



Plympton

Primary School

Plympton Primary School 2019 annual report to the school community



Government
of South Australia
Department for Education

Plympton Primary School Number: 346

Partnership: West Torrens

Name of school principal:

Jonathan Gardner

Name of governing council chairperson:

Liz MacKay

Date of endorsement:

14 February 2020

School context and highlights

Plympton Primary School is a Reception to Year 7, Category 6 school. Our enrolments have increased to 388 with 276 families, 44 cultures and 24 languages. This diversity forms a harmonious and respectful multicultural community. 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.

235 of our students are Culturally and Linguistically Diverse (CALD). We are a feeder primary school for students exiting the IELP programs at Richmond, Cowandilla and Clovelly Park. 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 languages of Hindi, Arabic and Chinese students. Reception students came from 9 pre-school and child-care centres and Year 7 students are transitioning to 8 high schools and specialist schools across Adelaide.

Our school is proud of the high academic standards achieved 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 high quality pedagogy promoting differentiation and student centred task design. Throughout 2019, teachers' development of EALD pedagogy and assessment, mathematical teaching practice, along with inquiry based learning has continued. Furthermore, alignment of these progressions have been made to the Australian Curriculum as well as a focus on learning targets for students. The school also promotes and celebrates our success in Premier's Reading Challenges; State, District and school based SAPSASA sports events; ICAS competitions, Australian Mathematics Trust Challenge and Enrichment Stage, Book In A Day 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 cooking classes, Harmony Day, cultural celebrations, Book Club, Reconciliation Week, musical concerts and sports days. We also offer a broad range of extra curricular programs to students, including instrumental music instruction, After School Sports and Active Sport clinics, Festival of Music Choir and the school football and soccer clubs.

Governing council report

2019 will forever be remembered as the year the Outdoor Pavilion was finally built on the school oval! I'm sure that my fellow Governing Council members and the Leadership team at PPS will agree that it was a huge relief to see this project finally underway. With a few small finishing touches, we look forward to having this space completed and being able to utilise it for upcoming school events, as a sheltered space for Anthony to hold PE classes and as a supporters stand for the Plympton Primary School Football Club.

It was great to see the uptake of the new school uniform and feedback from students and families has been largely positive. Next year will see the Governing Council continue the roll out of the Style Guide developed by the Media and Marketing Committee, in conjunction with PPS and Department for Education, in the form of updated school signage managed through the Grounds and Facilities Committee and an updated website.

The Grounds and Facilities Committee have been involved in many discussions as we make our way through the projects identified in the PPS LEOS plan - the oval has been resurfaced, the OSHC Service are getting an updated office and kitchen area, the staff room will be redeveloped and an update is planned for the school playground. The Community Events committee had another successful year with a glow in the dark disco, the Colour Explosions Fun Run and the Family Fun Day being some of the highlights. Funds raised during the year - \$3662.85 - will be used to host more free family events in 2020.

Following feedback from the school community, the Governing Council made the decision to open an email account allowing families the ability to contact members direct as well as having a section in the newsletter detailing conversations held at each meeting. We hope that this will increase communication and give families an insight into what our meetings are about.

As always - thank you to the school community including students, families, teachers and staff for your continued support of the Governing Council and a special thank you to all staff and families who have attended or being involved in events organised by the Governing Council

Thanks,

Liz Mackay
Governing Council Chair

Improvement planning - review and evaluate

In 2019 priority areas for improvement, as identified in our 2015 External Review are:

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 during 2019 are:

- Expansion of EALD program with lead teachers co-teaching, co-planning and implementing EALD pedagogy throughout the school;
- Continued development of collaborative planning, moderation and assessment strategies to promote consistency across year levels and teaching teams in each learning area and with other local schools. This has included work in Mathematics and EALD levelling.
- Continued development of Inquiry Based Pedagogy with development of units with Kathleen Baker Brown from Wabisabi Learning
- Mathematics Professional learning by R-1 teachers with Tierney Kennedy to bring consistency from Reception to Year 5. This was expanded to align assessment processes and measurement of effectiveness for mathematical learning in classes.

Department for Education Standard of Education Achievement demonstrates that: :

- * 87% of Year 3 students achieved NAPLAN Reading and 76% in Numeracy at or above Band 3.
- * 91% of Year 5 students achieved NAPLAN Reading and 91% in Numeracy at or above Band 5. Numeracy is a 8% improvement and Reading 11%.
- * 84% of Year 7 students achieved NAPLAN Reading and 76% in Numeracy at or above Band 6.

NAPLAN Higher Band retention in Numeracy for Year 3 to Year 5 is 44%, a 22% decrease from 2018 and in Year 5 to 7 - 80%, a 13% improvement on 2018. In Reading, higher band retention from Year 3 to Year 5 is 69%, an improvement of 23% and in Year 5 to 7 60%. 34 (65%) of our Year 1 students achieved a Running Record level at or above level 13 and 49 (83%) of Year 2 students at or above level 21.

2020 Improvement Priority is to achieve improved learner achievement and growth in reading, writing and numeracy through high quality pedagogy and student wellbeing and engagement. Learner goals are to develop expert learners who are able to describe learning intentions and success criteria in a variety of learning areas and achieve growth in measured learner achievement. A particular focus will continue to be retention of students in the NAPLAN Top 2 Bands and EALD students demonstrating at least one year growth.

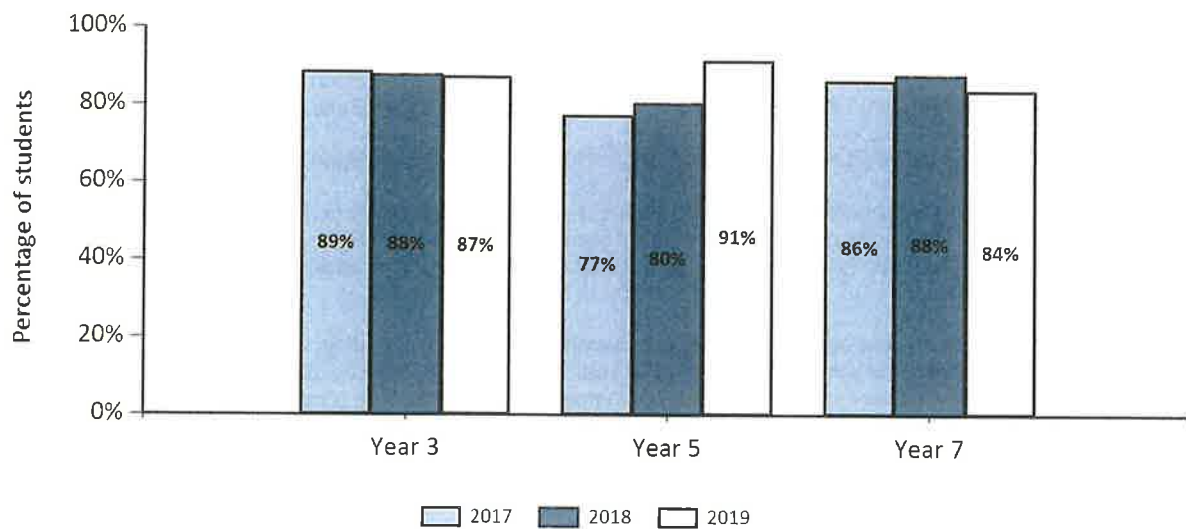
Teacher goals will be to embed EALD pedagogy as part of mainstream teaching and learning; implement inquiry focused pedagogy with a particular focus to create tasks that encourage higher order thinking; Continued development of maths pedagogy by using data to know the starting point of each student and to measure effectiveness. The continued development of academic self-concept will be developed The evidence for improvement will be identified through the Student Wellbeing and Engagement Survey for Year 4-7.

Performance Summary

NAPLAN Proficiency

The Department for Education 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 1 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 SEA for reading and numeracy.

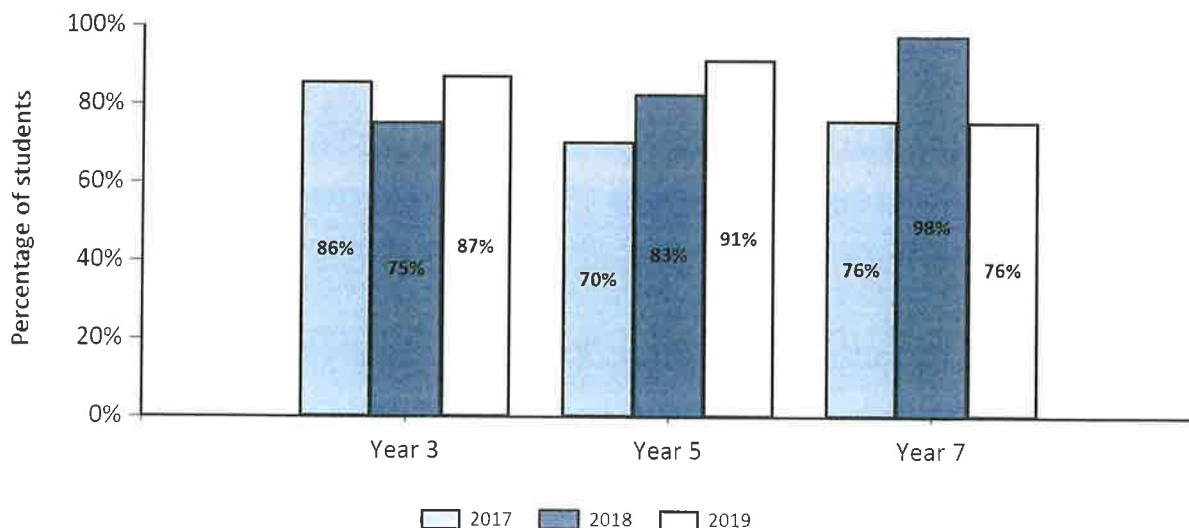
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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 2017 to 2019 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) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | 38% | 36% | 25% |
| Middle progress group | 50% | 50% | 50% |
| Lower progress group | 12% | 14% | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

| NAPLAN progression | Year 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | 32% | 19% | 25% |
| Middle progress group | 36% | 37% | 50% |
| Lower progress group | 32% | 44% | 25% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019 | 47 | 47 | 26 | 11 | 55% | 23% |
| Year 3 2017-19 average | 46.3 | 46.3 | 21.7 | 12.3 | 47% | 27% |
| Year 5 2019 | 35 | 35 | 17 | 7 | 49% | 20% |
| Year 5 2017-19 average | 41.7 | 41.7 | 16.0 | 7.3 | 38% | 18% |
| Year 7 2019 | 37 | 37 | 11 | 10 | 30% | 27% |
| Year 7 2017-19 average | 35.7 | 35.7 | 9.3 | 11.3 | 26% | 32% |

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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

Achievement data shows Plympton Primary School is achieving an improved performance across all areas reported as indicated by the Stage of Improvement (SOI). Of particular note is the outstanding improvement of reading Year 5 and Year 7 students, including Higher Band Achievement of 49% for year 5 students, an increase of 3% from the same cohort of students as year 3's. This can be credited to the specific strategic improvement interventions of learning programs provided by teachers in the last 3 years, namely the Primary Maths Improvement Professional Learning Program with Tierney Kennedy and the training of and with co-teaching for all teachers in the use of EALD pedagogy, namely the Teaching and Learning cycle. This training, alongside detailed student assessment analysis to design learning has contributed to the improved achievement results.

2019 EALD student enrolment is 235 with 176 accessing EALD additional level of support. Language and Literacy Levels indicate 59 students exited the EALD support program, by achieving the English Standards. 3 students exited from IELPs to our school. 51 students demonstrated more than one year of growth, up from 19 in 2018 and 84 students achieved one year of growth. This has also had 65% of Year 3 students and 59% of Year 5 achieve higher bands of Grammar and Punctuation in NAPLAN.

2019 NAPLAN Year 3 Numeracy has 87% demonstrating Standard of Educational Achievement (SEA). Reading is 87.7% SEA which is in keeping with our 5 year average and 4% above similar schools. Year 5 Numeracy has 91% SEA, 11% above our 5 year average and 10% above similar schools. Reading was 91% SEA, 12% above our 5 year average and 6% above similar schools. Year 7 Numeracy has 76% SEA, 4% above similar schools. Reading was 84% SEA 7% above similar schools.

2019 NAPLAN growth data for Year 5-7 has maintained a high standard with 35% achieving high growth in reading and 18% in numeracy. The Year 3-5 students achieved strong results with 38% achieving high growth in reading and 32% high growth in numeracy. The Year 3-5 results are a significant improvement of the trend data for the last 4 years in numeracy and the last 7 years in reading, with the reading result being the highest to date.

2019 NAPLAN Top 2 Bands for Year 3, 5, & 7: The Top 2 Band student percentage in Reading was 55% of Year 3 students • 49% of Year 5 • 27% of Year 7. In Numeracy 23% of Year 3 students • 20% of Year 5 • 27% of Year 7.

2019 running records showed some fluctuations on historical data. In Year 1, 64% reached the SEA of Level 13. Of these, 27% attained reading levels between 21 and 26. In Year 2, 83% of Year 2 students reached the SEA of level 21. The reading data also demonstrated that of the 49% of Year 5's that achieved the top 2 bands of reading, 29% of these were increases in achievement from 2018.

Attendance

| Year level | 2016 | 2017 | 2018 | 2019 |
|---------------|-------|-------|-------|-------|
| Reception | 94.5% | 94.0% | 93.4% | 93.0% |
| Year 1 | 93.8% | 94.2% | 91.9% | 93.7% |
| Year 2 | 95.4% | 91.0% | 95.1% | 93.4% |
| Year 3 | 95.1% | 96.0% | 93.6% | 95.0% |
| Year 4 | 94.6% | 90.3% | 95.2% | 92.2% |
| Year 5 | 96.2% | 93.9% | 92.9% | 94.2% |
| Year 6 | 93.8% | 92.5% | 92.2% | 93.4% |
| Year 7 | 94.5% | 94.1% | 95.0% | 93.0% |
| Primary other | | | | 96.6% |
| Total | 94.7% | 93.1% | 93.6% | 93.4% |

Data Source: Site Performance Reporting System (SPER), 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 2019 is 93.2%

Of the absences illness is 47%, Family is 23.5%, Exemptions 20.5%, Unexplained 5.8%, Disciplinary Reasons 2.9%.

Behaviour support comment

Our school upholds the school's 5 values in all staff, family and student relationships. The Behaviour Policy was reviewed over 2018 and 2019 with consultation from staff, students and Governing Council.

The Wellbeing and Engagement Survey surveyed 159 students from Years 4-7. The results show 94% of children reported feeling connected to the school and 99% of children surveyed are reported an emotional attachment to a teacher. 92% reported a positive academic self-concept. 92% of students reported having high to medium wellbeing regarding bullying at school including physical, verbal and social bullying. 98% of students reported high to medium wellbeing regarding cyber-bullying.

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. The support and dedication of teachers is much appreciated, as is the care given for children. Improvement in the maintenance of the school has continued to be positively received by all members of the community.

The Parent Opinion Survey was completed by 29 people, 12 less than the 2018 survey. Outstandingly positive responses were evident. Of particular note is the continued high score of 4.3/5 for parents being able to talk to my child's teacher about my concerns. There was continued strongly agree to agree scores for teachers expect my child to do their best, my child likes being at school and the school is well maintained, teachers treat students fairly, my child feels safe and receives useful feedback.

The Wellbeing and Engagement Collection was completed by 159 students. Outstanding positive comments were evident in their happiness at school, optimism, friendships and connectedness to school, they have an emotional engagement with teachers.

Intended destination

| Leave Reason | School | |
|-----------------------------|--------|-------|
| | Number | % |
| Employment | 0 | NA |
| Interstate/Overseas | 4 | 4.9% |
| Other | 1 | 1.2% |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 10 | 12.3% |
| Transfer to SA Govt School | 66 | 81.5% |
| Unknown | 0 | NA |
| Unknown (TG - Not Found) | 0 | NA |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

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 hold mandated screening requirements.

All volunteers, work experience and pre-service teachers have required screening clearances. .

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 Degrees or Diplomas | 41 |
| Post Graduate Qualifications | 9 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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 | 23.3 | 0.0 | 6.4 |
| Persons | 0 | 28 | 0 | 11 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

| Funding Source | Amount |
|----------------------|--------------|
| Grants: State | \$3,722, 501 |
| Grants: Commonwealth | \$6,800 |
| Parent Contributions | \$234,208 |
| Fund Raising | |
| Other | \$42,281 |

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

2019 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 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes | Outcomes achieved or progress made towards these outcomes |
|--|---|--|---|
| | Improved behaviour management and engagement | | |
| Targeted funding for individual students | Improved outcomes for students with an additional language or dialect | EALD teachers appointed to co-teach in classrooms across the school Collaborative planning and programming | All staff moderating samples Teachers planning using Teaching and Learning Cycle |
| | Improved outcomes for students with disabilities | SSO Class Support, Leader of Wellbeing and Engagement salary contribution, Fine motor and gross motor skills program, collaborative planning and programming, Training and Development | One Child One Plan connected to class teacher and student learning |
| Targeted funding for groups of students | Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant | SSO Class Support Hindi, Arabic and Chinese teachers appointed Collaborative planning and moderation EALD moderation and professional learning Use of digital tools across learning areas Training for R-1 Teachers as part of Primary Maths Improvement Project with Tierney Kennedy Enrichment program of maths to extend learning for individuals | Students accessing FLMD in 3 languages SSO support to students attracting funding Staff T & D Maths Enrichment, Oliphant Science and Write a Book in a Day |
| Program funding for all students | Australian Curriculum | | |
| | Aboriginal languages programs initiatives | | |
| | Better schools funding | Implementation of strategic leader maths | Improved data in SEA Year 3 and Year 5 |
| Other discretionary funding | Specialist school reporting (as required) | | |
| | Improved outcomes for gifted students | | |
| | Primary school counsellor (if applicable) | 0.2 salary to appoint Leader of Engagement and Wellbeing | Parent and student support Cyber-safety and What's the Buzz programs run |

