



# Norton Summit Primary School 2017 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Norton Summit Primary School Number: 316

Partnership: Mount Lofty

Name of School Principal:

Bill Lewis

Name of Governing Council Chair:

Sarah Carlson

Date of Endorsement:

February 20, 2018

## School Context and Highlights

The school is situated in a semi-rural setting on a hill with views across the hills and valleys, only 14 km from the city. Raised vegetable gardens, a chicken coop, butterfly garden, multi-level playgrounds are exciting parts of our school grounds. There is a large hall/gym for daily use and a separate music room for music tuition.

The school offers an environment in which the academic, social, creative and emotional needs of all students can be identified and catered for through its core values of Trust, Respect, Care and Excellence. We value student participation and have an active Student Representative Council. There is a focus on Numeracy and Literacy. The school has specialist teachers in Science, Spanish and The Arts. Students participate in a range of sporting and cultural events throughout the year.

2017 saw many changes at Norton Summit PS. New staff, new students, new families, improvements to our facilities, new events and loads of new opportunities and experiences for all students.

There is a high degree of parent participation in all school activities and there is an active and involved Governing Council. An Out of School Hours Care (OSHC) program operates after school each day.

In 2017 we finished the year with 74 students. There were three classes: R/1; Yr. 2/3/4; and Yr. 5/6/7. In addition we established a Year 4/5 class that ran for three half days per week in order to reduce the large class size in both the Yr. 2.3.4 and the Yr.5/6/7 class.

Four students are verified as students with disabilities and receive SSO support. One student received regular additional support from a specialist teacher from the Cora Barclay Centre for the Hearing Impaired. Other students with recognised learning difficulties were supported in class by an SSO under the supervision of the class teacher or withdrawn for more individualised and focused support.

There are no Aboriginal or Torres Strait Islander students enrolled.

Some Highlights:

New Staff  
Chess  
Hot Shots Tennis  
Reader's Cup  
Orienteering  
Hans Trivia Night  
Gymnastics



## Governing Council Report

As the outgoing Chairperson of the NSPS Governing Council, I would firstly like to say a big thank you to the rest of the GC team: Emily Daw, Heather Smith, Fabian Booth, Anna MacDonald, Michelle & David Crone, David Leonard, Karen McBain, Tas Ranson and Corey Bradshaw.

2017 at NSPS saw some exciting changes, the biggest being the arrival of our new Principal, Bill Lewis. The school was quick to see the positive mark Bill intends to make, as he organised a thorough cleaning and painting the interior of the school as well as a tidy of the sheds and cupboards before the school year even began.

We enjoyed a fun, productive year. Particular highlights were:

- the used-book sale (organised by Anna Martin & Kate Seymour),
- Zumba night (Bettina Smith & Tania Abela),
- various raffles (a school-wide effort),
- tea towels (Mel Hunter),
- apple crumbles (also a team effort),
- the Marvelous Market (Tania Abela),
- the Hanspray Quiz Night (Katie Gleeson), and
- the Shindig (Katie & Dave Gleeson & team).

In part, our fundraising efforts this year paid for a very significant portion of the Year 7 Canberra trip – another incredible highlight of the year for which we are extremely grateful to 5/6/7 teacher Natalie Haddock.

Other activities organised by and participated in by our fabulous school and parent community 2017 were:

- two well-attended working bees (Tas Ranson),
- rubber-band car races,
- the chess team,
- various SAPSASA events,
- orienteering,
- two Dads & Kids camps (James Smith & Tom Playford),
- music concerts,
- Spanish-language projects & events, etc.



## Improvement Planning and Outcomes

An analysis of available data in 2016 indicated that Numeracy needed to become a stronger priority for the school in 2017.

Of the five NAPLAN areas of testing Numeracy ranked 5th with the overall average of our students 7.8 points below National Average.

PAT data also indicated that we performed better in Reading than in Numeracy in 2016.

As a result the following actions were undertaken in 2017 with the aim to improve Numeracy levels across the entire school.

1. Two staff were released from school to participate in the Tierney Kennedy Back to Front workshops conducted throughout the year. The focus of these workshops was to look at different pedagogy in teaching maths with a strong focus on promoting thinking skills.
2. Significant funds were allocated to the purchase of numeracy resources across all year levels.
3. Small problem-solving maths groups were set up for two classrooms in order to provide a high level of challenge to students.
4. Teaching staff regularly shared resources and lesson ideas at staff meetings.
5. Staff participated in PLC meetings with other local schools. Some of these teams incorporated Numeracy as their area of focus.
6. The school purchased access to the Maths Online program. A number of students from Yr. 3-7 were able to access the online lessons and activities at school and at home.

As a result of these actions the school was able to show significant improvement in Numeracy in 2017.

Outcomes included:

Of the five NAPLAN areas of testing Numeracy ranked 1st with the overall average of our students 30.5 points above National Average.

Our Yr. 3 students performed better in Numeracy than any other NAPLAN area of testing (Reading, Writing, Grammar and Punctuation, Spelling).

Our Yr. 5 also students performed better in Numeracy than any other NAPLAN area of testing.

100% of our Yr. 7 students performed well above SEA in Numeracy.

75% of our Yr. 7 students achieved in the upper two bands in Numeracy.

75% of all students who participated in NAPLAN in 2017 showed middle and upper levels of growth in Numeracy.

PAT data indicated that we performed marginally better overall in Numeracy than in Reading.

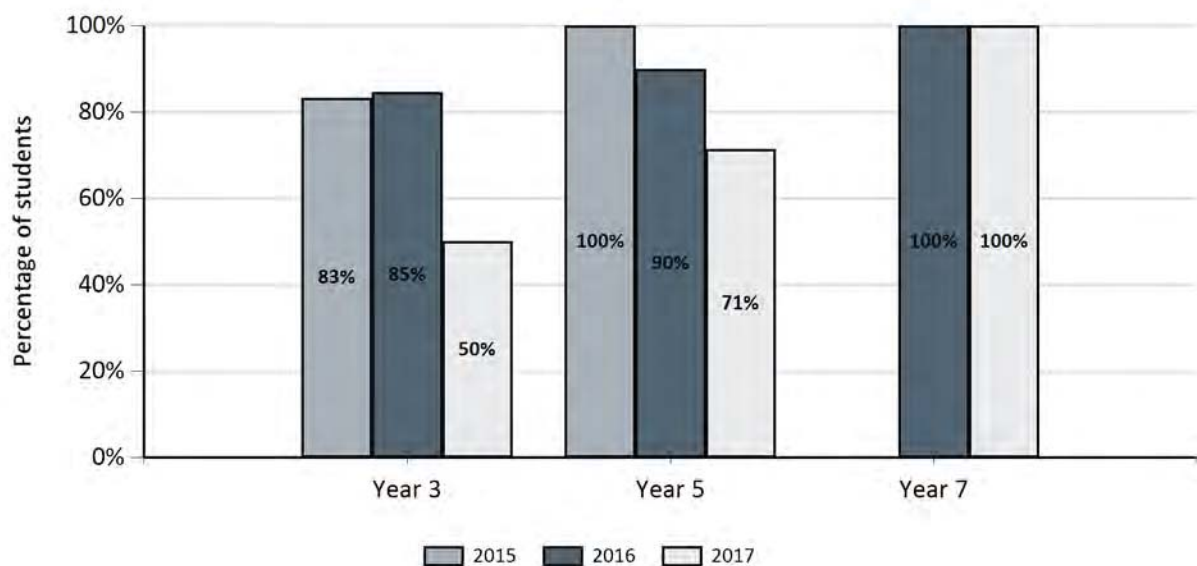
84% (37/45) of Year 3-7 students achieved SEA in PAT-Maths testing in 2017.

## 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.

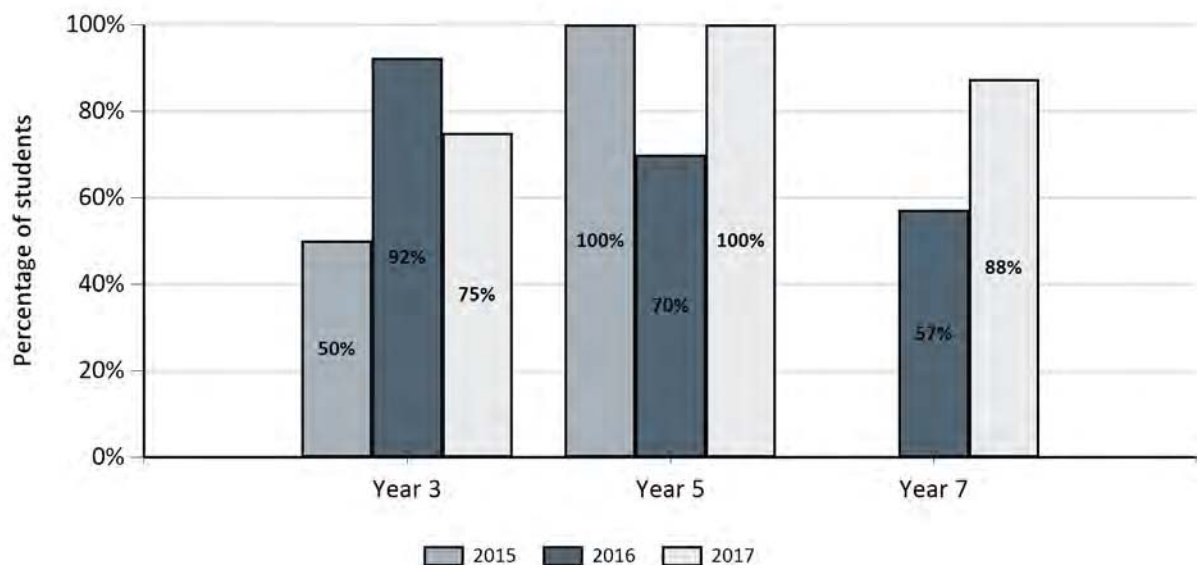
#### Reading



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	13%	29%	25%
Middle progress group	75%	43%	50%
Lower progress group	13%	29%	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	57%	57%	25%
Middle progress group	43%	43%	50%
Lower progress group	0%	0%	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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	8	8	4	4	50%	50%
Year 3 2015-17 Average	9.0	9.0	4.0	3.3	44%	37%
Year 5 2017	7	7	2	1	29%	14%
Year 5 2015-17 Average	8.3	8.3	4.0	2.7	48%	32%
Year 7 2017	8	8	5	6	63%	75%
Year 7 2015-17 Average	6.3	6.3	2.0	2.3	32%	37%

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

<sup>^</sup>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

### NAPLAN DECD Standard of Education Achievement

Yr 3 Literacy: 50% achieved (4/8), Numeracy: 75% achieved (6/8)  
 Yr. 5 Literacy: 71% achieved (5/7), Numeracy: 100% achieved (7/7)  
 Yr. 7 Literacy: 100% achieved (8/8), Numeracy: 88% achieved (7/8)

### NAPLAN Upper Two Bands

Yr 3 Reading 50% (4/4), Numeracy: 50% (4/8)  
 Yr. 5 Reading 29% (2/7), Numeracy: 37% (1/7)  
 Yr. 7 Reading 63% (5/8), Numeracy: 75% (6/8)

### PAT-Reading DECD Standard of Education Achievement

Yr. 3: 63% Achieved (5/8)  
 Yr. 4: 79% Achieved (11/14)  
 Yr. 5: 86% Achieved (6/7)  
 Yr. 6: 88% Achieved (7/8)  
 Yr. 7: 100% Achieved (8/8)

### PAT-Maths DECD Standard of Education Achievement

Yr. 3: 63% Achieved (5/8)  
 Yr. 4: 79% Achieved (11/14)  
 Yr. 5: 100% Achieved (7/7)  
 Yr. 6: 88% Achieved (7/8)  
 Yr. 7: 100% Achieved (8/8)

### PAT Testing Year 2-7 Reading (51 tested students)

Stanines 1-3 (Low): 24% (12)  
 Stanines 4-6 (Average): 47% (24)  
 Stanines 7-9 (High): 29% (15)

### PAT Testing Year 2-7 Maths (51 tested students)

Stanines 1-3 (Low): 16% (8)  
 Stanines 4-6 (Average): 53% (27)



## Attendance

Year level	2014	2015	2016	2017
Reception	94.9%	96.0%	90.8%	91.9%
Year 1	93.5%	95.3%	97.5%	94.7%
Year 2	91.9%	93.3%	95.3%	94.4%
Year 3	96.9%	86.9%	89.2%	96.1%
Year 4	94.7%	85.9%	90.8%	92.8%
Year 5	94.8%	88.1%	95.6%	94.7%
Year 6	93.5%	90.6%	94.5%	94.4%
Year 7	93.0%	96.0%	92.9%	96.7%
Total	94.2%	91.2%	92.8%	94.4%

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

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

## Attendance Comment

We achieved our highest attendance level in the last 4 years (94.4%)  
 Highest attendance levels were recorded in Yr. 7 (96.7%). The lowest recorded attendance level was in Reception (91.9). Several families took their children on interstate and overseas holidays during term time. A small number of families were contacted by the school in relation to lateness and attendance issues as per the school's Attendance Policy. Parent communication to the school in relation to pending lateness was generally very good. This includes telephone, email and SMS. Non attendance is followed up by admin staff.

## Behaviour Management Comment

Take Home: 4  
 Internal Suspension: 0  
 External Suspension: 0  
 Exclusions: 0

In addition:

A modified attendance to school program was implemented for one student.  
 Yard play surveys were also conducted to gain feedback regarding any issues.

## Client Opinion Summary

In term 4, parents, students and staff were invited to complete an online school survey. Surveys asked for levels of agreement in relation to:

Quality of Teaching and Learning  
 Support of Learning  
 Relationships and Communications  
 Leadership and Decision-Making

### School Parents

A total of 30 parents completed the survey. Most responses were in the Strongly Agree or Agree categories. Statements with the highest percentage of Strongly Agree in ranked order were:

1. This school provides opportunities to discuss my child's progress. (97%)
2. I am comfortable about approaching my child's teachers to talk about his/her progress.(97%)
3. There is a broad variety of communication informing parents about this school. (97%)
4. The school is well organised this year. (97%)
5. I have confidence in how the school is managed.(97%)
6. Overall I am satisfied with the school's planning. (93%)
7. The school has an excellent learning environment. (93%)

### Students

A total of 47 students (Yr.4-7) completed the survey. Many responses were in the Strongly Agree or Agree categories. Statements with the highest percentage of Strongly Agree in ranked order were:

1. My teachers expect me to do as well as I can. (95%)
2. I like to help others. (93%)
3. Students are encouraged to participate in school events. (91%)
4. Students at this school are encouraged to achieve to the best of their ability. (89%)
5. I am happy to be at this school. (89%)
6. I get on well with others at my school. (87%)



## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	2	15.4%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	7.7%
Transfer to SA Govt School	9	69.2%
Unknown	1	7.7%
Unknown (TG - Not Found)	0	NA

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

## DECD Relevant History Screening

The site monitors and complies with changes to DCSI clearance procedures and requirements. A data base has been set up and maintained to ensure that all volunteers have been approved through the DCSI screening process. Electronic copies of all Child-Related Employment Screening Certificates are kept on file at the school. In addition, many volunteers have completed the Responding to Abuse and Neglect - education and care online session for volunteers.



## 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	11
Post Graduate Qualifications	3

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	5.9	0.0	1.8
Persons	0	8	0	3

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

## Financial Statement

Funding Source	Amount
Grants: State	784,561.25
Grants: Commonwealth	22,792.86
Parent Contributions	53,737.50
Fund Raising	8,758.31
Other	14,130.71

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	SSO employed to work with identified student 1:1 under the direction / supervision of the classroom teacher.	No external suspensions in 2017.
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	
	Improved Outcomes for Students with Disabilities	Intervention processes ensured that all SWD received their full support entitlement.	Ongoing progress towards One Plan goals for all SWD.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Funding used to contribute to extra SSO hours for students with learning difficulties.	Strong growth shown by students Yr. 2-7 in PAT-M and PAT-R testing conducted in 2017.  A high percentage of students achieving SEA in NAPLAN & PAT.
	Australian Curriculum	Australian Curriculum funding was used to purchase resources and for two staff to attend professional development in Back to Front Maths (Tierney Kennedy).	
Program Funding for all Students	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Implementation of Multi-Lit program within the school.	
	Specialist School Reporting (as required)	N/A	
Other Discretionary Funding	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	0.2 Counsellor funding used to reduce Principal teaching time enabling Principal to focus on students requiring additional support related to well-being and behaviour.	Decrease in behaviour issues. Improved social interactions between students.