



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 experience for all students.

Our Values

We value behaviours that reflect Care, Honesty, Effort, Respect, Resilience, You take Responsibility.

We are a proud public education school

seeking to preserve

Quality, Equity, Diversity & Cohesion, Collaboration & Trust, Community & Democracy



We acknowledge this land that we teach and learn on – the traditional lands for the Kurna People and we respect their spiritual relationship with their country.

This artwork represents the Aboriginal and Torres Strait peoples' journey which shapes the identity of Plympton Primary School. The original artwork, The Journey of Plympton Primary School, was created by Brooke Rigney from the Ngarrindjeri Aboriginal Nations with William Hughes, Josh Hughes, Jessie Hughes, Kobe Clarke, Justin Clarke and Jasmine Bissett for Plympton Primary School. The artwork symbolises the intent of the school to acknowledge our Aboriginal and Torres Strait identity and reconciliation with our diverse community.

Improvement Plan 2019

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

Goal 1: Improve the achievement in writing for all students.

2019 Targets

Yr 3: 90% meet SEA. 30% (14) achieve HB of NAPLAN (Trend)

Yr 5: 95% (32/34) meet SEA 45% (15) students in HB of NAPLAN (Yr 3- 15 in 2017)

Yr 7: 100% (40/40) meet SEA: 20% (7) students in HB of NAPLAN (Yr 5 - 2 in 2017)

Challenge of Practice

If we adopt whole school approaches to writing by using interactive discussions and writing in response to reading then we will have a greater number of students writing at a higher level.

- Develop formative assessment practices to guide student learning intentions and success criteria with a focus on higher order thinking skills for intellectual stretch
- Embed EALD pedagogy and assessment as part of mainstream explicit teaching and learning of literature and information texts
- Implement inquiry pedagogy with clear learning intentions to further develop students as "Powerful Writers" using high quality literature and information texts
- Ongoing monitoring and review of assessment data to determine impact and effectiveness of strategic actions at whole school, team and individual teacher level for all students

Goal 2: Improve the mathematical achievement of all students

2019 Targets

Yr 3: 90% meet SEA. 30% (14) achieve HB of NAPLAN (Trend)

Yr 5: 85% (29/34) meet SEA 30% (11) students in HB of NAPLAN (Yr 3- 11 in 2017)

Yr 7: 85% (34/40) meet SEA: 25% (10) students in HB of NAPLAN (Yr 5 - 5 in 2017)

Challenge of Practice

If we implement a guided inquiry approach that supports students to think and act like mathematicians then we will see greater achievement in maths for all students.

- Develop formative assessment practices to guide student learning intentions and success criteria with a focus on higher order thinking skills
- Embed EALD pedagogy and assessment using specialised vocabulary as part explicit teaching and learning in maths
- Ongoing monitoring and review of assessment data to determine impact and effectiveness of strategic actions at whole school, team and individual teacher level for all students
- Apply the professional learning of the Primary Maths Improvement Project and Thinking Mathematically from 2018
- Ongoing monitoring and review of assessment data to determine impact and effectiveness of strategic actions at whole school, team and individual teacher level for all students