

SCHOOL CONTEXT STATEMENT



Government of South Australia

Department for Education

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 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.torrensvps.sa.edu.au

1. General information

- **School Principal name: John McCade**
- **Deputy Principal's name: 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 : 4km
- 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		2017	2018	2019	2020	2021
Primary	RE	48	33	53	40	47
	Year 1	33	47	32	51	39
	Year 2	42	36	54	32	52
	Year 3	27	43	39	55	30
	Year 4	40	29	50	40	52
	Year 5	33	44	35	46	38
	Year 6	29	34	49	33	45
	Year 7	32	31	36	45	45
	Special	11	10	12	11	10
	Totals	295	307	360	353	344

School Card: 25%

Non-English speaking backgrounds: 51

English as another Language or Dialect: 61

Aboriginal or Torres Strait Islander (ATSI) Students: 18

- Student enrolment trends: After a steep enrolment rise from 2017 to 2019, school enrolments seem to have plateaued over the past few years with 344 students

- Staffing numbers (as at February census):
- | Staffing | Fraction of time |
|----------------------------|--|
| Principal | 1.0 |
| Deputy Principal | 1.0 (including 0.2 AET) |
| Band B1 Leaders | 2.0 (Student Well Being & Future Focussed Learning/Curriculum) |
| Mainstream teachers | 10.00 FTE |
| Special Class | 1.0 |
| Teacher Librarian | 0.8 |
| EALD and Special Ed | 1.0 |
| Greek (LOTE) | 0.8 |
| PE | 0.8 |
| The Arts | 0.6 |
| Other NIT areas | 0.2 |
- **Ancillary Hours** 280.75hrs (General Administration, Special Education, Learning Support)
- **ACEO (Aboriginal Community Education Officer)** 13hrs
- **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. Greek Orthodox Community School and South Australia Tamil School access school facilities out of school hours.

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. We have a 0.8 (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, DfE Behaviour Coach, DfE Attendance and Engagement Officer, the Special Education Unit 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 and other key statements or policies:

: Site Improvement Plan 2021

Goal: Increase the number of students in higher levels for reading.

Challenge of Practice: If all teachers develop continuity of practice in the teaching and learning of the Big 6 components of reading, with a particular focus on phonemic awareness, phonics and comprehension, we will increase students in the higher levels for reading.

Actions	Roles & Responsibilities
Develop and deliver professional learning that builds staff understanding of phonemic awareness, phonics and morphological knowledge.	<p>R-2 teachers will share with year 3-7 teachers Professional Learning from R-2 Phonics training with year 3-7 teachers.</p> <p>Leaders will provide professional learning to staff via Literacy Guarantee unit/webinars.</p> <p>Leaders and R-7 teachers will share phonics knowledge with school community.</p> <p>Leaders and teachers will share knowledge and skills and reflect on pedagogy in PLCs.</p> <p>Leaders and teachers will use diagnostic and informative assessments to track student learning.</p> <p>Teachers will use our specific SIP criteria, evidence and evidence mapping to support student learning and development.</p> <p>R-2 teachers will continue to embed a synthetic phonics program and implement Heggerty Phonemic Awareness program.</p> <p>R-2 teachers to trial the use of Heggerty Phonemic Awareness Assessments.</p> <p>Teachers will explicitly teach phonic, phonemic and morphemic skills and strategies.</p>
Explicitly plan and teach comprehension	Leaders will facilitate Professional Learning in guided reading & opportunities to unpack the 'BIG 6'.

<p>strategies through a structured guided reading program.</p>	<p>Teachers will share knowledge,skills, resources in PLCs to embed a structured guided reading program into their teaching practice that develops higher order thinking skills.</p> <p>Teachers will explicitly teach the comprehension strategies that good readers use and model the application of strategies before,during and after reading.</p> <p>Teachers and students will co-construct Build It Up walls,anchor charts and cue cards to support student development.</p> <p>Teachers will use PAT data and resources to inform their teaching and planning.</p> <p>Teachers will share pedagogical processes for developing and monitoring the use of Comprehension strategies.</p> <p>Leaders will provide a reading audit to differentiate support for teachers/SSOs and ensure they have access to quality professional learning & resources to build their capacity.</p> <p>Teachers will integrate the Big 6 components of reading.</p>
<p>Whole school Literacy Commitment reviewed and updated to incorporate the latest Best Practice from the Department for Education.</p>	<p>Leaders will provide Staff meeting and PLC time to review and update Literacy Commitment.</p> <p>Teachers will be collaborators in the development of the literacy plan.</p> <p>Teachers will embed the Literacy Commitment into their literacy teaching practice to ensure whole school consistency.</p>
<p>Literacy Learning Progressions used to identify goals/targets with students each term and focus on specific learning intentions and success criteria.</p>	<p>Leaders will support PLC discussion & sharing.</p> <p>Teachers will use Literacy Progressions to inform feedback to students and assist with developing 'Bump It Up' walls.</p> <p>Teachers will facilitate individual reading conferences to develop individual reading goals for students based on decoding, fluency and comprehension.</p> <p>Teachers will communicate learning intentions/success criteria/goals/targets with students and families.</p> <p>Teachers will plan for opportunities to involve students in deeper interactions.</p> <p>Leaders will conduct walk throughs and give feedback to teachers.</p>

Goal: Increase the number of students in higher levels for Mathematics.

Challenge of Practice: If all teachers teach number sense sequentially and implement a guided inquiry approach that supports students to think and act like mathematicians to solve numeracy problems, then we will increase the number of students in the higher levels for numeracy.

Actions	Roles & Responsibilities
<p>Audit numeracy teaching practice, identify and nurture quality practices. Year 5- 7 teachers comparing current practice in line with the unit of work resources.</p>	<p>Teachers to complete survey on math practice to help leaders identify needs.</p> <p>Leaders to provide training and support in Big Ideas in Number.</p> <p>Teachers to embed mathematical pedagogy into daily mathematics lessons.</p> <p>Leaders to provide PD based around learnings from Jo Boaler's course 'How to learn maths for teachers'</p> <p>Teachers will develop students' sense of number by following the sequence provided in the 'Big ideas in number' with a focus on trusting the count, place value and multiplicative thinking.</p> <p>Teachers embed mathematical pedagogy that centres on collaborative learning, real life investigations and high order thinking skills into teaching practice.</p> <p>Year 5-7 teachers will create math programs for the students that utilise the unit of work resources.</p> <p>Teachers will teach big concepts developmentally</p>
<p>Development of new Numeracy Collective Commitment document that provides direction and consistency with quality teaching R-7.</p>	<p>Leaders provide time to discuss mathematical pedagogy and revise numeracy commitment within the school.</p> <p>Leaders will use data to plan whole-school response that includes the development of self-regulated learners and clear expectations for teacher and team-planning.</p> <p>Leaders to provide PD based around learnings from Jo Boaler's course 'How to learn maths for teachers'</p> <p>Leaders and teachers will implement a structured approach that supports students to think and act mathematically and work together.</p> <p>Teachers to actively contribute to the creation of the school's mathematical pedagogy.</p> <p>Teachers will use consistent practices and processes across the school</p>
<p>Use the Numeracy Progressions to</p>	<p>Leaders will support PLC discussion & sharing.</p>

<p>inform feedback to students. Communicate learning intentions/success criteria/goals/targets with students and families.</p>	<p>Teachers to use Numeracy progressions to inform feedback and set student goals.</p> <p>Teachers set challenging learning goals using diagnostic tools & the Numeracy Learning Progressions.</p> <p>Teachers will co-construct Bump It Up Walls with students and use the resources to provide examples of what success looks like and to set learning goals</p> <p>Teachers will co-construct learning goals with students and communicate these to families.</p> <p>Teachers will communicate learning intentions/success criteria/goals/targets with students and families.</p> <p>Leaders will conduct walk throughs and give feedback to teachers.</p>
<p>Promote and teach with Bloom's Taxonomy and inquiry pedagogy that incorporates investigations, problem solving and reasoning.</p>	<p>Leaders will support teachers in creating learning tasks and success criteria that align with all levels of Bloom's.</p> <p>Teachers will use Bloom's taxonomy to design learning tasks and success criteria across all levels of thinking</p> <p>Teachers will teach the six levels of Bloom's to students so they have an understanding of each level</p> <p>Teachers will design learning that is engaging and promotes higher order thinking skills</p> <p>Teachers will implement an inquiry approach that supports students to think and act like mathematicians to solve numeracy problems.</p> <p>Teachers will extend mathematical thinking.</p> <p>Leaders to provide PD based around learnings from Jo Boaler's course 'How to learn maths for teachers'</p> <p>Teachers will support students in communicating their reasoning through mathematics.</p>
<p>Teachers use the specific success criteria and evidence mapping from the broad success criteria</p>	<p>Teachers will use our specific SIP criteria, evidence and evidence mapping to support student learning and development.</p>

- **Recent key outcomes:**

For 2020 the Site Improvement Plan had goals to:

Maintain number of students in higher bands for reading

Increase the number of students in higher bands for numeracy

Increase number of students achieving SEA in reading and writing (writing on hold 2020)

To achieve this the following Challenges of Practice were set:

1: If we embed rigour in the interpretation and use of data there can be consistent goal setting and targeted learning for individual students. Then we will increase/maintain students in higher bands for reading.

2: By having more precise professional development for all staff focusing on practice and pedagogy will increase the number of students in the higher bands for numeracy

3: If we focus on grammar and vocabulary and have all staff participating in the Oral Language project we will then increase the number of students reaching SEA in reading and writing.

All Challenges of Practice were addressed. PLCs (staff learning teams) had specific data interpretation tasks which resulted in a sharpening of focus in teaching tasks to improve student achievement. Professional Development (staff meetings and pupil free day) in Future Focused Learning resulted in positive changes to pedagogy by teachers.

COVID-19 resulted in the cancellation of NAPLAN for the year. Year 1 Phonics screening results remain high. Other than a decline in the highest levels for Year 2 results, PAT-R, and PAT Maths results were on a par with 2019 results (not the increase we aimed for).

We have made the decision to have more explicit, measurable success criteria in our Site Improvement Plan for 2021. Curriculum outcomes based, we have developed a schedule of assessment tasks to monitor every child's growth throughout the year.

Our Goals and Challenge of Practice will remain the same as 2020, but with the clarity of Success Criteria and outcomes with new structures in place to enable teachers to have deeper professional conversations regarding student achievement on a more regular basis, we expect our goals to be achieved and every child attains at least twelve months expected growth in these areas of Literacy and Numeracy. Writing results in 2020 have remained strong. Therefore the decision has been made to keep the focus on phonemic awareness, reading and numeracy. Writing will be revisited during the 2021 review to consider inclusion in 2022.

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
- **Special needs:**

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

Aboriginal students each have an OCOP 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:**

Piano, guitar, keyboard, voice, violin and cello lessons are currently offered at Torrensville. These lessons are provided by the DfE Instrumental Music Service and the Learning Through Music company.
- **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 online testing.

Parent Teacher Interviews are conducted 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 netball, 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, Chess Club, Wipe Out Waste (WOW) and our garden group.

7. Staff (and their welfare)

- **Staff profile**

: The staff work in Professional Learning Communities. They are 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, Deputy Principal, Well Being Leader and Future Focussed Learning/Curriculum Leader

The school has two Professional Learning Communities (PLCs) to accommodate the needs of learners and their families. Leadership and Management Committee 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 Primary Years and Early Years. Professional Development is provided to share practice linked to Site Improvement Plan 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 and 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

- **Buildings and grounds**

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, 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.

We have a school garden as well as an OSHC garden where vegetables and fruits are grown

- **Heating and cooling**

: All areas are air-conditioned.

- **Specialist facilities and equipment**

We have a specialist Arts room, Greek 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 Henley 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 and facebook page
- **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 Henley Beach Rd and Ashley Street. We are close to Adelaide airport.
- Local Government body
: West Torrens Council