

## Context Statement

School name	: TORRENSVILLE PRIMARY SCHOOL	
School No.	: 1285	
Principal	: Ms Deborah Brassington	
Postal Address	: Hayward Avenue, Torrensville 5031	
Location Address	: Hayward Avenue, Torrensville 5031	
School e-mail address	: info@torrensvps.sa.edu.au	
Region	: Western Adelaide	
Distance from GPO	: 4 kms	Phone No. : 08 84437355
CPC attached	: NO	Fax No. : 08 82342491

### Introduction

Torrensville Primary School has three principles reflecting the three most important aspects of our identity; ***Progressive, Challenging and inclusive.***

Learning is based on an inquiry focus reception to year 7. In years 6 and 7 we provide the International Baccalaureate learning experience. The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring people who help to create a better and more peaceful world.

Our school is committed to effective relationships, we believe it is essential to have authentic connections between all members of a learning community. All staff and students use Restorative Justice Practices to solve problems in ways that repair, restore and build on effective communication.

We offer a range of extra curricula opportunities in the wider community. For example: Festival of Music, Instrumental Music, Specialist PE and Leadership programs across the school and with our local Kindergartens.

Torrensville's diversity is celebrated and promoted and is the reason many parents choose to send their children to Torrensville. The schools reputation for catering for students from diverse linguistic and cultural backgrounds, learning difficulties and disabilities and gifted students is recognised by growing enrolments, and requests to deliver professional development for local, interstate and international educators. Further information [www.torrensvps.sa.edu.au](http://www.torrensvps.sa.edu.au)

### Location and community facilities

Torrensville primary School is situated 4 kms west of the city of Adelaide. It is located close to Underdale High School, feeder Pre-Schools and the Regional Education Office at Flinders Park.

Public transport can be accessed via Henley Beach Road and at the northern end of the school along Ashley Street.

### School Facilities

The main building is of solid structure and provides accommodation for all general classes. The middle school wing has undergone some up-grades to create additional space and a teacher preparation area/meeting room. Two shared wet area facilities have been developed to support play-based learning programs. The OSHC room has undergone a major internal up-grade and is used for meetings, small group withdrawal and Professional Development programs during the day.

- ❑ All areas are air-conditioned, however some require upgrading
- ❑ Specialist facilities: Music room, LOTE room, IT room.
- ❑ Staff Facilities: Staff have access to ICT in their teaching areas as well as in the staff room. All staff have internet and email access.
- ❑ Access for students and staff with disabilities: Access ramps to all buildings, and there is also an access toilet.
- ❑ Access to bus transport: School is on major bus routes.

New Early Years classroom facilities were built in 2008 to accommodate the schools growing population and diversity of support programs.

Currently a multipurpose hall is being built and the whole school is undergoing extensive refurbishments as part of the Building education revolution funding available. Our refurbishments include the installation of Interactive Whiteboards in every learning area.

### School profile

August FTE		2005		2006		2007		2008		2009 (April)	
Primary	RE	52		52		49		41		31	
	Year 1	43		43		48		33		36	
	Year 2	36		43		46		51		40	
	Year 3	36		35		46		41		50	
	Year 4	39		40		39		42		43	
	Year 5	42		44		43		38		49	
	Year 6	18		39		47		47		36	
	Year 7	28		19		41		44		46	
	Special	12		12		12		12		12	
<b>Totals</b>		<b>306</b>		<b>327</b>		<b>371</b>		<b>348</b>		<b>343</b>	
Male/Female totals		M-164	F-142	M-166	F161	M-186	F-176	M-178	F-170	M-185	F-158
School Card Approvals		128		116		76		103		-	
NESB Total		109		118		143		144		149	
Born 0/s & in Aust less than 1 year		2		4		7		8		7	
ESL students		89		92		117		136		118	
Aboriginal Enrolment		8		3		6		7		6	

### Enrolment trends

The school's enrolment has increased annually over the past 7 years and has reached the high 300's at the end of 2007.

- ❑ Almost a third of our students are from non-English backgrounds. Students are from over 30 different linguistic and cultural backgrounds.
- ❑ Bilingual school support officers support students from Middle Eastern and African and Asian backgrounds
- ❑ 12.5% of the schools population are verified as students with disabilities in the mainstream. The students are supported by School Services Officers and teachers through individual and group intervention programs.
- ❑ 12 year 3-7 students access the district special class facility at Torrensville. A full-time teacher and an SSO support them.
- ❑ Students with specific learning difficulties receive small group SSO support.

## **Staffing**

Principal	1
Assistant Principals	1 Special Needs, Intervention Programs and IB Coordination (Deputy advertised 2010)
Mainstream teachers	12.00
Special Class	1
Teacher Librarian	0.8
E.S.L.	0.8
Special Ed	1.4
Greek (LOTE)	.8
Music	.5
Greek Mother Tongue	.2
Ancillary Hours	197 (General Administration, Special Education, ICT Support)
Grounds person	9.5

## **OSHC and Vacation Care Programs cater for 39 places**

### **School Leadership Structure**

The school has been re-structured into three teaching and learning teams to accommodate the needs of three bands of learners and their families. Teams co-ordinate professional development programmes designed to address the Site Learning Plan priorities, team plans and individual needs. Resources are allocated R-7 for professional development release time, shared equipment and resources and team programs.

In 2010 there will be one Assistant Principal. Other leadership support is currently being explored by the school community with the view to meet our students learning needs and teaching teams.

### **In the Early Years**

The Early Years team comprises students, teachers and staff who support the R-2 cohort. This team also has a close relationship with Torrensville Pre-school to support transition and shared use of facilities. Torrensville Early Years and Pre-School teams have participated in a 3 year Learning to Learn research program and developed a shared commitment to play-based pedagogy. The Early Years Literacy intervention plan has been developed to address both school and DECS requirement. A range of strategies has been trailed to identify and support students requiring literacy intervention.

### **The Primary Years Team**

The Primary Years team comprises students, teachers and staff who support the year 3-5 cohort. Teachers of year 3 students in this team work in collaboration with the Early Years team on The Early Years Literacy intervention plan. The Primary Years team has recently participated in the DECS initiative "Moving Forwards with SACSA" Assessment for Learning program. Teachers contributed to the production of a Programming and Assessment CD. The team has recently joined the Primary Years 3-5 Teachers Association and will continue looking at student engagement, assessment for learning and student well being in the Primary Years. Implementation of Program Achieve and Restorative Justice practices continues in conjunction with the other teams.

### **The Middle Years Team**

In 2005 the Middle Years Team was re-structured to ensure that both the South Australian Curriculum requirements and the International Baccalaureate Middle Years program requirements are met. This team now comprises all year 6/7 teachers, our LOTE or Language 'B' teacher our Teacher Librarian and Music teacher.

The Middle Years team has achieved some significant outcomes including: planning and teaching interdisciplinary units of work that meet the requirements of both curriculum frameworks.

The Middle Years team has a close relationship with the other Bright Futures Cluster schools (Cowandilla and Kidman Park Primary Schools and Underdale High School) and meet each term for professional development and professional sharing. The Bright Futures Cluster has developed a year 6-10 Curriculum Scope and Sequence that ensures a rigorous

and challenging curriculum, a Memorandum of Agreement that describes shared roles and responsibilities and policies that guide practice. The Middle Years team at Torrensville is committed to collaborative interdisciplinary programming that meets both SACSA and IBMYP requirements.

### **Core Business**

Our core business is to provide quality teaching and learning in a supportive environment. Underpinning all of our practice is a belief in:

- ❑ Quality Teaching and Learning - through progressive, challenging and inclusive approaches
- ❑ Supportive Learning Environment and restorative practices
- ❑ Working Together.
- ❑ Individual Dignity and Self Worth.
- ❑ Intercultural Awareness
- ❑ Effective Communication and Participation of the Whole School Community.

### **The SITE Learning Plan**

A one year Site Improvement Plan has been drafted for 2009 and involves three priority areas.

1. To develop all students as inquiring learners

*The Key priorities for this year are:*

- To develop the tools of inquiry in all classrooms R-7
- To develop the “grammatical skills” of all students
- To improve the “number skills” of all students
- To improve the physical learning environment to facilitate inquiry learning

2. To develop a school environment where students are increasingly more positive, confident and engaged in their learning

*The Key priorities for this year are:*

- The ongoing development of restorative practices in the school
- The ongoing development of student voice in the school
- Identifying the levels of engagement among the diverse community of learners at TPS
- The ongoing development of a healthy lifestyle element to the school learning program

3. To develop whole school collaborative processes and practices

*The Key priorities for this year are:*

- The development of consultative and participatory decision making processes and improved communication practices
- The review of the leadership structure of the school

### **Curriculum**

Our curriculum is based on the balanced delivery of the 8 required areas of study: English, Maths, Society and Environment, The Arts, Science, Technology, LOTE (Greek), Health and PE for R-5 and IBMYP program in year 6 and 7 [www.torrensvps.sa.edu.au/tpsNEW/curr\\_ibmyp.htm](http://www.torrensvps.sa.edu.au/tpsNEW/curr_ibmyp.htm)

Mother Tongue Maintenance is offered for Greek background students

Thinking Skills are embedded across the curriculum R-7

### **Instrumental music**

The schools instrumental music program has expanded and now caters for approximately 65% of all primary learners. Students are involved in brass, woodwind and percussion lessons. Violin and cello lessons are currently offered at Torrensville. These lessons are provided by the DECS Instrumental Music Service.

Private keyboard and piano lessons can also be accessed through the school.

### **Special education**

A review of special education has brought about significant changes to the referral and identification and processes, awareness and understanding of a diverse range of difficulties and disabilities, quality of planning and programming and educational provision. The Learning Centre is a special class facility that provides more intensive support for students with higher level needs. The school supports integration and reverse integration and the development of a more highly specialised staff team has created a more positive productive and responsive educational environment for staff and students.

### **English as a Second Language**

The ESL program provides small group and or classroom support for a range of linguistic and cultural backgrounds. Regular assessment is made using the ESL scales to monitor progress and for programming purposes. Bilingual support is provided for students with minimal English.

### **Assessment and reporting**

Assessment and Reporting are integral to improving student learning outcomes. Early Years, Primary Years and Middle Years Assessment policies and schedules have been developed to describe different assessment purposes and activities for different bands of learners. Middle Years teachers are required to meet both the SACSA and IBMYP requirements.

### **Sporting Activities**

The school is involved in SAPSASA as well as other sporting activities including softball, five teams from U7 to U13 participating in a Saturday morning soccer and football competitions, Thursday afternoon Spike Zone volleyball and netball.

Throughout the year there are sporting clinics run by a variety of sports people. All year levels are involved in swimming or aquatics programs.

### **Other Co-Curricular Activities**

The school has junior and senior Greek Dance and Choir groups. Middle school students have the opportunity to participate in Tournament of Minds. All Middle School students are involved in community service activities. The school is a member of the Jump Rope program and has one Demonstration Team. Middle school students lead kindergarten children in a gardening project. Our partnerships together program provides older students with leadership opportunities with younger students.

### **Staff support systems**

The staff work in teaching and learning teams. They are the Middle Years, Primary Years and Early Years. Professional Development release time is provided to share practice linked to key priority areas and for collaborative programming and planning.

### **Performance Management**

All staff are part of a teaching and learning team and are expected to be involved in regular team meetings. Performance Management processes are linked to school improvement priorities. Resources are provided to support individual and group 'teacher inquiries'.

### **Access to Special Staff**

The school has access to support from the Guidance Officer, Speech Therapist, the Special Education Unit, the Language Disorder Unit, Behaviour Management Team and Autism SA.

### **School Operations**

Governing Council is the major decision making body in the school. A high percentage of our parents are involved in the school in many and varied ways. We have a consultative approach to decision making. Sub committees include, Finance, Grounds, Sport, Fundraising and OSHC. Ad hoc committees are formed as needed.

### **Regular publications**

Fortnightly Newsletters, weekly notes and daily E-Book bulletins to staff and the Annual Report.

### **School Financial Position**

Schools major commitments are to ICT, Professional Learning and Grounds and buildings re-development.

### **Feeder Schools**

The two main government high schools attended by students leaving Torrensville are Underdale and Adelaide High Schools.

### **Other local care and educational facilities**

The reception children generally have attended Torrensville Pre-School or Lady Gowrie Child Care Centre at Underdale and Lady Gowrie Pre-School at Thebarton.

### **Local Government Body**

City of West Torrens