

**Context Statement 2016**

School name	: TORRENSVILLE PRIMARY SCHOOL	
School No.	: 1285	
Principal	: Mr John McCade	
Deputy Principal	: Mrs Silvia McMullen	
Postal Address	: Hayward Avenue, Torrensville 5031	
Location Address	: Hayward Avenue, Torrensville 5031	
School e-mail address	: dl.1285.info@schools.sa.edu.au	
Region	: Western Adelaide	
Distance from GPO	: 4 kms	Phone No. : 08 84437355
CPC attached	: NO	Fax No. : 08 82342491

**Introduction**

At Torrensville Primary School we are committed to being active lifelong learners who listen to the views of others. Everyone aims to have a safe, happy life where we contribute to the community and the world. By caring for each other, we can all get along. Torrensville Primary School has three core values agreed to by our school community reflecting the 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: 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, Junior Choir, out of school hours sport, leadership programs and opportunities across the school.

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 highly regarded. Further information [www.torrenspps.sa.edu.au](http://www.torrenspps.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 and is a member of the West Torrens Partnership.

The school has an OSHC program that provides a Vacation Care program accessed by the wider community.

Torrensville is the base school for the Tamil Ethnic School.

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.

- ❑ All areas are air-conditioned.
- ❑ Specialist facilities: Music room, Greek Language room, Arts 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.

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 Health and Well-being focus. 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. All mainstream classes access our Greek, Arts and PE programs.

## School profile

August FTE		2012	2013	2014	2015
Primary	RE	62	55	28	42
	Year 1	27	37	42	26
	Year 2	36	27	39	39
	Year 3	29	31	31	36
	Year 4	32	33	36	28
	Year 5	38	28	37	32
	Year 6	38	34	29	35
	Year 7	45	39	31	25
	Special	12	12	12	12
<b>Totals</b>		<b>307</b>	<b>284</b>	<b>285</b>	<b>275</b>

*Numbers of students enrolled under the following categories in 2015*

School Card: 70

Non-English Speaking Backgrounds: 66

English as another Language or Dialect: 69

Aboriginal Students: 18

## Enrolment trends

The school's enrolment has steadied. Projected Reception figures suggest future growth over the next few years.

- ❑ 41% of our students are from non-English backgrounds. Students are from over 40 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.

<b>Staffing</b>	<b>Fraction of time</b>
Principal	1.0
Deputy Principal	1.0
Mainstream teachers	10.00 FTE
Special Class	1
Teacher Librarian	0.8
EALD and Special Ed	0.8
Greek (LOTE)	0.7 (Language other than English)
PE	0.5
The Arts	0.6
Greek Mother Tongue	0.1
Ancillary Hours	197 (General Administration, Special Education, ICT Support)
Grounds person	9hrs

## **OSHC and Vacation Care Programs cater for up to 60 children**

### **School Leadership Structure**

The school has been re-structured into three Professional Learning Communities (PLC's) to accommodate the needs of three bands of learners and their families. Committees co-ordinate professional development programmes designed to address the Site Learning Plan priorities, PLC plans and individual needs. Resources are allocated R-7 for professional development release time, shared equipment and resources and PLC programs.

### **The Early Years PLC**

The Early Years PLC comprises students, teachers and staff who support the R-2 cohort. This PLC also has a close relationship with Torrensville Pre-school to support transition and shared use of facilities. A range of strategies has been trialled to identify and support students requiring literacy and numeracy intervention.

### **The Primary Years PLC**

The Primary Years PLC comprises students, teachers and staff who support the year 2-5 cohort. Teachers of year 2/3 students in this PLC work in collaboration with the Early Years PLC.

### **The Middle Years PLC**

Our 3 Middle Years classes have students from years 5, 6 and 7. Students have year level maths, literacy and health lessons.

The Middle Years PLC has achieved some significant outcomes including: planning and teaching interdisciplinary units of work that meet the requirements of 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 Pedagogy - through the development of learner qualities, being creative, confident, successful, individual, active and informed.
- Supportive Learning Environment and restorative practices
- Working Together.
- Intercultural Awareness
- Effective Communication and Participation of the Whole School Community.

## **Site Improvement Plan 2015 - 2017**

Our 4 teaching and learning priorities are literacy, numeracy, student well-being and Quality Pedagogy.

### **Curriculum**

Our curriculum is based on the balanced delivery of the required areas of study: English, Maths, H.A.S.S., The Arts, Music, Science, Technology, 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**

Piano, guitar, keyboard, voice, 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 or a private tutor Rodney Smith.

### **Special education**

We have a District Primary Special Options class which caters for 12 students. A full time teacher position is shared by 2 teachers (0.8 and 0.2) and there is a full time SSO in this class. Students have the opportunity where possible to participate in mainstream class activities.

### **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 participation in Saturday morning soccer, football and cricket and after school basketball and volleyball competition. Regular sports clinics are organised for students. All year levels are involved in swimming or aquatics programs.

### **Other Co-Curricular Activities**

The school has junior and senior choir groups. 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 school ambassadors are trained to run the P.A.L.S. program (Play at Lunchtime support).

### **Staff support systems**

The staff work in Professional Learning Communities. 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 PLC 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, Partnership Special Educator and Psychologists, DECD Behaviour Coach, DECD Attendance and Engagement Officer, the Special Education Unit, the Language Disorder Unit, 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. Ad hoc committees are formed as needed.

## **Regular publications**

Fortnightly newsletters, weekly notes and daily e-Book bulletins to staff and the Annual Report. The Skoolbag App provides immediate notifications to parents.

## **School Financial Position**

The school is in a solid financial situation.

## **Feeder Schools**

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