

Torrens Primary School

Annual School Board Report 2017



Torrens Primary School Wellbeing Courtyard

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This report supports the work being done in the ACT Education Directorate, as outlined in the '*Education Capital: Leading the Nation Strategic Plan 2014-17*'.

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School Context

Torrens Primary has shown slow steady growth through 2017. Students were mostly from our Priority Enrolment Area suburbs of Chifley, Pearce and Torrens. Preschool numbers were up from 2016 and it was decided to open one session during 2017.

Student Information

Student enrolment

In 2017 there were a total of 436 students enrolled at this school.

Table: 2017 Student enrolment

Student type	Number of students
Male	213
Female	223
Aboriginal and Torres Strait Islander	11
LBOTE*	130

*Language Background Other Than English
Source: Planning and Analytics, December 2017

Student attendance

The following table identifies the attendance rate of students by year level during 2017. 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 1 to the last day of term 2.

Table: 2017 Attendance rates in percentages

Year level	Attendance rate
K	93.0
1	94.0
2	94.0
3	95.0
4	95.0
5	95.0
6	94.0

Source: Planning and Analytics, December 2017

Teachers monitor the attendance of all students, marking rolls twice per day. It is expected that parents will inform the school of any absenteeism by phoning the front office or writing to the teachers. Teachers seek clarification from parents of consistent patterns of absence or when a child has been absent for 3 consecutive days without notice.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) has provided the following data based on teachers registered as at 16 December 2017.

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

Table: 2017 Qualification of teaching staff in percentages

Qualifications	Proportion of staff
Certificate/ Diploma/ Degree	100
Postgraduate	48

Source: Teacher Quality Institute, 16 December 2017

Workforce composition

The 2017 workforce composition of Torrens primary School is highlighted in the following table. The data is taken from the school's term 4 staff report. For reporting purposes it incorporates all school-based staff.

Table: 2017 Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Head Count	28
Teaching Staff: Full Time Equivalent Permanent	23.59
Teaching Staff: Full Time Equivalent Temporary	3.00
Non Teaching Staff: Head Count	7
Non Teaching Staff: Full Time Equivalent	6.25

Source: This data is from the school's term 4 2017 staff report. Data provided in previous years was sourced from the August census date and was calculated using the parameters provided by the ABS. As such, pre-2017 staffing figures may differ significantly from the above.

There are no Aboriginal and Torres Strait Islander staff members at this school.

School Review and Development

In 2017, the ACT Education Directorate's Strategic Plan 2014-2017 provided the framework and strategic direction for the school's Strategic Plan. This is supported by the school performance and accountability framework, *'People, Practice and Performance: School Improvement in Canberra Public Schools, A Framework for Performance and Accountability'*. This framework has school improvement at its centre, with the National School Improvement Tool (NSIT) as its core feature, providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

Prior to 2016 all ACT public schools participated in a four-year cycle of school review and development. In the fourth year schools underwent an external validation process. In 2016 this changed to a five-year cycle with an External School Review at the end. Torrens primary School will be reviewed in 2018. A copy of the most recent validation report can be found on the school website.

School Satisfaction

Schools 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 2017 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 2017, 89% of parents and carers, 100% of staff, and 90% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 14 national parent survey items and 12 national student survey items. These items were approved by the then 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.

A total of 22 staff responded to the survey. Please note that not all responders answered every question.

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

National opinion 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.	100
Teachers at this school treat students fairly.	100
This school is well maintained.	95
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.	86
Students like being at this school.	100
This school looks for ways to improve.	95
This school takes staff opinions seriously.	91
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.	73
Staff are well supported at this school.	77

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 71 parents responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
Teachers at this school expect my child to do his or her best.	92
Teachers at this school provide my child with useful feedback about his/her school work.	90
Teachers at this school treat students fairly.	83
This school is well maintained.	97
My child feels safe at this school.	94
I can talk to my child's teachers about my concerns.	87
Student behaviour is well managed at this school.	80
My child likes being at this school.	94
This school looks for ways to improve.	83
This school takes parents' opinions seriously.	72
Teachers at this school motivate my child to learn.	87
My child is making good progress at this school.	87
My child's learning needs are being met at this school.	82
This school works with me to support my child's learning.	76

Source: 2017 School Satisfaction Surveys, August/September 2017

A total of 111 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
My teachers expect me to do my best.	99
My teachers provide me with useful feedback about my school work.	82
Teachers at my school treat students fairly.	84
My school is well maintained.	80
I feel safe at my school.	92
I can talk to my teachers about my concerns.	70
Student behaviour is well managed at my school.	76
I like being at my school.	89
My school looks for ways to improve.	92
My school takes students' opinions seriously.	68
My teachers motivate me to learn.	94
My school gives me opportunities to do interesting things.	89

Source: 2017 School Satisfaction Surveys, August/September 2017

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 Strategic Plan and the development of Annual Action Plans. The Strategic Plan is available on the school website.

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 1 and 2.

Table: Torrens Primary School PIPS 2017 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	49	139	39	58
ACT	51	124	39	55

Source: Planning and Analytics

NAPLAN

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

In 2017, no students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with 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 2017 mean scores achieved by our students compared to the ACT.

Table: Torrens Primary School 2017 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	466	442	552	517
Writing	414	412	487	475
Spelling	437	411	512	494
Grammar & Punctuation	472	441	523	503
Numeracy	445	417	518	496

Source: Planning and Analytics

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

Performance in Other Areas of the Curriculum

Torrens Primary School works closely with our cluster schools, Mawson and Farrer Primary Schools. In 2017 Torrens hosted a leadership conference for year 6 students, Dream, Believe, Succeed. The conference is part of a comprehensive transition strategy to familiarise our students with others attending Melrose High School. High school students assist with discussions and workshop activities. This is an annual event.

Transition programs also run for our Aboriginal and Torres Strait Islanders students, and all of year 5 and 6 and preschool students.

Torrens is a *KidsMatter* school and a *NeuEd* school. Social and emotional learning is important and is conducted in every class. Students are equipped with the tools and knowledge to respond to others in a socially acceptable and caring manner, understanding their emotions and moderating actions to ensure everyone is safe and supported.

The Torrens Wellbeing Courtyard was completed with incredible support and good will from all within the community, parents and extended family, staff and students. Special thanks to Shahana McKenzie, parent, for her vision and organisation that has led to the completion of this marvellous space for all to enjoy. It offers a quiet space for students and classes to utilise during the day.

Performing Arts is an area of strength. Every class participates in a weekly lesson incorporating drama, singing and instrumental activities. Brass bands are offered to year 5 and 6 students, djembe drumming, end of year concerts for both junior and senior students, and excursions to play in bands at other schools. Staff and parents are also able to participate in weekly djembe workshops and two choirs operate under the direction of keen parents.

Clubs perform an important role at Torrens and are offered during lunchtimes and before school. Clubs offered include: robotics, gardening, computer, choir, djembe, friendship, wool, sewing, Mandarin, and art.

Many special events are offered throughout the year. For example a variety of clinics allowed students to try different sports in addition to the carnivals offered annually. SRC, through the iBean café, conducted several afternoon teas and breakfasts for the community. The SRC also raised funds for charities throughout the year. Harmony Day was expanded to an all-day event including food, performances and activities. 2017 was the second year Torrens held a Dragon Day celebrating Mandarin learning across the school including a sumptuous Chinese lunch.

Torrens was represented at a number of events.

- Wakakirri is a story dance competition that all of year 4 and 5 complete. 2017 saw the story of *A Gift of Memories* performed and Torrens successfully progressed to the finals.
- The Panda competition is an annual event run by the Chinese and Australian governments to encourage the sharing of culture and language. Torrens has had steady growth in the number of entries with 2017 being successful in both the large number of entries and having the winning entry.
- Rostrum entries are encouraged in the senior school every year.
- Year 6 send representatives to the Sustainability Parliament focussing on reducing Canberra's ecological footprint.

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.

Table: Financial Summary

INCOME	January-June	July-December	January-December
Self-management funds	215294.07	192179.27	407473.34
Voluntary contributions	21196.00	3750.00	24946.00
Contributions & donations	9116.82	16879.05	25995.87
Subject contributions	5360.00	2100.00	7460.00
External income (including community use)	11607.28	12090.90	23698.18
Bank Interest	4379.45	5700.61	10080.06
TOTAL INCOME	266953.62	232699.83	499653.45
EXPENDITURE			
Utilities and general overheads	30822.33	69730.57	100552.90
Cleaning	52500.43	32675.20	85175.63
Security	0.00	0.00	0.00
Maintenance	17628.16	19153.56	36781.72
Administration	2159.11	1934.38	4093.49
Communication	9735.14	2662.72	12397.86
Assets	-1172.54	350.50	-822.04
Leases	0.00	0.00	0.00
General office expenditure	10915.53	11832.80	22748.33
Educational	859.07	14013.11	14872.18
Subject consumables	5486.37	730.92	6217.29
TOTAL EXPENDITURE	128933.60	153083.76	282017.36
OPERATING RESULT	138020.02	79616.07	217636.09
Actual Accumulated Funds	149397.09	208180.80	146180.80
Outstanding commitments (minus)	-98.80	0.00	-98.80
BALANCE	287318.31	287796.87	363718.09

Professional Learning

The average professional learning expenditure at the school level per full time equivalent teacher was \$2080.

Voluntary Contributions

The 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 2017.

Reserves


Name and Purpose	Amount	Expected Completion
Preschool – required for building maintenance	\$8,000	2019
IT interactive screens – impelment digital technologies curriculum	\$25,000	2018
New building maintenance/repairs to eaves & doors	\$17,000	2018
School projects – upgrade of the grounds outside the library	\$10,000	2018

Endorsement Page

Members of the School Board

Parent Representative(s):	Malini Devadas	Jonathan Laloz
Community Representative(s):	Wayne Willimott	
Teacher Representative(s):	Kelly Knox	Genevieve Tischler
Board Chair:	Sally Bower	
Principal:	Rachel Matthews	

I approve the report, prepared in accordance with the provision of the ACT *Education Act 2004*, section 52.

Board Chair Signature:  _____ Date: 29 / 05 / 2018

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 2017.

Principal Signature:  _____ Date: 28 / 05 / 2018