



**ACT**  
Government  
Education

# **Torrens Primary School**

Report of Review, 2023

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## Publication and independent Review Team details

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Date of School Review: 4, 5, 6 and 7 September 2023

Principal of Review School: Rachel Matthews

*National School Improvement Tool Review Report* prepared by:

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Report Date: 7 September 2023

**Report of Review, 2023** prepared by:

ACT Government Education Directorate  
Education Services Division, School Improvement Branch

Report Date: 20 September 2023

## Overview of the School Review process

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Approximately a fifth of all ACT public schools are reviewed each year. Reviews provide quality, independent, feedback tailored to individual school contexts. Findings from Review support annual implementation of a school's 5-year School Improvement Plan.

Reviews are undertaken by a team of experienced educators trained in the use of the *National School Improvement Tool* (NSIT) and are led by a Lead Reviewer from the Australian Council of Educational Research. Review Team size depends upon a range of factors, including the size and context of a school.

Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students, parents and community members.

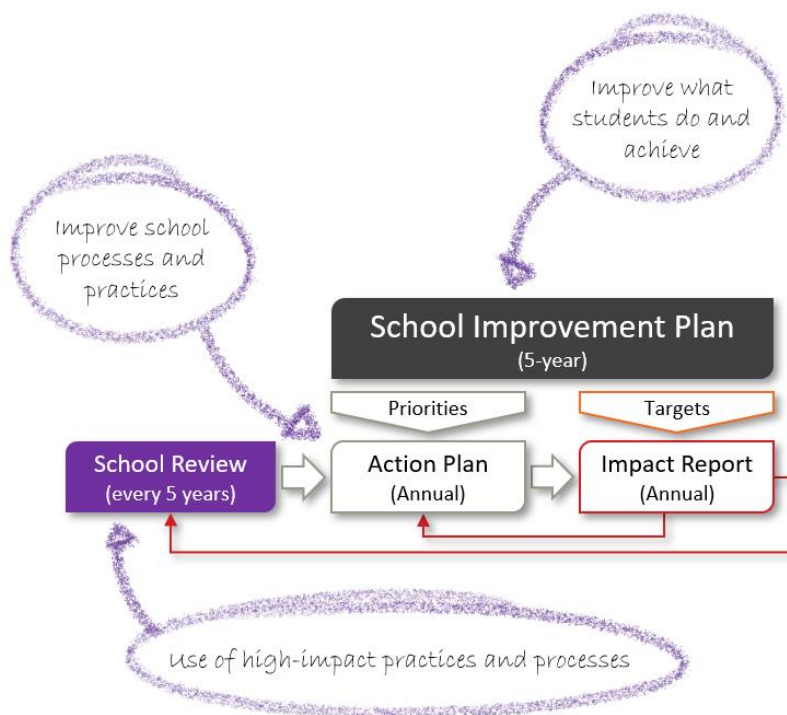
Following Review, the school receives a planning report, which is used as an internal working document, outlining key findings and recommended strategies for continued school improvement. The Education Directorate uses this planning report as a basis for the final

*Report of Review* provided to school communities.

The *Report of Review* includes detailed findings for each of the nine Domains of the National School Improvement Tool, as well as Commendations, Affirmations and Recommendations for continued school improvement.

Where does Review sit within the school improvement cycle?

ACT public schools utilise systematic integration of evidence and data collection, access and analysis to inform sharp and narrow 5-year School Improvement Plans. Annually, all schools utilise a suite of tools to expand, monitor and report on these priorities. Additionally, schools are provided differentiated support and feedback by internal and external experts. School Review is one way that this differentiated feedback is provided and typically occurs at the end of the 5-year school improvement cycle.



## What are Commendations, Affirmations and Recommendations?

### Commendations

Commendations highlight positive actions the school has taken over its last improvement cycle. Typically, these actions are either complete, or embedded in school practice.

### Affirmations

Affirmations verify specific actions being undertaken by the school that are impacting positively on school improvement. These actions are typically either not yet complete and/or not yet embedded.

### Recommendations

Recommendations provide the school with evidence-based advice regarding high-value areas for future school improvement efforts. Drawn from the NSIT, recommendations are key to the school effectively implementing its 5-year School Improvement Plan.

# NSIT Domain 1: An explicit improvement agenda

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## Domain descriptor

*The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.*

## Findings

- Torrens Primary School (TPS) is a school with three off-site preschools and 20 Kindergarten to Year 6 classes on the main school site. The school celebrated 50 years of providing education for the Torrens community in 2018.
- Following the school review in 2019, the review team worked with the leadership team to write the *School Improvement Plan (SIP) 2019–2023* with two core learning priorities – to improve growth in writing and to improve growth in numeracy. The identification of these priorities was informed by consideration of longitudinal whole-school academic and perception data.
- Each year of the SIP, the Annual Action Plans (AAP) have alternated between writing and numeracy with the 2023 AAP focusing on both priorities. Leaders and the staff are united and committed to the SIP priorities. Leaders and staff members have maintained their focus on driving the SIP agenda during the pandemic, teacher shortages, and staff mobility.
- The SIP agenda, yearly AAP focus, and progress towards targets are communicated to the School Board, P&C, parents, and the staff using staff and parent meetings, social media, infographics, newsletters, and the school website. Parents are aware of and can talk to these priorities.
- The current SIP includes National Assessment Program Literacy and Numeracy (NAPLAN) improvement targets for years 3 to 5 and percentage improvements in specific perception data survey items. The principal identifies that, in developing the next SIP, there is a need to determine explicit, measurable targets for all learners in response to changes to NAPLAN reporting.
- Leaders maintain their engagement with evidence-based practices, speaking to the range of national and international research that informs current whole-school teaching practices. Leaders and staff members have visited other schools and attended conferences to learn from other school's practices.
- The four School Improvement Committees (SICs) are led by the executive or aspiring leaders, with all teachers joining a SIC each year. Time is allocated at staff meetings for SIC reporting and the monitoring of AAP actions.
- Professional Learning Communities (PLCs) have been established across the school to provide focused time for teachers to engage in five-week 'Spirals of Inquiry'<sup>1</sup>.

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<sup>1</sup> The spiral of inquiry is a systematic framework for investigating and improving learner outcomes – academic, social, and wellbeing. The spiral has six stages: scanning; focusing; developing hunches; learning; taking action; and checking. The spiral approach focuses teachers and leaders on assessing: the needs of students; teacher knowledge, skills, and development; and the impact of changes of activities to improve student outcomes.

- Staff members are united and committed to continually improve the quality of teaching and learning. All leaders and the staff express their commitment to every student being a successful learner.

## NSIT Domain 2: Analysis and discussion of data

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### Domain descriptor

*A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/ regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.*

### Findings

- Leaders pay close attention to a range of whole-school data – including NAPLAN, Schedule for Early Number Assessment<sup>2</sup> (SENA), Progressive Achievement Tests<sup>3</sup> (PAT), BASE<sup>4</sup> and PM Benchmarks<sup>5</sup> – to identify areas where the school is performing well or requires attention.
- The executive PLC undertakes analysis of system and whole-school data sets, disaggregating data for identified priority groups. The executive PLC engages with specialist teachers such as the English as an Additional Language or Dialect (EAL/D) teacher when considering EAL/D data.
- A colour-coded online data tracker has been developed to track every student's progress over time in reading, writing and numeracy. Data are entered twice a year on the tracker. The tracker is currently utilised by the executive PLC to monitor whole-school progress.
- There is a TPS data plan that documents what data are to be collected, who collects the data, and the purpose of each data set. The plan includes reporting requirements, timelines, and data roles for leaders, the Student Wellbeing at Torrens (SW@T) team, and teachers. This is supported by the TPS assessment schedule and protocols for each data set, including the yearly overview and term due dates for collection. A reading Data Wall with 'faces on the data' is located in the teacher planning space.
- The Data SIC oversees whole-school literacy and numeracy data and share data with the staff to discuss. A data folder, colour-coded by year level, has been introduced for every student from Kindergarten to Year 4. The folder includes assessments, identification of learning disability or priority group, an Individual Learning Plan (ILP) or other plan, and intervention status, parent communication, work samples, and external agency

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<sup>2</sup> The Schedule for Early Number Assessment (SENA) is a diagnostic/screening assessment for younger primary school students which measures where students are in their counting abilities. The assessments currently focus on numeral identification, counting forwards and backwards, subitising, addition and subtraction, multiplication and division and place value. The SENA 1 Schedule is aimed at Early Stage 1, supporting the NSW Mathematics Syllabus K-2.

<sup>3</sup> The Progressive Achievement Tests measure what students in Foundation to Year 10 know, understand, and are capable of across domains, and help monitor progress over time. The PAT assessments are administered by ACER and include PAT-R (Reading) and PAT-M (Mathematics). See: <https://www.acer.org/au/pat>

<sup>4</sup> BASE (formerly PIPS) is an early years assessment program used for reading, phonics, and numeracy skills of students in their first year of school. There are two assessments (the first in weeks 3 and 4 of Term 1 and the second in weeks 2 and 3 of Term 4). BASE data are used to identify, as early as possible, students who may need extra support or enrichment and helps teachers plan appropriate learning experiences. Information about the program can be found at <https://www.education.act.gov.au/public-school-life/assessment-and-reporting/early-years-assessment> or <https://www.education.uwa.edu.au/base>

<sup>5</sup> PM Benchmarks is an assessment tool used by K-5 teachers to evaluate, monitor, and report reading comprehension and progress in learning. Students' instructional and independent reading levels are assessed using unseen, meaningful texts. Teachers can use PM Benchmarks to monitor a student's reading achievement and progress over time.

communication or specialist reports.

- Teachers are yet to fully engage in analysis of the full range of available data to monitor student improvement and growth in their learning over time.
- A social/emotional wellbeing survey has recently been added to the TPS data plan with baseline data collected. The analysis and use of this data set is yet to be fully explored and implemented.
- Education Directorate behaviour aggression data show that the numbers of incidents of negative TPS behaviour have reduced over time. The Positive Behaviour for Learning (PBL) dashboard also shows a reduction in the number of major/minor incidents. Staff professional climate perception data are above the ACT for every survey item.
- Leaders comment on the need to further develop teacher data literacy skills to confidently analyse and interpret a range of standardised, formative, and summative assessments. This will inform whole-school decisions and initiatives, timely adjustments to teaching, and assessment of learning.
- Whole-school data sets are presented for discussion and interpretation at School Board meetings and data snippets are included in newsletters as appropriate.



## NSIT Domain 3: A culture that promotes learning

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### Domain descriptor

*The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.*

### Findings

- Members of staff, students, and parents acknowledge and highly value the positive influence of the principal in building a strong culture of connection and wellbeing.
- The school motto, based on teamwork and tolerance, is complemented by the PBL values of safe, respectful learners. All parents, students, and the staff describe how these have created a more settled and engaged school community.
- Students describe a strong level of connection to the school heightened by their sense of belonging and pride where diversity is acknowledged and celebrated.
- Student learning needs are managed through conferenced individual learning goals where areas for development are determined. Parents indicate appreciation for this communication with teachers.
- The review team observed settled behaviour in classrooms and on the playground. Students are productively engaged in a socially inclusive learning environment.
- Wellbeing strategies and supports for the staff have been prioritised by the school leaders as the school emerged out of the pandemic lockdowns. A significant reduction in staff burnout has also been noted and is contributing to maintaining a stable workforce.
- Teaching and non-teaching staff members work collaboratively with a common purpose of supporting every student in the school. This is evident in the very high levels of satisfaction reported in student, parent, and teacher satisfaction surveys. Staff morale has also improved.
- SW@T -- comprising the school psychologist, EAL/D teacher, youth worker, and school leaders – collates and analyses wellbeing and learning data of students. The SW@T team formally identifies and supports students with more complex needs. Parents and classroom teachers also contribute through referrals for consideration.
- Parents are welcomed as partners in learning. Many take up the opportunity to attend school-facilitated workshops on how to support student learning at home. There is also strong representation on the P&C and the School Board.
- Families are actively engaged in whole-school events which celebrate the diversity within the community. Some of these include Harmony Day, Grandparents' Day, and significant Indigenous celebrations.
- Students have a voice in determining school directions through many leadership opportunities such as student parliament, as school and sports captains, The Deadly Mob, library monitors, and student-led clubs.
- Parents actively engage with the school through volunteering in classrooms, at carnivals,

on excursions, at community barbeques, school fairs, and end-of-year concerts and picnics.

- High levels of trust are maintained between the staff, parents, and students with a clear focus on the continual improvement of student learning and wellbeing.

## NSIT Domain 4: Targeted use of school resources

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### Domain descriptor

*The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.*

### Findings

- Specialist teaching and non-teaching staff members have been employed to support the diverse learning and wellbeing needs of students. Teachers and parents acknowledge the high levels of individualised attention students receive through resources such as SW@T, Learning Support Assistants (LSAs), the small group learning program (SGLP), EAL/D in-class and withdrawal groups and allied health services.
- Release time is allocated to all teachers to enable teams to participate in PLCs and to plan units of work. Executive staff members and specialist teachers in writing or numeracy facilitate support at these meetings. Students interviewed by the review team comment that this is “improving teachers’ mindsets”.
- An annual budget is allocated to support employment of local, national, and international experts. Engaged experts include consultants in All about Writers, 10 Essential Literacy Practices<sup>6</sup> and Word Torque. These are complemented by teacher coaches and Education Directorate instructional mentors. These have enabled teachers and students to progress the improvement priorities in writing and numeracy.
- High quality resources are available to support learning and teaching in every classroom. These include manipulatives, readers, iPads, Chromebooks, mathematics resource trolleys in every classroom, and interactive display screens. All teachers indicate they are sufficiently resourced to carry out their teaching.
- Online teaching resources, developed by teachers for teachers, are available in the literacy and numeracy stations.
- A range of specialist teaching spaces – such as the accessible kitchen, ‘Room of Wonders’, wellbeing space, SGLP space, and library – are accessed by teachers and students to enhance and extend their learning experience.
- Significant funds have been allocated and utilised to refurbish outdoor playing fields, student toilets, and the Chifley Preschool. The school is currently upgrading heating and cooling in all classrooms.
- The development of a sensory garden and in-ground trampoline connected to the SGLP are underway.
- The school utilises the two days of the school psychologist in a very strategic way. As part

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<sup>6</sup> The 10 Essential Literacy Practices have been identified after extensive research conducted by Professor Nell Duke (University of Michigan) and have become the ACT Education Directorate’s endorsed approach to literacy for P-6. Consultant Christine Topfer (an Australian literacy expert) has worked in ACT public schools to introduce these practices which have a proven, positive impact on literacy learning outcomes for all primary-aged students through building teacher pedagogical knowledge and leadership capacity to implement effective literacy instruction. [https://www.education.act.gov.au/about-us/policies-and-publications/publications\\_a-z/annual-report/annual-report-2021-2022/part-b/b4-future-of-education](https://www.education.act.gov.au/about-us/policies-and-publications/publications_a-z/annual-report/annual-report-2021-2022/part-b/b4-future-of-education)

of the SW@T, students are triaged and family referrals to other community agencies maximise allocated time.

- The school has strategically future-proofed its daily relief pool with additional staff members acting in an inbuilt relief capacity. Teachers indicate that they feel well supported in a time of chronic teacher shortage.

## NSIT Domain 5: An expert teaching team

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### Domain descriptor

*The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.*

### Findings

- Torrens Primary School leaders have strategically employed and recruited two staff members who are specialists in the fields of writing and numeracy. This is to support the commitment to improving writing and numeracy and meeting the goals as outlined in the SIP.
- The school has developed a Professional Learning Plan that outlines the structure of how professional learning has been delivered and some evidence of what professional learning teachers have engaged with.
- Teachers have completed their formal professional development plans with goals being linked to strategic priorities. New educators are assigned a mentor and offered an informal induction process with school leaders outlining school systems and procedures as evidenced in the staff handbook.
- The school has implemented SICs and PLCs and utilise the spiral of inquiry. This has established a process for leaders and teachers to work together to improve student progress and learn from each other's practices.
- The school has identified aspiring leaders who have become Teaching Quality Institute Highly Accomplished and Lead Teachers and assessors. Some aspiring teachers have become instructional mentors and have led professional learning workshops for the staff.
- School leaders lead ghost walks across the school and offer coaching to the staff as requested. New educators are assigned a mentor to support their transition into the school and implement agreed teaching practices. Many teachers state that they would like a more formal coaching process that involves setting goals, class observations, and feedback on their individual teaching practice.
- The school has dedicated release time for teachers to collaboratively plan together each week to support a consistent approach to teaching and learning.
- Learning support assistants are highly valued as members of the teaching team and provide effective small group and individual support for learning. Learning support staff are proactive and take initiative when supporting student wellbeing and behaviour.
- The school encourages and supports teachers to undertake further study through access to Education Directorate grants, references, and release time. Many staff members have been nominated for public education awards to celebrate their successes.

## NSIT Domain 6: Systematic curriculum delivery

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### Domain descriptor

*The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.*

### Findings

- The school places a high priority on providing a high-quality curriculum that supports the learning of all students.
- The conceptual framework is the guiding document for curriculum planning and delivery. The framework incorporates the Australian Curriculum achievement standards, concepts, literacy and numeracy stations, and scopes and sequences to ensure vertical and horizontal alignment for all key learning areas, and the general capabilities and cross-curricular priorities.
- Teachers value the conceptual framework documents as providing clarity regarding what and when teachers teach, and students learn when designing units of work.
- Within the conceptual framework, school leaders are collaborating with teachers to develop inquiry questions that will support differentiation in the classroom.
- The Australian Curriculum achievement standards are the basis for reporting student outcomes to parents and provide a line of sight from the conceptual framework to assessment and reporting.
- Term overviews are distributed for each year level to inform parents and community regarding the learning focus across all learning areas.
- The release of the Australian Curriculum Version 9 is providing an impetus for teachers to revisit and renew curriculum delivery and design, ahead of the 2024 timeframe.
- The Early Years Learning Framework informs curriculum planning in the three preschools. Preschool teachers are implementing Version 2 of the framework, also ahead of the 2024 timeframe.
- Time is allocated for teachers to plan in PLCs. Staff members identify that this time enables valuable collaborative planning and professional dialogue.
- A common planning tool that documents units of work and includes differentiated content and teaching practices is yet to be developed.
- The general capabilities and cross-curricular priorities, particularly sustainability and Aboriginal and Torres Strait Islander histories and cultures, are strongly embedded in unit plans.

## NSIT Domain 7: Differentiated teaching and learning

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### Domain descriptor

*The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.*

### Findings

- School leaders articulate their long-term commitment to teachers actively tailoring their teaching to individual student needs and readiness. Prior to the current SIP, leaders and teachers undertook six years of routine professional learning on differentiation using the conceptual framework.
- The principal states that the challenge now is that over the past five years, most of these teachers have been transferred, been promoted, or retired. The school's early engagement with the Australian Curriculum Version 9 is providing the platform for revisiting whole-school differentiation practices with the current teaching staff.
- Teaching at Torrens unpacks for teachers how to differentiate according to content, process, product, and environment. Infographics have been developed and displayed that state 'what differentiation is and isn't'. Teachers are expected to differentiate within the lesson sequence and assessment of learning.
- Inquiry questions at modified, core and extension levels are utilised to differentiate integrated units. There is variability in the level of teacher documentation of differentiation in unit plans and implementation in their class.
- The five-week spiral of inquiry pre- and post-testing provides teachers with data to identify where students are at, to inform the next cycle of teaching and learning.
- There are 52 students each with an ILP. These are collaboratively developed with families, allied health professionals, and students (where appropriate) for those students identified through data as working well below or above the year level achievement standard. Leaders provide release time for ILP meetings three times a year, resources, and additional LSA time for in-class support.
- A third of enrolled students come from an EAL/D background, including a small number of refugees. The EAL/D teacher works with students who are identified as beginning, emerging, or consolidating in strands of English. The teacher reports that year-to-date data show that 87% students in the program have moved to class. A range of businesses, government agencies, and community service groups link with the EAL/D teacher to support refugees, EAL/D students, and their families to engage with the school and wider community.
- Teachers have been trained in conferencing with students and use a common template to identify areas for development. Students comment on variable goal setting and feedback.
- The SGLP provides a full-time program for students with complex needs where additional LSA support is provided.
- Reporting to parents includes semester written reports, Learning journey sessions and parent/teacher interviews where student progress and next steps in learning are discussed with parents. SeeSaw is also used for continuous reporting to families.

## NSIT Domain 8: Effective pedagogical practices

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### Domain descriptor

*The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.*

### Findings

- The principal and school leaders demonstrate their commitment to driving improvement in teaching practices by leading professional learning, modelling, and working directly with teachers to develop a consistent whole-school approach to teaching writing, word study, and numeracy.
- Teachers express greater confidence to teach writing, word study, and numeracy through the focus in the school's Professional Learning Plan and the ongoing support from peers and leaders.
- Teachers reference a range of research-based approaches when describing their pedagogical practices. These include the Gradual Release of Responsibility<sup>7</sup>, Bloom's Taxonomy, Writer's Workshop, 10 Essential Literacy Practices, guided reading, and a reading strategies approach in English. In mathematics, the pedagogical approach is game-based, hands-on manipulatives, and the proficiency strands of understanding, fluency, problem-solving, and reasoning.
- Inquiry underpins integrated units. Some teachers identify the need to deepen their understanding and use of inquiry to challenge and extend students in their learning.
- Teachers' confidence to teach word study increased through participation in a formal word inquiry research project.
- Teachers state that the TPS agreed practice documents for writing and mathematics, developed collaboratively by teachers, provide clarity on what learning looks like in classrooms.
- Leaders provide ongoing professional learning that continues to develop pedagogical skills and practices. They also support teachers to become instructional mentors who offer professional learning for their peers.
- Many teachers use learning intentions and success criteria to communicate learning expectations to students.
- Some teachers have developed expertise in using pedagogical tools such as thinking tools, graphic organisers, and collaborative tools to scaffold higher order thinking, analysis, and classroom dialogue.
- Teachers express interest in observations of and by their peers, and for a formalised individualised feedback process to promote reflection on their teaching practice.

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<sup>7</sup> The Gradual Release of Responsibility Framework is based on the premise that learning occurs through intentional, specific interactions with others and to gradually release responsibility is to equip students with what they need to be engaged and as self-directed learners. Students build the capacity to express their views and opinions, to collaborate, and to lead themselves and others. See: Fisher, D. & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility*, 2nd Edition, ASCD.



## NSIT Domain 9: School-community partnerships

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### Domain descriptor

*The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.*

### Findings

- School leaders have established a range of partnerships with families, community agencies and other educational institutions to enhance student learning and wellbeing.
- The school identified the need to monitor and support student wellbeing and engagement. A SW@T team – consisting of the deputy principal, school leader C's, EAL/D teacher, youth worker, and school psychologist – has been established. The team works closely with allied health and external agencies to ensure students' needs are being met.
- The school has a formal partnership with a consultant from Word Torque focussed on a structured word inquiry. This partnership has been extended to five other ACT schools undertaking action research and who work together and share practice in word inquiry collaboration.
- The partnership with Smith Family is recognised as a very positive partnership. Good transition processes for year 6 students have been established, preparing them for high school as well as supporting children in need. A Smith Family staff member works at TPS one day a week connecting students and families with local support services.
- The partnership with Woden Community Services is also a very positive longstanding partnership. Teachers and leaders have worked closely with the staff from Woden Community Services Out of Hours School Care to embed PBL values consistent with the school's practice. Staff members share knowledge and resources and on how to support students with their wellbeing needs allowing students to be successful across both settings.
- The senior leadership team is committed to establishing strong partnership with the School Board and the P&C. The school informs both partnerships on the school improvement plan, strategic priorities, and collection of data.

## Commendations

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Torrens Primary School is to be commended for:

- High levels of trust between staff which impact positively on morale.
- The leaders and the staff for maintaining their focus on driving the School Improvement Plan during the pandemic, teacher shortages, and staff mobility.
- The commitment of all staff members to successful learning for every student.
- Leaders actively engaging with research and experts to support the priorities of the school.
- Successfully creating a positive learning culture through the universally understood Positive Behaviour for Learning values of 'Safe, Respectful Learners'.
- The happy, optimistic feel to the school and parents, school leaders, and teachers working together in mutually supportive ways.
- The strong sense of belonging and pride in the school.
- Teaching and non-teaching staff members working collaboratively and with a common purpose to support every student in the school.
- Addressing individual student needs through creative school-wide policies, practices, and programs.
- The conceptual framework for curriculum delivery which provides teachers with clear expectations about curriculum planning.
- Seamlessly embedding cultural integrity in the curriculum through the cross-curricular priority of Aboriginal and Torres Strait Islander Histories and Cultures.
- School leaders communicating high expectations for consistent teaching practices they wish to see.
- Prioritising the building of a high performing professional learning team of expert and aspiring leaders and teachers.
- The principal strategically recruiting staff members to lead the SIP priorities.
- Welcoming parents as partners in learning and high levels of engagement have continued to grow.
- Partnerships with local businesses and community service organisations that support the equitable access to learning and wellbeing of students and their families.

## Affirmations

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Torrens Primary School is to be affirmed for:

- The development of the data tracker for executive team monitoring and decision-making and the introduction of a data folder for every student which is assisting both leaders and teachers to monitor student learning over time.
- Parents volunteering, along with increased participation in parent and student workshops, which are increasing communication and trust between school and home.
- The significant financial investment to employ local, national, and international

specialists in teaching writing and word inquiry for building the capacity of teachers.

- Specialised learning and teaching spaces designed to meet the targeted learning needs of students. Appropriately qualified staff members have been employed to advance these programs.
- The development of differentiated questioning for integrated units which supports all learners to achieve.

## Recommendations

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- Further develop the capability of all teachers to plan for, deliver, and assess differentiated teaching and learning for the full range of students.
- Collaboratively develop a common planning tool that includes pedagogical prompts to promote higher order and critical thinking, differentiate content and teaching practices, and build consistency in unit plans.
- Support teachers in their understanding and implementation of research-based teaching practices and assessment that foster challenge for every student.
- Develop the data literacy capability of teachers to analyse, interpret, and use a range of standardised, formative, and summative assessments through differentiated professional learning.