



# SCHOOL CONTEXT STATEMENT

Updated: April 2018

**School number:** 1285

**School name:** Torrensville Primary School

## School Profile:

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. The connections between these qualities, our values (respect, harmony & achievement) and our mission statement are explicitly taught to students to ensure a holistic learning experience is balanced with the rigor of academic achievements.

We offer a range of extra curricula opportunities in the wider community. For example: Festival of Music, Instrumental Music, Choir, out of school hours sport 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 school's reputation for catering for students from diverse linguistic and cultural backgrounds, learning difficulties and disabilities and gifted students is highly regarded. Further information [www.torrensvps.sa.edu.au](http://www.torrensvps.sa.edu.au)

# 1. General information

- **School Principal** : Mr John McCade
- **Deputy Principal:** Mrs Silvia McMullen
- **Year of opening:** 1958
- **Postal Address:** Hayward Avenue, Torrensville 5031
- **Location Address:** Hayward Avenue, Torrensville 5031
- **DECD Region:** West Torrens Partnership
- **Geographical location – ie road distance from GPO (km):** 4 kms
- **Telephone number:** 08 84437355
- **Fax Number:** 08 82342491
- **School website address:** www.torrensvps.sa.edu.au
- **School e-mail address:** dl.1285.info@schools.sa.edu.au
- **Out of School Hours Care (OSHC) service:** Yes, includes Before and After School Care and Vacation care programs.
- **February FTE student enrolment:**

January FTE		2014	2015	2016	2017	2018
<b>Primary</b>	RE	29	40	33	48	33
	Year 1	41	25	44	33	47
	Year 2	39	38	26	42	36
	Year 3	30	36	38	27	43
	Year 4	38	30	31	40	29
	Year 5	37	33	27	33	44
	Year 6	28	35	29	29	34
	Year 7	32	25	32	32	31
	Special	12	12	12	11	10
<b>Totals</b>		<b>286</b>	<b>274</b>	<b>272</b>	<b>295</b>	<b>307</b>

**School Card:** 25%

**Non-English speaking backgrounds:** 51

**English as another Language or Dialect:** 61

**Aboriginal or Torres Strait Islander (ATSI) Students:** 24

- **Student enrolment trends:** After a number of years of gradual decline, school enrolments have increased since 2016, resulting in an additional class starting in 2017 and 2018. Projected Reception figures suggest future growth continuing.
- **Staffing numbers (as at February census):**

Staffing	Fraction of time
Principal	1.0
Deputy Principal	1.0 (including 0.2 AET)
Mainstream teachers	10.00 FTE
Special Class	1.0
Teacher Librarian	0.8
EALD and Special Ed	1.0
Greek (LOTE)	0.7
PE	0.6
The Arts	0.6
Other NIT areas	0.4
Student Well Being	0.2
Greek First Language Maintenance Development	0.1
Ancillary Hours	245.5hrs (General Administration, Special Education, ICT Support)
ACEO (Aboriginal Community Education Officer)	16hrs
Grounds person	12hrs

- **Public transport access:** via Henley Beach Road and at the northern end of the school along Ashley Street.
- **Special site arrangements:** Primary District Special Class. Torrensville PreSchool is a separate site but is alongside the Primary School.

## 2. Students (and their welfare)

- **General characteristics**  
: We have an extremely diverse student community with many different cultural groups represented. We currently have 24 Aboriginal students. Our school community highly values this rich diversity of culture.
- **Student well-being programs**  
: Our school is committed to effective, positive 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 have a 0.2 (one day a week) student wellbeing person, which was formerly named

school counsellor. We have a Pastoral Care Worker for 12hours per week. Social Skills programs such as “What’s The Buzz?” are implemented on a needs basis.

- Student support offered
  - : 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. We also utilise the services of Inschool Psychology for private sessions during school time.
- Student management
  - : Our School Behaviour Code provides the structures and programs for positively managing behaviours at school. Restorative Practices and sharing a growth mindset are used across the school.
- Student government
  - : Student voice is an essential component of classroom and whole school actions at Torrensville. There are discussions and negotiations regarding individual learning to class meetings and our more formal Whole School Student Voice committee are involved in whole school conversations.
- Special programmes
  - : As part of our Inquiry Units, students are involved in alternative extra curricula/learning opportunities to ensure they are exposed to activities that can expand their experiences. For example specialist sports, yoga, wheelchair sports, gardening, specialist CSIRO science program and cooking.

### 3. Key School Policies

- Site Improvement Plan 2018

<b>Our priorities</b>	<b>To improve</b>	<b>We will</b>
Numeracy	Students attaining high levels of achievement in Numeracy in all year levels	<ul style="list-style-type: none"> <li>• Create safe conditions for rigorous learning in mathematics</li> <li>• Develop expert and numerate learners</li> <li>• Personalise and connect learning</li> </ul>
Literacy	Literacy improvement through a strong focus across all curriculum areas with emphasis on developing critical literacies (reading/spelling/functional grammar)	<ul style="list-style-type: none"> <li>• Create PLCs within school and across the partnership to explore, consolidate and develop good practice with particular emphasis on Jolly Phonics, Sheena Cameron strategies and Words Their Way</li> <li>• Ratify TPS literacy agreements in line with Partnership/DECD/National Requirements including Genre Map, EALD levels/Australian Curriculum</li> </ul>

Quality Pedagogy	Quality teaching and learning incorporating IT and inquiry to develop 21 <sup>st</sup> century skills	<ul style="list-style-type: none"> <li>• Use data as a driver to improve student learning outcomes for all</li> <li>• Establish Professional learning Communities within our site and utilise ones established in the Partnership to share and develop best practice</li> <li>• Aim to further develop quality pedagogy by embracing our current skills set and extending that knowledge to the whole staff. We also aim to empower our staff in the area of ICT by providing current training (both on and off the site)</li> <li>• Monitor, evaluate and challenge quality pedagogy through implementation of TfEL</li> </ul>
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- **Recent key outcomes:**

From 2017 Annual Report:

Teaching Staff, through committee meetings and PLC (Professional Learning Community) meetings implement and review the strategies outlined in our Site Improvement Plan:

**Literacy**

- All staff participate in Sheena Cameron Oral Language 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**

- Staff utilised across school numeracy expertise
- Introduction of NAPtracker and PATtracker
- Shared partnership staff meetings to share best practice
- Continued review and subsequent commitment to school assessment schedule and Numeracy Collective Commitment
- Numeracy assessment and moderation activities in PLCs, whole school and with other Partnership sites
- Embedding 'Too-Smart' and 'Powerful Maths Learners' intervention programs
- Teacher programs have explicit links with the TfEL Framework and the Australian Curriculum.

**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

## 4. Curriculum

- **Subject offerings:**R-7 students experience a balanced curriculum as outlined in the Australian Curriculum – English, Mathematics, Science, Humanities and Social Sciences, Design and Technology, Health and Physical Education, LOTE, (Greek) and The Arts
- **Open Access/Distance Education provision:** N/A
- **Special needs:**

Any students identified as requiring a Negotiated Education Plan, or having specific learning needs are supported by the Special Education Teacher, School Support Officers and Adult volunteers.

Aboriginal students each have an Individual Education Plan to outline their learning and our ACEO connects home and school, advocates for Aboriginal students and advises the staff team.

We have a Primary District Special class which has 12 students a 1.0 teacher and SSO.
- **Special curriculum features:**

In 2017 we have looked a “Future Focussed” approach to student learning. This involves more student voice in classrooms, flexible classroom learning areas, STEM learning and Inquiry learning.

In 2018 we have focussed on Lee Crockett’s work in Solution Fluencies (6Ds). This has become a key component with STEM learning tasks. Our new STEM area has our 3D Printer and robotics.

Piano, guitar, keyboard, voice, 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.
- **Teaching methodology:**

Inquiry is an approach to teaching and learning that, in essence, involves students in the investigations of questions/problems/issues of significance. Through inquiry, we seek to develop student’s competencies as learners and equip them with a set of transferable skills and dispositions. Inquiry is an active, learner centred methodology which aims to develop deep understanding, not surface coverage.

Each section of the school (Early Years, Primary Years and Middle Years) share a class set of laptops and iPads.
- **Student assessment procedures and reporting:**

Assessment and Reporting are integral to improving student learning outcomes. We collect whole school data to help us monitor progress with English and Mathematics. All students from Year 1 participate in PAT-R and PAT-Maths testing. Year 3, 5, & 7 students participate in NAPLAN testing. From 2018 this will be NAPLAN online.

Parent Teacher Interviews are conducted in Term 1 (and on a needs only basis in Term 3). Written Reports go home in Terms 2 and 4.

- **Joint programmes:**

Torrensville is the base school for the Tamil Ethnic School, which is held here on Sundays. We also have Greek School run by the Greek Orthodox Community of SA (GOC SA) after school on Fridays.

## 5. 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.

## 6. Other Co-Curricular Activities

The school has a senior choir that participates in the Festival of Music. 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.

## 7. Staff (and their welfare)

- **Staff profile**

: 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.

- **Leadership structure**

: The School Leadership Team is Principal and Deputy Principal.

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

- **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 Management**

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.

- **Staff utilisation policies**

Staff have the opportunity and are actively encouraged to be involved in specialist areas.

- **Access to special staff**

Support staff include EALD & Special Ed teacher, AET and ACEO ans SSOs.

## **8. Incentives, support and award conditions for Staff**

- Complexity placement points  
:N/A
- Isolation placement points  
:N/A
- Shorter terms  
:N/A
- Travelling time  
:N/A
- Housing assistance  
:N/A
- Cash in lieu of removal allowance  
:N/A
- Additional increment allowance  
:N/A
- Designated schools benefits  
:N/A
- Aboriginal/Anangu schools  
:N/A
- Medical and dental treatment expenses  
:N/A

- Locality allowances  
:N/A
- Relocation assistance  
:N/A
- Principal's telephone costs  
:N/A

## 9. 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. Buildings and grounds.

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

In 2018 we opened our new STEM learning area incorporating two classroom spaces and an outdoor learning area.

- **Heating and cooling**  
All areas are air-conditioned.
- **Specialist facilities and equipment**  
We have a specialist Arts room, Greek room, Computer room, Gym and STEM area.
- **Student facilities**  
The school has a modern computer network, centrally located resource centre and Covered Outdoor Learning Area.
- **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 at both Helney Beach Rd and Ashley Street.

## 10. School Operations

- **Decision making structures**  
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.  
PAC is involved in decisions relating to staff matters. Many decisions are made through discussion and consultation with staff, both at staff meetings and other times.  
Governing Council employs the OSHC Director and staff. An OSHC committee reports to Governing Council.
- **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.
- **Other communication**  
:School website [www.torrensvps.sa.edu.au](http://www.torrensvps.sa.edu.au)
- **School financial position**  
:The school is in a sound financial position
- **Special funding**  
The school receives some additional funding through grant applications

## 11. Local Community

- **General characteristics**  
Students are from a diverse range of backgrounds, and part of a highly multicultural community.
- **Parent and community involvement**  
:Parents are very supportive of school programs.
- **Feeder or destination schools**  
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.  
The main government high schools attended by students leaving Torrensville are Underdale, Adelaide, Glenunga International and Henley High Schools.
- **Other local care and educational facilities**
- **Commercial/industrial and shopping facilities**  
:Located close to retail facilities on Henley Beach Road and the Brickwork markets and within 4km to GPO.

- **Other local facilities**
- **Availability of staff housing**  
N/A
- **Accessibility**  
School is on major bus routes at both Helney Beach Rd and Ashley Street.  
We are close to Adelaide airport.
- **Local Government body**  
: West Torrens Council