Dear Parents and Caregivers

2014 began with 55 new students [including our Reception intake] commencing at Torrensville. We look back on 2014 being a year of great achievements, which are outlined in this Annual Report.

Our school community is active, eager to be involved and work alongside our staff who show commitment and a passion towards helping our students become the best learners and young people they can be. We trialled successfully [according to the staff, student and parent surveys] Year 5, 6 & 7 classes in Middle School and will continue this structure again in 2015.

2014 also saw the school forging new working relationships with surrounding sites as part of the newly formed West Torrens Partnership. This arrangement was part of the restructure of DECD. Essentially local schools and preschools work more closely together with joint responsibility for the education and care of all children and students in the partnership. Teachers continued to report to parents in Maths, English and History using the Australian Curriculum. This year teachers received training in implementation of the History and Geography curriculum.

We thank Silvia McMullen who has lead our ICT Committee and Numeracy Committees respectively to complete this work. We present this annual report to you to acknowledge the brilliant work of all in 2014. We look forward to 2015 and welcoming a new cohort of Reception students to Torrensville Primary School.

Instrumental Music: Our school has a very successful instrumental program, supported by a talented team of instrumental teachers. This year we held two Instrumental Concerts. Our term 2 concert was during school time so parents had the opportunity to hear how their child was progressing. Our bigger concert during term 4 in the evening, 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 have been learning Ukelele and recorder. Thankyou to Johanna Spicer for your coordination of school music this year.

Middle School Art Expo: Term 4 saw our Middle School Art Expo held in the hall. A huge turnout of community members were extremely impressed with the quality and quantity of artwork produced, encompassing all curriculum areas.

Parents and Friends: 2014 has been a year of outstanding achievements in fundraising by our P&F. This committee organises events throughout the year to raise extra funds to enhance projects and services within the school. Money was raised through the People’s Choice Community raffle, chocolate drive, discos, Sports day, Mother’s Day and Father’s Day stalls as well as a guess the jellybeans in the jar competition. The committee also were successful in applying for Grants from Cadbury’s and Bank SA. Because of their endeavours we were pleased to announce that over the Christmas holidays we would be erecting a shade over our newest play equipment, funded mostly by the P&F. The committee is always looking for new members, and will be asking for support for activities throughout the year.

Reconciliation Week ‘Walk The Talk’ was an extremely positive event that bought our school community and wider community together. The “Long Walk” involving the students, staff, families and invited guests walking around our community gave the positive message of how important reconciliation is within our school and community. The article in the local Messenger and school movie produced also highlighted our commitment to Reconciliation and being proud of our Aboriginal community. Other highlights have been the “Smoking Ceremony” in Term 1 and community BBQ; R-7 ATSI students involved in Cultural Connection sessions; ATSI Breakfast Club/ Whole school ‘Big Breakfast and our Aboriginal Resource Room. Thankyou to our ACEO Elaine Magias for achieving so many positive outcomes for our ATSI community and the school.

Finance Report

Endeavoring to remain within our 2014 budget guidelines was difficult with close to a $50,000 blow out in breakdown maintenance and utilities (water, gas, electricity) expenses. We have established a working budget for the 2015 school year which now has provision for extra expenses. 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. While doing 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 unexpected expenditure. Copies of our budget are available from the front office.

Major Goals Achieved in 2014

NAPLAN: Progress rates describe how well students have progressed since the last time they sat a NAPLAN test. We aim for the greater percentage of our students to progress in the Medium to high range. In 2014 we have achieved this. Our Year 3 results were the best in many years. Over half of our students in Year 5 are in the Upper progress range —double the national average. Every Year 7 student achieved the national minimum standard in writing, and all but one in reading.

PAT Online assessments: At the commencement of 2014 we introduced online testing in literacy and numeracy for Year 1-7 students. In October we tested those subject areas and trialled on-line vocabulary testing for Year 3-7 students. These are standardised tests so we are able to see where each child is compared to national averages. With a new assessment recording program we are introducing in 2015, teachers and parents will have much greater access to this data. This will be an excellent tool to assist with identifying growth points and differentiating the curriculum for every child.

Running Records: Data shows constant, significant improvement from Reception to Year 3 since 2011. For example 7% of Receptions are above level 20, (0% in 2011), and 90% of Year 3 students are above level 20 (compared to 64% 4 years ago.)

EALD levels: There continues to be a marked improvement in levels across the school leading to a decrease in interventions required.

Student Well Being: 2014 saw continued decrease in the number of inappropriate behaviour incidents. Our student wellbeing survey results also continue to improve with now 70.5% of all students on the highest level of feeling happy and engaged, an improvement of 3.9%.

Words Their Way: All staff have undertaken training in the word study program Words Their Way. All students also participated in a training session and all students from Yr2-7 have been introduced to the program. It is envisaged that participation in this program will lead to improvement in student spelling.

In Harmony, Respect and Achievement are living core values at Torrensville!
Quality Teaching and Learning

Numeracy
- Progress band in year 5 which is double the National average.
- Use of teams for planning and sharing of best practice R-7.
- Professional Development with Karly Hefferon- Australian Curriculum Coordinator.

Numeracy recommendations for 2015:
- Further develop explicit teaching and Natural Maths strategies through training and development- 4 staff involved in the Mathematician in Residence with Ann Baker.
- 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.
- Professional Learning Communities with West Torrens Partnership
- Embed ICT into numeracy practice.
- Strengthen learning partnerships between school and families.

Information & Communication Technologies (ICT)
In 2014 …
- New iPads were purchased to add to our bank of iPads for classes to access.
- All teachers using iPads for teaching/learning and improved communication.
- Ipads were utilized for students with targeted needs.
- Continued to integrate digital/media including animations/ audio media and information technology into inquiry units.
- 3 staff attended the Technology K-12 Education National Conference in Brisbane.
- ICT Committee organised staff PD- use of iPads, iMovie, iDoceo.

ICT recommendations in 2015
- The ICT committee to be integrated with Quality Pedagogy Committee.
- Priority to be quality teaching and learning incorporating IT and inquiry to develop 21st century skills.
- To empower staff in the area of ICT by providing current training. Utilising existing ICT skill set of staff, school community members, partnership members and students.
- Stocktake of existing hardware to plan for maintenance or replacement.

Literacy
- Consolidate our understandings gained from Literacy for Learning Training 2013 with a focus on the explicit teaching of the Register for speaking and writing. Whole school emphasis on the movement of students from novice writers through to expert writers using the register to measure this.
- Data driven differentiation further enhanced through increased discussion and collaboration.
- Implementation of Site Literacy Agreements

Our Achievements in 2014 were …
- Establishment of online PAT ACER Literacy assessments
- Teacher training for and participation in the National Disabilities Data Collection process
- Teams moderating across classes using the WAR writing rubrics and The NAPLAN Writing marking criteria to inform their explicit teaching of all genre
- Relevant PD for staff in identified literacy programs and implementation of Words Their Way word study program
- Teams using diagnostic analysis of Running Record assessments to develop intervention programs for targeted students
- 100% of all Year 3 students reaching National Minimum Standard (NMS) in Spelling. 100% of all Year 7 achieving NMS in writing.
- Almost 30% of Junior Primary students improved EALD results by more than 3% during the year, compared to 12% in 2012. 8.5% of Primary Years students improved EALD results by more than 3% during the year, compared to 7% in 2012. 22% of Middle School students improved EALD results by more than 3% during the year, compared to 9% in 2012.

Literacy recommendations for 2015:
- All staff undertake Sheena Cameron Partnership PD and implement the “secret code for reading”.
- More opportunities for students to practise the skills of inferential comprehension
- Teach students strategies to plan more efficiently before they write
- Explicit teaching of Genres as outlined in revisited School Genre Map
- Use word study words in Grammar/Genre
- Resources created and purchased to best support word study

Numeracy:
Consolidate our common understandings and practices R-7 in the teaching, learning and assessment of mathematics according to the Australian Curriculum.

Our Achievements in 2014 were ...
- Established Online ACER PAT Tests for yr 2-7 students.
- Implemented Whole School Numeracy Agreements.
- Consolidated and applied professional development with 'Natural Maths' focusing on problem solving. Continued to develop mental computations and numeration confidence.
- Teachers utilized the Australian Curriculum to develop units of work.
- 100% of year 3 students achieved National Minimal Standard (NMS). Over 50% of students were in the upper
Recommendations for 2015

- Continue to analyse data and assist teachers and students to meet goals and targets set in relation to health and wellbeing.
- Continue Play is the Way /Physical education specialist NIT program and whole school activity time.
- Maintain the use of Learner Qualities and the explicit teaching of these as part of our Inquiry Units.
- Continue to promote after hours sports programs.

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. Our data provides evidence of our achievements: significant improvement from Reception to Year 3 since 2011. For example 7% of Receptions are above level 20, (0% in 2011), and 90% of Year 3 students are above level 20 (compared to 64% 4 years ago.

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 our literacy achievements in this report).

Student Well Being

**Actions:**
- Revisit the use of Restorative Justice Practices.
- Continue to use the student well being survey to monitor critical concerns.
- Whole school commitment to Play is the Way
- Ratify school process and structures for student well being
- Improve procedures for following up on targeted students with regards to behaviour.

**Our achievements in 2014...**
- Set whole school Play is the Way times established
- Whole staff professional development day in “Improving Staff Wellbeing and Workplace Performance”
- Trialling of Mindfulness activities in classes
- Mentoring support for identified students to assist with yard behaviour
- In our student wellbeing surveys70.5% of all students on the highest level of feeling happy and engaged, an improvement of 3.9%

**Student well being recommendations for 2015...**
- Investigate and implement effective student voice models.
- Analysis of data from student survey immediately and identify, support, and mentor vulnerable students and children.
- Review and improve resources and facilities that will enhance wellbeing.
- Look at positive incentives for regular attendance.

Specialist Curriculum Focus Areas

**As a result of...**
- Music NIT program
- Play is the Way
- Instrumental music programs
- Footsteps
- Specialised Clinics & fitness program
- Sports Day
- Swimming and Aquatics
- School Leadership—Student Voice & School Ambassadors
- ICAS representation
- Premier’s Reading Challenge
- Football, basketball, soccer, volleyball & cricket teams.
- Year 5/6/7 camps
- ICAS assessments
- PE WEEK

**Our achievements in 2014**

We maintained a large number of students involved in sporting teams. Excellent participation and growth in skills attained through programs such as: Sports Clinics, Music Is Fun, Footsteps, Instrumental Music, recorder and ukulele ensembles and the Gardening Project. Community feedback indicates an appreciation of the diversity of skills demonstrated at whole school performances, and specific celebrations. We noted continued increase in number of students receiving ICAS awards particularly in high distinctions, distinctions, and credits. Up to 93.58% of students feeling connected and successful at school.
Staff Retention
Torrensville over the past few years has had minimal staff changes. 2014 began with a new Principal and music teacher, but no other staff changes. At the end of 2014 Lesley Thompson (Reception/Yr 1 teacher) and Maria Radford (SSO), Johanna Spicer (Music teacher) and Alex Duncan (PE teacher) have been appointed to other schools, so there will be staff changes in 2015.

Parent Satisfaction
Our parent survey results show a considerable increase in parent satisfaction in teacher expectations, their children feeling safe at school, behaviour well managed (the percentage of parents strongly agreeing doubling), my child likes being at this school (strongly agreeing up by 26% to 88%) and the school taking parents’ opinions seriously. The survey shows parents would like an increased focus on how the school is maintained.

Staff Satisfaction
Our staff survey results showed staff satisfaction from a 90 to 100% rate across all questions. As with the parent survey, the area where staff would like to see more improvement is around how the grounds and facilities at school are maintained. As this was the first year we had done this particular survey there is no comparative data.

Student satisfaction
100% of students surveyed believed their teachers had high expectations of them. All other areas surveyed showed over 90% satisfaction, other than management of student behaviour (86% satisfaction) and serious consideration of student opinion (89%). Again the lowest % for strongly agreeing was maintaining the school.

Recommendations for 2015:
- Revisit student voice processes
- Despite budgetary restrictions look at ways to improve the physical presentation of the school

Governing Council
In 2014 there were 9 Governing Council meetings inclusive of the AGM and considering materials and services charges. Governing Council comprised of 13 parents and 3 staff members. Achievements in 2014 included further developing of OSHC policies, decision to apply for a Christian Pastoral Support Worker and restructuring our meetings to include a curriculum spotlight in our meetings, where we will be sharing new initiatives being implemented at school. We encourage parents to come along and observe a meeting, and hopefully consider joining our Council and assist our great school to become even greater.

Enrolments
Our expected enrolments are stable for the start of the 2015 year. It appears, if current Reception enrolments continue at the 2014 rate, there will a need to increase the number of classes at Torrensville in the future.

Student Attendance
During 2014 we:
- Followed up with individual students unexplained absences
- Changed over to electronic learn link attendance recording
- Ensured individual attendance issues for targeted students were addressed and outside agencies were involved.

Recommendations for Attendance R-7 for 2015
- Continue to promote the importance of attendance through community awareness strategies & proactive interventions.
- Introduce individuals to report to front office when late with explanations.

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

Student Destination Data for 2014
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.

Building and Grounds
The major focus of our Parents and Friends committee has been to raise funds for the installation of a shade over our new playground. Thanks to their hard work, this is being installed during the holidays ready for the commencement of the 2015 school year.

Participation in Professional Learning
Specific staff attended a larger number of training days depending on the focus areas they were engaged with. Teams were released during specialist NIT times to cooperatively plan. Training was provided in these areas: National Disabilities Data collection, Wellbeing and Mindfulness, Restorative Practices, Australian Curriculum Geography, Information Communication Technologies and using online reading and Maths assessments. All staff completed 37½ hours of professional learning outside of working hours.

Conclusion
2014 has been a year of change (being the first year in these roles for both of us), and also a time to commence planning long term changes to the benefit of our school community. In 2015 our school priorities will again be Literacy, Numeracy and Wellbeing, and we will have a new area—Quality Pedagogy. With a focus in this area we will be striving to make Torrensville’s great teaching even greater, which will obviously flow into improved learning outcomes for our students. We have much to celebrate and even more to look forward to.

Kind regards
John McCade
Principal
Anne-Marie Halligan
Governing Council Chairperson