Norwood Primary School

2019 annual report to the school community

Government of South Australia

Department for Education

Norwood Primary School Number: 131

Partnership: Central East

Name of school principal:	Melissa Evans
Name of governing council chairperson:	Rebecca Singh
Date of endorsement:	12/02/2020

School context and highlights

Norwood PS is a category 7 school with approximately 430 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 school community with parents being strong supporters of the school, volunteering across a broad range of governance, sports grounds, finance and Learning Assistance Programs (LAP) etc. In 2019 Norwood PS consisted of 16 classes, Reception to Year 7. We have a diverse clientele - socially, economically and culturally. The school population reflects the cultural and social diversity of the community with more than thirty cultures and fifty countries represented. More than 38% come from a non-English speaking background, and 20% of our students are on School Card. The school embraces and celebrates the diversity of student backgrounds and as such students work, play and perform very successfully.

We offer specialist programs in The Arts, Physical Education, Italian and Digital & Design Technologies through our STEM program. We also offer Chinese Mandarin (all year) through First Language Maintenance Development (FLMD) and will offer Hindi in 2020.
In the beginning of 2019 we experienced change in the Leadership team which involved the appointment of Melissa Evans as Principal, Julie Raggett as Deputy Principal and Michael Cain as Assistant Principal. This team changed again at the end of term one when Julie Raggett accepted a temporary position at Highgate PS as Deputy Principal. Lisa Conroy accepted the position of Assistant Principal Student Wellbeing and engagement for Term 2-4, 2019.

Highlights for 2019 include:
Swimming Carnival held in term one with Para celebrating a win, and Sports Day in term four with Warren enjoying first place.
Annual Norwood PS Art Show (R-7 students)
Harmony Day
Carnevale
Reconciliation Day
School Musical - "Fiends Reunited"
Strong student voice facilitated through SRC, Student Leaders and House Leaders programs where there has been community involvement in a range of activities, fundraising events and community days.
Book Week activities - "Reading is my secret power" - an author visit, mystery readers, performance by Perform Education, school assembly and parade.
Festival Choir for yr 6/7 students
Student involvement in Children's University
Norwood PS Quiz Night
Various fundraising and community events including the Red-leg-a-thon and supporting Food Bank
End of year concert, Norwood Christmas Pageant and Christmas Tree Display

Governing council report

During 2019 meetings were held twice per term with quorum achieved at all meetings. The Events and Fundraising team held many successful events with many parent volunteers continuing to support the school community. Fundraising efforts were focussed on raising money for the staged implementation of the school master plan. Whilst many efforts raised necessary funds the focus on events continues to be on bringing the school community together to foster connections.

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.

The masterplan continues to progress with the Governing Council approving a new nature play area between the office and Martin Cottage which was installed in term 2 in 2019. The addition of this new play space has diversified the opportunities for play for the students and is especially valued by the early years children. Plans for a stepped platform for access to Norwood Oval was put on hold during 2019 due to the prohibitive costs compared to the perceived value, however will remain a consideration for future site development. Planning commenced for site improvement projects for 2020 including redevelopment of the raised garden beds between the nature play area and sand pit areas.

Governing Council maintained formal responsibility for managing Norwood Out of School Hours Care (OSHC) and monitoring the implementation of the contract for the OSHC service. Governing Council wishes to thank the Norwood OSHC service for their ongoing commitment to high quality and cost effective care for the NPS families.

Student safety at drop off and pick up is always of paramount importance and was significantly improved in 2019 with the installation of a crossing on Beulah Rd as part of the State Government's Way To Go initiative, which is highly valued by the school community .

Governing Council with the school leadership team continues to monitor the access to Norwood oval and negotiating with the NPSP Council and the Norwood Football Club ongoing access.

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 - review and evaluate

In August our school participated in an External School Review by the Department and set 3 new directions for us to work towards before our next review in 2022. The review panel noted that NPS provides students with outstanding opportunities in Performing Arts and after school sports. There was also strong commitment and ownership to the Site Improvement Plan and the professionalism and commitment of staff to focus on continual improvement is reflected in the progress towards achieving the success criteria. They also stated that teachers are providing greater opportunities for students to be positively connected and engaged with their learning. The full report can be found on the schools internet page.

Site Improvement Plan priorities were:

Increase higher bands achievement in writing in all classes by differentiating and planning for explicit teaching and learning using agreed consistent and explicit strategies to increase student engagement and achievement. Staff engaged in professional learning related to the Brightpath rulers for Narrative writing and resources to effectively assess, moderate and implement next teaching steps in writing. All staff also participated in training in Seven Steps to Writing Success, a program designed to support the effective teaching of writing strategies.

The Early Years team began the implementation of Read Write Inc, a synthetic phonics program designed to facilitate powerful learning in reading, writing and oral language. This program was implemented in Reception in 2019 and will continue into Year 1 and Year 2 in 2020 after successful results for our students.

Increase higher band achievement in mathematics in all classes by teachers working together to develop tasks with challenging questions that focus on the problem solving and reasoning proficiencies. Staff meetings were dedicated to the development of problem solving strategies and reasoning proficiencies. Staff worked together to plan, teach, assess and evaluate the effectiveness of teaching and learning activities. Staff also investigated the use of the ACARA National Numeracy Progressions to determine student progress and next steps.

Classroom teachers have participated in Professional Learning Communities based on Gavin Grift's PLC model focusing on writing development to support the implementation of the use of Brightpath resources and moderation tools. Individual student goals were set with students to increase writing outcomes. Classroom teachers have focused on High Bands achievement of identified students to facilitate effective pedagogy and best practice in teaching and learning. The progress of students has been tracked by teachers and a focus of individual Performance and Development reviews. Staff also used available NAPLAN, PATM and PATR results, Running Records and Phonics Screening Check results to determine interventions and next steps for learning.

The last goal on our Site Improvement Plan was for all students to have the meta-cognition skills and capabilities to self-regulate and manage their own motivation for independent learning in mathematics. Staff continued to focus on well being of students, building resilience and having a growth mind set when faced with challenging tasks.

Each term staff reflected on the actions, targets and success criteria of the Site improvement plan to ensure progress was being made towards improving student outcomes.

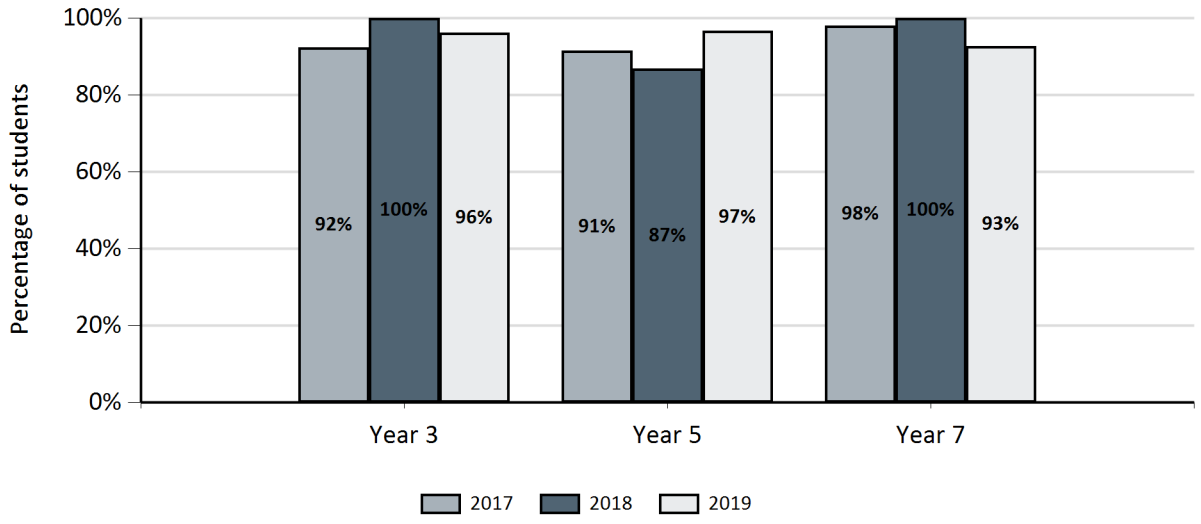
Recommendations enacted for 2020 -2021 Site Improvement Plan is to merge metacognition into the actions of our goals of high band achievement in writing and numeracy as well as continuing our work in wellbeing by determining key actions through the Kids Matter committee.

Performance Summary

NAPLAN Proficiency

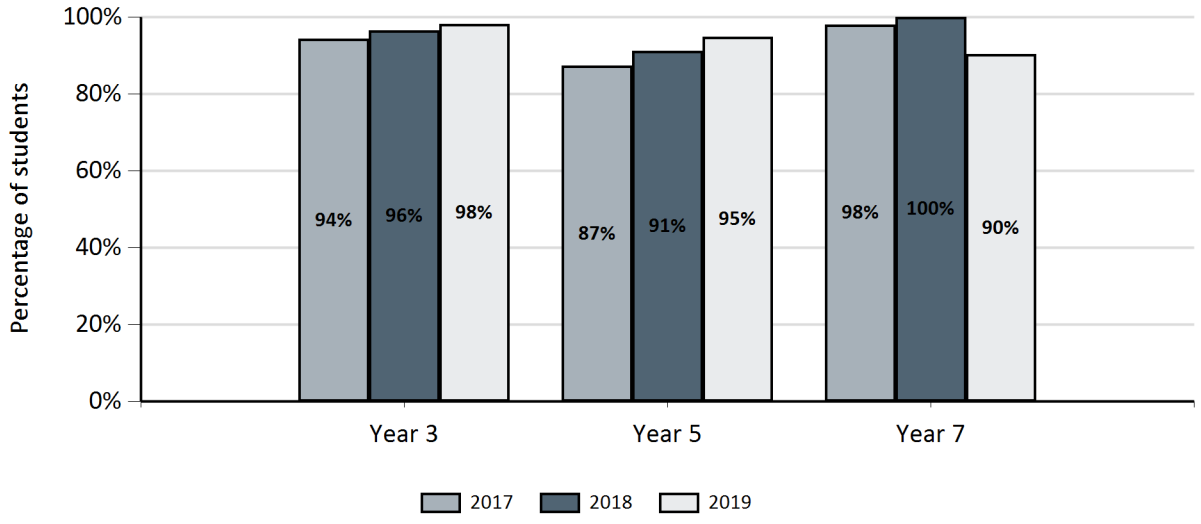
The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and 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 SEA for reading and numeracy.

Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.
*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



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NAPLAN progress

The data below represents the growth of students from 2017 to 2019 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)
Upper progress group	21%	41%	25%
Middle progress group	57%	52%	50%
Lower progress group	21%	7%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	29%	52%	25%
Middle progress group	64%	38%	50%
Lower progress group	7%	10%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	51	51	42	32	82%	63%
Year 3 2017-19 average	52.7	52.7	40.7	27.7	77%	53%
Year 5 2019	58	58	31	26	53%	45%
Year 5 2017-19 average	57.7	57.7	32.0	25.3	55%	44%
Year 7 2019	41	41	23	25	56%	61%
Year 7 2017-19 average	40.3	40.3	23.3	24.3	58%	60%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.
^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

In 2018, our school NAPLAN results were pleasing, with our performance score in the NAPLAN component (based on NAPLAN reading and numeracy) increasing from 0.75 to 0.78 indicating an increase in the achievement of students across the school.

In our total performance score, there was an increase in the percentage of students achieving in the high bands in both reading and numeracy from 38% in 2018 to 46% in 2019. The percentage of students achieving in the top two bands increased from 72% in 2018 to 75% in 2019.

In NAPLAN Writing, students in Years 3 and Year 5 experienced an increase in High Bands attainment, while the Year 7 cohort maintained their achievement:
Year 3: 49% (2018) to 63% (2019)
Year 5: 29% (2018) to 33% (2019)
Year 7: 40% (2018) to 39% (2019)

In NAPLAN Reading, students in Years 3 had an increase in High Bands achievement, while the Year 5 and Year 7 cohort maintained their achievement:
Year 3: 75% (2018) to 82% (2019)
Year 5: 53% (2018) to 53% (2019)
Year 7: 60% (2018) to 56% (2019)

In NAPLAN Numeracy, students in Years 3 and Year 5 experienced an increase in High Bands attainment, while the Year 7 cohort maintained their achievement:
Year 3: 49% (2018) to 63% (2019)
Year 5: 43% (2018) to 45% (2019)
Year 7: 67% (2018) to 61% (2019)

The 2019-2021 SIP has set goals and actions based on a challenge of practice based on high bands achievement. The targets set for 2019 have indicated that the school is on track and new targets have been set to ensure we continue to strive for excellence.

In writing for year 3s we achieved our target of 50% of students in the high bands. We did not meet our targets for year 5 and 7 even though we had an increase in the number achieving high band. New targets have been set based on the cohort and number of students achieving high band in previous years.

In numeracy our targets of 50% achieving high band achievement in year 3 was achieved at 63%, year 5 target of 50% was not achieved with 45 % and 61 % achieved high band achievement meeting our target of 60% for year 7s. These targets were set high and we have reviewed other data sets to ensure we set challenging targets for 2020 based on the results of the cohort.

Attendance

Year level	2016	2017	2018	2019
Reception	93.8%	92.7%	95.6%	93.8%
Year 1	95.8%	93.3%	94.8%	93.0%
Year 2	94.0%	94.0%	95.5%	93.5%
Year 3	94.9%	94.0%	96.1%	93.9%
Year 4	94.5%	93.8%	96.2%	94.8%
Year 5	96.0%	95.1%	93.1%	93.1%
Year 6	94.7%	94.1%	95.1%	92.5%
Year 7	94.1%	93.3%	94.9%	88.4%
Primary other		100.0%	94.9%	
Total	94.7%	93.8%	95.1%	93.0%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance comment

During 2019 the data indicated that Norwood PS achieved an attendance rate of 93.0%, slightly below the DfE target of 95%. This decrease in attendance rate from 2018 was primarily due to the chronic non-attendance of three students, with these families receiving significant intervention and support from leadership and DfE resources. Due to the cultural diversity of our school community, many families chose to take their children overseas for significant periods of the school year, resulting in an impact on attendance data.

Behaviour support comment

In 2019, 192 behavioural incidents were reported to Leadership staff, resulting in 8 take homes and 4 suspensions enacted. This is a significant decrease from the previous year with take homes and suspensions in 2018. Although the number of recorded incidents were up early leadership intervention has supported students to change extreme behaviours and re-engage into the classroom program.

This year our students participated in a number of proactive programs including: Social Skills groups, Cyber-bullying prevention, a visit from the Carly Ryan Foundation, RUOK Day and A Kids Matter Day. These experiences will be consolidated in 2020 through a focus on Respectful Relationships.

Client opinion summary

There were 44 parent responses to our parent survey down on 2018 responses.
Areas of strength were - my child feels safe at school with an average score of 4.4 out of 5 and that their child likes being at this school at 4.3. The school is well maintained at 4.2 and I can talk to my child's teachers about my concerns also at 4.2
Parents have been happy with the construction of the Nature Play area and Beulah Road crossing. They find the school, warm and welcoming with great, committed and enthusiastic teachers.
Areas for improvement in 2020 will be " this school works with me to support my child's learning."
We will be working on improving a consistent approach to communicating to parents what their child is learning in class and the progress they are making. Different ways to communicate our school improvements and vision are also a focus for improvement.
There were 173 students response across year 2-7.
Areas of strength were "Teachers expect me to do my best" at an average score of 4.6
The lowest score for us to develop is "student behaviour is well managed at my school at 3.7. We will discuss with students through SRC what this means to them. Students do however feel safe at school at 4.3 and can talk to their teachers about their concerns at 4.0
Student feedback included their enjoyment of all of the special events occurring throughout the year - Sports Day, Performing Arts, Carnevale, excursions, swimming and being with their friends. They also were positive about their learning and their favourite subjects.
Students have enjoyed the opening of the new Nature Play area and playing with water.
Areas they would like to improve are their own learning, upgrading equipment and facilities and taking better care of- less rubbish in - the yard.

Intended destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	11	13.9%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	21	26.6%
Transfer to SA Govt School	47	59.5%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

Matters of Child Protection are always taken seriously at our school and consequently we have a number of procedures in place to ensure our much valued parent volunteers, Governing Council members, staff, pre-service teachers and official visitors to our site have the appropriate criminal history screening checks in place. An SSO is employed to manage the screening of all classroom volunteers, sports coaches, music providers, external providers, OSHC staff and employees across the school.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	35
Post Graduate Qualifications	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	23.4	0.0	8.0
Persons	0	28	0	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	$171 137
Grants: Commonwealth	$8 100
Parent Contributions	$173 112
Fund Raising	$18 020
Other	$34 171

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

2019 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 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes**	**Outcomes achieved or progress made towards these outcomes**
Targeted funding for individual students	Improved behaviour management and engagement	Social Skills programs run by the Assistant Principal Student Well Being and Engagement	reduction in suspensions and take homes
	Improved outcomes for students with an additional language or dialect	0.6 EALD teacher employed to work with groups of students to improve writing outcomes	Narrative writing results utilising Brightpath improved
	Improved outcomes for students with disabilities	SSOs employed to work with individual students to achieve SMARTAR goals which are reviewed and updated termly	SMARTAR goals achieved and new goals identified with strategies to implement
Targeted funding for groups of students	Improved outcomes for • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	1 Aboriginal student SSO support to improve numeracy outcomes SSO hours to implement phonics intervention program to increase their outcomes to meet benchmarks FLMD in Chinese 3 HPI hours and 3 SSO hours to work with students to maintain and develop their Chinese language Learning Difficulties funding employed SSO hours to help students to achieve writing goals and SMARTAR goals Quick smart numeracy program implemented by SSOs	SMARTAR goals achieved and new goals determined each term 100% students meeting phonics benchmark All students showed gains in number fact recall
Program funding for all students	Australian Curriculum	Professional Learning Seven Steps to successful writing for all staff Professional Learning for Read write Inc for implementation across the Early Years Decodable texts purchased	staff implementing programs increase in writing, Improvement in Reading
Other discretionary funding	Aboriginal languages programs initiatives	N/A	
	Better schools funding	Implementation of Brightpath Writing rulers in Narrative, Professional Learning, Release for PLCs with a focus on improving writing outcomes	Targeted goals set for every student
	Specialist school reporting (as required)	N/A	
	Improved outcomes for gifted students	N/A	
	Primary school counsellor (if applicable)	Assistant Principal Well being and engagement social skills programs and working with attendance officers for chronic non attenders	reduction in suspensions and take homes no improvement attendance