

2024 annual report to the Community

Norwood Primary School

Norwood Primary School number: 131

Partnership: Central East



School principal:

Melissa Evans

Signature

Date of endorsement:

12/02/2025



Context Statement

Norwood Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 381. Norwood Primary School is classified as Category 7 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 1% Aboriginal students, 6% students with disabilities, 11% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

Governing Council Report

In reflection upon 2024, I would like to give thanks for the dedication and commitment of our Governing Council, which operated at full capacity with 11 parent representatives. Over the course of eight meetings, we worked closely with the school community to support governance, ensuring a strong and positive learning environment for all students.

A key function of the Council is in consulting upon school's learning plans and strategic directions, with an emphasis on student achievement and growth. The Council actively participated in the external school review alongside other members of the school community, which provided valuable insights into the school's strengths and future opportunities. The review identified the school as a welcoming and positive place with a strong sense of community, where students feel confident that their teachers will support them in their learning.

Financial oversight is also a key function of the Council, ensuring the responsible management of school resources. We are particularly grateful to the school leadership team for their success in securing multiple grants this year that have supported ongoing gutter maintenance for some of our heritage buildings and SSO hours for student well-being initiatives.

In addition, fundraising efforts were strong, particularly in support of the school's master plan, which includes improvements to the grounds, playgrounds, and seating areas for students. We extend our heartfelt thanks to the Events and Community Engagement Committee and the many parents from the broader community who worked tirelessly to organise numerous fundraising events. The incredible efforts of this group, along with the support of teaching staff and leadership, helped strengthen connections between families while raising much-needed funds. The school community came together for sausage sizzles, the art show, the sale of tea towels featuring student designs, and the ever-popular quiz night, all of which were made possible through the dedication and teamwork of volunteers.

Beyond fundraising, the school's strong sense of community was further demonstrated through events that brought families, staff, and students together. The organisation of the end-of-year concert, the school musical, and participation in the community pageant highlighted the enthusiasm and dedication of the teaching staff, who continue to go above and beyond to create memorable experiences for students. Their commitment was also evident in their willingness to undertake training, focused on building students' positive body image. Many staff members engaged in this training in their own time, underscoring their dedication to student well-being.

The Council also played an important role in consulting on contractual arrangements related to extracurricular activities and Out of School Hours Care (OSHC), ensuring students have access to a range of enriching experiences in safe and supportive environments. We continued to engage with OSHC leadership to foster a coordinated approach between the school and the service, supporting a positive experience for students.

Engaging with the broader school community was another essential aspect of our work. By gathering and sharing feedback, the Council helped ensure that school policies and programs remain inclusive, supportive, and student-focused. This ongoing consultation strengthens our shared commitment to fostering an environment where every student can thrive.

Many thanks again for the dedication of our parent representatives for their willingness to contribute, collaborate, and advocate for our students. We also deeply appreciate the passion and tireless efforts of the school leadership team and teaching staff, who go above and beyond to create a nurturing and dynamic learning environment.

As we move forward into another year, we remain committed to working together to support the growth, well-being, and success of all students at our school.

Ros Usher

Governing Council Chairperson

Performance Summary

NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

NAPLAN 2024 results were pleasing. Due to the change in NAPLAN scoring, comparison data is not yet available for student cohorts. Numeracy results were strong, 79% of year 3 students scored in or above the strong category, and 83% in year 5. Notably 32% of year 5 students were in the exceeding category. In Reading, 84% of year 3 and year 5 students were in the strong or exceeding category. Writing were high, 92% of year 3 students and 86% of year 5 students scored in the strong or exceeding band. In Grammar, 67% of year 3 students scored as strong or exceeding, and year 5 students were 83%. Spelling results saw 68% of year 3 students and 83% of year 5 students score as strong or exceeding.

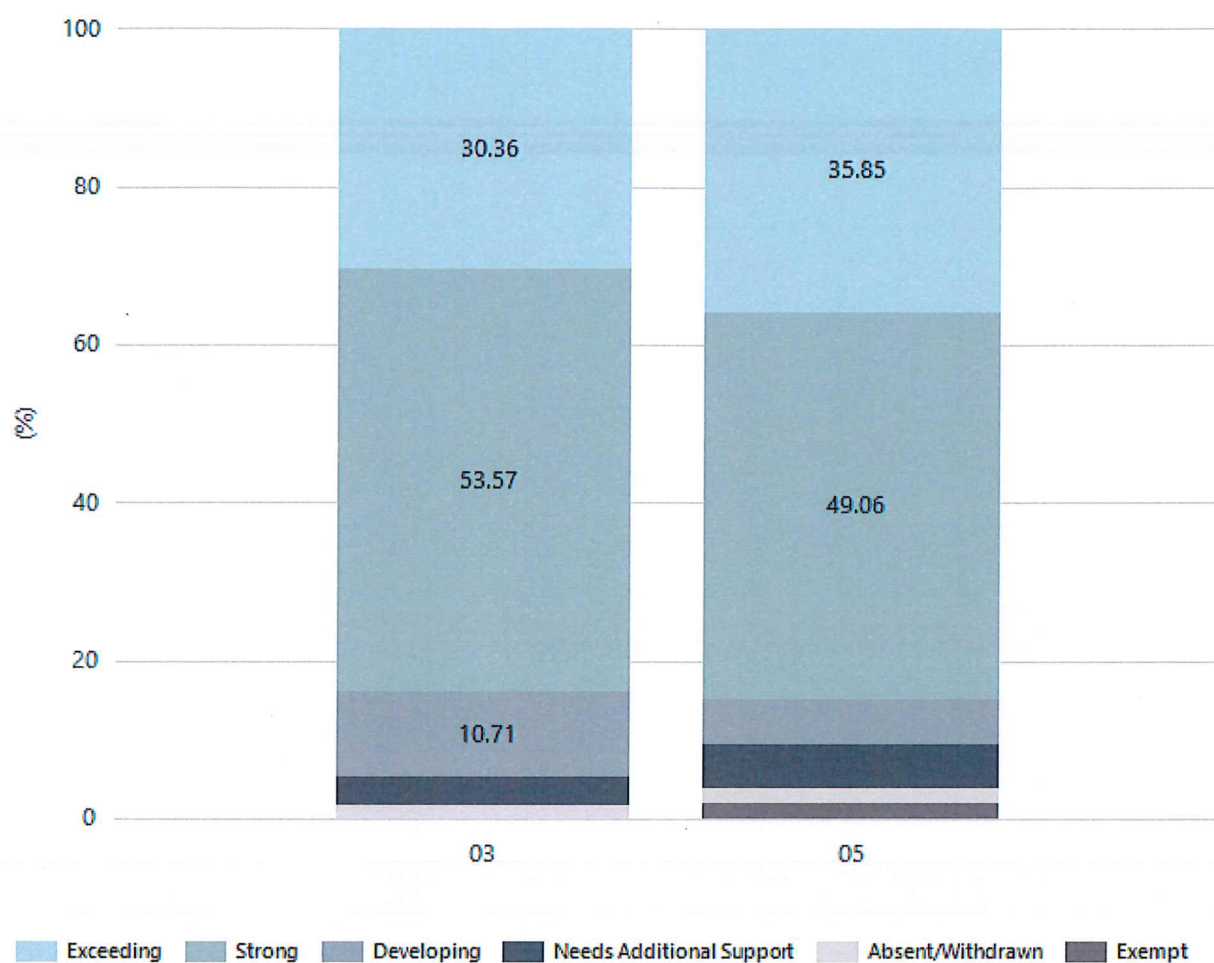
Numeracy



Year Level	03	05
Exceeding	9	17
Strong	35	27
Developing	11	6
Absent/Withdrawn	1	2
Exempt		1
Total	56	53

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

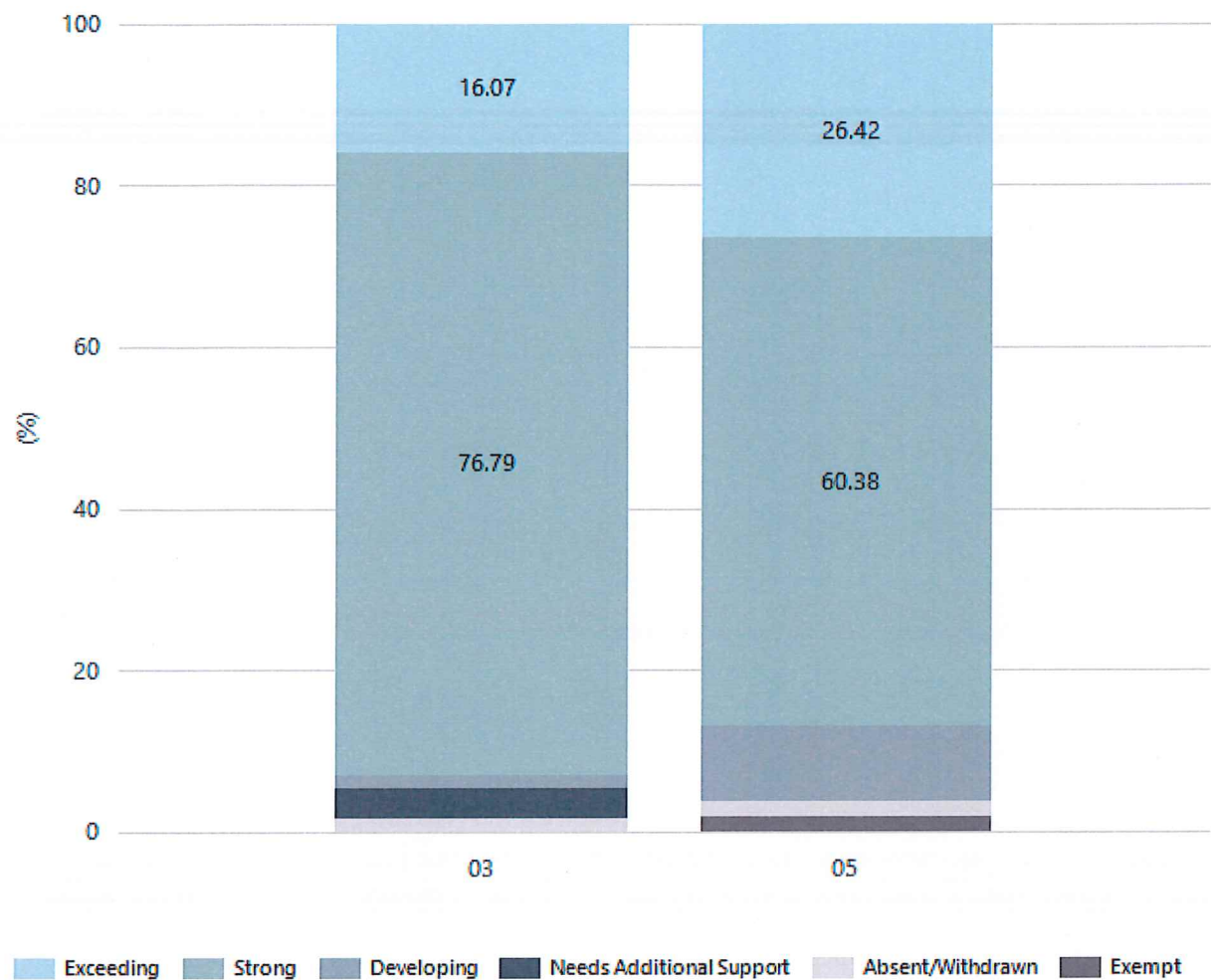
Reading



Year Level	03	05
Exceeding	17	19
Strong	30	26
Developing	6	3
Needs Additional Support	2	3
Absent/Withdrawn	1	1
Exempt		1
Total	56	53

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

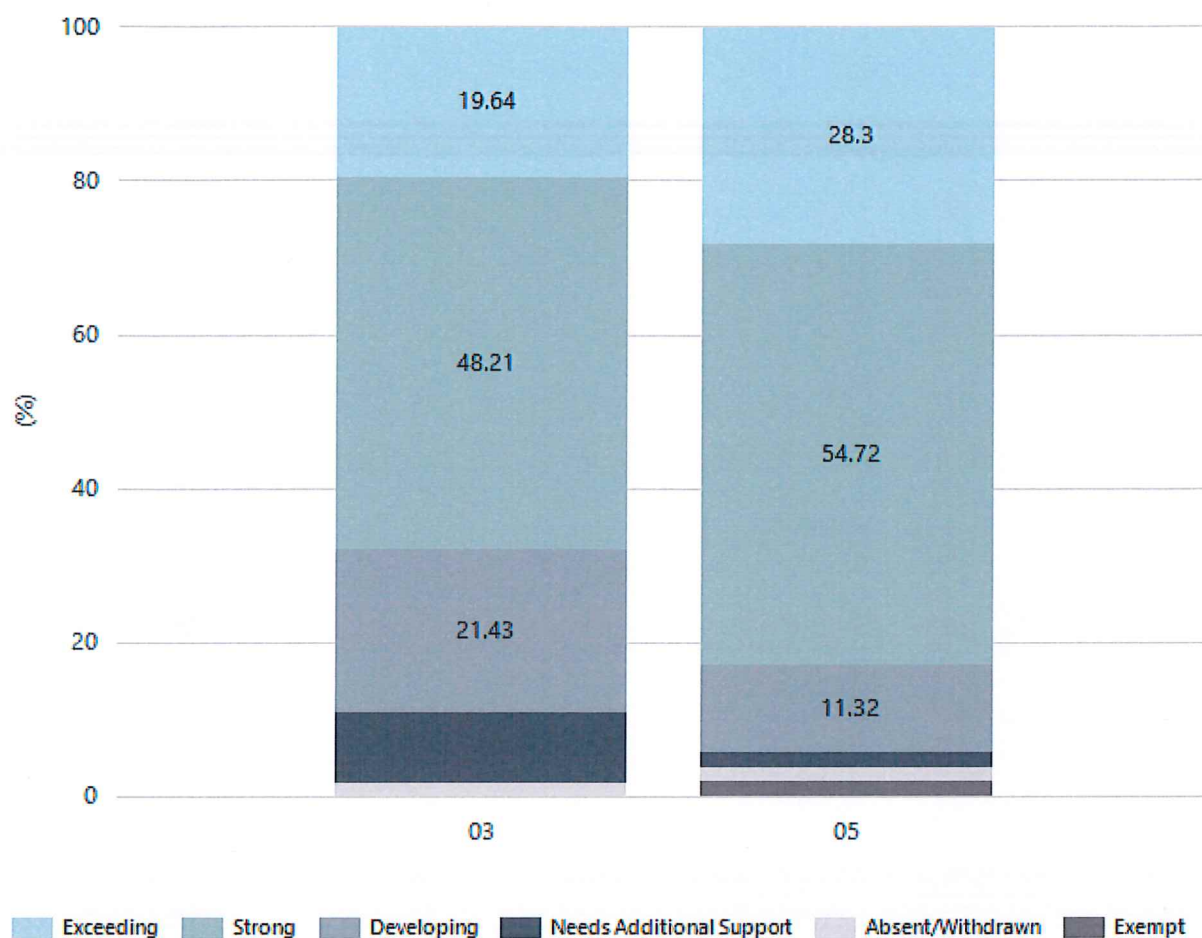
Writing



Year Level	03	05
Exceeding	9	14
Strong	43	32
Developing	1	5
Needs Additional Support	2	
Absent/Withdrawn	1	1
Exempt		1
Total	56	53

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Grammar



Year Level	03	05
Exceeding	11	15
Strong	27	29
Developing	12	6
Needs Additional Support	5	1
Absent/Withdrawn	1	1
Exempt		1
Total	56	53

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

School Attendance

Year Level	2022	2023	2024
Reception	89.6%	92.9%	94.0%
Year 01	90.2%	93.7%	91.5%
Year 02	87.6%	91.6%	92.9%
Year 03	92.4%	90.9%	94.4%
Year 04	88.9%	94.4%	92.5%
Year 05	90.5%	92.7%	93.2%
Year 06	91.3%	92.4%	93.3%
Primary Other	84.0%		
Total	90.0%	92.6%	93.2%

Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

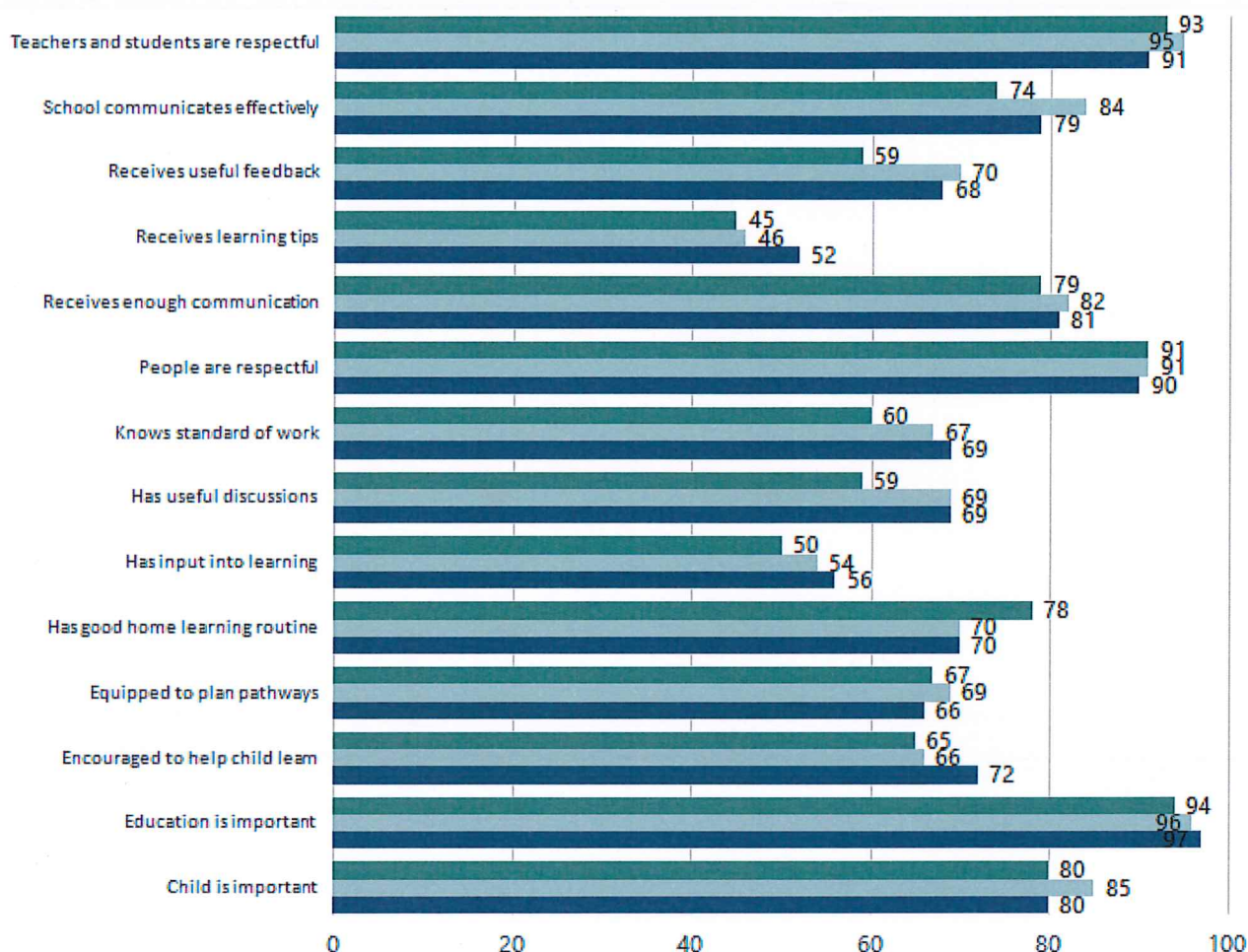
Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)

2022 2023 2024



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	19.0%
OV - LEFT SA FOR OVERSEAS	5	31.0%
TA - LEFT SA FOR TAS	2	13.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	38.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	23
Postgraduate Qualifications	6

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	24.3	0.0	8.4
Persons	0.0	29.0	0.0	14.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount \$
Grants: State	15 000
Grants: Commonwealth	6 300
Parent Contributions	281 787
Fund Raising	26 883
Other	65 023

Data Source: School supplied data.