

SCHOOL CONTEXT STATEMENT

Updated: Feb 2022

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 Equivalent

Primary	2017	2018	2019	2020	2021	2022
Reception	48	47	51	46	54	46
Year 1	50	54	52	53	47	54
Year 2	55	48	52	53	56	47
Year 3	53	57	51	55	54	53
Year 4	67	55	57	53	55	52
Year 5	48	64	55	57	46	51
Year 6	34	46	70	54	60	46
Year 7	52	30	40	57	44	-
Total	407	401	428	428	416	353

Term 1 Total 2021 FTE

Number of Males	181
Number of Female	172
Total	353

Number of Students on School Card	30
Number of Non English Speaking Background Students/English As a Second Language	201
Number of Aboriginal/Torres Strait Islander Students	2
Students with disabilities	14

Part B

Principal: Melissa Evans

Deputy Principal: Lisa Conroy

Assistant Principal: Michael Cain

- School e-mail address:
dl.0131.info@schools.sa.edu.au
- Staffing numbers:
14 classes supported by 29.5 FTE (leaders, teachers and SSOs)
- OSHC:
Before and after School Care programmes are provided by Norwood Out of School Hours Care (NOSHC). A Vacation Care program also operates.
- Enrolment trends:
The school has generally been experiencing enrolment growth for the past five years. The transition of Year 7 to High School settings has resulted in a reduced total number of students.
- 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:
We are a Category 7 school. The school population reflects the cultural and social diversity of the community with about thirty cultures represented. Approx. 57% of our students come from Non-English speaking backgrounds. 9% 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 are overseen by the Leadership team. Significant student data is collected & analysed to identify students to be provided with additional learning support.

- School Improvement Plan Priorities (2022):

Increase higher bands achievement in writing in all classes.

Increase higher band achievement in mathematics in all classes.

- 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. A Student Wellbeing Framework has been developed to promote the wellbeing and resilience of our students. The Framework is based around Engage, Inspire and Empower and is embedded through Actions for Happiness – GREAT DREAM, Building Learning Power, UR Strong – Friendology and the school values of Community, Diversity, Creativity and Diversity. Students are encouraged to be responsible for their own behaviour. Teachers explicitly teach appropriate negotiation and conflict resolution skills and grievance procedures. Circle Time, Building Learning Power, Way to A, The Incredible 5 Point Scale, Mindfulness, Growth Mindset, 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 3-6. 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.

We have 2 Student School Leaders who are elected via application.

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 Instrumental Music (DfE) & Private

Significant local events & community interactions

Quicksmart Maths Intervention

Languages & First Language Maintenance and Development

- Italian (Australian Curriculum Language - all students)
- Chinese Mandarin (eligible FLMD students)
- Hindi (eligible FLMD students)

3. Key School Policies

- Recent key outcomes:
 - Development of 3 year School Improvement Plan with a focus on High Band Achievement in Writing and Mathematics;
 - Development of the Wellbeing Framework 2020-2022
 - Development of a Master Plan to guide the grounds and facilities projects in 2017 and beyond.
 - Highly successful External Review in 2019

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 Australian Curriculum Language and we also provide Chinese and Hindi First Language Maintenance & Development (FLMD) programs. Our specialist teachers are in The Arts, Health & PE, Languages and Digital and Design Technologies.

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

- Inclusive Education:

Targeted support is provided for students with disabilities through OnePlans. Students with specific learning difficulties or disabilities 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.

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 Mathematics (years 3-6). MultiLit program targets students requiring literacy support (years 2-6).

- 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 Australian Curriculum General Capabilities are fully embedded into teaching and learning cycles.

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

Staff implement identified High Impact Teaching Strategies as part of everyday practice.

- 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 primarily through the use of ACER (PATM/PATR/PATSpelling) testing structures.
- Phonological awareness testing in across the Early Years is significant and data analysis drives teaching programs and student intervention needs.
- Language & Literacy data is collected annually.
- Running Records data is collected in Terms 1 & 3
- Phonics Screening Check assessments
- NAPLAN data (Years 3 & 5)

This data is analysed 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, Margaret Ives Children's Centre and local Kindergartens 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 our Partnership Review outcomes.

5. Sporting Activities:

- The After Hours Sports Committee co-ordinates summer and winter sports programs include: netball, basketball, cricket, soccer, and football (depending on numbers and interest).

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 Visual Arts Show and Musical for Years 5-6.

7. Staff (and their welfare)

- Staff profile:
 - Low turnover of staff
 - Community acknowledgement of a skilled and dedicated staff.
- Leadership structure:
 - Principal, Deputy Principal and Assistant Principal
- Staff support systems:
 - There is a focus on developing collaborative processes and structures to support sharing across the school. Year Level teams work collaboratively to progress aspects of specific teaching & learning programs and to ensure consistency across classes. Professional Learning Communities focus on critical reflection of teaching pedagogies. Staff meetings focus on administration and aspects of whole staff professional learning. Teachers have professional goals aligned to the site improvement plan and work through PLCs and with leadership to reflect on practice and progress towards specific goals for our students.
- 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, oral and written feedback and classroom observations. Ongoing training both on a whole school, group and individual basis supports the achievement of site improvement 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 improvement plans.

- 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 Health & Physical Education Teacher
 - Specialist Performing Arts Teacher
 - Specialist Language Teacher (Italian)
 - Specialist Digital and Design Technologies Teacher

8. Incentives, support and award conditions for Staff

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

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 grapevine in SA, is also listed on the local heritage register. A 1916 student hand built memorial obelisk is of 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.
 - A Nature Play area was installed in 2019, and outdoor seating and covered areas are planned as future projects.
- Specialist facilities:
 - The School has a Gymnasium, Performing Arts Centre and Activity Hall, and has access to Norwood Oval for break time play, sprints training and Sports Day.
 - The Mulberry Hall Performing Arts centre symbolically connects the historical buildings to the 21st. century

- Student facilities
The school student amenities block was refurbished in 2021, updating flooring, painting and fittings.
- Staff facilities:
Each main building has a teacher preparation area.
All classes have portable devices with email and internet access.
All classrooms have interactive whiteboards and devices connected for teaching purposes.
- Access for students and staff with disabilities:
All buildings are accessible to students and staff with disabilities. The school has Accessible toilet facilities located in Mulberry Hall.
- Access to bus transport:
The school has easy access to public transport from either Magill Road or Norwood Parade.

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 1, 4, 7 & 10. There is also a parent brochure.
Staff is issued with a comprehensive Staff Handbook at the beginning of the year.
Staff access day-to-day information electronically, with daily and weekly overviews.
Class teachers use a variety of strategies to maintain communication between home and school including email (preferred), Seesaw app, communication books, diaries, class newsletters and curriculum overviews.
- 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 related to curriculum and wellbeing activities.

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, UNISA, TAFE, the Royal Adelaide Hospital, The Women's and Children's Hospital.

- 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 including the Finance Committee, Education Committee and Community Engagement, Events and Fundraising Committee.

Parents are encouraged to become involved in class programs and school activities.

A class Parent Representative Program is in place.

We have active L.A.P. providers who volunteer their time to support and mentor students.

- Feeder schools:

Feeder preschool centres include Margaret Ives Children's Centre, Agnes Goode Kindergarten, McKellar Stewart Kindergarten and Rose Park Kindergarten.

Our year 6 students progress to a number of secondary locations for Year 7 – predominately Marryatville High School, Norwood Morialta High School, Adelaide High School, Adelaide Botanic 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: