



Norwood Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Norwood Primary School Number: 131

Partnership: Central East

Name of School Principal:

Nicola Brelsford

Name of Governing Council Chair:

Haemish Middleton

Date of Endorsement:

School Context and Highlights

Norwood Primary School is a category 7 school with a current cohort of 405 students. The school opened in 1877 and is proud of its history and heritage. The school plays a significant part in the life of the local community with parents being strong supporters of the school, volunteering across a broad range of governance, sport, grounds, finance and Learner's Assistance Program etc. The school population reflects the cultural and social diversity of the community with currently 32 cultures represented from 52 countries. The school celebrates and embraces the diversity of student backgrounds and as such students work, play and perform very successfully. We offer specialist programs in the Arts, PE, Resource Based Learning/ICTs and Italian. We also offered Chinese Mandarin and Hindi through First Language Maintenance and Development (FLMD) lessons in 2016.

Our leadership team includes the Principal, a Senior Leader (Teaching & Learning) and a Senior Leader (Student Wellbeing & Engagement). Both Senior Leaders have a teaching component. We have a strong belief in instructional leadership approaches and aim to work alongside our teachers as we engage with new research around teaching & learning.

Our teachers and leaders work collaboratively with colleagues from Central East Partnership, with our primary partner schools being Burnside, Marryatville, Rose Park, and Open Access.

In 2016, we continued to focus on raising achievement in Literacy & Numeracy, alongside effective intervention and 'powerful learner' strategies. Our site focus areas were developed in response to guidance from our highly successful External Review in term 2 2015.

HIGHLIGHTS

- Very strong achievement data in PAT Reading and PAT Maths in years 3-7.
- Increased teacher confidence in using the Language & Literacy levels to assess student achievement and inform teaching.
- Successful trial of Words Their Way (Spelling) in some classes, ready for further exploration in 2017.
- Strong engagement with partnership schools and professional networks between teachers and leadership across the sites. In 2016, the partnership has developed a portfolio model which has strengthened our networks and progressing work across continuity of learning, learning design and wellbeing.
- Parent surveys in 2016 indicate high levels of satisfaction, with the lowest average response of 3.6/5.
- Student surveys in 2016 indicate high levels of satisfaction, with the lowest average response of 3.7/5.

Governing Council Report

2016 was a productive year for Norwood Primary School Governing Council with significant progress made on strategic planning which will guide the operation and improvement of the school over the next few years.

Growth in student numbers continues to be a significant consideration in school operations. Implementation of enrolment freezes at Rose Park PS and Linden Park PS during 2015 and 2016 has created further demand for places at Norwood. DECD has assessed that the school has capacity at 420 - 450 students. In 2016 the school implemented a formal enrolment zone to enable it to exercise greater control over enrolments, with the ability to decline applications from outside of the zone.

A project overseen by parents Peter Scriver and Katharine Bartsch saw students at the University of Adelaide School of Architecture and Built Environment develop concepts for a MasterPlan of school grounds. Following feedback from the school community, Governing Council has finalised a MasterPlan and list of priority projects for implementation.

Governing Council developed a revised Strategic Plan for 2016-19 and revised its committee structure to align with the plan.

Governing Council assumed formal responsibility for managing Norwood Out of School Hours Care. Following positive feedback from a user survey it has recommended a 2 year extension to the contract.

Governing Council is keen to ensure that the grass area outside the gym becomes a year round usable play area. Currently the area suffers from significant bare patches that make it muddy and unusable in winter. At the end of Term 1 2016, irrigation and drainage upgrades were undertaken to allow a 12 month trial to improve the surface. Potentially replacing the lawn with artificial turf will be considered at the end of the trial.

Access to Norwood Oval continues to be challenging. The school is working with DECD, NP&SP Council and the Norwood Football Club to ensure reasonable access.

Student safety in relation to traffic is also of considerable concern. Governing Council considers that implementation of the NP&SP Council Parking and Safety Review Recommendations are a matter of urgency. In particular, installation of a crossing on Beulah Rd should occur without delay.

Governing Council wishes to acknowledge the outstanding contribution of school leaders, staff, families, volunteers and of course students that add up to make Norwood Primary School a fantastic and successful school community.

Improvement Planning and Outcomes

Improvement Agenda

Progress to date in SIP strategies from evidence and data:

- Maths – Quicksmart has continued and students demonstrate improvement.
- Literacy – Teacher use of EAL levelling to inform practice has strengthened. Words Their Way (spelling) has been trialled and showing significant gains where fully implemented.
- Growth mindset theory has been strengthened in classrooms through Stanford Maths online (Jo Boaler) – evident in student language
- TfEL student voice audit tools have been implemented through SRC and the student leadership structure has been revised.
- Transition work across year 7/8 has been implemented in line with partnership aims.

Implications for 2017 & future planning

- Continue to focus on Mindset theory and powerful learner pedagogy.
- Continue to focus on effective differentiation and wave intervention.
- Continue to build student voice through SRC and classroom dialogue.
- Continue to work with partnership sites to identify and implement effective practice.

Effective Teaching

Trend data & evidence indicates:

- Teachers have included evidence from PLCs, TfEL Observations and student feedback in their performance reviews with Site Leader during term 4 – all uploaded to HR portal by end of 2016. Two teachers have progressed to full registration and one teacher has progressed to Step 9 in 2016.
- Parent surveys in 2016 indicate a high level of satisfaction in all areas, with the lowest average response of 3.6/5. 10 of the 14 criteria received at least 4/5. There were 49 respondents.
- Student surveys in 2016 indicate a high level of satisfaction in all areas, with the lowest average response of 3.7/5. 8 of the 12 criteria received at least 4/5. There were 125 respondents.
- AEDC, MDI and Resilient Youth data collections this year have identified areas of focus for 2017.

Implications for 2017 & future planning:

- Progress to full implementation of the TfEL Compass Tool in 2017
- Further embed use of student voice audit tools to guide learning design and assessment practices.
- Work across site and with partnership to address findings of wellbeing data.
- Introduce leadership 'snapshot' classroom visits to identify and promote good practice.

Effective Leadership

Trend data & evidence indicates:

- Highly positive data for all areas of the PH Checklist 2017
- One respondent reported a hazard in a significant number of areas.
- Work demands (8) presents a small concern.

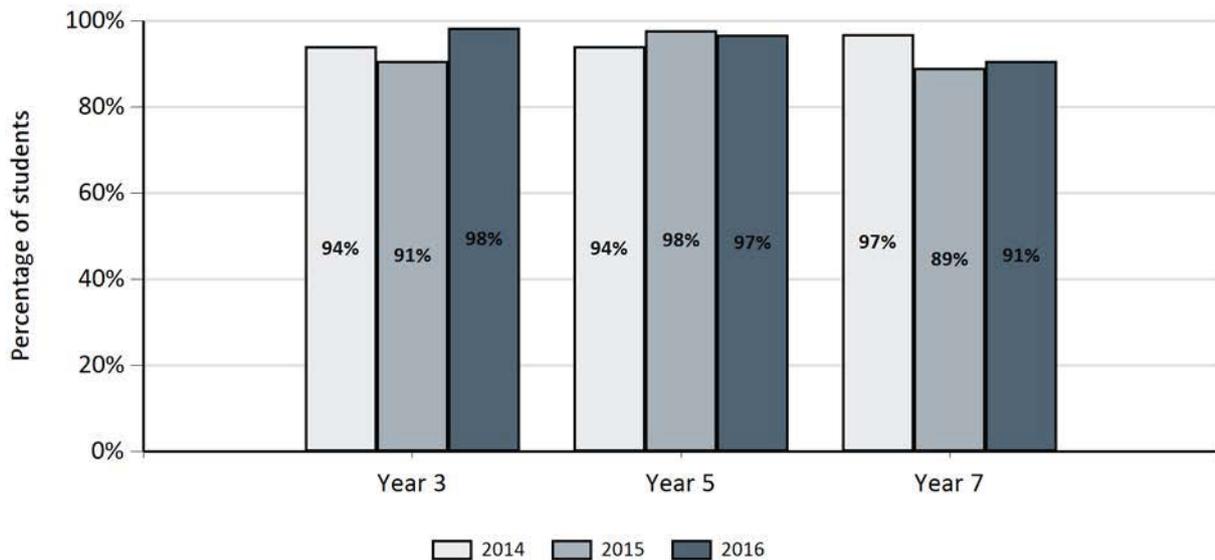


Performance Summary

NAPLAN Proficiency

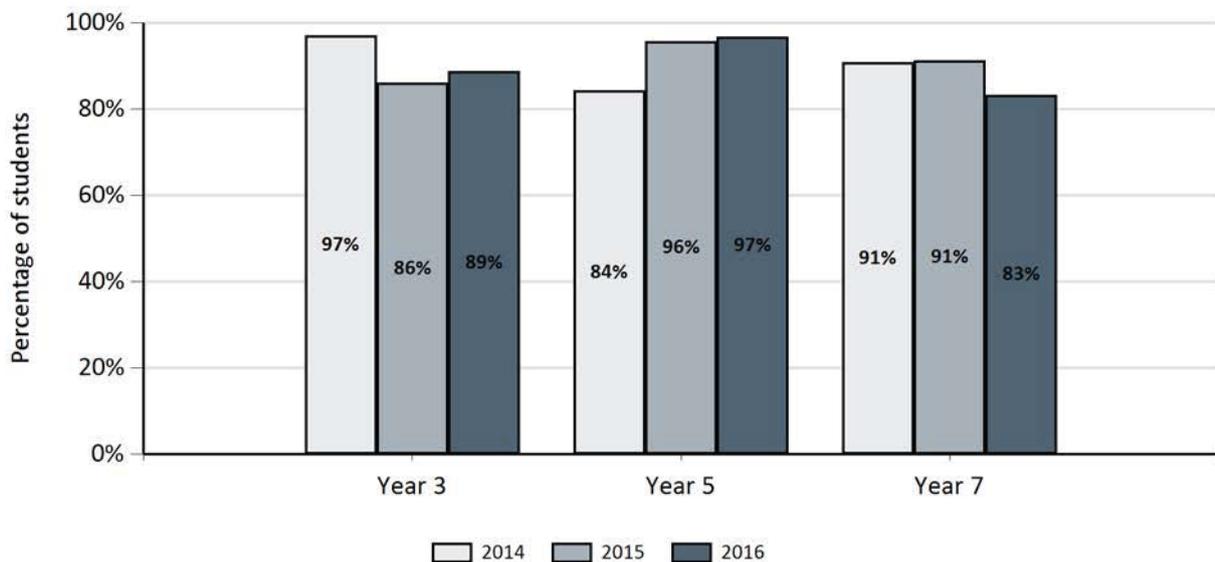
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: 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



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: 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.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	13%	18%	25%
Middle progress group	46%	54%	50%
Upper progress group	42%	28%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	13%	23%	25%
Middle progress group	67%	41%	50%
Upper progress group	21%	36%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

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 3 2016	62	62	47	29	76%	47%
Year 3 2014-16 Average	46.3	46.3	35.0	26.7	76%	58%
Year 5 2016	31	31	20	14	65%	45%
Year 5 2014-16 Average	43.0	43.0	26.0	19.3	60%	45%
Year 7 2016	54	54	25	23	46%	43%
Year 7 2014-16 Average	44.3	44.3	24.0	18.7	54%	42%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

NUMERACY

Target - At least 90% of non-exempted students achieve DECD SEA in Numeracy NAPLAN.

Outcome - Year 3 90%, Year 5 97%, Year 7 85%

(No exempted or withdrawn students in 2016)

Target - NAPLAN growth data indicates more than 80% of Yr 5 & 7 students achieving 'middle & upper' band growth in Numeracy (30% achieving 'upper').

Outcome - Year 3-5 87% (25% in upper), Year 5-7 68% (34% in upper)

Target - 80% of students will retain higher band achievement between years 3-5 and 3-7 in NAPLAN Numeracy.

Outcome - 3-5 Retention 85% (partnership 69%), 5-7 Retention 77% (partnership 64%)

LITERACY

Target - At each year level 3-7, 80% of students achieve stanines 4-9, with 40% achieving stanines 6-9 (PATR September 2016).

Outcome - Year 3 - 97% of students achieve stanines 4-9, with 57% achieving stanines 6-9

Year 4 - 90% of students achieve stanines 4-9, with 71% achieving stanines 6-9

Year 5 - 94% of students achieve stanines 4-9, with 65% achieving stanines 6-9

Year 6 - 98% of students achieve stanines 4-9, with 71% achieving stanines 6-9

Year 7 - 86% of students achieve stanines 4-9, with 43% achieving stanines 6-9

Target - At least 80% of year R students achieve level 5 in Running Records (September data—instructional level—seen text).

Outcome - All students who have been with us for the full year have attained this.

Target - At least 80% of year 1 students achieve level 15 in Running Records (September data—instructional level—seen text). 93%

At least 90% of year 2 students achieve level 21 in Running Records (September data—instructional level—seen text).

Outcome - 96%

Target - 50% of students achieve in the higher bands for Reading NAPLAN.

Outcome - Year 3 76% (70% in 2015), Year 5 65% (70% in 2015), Year 7 46% (62% in 2015)

Target - At least 90% of non-exempted students achieve DECD SEA in Reading NAPLAN.

Outcome - Year 3 98%, Year 5 97%, Year 7 92%

(No exempted or withdrawn students in 2016)

Target - NAPLAN growth data indicates more than 80% of Yr 5 & 7 students achieving 'middle & upper' band growth in Reading (30% achieving 'upper').

Outcome - Year 3-5 88% (42% in upper), Year 5-7 81% (26% in upper)

Target - 80% of students will retain higher band achievement between years 3-5 and 3-7 in NAPLAN Reading.

Outcome - 3-5 Retention 53% (partnership 70%), 3-7 Retention 80% (partnership 74%)



Attendance

Year level	2014	2015	2016
Reception	95.7%	93.8%	93.8%
Year 01	94.7%	93.9%	95.8%
Year 02	95.8%	95.5%	94.0%
Year 03	97.8%	92.4%	94.9%
Year 04	92.6%	95.7%	94.5%
Year 05	93.2%	93.5%	96.0%
Year 06	95.6%	90.4%	94.7%
Year 07	94.6%	94.4%	94.1%
Total	94.8%	93.6%	94.7%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

In 2016, records indicate that we achieved a 94.7% attendance rate. The DECD target for 2015 was 95%. We have many families who choose to take children overseas during the school year, which impacts on our attendance data. There is one family currently receiving support for attendance issues and a further seven families have been contacted regarding attendance this year, with improvements noted. We have implemented a service for absence reasons to be advised, as many families do not recognise the need to contact the school when children are absent.

Behaviour Management Comment

Over the course of the 2016 school year, there were 191 behavioural incidents referred to the leadership staff. From these incidents, 17 resulted in a 'take home' being implemented, 12 suspensions were recorded and one exclusion plan was developed. The majority of behaviour referred to leadership was for hurting others, avoiding completing tasks and non-compliance with reasonable instructions. 47% of referred behaviour was from 5 core students (4 in the Early Years, and 1 Middle Years student).

Client Opinion Summary

- Parent surveys in 2016 indicate a high level of satisfaction in all areas, with the lowest average response of 3.6/5. 10 of the 14 criteria received at least 4/5. There were 49 respondents.
- Student surveys in 2016 indicate a high level of satisfaction in all areas, with the lowest average response of 3.7/5. 8 of the 12 criteria received at least 4/5. There were 125 respondents.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	19	23.5%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	10	12.3%
Transfer to SA Govt School	50	61.7%
Unknown	2	2.5%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

A new volunteer policy was introduced in 2016 and increased admin time allocated for the purposes of maintaining accurate DSCI records for all people at our site. This includes volunteers, music providers, external providers, OSHC staff and SSOs across the school. We moved to the online screening process towards the end of 2016.

Teacher Qualifications 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	35
Post Graduate Qualifications	9

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: 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	21.6	0.0	6.1
Persons	0	26	0	11

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	10000
Grants: Commonwealth	5600
Parent Contributions	236235
Fund Raising	23850
Other	

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Site received RAAP for two students. Directly used to engage SSO to support behaviour.	Both students demonstrated improved behaviour and engagement during the year.
	Improved Outcomes for Students with an Additional Language or Dialect	All teachers supported to use EAL levelling to meet the needs of their learners. Additional support through SSO.	Writing results for EAL learners are consistent with non-EAL learners
	Improved Outcomes for Students with Disabilities	Funding used to engage SSOs to support classroom programs through wave 2 and 3 intervention.	8 SWD students in 2016. Two did not achieve SEA in one aspect of NAPLAN testing
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	First Language Maintenance has been provided in Chinese and Hindi - parents and students report positive outcomes. ATSI students (2 at site) have been supported through SSO provision and Quicksmart intervention. GOM students (4 at site) have been supported through site funds for behaviour and engagement. All Students with Disabilities have OnePlans and teachers maintain assessments against short term learning goals (wave 2 and 3 intervention) - progress evidenced throughout the year. Australian Curriculum funds have been used to support English and Numeracy in 2016, in line with Results PLUS and Powerful Learner directions.	Both ATSI students achieved all SEA benchmarks. One GOM student did not meet SEA. Three GOM students met SEA.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Numeracy - % of students achieving SEA Year 3 90%, Year 5 97%, Year 7 85% Reading - % of students achieving SEA Year 3 98%, Year 5 97%, Year 7 92%	Contributing to whole site wave intervention strategies
Other Discretionary Funding	Specialist School Reporting (as required)	Grant used to employ SSOs to support wave 2 and 3 intervention	
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	This funding was attached to the Assistant Principal Health & Wellbeing role.	Families indicate that children feel safe at school (4.6/5)