Plympton Primary School
2016 Annual Report
to the School Community

Government of South Australia
Department for Education
and Child Development

Plympton Primary School Number: 346

Partnership: West Torrens

Name of School Principal: Ms. Sallyann Geddes

Name of Governing Council Chair: Simon Morony

Date of Endorsement: _____

School Context and Highlights

Plympton Primary School is the oldest school in the western suburbs still on its original site. We are a Reception to Year 7, Category 6 school. Our enrolments have steadily increased to 361 from 270 families belonging to 55 nationalities. This diversity forms a harmonious and respectful multicultural community.

56% of our students are Culturally and Linguistically Diverse (CALD). We are a feeder primary school for students exiting the IELC programs at Richmond PS, Cowandilla PS and Clovelly Park PS. An English as an Additional Language or Dialect (EALD) program supports the learning needs of the students and the First Language Maintenance Development program strengthens the home language of Hindi students.

In 2016 our Reception students came from 8 pre-schools and child-care centres and our Year 7 students are transitioning to 10 high schools across Adelaide. Many enrolments across year levels are reflective of the skilled immigrant community and new residents to the local area who recognise the school's tradition of academic excellence and harmonious community participation.

Our school is proud of the high academic standards achieved by students and is recognised for the excellent quality of teacher practice to achieve this standard, evident in our Performance Summary (page 3). This achievement is a result of a focus to use high quality pedagogy promoting differentiation and student centered task design. Teachers have focused throughout 2016 to develop EALD pedagogy and assessment along with inquiry based learning with alignment to Australian Curriculum standards and a focus on learning targets for individual students. The school also promotes and celebrates our success in Premier's Reading and Be Active Challenges, District and SAPSASA sports events, ICAS competitions and the Oliphant Science Awards where many of our students are recognised for excellence.

Plympton Primary School prides itself with a commitment to community events and activities throughout the year, such as Community consultation forums, Harmony Day, cultural celebrations, Japanese Day, Reconciliation Week, Musical concerts and sports days. We also offer a broad range of extra curricular programs to students, these include instrumental music instruction, After School Sports and Active After School clinics, Festival of Music Choir and the school football and soccer clubs.

Governing Council Report

School Council Chairperson's Report

The School Council worked hard during 2016, to build on work from the previous years as well as undertake a number of new initiatives.

One of our themes for 2016 was strengthening our Plympton Primary School community connections. What could we do to be more inclusive? How could we help the parents of our school feel connected? Parents would have seen, and hopefully participated in a number of school surveys during the year for example – we use this as a quick and effective tool to help inform us in directions/decisions. Others activities such as Little Book Club were introduced to welcome parents whose children were soon to start school with us.

Plympton was excitingly selected for a State government grant of $1million, under the STEM initiative. STEM stands for Science, Technology, Engineering and Maths, and the grant was for the redevelopment of existing facilities and infrastructure within the school. Some excellent concept designs were developed by our teachers and presented to the School Council. It is expected works will commence in 2017.

The school, led by Jonathan Gardner undertook an assessment of how our Year 4-7 students could more effectively utilise laptops in their day to day learning. The School Council was kept up to date on this process, and provided significant feedback. It is hoped this strategy will be turned into action in 2017.

The School Council applied for, and was granted approval by the Development Assessment Commission to install sponsorship signage on the Marion Road boundary fence. This represents an exciting fundraising opportunity for us, which we hope to fully implement in 2017.

Lastly, thanks to all the hard work of our councillors, Tracy Niekel our School Council teacher representative and Sally-Ann our school principal. The council also thanks our many hard working volunteers – whether you water the gardens in holidays, run an out of school sport program, assist the kids in the classroom, or just help out in some other way - all contributions help, are greatly valued.

Simon Morony
Chair Person School Council

Improvement Planning and Outcomes

In 2016 priority areas for improvement, as identified in our 2015 External Review were:
1. Higher band achievement with differentiated pedagogy
2. Strengthen engagement of parents from all cultural groups to improve student outcomes
3. Performance Management of staff is ongoing and aligned to school improvement plan

Main achievements in working towards these goals are:
  • Expansion of EALD program with lead teachers co-teaching in classrooms, co-planning and implementation of EALD pedagogy; Whole school EALD agreement; Training of teachers to assign Language and Literacy levels
  • Moderation and assessment strategies to promote consistency across year levels in each learning area
  • Genre writing and writer's notebooks with Ann Korab
  • Implementation Speech, Sound Pics (SSP) spelling program, staff professional development and parent workshops
  • Introduction of Yr 6/7 Science Technology Engineering and Maths (STEM) Electives
  • ICT Community, Staff and Student Forums to develop an ICT strategy and implementation
  • Strengthening of collaborative planning and programming within teaching teams
  • Fundamental Movement Skills program for early years students with training for parents and volunteer leaders
  • Design of transition program for students from preschools to school, introduction of Little Book Club for preschool children and families

Student performance continues to be of a very high standard with most areas of achievement above state average.
DECD Standard of Education Achievement demonstrate that:
-89% Year 3 students achieved NAPLAN Reading results at or above Band 3 and 86% for Numeracy
-83% Year 5 students achieved NAPLAN Reading results at or above Band 5 and 79% for Numeracy
-88% Year 7 students achieved NAPLAN Reading results at or above Band 6 and 90% for Numeracy
-85% of our Year 1 students achieved a Running Record level at or above level 13 and 90% of Year 2 students at or above level 21
Student growth across all areas of NAPLAN was above state average in Year 5-7 and in Numeracy for Year 3-5. Year 3-5 Reading growth will be a focus to sustain high growth with high achieving students.
Student representation in the top 2 bands continues to also be above state average.

2017 Improvement Priority is to achieve improved learner achievement and growth, through high quality pedagogy, student wellbeing and engagement and school community partnerships.
Learner Goals are to Develop expert learners who are able to describe learning intentions and success criteria in a variety of learning areas; Achieve growth in measured learner achievement; Establish achievement data in Science and ICT General Capability.
Pedagogy Strategies – Embed EALD pedagogy as part of mainstream teaching and learning; Implement inquiry focused pedagogy with a particular focus on STEM and ICT General Capability; Develop teacher capacity to embed formative assessment practices; Develop a performance management process aligned to Australian Professional Standards for Teachers.
Wellbeing and Engagement Strategies- Increase opportunities for student leadership and student voice; Embed cyber safety as part of ongoing safe use of virtual environments; Embed Mind-up Curriculum and Ready to Learn program
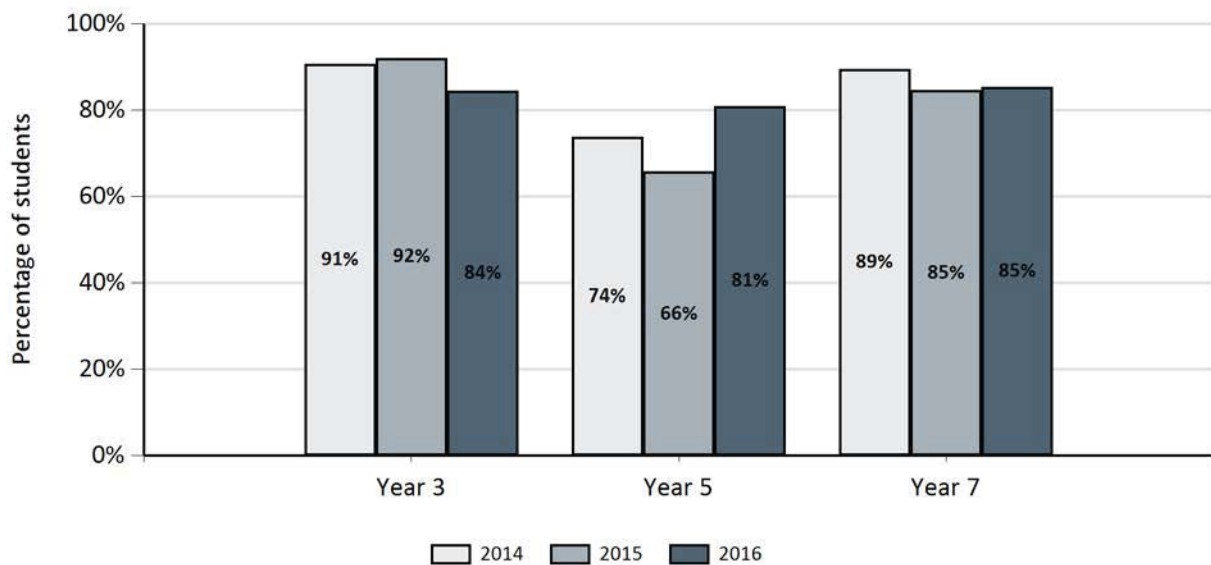School Community Partnerships Strategies – Collaborate with the West Torrens Partnership to reflect and refine teaching and learning in particular transition and quality pedagogy; Expand First Language Maintenance Development opportunities (FLMD); Strengthen home/school partnerships to achieve educational projects with the wider community.
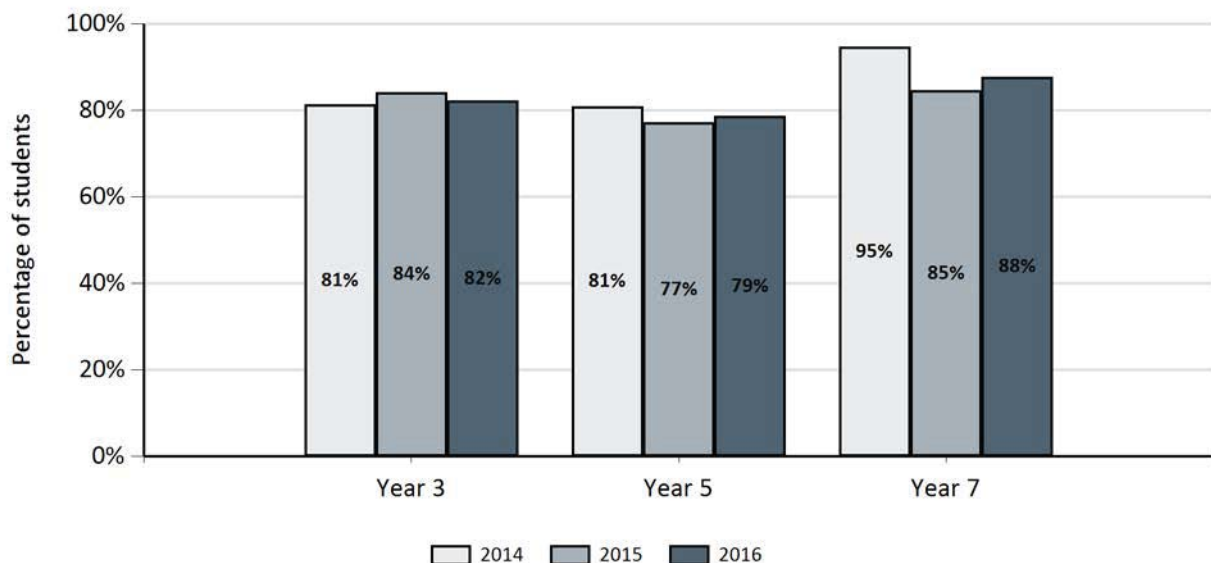
Performance Summary

NAPLAN Proficiency

The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading

Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*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, September 2016.*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 2014 to 2016 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)
Lower progress group	31%	24%	25%
Middle progress group	62%	38%	50%
Upper progress group	8%	38%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*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 3-5	Year 5-7	State (average)
Lower progress group	28%	16%	25%
Middle progress group	46%	51%	50%
Upper progress group	26%	32%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*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		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 2016	45	45	21	13	47%	29%
Year 3 2014-16 Average	42.0	42.0	19.7	14.0	47%	33%
Year 5 2016	47	47	16	11	34%	23%
Year 5 2014-16 Average	41.3	41.3	11.7	8.0	28%	19%
Year 7 2016	41	41	10	9	24%	22%
Year 7 2014-16 Average	35.0	35.0	7.7	7.0	22%	20%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.
**NOTE: Percentages have been rounded off to the nearest whole number.

School Performance Comment

Our DECD Partnership Review Data Story indicates Plympton Primary School is achieving at or above historical levels for Year 3 & Year 7 Reading and Numeracy.

2016 NAPLAN data indicates student results exceeded the state and national averages in all test areas.
• Year 3: Reading 95%, Writing 100%, Spelling 93%, Grammar and Punctuation 98% and Numeracy 93%
• Year 5: Reading 100%, Writing 98%, Spelling 100%, Grammar and Punctuation 91% and Numeracy 94%
• Year 7: Reading 98%, Writing 95%, Spelling 98%, Grammar and Punctuation 98% and Numeracy 100%

NAPLAN growth data for Year 5-7 is excellent with 38% achieving high growth in reading and 32% in numeracy.
The Year 3-5 students achieved 26% high growth in Numeracy.

NAPLAN Top 2 Bands for Year 3, 5, & 7 exceeded the South Australian average in Reading and Numeracy by 4-8%.The Top 2 Band student percentage in Reading was 47% of Year 3 students • 34% of Year 5 • 24% of Year 7. In Numeracy 29% of Year 3 students • 23% of Year 5 • 22% of Year 7.

Running Records for Year 1 and 2 students continue to outperform the South Australian and Like School average by up to 30%. 58% of Year 1 students recorded reading levels between 21-26, compared to 29% for South Australia and 34% for Like Schools. 90% of Year 2 students recorded reading levels between 21-26, compared to 69% for South Australia and 76% for Like Schools.

Our EALD Language and Literacy Levels indicate a historically high number of 48 students exiting the EALD support program in 2016, by achieving the DECD English Standards. 5 students demonstrated more than one year growth and over 150 students achieved the recommended one year growth.

PAT-Reading Comprehension data for Year 3-6 indicates over 87% of students achieving the DECD Standard of Educational Achievement for their year level, with 95% in Year 7.

PAT-Maths data for Year 4-7 indicates over 85% of students achieving the DECD Standard of Educational Achievement for their year level, with 80% for Year 3.

Attendance

Year level	2014	2015	2016
Reception	94.1%	92.8%	94.5%
Year 01	95.6%	93.4%	93.8%
Year 02	94.3%	93.8%	95.4%
Year 03	96.8%	94.1%	95.1%
Year 04	94.5%	94.2%	94.6%
Year 05	92.2%	92.3%	96.2%
Year 06	94.1%	94.5%	93.8%
Year 07	95.0%	94.0%	94.5%
Total	94.6%	93.6%	94.7%

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

Attendance Comment

Students and families are highly committed to regular attendance.

Our attendance for 2016 was at its highest level for the past 6 years at 93.7%.
Exemption and Family Social reasons accounts for 2.7% of absences, 3.2% is for illness and 0.4% is unexplained.
In 2017 a new software system will enhance monitoring and tracking of attendance and punctuality.

Behaviour Management Comment

Our school culture upholds the school's 5 values in all staff, family and student relationships. In our 2016 Wellbeing survey 86% of students indicated an improved perception of safety at our school, an 8% increase in positive responses from 2015. Our Year 6 and 7 students agreed that behaviour is well managed at PPS, up more than 20% from 2015. The expansion of students using cyber and online social networking opportunities has continued to present some issues.

The 2016 Survey of Wellbeing and Student Engagement of Year 6/7 students indicates above South Australian Average with 87% having positive wellbeing and 92% having positive support and connection with adults.

Client Opinion Summary

The general summary of parents, staff and students survey results is the vast majority of respondents have a very positive perception of the school.

Respondents appreciate and value the cultural diversity and community connection within Plympton Primary School. Relationships with each other are highly valued and respectful feedback is shared to improve the school. Everyone takes great pride in the appearance of the school and enjoy participating in events together.
Suggestions for improvement will be considered in the enhancement of communication between all parties particularly through digital platforms and the development of an ongoing dialogue between teacher, student and family to monitor learner progress.

The Parent Opinion Survey was completed by 76 people, 11 more than last survey 9 of the 14 questions indicated a 90% or higher positive response and the remaining 4 questions with a 80% or higher response. Outstandingly positive responses were evident in Teachers expect my child to do their best, I can talk to my child's teacher about my concerns and The school looks for ways to improve with 98% positive responses.

The Student Opinion Survey was completed by 154 students from Year 4 to 7, same as last survey. 9 of 12 questions indicated 90% or higher positive response and the remaining 3 questions with an 85% or higher positive response. Outstanding positive responses were evident in My teachers expect me to do my best, My teachers provide me with useful feedback about my school work, My school is well maintained, I feel safe and My school looks for ways to improve with 95% positive responses.

The Staff Opinion Survey was completed by 26 staff, 10 more than last survey. 13 of 16 questions indicated 90% or higher positive response and the remaining 3 questions with a 77% or higher positive response. Outstanding positive responses were evident in Teachers at this school expect students to do their best, Teachers at this school treat students fairly, This school is well maintained, Students feel safe at this school, Students at this school can talk to their teachers about their concerns, Students like being at school, This school looks for ways to improve with 100% positive responses.

The survey results are in keeping with previous year surveys.

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	9	14.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	11.1%
Transfer to SA Govt School	47	74.6%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

To work with children and young people in SA government educational sites and services you must have a current relevant history screening.

• All employees of a part-time, full-time or casual basis employed by the Department for Education and Child Development (DECD). Teachers are screened through the Teachers Registration Board of SA as part of the registration process.

• All volunteers, work experience and pre-service teachers are screened through the Department for Communities and Social Inclusion (DCSI) Screening unit.

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	46
Post Graduate Qualifications	7

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	20.7	0.0	5.9
Persons	0	25	0	8

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	$ 3 171 213
Grants: Commonwealth	$ 24 631
Parent Contributions	$ 156 975
Fund Raising	
Other	$ 75 825

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
	Improved Behaviour Management and Engagement	N/A	N/A
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	Professional learning workshops; Moderation of student work samples; Peer mentoring between teachers: Collaborative programming and planning; Additional EALD specialist appointed	8 staff can level; Moderation 100% accuracy; 48 students achieved levels
	Improved Outcomes for Students with Disabilities	SSO class support; Fine motor and gross skills program; NDIS coordination; Leader management and coordination of ILP's and NEP's; Collaborative planning of teaching and learning programs; Support services accessed	Improved student engagement in learning.
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	SSO class support Appointment of ACEO APAS funding to support ATSI students with Numeracy and Literacy Familiarisation and implementation of SSP, Literacy Pro, Words their Way ALEA training Shared Literacy Partnership PD day with focus on genre writing Purchase guided reading resources Hindi teacher 0.1, 22 students accessing mother tongue class Use of digital tools across learning areas Collaborative planning EALD professional learning for moderation Purchase Humanities (H.A.S.S) resources	Improved engagement in student learning Increased ratios of adult to student support Increased support of identified groups, including EALD, ATSI, SWD
Program Funding for all Students	Australian Curriculum	Purchase digital resources to support the Australian Curriculum General Capabilities Purchase resources to support social and emotional development	
	Aboriginal Languages Programs Initiatives	N/A	N/A
	Better Schools Funding	Provided STEM electives for Year 6/7 students Provided an expanded Music and Performing Arts program, including purchasing new instruments	Greater engagement in learning programs. Hands-on equipment provided.
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	N/A
	Improved Outcomes for Gifted Students	N/A	N/A
	Primary School Counsellor (if applicable)	0.2 salary to appoint a leader of Engagement and Wellbeing	Student counseling; 1:1 support families/students; Student leadership program