



Annual Action Plan Report 2017

Context

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 – 60 students in the preschools and over 440 in the primary school.

In 2017 all of our preschools offered 30 hours per fortnight. Torrens Preschool, Chifley Preschool and Pearce Preschools are all 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, physical education, performing arts and library.

Methodology

This self-evaluation involved collaborative reflection on the goals established through the Annual Action Plan. After the plan was prepared, each teacher was provided with a working summary of the school goals which were used to plan daily work, professional learning and reflection through Annual Professional Discussions.

Data sources used to prepare this report include student achievement data gauged through NAPLAN, PIPS, A-E grade distribution and the School Assessment Schedule. Student work samples and anecdotal feedback has also been used as a source of evidence for goal achievement. Evidence from teaching programs on Atlas, our online planning program, professional learning records, Professional Pathways and annual professional discussions and meeting minutes have been used to analyze teacher work throughout the year. Stakeholder perception data is represented through the *School Satisfaction Survey* results as well as school designed surveys completed by staff, parents and students. Additional and specific data about Preschool performance has

been taken from the findings of the three external *National Quality Standard Assessment* reports for Chifley, Pearce and Torrens Preschools.

In the final stages of report preparation, teachers discussed progress to priorities to provide reflective comments and identify future actions. 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 *KidsMatter* and *FreshTastes* involved parents and other agencies. The *National School Improvement Tool* was also regularly utilised as a means for opening discussions and focusing 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 2017:

- Proportion of parents reporting satisfaction through system surveys in relation to:
 - student behaviour is well managed remains above 90%
 - my child feels safe at school remains above 95%
- Proportion of students reporting satisfaction through system surveys in relation to:
 - student behaviour is well managed remains above 60%
 - I feel safe at school increases remains above 80%
 - teachers at my school treat students fairly increases to remains above 70%
- Proportion of teachers reporting satisfaction through system surveys in relation to:
 - being supported by the school in the management of student behaviour remains above 95%
 - feeling well supported remains above 95%
- 100% of ratings within the National Quality Standard linked to Area 2: Children's health and safety standard is at Exceeding National Standards 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 3 of the 4 components. The components completed include:

- Home-school collaborative relationships
- Support for parenting
- Collaborative working relationships

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.

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 results were at expected levels when reporting 'my child feels safe at school' (only 1% disagreed) and 'student behaviour is well managed' (only 5% disagreed) in 2017.

Targets were reached in relation to the percentage of students reporting satisfaction through system surveys. 'Student behaviour is well managed' (only 12% disagreed) in 2017. Only 5% disagreed over 'I feel safe at school' in 2017. 84% of students felt 'teachers at my school treat students fairly' which has increased by 10% since 2016.

'Being supported by the school in the management of student behaviour' is no longer in the Staff Satisfaction Survey although 100% of staff agreed that 'student behavior is well managed at this school'. Only 2 staff members didn't feel well supported in 2017.

Torrens, Chifley and Pearce preschools have all been assessed through the National Quality Standard over the last 3 years. All 3 preschools 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.

Key Improvement Strategy 2: Engage in research based analysis of school need

Torrens Primary School used the NeuEd professional learning with Dr Pieter Roussow to focus on identifying and addressing school need. 17 teachers referred 41 students to the Support Team in 2017. School leaders worked with the EALD teacher, school Psychologist, school Chaplain and NSET in

addressing special needs.

50 students have Individual Learning Plans written with parents and implemented from P-6. The school Chaplain works in classrooms, sees students on an individual basis and works with a number of small groups, generally on developing social skills. Referrals have been made to the South Weston Network Student Engagement Team for student support with absenteeism, for Disability support, for professional learning and for Occupational Therapy support. The Support at Preschool Team has been consulted at all three preschools and has provided resourcing for four students. Referrals have also been made to the Child Development Service, One Link and the Tuggeranong Child and Family Clinic.

Priority

Deliver inspiring, innovative and inclusive education

Target/s

By the end of 2017:

- Proportion of 'within school matched' students achieving expected growth in NAPLAN
- Proportion of students achieving better than expected growth in PIPS Reading and Mathematics
- Proportion of parents and students satisfied with the education being provided
- 100% of ratings within the National Quality Standard linked to Area 1: Educational program and practice, standards 1.1 and 1.2 are at Exceeding National Standards level.

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 over the last three years. All teachers have been provided with professional learning on the process as required, individually and within teams. 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, planning days 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 2017. 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 2018 with teachers writing programs specifically targeting how they develop all of their students and with a focus on assessment of learning. All inquiry units of work have identified questions for the core group, questions to extend gifted children and questions to support strugglers.

Executive teachers monitored programs by meeting with year level teams each term. The focus of these meetings changed over the terms e.g. alignment with the Australian Curriculum and exploring literacy and numeracy; differentiation, 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 using the tool appreciate the options the tool provides as well as developing a consistent approach to programming across the school.

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.

Feed back to teachers remains an ongoing process for us into 2018. Opportunities for discussing data through data walls and the Torrens spreadsheet have been planned and implemented. Executive teachers have completed walk-thrus, 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 in the early years of schooling. In 2017 there was a review of the approach of providing extra support to all students using school data as a means for identifying which year groups receive assistance and for what purpose e.g. literacy or numeracy or both. As a result, support was provided to Year 1 and Year 2 as early intervention.

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.

In 2016 we focused on our Response to Intervention approach, working closely with our school Psychologist to ensure students at risk received individual or small group support. As a result we introduced the Reading Tutor Program from Macquarie University for students from Year 2 upwards, for those students needing literacy support. Learning Support Assistants attended professional learning on Reading Tutor with our School leaders. Mini Lit, also from Macquarie University, was then implemented for small groups in Kindergarten and Year 1. The proportion of students needing learning support

programs decreased from 68 in 2015 to 49 in 2016 and 35 in 2017. 14 of the students receiving support reached benchmark by the end of 2017. The remaining 21 students will continue to receive support in 2018.

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

The data collected at Torrens was refined in 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. This was trialed and reviewed in 2016.

The data focus committee was 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 uses 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 analyzed by staff. Whole school data remains a focus for 2018.

100% of teachers are completing tests and contributing to school data. The proportion of teachers using data to inform their planning is at 86% with one teacher not using system data to inform their planning in 2017. Teachers also use data walls and school wide testing to inform their programs.

The 2017 NAPLAN target for Year 3 in reading was 466 +/- 22. The Torrens Yr. 3 student mean achieved was 465, well above the expected growth. The 2017 NAPLAN target for Year 3 in numeracy was 430 +/- 16. The Torrens Yr. 3 student mean achieved was 445.1 which were again above expected growth.

The 2017 NAPLAN target for Year 5 in reading was 545 +/- 20. The Torrens Yr. 5 student mean achieved was 552, well above the expected growth. The 2017 NAPLAN target for Year 5 in numeracy was 520 +/- 18. The Torrens Yr. 5 student mean achieved was 518.1 which was well within the growth area.

38 students out of 52 achieved average or better than average growth in PIPS literacy. 40 students out of 49 achieved average or better than average growth in PIPS Numeracy.

Targets were reached for parents satisfied with their child's education as only 1% were not satisfied with their child's education at Torrens. Students satisfied they are getting a good education increased from 82% in 2014 & 2015, 89% in 2016 to 90 % in 2017.

Torrens, Chifley and Pearce preschools have all been assessed through the National Quality Standard. All 3 preschools 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

- Proportion of Parent satisfaction related to survey indicators questions:
 - I can talk to my child's teacher about my concerns remains at or above 90%
 - The school takes parent's opinions seriously remains at or above 75%
 - Community partnerships are valued/maintained remains at or above 85%
- Number of parents engaging with school programs that build relationships with the community increases

By the end of 2017

- 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 Exceeding National Standards.

Progress

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

Torrens has made continued progress in strengthening parental engagement in 2017. Torrens Tea Time continued each term during week 5 as a way

for parents to meet the Principal and other staff, as well as P&C executives. 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 e.g. 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 e.g. 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 has continued running a meccano group for a small number of students with the number of Rotary volunteers increasing in 2017.

Teachers organised and ran a number of new initiatives for parents including information sessions at learning journeys or 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. The P&C allowed staff to lead informative meetings such as Chrome Books and NeuEd evenings.

Communication with parents has been a priority. 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. Teachers in 2017 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. The SeeSaw app was introduced in the junior school this year allowing up to date contact with parents. SeeSaw will be rolled out across the school from Preschool to year 6 in 2018. This work will continue in 2018 in conjunction with SAS.

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 SRC have been responsible for coordinating the Ibean Cafe for all Torrens families twice per year. They also coordinated a community breakfast which was very well attended.

Executive teachers have organised extra tuition for individual students in literacy and numeracy. They offered tutoring for students before school who were at risk in literacy or numeracy. They have also provided assistance to parents who wish to learn how particular aspects of the curriculum are taught. These initiatives will continue in 2018.

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 to discuss the menu offered to students through special lunch orders, weekly lunch orders through Melrose High School and also the ACT Government's healthy food and drink guidelines. A fruit and veggie break has been embedded throughout the school. The vegetable gardens have been established and the orchard begun! Engineers and architects have begun working on turning the unused canteen into a cooking kitchen in 2018.

Torrens, Chifley and Pearce preschools have all been assessed through the National Quality Standard over the last 3 years. All 3 preschools 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.

The proportion of parents indicating satisfaction through the system survey to specific questions was not reached. 'I can talk to my child's teacher about my concerns' decreased from 95% in 2016 to 87% in 2017. 'The school takes parent's opinions seriously' also decreased from 75% in 2016 to 72% in 2017. A high percentage of parents neither agreed nor disagreed. Targets were not always reached in this Strategic Priority. For example, 'Community partnerships are valued/maintained' also increased from 82% in 2014 to 86% in 2015, but decreased to 77% in 2016 and 70% in 2017 with 24% neither agreeing nor disagreeing.

The 2017 Torrens school community recorded better results when examining the School Climate. 99.5% of parents reported 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. 90.1% of parents reported excellent to adequate levels of school and family connections and were glad to be a part of our school community.