

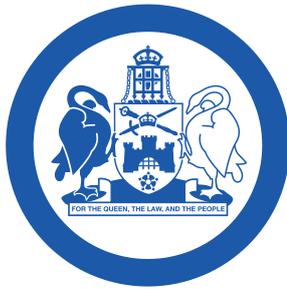


Torrens Primary School Board Report 2013



Figure 1: Vegetable garden at Torrens Primary School

This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2010-2013 "Everyone Matters". It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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About our school

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 – 100 students in the preschools and early intervention unit and just over 400 in the primary school.

In 2013 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. The early intervention unit also operates at Pearce Preschool part time and offers developmental support for students 3-4 years of age.

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 who care about themselves and their environment. Together we are building a powerful, responsible and innovative community.

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.

Nineteen single year level classes operated in 2013.

Student Information

Student enrolment

In 2013 there were a total of 505 students enrolled at this school.

Table: 2013 Student Enrolment Breakdown

Group	Number of Students
Male	267
Female	238
Indigenous	16
LBOTE	121

Source: Performance and Planning

33% of students attending Torrens Primary School come from areas out of the priority enrolment area.

Student attendance

The following table identifies the attendance rate of students by year level during 2013. 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: 2013 Attendance rates in Percentages

Year Level	Attendance Rate %
K	93.5
1	94.2
2	94.2
3	93.9
4	93.0
5	95.5
6	94.3

Source: Performance and Planning

Rolls are marked twice per day.

Parents are required to inform the school when their child is absent by telephone, email message or written note to the teacher. Teachers follow up unreported absences with parents after three days in order to ensure the child's wellbeing.

Students who arrive late to school are required to sign in at the Front Office upon arrival.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school.

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

Table: 2013 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	47

Source: School Data

Workforce Composition

In 2013 the workforce composition of the school is highlighted in the following table.

Table: 2013 Workforce Composition Numbers

Role	Total
Administrative Service Officers	7
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	2
Teachers	30
TOTAL	42

Source: Workforce Management

Note: This table includes pre-school staffing

There are no Indigenous staff at this school.

Volunteers

Volunteers have worked an estimated 1860 hours supporting Torrens Primary students through involvement in the School Board and P&C, at sporting events, junior reading programs, class programs, library assistance, coordination of the canteen, uniform shop, book club and student banking.

School Board

2013 was not only the centenary of Canberra, but it was a year of outstanding achievements for the entire Torrens school community.

People

In terms of the Board, we welcomed two new members – Christopher Gill (parent representative) and Clare Zacharias (teacher representative). Adam Rankin (parent representative) and Mich Allen (teacher representative) were re-elected to the Board for another two years. James Chatfield (parent representative) will be stepping down from the Board in early 2014 and I would like to take this opportunity to formally thank him for his contribution. Communication, in particular, was an area of focus for all of us in 2013.

I would also like to show my appreciation to all of the new staff members that we welcomed in 2013, as well as the ones that we farewelled - Barry Innes (retired), Sue Davis (retired), Sharon Swift (transfer), Inge Kent (transfer), Rob Day (transfer overseas) and Belinda Hill (transfer).

It's always a pleasure to work with such professional, dedicated and passionate staff, as well as the school community as a whole. Principal Sue Mueller not only displays leadership in the area of academic excellence, but is also committed to improving communication and collaboration amongst teachers and staff. During 2013, I was especially impressed by the level of staff engagement and collaboration through professional learning teams. It's important to remember that every staff member makes a valuable contribution to the school and to the lives of our future leaders - the children.

School Policies, Strategies and Validation

The School Strategic Plan 2013-2016 commenced implementation in 2013 and the Board approved the new Torrens Primary School Strategic Plan 2014-17 in late 2013. The Board supports the three strategic priorities: investing in a safe and supportive learning environment; delivering inspiring, innovative and inclusive education; and creating new capacity to strengthen community relations and engagement.

Torrens was also part of the external school validation process in 2013. A large amount of preparation work was done by staff at Torrens during this time – thank you to everyone involved. The External Validation Report was excellent overall and commended Torrens for a number of achievements and improvements. It also reinforced to the Board that data collection, collation, analysis and reporting is an area for improvement. This is an issue for all schools at the moment, and is one that we will be thinking about in coming months.

Academic and Other Achievements

Torrens continued to be a high-performing school in 2013, both locally and nationally. I would also like to acknowledge that Cissy Lu did an outstanding job producing the Mandarin scope and sequence document for the Board's approval.

Torrens was lucky enough to host ceramic artist, Tefany Thiedman, as an Artist-in-Residence. The students really benefited from her professional expertise, and produced some colourful mosaic works for the school.

Students were involved in a large number of activities throughout the year, such as athletics and swimming carnivals, Bandstravaganza, Centenary of Canberra celebrations, ANZAC Day commemorations and the Mandarin panda competition. One of the highlights of the year was winning the 2013 National Story of the Year at Wakakirri for 'Such is Life – Ned Kelly'. It was an amazing achievement by the kids, teachers, parents and volunteers!

Finance

The Early Intervention Unit commenced operating at Pearce preschool in 2013. Whilst the Unit serves an important function, the Board will continue to monitor it to ensure that Torrens receives appropriate ongoing funding.

On top of acting as Board Secretary and managing the finances for Torrens Primary School and Torrens, Chifley and Pearce preschools, Ingrid Gaunt also managed the transition from Commonwealth Bank to Westpac as a result of a whole-of-government bank change. Her

work is always of a high standard and the Board appreciates the work that she puts into preparing our financial reports.

Property and Asset Management

I'm pleased to report that vandalism to Torrens Primary School has almost ceased in the last couple of years. There has now been a considerable improvement in the look and feel of the school. In 2013, colourful murals were painted in the junior playground and basketball, street tennis and handball courts were painted in the senior playgrounds. Solar panels were also finally installed and the exteriors of the three preschools also received a fresh coat of paint.

In terms of IT equipment, some interactive whiteboards were replaced and a number of new laptops were purchased due to the introduction of SchoolsNet. My thanks go to the P&C and everyone who helped raise funds for these resources.

Debbie Burkevics, Chair, Torrens Primary School Board

School Review and Development

In 2013, the ACT Education and Training Directorate's *Strategic Plan 2010-2013* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2013* 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.

Torrens Primary School was validated in 2013. A copy of the 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 2013 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 2013, ninety-three percent of parents and carers, ninety-five percent of staff, and ninety percent of students at this school indicated they were satisfied or highly satisfied with the education provided by the school.

In 2013, 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 2013. The following tables show the percentage of parents and carers and students who agreed with each of the national items.

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.	93
Teachers at this school provide my child with useful feedback about his or her school work.	85
Teachers at this school treat students fairly.	93
This school is well maintained.	95
My child feels safe at this school.	96
I can talk to my child's teachers about my concerns.	94
Student behaviour is well managed at this school.	89
My child likes being at this school.	95
This school looks for ways to improve.	85
This school takes parents' opinions seriously.	80
Teachers at this school motivate my child to learn.	92
My child is making good progress at this school.	92
My child's learning needs are being met at this school.	91
This school works with me to support my child's learning.	88

Source: 2013 School Satisfaction Surveys, August/September 2013

Table: Proportion of students in years 5 to 12 in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	95
My teachers provide me with useful feedback about my school work.	87
Teachers at my school treat students fairly.	71
My school is well maintained.	85
I feel safe at my school.	84
I can talk to my teachers about my concerns.	66
Student behaviour is well managed at my school.	66
I like being at my school.	81
My school looks for ways to improve.	90
My school takes students' opinions seriously.	67
My teachers motivate me to learn.	89
My school gives me opportunities to do interesting things.	87

Source: 2013 School Satisfaction Surveys, August/September 2013

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 at torrensp.s.act.edu.au

Professional Learning

Torrens Primary School priorities within the Operational Plan for 2013 addressed Education and Training Directorate priorities. The Quality Teaching principles, Australian Curriculum, assessment and data, and communication with parents were areas highlighted for improvement at the school in 2013.

Professional learning undertaken by staff included:

- Middle Years Mental Computations,
- Differentiating the curriculum,
- Indigenous culture,
- Disability education,
- Asthma and anaphylaxis training,
- Curriculum planning,
- Coping with trauma,
- Kath Murdoch planning and differentiation within an inquiry model,
- E-learning units regarding bullying and harassment for workers, responding to abuse and neglect and work health and safety fundamentals.

Throughout the year various staff also engaged in professional learning of interest to them. Examples are listed below:

- ZART art,
- First aid,
- Intentional teaching,
- Preschool specific and related to NQS,
- Stories and storytelling,
- Guided reading,
- Reading with David Hornsby,
- Wakakirri story dance,
- THRASS,
- Kids Matter,
- Educating the gifted learner,
- Making connections in maths,
- Djembe drumming workshops,
- Parenting courses.

Health and safety courses are always a priority as information must be current and staff need to be trained for first aid within the school and when on excursions with the students.

Trauma training is of importance to the students at Torrens as more students are presenting with anxiety and depression.

Curriculum training is a very high priority to ensure teachers are familiar with the Australian Curriculum and are meeting the needs of every student in their class. Preschool teachers attended training about the National Quality Standards.

Other professional learning courses were chosen by staff and related to specific needs and interests.

Learning and Assessment

Performance in literacy and numeracy

Early Years Assessment

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester one and two.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

Table: Torrens Primary School PIPS 2013 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	51	135	51	126
Mathematics	40	57	39	54

Source: CEM Centre

PIPS data showed expected steady improvement. In reading, forty percent of students showed better than expected growth, forty-seven percent expected growth and fourteen percent less than expected growth. In maths, forty percent of students showed better than expected growth, fifty percent expected growth and ten percent less than expected growth.

Jolly Phonics is a program used to promote sound and letter knowledge in Kindergarten. This is supported throughout the school with the use of THRASS tools in years 1-6. Parents are offered an information session about Jolly Phonics and are encouraged to join the kindergarten students reading program.

The literacy and numeracy team, along with the special needs team, monitor students in kindergarten, providing extra support for individual students and teachers.

Future development for 2014 will be looking at school data, what to collect and how to present it. Reading remains an area for improvement.

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 2013, 1.7% of year 3 students and 0% of year 5 students were exempt from testing based on nationally agreed criteria.

The following table shows the 2013 mean scores achieved by our students compared to the ACT.

Table: Torrens Primary School 2013 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	449	444	519	520
Writing	390	423	488	487
Spelling	415	417	504	497
Grammar & Punctuation	453	445	501	516
Numeracy	417	415	501	500

Source: Planning and Performance December 2013

Students at Torrens Primary have generally scored well during NAPLAN. However, areas for improvement are evident as expected improvement is not always met. The mean for year 3 girls in numeracy is higher than in 2012. Boys in year 3 are 24 scale scores above the state average in the test aspect of reading. Writing and reading remain areas for improvement to move students out of the bottom two bands.

Average student growth from year 3 to year 5 in the test aspects of writing and numeracy has shown greater improvement than the average growth of students across the ACT. Numeracy remains the main area for improvement as the numeracy mean declined from the previous two years.

Torrens streams mathematics classes across year groups. Teachers are using more data to plan but whole school data needs to be developed for the next improvement cycle.

Table: Percentages of students in bands for year 3

Band	Reading	Writing	Spelling	Grammar & punctuation	Numeracy
Bands 5/6	64	40	43	64	51
Bands 3/4	21	47	47	28	42
Bands 1/2	15	13	9	8	8

Source: SMART data, February 2014

Table: Percentages of students in bands for year 5

Bands	Reading	Writing	Spelling	Grammar & punctuation	Numeracy
Bands 7/8	50	26	38	46	36
Bands 5/6	36	60	50	38	36
Bands 3/4	14	14	12	16	28

Source: SMART data, February 2014

Performance in other areas of the curriculum

2013 saw all students from years 4 and 5 win the National Wakakirri Story Dance competition with their performance of the story of Ned Kelly. There were 112 students involved in the performance and many teachers and parents assisted with costumes, practices, music, transport, organisation etc. This competition attracted entrants from government and non-government schools. This is the first time that an ACT government school has won at national level.

Students studying Mandarin in the senior years 3-6 were encouraged to enter the annual Panda Competition, encouraging friendship and knowledge between China and Australia. The number of students who participated in this competition trebled in 2013 from 2012. The overall winner was a year 4 student from Torrens Primary School. In addition to winning the overall prize, many students won or were placed within their age groups. This competition attracted entrants from government and non-government schools.

All students, staff and interested parents were able to engage in art projects with an Artist in Residence, Teffany Thiedeman. This opportunity was provided through a joint program with Education and Training Directorate and the Chief Minister's Department. Torrens Primary proudly displays the ceramic mosaic works completed over second semester in the garden and courtyard areas.

Chifley Preschool students were runners up in the preschool to kindergarten age group in the National Recycling Week competition. They entered a lovely recycled picture which can be viewed in the corridor near the front office. Everything on the picture, including the canvas, was recycled. These students are now in Kindergarten and can still proudly enjoy their work.

Science was taught by a release teacher during 2013 to enhance the program offered to students from Kindergarten to year 3. In 2013 vegetable gardens were added to enhance the science curriculum with students from across the school accessing and managing the beds. 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.

The Centenary of Canberra was a focus for activities in 2013. Torrens students were engaged in mixed year level activities for a fun day celebrating the national capital's

birthday. Teachers presented a range of activities across curriculum areas for the students to enjoy. Fun days are a feature of our planning every year and are really successful because they offer leadership opportunities for older students and engage all students in activities that they can complete while working with their siblings. All activities were displayed for the community to view.

Bandstravaganza was the culmination of 2 years of 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 2013, year 5 and year 6.

Winter and Spring Projects were completed by year 5 and year 6 students. These are projects decided by the students and worked on at home. Students display their projects for the entire school and the larger community.

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. Panania School visited Torrens and local Canberra sites of interest during term 3.

Stay and Play was established in 2013 to encourage parents within the community with babies and toddlers to come and join the school for an hour per week in term 4. Familiarisation with the school assisted both parents and their children transitioning to school and encouraged friendship and support networks.

Progress against School Priorities in 2013

Priority 1: To achieve improved results through focussed curricula planning

Target

Develop a whole school approach to planning and programming

School improvement domain covered with this priority

Teaching and Learning

Progress

Throughout 2013 all teachers worked with the geography and arts Australian Curricula familiarising themselves with documentation, assessing resources already available at Torrens, forming committees and reporting to staff their planning progress. As neither document was finalised by ACARA we were not able to finalise the Torrens scope and sequence documents or present them to the School Board. This work will continue into 2014.

A consistent approach to working in teams was fostered in 2013 involving all teachers working in learning communities across the school. Four areas were identified as areas for improvement –curriculum, quality teaching and learning, communication, and assessment,

data and reporting. All teachers participated in discussion, workshops and planning to ensure school improvement in these areas.

Quality Teaching Rounds were modified to involve all teachers in an affordable model with structures in place to support teachers' participation. A collegial culture is the result of the success of this approach. Although coordinating Quality Teaching Rounds across four sites was difficult, all teachers participated and reflected on lessons to improve their collective practice. The Quality Teaching process at Torrens is embedded in our practice and is an expected priority in Professional Pathways plans.

Professional Pathways were undertaken by all staff. Plans addressed Torrens Primary School priorities and reflected the Education and Training Directorate strategic plan. In order to support staff:

- professional learning was prioritised and offered to all staff. Some teachers were identified as trainers and some professional learning was completed by all staff.
- team and staff meetings were valuable times used to provide PL and to allow staff to meet in year levels, as committees and for rounds,
- roles and responsibilities were clearly identified for all staff and roles reflected the years of experience of teachers. Documentation identified teachers who were curriculum coordinators.

The external validation panel commended Torrens Primary for the following.

- The school's strategic approach to developing and fostering collaboration in teaching and learning, which has resulted in high levels of staff satisfaction. This has been achieved through the development of professional learning communities and staff working in teams.
- High overall levels of student performance.
- For embracing Quality Teaching principles to improve teacher performance and providing opportunities for mentoring and coaching.
- Maintaining effective teaching and learning programs during a major physical restoration of the school environment and significant staff changes.

Priority 2: Use data to improve teacher practice and student learning outcomes

Target

Develop a whole school focus on and approach to data collection

School improvement domains covered with this priority

Student Environment, Leading and Managing, Teaching and Learning

Progress

2013 was a year of review of practices for assessment, reporting and data collection. Whole school data and schedules were investigated and trialled. Staff met regularly as a committee to plan a school approach that would support the use of extra resources and provide assistance to students such as the literacy and numeracy team.

NAPLAN and PIPS data is used to inform planning. A reading data wall was established allowing all teachers to easily see the progress of their students and to work with the literacy and numeracy team to improve individual outcomes.

A new spreadsheet for whole school data has been developed as the existing program, GradeXpert, was not suitable. This was discussed extensively amongst staff and agreement was reached on what data will be collected.

A new online program, Atlas, is being trialled by all teachers to enable team planning using Australian Curriculum documentation, school scope and sequences, and strategies for improved teaching. The program holds all documents in one place enabling teachers to access easily a variety of resources.

Learning Journeys, written reports, interviews with parents and portfolios have also been reviewed in 2013. Whole school agreement was reached about the quality and inclusions in portfolios and teachers discussed and agreed the wording of quality written reports to parents. Focus in 2014 will be on developing whole school data that all teachers contribute too and discussing relevant assessment to inform teaching.

All of these measures will enable us to continue to meet the needs of students who require extra support academically and socially, as well as for gifted students who will be more easily identified, linked to the special needs team and the literacy and numeracy team and extended in more specific and targeted ways in the future.

One of the recommendations from the school improvement validation panel was to:

- Establish an effective whole school data collection, collation, analysis and reporting system, communicate this to all staff and support it through ongoing professional learning.

This journey began in 2013 and will continue in the next cycle of school improvement as a priority.

Priority 3: Structures and processes allow clear communication between all stakeholders

Targets

Improved communication processes evident in surveys and school processes

School improvement domain/s covered with this priority

Leading and Managing, Teaching and Learning, School Environment

Progress

A uniform approach to communication with parents has been established. Newsletters were emailed to parents each week; a calendar of events was attached to the website at the beginning of each term along with excursion and medical notes. Separate notes for a

variety of performances, activities, events and information are sent when required. The first newsletter of the year outlined all of the means of communication with parents and invited their participation within the school.

In 2013 against new national survey items eighty percent of parents agreed the school takes their opinions seriously and eighty-eight percent agreed the school works with them to support their child's learning, compared with sixty-four percent in 2012 who related that *Communication between this school and parents and carers is effective.*

Teachers sent home a term overview each term during week 3. Overviews outlined the program, special events and homework details for parents.

Information sessions for parents to meet teachers were held at the start of term one. A whole school session was also held at this time to introduce parents to the staff at the school and the P&C. The school plan and committees were explained to parents at this time.

Four committees were established in 2013. The committees consisted of 'Curriculum,' 'Quality Teaching,' 'Assessment, data and reporting' and 'Communication.' Each teacher selected a committee to work on. Committees met regularly throughout the year discussing and solving challenges, providing workshops for staff to impart knowledge and new processes, and to streamline resource purchases and storage. This approach was very successful and well received by staff.

Committee participation was linked to Professional Pathways and years of service for teachers. This allowed teachers to progress at their expected performance level and also to accept leadership opportunities.

New educators were provided with mentors and targeted for professional learning. Regular meetings, feedback and support were means of ensuring teachers felt valued and given the assistance they needed in a timely fashion.

Teachers were invited to attend executive meetings. Information sharing is important and this format allowed all voices within the school to be heard. Eighty percent of teachers agreed they had opportunities to participate in decision making. Eighty-three percent of teachers agreed there was effective communication between teachers and executives.

Torrens will be working to improve the areas outlined by the School Improvement Panel during the next cycle. The School Validation Panel recommended that Torrens Primary School:

- reaffirm commitment to working collaboratively through continued participation in professional learning teams, focusing on improved student outcomes.
- build upon and enhance the focus on improving teacher quality and teacher standards by embedding clear feedback procedures for teachers into their Quality Teaching rounds and professional learning

- aligns future Annual Operating Plans to the 2014-17 School Plan through the entire School Improvement cycle ensuring clearly identified performance measures in the School Plan are used as the basis for targets in each Annual Operating Plan. These performance measures can then be monitored and reported regularly.

Priority 4

To improve the outcomes of Aboriginal and Torres Strait Islander students

Target

Strategies and resources enhanced to improve performance and achievement of 70% of students

School improvement domain/s covered with this priority

Student Engagement, Learning and Teaching, School Environment

Progress

Aboriginal and Torres Strait Islander students' readiness for school was assisted in the following ways:

- Early intervention was offered to 2 students of preschool age.
- Transition programs operated in term 4 where preschool children attended primary school for short periods to familiarise themselves with the building and classrooms and some of the work.
- Parents were encouraged to stay and meet teachers and other parents at morning tea during transition times.
- The special needs team monitored identified children.

Improvements in literacy were monitored by the literacy and numeracy team using data from running records, PM benchmarks and the reading data wall established this year. Students were supported in class and in small groups.

A number of actions have been taken to ensure students and families are connected to the school:

- All staff attended cultural awareness professional learning with cluster schools resulting in team planning for the rest of the year.
- Appreciate and celebrate NAIDOC week and Harmony Day.
- Junior school children attended an informative talk during NAIDOC week.
- The Indigenous committee organised a NAIDOC week assembly.
- Indigenous students attended a sports day at Boomanulla Oval.
- Individual children were awarded certificates to recognise their achievements.
- Flags were flown.
- Acknowledgement of country was observed at each assembly.
- Harmony Garden was maintained.

- All students' backgrounds were celebrated equally.
- Families were welcomed to assemblies and concerts etc.

Eighty-eight percent of parents believe the school works with them to support their child's learning. Eighty-one percent of students like being at school and eighty-four percent feel safe at school. Seventy-one percent of students believe teachers at the school treat students fairly.

Priority 5

Ensure Torrens preschools meet the requirement for National Quality Standards

Target

Achieve National Quality Standards

School improvement domain/s covered with this priority

Learning and Teaching, Leading and Managing

Progress

Preschool teachers as a team worked with the deputy principal to develop and record documentation about each child through differentiation within programs. Individual student's needs were clearly identified and addressed in daily programs.

Information folders were produced outlining preschool philosophy and expectations. These are held on site and are available for new and current staff.

Regular professional learning and practice meetings were held at Torrens and also with other preschool colleagues. Teachers outlined their individual professional learning in their professional pathways documents.

Families had regular opportunities to provide information about their children to teachers. Written reports were developed and provided about each child's progress.

Health and safety of students is being addressed through the introduction of Kids Matter in 2014 and will be a focus area throughout the next school improvement cycle. Continued self-assessment will also generate discussion and improved practice amongst all teachers in the team.

Preschool Unit- Quality Improvement

The National Quality Framework which has been agreed by the Council of Australian Governments (COAG) has put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. The National Quality Standard assists the school in identifying preschool unit strengths, and areas that require improvement. The school has identified the following preschool unit strengths using the National Quality Standard. Areas for improvement will be identified in the School's Operating Plan.

Education program and practice

Programs have been updated and are displayed in all preschool units. They take into consideration the needs of the children and also their interests, knowledge, ideas and abilities. All programs demonstrate links to the Early Years Learning Framework. These are shared with parents on a daily basis with systems set up for feedback in all three preschools. The recording of student observations has been a priority this year as teachers incorporate new technologies into their repertoires. Individual student needs are clearly identified and catered for in programs.

Children's health and safety

Health and safety is constantly monitored in all preschools by teachers, assistants and executive with issues promptly dealt with. Resources are repaired and upgraded. Teachers consistently refer to their handbooks to ensure their knowledge is up to date and high standards are maintained.

A range of outdoor and indoor activities are available for students to participate in that develop gross motor development, coordination, balance and skill development. They are changed regularly.

Students are adequately supervised at all times and teachers are trained in mandatory reporting and first aid.

Student records are maintained and regularly updated. Information is stored at the preschools.

Relationships with children

All teachers and assistants in the preschools have strong, positive relationships developed with students. Students are at the centre of what is achieved and planned in the preschools and are a priority when teachers and assistants plan programs and activities and are also at the centre of professional discussions when the teachers meet.

Staffing arrangements

Staff were made part of the process of achieving National Quality Standards and were supported through the process with professional learning opportunities provided regularly by the Education and Training Directorate (ETD), a dedicated coordinator who was able to take the load of administrative processes on behalf of the preschool teachers, cluster support and network opportunities in order to save time and duplication of work.

One staff member was new to Pearce Preschool but all the teachers are experienced staff. Assistants working at the preschools have also been members of Torrens staff for some years. Extra staff were employed to support students with special needs at Pearce Preschool.

Leadership and management

Torrens Primary School has 3 preschool units, Chifley, Pearce and Torrens. All preschools were working on achieving National Quality Standards throughout 2013. The Woden Cluster of primary schools worked closely to monitor improvement and compliance at principal, deputy principal and teacher levels. Meetings were held regularly and information, ideas and practice were shared freely amongst all schools.

The deputy principal and principal at Torrens were responsible for updating and organising the administrative practices in the preschool units while teachers worked on programming, resources and the physical environment with executive and ETD assistance. Regular meetings at preschools enabled the deputy principal to monitor compliance, allow reflection and the sharing of best practice.

Preschool philosophies, handbooks for parents and staff, and the development of policies and procedures were all updated in 2013 in alignment with National Quality Standards.

Physical environment

The outdoor learning areas are just as important as the indoor learning areas and are planned as meticulously in all preschool units. Students have activities that develop specific areas of need and interest. Health and safety issues are dealt with promptly and the space is monitored regularly. In 2013 outdoor equipment was updated to meet new standards. Students are able to access a broad array of equipment to keep them motivated and interested. Staff upgraded the resources to provide more for students for example, gardens have been built and maintained in all units, murals were added, large musical instruments were created. All preschools had external painting completed and Pearce Preschool had substantial renovations during the 2013-2014 holiday period.

Collaborative partnerships with families and communities

Preschool teacher's held interviews with each family at the start of the year. Questionnaires were sent home twice during the year to elicit up to date information about each student. Both processes allowed staff to then provide targeted support.

In 2013 Mid-Year and End of Year Reports were developed allowing teachers another method to communicate each child's progress with families.

All preschool units have a Parent Association that works closely with staff to provide interesting resources and provide extra assistance for the students through a volunteer program and through fundraising activities such as fetes. Parents are always supportive and interested in the preschool units and the staff.

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.

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$750.

Voluntary contributions

This school received \$27,715 in voluntary contributions in 2013. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2013.

Financial Summary	
	31-Dec-13
INCOME	
Self management funds	295,843.00
Voluntary contributions	27,715.00
Contributions & donations	600
Subject contributions	1,476
External income (including community use)	10,882.00
Proceeds from sale of assets	0
Bank Interest	13,380.00
TOTAL INCOME	349896
EXPENDITURE	
Utilities and general overheads	94,084.00
Cleaning	102,530.00
Security	182
Maintenance	45,778
Mandatory Maintenance	0
Administration	4,852
Staffing	0
Communication	7,536
Assets	50,773
Leases	0
General office expenditure	36,789
Educational	21,139
Subject consumables	477
TOTAL EXPENDITURE	364140
OPERATING RESULT	-14244
Actual Accumulated Funds	276,774
Outstanding commitments (mil)	8,881
BALANCE	253649

Reserves

Name and purpose	Amount	Expected Completion
Carpet tiles in classrooms. Some carpet in the school is due for replacement.	\$5000	2013
New photocopier. Torrens Primary School has 4 sites each with a photocopier. This reserve is available to replace any copier as required.	\$8000	2013
Environmental centre/science. Science is a priority of the Australian Curriculum and one that requires substantial resourcing.	\$5000	2013
School projects. Extra resources were required for playground improvements and for curriculum resources such as reading material, sandpit covers, science kits, flexible learning space furniture and so on	\$10000	2013

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-
 - a) The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - b) 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-
 - a) be present when the board considers the issue or
 - b) 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.

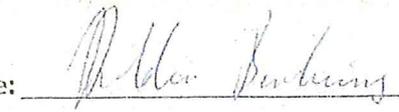
MEMBERS OF THE SCHOOL BOARD

Parent Representative:	Christopher Gill,	James Chatfield,	Adam Rankin
Community Representative	Debbie Burkevics		
Teacher Representative	Clare Zacharias,	Mich Allen	
Board Chair:	Debbie Burkevics		
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 this year.

Principal Signature:  Date: 3/3/14

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

Board Chair Signature:  Date: 6/3/2014