**Context Statement**

<table>
<thead>
<tr>
<th>School name</th>
<th>TORRENSVILLE PRIMARY SCHOOL</th>
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<tbody>
<tr>
<td>School No.</td>
<td>1285</td>
</tr>
<tr>
<td>Principal</td>
<td>Ms Deborah Brassington</td>
</tr>
<tr>
<td>Postal Address</td>
<td>Hayward Avenue, Torrensville 5031</td>
</tr>
<tr>
<td>Location Address</td>
<td>Hayward Avenue, Torrensville 5031</td>
</tr>
<tr>
<td>School e-mail address</td>
<td><a href="mailto:info@torrensvps.sa.edu.au">info@torrensvps.sa.edu.au</a></td>
</tr>
<tr>
<td>Region</td>
<td>Western Adelaide</td>
</tr>
<tr>
<td>Distance from GPO</td>
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</tr>
<tr>
<td>CPC attached</td>
<td>NO</td>
</tr>
<tr>
<td>Phone No.</td>
<td>08 84437355</td>
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<tr>
<td>Fax No.</td>
<td>08 82342491</td>
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**Introduction**

Torrensville Primary School has three core values agreed to by our school community reflecting the three most important aspects of our identity; **harmony, respect and achievement.**

Learning is based on an inquiry focus reception to year 7. We aim to develop inquiring, knowledgeable and caring people who help to create a better world. Supporting this students learn about 5 learner qualities that will help them now and in the future to be successful and confident: being creative, confident, successful, individual, active and informed.

Our school is committed to effective relationships, we believe it is essential to have authentic connections between all members of a learning community. All staff and students use Restorative Justice Practices to solve problems in ways that repair, restore and build on effective communication. Using the ‘Play is the Way’ program supports students to manage disappointments in a constructive manner.

We offer a range of extra curricula opportunities in the wider community. For example: Festival of Music, Instrumental Music, Specialist PE and Leadership programs across the school and with our local kindergartens.

Torrensville’s diversity is celebrated and promoted and is the reason many parents choose to send their children to Torrensville. The schools reputation for catering for students from diverse linguistic and cultural backgrounds, learning difficulties and disabilities and gifted students is recognised by requests to deliver professional development for local, interstate and international educators. Further information www.torrensvps.sa.edu.au

**Location and community facilities**

Torrensville primary School is situated 4 kms west of the city of Adelaide. It is located close to Adelaide and Underdale High School, feeder Pre-Schools and the Regional Education Office at Flinders Park.

Public transport can be accessed via Henley Beach Road and at the northern end of the school along Ashley Street.

**School Facilities**

The main building is of solid structure and provides accommodation for all general classes. The middle school wing has undergone some up-grades to create additional space. Two shared wet area facilities in the early years have been developed to support play-based learning programs. The OSHC room has undergone a major internal up-grade and is used for meetings, small group withdrawal and Professional Development programs during the day.
All areas are air-conditioned.

Specialist facilities: Music room, Greek Language room, Information Communication suite, Large hall, portable lap tops and Ipads/tablets.

Staff Facilities: Staff have access to ICT in their teaching areas as well as in the staff room. All staff have internet and email access.

Access for students and staff with disabilities: Access ramps to all buildings, and there is also an access toilet.

Access to bus transport: School is on major bus routes.

New Early Years classroom facilities were built in 2008 to accommodate the schools growing population and diversity of support programs.

In 2010 we had a large multi-purpose hall built which supports our strong focus Health and Well-being. At the same time four primary classes were extended to create larger learning spaces with wet areas and door access to outdoor learning spaces. A specialist music studio was also created as part of this redevelopment. Reception to year 5 students access a music program while the year 6/7 students have a specialist physical education program.

School profile

<table>
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<th>August FTE</th>
<th>2010</th>
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<th>2012</th>
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<td>Totals</td>
<td>325</td>
<td>320</td>
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2013 - Numbers of students enrolled under the following categories n 2013

School Card: 82
Non-English Speaking Backgrounds: 94
In Australia for less than one year: 6
English as another Language or Dialect: 91
Aboriginal Students: 19

Enrolment trends

The school’s enrolment has reduced, the main contributing factor is families moving residence.

Almost a third of our students are from non-English backgrounds. Students are from over 48 different linguistic and cultural backgrounds. An EALD teacher supports these students.

Language interpreters support students and families from non-English speaking backgrounds.

5% of the schools population are verified as students with disabilities in the mainstream. The students are supported by School Services Officers and teachers through individual and group intervention programs.

12 year 3-7 students access the district special class facility at Torrensville. A full-time teacher and an SSO support them.

Students with specific learning difficulties receive small group SSO support.
Staffing  |  Fraction of time
-----|------------------
Principal  | 1.0
Deputy Principal  | 1.0
Assistant Principals  | 0.6 with a focus on Literacy & Information Technologies through an inquiry approach
Mainstream teachers  | 10.00 FTE
Special Class  | 1
Teacher Librarian  | 0.8
EALD and Special Ed  | 1.0
Greek (LOTE)  | 0.7 (Language other than English)
Music  | 0.4
Greek Mother Tongue  | 0.2
Ancillary Hours  | 197 (General Administration, Special Education, ICT Support)
Grounds person  | 9hrs

**OSHC and Vacation Care Programs cater for up to 39 children**

**School Leadership Structure**

The school has been re-structured into three teaching and learning teams to accommodate the needs of three bands of learners and their families. Teams co-ordinate professional development programmes designed to address the Site Learning Plan priorities, team plans and individual needs. Resources are allocated R-7 for professional development release time, shared equipment and resources and team programs.

Until the end of 2014 there will be a Deputy Principal, Assistant Principal and Principal.

**In the Early Years**

The Early Years team comprises students, teachers and staff who support the R-2 cohort. This team also has a close relationship with Torrensville Pre-school to support transition and shared use of facilities. The Early Years Literacy intervention plan has been developed to address both school and DECD requirements. A range of strategies has been trialed to identify and support students requiring literacy and numeracy intervention.

**The Primary Years Team**

The Primary Years team comprises students, teachers and staff who support the year 2-5 cohort. Teachers of year 2/3 students in this team work in collaboration with the Early Years team. The Primary Years team has recently participated in the Western Adelaide Reading Intervention program as part of our whole school commitment to consistent literacy teaching and learning practices.

**The Middle Years Team**

The Middle Years team has achieved some significant outcomes including: planning and teaching interdisciplinary units of work that meet the requirements of our state curriculum frameworks and now the Australian Curriculum.

The success of the Middle Years team’s rigorous approach to learning is evident by our student entries into various high school gifted and specialist programs and National, and State wide assessments.

**Core Business**

Our core business is to provide quality teaching and learning in a supportive environment. Underpinning all of our practice is a belief in:

- Quality Teaching and Learning - through the development of learner qualities, being creative, confident, successful, individual, active and informed.
- Supportive Learning Environment and restorative practices
- Working Together.
- Individual Dignity and Self Worth.
Intercultural Awareness

Effective Communication and Participation of the Whole School Community.

The SITE Learning Plans

Our 3 teaching and learning priorities are literacy, numeracy, student well-being and Information and communication technologies.

Curriculum

Our curriculum is based on the balanced delivery of the required areas of study: English, Maths, Society and Environment, The Arts, Science, Technology, History, LOTE (Greek), Health and PE and Mother Tongue. Maintenance is offered for Greek background students.

Thinking Skills are embedded across the curriculum R-7

Instrumental music

The schools instrumental music program has expanded and now caters for approximately 65% of all primary learners. Piano, guitar, keyboard, recorder, ukulele, violin and cello lessons are currently offered at Torrensville. These lessons are provided by the DECD Instrumental Music Service, The Learning Through Music company, parent volunteers and a private tutor Rodney Smith.

Special education

A review of special education has brought about significant changes to the referral and identification and processes, awareness and understanding of a diverse range of difficulties and disabilities, quality of planning and programming and educational provision. The Learning Centre is a special class facility that provides more intensive support for students with higher level needs. The school supports integration and reverse integration and the development of a more highly specialised staff team has created a more positive productive and responsive educational environment for staff and students.

English as another Language or Dialect

The EALD program provides small group and or classroom support for a range of linguistic and cultural backgrounds. Regular assessment is made using the EALD levels to monitor progress and for programming purposes.

Assessment and reporting

Assessment and Reporting are integral to improving student learning outcomes. Early Years, Primary Years and Middle Years Assessment policies and schedules have been developed to describe different assessment purposes and activities for different bands of learners.

Sporting Activities

We have a very supportive parent community who support student’s participation in Saturday morning soccer, football and cricket and after school basketball competition. Regular sports clinics are organised for students. The curriculum offered provides opportunities to be involved in alternative sports; for example wheelchair sports and archery. All year levels are involved in swimming or aquatics programs.

Other Co-Curricular Activities

The school has junior and senior choir groups. All Middle School students are involved in community service activities. Lunch time activities ensure we provide different experiences for our students. For example: Early Years, Primary Years and the Middle School lunch time hall activities and our garden group. Our partnerships together program provides older students with leadership opportunities with younger students.
Staff support systems
The staff work in teaching and learning teams. They are the Middle Years, Primary Years and Early Years. Professional Development is provided to share practice linked to key priority areas and for collaborative programming and planning.

Performance Development
All staff are part of a teaching and learning team and are expected to be involved in regular team meetings. Performance Development processes are linked to school improvement priorities. Resources are provided to support individual and group 'teacher inquiries'. The teaching National Professional Standards and the Principal Professional Standards form the basis for performance development plans.

Access to Special Staff
The school has access to support from Speech Therapists, Regional Disability Coordinator and Psychologists, the Special Education Unit, the Language Disorder Unit, Interagency Behaviour Support Manager, Downs Syndrome Association and Autism SA.

School Operations
Governing Council is the major decision making body in the school. A high percentage of our parents are involved in the school in many and varied ways. We have a consultative approach to decision making. Sub committees include: Finance, Facilities, Sport, Parents & Friends, OSHC Advisory Committee. Education and Garden. Ad hoc committees are formed as needed.

Regular publications
Fortnightly Newsletters, weekly notes and daily E-Book bulletins to staff and the Annual Report.

School Financial Position
Schools major commitments are to ICT, Professional Learning and Grounds and buildings re-development.

Feeder Schools
The main government high schools attended by students leaving Torrensville are Henley, Underdale and Adelaide High Schools.

Other local care and educational facilities
The reception children generally have attended Torrensville Pre-School or Lady Gowrie Child Care Centre at Underdale, Lady Gowrie Pre-School at Thebarton and Torrensville Child Care Centre.

Local Government Body
City of West Torrens