

Norwood Primary School 2017 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:

Rebecca Singh

Date of Endorsement:

7-2-18

School Context and Highlights

Norwood Primary School is a category 7 school with around 410 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, Urdu and Hindi through First Language Maintenance and Development (FLMD) lessons in 2017.

In 2017, our school celebrated its 140th Birthday. This was an opportunity to acknowledge our extensive history, culture and traditions. During term 3, we enjoyed special assemblies, Open Day, visits from old scholars and displays of school artefacts. We thank the City of Norwood, Payneham and St. Peters for their hosting of a special Civic Ceremony. Our year 7 leaders played a significant role in the organisation of events and publications, working across our teams of Creativity & Diversity, Communication, Peer Support and Community. We also held a 140th Birthday Sports Day and thank the Norwood Football Club for their support of our students. Finally, we installed a new garden area.

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 2017, we continued to focus on raising achievement in Literacy & Numeracy, alongside effective intervention and 'powerful learner' strategies.

HIGHLIGHTS

- Significant gains in Maths achievement (evident in PATM data 2015-2017)
- Maintained high achievement levels in Reading.
- Successful implementation of a specialist STEM (Digital Technologies) program
- Increases in % of student reporting feeling safe at school (RYA data sets)
- Strong student voice - community involvement in a range of activities and in learning design.
- Students involved in Children's University and several other enrichment opportunities in the wider community.
- Installation of the Pennies for Peace garden.

Governing Council Report

During 2017 meetings were held twice per term with quorum achieved at all meeting. The School celebrated 140 years of successfully educating the children of Norwood and surrounding areas. The theme was carried through many fun events, culminating in an open day in term 3. Fundraising efforts were again successful with many parent volunteers continuing to support the school community.

Continued growth in student numbers remains a significant consideration in school operations. Governing Council has worked closely with the School Leadership to ensure sufficient resources and space are available to cater for the increasing demand. Additionally a Parent Code of Conduct was developed and the Sports Code of Conduct reviewed.

Governing Council agreed to replace the grass outside the gym with an artificial playing surface to provide a year round usable play area. Despite significant remedial works undertaken in 2016, including irrigation and drainage upgrades, the area continues to suffer from significant bare patches that make it unsafe, and unusable in winter. This works will occur in early 2018.

The masterplan continues to progress with the Governing Council electing to proceed with minor works in 2017 such as the Pennies for Peace garden and the seating around trees lining the court. Further planning has occurred for major works including a stepped platform for access to Norwood Oval, a nature play area between the office and Marten Cottage, and an outdoor classroom area.

Negotiations with Norwood Football Club, Norwood, Payneham & St Peters Council and DECD regarding Norwood Oval access for students continue, with current access being more limited than in previous years.

Governing Council maintained formal responsibility for managing Norwood Out of School Hours Care, with a 2 year extension to the existing contract executed. A new tender process will occur towards the end of 2018.

Student safety at drop off pick remains a concern, with the installation of a crossing on Beulah Rd scheduled for 2018 as part of the State Government's Way To Go initiative. Proposals for a school drop off zone to date have not been suitable and Governing Council will continue to advocate for a workable solution.

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

Improvement Planning and Outcomes

Progress to date in SIP strategies from evidence and data:

- Maths – Quicksmart has continued and students demonstrate improvement. This is reported in School Performance Comments. PATM data shows significant improvements across 2015-2017 in all year levels.
- Literacy – Teacher use of EAL levelling to inform practice has been fully embedded in 2017 and forms the basis of literacy programs. Spelling instruction informed by the Words Their Way program has been implemented across all classrooms 3-7 and evidence is showing clear gains for students outcomes. Writing results are strong.
- Growth mindset theory has been strengthened in classrooms through Stanford Maths online (Jo Boaler) – evident in student language and data from teacher professional inquiries.
- . Student voice and leadership flourished under their new structure, contributing to many whole school events and initiating projects and community action.
- Transition work across year 7/8 has been implemented in line with partnership aims.
- Teachers have included evidence from PLCs, TfEL Observations and student feedback in their performance reviews with Site Leader during term 4.

Wellbeing

Student feedback indicates increased satisfaction with;

I feel safe at my school (2014—4.5) (2016—4.3) (2017-4.5)

I like being at my school (2014—4.3) (2016—4) (2017 - 4.4)

Parent feedback indicates increased satisfaction with;

My child feels safe at this school (2014—4.6) (2016—4.6) (2017 - 4.5)

My child likes being at this school (2014—4.6) (2016—4.5) (2017 - 4.4)

Resilience Youth Australia survey indicates that at least 85% of students feel safe at school in 2017.

2016

Yr 3 (92%) 4 (55%) 5 (92%) 6 (82%) 7 (83%)

2017

Yr 3 (90%) 4 (90%) 5 (85%) 6 (94%) 7 (95%)

Parent feedback indicates increased satisfaction with;

Teachers at this school provide my child with useful feedback (2014—3.8) (2016—3.7) (2017 - 3.8)

My child's learning needs are being met at this school (2014—4) (2016—3.7) (2017 - 3.8)

Trend data & evidence indicates:

- Highly positive data for all areas of the PH Checklist 2017 (SSOs and teachers)
- Two respondents reported hazards in a significant number of areas.

Implications for 2018 & future planning:

- Progress to full implementation of the TfEL Compass Tool in 2018
- 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.
- . Continue to focus on Mindset theory and powerful learner pedagogy.
- Continue to focus on effective differentiation and wave intervention

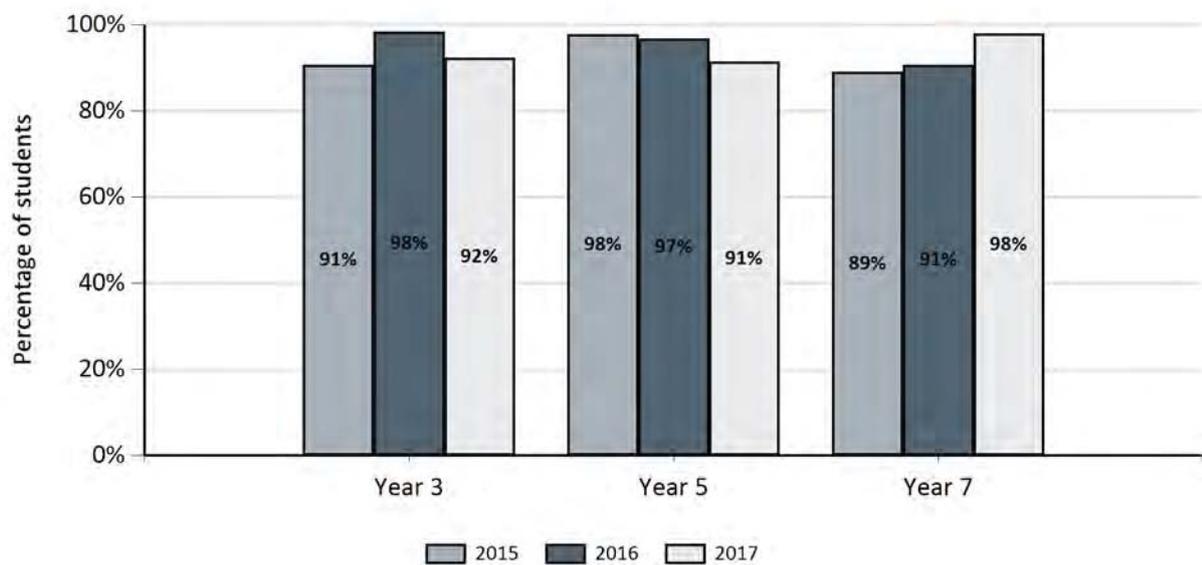


Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

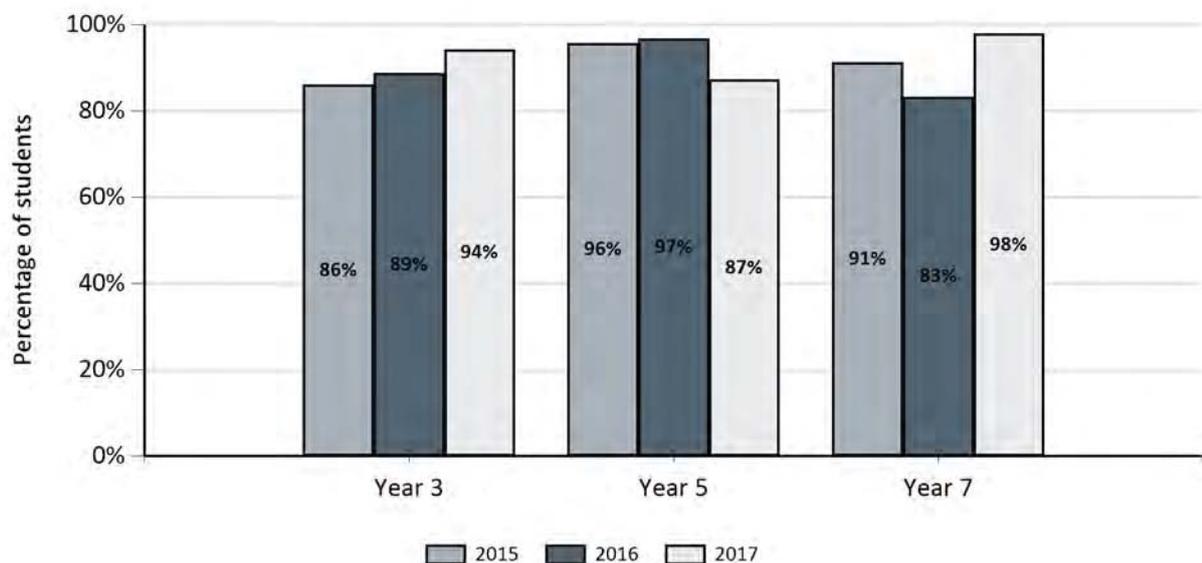
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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, July 2017.

*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	40%	35%	25%
Middle progress group	50%	43%	50%
Lower progress group	10%	22%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 5-7	Year 3-5	State (average)
Upper progress group	26%	16%	25%
Middle progress group	57%	70%	50%
Lower progress group	17%	14%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 2017	52	52	39	24	75%	46%
Year 3 2015-17 Average	52.3	52.3	38.7	26.0	74%	50%
Year 5 2017	47	47	29	21	62%	45%
Year 5 2015-17 Average	41.7	41.7	27.3	21.3	66%	51%
Year 7 2017	50	50	29	28	58%	56%
Year 7 2015-17 Average	50.0	50.0	27.0	22.3	54%	45%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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.

School Performance Comment

Numeracy:

GOAL: At each year level 3-7, 80% of students achieve stanines 4-9, with 40% achieving stanines 7-9 (PATM September 2017).

Year 3 94 % between stanines 4-9, with 31% achieving stanines 7-9
 Year 4 96 % between stanines 4-9, with 43% achieving stanines 7-9
 Year 5 93 % between stanines 4-9, with 40% achieving stanines 7-9
 Year 6 100 % between stanines 4-9, with 60% achieving stanines 7-9
 Year 7 95 % between stanines 4-9, with 52% achieving stanines 7-9

GOAL: 60% of students achieve in the higher bands for Numeracy NAPLAN.

Year 3 46% (46% in 2016) Year 5 45 % (45% in 2016) Year 7 56% (41% in 2016)

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

3-5 Retention 64% (partnership 62 %)
 3-7 Retention 80% (partnership 75%)

ADDITIONAL: QUICKSMART DATA 2017 – additional info 13/16 students made significant growth, with 10 of these demonstrating over 2 years growth (more than 0.8 effect size)

Literacy:

GOAL: At each year level 3-7, 80% of students achieve stanines 4-9, with 40% achieving stanines 7-9 (PATR Sept 2017).

Year 3 87% between stanines 4-9, with 42% achieving stanines 7-9
 Year 4 94% between stanines 4-9, with 31% achieving stanines 7-9
 Year 5 93% between stanines 4-9, with 44% achieving stanines 7-9
 Year 6 98% between stanines 4-9, with 29% achieving stanines 7-9
 Year 7 90% between stanines 4-9, with 43% achieving stanines 7-9

GOAL:

At least 80% of year R students achieve level 5 in Running Records (September data—instructional level—seen text). 78%
 At least 80% of year 1 students achieve level 13 in Running Records (September data—instructional level—seen text). 81%
 At least 90% of year 2 students achieve level 21 in Running Records (September data—instructional level—seen text). 92%

GOAL:

60% of students achieve in the higher bands for Reading NAPLAN.

Year 3 75% (75% in 2016) Year 5 62% (65% in 2016) Year 7 58% (46% in 2016)

60% of students achieve in the higher bands for Writing NAPLAN.

Year 3 60% (82% in 2016) Year 5 49% (46% in 2016) Year 7 43% (21% in 2016)

60% of students achieve in the higher bands for Spelling NAPLAN



Attendance

Year level	2014	2015	2016	2017
Reception	95.7%	93.8%	93.8%	92.7%
Year 1	94.7%	93.9%	95.8%	93.3%
Year 2	95.8%	95.5%	94.0%	94.0%
Year 3	97.8%	92.4%	94.9%	94.0%
Year 4	92.6%	95.7%	94.5%	93.8%
Year 5	93.2%	93.5%	96.0%	95.1%
Year 6	95.6%	90.4%	94.7%	94.1%
Year 7	94.6%	94.4%	94.1%	93.3%
Primary Other				100.0%
Total	94.8%	93.6%	94.7%	93.8%

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

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

Attendance Comment

In 2017, records indicate that we achieved a 93.8% attendance rate. The DECD target for 2017 was 95%. We have many families who choose to take their students overseas during the school year which impacts on attendance data. There are currently two families' receiving support for attendance issues, with improvements noted for one family. The other family will need continued and significant intervention and support to re-engage with education. A further 25 families were contacted regarding attendance, with improvements noted.

Behaviour Management Comment

Over the course of the 2017 school year, there were 274 behavioural incidents reported to the leadership staff. This is significant increase from the 2016 data of 191 incidents. 18 of these incidents resulted in a 'take home' being implemented and 18 suspensions were enacted. The majority of behaviour referred to leadership was for violence – threatened or actual (100 incidents or 37%); Persistent and wilful inattention (64 incidents – 24%); and Threatened good order (63 incidents – 23%). 40% of behaviour was from 10 core students from reception to Year 4. Of the 274 interventions, 34 were for 1 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	16	18.6%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	9	10.5%
Transfer to SA Govt School	60	69.8%
Unknown	1	1.2%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

An SSO is employed to manage the screening of classroom volunteers, sports coaches, music providers, external providers, OSHC staff and SSOs across the school. An audit of site records was successfully undertaken early in 2017.

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	43
Post Graduate Qualifications	11

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	22.7	0.0	6.7
Persons	0	29	0	12

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	5737
Grants: Commonwealth	5600
Parent Contributions	255074
Fund Raising	19757
Other	0

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

2017 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 2017 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 funding for three students. Directly used to engage SSO to support behaviour.	Two of these students demonstrated improved behaviour and engagement.
	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.	10 SWD students in 2017. 9 students met their NEP goals.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	First Language Maintenance has been provided in Chinese, Urdu and Hindi - parents and students report positive outcomes. ATSI students (1) have been supported through SSO provision . GOM students (1) 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.	ATSI and GOM students met SEA.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Australian Curriculum funds have been used to support Literacy and Numeracy in 2017, in line with Central East Partnership priorities, Results PLUS and Powerful Learner directions.	
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Numeracy - % of students achieving SEA Year 3 94%, Year 5 87%, Year 7 98% Reading - % of students achieving SEA Year 3 92%, Year 5 92%, Year 7 92% <small>Grant used to employ SSOs to support wave 2 and 3 intervention</small>	Contributing to whole site wave intervention strategies
	Specialist School Reporting (as required)		
	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 (4.5/5)