



2025 annual report to the Community

Torrensville Primary School

Torrensville Primary School number: 1285

Partnership: West Torrens



School principal:

Yunni Seindanis

Signature

Date of endorsement:

31/03/2026



Government
of South Australia
Department for Education

Context Statement

Torrensville Primary School caters for students from R-6. At the time of this report, the enrolment in 2025 is 380. Torrensville Primary School is classified as Category 6 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 3% Aboriginal students, 22% students with disabilities, 8% students with English as an additional language or dialect (EALD) funded background, 2% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2025.

Governing Council Report

The Torrensville Primary School Governing Council met twice a term throughout 2025 to support the TPS leadership team, and provide parent and community input to the governance and direction of the school. In this capacity the council supported and reviewed site plans, policies and improvements throughout the year.

The school is highly regarded in the community, reflected in growing enrolments. Strong management and financial stability have seen further facilities improvements and expansion of the school. Thank you to Mr Seindanis, Mr Pannenburg and Ms Nguyen for their leadership. Thank you to the dedicated teachers and staff for teaching and supporting our children. Your hard work, care and commitment is demonstrated in continued growth in learning and high student wellbeing.

The development of a new Yarning Circle near the Hayward Avenue boundary of the school outside the Library was the focus of fundraising throughout 2024 and continued into 2025. Yarning Circle construction commenced in Term 1, was opened with a special ceremony in term 2, and it is wonderful to see the space used as a beautiful learning and meeting place to acknowledge and respect Kurna culture. A new video, acknowledging the traditional Kurna land the school is situated on, was produced by the Reconciliation Action Plan group. These initiatives bring to life the school motto "connecting learning, life and land".

The school's commitment to diversity and inclusion were celebrated through a new 'Catch the Light' day, alongside ongoing recognition and activities for Reconciliation Week and Harmony Day. The school values of respect, harmony and achievement are promoted in the curriculum and through such events. Monday Fun Day, and a staff wellbeing day were other ways that our school values were displayed, with a strong focus on fun while learning, and demonstrating support for one another.

The Governing Council and school were successful with a grant application for 'Parents in Education' in 2024 to run parent training in Zones of Regulation Workshop in 2025. This provided a great opportunity for connection between initiatives implemented at school and the home environment. We were lucky to have an Occupational Therapist attend to deliver the workshop in Term 3, and we thank the school for supporting this initiative by arranging refreshments and a creche to enable families to attend.

Governing council chair attended a number of workshops and seminars presented by Educators SA in partnership with the Department of Education, such as: building positive school culture, addressing bullying, the Public Education strategy, the introduction and use of EdChat in public schools, and school funding models and finances. At these forums we heard from speakers such as the Minister for Education and the Chief Executive of the Department for Education, and had productive conversations with Governing Council members at other schools, helping to build strong school governance.

Committees:

- OSHC Committee: The TPS Out of School Hours Care (OSHC) continued to provide high-quality care for students and is highly valued by the school community. A large piece of work to review all OSHC policies was undertaken this year, with oversight by the committee and governing council. The Council thanks Alicia and the team for their strong leadership, engaging programming and running TPS OSHC to the highest standards.

- Parents and Friends Committee: The Parents and Friends Committee had a productive and successful year in 2025, delivering a range of events that supported community connection and student engagement. Events included the Bunnings BBQ, Quiz Night, Sports Day BBQ and Cake Stall, Halloween Disco, Mother's and Father's Day stalls, and Election Day cake stalls. These activities were well supported by the school community and continue to be valued by students and families.

Fundraising efforts in 2025 raised a total of \$26,500, which was allocated to the yarning circle, new branded marquees in house colours, and general improvements across the school. The committee also facilitated and administered year-level WhatsApp groups to support communication between families.

In 2026, the committee anticipates a similar events calendar, including another Election Day cake stall and the introduction of a sustainability stall. As the school community continues to grow, increased participation from families is welcomed. The Parents and Friends Committee thanks all volunteers, staff, and school leadership for their ongoing support and contribution throughout 2025.

- Finance Committee: The Finance committee oversaw the continued strong management and financial stability of the school, reviewing, approving and monitoring the school budget and preparing financial reports for council.

The Governing Council thanks departing members, students, and staff representatives for their service in 2025. We appreciated the input of student leaders Til, Francesca, Felix and Genevieve, and staff representative Mrs. Annicchiarico throughout the year.

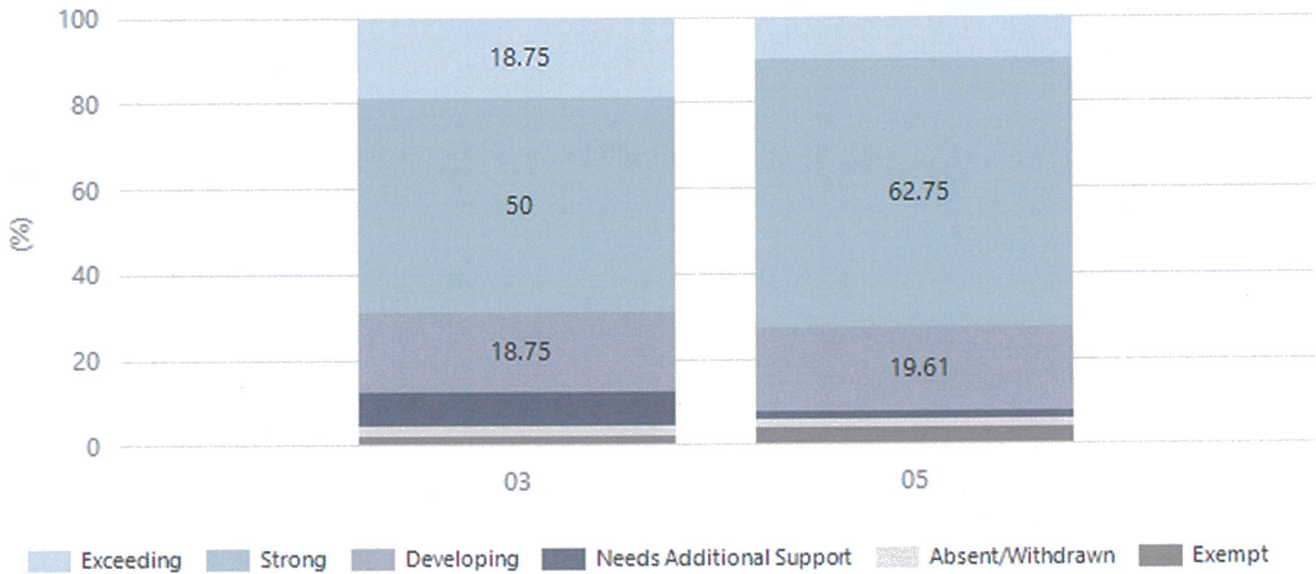
The Governing Council is proud of the achievements and initiatives undertaken in 2025. The school continues to go from strength to strength on all measures. Returning council members look forward to working with Mr Seindanis and the leadership team in 2026, welcoming new members to the Governing Council, and continuing to support the school community.

Performance Summary

NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

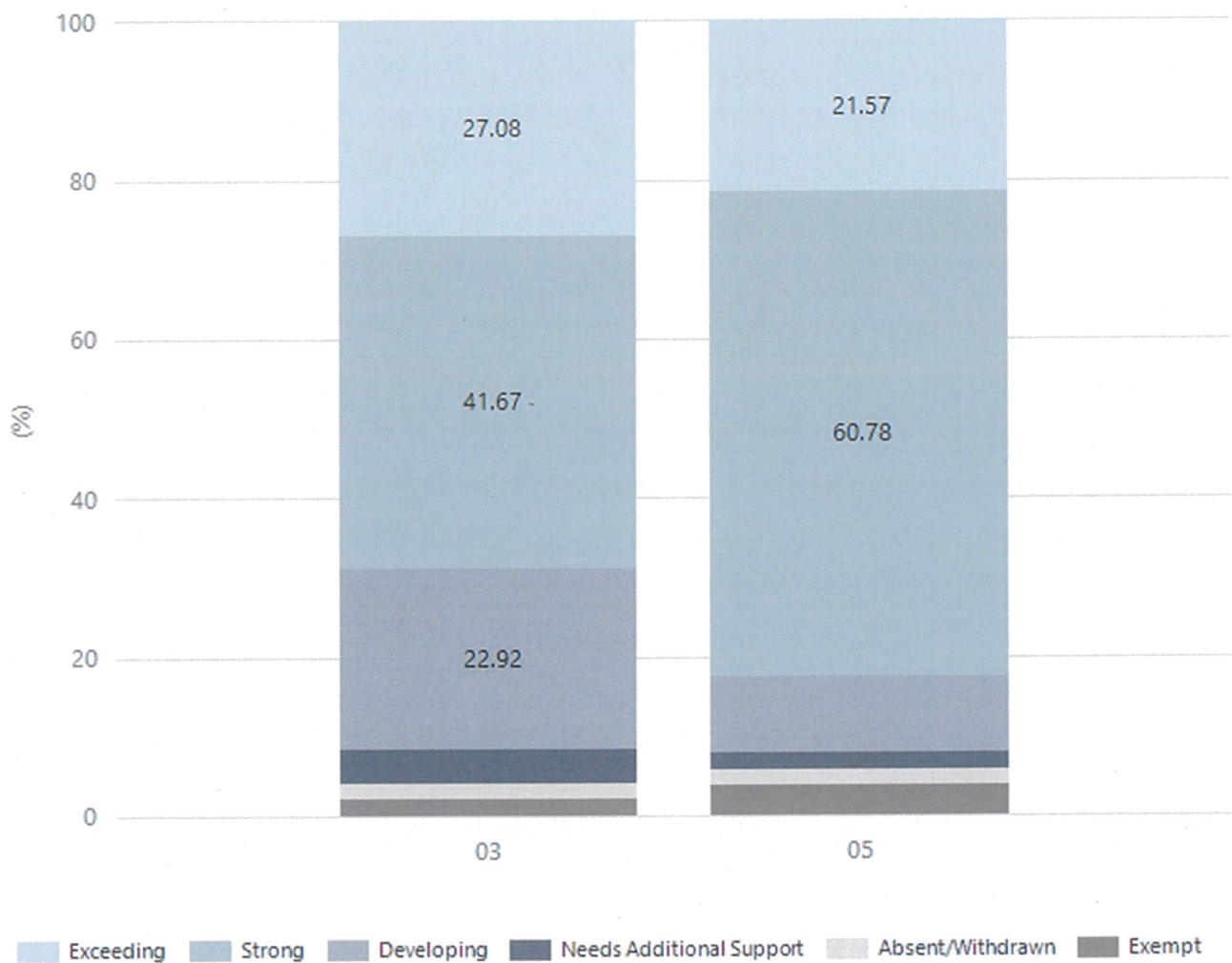
Numeracy



| Year Level | 03 | 05 |
|--------------------------|----|----|
| Exceeding | 9 | 5 |
| Strong | 24 | 32 |
| Developing | 9 | 10 |
| Needs Additional Support | 4 | 1 |
| Absent/Withdrawn | 1 | 1 |
| Exempt | 1 | 2 |
| Total | 48 | 51 |

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

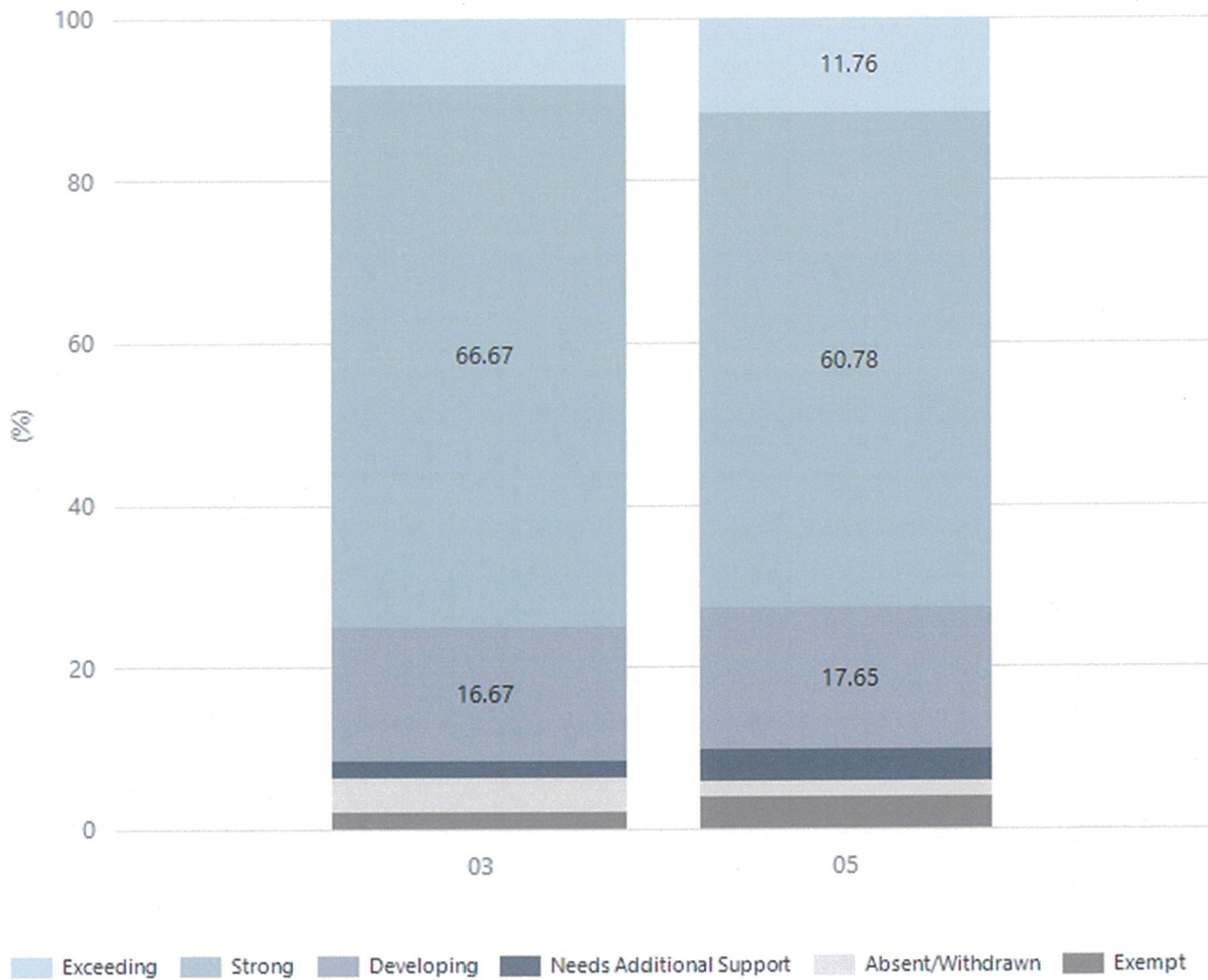
Reading



| Year Level | 03 | 05 |
|--------------------------|----|----|
| Exceeding | 13 | 11 |
| Strong | 20 | 31 |
| Developing | 11 | 5 |
| Needs Additional Support | 2 | 1 |
| Absent/Withdrawn | 1 | 1 |
| Exempt | 1 | 2 |
| Total | 48 | 51 |

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

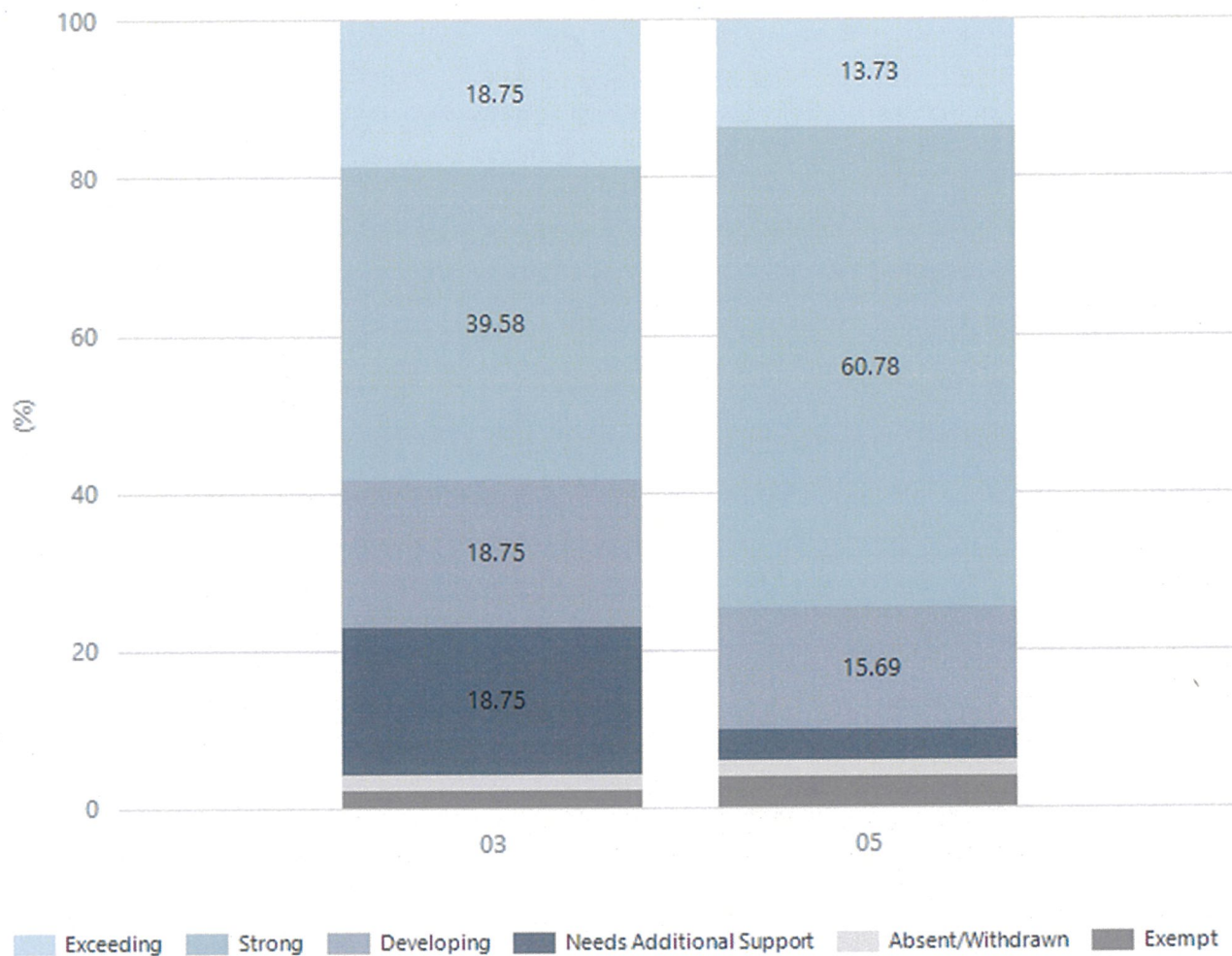
Writing



| Year Level | 03 | 05 |
|--------------------------|----|----|
| Exceeding | 4 | 6 |
| Strong | 32 | 31 |
| Developing | 8 | 9 |
| Needs Additional Support | 1 | 2 |
| Absent/Withdrawn | 2 | 1 |
| Exempt | 1 | 2 |
| Total | 48 | 51 |

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

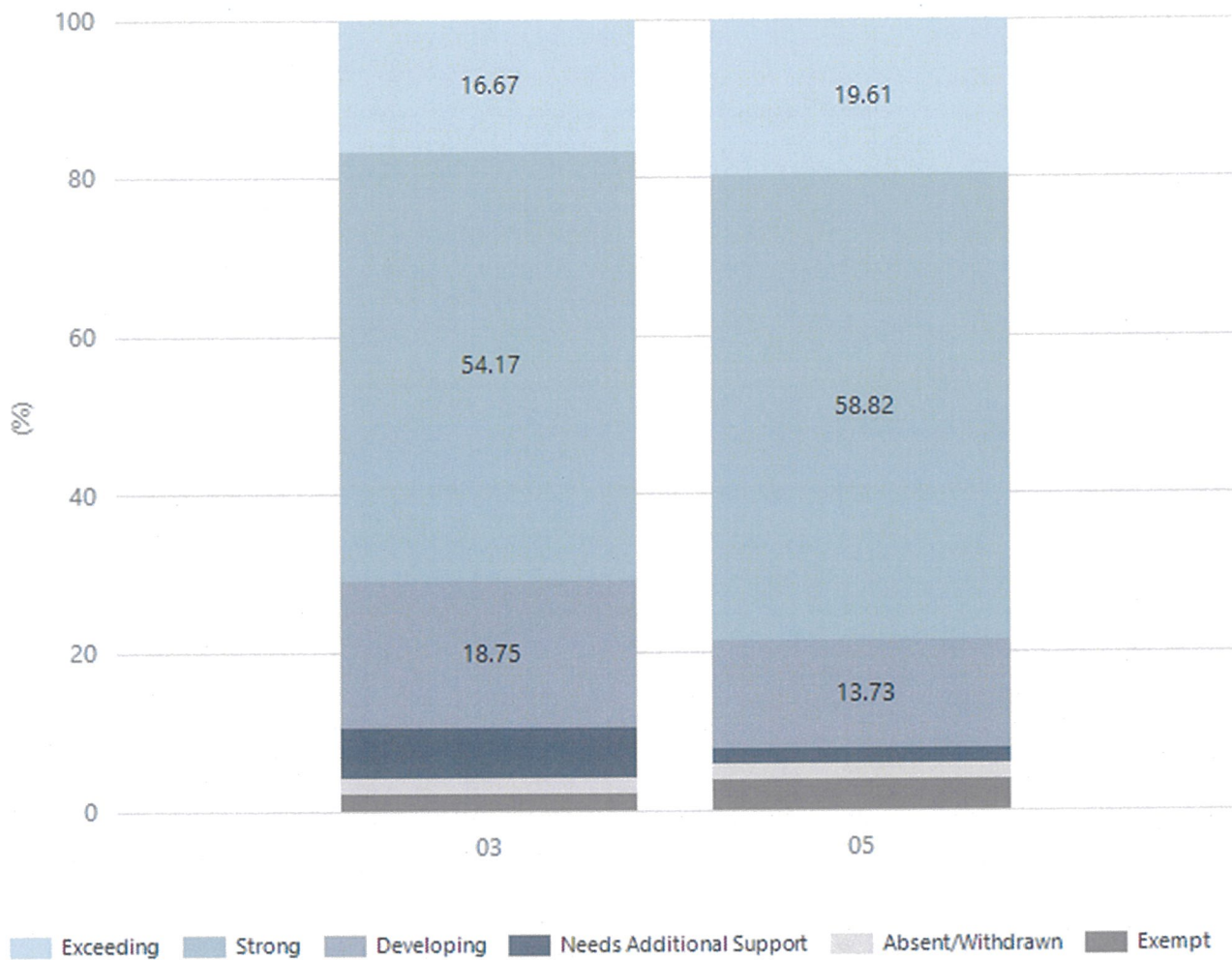
Grammar



| Year Level | 03 | 05 |
|--------------------------|----|----|
| Exceeding | 9 | 7 |
| Strong | 19 | 31 |
| Developing | 9 | 8 |
| Needs Additional Support | 9 | 2 |
| Absent/Withdrawn | 1 | 1 |
| Exempt | 1 | 2 |
| Total | 48 | 51 |

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Spelling



| Year Level | 03 | 05 |
|--------------------------|----|----|
| Exceeding | 8 | 10 |
| Strong | 26 | 30 |
| Developing | 9 | 7 |
| Needs Additional Support | 3 | 1 |
| Absent/Withdrawn | 1 | 1 |
| Exempt | 1 | 2 |
| Total | 48 | 51 |

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

School Attendance

| Year Level | 2023 | 2024 | 2025 |
|---------------|-------|-------|-------|
| Reception | 93.2% | 92.6% | 92.7% |
| Year 01 | 90.5% | 92.5% | 92.1% |
| Year 02 | 91.5% | 93.2% | 92.8% |
| Year 03 | 93.6% | 91.9% | 92.1% |
| Year 04 | 89.2% | 91.9% | 91.7% |
| Year 05 | 90.5% | 90.3% | 89.7% |
| Year 06 | 91.0% | 92.5% | 92.1% |
| Primary Other | 89.7% | 88.5% | 80.7% |
| Total | 91.3% | 91.9% | 91.6% |

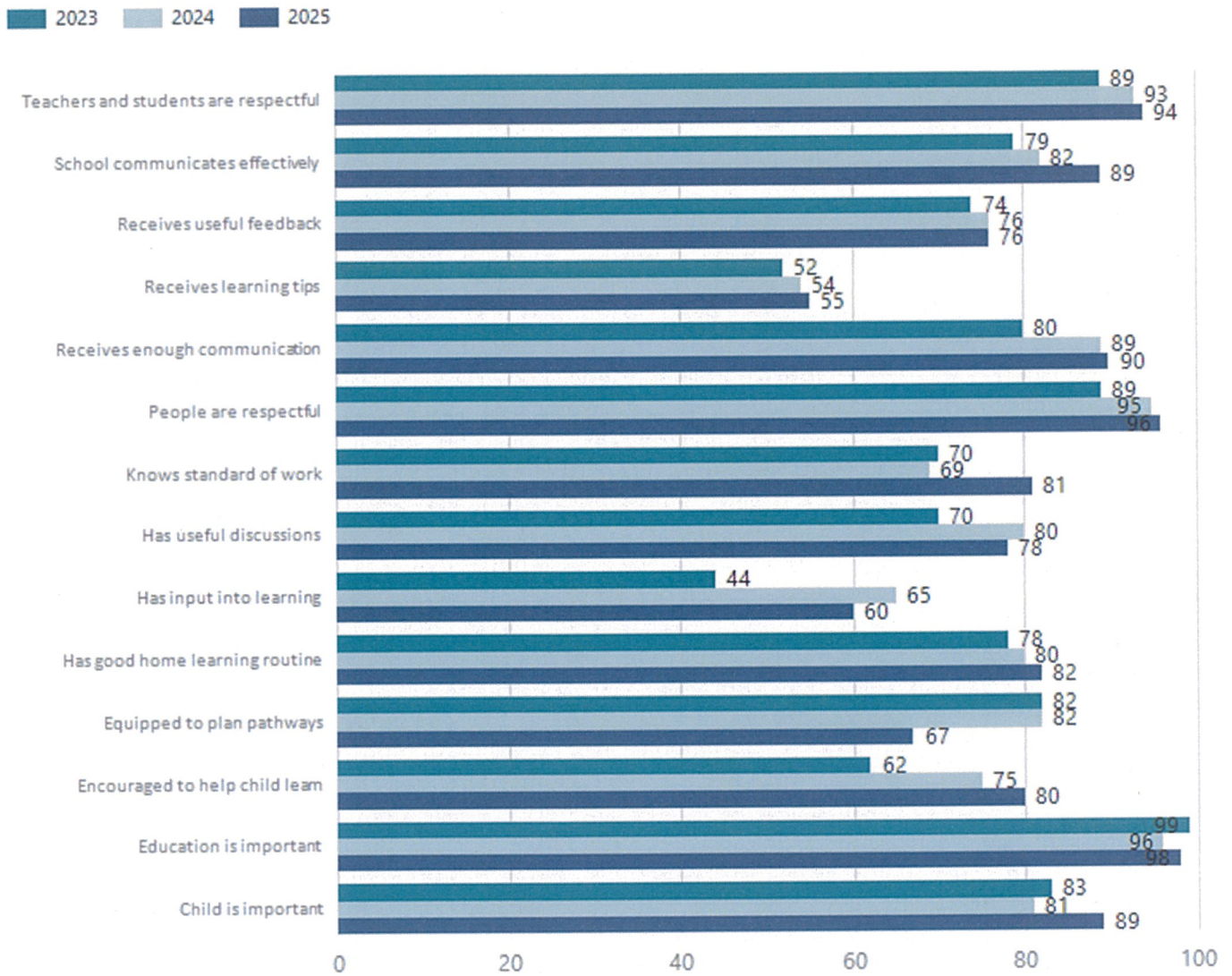
Data Source: Department for Education Attendance Data, Semester 1 Report 2025. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2025 Department for Education Parent Opinions Survey, Term 3 2025.

Intended Destination

| Leave Reason | Number | % |
|--|--------|-------|
| IS - INTERSTATE | 5 | 29.0% |
| NG - ATTENDING NON-GOV SCHOOL IN SA | 3 | 18.0% |
| OV - LEFT SA FOR OVERSEAS | 5 | 29.0% |
| TG - TRANSFERRED TO SA GOVERNMENT SCHOOL | 4 | 24.0% |

Data Source: Department for Education Destination Data Report, 2025. Data extract term 3 2025. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas | 22 |
| Postgraduate Qualifications | 6 |

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2025. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

| | Teaching Staff | | Non-Teaching Staff | |
|-----------------------|----------------|----------------|--------------------|----------------|
| | Indigenous | Non-Indigenous | Indigenous | Non-Indigenous |
| Full-Time Equivalents | 0.0 | 25.9 | 0.7 | 7.7 |
| Persons | 0.0 | 28.0 | 1.0 | 10.0 |

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2025.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

| Funding Source | Amount |
|----------------------|--------------|
| Grants: State | \$4750548.09 |
| Grants: Commonwealth | \$2400.00 |
| Parent Contributions | \$165715.00 |
| Fund Raising | \$48246.38 |
| Other | \$163067.70 |

Data Source: School supplied data.