Dear Parents and Caregivers,

2015 has been a year of tremendous achievements at Torrensville, which we outline for you in our annual report. As a school we have built on the great work of previous years as well as moving in exciting new directions with new programs and organization. Our academic results are showing strong growth (and in this year’s Annual report we include graphs and charts depicting this).

With Running Records all of our targeted students improved their levels. Students in year 1 and year 2 compared to the state were 12% or more above level 20. EALD levels: There continues to be a marked improvement in levels across the school leading to a decrease in interventions required. ATSI- Aboriginal and Torres Strait Islander students and families are more engaged and connected as a community and the school. More opportunities have been provided for families and the community to connect both in and out of the school. PAT Online assessments: As a school in 2014 we introduced online testing in literacy and numeracy for Year 1-7 students. DECD in 2015 implemented the Australian Council for Education Research’s (ACER) Progressive Achievement Tests (PAT) in both Reading Comprehension and Mathematics for every state school. Students at Torrensville Primary School were assessed on Reading Comprehension, Maths, Spelling and Vocabulary in Term 3. These tests assisted staff to track children’s development, comparing their actual growth against growth expected for their year level.

With Words Their Way we commenced the year with additional release hours for Sue Lang and Sue Keane to support the implementation of this word study program, with great success! Many student reports highlighted progress specifically linked to the Words Their Way program. All staff participated in Sheena Cameron Reading Comprehension strategies training and intensive online and face to face Dyslexia training. We have successfully implemented the online program MARKiT. MARKiT provides staff quicker access to a students academic profile from year to year, signaling student progress and areas for improvement. It has assisted with curriculum consistency and continuity within our school. This has been a fundamental resource as we establish Professional Learning Communities within our staff. This format will provide greater opportunities for greater data driven discussions around individual students to further enhance evidence based instruction for your child. We continue to adhere to ACARA guidelines in providing A-E grades for all students Yr 1-7 who do not have a Negotiated Education Plan in that subject area.

Successful sport alive in the community! This year has seen a huge amount of participation in the out of hours sports programs. Soccer, Basketball, Netball, Cricket, Volleyball and Football were enjoyed by many. 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.

Instrumental Music
Our school has a very successful instrumental program, supported by a talented team of instrumental teachers. Our term 4 evening concert gave the opportunity for the students’ musical talents to be shared with the community. Throughout the year students have had the opportunity to learn keyboard or a string instruments along with being involved in the Allenby Gardens band. At lunch time some students learnt the ukulele.

Our School Choir (under the instruction of Alice Pannenburg) did an outstanding performance at the Festival Theatre as part of the Festival of music. In Term 4 our Junior Choir rehearsed and put on an amazing performance as part of our end of year celebration.
It has been a fun year with lots of **special events and celebrations including** Sports Day, Book Week and End of Year Celebration. A big event was **HARMONY DAY**. Our Harmony Day celebration was a huge success. To be more inclusive of our working parents we had a Twilight celebration. The evening began with a picnic dinner. The community were entertained by the cultural group “Hope Of Africa”. This followed with a Community Performance and Sing Along involving students and community music and cultural dancing groups, including the Tamil Ethnic School, who uses our school facilities on a Sunday. The evening ended with Student Voice representatives releasing a helium balloon with a peace message. The whole event was a relaxed celebration of our school values Respect, Harmony & Achievement. A wonderful evening!

Our **Middle Years students** are community and Globally aware. In Term 2 they raised **$1014** for the earthquake victims in Nepal. Their enterprise day in Term 4 raised in total **$1,619.60** for The Childhood Cancer Association and Angelman’s Syndrome.

As a school community we continue to grow. A symbolic start to our school year which highlighted our community spirit was the raising and installation of the Shade over our new playground, funded entirely by Parents and Friends 2014 fundraising. Volunteer participation is at an all time high. We ran two well attended **volunteer training sessions** which included training in Responding to Abuse and Neglect. Our **Governing Council** has made significant decisions that will set the educational directions for Torrensville Primary for the foreseeable future. We have parents already enquiring on how to be on Governing Council in 2016. We introduced the **Torrensville Primary School Skoolbag App** to send newsletters and information updates to parents with resounding success. (Our parent opinion survey had three times the number of participants than normal due to the electronic messaging).

Our **Parents and Friends** group (fundraising) raised**$10,581.45**, with major events Walkathon, Community Raffle, Sports Day and Quiz night contributing to the bulk of that total. Our **Student Voice** Reps also raised **$956.77**. With all these funds (plus donations from Woolworths Brickworks markets for our school being involved in the opening), we have been able to purchase new sports tops for every sporting team at school and change every light over in the school to healthier, brighter, more energy efficient lighting [also saving is money on our electricity bills]. We are also investigating purchasing a school marquee to use for SAPSASA sporting events. With a 2016 priority of Governing Council to continue upgrading school facilities – new, professional murals on walls, classrooms upgraded, asphalt replaced with a spongier cover, line marking of games etc, there are many opportunities ahead for parents to be actively involved with Parents and Friends.

**Finance Report**

Our budget reflects our Site Improvement Plans of Literacy, Numeracy, Quality Pedagogy and Wellbeing. We believe our yearly income should be spent on the children who are in the school each year. The 2015 school year began with an IT emergency that saw an urgent replacement of file servers, a curriculum back up system created and a need to commence a whole system upgrade. This was successful, but expensive and has impacted on the bottom line of our school profit and loss – resulting in us spending **$39,138.83**. Despite this we have been able to keep the appropriate reserve of money. Many thanks to Tracy Norris who has worked tirelessly to maintain a healthy reserve for our unexpected expenditure. Copies of our budget are available from the front office.
Quality Teaching and Learning

Literacy Our Priorities for 2015
- Our whole school approach delivers improved skill development and achievement in literacy for each learner in: Writing, Inference, Word Study and Vocabulary.

Strategies we implemented to achieve these outcomes:
- Teach students strategies to plan more efficiently before they write and edit work.
- Explicitly teaching of Genres
- All staff undertook Sheena Cameron Reading Comprehension PD and implement the “the secret code of reading”
- Create release time for staff members to coordinate implementation of “Words Their Way” and support with resources
- Introduce online PAT Spelling tests for immediate interpretation of data.
- Staff PD in Dyslexia
- Utilising Literacy focus person for Oral Language support

Literacy recommendations in 2016:
- Continued focus on Jolly Phonics, Oxford Words (read and spell), teaching of Genres, Sheena Cameron Reading Comprehension strategies
- Revise school Genre map
- All staff participate in Sheena Cameron Writing training, work through a process of building on Literacy for Learning PD and then implement in classrooms
- Continued use of data to identify students for intervention and documentation of successful strategies
- Review School Assessment schedule R-7
- More opportunities for students to practise the skills of inferential comprehension.
- Utilise across Partnership expertise to further improve Literacy teaching and learning

Numeracy: Our Priorities for 2015
- Our whole school approach delivers improved skill development and achievement in numeracy for each learner.
- Strengthen learning partnerships between school and families.

Strategies we implemented to achieve these outcomes were:
- Further developing explicit teaching and Natural Maths strategies through training and development – 5 staff involved in the Mathematician in Residence with Ann Baker project.
- Further Professional Development focusing on Proficiencies and General Capabilities.
- Strategic analysis of PAT Maths Online and ‘I Can Do Maths’ data and use of the scaled score to set individual targets for students.
- Introduce MARKiT program to assist staff with easily accessing data.
- Embedding ICT into numeracy practice.
- Strengthening learning partnerships between school and families.

Numeracy recommendations for 2016:
- Staff to implement Whole School Numeracy Agreement.
- Data collection and analysis will continue to identify learning needs and directions for teaching – at individual, cohort and whole class/ school levels.
- Continue planning and analysing data in Professional Learning Teams
- Trial Mathematics Intervention program for students
- Participate in on-going professional development via staff meetings and attending other PD events
- Provide parent information workshops for the Mathematics Australian Curriculum and Natural Maths

Quality Pedagogy Our Priorities for 2015
- Quality pedagogy through establishment of Professional Learning Communities.
- Performance Development process encompassing AITSL National Standards and TIEL.
- Australian Curriculum implementation and alignment with Inquiry Units.

Strategies we implemented to achieve these outcomes:
- Stocktake of existing hardware to plan for maintenance or replacement
- Introduction of and training in MARKiT program.
- PLCs established, 100% of teaching staff participate
- Partnership Pupil Free day facilitated by Martin Westwell.
- Increased confidence of staff to use exciting hardware and programs available.
- Documented performance development process established with PLC involvement.
- Professional Development from Australian Curriculum consultant.
- Inquiry units aligned with Australian Curriculum.

Quality Pedagogy recommendations in 2016
- Greater staff and PLC time allocated to data interpretation and planning.
- Ratification of and implementation of ICT Scope and Sequence in line with Australian Curriculum.
- PLC specific training and development.

Better Schools Funding
In 2015 Torrensville Primary School received $11338 as part of the better schools funding program. This money was used to provide additional support for students in the area of literacy through employing SSOs for support. Teachers were also released to plan together and plan activities to differentiate the curriculum so they could provide evidence based instruction.

Incidences of Violence and Bullying
In 2015 there were two students suspended for a total of 4 acts of violent behaviour. This is a reduction from 6 students in 2014 and 8 students in 2013. We continue to promote positive behaviour through the Child Protection Curriculum, Play is the Way and individual or small group well being programs.
Recommendations for 2016

We will continue to provide the rich diversity of learning opportunities at Torrensville Primary School using an inquiry approach. Governing Council after community consultation have decided that The Arts and Health/P.E. along with Greek are our specialist teaching areas in 2016 and beyond.

Interventions and Support Programs

Our school had a focus on ensuring adult resources were maximised to target those in greatest need. Intervention programs utilized EALD Teacher and SSO support to provide small group and individual support to targeted students. APAS—Aboriginal Programs Assistance Scheme was an important component of our Literacy intervention for targeted ATSI students. All of our ATSI students achieved targets set. Extra teacher support was provided for the implementation of “Words Their Way” program. Continued improvement and targets met concerning Running Records. Reading Support teacher funded by the Early Years Funding Initiative has supported staff with SPA/SPAT testing of students at risk, monitoring and development of intervention programs. EALD levels: There continues to be a marked improvement in levels across the school leading to a decrease in interventions required.

Our NAPLAN progress scores for year 3’s to year 5 and year 5’s to year 7 also reflects our achievements through literacy interventions (as outlined in this report).

Student Well Being

Our priorities for 2015

• To improve the physical and mental health, satisfaction and social functioning of all through a focus on Wellbeing, Behaviour and Attendance.

Strategies we implemented to achieve these outcomes:

• Review Wellbeing Survey
• Analysis of data for immediate intervention (small group support)
• Employed a Pastoral Care Worker
• Introduced PALS (Play at Lunchtime strategies) to compliment Play is the Way
• Worked together with families to further improve attendance

Student well being recommendations for 2016

• Continue Lunchtime Activities
• Look at implementing Kids Matter Program
• Look at additional data sets (such as AEDC and Middle School Development Instrument) to identify areas for intervention
• Look at effective transition strategies, including teacher conversations, activity sessions, highlighting students with social and emotional needs.

Specialist Curriculum Focus Areas

In 2015 we had…….

• Music NIT program
• Greek NIT program & FLMD
• PE NIT program
• Science NIT program
• PE Week
• Play is the Way
• PALS program
• Instrumental music programs IMS, Learning Through Music and Rodney Smith Keyboard lessons
• Footsteps
• Specialised Clinics & fitness programs
• Sports Day
• Swimming, Aquatics and Surf Ed
• School Leadership—Student Voice & School Ambassadors
• ICAS assessments
• Premier’s Reading Challenge
• Football, basketball, soccer, netball, volleyball & cricket teams.
• Year 5/6/7 camp

Our achievements in 2015

Our well being data shows 97% of all students are happy and engaged at school (highest results ever). Intervention programs are in place for 3% of students that display concerns from the survey. In the online student survey the highest positive responses were for “I like being at school”, “My school gives me opportunities to do interesting things” and “My teachers expect me to do my best”.

Quality Teaching & Learning
Quality School Processes and Structures

Parent Satisfaction

It is extremely pleasing that we have had 3 times the normal response rate to our online parent survey. Our parent survey results show the highest approval rates for “My child feels safe at this school” and “My child likes being at this school” 92% approval rating. Although all other questions had overwhelmingly positive approvals, 17% of parents disagreed that “This school is well maintained” and 21% of parents disagreed with “This school takes parents’ opinions seriously.”

Staff Satisfaction

Our staff survey results again show a 90-100% satisfaction rate across all survey questions. Highest rated was “Teachers at this school expect students to do their best”. Lowest rated (still at 93% approval) was this school is well maintained.

Student satisfaction

By far the highest rating positive responses for students were for “My teachers expect me to do my best” and “My teachers motivate me to learn.” That is very affirming in regards to our academic pride at Torrensville. 31% of students thought “Teachers at Torrensville don’t treat me fairly”. 54% of students were unsure how well student behaviour has been managed, which is hopefully more a reflection on students not seeing the management of many incidents to get an indication of how effective things are at Torrensville!

Recommendations for 2016

There are a couple of key areas for improvement. Obviously the Governing Council is on the right track in regards to upgrading facilities, classroom environments and the general physical outlook of the school. If 21% of parents questioned their opinion being taken seriously, there is a need to highlight to parents how they can be positively involved in the running of Torrensville Primary School.

Governing Council

Torrensville Primary School Governing Council sat for 8 regular meetings and the AGM in 2015. On Governing Council were 13 parents and 3 staff members. Many significant decisions were made during the year. Our Pastoral Care Worker was appointed, and Nicole regularly reports to Governing Council. After a community survey, Governing Council endorsed The Arts and Healthy/PE as specialist teaching areas. A three year plan for a gradual increase in school fees to align us closer with other schools. For 2016 Sarah Tuckfield has been appointed as the Arts teacher. We thank Jason Applebee for his efforts as Music Teacher in 2015.

Student Attendance

2015 attendance improved from 90.6% to 91.5% in the previous year. Our target is 93% attendance, so a similar improvement in 2016 will have us near our goal.

Recommendations for Attendance R-7 for 2016

- Continue to promote the importance of attendance through community awareness strategies & proactive interventions.

Worker Composition

Worker composition: Non-teaching staff: Indigenous 1, non-indigenous 8. Teaching staff: Indigenous 0, non-indigenous 21.

Staff Retention

Torrensville over the past few years has had minimal staff changes. 2015 began with a new PE teacher, Reception teacher and music teacher, but no other staff changes. For 2016 Sarah Tuckfield has been appointed as the Arts teacher. We thank Jason Applebee for his efforts as Music Teacher in 2015.

Student Destination Data for 2015

Based on previous years data and anecdotal evidence there is a continued trend for our R-7 students to continue their education in the government school sector.

Participation in Professional Learning

Specific staff attended a large number of training days depending on the focus area they were engaged with. Five staff participated in the Partnership Natural Maths PD. Staff participated in online and face to face Dyslexia training. PLCs were released to cooperatively plan together, often with Australian Curriculum Implementation Officer support. Pupil free days were held for Data interpretation, Partnership Growth Mindset PD, Sheena Cameron Reading Comprehension training, Australian Curriculum Implementation and Sustainability.

Conclusion

This Annual Report has provided us the opportunity to share the positive progress and growth that has occurred at Torrensville Primary School. It also gives us an opportunity to show the vision for 2016 and onwards—a future we are proud and excited to be involved in. Thankyou to staff for your dedication and commitment to student learning (particularly Silvia McMullen for her acting Principal role during term 3), to Governing Council members for your input and to the entire school community for assisting in making Torrensville Primary the wonderful school it is.

Kind regards,

John McCade
Principal

Anne-Marie Halligan
Governing Council Chairperson

Enrolments

2015 enrolments remained stable at the beginning of the year, but by our August census some of our new arrived families had moved to other areas. Our total enrolments in August were 275. Our ATSI population has risen to 15%, School Card Families up to 39%, whilst our EALD families students with disabilities remained steady. 2016 will start with similar enrolments to these displayed. Our new Reception enrolment for 2016 is 33. We have an indication that enrolments will show a gradual increase in future years. All our class sizes have been at our below DECD expectations (26 in the Yearly Years, 30 in Primary Years).
2015 Data and Graphs

Year 3 NAPLAN Mean Scores 2013-15

<table>
<thead>
<tr>
<th>Mean Scores</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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<tbody>
<tr>
<td>Numeracy</td>
<td>350</td>
<td>340</td>
<td>330</td>
</tr>
<tr>
<td>Reading</td>
<td>400</td>
<td>390</td>
<td>380</td>
</tr>
<tr>
<td>Writing</td>
<td>300</td>
<td>290</td>
<td>280</td>
</tr>
<tr>
<td>Spelling</td>
<td>250</td>
<td>240</td>
<td>230</td>
</tr>
<tr>
<td>Grammar</td>
<td>200</td>
<td>190</td>
<td>180</td>
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</table>

Year 5 NAPLAN Mean Scores 2013-15

<table>
<thead>
<tr>
<th>Mean Scores</th>
<th>2013</th>
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<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>500</td>
<td>490</td>
<td>480</td>
</tr>
<tr>
<td>Reading</td>
<td>450</td>
<td>440</td>
<td>430</td>
</tr>
<tr>
<td>Writing</td>
<td>350</td>
<td>340</td>
<td>330</td>
</tr>
<tr>
<td>Spelling</td>
<td>300</td>
<td>290</td>
<td>280</td>
</tr>
<tr>
<td>Grammar</td>
<td>250</td>
<td>240</td>
<td>230</td>
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Year 7 NAPLAN Mean Scores 2013-15

<table>
<thead>
<tr>
<th>Mean Scores</th>
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<th>2015</th>
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</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>600</td>
<td>590</td>
<td>580</td>
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<tr>
<td>Reading</td>
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<td>540</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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</tr>
<tr>
<td>Grammar</td>
<td>350</td>
<td>340</td>
<td>330</td>
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</table>

Overall our NAPLAN results show positive improvement. Mean Score results in many areas are the best they have been in years. Positive Grammar and Spelling results reflect the implementation of Words Their Way. The 2016 focus on Numeracy Intervention should reflect in increased improvement in Numeracy results in future years.

The Actual and Expected Growth graphs below show growth for our students after the two year period between NAPLAN tests. The blue line of actual growth compared to expected or average growth across Australia shows tremendous progress.

Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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<tbody>
<tr>
<td>Reception</td>
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<td>93.0</td>
<td>87.6</td>
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<td>Year 1</td>
<td></td>
<td>93.2</td>
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<td>87.7</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td>91.1</td>
<td>91.0</td>
<td>94.1</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td>89.9</td>
<td>90.8</td>
<td>89.1</td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td>93.0</td>
<td>87.4</td>
<td>91.6</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td>95.0</td>
<td>92.5</td>
<td>87.7</td>
</tr>
<tr>
<td>Year 6</td>
<td></td>
<td>93.3</td>
<td>93.2</td>
<td>93.7</td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
<td>92.6</td>
<td>91.4</td>
<td>94.1</td>
</tr>
<tr>
<td>Primary Other</td>
<td></td>
<td>92.7</td>
<td>86.7</td>
<td>90.8</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td></td>
<td>92.6</td>
<td>90.6</td>
<td>91.5</td>
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</table>

Although our attendance figures show a 1% improvement on 2014, we are still 1% below 2013 figures and 1.5% below the DECD target. Pro-active programs and support are in place and we anticipate continued improvement in our attendance figures in 2016.