



Torrensville Primary School

Connecting Learning, Life and Land.

Torrensville Primary School

2022 annual report to the community

Torrensville Primary School Number: 1285

Partnership: West Torrens

Signature

School principal:

Mr Yunni Seindanis

Governing council chair:

Dominic Stefanson

Date of endorsement:

2 February 2023



Government
of South Australia
Department for Education

Context and highlights

Torrensville Primary School (TPS), is a category 5 school located in the western suburbs of Adelaide. In 2022, there were 320 students enrolled from over 34 cultural backgrounds. The student body consisted of 4% Aboriginal students, 3% students who were category funded (diagnosed with a disability) and 28% were children with English as an additional Language or dialect. 6% of students accessed the IESP funding grant as they either had diagnosed disabilities or learning difficulties. These students accessed interventions over the year. In 2022, we had 12 mainstream classes and 1 District Primary Special Options class on site hosting 6 students. NIT subjects offered were Performing Arts, PE, Greek and JP Science.

Term 1 began with the Leadership team consisting of a new Principal and an Assistant Principal. The school community was struck with many Covid cases. The team worked together to support each other. Term 2 saw the appointment of a Deputy Principal with a focus in Literacy. The school implemented Promoting Literacy Development (PLD), in all years' 2-6 classes. This has seen a consistent approach to teaching phonics and spelling across the school. The Junior Primary classes have implemented decodable readers to set up the students with a successful start to their reading journey. With support from the Numeracy Committee, the TPS Problem Solving Framework was developed and has been implemented in all classes.

Some school highlights included our annual Book Week parade with the theme 'Dreaming with Eyes open'. It was great to see so many staff and students involved in dressing up and celebrating reading. Another dress up day was the Reception children's 100 days of school celebration. This saw many of our youngest children become senior citizens and celebrate their successes so far. Our TPS Sports Day in Term 3 was enjoyed by students and families and it was exciting to have our Families and Friends group running the cake stall and BBQ once again. The Quiz Night held at the start of Term 4 was a huge success raising funds for facility upgrades across the school.

Governing council report

2022 was a significant year for Torrensville Primary with a new Principal, Yunni Seindanis, and Deputy Principal, Carlee Knox joining the school. Mark Pannenburg continued in his position and rounded out the new leadership team.

Any new plans for the school were put on hold in the first term as the school, along with the rest of the state, experienced a very high number of covid cases. This caused significant challenges which were met with skill and patience by the teaching and leadership staff.

Once covid settled somewhat, Yunni and the team went about making a number of changes which have been necessary to ensure that recent gains at the school were consolidated and secured. Torrensville Primary School has come a long way since my older son started a decade ago. At the time it was a school that was stagnating. It had declining enrollments and was at risk of closure.

Under the previous leadership team, Torrensville Primary grew rapidly and is now a thriving, energetic school with an engaged and active community. The growth in enrollments and activity has, however, necessitated a new more systematic approach to meet the needs of a larger site and to ensure consistency in the curriculum and in the application of policies across different classes and age groups.

Changes have included an increased focus on student leadership and a new school logo, motto and uniform, which students and the community helped to choose. Next year, new sports uniforms will be rolled out and an improved performing arts space will be developed over the school holidays. Many other positive developments to the facilities and the student experience can also be expected.

On a personal note, I will be stepping down as the Chair of the Governing Council after 7 years in the position. I'd like to thank all the parents who have been part of the Governing Council over that period. Contributing to the Governing Council has been an excellent experience and one which I would highly recommend to anyone who is thinking about it.

Dr Dominic Stefanson
Chair, Governing Council
Torrensville Primary School

Quality improvement planning

2022 saw the leadership team and staff group decide upon, enact and consolidate changes to build upon existing processes at TPS. The development and implementation of smaller and structured Professional Learning Teams (PLTs), was an integral part of the success towards achieving goals in 2022. Teachers were allocated Teams and given structures to support collaborative planning, PD and data analysis. This will continue into 2023 with PLTs given half a day release each term to support collaborative planning and data analysis for tracking and monitoring student growth.

The implementation of PLD was another important step to building the capacity of staff and consistency of practice across TPS in Literacy. All staff participated in online training sessions and had the rest of the day to sit and plan the implementation of PLD together. The data analysis process was supported by leaders and PLD, directly through Zoom. During Term 3, PLT times were dedicated to PLD planning and reviewing. Leadership met with each PLT to ensure the program was being delivered with fidelity and to see where support was needed. A staff meeting at the end of term 3 was used to showcase what staff had been working on and share ideas with each other.

During term 2, the JP staff worked with Leaders to implement Decodable readers. Part of a pupil free day was used to resort all readers to suit the phonic sequence. Staff have reported that this has helped to support the learning in classroom. In 2023, the Foundation and Year 1s will be implementing InitiaLit in their classes. The resources have been purchased and organized by Leaders and SSOs to support a smooth implementation.

Over the year, we had a whole school focus on building vocabulary as stated in our Site Improvement Plan. All staff participated in professional development in term 2, with Bronwyn Custance focussing on tiered vocabulary. This brought about clarity for staff who were able to use this to drive their word walls in classrooms. All staff were given a copy of the text 'Bringing words to life' which was workshopped during staff meetings and PLTs. This allowed time for personal reading, PLT discussions around suggested strategies on how to boost student vocabularies. Our Term 3 pupil free day was spent analysing student writing samples to see if we had created a lift in tier 2 and 3 words. From the data collated, there was a pleasing boost across all year levels showing an increase in the use of tier 2 & 3 vocabulary in student writing samples.

The Numeracy Committee proposed the development of a school-wide Problem Solving Framework to ensure consistency across the site. The Numeracy Committee came up with a brief and then PLTs worked together to tweak and adapt the framework. The final result is displayed in all classroom and teaching spaces in the school. Students were explicitly taught how to use the framework and will continue to refer to this while at TPS.

In order to cater for our diverse range of learners, Literacy and Numeracy Enrichment Programs were introduced in Term 2. These groups met once a week after school and were led by a teacher. The students involved were exposed to content outside of their year level curriculum to challenge and stretch their thinking.

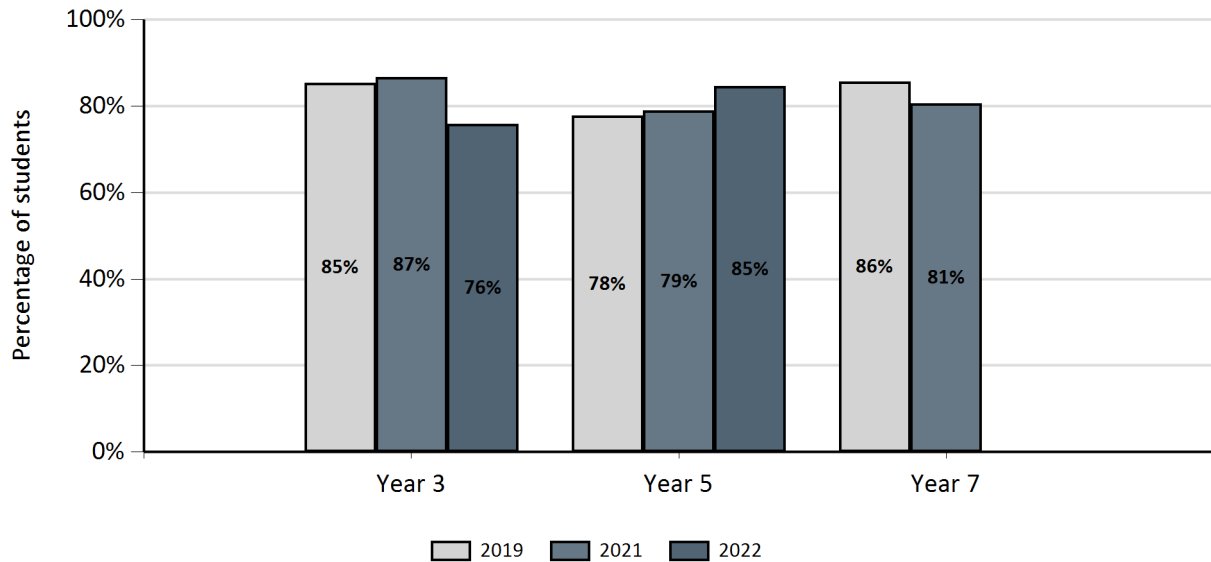
A very exciting action saw the selection of our 2022 School and House captains. All year 6 students were encouraged to apply and the final group was selected by the school leadership team. Duties included the School Captains being a part of whole school decisions such as the new logo and motto, uniforms, attending governing council meetings to share ideas and opinions and supporting with leadership of whole school events. The House Captains were responsible for creating a team chant and logo which will be used each year for Sports Day.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

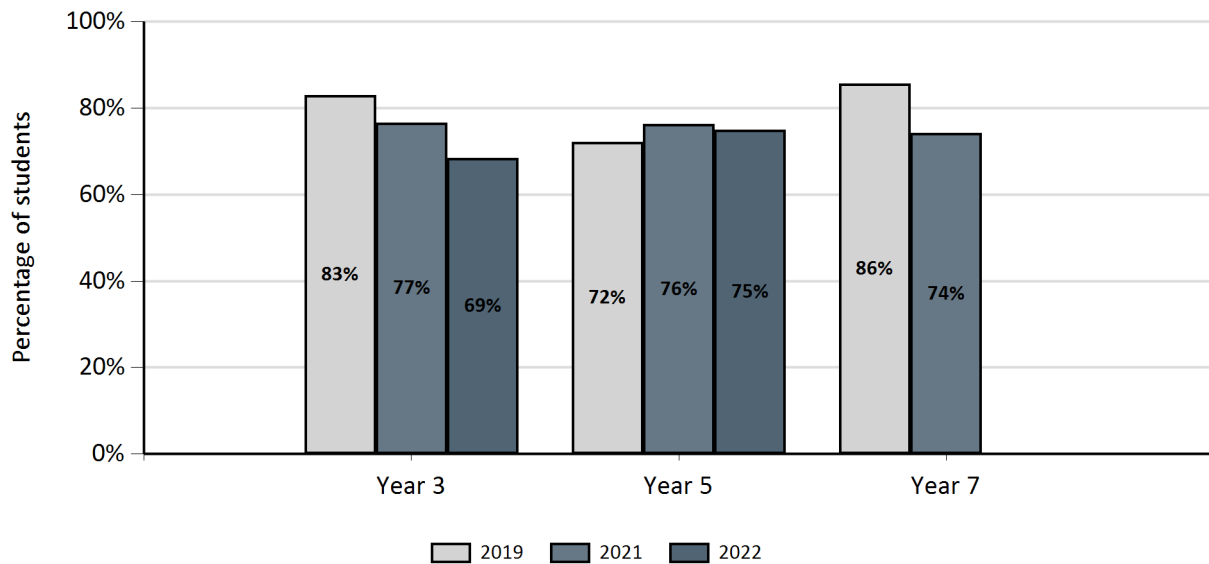


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	54	54	25	13	46%	24%
Year 03 2021-2022 Average	42.0	42.0	23.5	12.5	56%	30%
Year 05 2022	52	52	19	11	37%	21%
Year 05 2021-2022 Average	45.0	45.0	17.5	10.5	39%	23%
Year 07 2021-2022 Average	31.0	31.0	13.0	7.0	42%	23%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

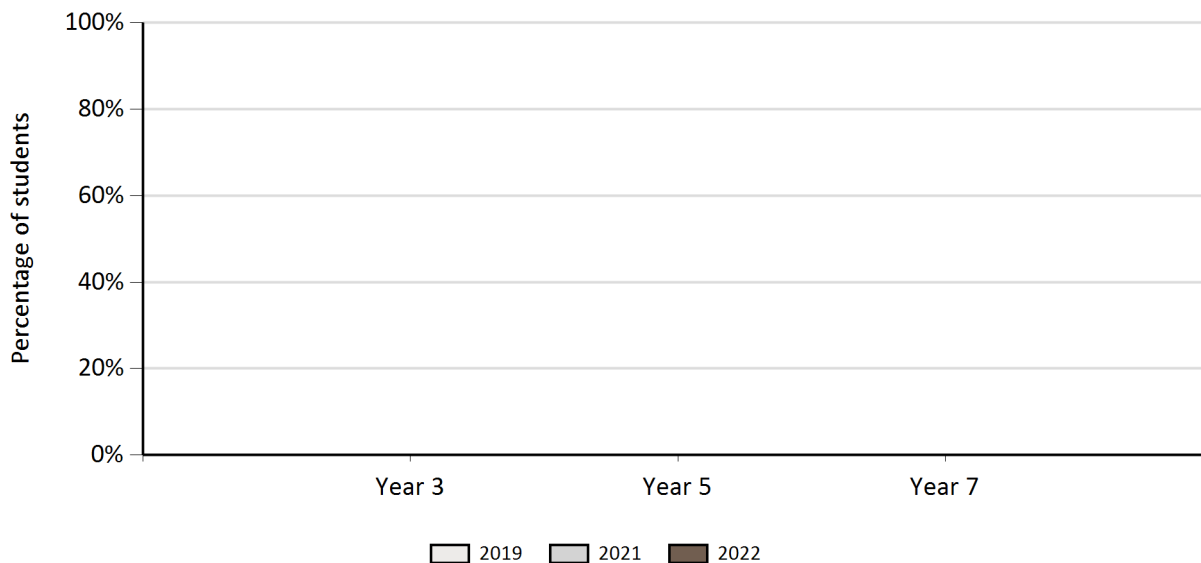
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



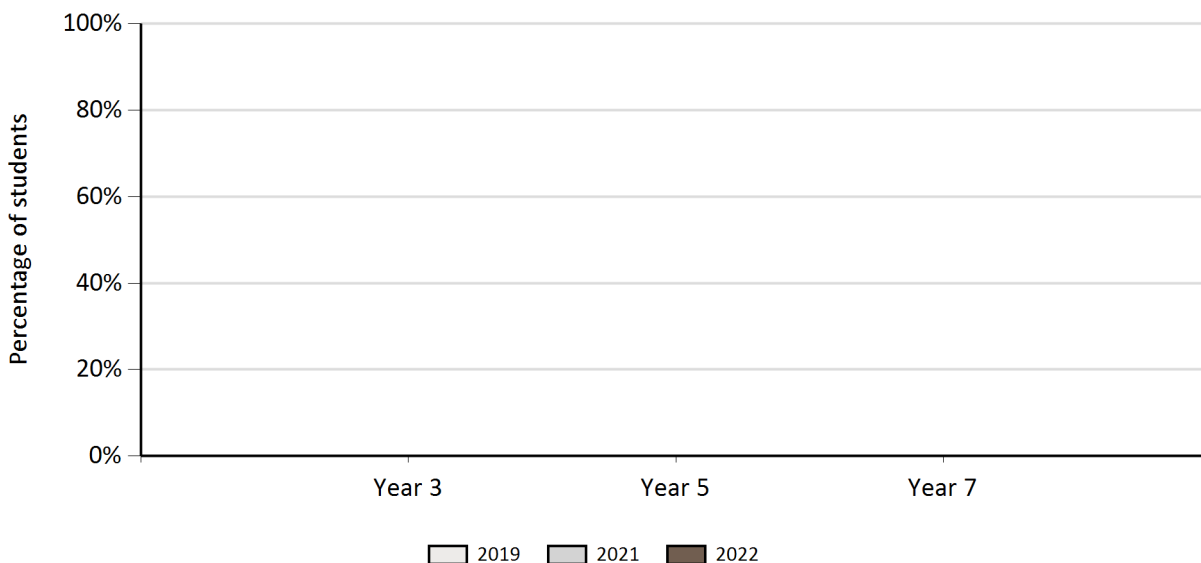
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]Includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

The use of Power BI to track and monitor aboriginal learners in Literacy and Numeracy. All teachers were able to engage with the app and use student results to plan for future learning.

The school funded Aboriginal students to have targeted support 2-3 times per week with an SSO focusing on literacy and numeracy skills. These sessions were planned together with teacher to ensure the needs of all students were being met.

Every Aboriginal learner has an up to date OCOP and set learning goals displayed in the classroom. The goals are reviewed at least twice per term to ensure they are relevant to the learners.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

The year 1 Aboriginal learners made excellent progress towards reaching the benchmark of 28/40 on the year 1 phonics screening test. The 3 students were involved in MiniLit sessions 3 times per week to support their Literacy Development and made pleasing growth in this area.

100% of the Year 5 students who participated in NAPLAN achieved the SEA in Reading and 50% achieved the SEA in Numeracy. 100% of year 5 students achieved the SEA for PAT-M and 50% achieved the SEA for PAT-R. 66% of the year 6 students achieved the SEA in both PAT-M and PAT-R tests.

School performance comment

NAPLAN- As a school, we have seen a large increase in cohort size in comparison to 2021. This makes it more difficult to use the percentages to draw reliable conclusions about changes in performance from year to year. The goals in our Site Improvement Plan were focused on increasing the number of students in the higher bands of Reading and Numeracy. While the percentage of children in the higher bands has dropped, the actual number of students achieving higher bands improved for both reading and mathematics in both years 3 & 5. In 2022, we also had a high amount of students withdrawn from NAPLAN, 6 in year 3, and 4 in year 5. This is a large increase from 1 in 2021 impacting our overall achievement score.

NAPLAN Reading

Year 3- 75% SEA & 46% High bands

Year 5- 86% SEA & 37 % High bands

NAPLAN Numeracy

Year 3- 68% SEA & 24% High Bands

Year 5- 75% SEA & 21% High Bands

PAT Testing- All year levels produced pleasing results with a high percentage of students across all year levels achieving the SEA. We also had a large proportion of students reaching the higher stanines which we will look to maintain and build on in 2023.

PAT-M Results

Year 3- 84% SEA

Year 4- 90% SEA

Year 5- 82% SEA

Year 6- 83% SEA

PAT-R results

Year 3- 84% SEA

Year 4- 90% SEA

Year 5- 90% SEA

Year 6- 89% SEA

Phonics Screening Check- 73% of our year 1 students reached the expected benchmark of 28 out of 40. Of the 27% of students who did not reach the benchmark, 2 students were new to TPS in Term 3 and the remainder of the children were accessing the MiniLit program as they had already had some learning difficulties identified. After the phonics check, teachers ensured the interventions continued for these students and continued to track their growth.

Attendance

Year level	2019	2020	2021	2022
Reception	91.8%	88.8%	92.8%	84.6%
Year 1	94.1%	88.6%	92.6%	84.2%
Year 2	90.4%	86.6%	91.7%	86.1%
Year 3	94.7%	89.2%	92.5%	83.3%
Year 4	92.5%	89.1%	91.6%	85.1%
Year 5	92.0%	89.4%	93.0%	86.0%
Year 6	90.6%	86.7%	92.6%	85.9%
Year 7	93.3%	84.7%	88.0%	N/A
Primary Other	86.4%	83.1%	86.9%	86.1%
Total	92.0%	87.8%	91.8%	85.0%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Torrensville Primary School was heavily impacted by COVID19 throughout the first term. This saw attendance numbers dramatically drop across the school and resulted in SA Health issuing a directive for the closure of multiple classes across the site. Numbers remained low as the term progressed, yet students were strongly supported by teachers in a remote learning capacity using multiple platforms and departmental structures. Remote learning attendance figures were excellent with students or families checking in with teachers on a daily basis to engage with their class work. Analysis indicated a sharp rise and consistent attendance throughout the subsequent three terms to rise above 90%, yet still greater than the absence rate for the previous year. Weekly data and absentee classification was routinely analysed to look at patterns with school attendance. Necessary procedures were followed to make contact with parents regarding attendance. Families were assisted through regular phone calls, support meetings and regular home visits to improve attendance. Assistance was also provided through the Social Work Duty Line/Tuancy for chronic attendance issues.

Behaviour support comment

There were a total of 2 suspensions, 3 internal suspensions and 7 take homes during the 2022 school year. These were in relation to issues presented during break times. Less than 6% of students required behavioural intervention and support. We utilised support agencies and networks to assist in supporting behaviours and concerns with students. We benefitted from working closely with our behaviour coach, the special educator and Autism SA; adapting and maintaining strategies in both class and the yard. We applied for and were granted extra funding to assist and support particular students to make positive approaches and better engage with classroom learning and improve outdoor social interactions. Restorative Justice principles were used to manage student conflict and to improve relationships. The Leadership team and Pastoral Care worker support teachers and students managing behavioural concerns to create safety and improve wellbeing for all. Communication with parents and carers is made to discuss behavioural concerns and strategies, and follow up procedures are discussed to generate a school/class/home approach.

Parent opinion survey summary

The 2022 School Parent Engagement Survey was positive. The school community are happy with the way the school is communicating and the amount that is being sent out to families. This is a pleasing change from the 2021 feedback. Below is a summary of the findings.

Positives;

91% of parents agreed that TPS staff and students are respectful.

85% of families feel that their child is important to the school.

85% agreed they receive enough communication from the school and 81% agreed the communication was adequate.

97% of families agreed that Education is important

Areas for improvement;

45% of families agreed they did not have input into their child's learning.

58% of families believe they do not receive learning tips from the school.

40% of families are unsure of the standard of work their child should be producing.

Right at the beginning of the school year a survey was sent out to all families asking what they loved about Torrensville Primary, what areas needed improving, what needed actioning urgently and what were their future hopes and dreams for TPS. These survey results have directly influenced some of the changes and improvements across the site this year.

Over the course of the year, we continued to send a range of surveys to the school community regarding, a range of different topics. Governing Council has reported that they have appreciated the open and honest communication and the processes used when making important decisions regarding the school.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	5.6%
NT - LEFT SA FOR NT	1	5.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	12	66.7%
U - UNKNOWN	1	5.6%
WA - LEFT SA FOR WA	3	16.7%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

n/a

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	32
Post Graduate Qualifications	11

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	20.8	0.8	8.8
Persons	0	25	1	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$3,660,360
Grants: Commonwealth	\$3,400
Parent Contributions	\$174,312
Fund Raising	\$18,000
Other	\$53,087

Data Source: Education Department School Administration System (EDSAS).

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Identified students were supported through our PSW, Wellbeing Leader and Leadership team. The focus was on social skills and yard play. SSOs were assigned to support students in the yard and build their capacity to play safely.	Ongoing support for students experiencing wellbeing challenges from the AP and PSW. Structured meeting times for individual children to meet with the PSW to build resilience and strategies to support wellbeing. All targeted students behaviour has improved resulting in limited visits to the office and increased engagement in class.
	Improved outcomes for students with an additional language or dialect	A 0.6 EALD teacher was funded to deliver targeted support to EALD learners. The teacher worked with class teachers to plan explicit content targeting the areas the students needed to develop. The teacher was also responsible for administering the LEAP levels for the EALD learners.	An increase in students using more Tier 2 and 3 specific vocabulary in written texts and oral language.
	Inclusive Education Support Program	The funding was used to develop targeted intervention groups across the school. 3 MiniLit groups with years 1-3 ran over the year, 2 MacqLit groups consisting of years 4-6 students, Coordination with over 15 Reception students and 1:1 support was funded for students needing in class support with Literacy and Numeracy skills.	MiniLit saw not only improved confidence in the learners involved but on average, students improved by 15 sets from the first placement test to the final check in term 4. Students involved in the MacqLit program have strengthened their reading and comprehension skills. Teachers reported a growth in both their ability and confidence in the classroom. In Term 1, the students started the coordination program without the ability to throw, catch and bounce balls, were unable to balance and had very little fine motor control. Students are now able to control their ball skills, balance and their fine motor skill are improving.

Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>AET & ACEO support for identified students.</p> <p>Targeted support for Aboriginal students twice a week in a small group setting. The focus of these sessions was determined by the class teacher and the Aboriginal Education teacher.</p> <p>ACEO supported students to develop and explore their cultural heritage through a Nunga group once per week and 1:1 sessions over two days.</p>	<p>OCOPs completed for all Aboriginal and category funded learners.</p> <p>Students were identified to receive additional support such as MiniLit, MacqLit or small group interventions to support their Literacy and Numeracy development. Students showed growth as reflected in class assessments and end of year reports.</p>
Program funding for all students	Australian Curriculum	Funding was allocated for professional development to build staff knowledge and capacity.	Whole school professional development in PLD - Promoting Literacy Development. Termly screening and monitoring has indicated improvements in student engagement and knowledge
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	This funding was used to purchase decodable readers for the school and to invest in training for InitialLit - a structured synthetic phonics program to be implemented in reception and year 1 from 2023.	Students are accessing targeted and appropriate texts to their reading development and skill.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Literacy & Numeracy Enrichment Programs	stronger engagement