



Torrens Primary School

Annual School Board Report 2020



Torrens Primary School 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

2020 has been a year without precedence.

At the beginning of the school year teachers and staff supported the students, and each other, returning after a summer of catastrophic bushfires and smoke across south-eastern Australia, and the impacts of a damaging hailstorm in Canberra.

Then staff, students and parents were profoundly affected by COVID-19 which, overnight, transported us away from face-to-face teaching, to an undreamt of reality. Teaching pivoted to being delivered remotely by our teachers who also had to manage the impacts of COVID-19 in their own lives.

Children were suddenly reliant on their parents to provide support, while the parents managed their own challenges from working at home to losing their jobs, all in the pressured environment of lockdown. Torrens staff also continued to provide face-to-face schooling for the children of essential workers and those needing support. They created a warm and happy environment at the Charles Weston school campus.

As lockdown drew to a close, we all adapted again and returned to face-to-face schooling. Teachers made up for lost time, ensuring students had lots of special experiences to remember in 2020. The year-six teachers created their own camp for students, with a sleepover at the school, and students attended a graduation dinner in December. Other grades had similar fun experiences and the Torrens end of year concert was delivered straight to parents and carers through SeeSaw.

Throughout all of these disasters, the community at Torrens came together to do what was best for the children and gave everything they had. Despite everything, the teachers, the executive and the support staff of every kind delivered an amazing year.

We commend all teachers and staff for their outstanding dedication to teaching and caring for our students during the COVID-19 pandemic, and feel privileged to be blessed by such an amazing team.

Kristin Delaney

Torrens Primary School Board Chair

School Context

Welcome to Torrens Primary School! Torrens is a vibrant, colourful P-6 school set in spacious grounds. We also have three offsite preschools in Chifley, Pearce and Torrens. Torrens enjoys strong community involvement and support in all aspects of school life. The partnership between school and home is extremely important to develop and foster high academic achievement, meaningful relationships and a love of learning in our students.

At Torrens Primary School, teamwork and tolerance are promoted. High quality educational and extra curricula programs are presented by an extremely dedicated and involved team of staff. Torrens is known for the range of incredible opportunities offered to students throughout their years here. From gymnastics to soccer, carnivals to camps, djembe drumming to choirs to concerts and talent quests. There is also the Wakakirri Story dance competition, the latest technology, screens, devices and robots. We are part of an active cluster. Along with Mawson Primary and Farrer Primary, we work with Melrose High School and Canberra College to offer outstanding transition programs.

At Torrens Primary School, we cater for a broad range of individual differences including gifted and talented students and students with special needs. Emphasis is placed on providing the best possible start during the first years of schooling. Early intervention programs include the development of early literacy and numeracy skills through an active support team led by the Deputy Principal. The team includes Executive teachers, School Psychologist, EALD teacher, learning assistants, Wellbeing staff, parents and special interest partners such as One Link, Woden Community Services and the Schools Volunteer Program.

Torrens Primary School is a resilient, thriving social democracy. Together we are building an inspiring and inclusive vision. The staff, students and community are united in working towards excellence in education, promoting diversity and nurturing a culture of wellbeing. Everyone is celebrated as an individual. Plans are personalised. Learning is differentiated. Students are engaged in their learning. Positive outcomes are achieved. Our collegial nature places a high priority on trust, collaboration and positive relationships. There is a sense of belonging and pride at Torrens. Welcome to the journey.

Every learner. Every day.

Student Information

Student enrolment

In this reporting period there were a total of 452 students enrolled at this school.

Table: Student enrolment*

Student type	Number of students
Gender - Male	213
Gender - Female	239
Gender - Non-binary or other	0
Aboriginal and Torres Strait Islander	20
LBOTE**	143

Source: ACT Education Directorate, Analytics and Evaluation Branch

* To protect personally identifiable information any figures less than six are not reported.

** Language Background Other Than English

Student attendance

Due to the effects of the COVID-19 pandemic, 2020 attendance data has not been published in the Annual School Board Report.

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, 135 Aboriginal and Torres Strait Islander staff members were employed across the Directorate.

Table: Workforce composition numbers

Staff employment category	TOTAL
Teaching Staff: Full Time Equivalent Permanent	24.86
Teaching Staff: Full Time Equivalent Temporary	6.84
Non Teaching Staff: Full Time Equivalent	14.23

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.

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 of 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 from 2020 students from year 4 and above (previously year 5 and above) through an online survey.

Overall Satisfaction

In this period of reporting, 90% of parents and carers, 98% of staff, and 78% 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.

Note: The overall response rate for parents and carers in ACT public schools was negatively impacted by COVID-19, dropping from 31% in 2019 to 23% in 2020.

A total of 46 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	
Parents at this school can talk to teachers about their concerns.	100
Staff are well supported at this school.	78
Staff get quality feedback on their performance.	78
Student behaviour is well managed at this school.	78
Students at this school can talk to their teachers about their concerns.	100
Students feel safe at this school.	96

Students like being at this school.	96
Students' learning needs are being met at this school.	98
Teachers at this school expect students to do their best.	100
Teachers at this school motivate students to learn.	98
Teachers at this school treat students fairly.	96
Teachers give useful feedback.	94
This school is well maintained.	94
This school looks for ways to improve.	98
This school takes staff opinions seriously.	83
This school works with parents to support students' learning.	96

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 195 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.	91
My child is making good progress at this school.	88
My child likes being at this school.	93
My child's learning needs are being met at this school.	85
Student behaviour is well managed at this school.	78
Teachers at this school expect my child to do his or her best.	91
Teachers at this school give useful feedback.	78
Teachers at this school motivate my child to learn.	89
Teachers at this school treat students fairly.	84
This school is well maintained.	89
This school looks for ways to improve.	80
This school takes parents' opinions seriously.	71
This school works with me to support my child's learning.	79

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

A total of 183 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.	58
I feel safe at this school.	67

I like being at my school.	63
My school gives me opportunities to do interesting things.	79
My school is well maintained.	53
My school looks for ways to improve.	80
My teachers expect me to do my best.	94
My teachers motivate me to learn.	74
Staff take students' concerns seriously.	66
Student behaviour is well managed at my school.	51
Teachers at my school treat students fairly.	70
Teachers give useful feedback.	68

Source: ACT Education Directorate, Analytics and Evaluation Branch

*Proportion of those who responded to each individual survey question

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 BASE 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.

Due to the impact of COVID-19, analysis of BASE data for 2020 has been delayed. Analysis will be provided to schools in 2021. Please speak with the school should you require further information.

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.

*Note: There are no NAPLAN results for 2020, with the assessments not being conducted due to the impacts of COVID-19.

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	140170.88	140320.87	280491.75
Voluntary contributions	8550.00	5795.00	14345.00
Contributions & donations	1810.00	11708.80	13518.80
Subject contributions	6930.00	0.00	6930.00
External income (including community use)	6713.63	0.00	6713.63
Bank Interest	3089.34	2737.91	5827.25
TOTAL INCOME	167263.85	160562.58	327826.43
EXPENDITURE			
Utilities and general overheads	53464.36	69744.00	123208.36
Cleaning	511.50	0.00	511.50
Maintenance	100667.35	23110.04	123777.39
Administration	10093.91	3353.38	13447.29
Communication	1142.86	1273.01	2415.87
Assets	3102.98	5817.38	8920.36
General office expenditure	16813.90	24628.79	41442.69
Educational	16222.36	12927.72	29150.08
Subject consumables	5759.09	0.00	5759.09
TOTAL EXPENDITURE	207778.31	140854.32	348632.63
OPERATING RESULT	-40514.46	19708.26	-20806.20
Actual Accumulated Funds	160190.13	407192.10	150192.10
Outstanding commitments (minus)	-2750.56	0.00	-2750.56
BALANCE	116925.11	426900.36	126635.34

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
Junior Bathroom	\$128,000.00	2021
Oval upgrade	\$156,000.00	2021

Endorsement Page

Members of the School Board

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

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

2020 Board Chair Signature: Kristin Delaney

Date: 23/ 06/ 2021

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: Mark Nicholson

Date: 22/06/2021