



Torrens Primary School

Annual School Board Report 2019



Torrens Primary School Wellbeing Courtyard

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This report supports the work being done in the ACT Education Directorate, as outlined in *Strategic Plan 2018-21: A Leading Learning Organisation*.

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Reporting to the community

Schools report to communities in range of ways, including through:

- Annual School Board Reports
- a (5-year) School Improvement Plan (formerly School Strategic Plan)
- annual Impact Reports
- newsletters
- other sources such as My School.

Summary of School Board activity

2019 has been a year of success for Torrens Primary, and the first year of our Five Year Strategic Plan (2019-2023).

The first goal in the Strategic Plan was to develop a community of engaged writers. We have achieved this by meeting the five-year target in the first year. This success was reflected in another measure, that all students know how to improve their writing. Again, the aim for the five years was achieved in the first year. The final measure suggests that there is still work to do to improve teacher-to-teacher support and effective feedback, and programs have been put in place to achieve this.

The school has also worked hard to make sure that teachers and students have the skills and focus in place to ensure that we maintain these improvements.

This incredible result on writing, has meant that we are able to focus our attention on mathematics for 2020, much sooner than originally anticipated.

One frustration has been that Torrens did not have a language program in 2019. This was because our Mandarin teacher left at the end of 2018 and, despite extensive efforts, we have been unable to recruit a replacement, due to a lack of qualified teachers in the ACT.

Torrens' success has not been only academic. The school's Wakakiri performance was awarded an amazing 2nd place nationally and first place in the Style/Genre Category, for their original, engaging depiction of Canberra's magpie swooping season.

Final preparation stages of the Positive Behaviour for Learning (PBL) program have been completed and students are engaged and excited about its introduction in 2020.

All of these things have been achieved, even though the executive team have been down one staff member for the entire year. Senior teachers have rotated through filling this position and have worked hard to fill the gap. The staff and students at Torrens Primary are to be congratulated for their excellent efforts and an amazing year.

Kristin Delaney

School Board Chair

School Context

Torrens Primary School opened in 1968 and is located in the suburb of Torrens in central Canberra. The suburb is named after a former Governor of South Australia Sir Robert Torrens. Three preschools located in the suburbs of Pearce, Chifley and Torrens are attached to Torrens Primary School. Torrens has an enrolment of about 500 students - 88 students in the preschools and around 460 in the primary school.

The school's motto 'Teamwork and Tolerance' reflects the aims of the school to encourage a spirit of co-operation and community while fostering respect and understanding for all. The school aims to provide quality experiences that empower students to live in and contribute to a changing society.

Torrens Primary School is proud of the rich educational environment and rigorous programs provided for all students. Torrens Primary School strives to develop in students the ability to work as members of a team in cooperative learning environments and to appreciate the worth of individual differences. The capacity to act as responsible, independent citizens who care about themselves and their environment is key.

The school's mission is to provide a purposeful productive and comprehensive education of the highest quality. Academic areas of focus include literacy and numeracy with special emphasis on explicit and guided teaching, inquiry units of work from P-6 with a school wide focus on quality teaching and learning. Specialist programs offered at Torrens include Science, leadership, The Arts, wellbeing, library and cooking in our state-of-the-art kitchen.

Students at Torrens benefit from a broad variety of programs designed to promote pride and excellence such as, Positive Behaviours for Learning where students demonstrate they are safe, respectful learners, Instrumental Music Program brass bands in years 5 and 6, clubs, challenges and competitions, and leadership opportunities throughout the school such as Student Representative Council, School Captains, Sports Captains, Sustainability Programs, and the cluster 'Dream, believe, Succeed' conference. Notable inclusions to the activities offered at Torrens include a Wellbeing Coordinator providing extra support for students, staff and families within the community, years 4 and 5 enter the Wakakirri Story/Dance competition where we have been finalists, and robotics.

Our preschools create and maintain a warm learning environment where staff, children and parents are engaged in developing cooperative relationships, and the abilities and skills of children to the fullest extent of their capabilities. The planned program introduces children to the world around them by learning through play, participation, exploration and experimentation.

The school is committed to work in partnership with parents, striving to ensure that all students are given every opportunity to achieve their full potential. We believe the partnership between school and home is extremely important to develop and foster high academic achievement and an enduring love of learning. Torrens

Primary School enjoys strong community involvement and support in all aspects of school life.

Student Information

Student enrolment

In this reporting period there were a total of 463 students enrolled at this school.

Table: Student enrolment

Student type	Number of students
Male	223
Female	240
Aboriginal and Torres Strait Islander	13
LBOTE*	145

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Language Background Other Than English

Student attendance

The following table identifies the attendance rate of students by year level during this reporting period. 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: Attendance rates in percentages

Year level	Attendance rate
1	94.0
2	93.0
3	94.0
4	92.0
5	95.0
6	92.0

Source: ACT Education Directorate, Analytics and Evaluation Branch

Supporting attendance and managing non-attendance

ACT public schools support parents and careers to meet their legal responsibilities in relation to the compulsory education requirements of the *Education Act 2004*. The Education Directorate's *Education Participation (Enrolment and Attendance) Policy* describes its position with regard to supporting attendance and managing non-attendance. A suite of procedures supports the implementation of the policy. Please refer to <https://www.education.act.gov.au/> for further details.

Staff Information

Teacher qualifications

All teachers at this school meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute (TQI) specifies two main types of provision for teachers at different stages of their career, these are detailed below.

- **Full registration** is for teachers with experience working in a registered school in Australia or New Zealand who have been assessed as meeting the Proficient level of the Australian Professional Standards for Teachers.
- **Provisional registration** is for newly qualified teachers or teachers who do not have recent experience teaching in a school in Australia and New Zealand. Many teachers moving to Australia from another country apply for Provisional registration.

Workforce composition

Workforce composition for the current reporting period is provided in the following table. The data is taken from the school's verified August staffing report. For reporting purposes, it incorporates 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.

The Education Directorate is required to report Aboriginal and Torres Strait Islander staff figures. As of June of the reporting period, 119 Aboriginal and/or Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	29.86
Teaching Staff: Full Time Equivalent Temporary	1.89
Non Teaching Staff: Full Time Equivalent	10.94

Source: ACT Education Directorate, People and Performance Branch

School Review and Development

The ACT Education Directorate's Strategic Plan 2018-2021 provides the framework and strategic direction for School Improvement Plans (formerly School Strategic Plans). 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*'. Annually, system and school level data are used alongside the National School Improvement Tool to support targeted school improvement, 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 improvement cycle. In the fourth year schools underwent an external Validation process. In 2016 this changed to a five-year cycle with a School Review at the end.

Our school was reviewed in 2018. A copy of the Report of Review can be found on our school website.

School Satisfaction

Schools use a range evidence to gain an understanding of the satisfaction levels of their parents and carers, staff and students. Annually in August/ September ACT schools undertake a survey to gain an understanding of school satisfaction at that time. This information is collected from staff, parents and students from year 5 and above through an online survey.

Overall Satisfaction

In this period of reporting, 91% of parents and carers, 97% of staff, and 81% of students at this school indicated they were satisfied with the education provided by the school.

Included in the survey were 16 staff, 14 parent, and 12 student items which are described as the national opinion 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, students and staff who agreed with each of the national opinion items at this school.

A total of 37 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 give useful feedback.	92
Parents at this school can talk to teachers about their concerns.	100
Staff are well supported at this school.	87
Staff get quality feedback on their performance.	78
Student behaviour is well managed at this school.	82
Students at this school can talk to their teachers about their concerns.	100
Students feel safe at this school.	100
Students like being at this school.	97
Students' learning needs are being met at this school.	97
Teachers at this school expect students to do their best.	97
Teachers at this school motivate students to learn.	97
Teachers at this school treat students fairly.	97
Teachers give useful feedback.	92
This school is well maintained.	90
This school looks for ways to improve.	97

This school takes staff opinions seriously.	90
This school works with parents to support students' learning.	97

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 207 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	
I can talk to my child's teachers about my concerns.	93
My child feels safe at this school.	93
My child is making good progress at this school.	90
My child likes being at this school.	94
My child's learning needs are being met at this school.	85
Student behaviour is well managed at this school.	77
Teachers at this school expect my child to do his or her best.	91
Teachers at this school give useful feedback.	85
Teachers at this school motivate my child to learn.	89
Teachers at this school treat students fairly.	89
This school is well maintained.	88
This school looks for ways to improve.	88
This school takes parents' opinions seriously.	72
This school works with me to support my child's learning.	81

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Data derived from annual School Satisfaction Survey

A total of 194 students responded to the survey. Please note that not all responders answered every question.

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

National opinion item	
I can talk to my teachers about my concerns.	61
I feel safe at this school.	64
I like being at my school.	72
My school gives me opportunities to do interesting things.	81
My school is well maintained.	39
My school looks for ways to improve.	78
My teachers expect me to do my best.	94
My teachers motivate me to learn.	80
Staff take students' concerns seriously.	66

Student behaviour is well managed at my school.	40
Teachers at my school treat students fairly.	62
Teachers give useful feedback.	73

Source: ACT Education Directorate, Analytics and Evaluation Branch
 *Data derived from annual School Satisfaction Survey

Learning and Assessment

Performance in Literacy and Numeracy

Early years assessment

Students in kindergarten undertake an on-entry and on-exit 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. Below are the results for this school for the current reporting period.

Table: Torrens Primary School PIPS 2019 mean raw scores

Agency	Reading start	Reading end	Mathematics start	Mathematics end
School	51	140	40	58
ACT	49	123	39	55

Source: ACT Education Directorate, Analytics and Evaluation Branch

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 this reporting period, 0.00 % of year 3 students and 1.70 % of year 5 students were exempt from testing based on nationally agreed criteria.

For reasons of statistical reliability, as well as to protect the privacy of students, results are not reported when the sample size is less than five.

The following table shows the mean scores achieved by students at this school compared to all other ACT public schools for this reporting period.

Table: NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	459	438	531	516
Writing	433	418	482	474
Spelling	425	408	504	497
Grammar & Punctuation	457	440	513	500
Numeracy	434	411	514	496

Source: ACT Education Directorate, Analytics and Evaluation Branch

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	258183.24	137009.20	395192.44
Voluntary contributions	23440.00	6465.00	29905.00
Contributions & donations	8642.47	13171.55	21814.02
Subject contributions	7212.00	165.00	7377.00
External income (including community use)	12336.36	12336.36	24672.72
Bank Interest	6280.10	4821.13	11101.23
TOTAL INCOME	316094.17	173968.24	490062.41
EXPENDITURE			
Utilities and general overheads	60744.40	77995.06	138739.46
Cleaning	55613.03	0.00	55613.03
Maintenance	58489.66	22767.88	81257.54
Administration	5886.90	10056.79	15943.69
Communication	1427.34	981.62	2408.96
Assets	73168.42	576.81	73745.23
General office expenditure	25396.06	21344.99	46741.05
Educational	47444.09	31300.78	78744.87
Subject consumables	6086.45	1018.20	7104.65
TOTAL EXPENDITURE	334256.35	166042.13	500298.48
OPERATING RESULT	-18162.18	7926.11	-10236.07
Actual Accumulated Funds	200433.43	446392.32	412392.32
Outstanding commitments (minus)	-678.56	0.00	-678.56
BALANCE	181592.69	454318.43	401477.69

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 this reporting period.

Reserves

Name and Purpose	Amount	Expected Completion
Pre School maintenance Repair skylights at Pearce Preschool Rectification of playgrounds aligned with Australian Standards	\$10000	2019
Sound System Replace outdated sound system to one which can be used for assemblies, concerts, carnivals and talent quest	\$50000	2019
Kitchen Upgrade Build a cooking kitchen for students in conjunction with the Directorate to replace unused canteen	\$205000	2019
Air Conditioning Not every classroom has air conditioning <ul style="list-style-type: none">This was changed in December 2019 to 'upgrade student toilets'	\$27000	2020

Endorsement Page

Members of the School Board

Parent Representative(s):	Kristen Delaney	Sian Hicks	Joanne Halliday
Community Representative(s):	Wayne Willimott		
Teacher Representative(s):	Louise Zeitlhofer	Emma Thomas	
Board Chair:	Kristen Delaney		
Principal:	Rachel Matthews		

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

Board Chair Signature: [TYPE SIGNATURE]

Date: DD / MM / YYYY

I certify that to the best of my knowledge and belief the evidence and information reported in this Annual School Board Report represents an accurate record of the Board's operations during this reporting period.

Principal Signature: Rachel Matthews

Date: 05 / 06 / 2020