions of the Quality Pedagogy Committee in the STEM area.

Performance Summary

NAPLAN Proficiency

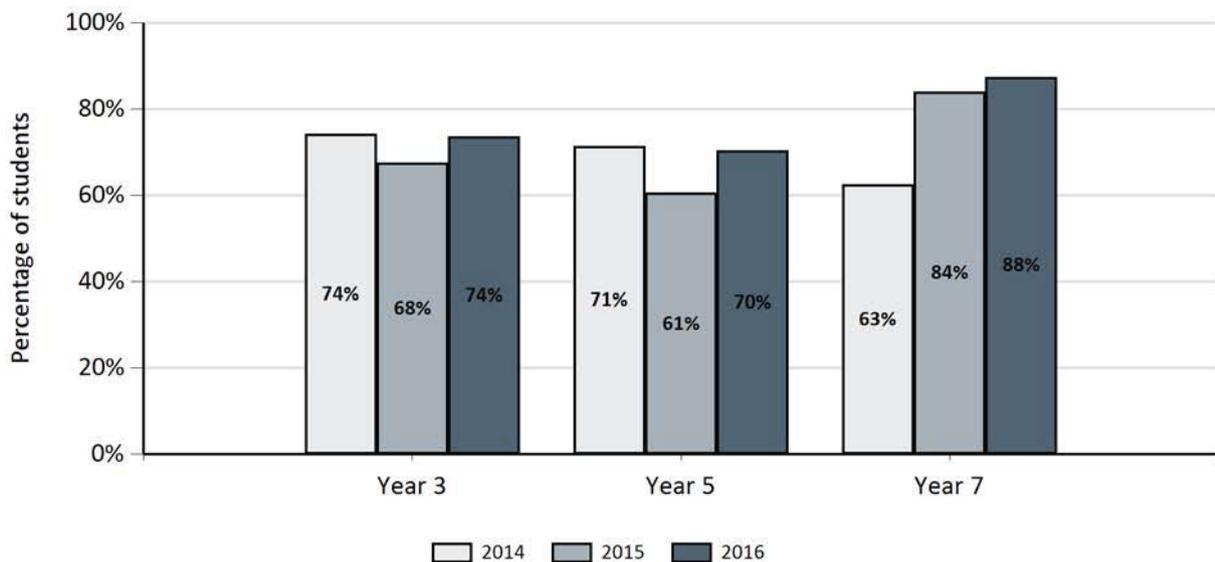
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young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

Reading



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

Numeracy



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

NAPLAN Progress

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

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	13%	30%	25%
Middle progress group	50%	33%	50%
Upper progress group	38%	37%	25%

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

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	17%	19%	25%
Middle progress group	63%	48%	50%
Upper progress group	21%	33%	25%

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

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

NAPLAN Upper Two Bands Achievement

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

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	38	38	16	9	42%	24%
Year 3 2014-16 Average	35.3	35.3	12.0	7.7	34%	22%
Year 5 2016	27	27	9	6	33%	22%
Year 5 2014-16 Average	31.7	31.7	11.0	6.0	35%	19%
Year 7 2016	32	32	11	11	34%	34%
Year 7 2014-16 Average	29.7	29.7	9.3	6.0	31%	20%

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

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

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

School Performance Comment

NAPLAN READING

Year 3- 2016 results are an increase from 2015 and the first time above historic levels since 2009. 87% of students achieved the Standard of Educational Achievement (SEA) compared to 70% in 2015.

42% of students attained higher bands compared to 27% in 2015.

Year 5- 2016 results are an increase from 2015. 78% of students achieved the Standard of Educational Achievement (SEA) compared to 67% in 2015.

33% of students attained higher bands compared to 27% in 2015.

75% of students maintained their higher band achievement from Year 3.

Year 7- 2016 results are a slight decrease from 2015, although they are still our 2nd best results on record. 88% of students achieved the Standard of Educational Achievement (SEA) compared to 92% in 2015.

34% of students attained higher bands compared to 40% in 2015.

58% of students maintained their higher band achievement from Year 5.

NAPLAN NUMERACY

Year 3- 2016 results are an increase from 2015, but it is our fifth consecutive year within historic levels. We anticipate numeracy intervention processes initiated this year will lead to higher numbers of students achieving the Standard of Educational Achievement in 2017. 78% of students achieved the Standard of Educational Achievement (SEA) compared to 67% in 2015.

21% of students attained higher bands compared to 18% in 2015.

Year 5- 2016 results are an increase from 2015 and marks a return to historic levels. 70% of students achieved the Standard of Educational Achievement (SEA) compared to 61% in 2015.

22% of students attained higher bands compared to 15% in 2015.

83% of students maintained their higher band achievement from Year 3

Year 7- 2016 results are an increase from 2015 and the highest recorded. It is the second consecutive year with a result above historic levels. 88% of students achieved the Standard of Educational Achievement (SEA) compared to 84% in 2015.

34% of students attained higher bands compared to 4% in 2015. This is exceptional improvement.

80% of students maintained their higher band achievement from Year 5.

Overall results continue to improve, with many achievements recorded our best ever. With continued focus on individual student growth, regular data interpretation and refining and improving intervention programs we expect this trend to continue in 2017.

Attendance

Year level	2014	2015	2016
Reception	87.6%	93.3%	94.3%
Year 01	92.3%	87.7%	93.1%
Year 02	91.0%	94.1%	92.8%
Year 03	90.8%	89.1%	94.3%
Year 04	87.4%	91.6%	92.4%
Year 05	92.5%	87.7%	91.1%
Year 06	93.2%	93.7%	89.9%
Year 07	91.4%	94.1%	93.2%
Primary Other	86.5%	90.8%	90.8%
Total	90.6%	91.5%	92.7%

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

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

Attendance Comment

2016 attendance results show a 1.2% improvement on the previous year. This reflects the documentation and implementation of our reviewed attendance procedures. Torrensville Primary continues to work closely with families and support agencies (such as the Attendance Social Worker, Aboriginal Services Engagement Officer and our Child Well Being Facilitator) in an endeavour to improve results.

Behaviour Management Comment

Early intervention, a focus on well being, high expectations, implementation of the Play is the Way program and a coordinated approach from our School Counsellor and Pastoral Care Worker resulted in just 1 suspension in 2016. The inclusion of a Partnership Child Well Being Facilitator (based at Torrensville from November) offers greater possibilities in the future. Our annual Student wellbeing surveys continue to show student satisfaction (and levels of safety) at all time highs.

Client Opinion Summary

Parent Satisfaction

One area for concern regarding our client opinion survey is the 75% reduction of survey participation by parents. To have only five responses is too small to be a true representation of community opinions. This gives us a clear indication there is a need to promote the importance of this survey with our local community. We had three times the number of parents participate in the external school review so it is more valid to report on this with quotes from the review. "Parents stated the school has prepared their children well for high school. Parents told the panel they were happy with the communication from school about their child's learning both formally and informally, they believe there is alignment between formal and informal reporting and that teachers use differentiation and data in reports. Maths achievement was identified as an issue by parents that the school has addressed. Parents talked on the quality of transition from Preschool to School."

Staff Satisfaction

Our staff survey results show a 90-100% satisfaction rate across most survey questions. Highest rated was "Teachers at this school expect students to do their best", "Teachers at this school motivate students to learn" and "The School looks for ways to improve". The highest increase in satisfaction was for "I receive useful feedback about my work at this school". Lowest rated (at 77% approval) was "This school is well maintained."

Student satisfaction

Every question (except one with the same result as last year) had far higher levels of satisfaction. This is a great result as survey participation was at its highest ever. The highest rated responses for students were for "My teachers expect me to do my best", "My school gives me opportunities to do interesting things" and "My teachers motivate me to learn." That is very affirming in regards to our academic pride at Torrensville. Largest improvement was the responses to "Teachers at Torrensville treat me fairly", "Student behaviour is well managed at my school" and "My school gives me opportunities to do interesting things"

Recommendations for 2017

There are a couple of key areas for improvement. The Governing Council is on the right track in regards to upgrading facilities, classroom environments and the general physical outlook of the school. There is also a need to highlight to parents how they can be positively involved in the running of Torrensville Primary School by providing their opinions in school surveys.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	4	7.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	9	15.8%
Transfer to SA Govt School	43	75.4%
Unknown	1	1.8%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

All staff employed at school or OSHC have all relevant DCSI clearance. Torrensville Primary School complies with DECD Relevant History Screening processes. The Principal, Deputy Principal and Front Office Administration Officer manage the online application processes for volunteers.

Teacher Qualifications and Workforce Composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	35
Post Graduate Qualifications	10

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

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

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	19.4	0.8	5.2
Persons	0	23	1	7

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

Financial Statement

Funding Source	Amount
Grants: State	\$2,732,265.98
Grants: Commonwealth	\$8,100.00
Parent Contributions	\$69,932.95
Fund Raising	\$7,958.81
Other	\$28,937.53

Data Source: Data Source: Education Department School Administration System (EDSAS).

2016 School Annual Report: Tier 2 Funding Report*

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

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	SSO and teacher support provided to support student behaviour and social skills in the yard and classroom. One student attended the Positive Pathways programs for two terms.	Student support, risk plans, improved behaviour and engagement
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	EALD teacher and classroom teachers developed targeted Literacy program and supported in class Literacy Programs- Guided Reading, Words Their Way, Linguistic programs. Modeled teaching different genres of writing.	All students levelled and targets assisted more students to reach SEA outcomes
Targeted Funding for Individual Students	Improved Outcomes for Students with Disabilities	SSO and teachers allocated with Negotiated Education Plan/Individual learning Plan and outcomes identified working in individualised and small groups.	Engagement of students increased and progress made with learning and disposition
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	APAS:SSO learning support targeting reading intervention programs and 1-1 classroom support to help students engage in class learning. Iips supporting positive improvement and academic achievement.	Improved attendance. Reading levels increased. Improved teacher capacity and pedagogy Students engaged/ successful
Targeted Funding for Groups of Students	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	0.1 Language transition funding to enable the transition from Greek FLMD as the school does not meet FLMD criteria.	Improved staff knowledge/ implementation
Program Funding for all Students	Australian Curriculum	Pupil Free Day PD STEM facilitated by Kath Ireland Primary Project Officer. Aboriginal Cultural Perspectives PD. CPAC Anita Hall staff support with planning and programming	
Program Funding for all Students	Aboriginal Languages Programs Initiatives	NA	
Program Funding for all Students	Better Schools Funding	Supporting numeracy, literacy intervention and extension programs with rigor and depth. Data analysed and target groups established, MiniLit, TooSmart, Powerful Maths Learners , Guided reading extension groups.	Strong increase in student reading fluency and comprehension and number fluency.
Other Discretionary Funding	Specialist School Reporting (as required)	NA	
Other Discretionary Funding	Improved Outcomes for Gifted Students	NA	
Other Discretionary Funding	Primary School Counsellor (if applicable)	Supporting student wellbeing through pro-active relationship/social skills/ physical activities programs. Supporting staff with resources and strategies.	Students more engaged, successful and needs catered for.