



Torrens Primary School Board Report 2015



Figure 1: Front entrance to Torrens Primary School

This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 “Leading the Nation”. It complies with reporting requirements detailed within the ACT Education Act 2004 and the Australian Education Act 2013 and associated Regulations.



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The school website is <http://www.torrensps.act.edu.au>.

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School Board Chair Report

2015 was another year of high achievement for Torrens as it continued its focus on improving curriculum, data collection and community engagement.

The Board had regular engagement with the Education Directorate throughout the year on a number of initiatives impacting the future operations of the School. The Directorate introduced its new school funding approach - the Student Resource Allocation (SRA) Program - and we have considered the impacts of the new funding rules on future School budgets. The School is currently in a satisfactory budgetary position however this will be an ongoing focus for the Board as the Program is introduced in 2016. Torrens developed a School Uniform policy in 2015 in line with Directorate requirements.

A really exciting initiative that kicked off in 2015 involving the School and the Directorate is the refurbishment of the School courtyard. It has involved a collaboration with the Australian Institute of Landscape Architects (AILA), University of Canberra and the Directorate and it was fantastic to see how involved the Torrens students were in helping the landscape architecture students to come up with the final courtyard design. The School received excellent media exposure for the refurbishment initiative (TV, radio, newspaper) and we look forward to seeing the new space in 2016. The Board would like to thank Shahana Mackenzie (a Torrens parent and CEO AILA) who worked with the Principal and the Directorate to make this significant improvement to the School possible.

Torrens has also made excellent progress with enhancing the ICT capability for its staff and students. This included an increasing utilisation of the Google Apps for Education, purchase of Google Chromebooks for student use, early stage development of a Bring Your Own Device policy, and a commitment in the School Budget to upgrade the Wi-Fi coverage across the School.

The School continued its outstanding achievements across a number of key performance indicators in 2015 -NAPLAN results were consistently above the ACT average in reading, writing and numeracy, and Torrens made it three out of three pre-schools receiving an impressive ranking of 'Exceeding' in all 58 categories of its National Quality Standards (NQS) panel accreditation. There were also continued strong results across students, staff and parents in the annual School Satisfaction Survey.

The school community farewelled Deanne Hetherington and Maree Colbran in 2015 - a couple of long-term contributors to the smooth operation of the School's front office. We also farewelled teachers Peter Roddy and Olivia Maidment and wish them every success in their new teaching positions.

In terms of the School Board, we welcomed Sally Bower as a parent representative and Jessica Pickering and Olivia Maidment as staff representatives. I would like to take this

opportunity to thank them for their support and commitment to the Board in 2015 and also thank Ingrid Gaunt for her work as Board Secretariat, including her excellent administration of the School budget.

Finally, I would also like to extend my gratitude to the Principal, Sue Mueller and her dedicated staff at Torrens, who all made 2015 a great year.

Christopher Gill, Chair, Torrens Primary School Board

Introduction to School

Torrens Primary School is located in the suburb of Torrens in central Canberra. Three preschools at Pearce, Chifley and Torrens are attached to Torrens Primary School. They are all located off site. Torrens has an enrolment of about 500 students – 80 students in the preschools and over 400 in the primary school.

In 2015 all of our preschools offered 30 hours per fortnight. Torrens Preschool is full time and runs two sessions, Chifley Preschool and Pearce Preschools are both part time with one session each.

Torrens Primary School provides a purposeful, productive and comprehensive education of the highest quality, working in partnership with the school community. The school strives to provide quality experiences that empower students to live in, and contribute to, a changing society. Torrens has high quality teachers committed to and capable of creating deep and broad learning. Torrens strives to develop student's ability to work as members of a team in cooperative learning environments, and to appreciate the worth of individual differences, with the capacity to act as responsible, independent citizens.

Academic areas of focus include literacy and numeracy with special emphasis on explicit and guided teaching, curriculum based units of work from P-6 based on the Australian Curriculum, with a school wide focus on quality teaching and learning. Specialist programs offered at Torrens include Mandarin, Science, performing arts and library.

18 single year level classes operated in 2015.

Student enrolment

In 2015 there were a total of 415 students enrolled at this school, kindergarten to year 6.

Table: 2015 Student Enrolment Breakdown

Group	Number of Students
Male	213
Female	202
Indigenous	10
LBOTE	85

Source: Planning and Performance, December 2015

Student attendance

The following table identifies the attendance rate of students by year level during 2015. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term one to the last day of term two.

Table: 2015 Attendance rates in Percentages

Year Level	Attendance Rate %
K	95.0
1	94.0
2	95.0
3	95.0
4	94.0
5	92.0
6	95.0

Source: Planning and Performance, December 2015

Student attendance is monitored through the marking of class rolls twice each day. Parents are asked to inform teachers when their children are absent and the reason for the absence either by telephone message or a note to the teacher. Teachers actively follow up absenteeism with parents and carers when unusual patterns are noted and after a 3 day period of unexplained absence.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute has provided the following data based on teachers registered as at 18 December 2015.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2015 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	36

Source: Teacher Quality Institute, Date 18 December 2015

Note: Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

Teachers have pursued post graduate studies in a range of areas including special education, educational administration, science, mathematics, early childhood education, special education, gifted and talented education and more.

Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes It includes all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

Table: 2015 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff :Head Count	30
Teaching Staff :Full time Equivalent Permanent	27.1
Teaching Staff :Full time Equivalent Temporary	0
Non Teaching Staff (Head Count)	8
Non Teaching Staff :Full time Equivalent	6.8

Source: Workforce Management, August census 2015

Note: This table includes pre-school staffing

There are no indigenous staffs at this school.

Note: * Indigenous staff are reported where the staff member has self identified.

In 2015 Torrens Primary School had 18 classes. 4 classes (years 1, 2, 3, 5) had shared teacher arrangements. 2 release teachers were part-time and taught performing arts and Mandarin. 3 of the 4 preschool teachers were part-time. Non-teaching staff worked at the preschools, in the front office and across the primary school. their work allows for reduced hours suiting family and personal arrangements.

Volunteers

The estimated number of hours in which volunteers have worked in the school during 2015 was 510.

School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* and the *School Improvement Framework* which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self-assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the school's progress towards achieving system and school priorities.

The school will be reviewed in 2018. A copy of their most recent validation report can be found on the school website.

School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2015 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5, and above, with the exception of students in special schools, took part in an online survey.

Overall Satisfaction

In 2015, 90% of parents and carers, 100% of staff, and 82% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 38 number of staff who took part in the survey are tabled below.

Table: Proportion of staff in agreement with each national opinion item

Item	(%)
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	97
Teachers at this school treat students fairly.	100
This school is well maintained.	97
Students feel safe at this school.	100
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	100
Student behaviour is well managed at this school.	97
Students like being at this school.	100
This school looks for ways to improve.	95

Item (cont)	(%)
This school takes staff opinions seriously.	87
Teachers at this school motivate students to learn.	100
Students' learning needs are being met at this school.	100
This school works with parents to support students' learning.	100
I receive useful feedback about my work at this school.	87
Staff are well supported at this school.	97

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 126 number of parents who took part in the survey are tabled below.

Table: Proportion of parents and carers in agreement with each national opinion item

Item	(%)
Teachers at this school expect my child to do his or her best.	96
Teachers at this school provide my child with useful feedback about his or her school work.	83
Teachers at this school treat students fairly.	90
This school is well maintained.	97
My child feels safe at this school.	98
I can talk to my child's teachers about my concerns.	92
Student behaviour is well managed at this school.	92
My child likes being at this school.	97
This school looks for ways to improve.	91
This school takes parents' opinions seriously.	74
Teachers at this school motivate my child to learn.	88
My child is making good progress at this school.	90
My child's learning needs are being met at this school.	89
This school works with me to support my child's learning.	86

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 96 number of students who took part in the survey are tabled below.

Table: Proportion of students in years 5 to 6 in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	98
My teachers provide me with useful feedback about my school work.	77
Teachers at my school treat students fairly.	77
My school is well maintained.	72
I feel safe at my school.	86

Item (cont)	(%)
I can talk to my teachers about my concerns.	63
Student behaviour is well managed at my school.	63
I like being at my school.	81
My school looks for ways to improve.	89
My school takes students' opinions seriously.	73
My teachers motivate me to learn.	86
My school gives me opportunities to do interesting things.	87

Source: 2015 School Satisfaction Surveys, August/September 2015

This information can be considered alongside information available on the *My School* website (<http://www.myschool.edu.au>).

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website.

NAPLAN Assessment

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2015, no students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with NAPLAN results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2015 mean scores achieved by our students compared to the ACT.

Table: Torrens Primary School 2015 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	463	443	525	521
Writing	444	420	488	486
Spelling	429	410	504	500
Grammar & Punctuation	468	441	524	516
Numeracy	427	410	497	502

Source: Performance and Planning December 2015

An analysis of our NAPLAN results can be found when reporting against our priorities.

Students in year 3 scored consistently higher than all year 3 students across the ACT in all test areas of NAPLAN. Students in year 5 scored higher than all year 5 students across the ACT in all test areas of NAPLAN except numeracy which is a continued focus for the school in 2016.

Performance in other areas of the curriculum

Students represented Torrens Primary School at ACT sporting events such as swimming, athletics and cross country.

Mandarin students excelled in the Panda Competition again in 2015. This competition attracted entrants from government and non-government schools. A Torrens Primary School student in year 6 was the overall winner with an entry of a poem and painting.

Students from years 4 and 5 entered the Wakakirri Story Dance Competition with an entry called *Consumerism – easy come, easy go*. Many teachers and parents assisted with costumes, practices, music, transport, organisation etc. This competition attracted entrants from government and non-government schools.

Science was taught by a release teacher during 2015 to enhance the program offered to students from Kindergarten to year 3. A scarecrow competition was run to decorate and protect the vegetable gardens with many families providing entries. Sustainability is an area of particular interest at Torrens with students participating in a number of activities through the year eg. Nude Food days (no disposable wrappings), recycling programs, annual involvement in Clean Up Australia and gardening programs.

Bandstravaganza was the culmination of 2 year's work by the students in our year 6 band. This was a combined performance with other bands enjoyed by students and their families. Torrens Primary had 2 brass bands operating in 2015, year 5 and year 6. Band students also contributed to performances at Combined Band Practices and Floriade.

Year 6 students participated in a visit to Panania School which has been a tradition continued for over 40 years. This excursion is the culmination of history studies for Torrens students.

The NAIDOC celebration in 2015 focussed on indigenous games being played throughout the school. Students were introduced to a variety of games by year 6 students.

The Doing It Together Day in 2015 focussed on the Fresh Tastes program with rotations throughout the school organised by teachers.

Progress against School Priorities in 2015

Methodology in evaluating progress

Regular meetings were timetabled to assist maintaining a focus on school priorities. Staff were involved in workshops and discussion regarding progress toward targets. Professional learning was targeted to ensure continued and planned progress with all staff participating. Specific areas of learning such as Kids Matter and Fresh Tastes involved parents and other agencies. The School Improvement Tool was also regularly utilised as a means for opening discussions and focussing the work of all within the school. The tool provided a means for self-evaluation and to focus the next directions for our work. Celebrations were held at the conclusion of each term. Information used was taken from School Satisfaction Surveys, School Climate Surveys, school data, programs implemented and staff engagement with programs.

Priority

Invest in a safe and supportive learning environment

Target/s

By the end of 2015:

- proportion of parents reporting satisfaction through system surveys in relation to:
 - student behaviour is well managed increases to 91% from 89%
 - my child feels safe at school increases to 97% from 96%,
- proportion of students reporting satisfaction through system surveys in relation to:
 - student behaviour is well managed increases to 70% from 66%
 - I feel safe at school increases to 88% from 84%
 - teachers at my school treat students fairly increases to 75% from 71% ,
- proportion of teachers reporting satisfaction through system surveys in relation to:
 - being supported by the school in the management of student behaviour increases to 93% from 90%
 - being supported if bullying or harassment occurs increases to 66% from 63%
 - occupational health and safety issues are dealt with promptly increases to 70% from 67%, and
- 100% of ratings within the National Quality Standard linked to Area 2: children's health and safety, and standard is at Outstanding level.

Progress

Key Improvement Strategy 1: Implement a comprehensive health and well-being program P-6.

Kids Matter is a flexible approach for the whole school to address children's mental health and wellbeing. It is an umbrella under which the existing programs at Torrens can fit as well as standing alone. The framework was introduced to the Torrens community in 2014. A team of six teachers trained to become *Kids Matter* presenters. Parents and staff have completed 2.5 of the 4 components. The components completed in 2015 included:

- Home-school collaborative relationships
- Support for parenting

Collaborative working relationships and one more component will be completed in 2016.

The *Social and Emotional Literacy* scope and sequence document continues to be used school wide. *Bounce Back* has been used in conjunction with the *Social and Emotional Literacy* scope and sequence.

New library resources have been purchased to support health and well-being in classes and kits have been purchased for all year levels.

Targets were reached with 100% of staff programs showing evidence of the implementation of Health and well-being programs and 100% of programs showing implementation of the SEL's scope and sequence.

Targets were reached in relation to the percentage of parents reporting satisfaction through system surveys. Parent satisfaction increased to expected levels when reporting 'my child feels safe at school' (95% up to 97%) and 'student behaviour is well managed' increased by 4% from 2014 figures up to 92% in 2015.

Targets were reached in relation to the percentage of students reporting satisfaction through system surveys. 'Student behaviour is well managed' increased from 51% in 2014 to 63% in 2015. 60% of students in all P-6 schools thought student behaviour was well managed. In the School Climate Survey 99% of students reported engaging in low or moderate levels of aggression. These figures are favourable when compared to those for the ACT where 96% of students reported engaging in low to moderate levels of aggression.

'I feel safe at school' increased from 80% in 2014 to 83% in 2015. This figure was higher than 80% for all P-6 schools. In the School Climate Survey these same students indicated that they felt safe at school with 93% reporting their school is mostly to strongly a safe and supportive environment.

56% of students felt 'teachers at my school treat students fairly' increased from 56% in 2014 to 75% in 2015. This is the same as for all P-6 schools. In the Climate Survey, 95% of students reported excellent to adequate levels of staff and student relations.

Targets were reached for teachers who expressed satisfaction for 'I am supported if bullying or harassment occurs' which rose from 63% in 2013 to 82% in 2014. There are no figures for 2015 for this area. This result correlates with some staff changes and a restructure of the work undertaken through the Quality Teaching Rounds, work and years of service correlations, and committees for meeting operating plan goals.

In relation to 'occupational health and safety issues are dealt with promptly' targets were exceeded in 2015 with 98% of staff satisfied compared with 91% in 2014. The target set for this area was 93%. A whole school approach to health and safety has developed greater awareness of issues. A systematic approach to improvements throughout the school has also assisted raising awareness. All staff completed online health and safety training.

Targets were almost reached for 'I am supported by the school in the management of student behaviour' which rose from 91% in 2014 to 97% in 2015. Our target was 93%. All P-6 schools in the ACT averaged 81%. High levels of satisfaction for student management are maintained through constant whole school approaches, whole staff and team discussions of problem areas, a focus of health and well-being through programs and professional learning for all staff. Classes address incidents and educate students through regular class meetings.

Torrens preschool was assessed through the National Quality Standard. Torrens Preschool received a rating of 'exceeding' for Quality Area 2: Children's health and safety. This is in excess of the target set, that of reaching an 'outstanding' rating.

Priority

Deliver inspiring, innovative and inclusive education

Target/s

By the end of 2015:

- Proportion of 'within school matched' students achieving expected growth in NAP LAN increases by 1 point for each test domain
- Proportion of students achieving better than expected growth in PIPS Reading and Maths increases by 3% points for each test domain
- Proportion of parents and students satisfied with the education being provided increases by 2% points for each group

- 100% of ratings within the National Quality Standard linked to Area 1: educational program and practice, standards 1.1 and 1.2 achieves an Outstanding rating

Progress

Key Improvement Strategy 1: Embed the delivery of a systematic curriculum from P-6 aligned with approved frameworks.

The introduction of a universal programming process that enables teachers to see the programs of all year levels and provides a solid process for induction of new staff to the school was established in 2014 and embedded in 2015. All teachers have been provided with professional learning on the process as required, individually and as a team. All teachers have contributed to the development of school programs. Time has been provided to all teachers of year levels in order to meet and plan together with executive teachers. This time was made available through team meetings and professional learning teams.

Teachers wrote inquiry units of work following professional learning designed to focus on differentiation in the curriculum and identification of gifted and talented students. This professional learning was undertaken at the start of 2015. In addition, a team of executive and class teachers continued training with the gifted and talented presenters Bronwyn McLeod and Ruth Phillips throughout the year. They became our 'expert' team and have been providing support for staff. This work is planned to continue in 2016 with teachers writing programs specifically targeting how they develop all of their students and with a focus on assessment of learning.

Teachers also engaged in a cluster professional learning program with Lee Crocket held at Melrose High School. The program looked at identifying and tracking students across the school with a view to developing a whole school approach to programming. Torrens will not be continuing with the programming application as we have developed our own through Rubicon Atlas which all staff have spent considerable time learning and developing. Rubicon Atlas webinars have also been made available to staff enabling them to learn more about the program and improve their skills. Individual assistance and whole staff PL using the Atlas was provided by the Deputy Principal throughout the year.

Executive teachers monitored programs by meeting with year level teams each term. The focus of these meetings changed over the terms eg. alignment with the Australian Curriculum and exploring literacy and numeracy; differentiation, handwriting and assessment; explicit teaching of literacy and numeracy, and differentiation; data usage to develop programs and activities to suit individual needs; and social and emotional learning.

A review of Atlas has shown that teachers are using the tool and appreciate the options the tool provides as well as developing a consistent approach to programming across the school.

All teachers have been part of Quality Teaching Rounds during 2015. Teachers were provided opportunities to observe classes and reflect on the practices observed. Meeting times were timetabled, time was provided and expectations for Quality Teaching Rounds were clearly identified for all teachers.

Staff and team meetings were utilised to hold conversations around best practice. Teachers shared ideas and practices that were interesting, innovative and new with their colleagues. Teachers also shared programs, assessment and resources with network schools eg. history moderation and preschool practice.

All teachers included Rounds in their Professional Pathways plans and have contributed to the professional learning of colleagues. Engagement in Quality Teaching Rounds in 2016 remains a priority at Torrens. Time will again be organised for the process.

Feed back to teachers remains an ongoing process for us into 2016. Opportunities for discussing data through data walls and the Torrens spreadsheet have been planned and implemented. Executive teachers have observed classes and provided demonstration lessons for some teachers. They have also been instrumental in planning programs with year group teachers and individual teachers. Literacy, maths and IT resources have been purchased for each team of teachers to borrow and share.

Key Improvement Strategy 2: Establish an effective support team focused on improving literacy and numeracy outcomes with teachers.

Continued refinement of the Lit Hit and Maths Blitz processes have seen improved learning outcomes for students across the school. There is a systematic approach to providing extra support to students using school data as a means for identifying which year groups receive assistance and for what purpose eg. literacy or numeracy or both. The Deputy Principal met with SLCs each term to establish the plan for the next term and to identify groups of students.

Review and evaluation of the process at the conclusion of each term was also a priority and informs planning for the following term or year. All year groups were provided with extra support from Lit Hit and Maths Blitz.

Cooperative reading is a focus for our senior school. The English budget was used to purchase new books for senior students. Cooperative reading practices have been discussed and workshopped in team meetings. Executive teachers have mentored class teachers. The

junior school focussed on guided reading, attending professional learning and sharing with colleagues in staff and team meetings. New furniture allowing ease of small group work in classrooms with teachers was purchased. New readers will again be purchased over term four 2015 and into 2016.

The proportion of students accessing learning support programs has decreased from 84 in 2014 (16 have since left the school). In 2015, 50 of these students have reached or are above benchmark and 34 received 1:1 or small group support.

A proportion of teachers are showing evidence of cooperative reading programs in the senior school. This remains an area of focus in 2016.

Key Improvement Strategy 3: Establish an evidence based practice to inform teaching emphasis.

The data collected at Torrens has been refined over 2015. The data is more relevant and useful for teachers and the Support Team when planning programs. A new schedule of assessment has been developed as some assessments were deemed to be too old and not useful to teachers in the classroom.

The data focus committee were responsible for monitoring progress across the school and the effective maintenance of school data. Student growth is being monitored and tracked by teachers, the special needs team and the literacy and numeracy team. Teachers also have access to data held in the form of a data wall in the literacy and numeracy room.

Literacy and numeracy data is being used when teachers plan programs. The Support Team also use this data to target specific year groups at different times through the year. Extra teaching staff and assistants are provided to support small groups and to promote learning through explicit guided lessons.

New tests have been purchased to support whole school tracking of students for Mathematics, comprehension and Science. The results of these tests have been analysed by staff. Whole school data remains a focus for 2016.

100% of teachers are completing tests and contributing to school data. The proportion of teachers using data to inform their planning has increase. For example in 2014 73% of staff indicated they used system results to inform their planning compared to 95% in 2015, above the figure for all schools of 86%. Teachers also use data walls and school wide testing to inform their programs.

NAPLAN testing in 2015 indicated 71.1% of students achieved greater than or equal to expected growth in reading. This achieves the expected 1 point higher than for 2014 where

64.4% achieved greater than or equal to expected growth. The target was also met for numeracy where 67.8% of students achieved greater than or equal to expected growth in 2015 compared to 48.1% in 2014.

Targets were not met in spelling, and grammar and punctuation where the results remained the same for 2014 and 2015. In spelling 64.4% of students achieved greater than or equal to expected growth and for grammar and punctuation the results were 74.6%.

For writing the target was not met with 69.8% of students achieving greater than or expected growth in 2015 compared to 72.9% in 2104. This area remains a focus for 2016.

The proportion of students achieving better than expected growth in PIPS literacy increased by 6% from 2014 to 39% in 2015. This is higher than the target set of 3%. The proportion of students achieving better than expected growth in PIPS numeracy decreased by 14% from 2014 to 30% in 2015. Torrens kindergarten students averaged higher scores for both literacy and numeracy than those of the ACT cohort. Numeracy remains a focus for 2016.

Targets were reached for parents satisfied their children are receiving a good education with a rise of 2% to 91% in 2015. This exceeds the figure of 88% for all schools. Students satisfied they are getting a good education remained the same as for 2014 at 82%.

Torrens Preschool was assessed through the National Quality Standard and received a rating of 'exceeding' for Quality Area 1: Educational program and practice. This is in excess of the target set, that of reaching an 'outstanding' rating.

Priority

Create new capacity to strengthen community relations and engagement

Target/s

By the end of 2015

- Proportion of Parent satisfaction related to survey indicators questions:
 - o I can talk to my child's teacher about my concerns increases from 94% to 95%
 - o The school takes parents opinions seriously increases from 80% to 85%
 - o The school works with me to support my child increases from 88% to 90%
 - o Community partnerships are valued/maintained) increases from 79% to 81%

- Number of parents engaging with school programs that build relationships with the community increases by 10%
- 100% of ratings within the National Quality Standard linked to Area 6: collaborative partnerships with families and communities, standards 6.1, 6.2 and 6.3 is at Outstanding

Progress

Key Improvement Strategy 1: Strengthen parental engagement in the school.

Torrens has made huge progress in strengthening parental engagement in 2015. The Star Gazing Night and successful Guinness Book of Records attempt were very well attended events that were highly valued by the parent community. The P&C are investigating options for further events to include in their own agenda because of the Star Gazing event.

Torrens Tea Time was introduced each term during week 5 as a way for parents to meet the Principal and other staff, as well as P&C executives. This activity will continue in 2016 linking with Stay and Play which runs during term 4.

Parents were encouraged to join a variety of events throughout the year such as iBean Cafe events run by the SRC, gardening, cooking, reading and science lessons with students, weekly djembe drumming for adults and the annual scarecrow competition for families. The community were also involved in a variety of other activities:

- attending Learning Journeys with their children,
- attending literacy workshops run by teachers,
- assisting in the Canteen for special lunch days and functions such as athletics carnivals,
- engaging with ILPs and PLPs with teachers and the Special Needs team,
- assisting with Wakakirri preparations and attending final performances,
- attending assemblies to support their children,
- attending band performances at Torrens and other venues,
- joining whole school 'Do It Together' days eg. Book Week activities, Healthy Habits Day,
- assisting with reading, especially in the junior school,
- attending preschool to kindergarten transition days and information sessions,
- assisting with activities for students eg. banking, the uniform shop.

Torrens Primary students benefit from the work of volunteers from Rotary who assist with reading and social discussions throughout the school. Rotary is keen to begin a meccano group for a small number of boys in 2016.

Teachers organised and ran a number of new initiatives for parents including information sessions for transitions, reading assistance, literacy information and maths games. The maths games were particularly valued with many parents asking for copies to be made available so that they could help their children at home.

The P&C also organised a number of activities to encourage a sense of community and to strengthen relationships such as Trivia Nights, shopping fundraisers and informative meetings.

Communication with parents has been a priority. Teachers in 2015 provided parents with at least 2 overviews of class work each term, some year levels were completing these on a weekly basis. The school website has been maintained more regularly with updates to the calendar as dates are formulated and with notes to parents being included for information. This work will continue in 2016 in conjunction with the P&C facebook page.

Healthy Habits work has continued including assembly presentations, a special day dedicated to learning about healthy eating, the school garden and gardening club, and the scarecrow competition for all families to participate in. Class cooking programs are now able to run in the canteen.

The SRC have been responsible for coordinating the Ibean Cafe for all Torrens families twice per year. They also coordinate a community breakfast early in the year which is very well attended.

Community Services coordinates a Wrap Around program for a small number of students requiring social skill development and resilience training. This program is highly valued by parents of children included and the teachers.

Executive teachers have organised extra tuition for individual students in literacy and numeracy. They offered a Catch Up Club at lunchtime for any student who wished to finish work or get some assistance to finish work. They have also provided assistance to parents who wish to learn how particular aspects of the curriculum are taught. These initiatives will continue in 2016.

Communication with parents has improved. The school works with the P&C to ensure the best communication process. For example, the P&C pass messages and reminders about

what is coming up on their Facebook page. Class teachers send home term overviews either weekly or twice per term in week 2 and 6. The school website is continually updated and calendars are published each term and made available on the website. All communication is branded with the school letterhead.

In order to communicate better with families whose first language is not English, the EALD teacher is available to assist with interviews, reporting and to organise translators. This has been useful for several Torrens families.

The proportion of parents attending school events increased immensely as seen through the need to hold several staggered learning journeys and the record breaking event for Star Gazing.

Key Improvement Strategy 2: Work with the school community on healthy lifestyles.

The Fresh Tastes committee has been formed with representatives from the school, P&C and ETD . This committee met regularly to discuss the menu offered to students through the canteen and also the ACT government's healthy food and drink guidelines.

A fruit and veggie break has been initiated throughout the school. A Fresh Tastes Day was also held across the school where students were engaged in healthy activities eg. making and eating a fruit and veggie face, watching the Sugar DVD, playing sport, cooking and so on.

Students learned about first aid by participating in lessons run by St John's Ambulance. These were very successful lessons and will be investigated again in 2016.

Regular newsletter items were published for parents.

Torrens Preschool was assessed through the National Quality Standard. The preschool received a rating of 'exceeding' for Quality Area 6: Collaborative partnerships with families and communities. This is in excess of the target set, that of reaching an 'outstanding' rating.

Targets were not always reached in this Strategic Priority. The proportion of parents indicating satisfaction through the system survey to specific questions were not always reached. For example, 'I can talk to my child's teacher about my concerns' decreased from 94% in 2013 to 90% in 2014 and 91% in 2015. This figure was also below the figure for All P-6 schools at 94%. 'the school takes parent's opinions seriously' also decreased to 73% in 2015. This figure was under that recorded for All P-6 schools at 81%. Again, 'this school works with me to support my child' increased from 75% in 2014 to 86% in 2015. This figure is above the All P-6 schools recorded figure of 83%. 'community partnerships are

valued/maintained' also increased from 79% in 2013 and 82% in 2014 to 86% in 2015, surpassing the target set.

The 2015 Torrens school community recorded better results when examining the School Climate. 100% of parents reporting excellent to adequate levels of identification with their child's school in the School Climate Survey. 100% of parents reported a sense of shared values and approach with 'there is a school spirit and pride at the school' most strongly endorsed. 100% of parents reported adequate to excellent levels of school identification with 'I am happy to be a part of this school community' most strongly endorsed by parents. 95.3% of parents reported excellent to adequate levels of school and family connections. 85% of parents rated this area as excellent compared to 61% in 2014.

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

Financial Summary			
INCOME	January to June	July to December	January to December
Self management funds	161832.00	162379.50	324211.50
Voluntary contributions	24895.00	7575.00	32470.00
Contributions & donations	596.60	1368.41	1965.01
Subject contributions	4809.00	2040.00	6849.00
External income (including community use)	10675.09	3450.00	14125.09
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	7092.73	6210.60	13303.33
TOTAL INCOME	209900.42	183023.51	392923.93
EXPENDITURE			
Utilities and general overheads	21704.61	63995.66	85700.27
Cleaning	60644.69	44727.20	105371.89
Security	135.00	0.00	135.00
Maintenance	21169.01	21693.92	42862.93
Administration	1188.60	1366.98	2555.58
Staffing	10320.00	0.00	10320.00
Communication	1784.55	3830.19	5614.74
Assets	2978.08	83991.59	86969.67
General office expenditure	15544.76	30017.79	45562.55
Educational	17668.35	6950.61	24618.96
Subject consumables	5814.55	819.08	6633.63
TOTAL EXPENDITURE	158952.20	257393.02	416345.22
OPERATING RESULT	50948.22	-74369.51	-23421.29
Actual Accumulated Funds	296165.03	107103.98	176253.98
Outstanding commitments (minus)	-15688.05	0.00	-15688.05
BALANCE	331425.20	32734.47	137144.64

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$ 488.

Voluntary contributions

These funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2015.

Reserves

Name and purpose	Amount	Expected Completion
Preschools to replace photocopiers and printers	\$5,715.41	2016
New photocopier TPS	\$15,000 revised to \$10,000	2017
Curriculum resources	\$16,000 revised to \$11,850	2016
Old school maintenance/painting	\$20,000 revised to \$10,000	2017
Chrome books (changed from carpet tiles)	\$40,000	2017
School projects	\$10,000	2017
Wireless	\$14,000	2017
Courtyard improvements	\$30,000	2016

Endorsement Page

I declare that the Torrens Primary School Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not-
- be present when the board considers the issue or
 - take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

MEMBERS OF THE SCHOOL BOARD

Parent Representative:	Christopher Gill,	Craig Lilley,	Sally Bower
Community Representative	Debbie Burkevics		
Teacher Representative	Olivia Maidment,	Jessica Pickering	
Board Chair:	Christopher Gill		
Principal:	Sue Mueller		

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations in 2015.

Principal Signature: _____

Date: 27.5.16.

I approve the report, prepared in accordance with the provision of the *Education Act*, section 52.

Board Chair Signature: _____

Date: 27/5/16