

# SCHOOL CONTEXT STATEMENT

School number: 0131

School name: Norwood Primary School

## 1. General information

### Part A

School Name: : NORWOOD PRIMARY SCHOOL  
School Number : 0131  
Courier : Norwood Primary School  
Principal : Melissa Evans  
Postal Address : 37-39 Osmond Tce, Norwood South Australia 5067  
Location Address : 37-39 Osmond Tce, Norwood South Australia 5067  
Region : Eastern Adelaide  
Distance from GPO : 3 kms  
Phone Number : 61 08 83624666  
Fax Number : 61 08 83620102

### Term 1 Enrolments. Full Time Equivalents

Primary	2015	2016	2017	2018	2019
Reception	45	47	48	47	51
Year 1	49	54	50	54	52
Year 2	55	52	55	48	52
Year 3	44	65	53	57	51
Year 4	35	48	67	55	57
Year 5	55	31	48	64	55
Year 6	58	53	34	46	70
Year 7	47	53	52	30	40
<b>Total</b>	<b>388</b>	<b>403</b>	<b>407</b>	<b>401</b>	<b>428</b>

### Term 1 Total 2019 FTE

Number of Males 202  
Number of Female 226  
Total 428

Number of Students on School Card	<b>48</b>
Number of Non English Speaking Background Students/English As a Second Language	<b>250</b>
Number of Aboriginal/Torres Strait Islander Students	<b>1</b>
Students with disabilities	<b>8</b>

## **Part B**

- Principal:  
Melissa Evans
- Two Senior Leaders:  
Michael Cain  
Lisa Conroy
- School e-mail address:  
dl.0131.info@schools.sa.edu.au
- Staffing numbers:  
16 classes supported by 30.9 FTE (leaders, teachers and SSOs)
- OSHC:  
Before and after School Care programmes are provided by Norwood Out of School Hours Care (NOSHC). A highly regarded Vacation Care program also operates.
- Enrolment trends:  
The school has generally been experiencing enrolment growth for the past five years.
- Special arrangements:  
Entitlement to use of Norwood Oval [long standing agreement]
- Year of opening:  
Norwood Primary School opened in 1877.

- Public transport access:

The school is situated on the corner of Osmond Terrace and Beulah Road and can be accessed by buses that run frequently along The Parade and Magill Road.

## 2. Students (and their welfare)

- General characteristics:

Category 7 school. The school population reflects the cultural and social diversity of the community with about thirty cultures represented. Approx. 59% of our students come from a non English speaking background. 11% of our students are School Card holders.

- (Pastoral) care programs:

Support for students is provided through a range of intervention programs, including EALD, Learner's Assistance Program, First Language Maintenance and Development. Considerable resources (financial and HR) are allocated to these support programs, which is overseen by the 'Student Support Team' which is comprised of representatives of several groups in the school. Significant student data is collected & analysed to identify students to be provided with additional learning support

- School Improvement Plan Priorities (2019):

- Increase higher bands achievement in writing in all classes.
- Increase higher bands achievement in mathematics in all classes.
- All students will have the meta-cognition skills and capabilities to self-regulate and manage their own motivation for independent learning in mathematics.

- Student management::

The school Behaviour Code outlines the school's expectations of students and their behaviour. The policy is designed to provide a consistent approach to behaviour management across the school. Students are encouraged to be responsible for their own behaviour. Teachers explicitly teach appropriate negotiation and conflict resolution skills and grievance procedures. Circle Time, Program Achieve, Play is the Way and school values are significantly incorporated into classroom programs

There is a strong partnership between staff, students and parents with the Leadership Team managing behaviour issues that require reflection time. Parents are familiar with the school's behaviour policy and are supportive in reinforcing expectations.

- Student Voice

We run SRC R-2 and 3-7. Students meet fortnightly, with a focus on student engagement with teaching & learning at NPS. Apart from the implications for teaching methodology, staff members need to support such processes through regular and effective class meetings.

Year 7 Leaders are appointed as follows;

2 House Leaders per House

8 Team Leaders across Peer Support, Creativity & Diversity, Communication and Environment.

Breaktime Buddies support positive yard play and Library Monitors ensure the smooth running of our library services. Additional opportunities for leadership occur throughout the year in response to student-led initiatives.

- Special programmes:
  - Arts Focus –  
Annual Musical  
Annual Art Show  
Music ensembles  
Festival Choir  
Specialist Music tuition DfE & Private
  - Significant local events & community interactions
  - Quicksmart Maths Intervention
  - Languages (LOTE) and First Language Maintenance and Development–  
Italian (all students)  
Hindi (FLMD)  
Chinese Mandarin (FLMD)

### **3. Key School Policies**

- Recent key outcomes:
  - Development of 3 year School Strategic Plan with focus on High Band achievement in Writing and Numeracy through a metacognition focus.
  - Review and expansion of student voice in teaching & learning across R- 7
  - Development of a Master Plan to guide the grounds and facilities projects in 2017 and beyond.
  - Highly successful External Review in 2015

### **4. Curriculum**

- Subject offerings:

Norwood Primary School is currently implementing the Australian Curriculum in line with the expected timeline. We therefore teach all Australian Curriculum subjects. Italian is our Language pathway and in

addition, we provide Hindi and Chinese First Language Maintenance & Development tuition. Our specialist teachers are in The Arts, PE, Italian, and STEM.

Instrumental Music is taught in the school by DfE Instrumental Music teachers (stringed instruments) and by private providers (guitar, key board & woodwind).

- Open Access:

N/A

- Special needs:

Targeted support is provided for students with disabilities through One Plans. Students with specific learning difficulties receive small group or individual support. This support is managed by the Student Support Team and implemented in a flexible way, through close liaison between the classroom teacher, SSO's, leadership team and parents/caregivers, depending on the needs of the student. Support is accessed through DfE Support Services.

An Early Intervention programme has been established for those students who are assessed as being at risk in terms of their Literacy development at the end of their first year at school. Quicksmart targets students requiring additional support in Maths (years 3-7).

- Teaching methodology:

Teachers are committed to a methodology that incorporates Student Voice, Key Competencies and a strong focus on Literacy, Numeracy and the development of learner dispositions.

The General Capabilities are fully embedded into teaching and learning cycles.

Adherence to the TfEL frameworks drives pedagogical development as teachers engage learner needs.

Teacher commitment to the TfEL Triangulation feedback, encompasses; self, student and trusted peer feedback.

- Assessment procedures and reporting:

Our school is aligned with the 2018 DECD Results PLUS requirement to track student achievement four times a year.

This is informed through a range of assessment strategies as follows;

- Whole school testing (except Reception) includes Standardised, diagnostic tests for Literacy and Numeracy. This is mostly through the use of ACER (PAT) testing.
- Phonological awareness testing across the Early Years is significant and data analysed drives teaching programs and student intervention needs.

- Language & Literacy data is collected annually.
  - Running Records data
  - NAPLAN data
  - Brightpath Writing data
  - This data is analysed by the Student Support Team to identify those students requiring additional support and monitoring.
- Joint programmes:
 

The school has developed close links with a number of groups, including the City of Norwood, Payneham and St. Peters Council, Norwood Football Club, Agnes Goode Kindergarten and Margaret Ives Children's Centre and engages in a number of joint programs each year.

With the establishment of the National Partnerships in 2014, we became part of Central East Partnership, with our primary partner schools being Burnside, Marryatville, Rose Park and Open Access. We collaborate across our sites as we work together to meet the LDAM strategy and our Partnership Review outcomes.

## **5. Sporting Activities:**

- The After Hours Sports Committee co-ordinates summer and winter sports programs that include netball, basketball, cricket, soccer and football.

## **6. Other Co-Curricular Activities**

- General:
  - Camps and Excursions
  - Annual Sports Day
  - Annual Swimming Carnival
  - Swimming/Aquatics Program.
- Special:
  - Arts Focus – visual and performing arts, including an Art Show and Annual School Musical for Years 5-7

## **7. Staff (and their welfare)**

- Staff profile:
  - Low turnover of staff
  - Community acknowledgement of a skilled and dedicated staff.

- Leadership structure:
  - Principal and two Senior Leaders
- Staff support systems:
  - There is a focus on developing collaborative processes and structures to support sharing across the school. Planning teams work collaboratively meeting weekly to progress aspects of specific teaching & learning programs. Professional Learning Communities focus on critical reflection of teaching pedagogies. Staff meetings focus on admin and aspects of whole staff professional learning. Teachers have professional goals aligned to the site focus area and work through PLCs and leadership to reflect on practice and progress towards specific goals for their students and the whole site.
- Performance Management:
  - A range of processes are used to ensure that staff are able to monitor and improve their performance. These include line management meetings, peer planning and oral and written feedback. Ongoing training both on a whole school, group and individual basis supports the achievement of goals.
  - A significant number of staff are at the Step 9 level and as such take on mentoring roles and lead pedagogical change.
- Staff utilisation policies:
  - The particular skills and expertise of staff is acknowledged where possible through the allocation of responsibilities or involvement in particular focus groups or event planning teams.
  - Teachers have a shared responsibility for the successful progress of all students, in line with site direction.
- Access to special staff:
  - Instrumental Music Services staff provide a String Instrumental tuition Program to our students.
  - We access guidance and DfE Support Services personnel through the referral process.
  - Specialist Physical Education Teacher
  - Specialist Performing Arts Teacher
  - Specialist Language Teachers
  - Specialist STEM Teacher
- Other
  - :

## **8. Incentives, support and award conditions for Staff**

- Cooling for school buildings:
  - All teaching and administration areas are air conditioned.

- Locality allowances  
:
- Relocation assistance  
:
- Principal's telephone costs  
:

## 9. School Facilities

- Buildings and grounds;

Norwood Primary School is an inner city school, situated on a small site adjacent to Norwood Oval, bordered by Osmond Terrace and Beulah Road. The Primary School was opened in 1877. The main building and surrounding stone walls are listed by the National Trust. A number of other buildings on the site, including Clarke House, Marten Cottage (1911) and Wade Cottage (1890) are listed on the local Council register of buildings of significance. The vine, which is generally regarded as the oldest living grape vine in SA, is also listed on the local heritage register. A 1916 student hand built memorial obelisk is of significant national historical significance.

A major \$4.25 million redevelopment of the school's facilities was completed in 2010.

All buildings in the school have been identified with historical markers, acknowledging past historical associations and contributions to the school. The school has a significant educational history and traditions – including being the original site of Marryatville High School and Norwood High School.

- Specialist facilities:

The School has a Gymnasium, Performing Arts Centre and Activity Hall, and has access to Norwood Oval for physical education activities and Sports Day.

The recently completed B.E.R Mulberry Hall Performing Arts centre symbolically connects the historical buildings to the 21<sup>st</sup>. century

- Student facilities

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- Staff facilities:

Each main building has a teacher preparation area

All classes have access to lap top computers with e-mail and internet access.

All classrooms have interactive whiteboards and laptops connect for teaching purposes.



- Access for students and staff with disabilities:  
All buildings are accessible to students and staff with disabilities. The school has in the past had a number of students with severe and multiple disabilities enrolled.
- Access to bus transport:  
The school has easy access to public transport from either Magill Road or Norwood Parade.
- Other:

## 10. School Operations

- Decision making structures:  
Norwood Primary School has a comprehensive decision making policy based on a democratic/participatory model.  
Staff consultation is a priority for decision making to occur successfully.
- Regular publications:  
The school has a newsletter that goes home to families in weeks 3, 6 & 9. There is also a parent brochure.  
Staff is issued with a comprehensive Staff Handbook/information folder at the beginning of the year.  
Staff access day-to-day information via an electronic/hard copy day book, and via a weekly bulletin.  
Class teachers use a variety of strategies to maintain communication between home and school. i.e. email (preferred) home books, diaries and class newsletters.
- School financial position:  
Norwood is a Category 7 school and operates with a small annual reserve
- Special funding:  
School is successful in applying for various grants to support specific projects.

## 11. Local Community

- General characteristics:  
The school community is reflective of the diverse community found within Norwood. This diversity is both cultural and socio-economical. There is a wide range of cultural groups found within the school community. Other significant groups are the strong representation of the arts community, academic and medical representatives attached to Adelaide University, Uni S.A., T.A.F.E, the Adelaide Hospital, The Women's and Children's Hospital etc.

- Parent and community involvement:
  - The Governing Council is the formal parent group within the school. A range of sub committees and working parties supports the work of the Governing Council.
  - The Events and Fundraising Committee meets regularly to organise various functions.
  - Parents are encouraged to become involved in class programs and school activities.
  - A class parent Rep program is in place in the Early Years
  - Up to 16 volunteers are active L.A.P. providers
- Feeder schools:
  - Feeder preschool centres include Margaret Ives Children's Centre, Agnes Goode Kindergarten, McKellar Stewart Kindergarten and Rose Park Kindergarten.
  - Our year 7 students progress to a number of secondary locations – predominately Marryatville High School, Norwood Morialta High School, Adelaide High School and Glenunga International High School.
- Commercial/industrial and shopping facilities:
  - School is located close to the Norwood Parade shopping and commercial centre.
- Other local facilities:
  - Norwood Football Club
  - Norwood Out of School Hours Care program.
  - [Local agreements are in place with each of the above]
- Local Government body:
  - City of Norwood, Payneham and St. Peters

## **12. Further Comments:**