



SCHOOL CONTEXT STATEMENT

Updated: 12/2016

School number: 0346
School name: Plympton Primary School

School Profile:

Our Vision

Building better futures for our school community

Our Purpose

To work collaboratively with the Plympton Primary School Community to provide a quality teaching and learning environment for all students.

Our Values

We value behaviours that reflect:

- Care
- Honesty
- Effort
- Respect
- Resilience
- *You take Responsibility*

1. General information

- School Principal: Sallyann Geddes
- Senior Leader: Jonathan Gardner
- Year of Opening: 1861
- Postal Address: 19 Owen Street PLYMPTON SA 5038
- Location Address: 19 Owen Street PLYMPTON SA 5038
- DECD Partnership: West Torrens
- Distance from GPO (km): 6km
- Telephone Number: 8293 1227
- School Website Address: www.plymptonps.sa.edu.au
- School E-Mail Address: dl:0346_info@schools.sa.edu.au
- Out of School Hours Care (OSHC) service: Yes
- February FTE Student Enrolment: 361
- Student Enrolment Trends: Steadily increasing with increasing number of English as a Second language

Year level	2011	2012	2013	2014	2015	2016
Reception	53	43	51	38	56	50
01	29	46	36	42	41	56
02	31	33	42	41	47	42
03	29	35	35	44	41	46
04	42	32	38	36	44	41
05	17	42	35	41	36	48
06	36	23	40	32	43	37
07	37	32	22	38	27	41
Total	274	286	299	312	335	361

EALD	2011	2012	2013	2014	2015	2016
Rec	20	22	18	18	-	30
01	12	13	13	13	15	28
02	14	16	9	19	20	19
03	8	15	6	11	21	28
04	17	9	12	9	17	24
05	4	17	9	14	15	21
06	4	7	8	5	20	26
07	5	5	3	6	10	22
Total	84	104	78	95	118	198

SWD	2011	2012	2013	2014	2015	2016
Rec	3	1	1	1	1	1
01	2	2	1	1	0	1
02	1	2	1	2	2	0
03	1	1	2	1	1	3
04	1	1	0	2	1	1
05	1	1	1	1	2	2
06	2	1	1	1	1	3
07	0	2	0	0	0	1
Total	11	11	7	9	8	12

- Staffing Numbers (as at February Census):

Leadership	3
Teaching	14
Specialist	4
English as a Second Language	1.2
Aboriginal Community Education Officer	1
SSO	7
GSE	1
Pastoral Care Worker	1

- Public Transport Access:

Bus services on Marion Road and Anzac Highway and nearby tram service

2. Students (and their welfare)

- General Characteristics:

The school population reflects the multicultural nature of the local community with children, parents and teachers from a wide range of ethnic backgrounds. There are over 55 cultures represented at our school. The nature of our multicultural community is highly valued and celebrated regularly.

About 20% of the student population are schoolcard holders.

About 10% of our students live outside the local community and by-pass their local school to attend here.

Our current enrolment is 361.

- Student Engagement and Wellbeing:

The Leader of Engagement and Wellbeing supports students, staff and families by:

- Leading the development, implementation and review of child protection curriculum and the National Safe Schools framework
- Supporting staff to create safe, supportive and respectful teaching and learning environments
- Working in partnerships with the school community, support services and other agencies to support inclusion and wellbeing.
- Providing a Preventative and Developmental Schoolbased Counselling Service for the whole school community.
- Coordinating intervention and case management processes.

- **Student Support Offered:**

Leader of Engagement and Wellbeing coordinates the Students at Risk team with a focus for students with learning difficulties, disabilities or behaviour concerns. When students are identified as meeting the additional support criteria extra support is put in place with Negotiated Education Plans identifying learning goals and resource provision. This may include Support Service Officer help in class, teaching and learning modifications and environmental accommodations. The DECD Support Services team may provide additional expertise and assessment options.

Students who speak a language other than English are provided with opportunity to attend a local Intensive English Language Centre for a period of 3-12 months before beginning at Plympton. Upon exit from the IELC the EALD student continues to receive in class support and their class teacher will be supported by the EALD specialist teacher. Up to 60% of students receive this level of support.

First Language Maintenance and Development programs are offered in the languages of Hindi, Arabic and Chinese. This elective program is available to students who are first language speakers of these languages. The students have ongoing support to develop the literacy skills of their language and strengthen their cultural identity through this program.

Common behaviour expectations exist across the school and playtime and class time behaviour management programs are in place. An anti-bullying policy is in place.

- **Student Government:**

The school has a focus on student leadership which is driven by an active Student Representative Council. Elected classroom representatives attend SRC Meetings and are involved in discussion and action for a wide range of issues.

3. Key School Policies

Site Improvement Plan

Learner achievement and growth, through high quality pedagogy, student wellbeing and engagement and school community partnerships.

LEARNER ACHIEVEMENT AND GROWTH

- Develop expert learners who are able to describe learning intentions and success criteria through a variety of learning areas
- Achieve growth in NAPLAN, Running Records, PAT-M & PAT-R, Language and Literacy Levels, A-E Achievement
- Establish achievement data in Science

HIGH QUALITY PEDAGOGY

- All teachers are familiar with and are engaged in review of teaching and learning practices, using the AITSL teaching standards of Professional knowledge, Professional practice and Professional engagement

STUDENT WELLBEING & ENGAGEMENT

- Achieve improved student to community connections
- Respond proactively to the Australian Early Development Index (AEDI) data
- Achieve improved student academic self-concept

SCHOOL COMMUNITY PARTNERSHIPS

- Expand opportunities for school partnerships

4. Curriculum

- Subject Offerings:

The Australian Curriculum is taught for all areas of learning, and specialist teachers provide programmes in Physical Education, Performing Arts, Music and Japanese. Additional Language learning is offered in Arabic, Hind and Chinese. Additional Music instruction is offered in a wide variety of instruments.

- Special Needs:

There are 12 students who meet the criteria of being a Student with Disability and they are accommodated in mainstream classes across the R-7 range.

- Teaching Methodology:

The DECD Teaching for Effective Learning framework is a reference for quality teaching by all staff. This is reflected in a broad based inquiry model using EALD pedagogical scaffolding to ensure a balance of student led learning and explicit teaching of literacy and numeracy skills. Students are developing skills through the teaching methods of staff to clearly understand and design learning tasks to extend achievement to the highest standard.

Literacy is taught with a focus on EALD pedagogy and theoretical underpinnings of research by Sheena Cameron along with Fountas and Pinnell. Spelling is taught using a combination of Jolly Phonics and Sight, Sound Pics (SSP) in the early years and Words their Way is used in Years 3-7.

Numeracy is taught with an increasing focus on the Natural Maths methodology of problematized mathematical thinking and explicit skill development. Year 6-7 teachers are involved in the 2017 DECD Thinking Mathematically Project to further develop this work.

Throughout 2017 teachers will develop a contemporary and modern approach to teaching and learning which draws together STEM disciplines of science, maths, engineering and technology in engaging learning tasks and projects. Students will have opportunities to work in collaborative teams and learn how to apply science, maths and technology knowledge and understandings in new contexts as they get involved in rich inquiry-based STEM learning activities. Incorporating a STEM approach to teaching and learning promotes engagement and challenge for every learner. STEM education programs will focus on teaching for the development of entrepreneurial, critical and creative thinking skills and strong subject knowledge and understanding.

- **Student Assessment Procedures and Reporting:**

The Reporting Schedule for the school includes:

1. Acquaintance meetings are held early in term 1
2. Parent and Teacher interviews in late term 1
3. Written mid-year and end-of-year reports
4. Parent and teacher interviews upon request

Students undertake formal assessment with NAPLAN in Year 3,5,7. There is also a school commitment to PAT Reading and PAT Maths, with PAT Science introduced in 2017.

Running records assessments of Reception to Year 2 reading progress is conducted at least twice throughout the year.

Literacy Levels are also assessed regularly throughout the year to inform teaching and learning in Literacy, in particular for students who speak English as a second language.

5. Sporting Activities

Plympton Primary School actively participates in the following sporting activities:

- Premiers Be Active Challenge
- Out of school hours sport includes football, cricket, netball and basketball
- Various District and State SAPSASA sports for year 5-7 students
- Swimming – our R-2 students have swimming lessons at our own swimming pool, Year 3,4&5 students participate in a Swimming Program at Marion Pool and our Year 6&7 students participate in an Aquatics Camp at Murray Bridge every

second year. Students also participate in recreational swimming activities at our school pool.

- Active After School Sports is provided in three terms after school.
- Lunch time soccer club
- Access to the Plympton School Football Club

6. Other Co-Curricular Activities

Plympton Primary School actively encourages community participation in a variety of activities including:

- Instrumental lessons in piano and guitar are provided by independent music tutors
- DECD Instrumental Music Service provides instruction for wind, brass and percussion
- Summer and Music Festivals are held for Music students to share progress and celebrate their talents
- Our senior students participate in the Festival of Music school choir
- An End of the Year Concert is held for the whole school community to celebrate annual achievements
- Parents/caregivers are actively involved in many ways across our school, supporting students attending Plympton Primary School
- Provision of Ethnic Schools for the Arabic, Portuguese and Bengali communities

7. Staff (and their welfare)

- Staff Profile:

26 Teaching staff
8 Ancillary staff

- Leadership Structure:

Principal, Leader of Teaching and Learning, Leader of Engagement and Wellbeing

- Staff Support Systems:

A structure of Professional Learning Communities enables teachers to work collaboratively together in planning and programming across R-7.

School Services Officers perform a variety of tasks including whole class, individual and/group support for students and teachers and office administration.

DECD support personnel visit the school on a regular basis, working closely with teachers, parents/caregivers and students to provide Speech Pathology, Educational Psychology, Behaviour Coaches.

- Performance Management:

A Performance and Development policy supports staff to set and review performance goals and to plan career pathways in alignment with AITSL Teaching standards

9. School Facilities

The school grounds are in good condition and resemble a park setting, with ample room for playing fields, playground equipment and car parking. Whilst being a heritage listed school there has been extensive building improvements in the last 10 years. This has included the 2009 BER upgrade, renovating the heritage and library buildings in the school. In 2015 a nature play space was developed which provides a stimulating environment for student play. In 2016 there was substantial digital infrastructure upgrades for wireless throughout the school and high speed internet. In 2017 the school will engage in substantial building improvements as part of the STEM Works funding. The works will focus on improving the Early Years Learning areas.

All buildings are air-conditioned.

The school has a basketball/netball court, school hall/gymnasium and swimming pool.

Buildings include a solid brick administration block which has 4 classrooms and Resource Centre, a 5 classroom transportable unit, 2 standalone classrooms and one heritage-listed block of 6 classrooms.

Our Resource Centre is an important learning space in our school, well resourced for students and teachers with books and digital resources.

10. School Operations

- Decision Making

Decision making is based on a democratic, participatory model with regular consultative forums which include:

- Staff meetings
- Leadership meetings
- Student Representative Council (SRC)
- School Council & associated sub committees
- Personnel Advisory Committee.

Decisions are made in different forums, in line with the school's decision making policy.

There is a high degree of consultation with relevant stakeholders from across the school community.

The school newsletter is published fortnightly. It is distributed in hard copy, on the web site, via email and via our Skoolbag App.

R-7 school assemblies are run by students on Friday afternoons at 2:30pm on even weeks each term.

- School Financial Position: Sound
- Special Funding: Pastoral Care Worker for 9 hours/week

12. Further Comments

Main feeder pre-schools are DECD kindergartens at Netley, Kurralta Park, South Plympton and Glandore as well as a range of other privately run childcare facilities.

Parent /caregiver involvement is both enthusiastic and energetic.

A variety of community groups use the school facilities including three separate Ethnic schools, providing services for Portugese, Bengali and Arabic speakers.

Year 7 students transition to a range of high schools including William Light R-12, Urrbrae, Mitcham Girls, Brighton, Underdale, Adelaide, Glenunga, Hamilton and Henley.

The local government body is City of West Torrens (phone 8416 6333).