



SCHOOL CONTEXT STATEMENT

Updated: 03/2020

School number: 0346

Contents

| | | |
|-----|--------------------------------------|----|
| 1. | School Statement..... | 2 |
| 2. | General information | 2 |
| 3. | Students (and their welfare) | 3 |
| 4. | Key School Policies..... | 4 |
| 5. | Curriculum | 6 |
| 6. | Sporting Activities | 7 |
| 7. | Other Co-Curricular Activities | 7 |
| 8. | Staff (and their welfare)..... | 8 |
| 9. | School Facilities..... | 9 |
| 10. | School Operations..... | 10 |
| 11. | Further Comments..... | 11 |

1. School Statement

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

Respect

Honesty

Resilience

Effort

You take Responsibility

2. General information

| | |
|--|--|
| School Principal: | Meredith Starkey |
| Deputy Principal: | Jonathan Gardner |
| Year of Opening: | 1861 |
| Postal Address: | 19 Owen Street PLYMPTON SA 5038 |
| Location Address: | 19 Owen Street PLYMPTON SA 5038 |
| Department of Education 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: | 369 |
| Student Enrolment Trends: | The school continues to be a school of choice for families with increasing enrolments. |



Total Enrolments

| Year level | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|--------------|------------|------------|------------|------------|------------|------------|------------|
| Reception | 38 | 56 | 50 | 52 | 64 | 58 | 35 |
| 1 | 42 | 41 | 56 | 52 | 58 | 57 | 46 |
| 2 | 41 | 47 | 42 | 58 | 51 | 53 | 52 |
| 3 | 44 | 41 | 46 | 40 | 55 | 47 | 59 |
| 4 | 36 | 44 | 41 | 47 | 36 | 54 | 43 |
| 5 | 41 | 36 | 48 | 42 | 45 | 41 | 55 |
| 6 | 32 | 43 | 37 | 49 | 42 | 45 | 38 |
| 7 | 38 | 27 | 41 | 34 | 38 | 35 | 41 |
| Total | 312 | 335 | 361 | 374 | 389 | 390 | 369 |

Students with Disability

| SWD | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|-------|------|------|------|------|------|------|------|
| Total | 9 | 8 | 12 | 12 | 14 | 16 | 62 |

English as an Additional Language or Dialect

| EALD | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|-------|------|------|------|------|------|------|------|
| Total | 95 | 118 | 198 | 202 | 205 | 223 | 180 |

EALD students are predominantly represented by students from India, China, Pakistan and Greece. There are smaller representations of Filipino, Lebanese, Eritrean, Italian, German, French, Latvian, Hungarian, Scottish, Afrikaans, Bosnian, Bangladeshi, Punjabi, Papua New Guinean, Egyptian, Samoan, Finnish, Nigerian, Nepalese, Romanian, Maori, Iraq, Thai, Polish, Congolese, Lithuanian, Liberian, Korean, Tamil, Singaporean, Saudi, Venezuelan, Malaysian, Bengali, Burmese, and Zimbabwean.

Staffing Numbers (as at February Census):

| | |
|--|----------------------------|
| Leadership | 3 |
| Teaching | 14 |
| Specialist | 3 (Music, PE and Japanese) |
| English as a Second Language | 1.8 |
| Aboriginal Community Education Officer | 1 |
| SSO | 18 |
| GSE | 1 |
| Pastoral Care Worker | 1 |
| First Language Maintenance and Development | 0.4 |

Public Transport Access:

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

3. Students (and their welfare)

General Characteristics:

The school neighbourhood is a harmonious community who recognise and appreciate the shared values of culturally and linguistically diverse families with our multi-generational families. This unity is reflected in the commitment to support their children to achieve, share and contribute to school life.

40% are Culturally and Linguistically Diverse with approximately 50 cultures and 20 languages represented

17% of the student population are schoolcard holders

16.8% have a recognised disability

2% are Aboriginal Students

Student Engagement and Wellbeing:

We promote a safe, caring, orderly school in which the rights of all students to learn and all teachers to teach are supported and protected. We uphold the values of care, honesty, effort, respect, resilience and responsibility. These are referred to as our CHERRY Values. To support this we have a focus on preventative and developmental programs to promote good citizenship and care for others. When there is occasion to address an issue a restorative justice strategy is used to promote resilience and responsibility. This is further enhanced by our anti-bullying and harassment policy.

Whilst the school has highly engaged student participation in regular class learning, we also promote enrichment and extra-curricula activities. This has included After School Sport, Australian Maths Challenges, Science Awards, and Book in A Day competition.

The Governing Council's commitment to student engagement is also reflected in the Community Events Committee and the Extra-Curricula Committee.

Community Service is an important part of our school community development with active encouragement and leadership promoted to connect with our local neighbours through activities such as gardening, library helpers, charity work with local non-government support agencies and coaching of teams.

The Engagement and Wellbeing Team provides leadership in provision of initiatives to promote inclusion of students and families. The team includes the Leader of Engagement and Wellbeing, Classroom Support Officers, Pastoral Care Worker (PCW) and Aboriginal Community Education Officer (ACEO).

The **Leader of Engagement and Wellbeing** provides a support service to parents, carers and students along with assistance to teachers in the development of learning and wellbeing programs, especially for students with learning difficulties and social emotional needs.

The Classroom School Support Officers (SSOs) provide in class support to students with specific learning, physical or social needs. SSOs operate with the direct guidance of the class teacher. We have significantly increased number of SSOs from 7 in 2019 to 16 in 2020 due to increased numbers of students accessing Inclusive Education Support Program funding (IESP).

Our Pastoral Care Worker provides support, resource and referral options to students, staff and families. This support comes in many forms, including meeting with students to listen and support; supporting students in the classroom; accompanying classes on excursions or camps; providing a Christian presence in the school on behalf of the local churches; and liaising with the school, church and community agencies to provide programs to meet the needs of students

The Aboriginal Community Education Officer (ACEO) supports Aboriginal students who attend our school and works with parents/carers of Aboriginal students to support their learning and cultural connections in the community. All Aboriginal students have a One Child One Plan. We incorporate the Australian Curriculum cross

curriculum priority – Aboriginal and Torres Strait Islanders histories and cultures and our whole school community celebrates key dates of cultural significance such as Sorry Day and Reconciliation Week.

Student Support Offered:

Students who speak a language other than English are provided with opportunity to attend a local school offering an Intensive English Language Program (IELP) before beginning at Plympton Primary School. Upon exit from the IELP the English as an Additional Language or Dialect (EALD) student continues to receive in class support and their class teacher will be supported by the EALD specialist teacher. Up to 50% 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.

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 One Child One Plan identifying learning goals and resource provision. This may include SSO support in class, teaching and learning modifications and environmental accommodations. The Department Support Services team may work with the school to provide additional expertise and assessment options.

Student Government:

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

We also support leadership through House Captains for school leadership in general events, Sports Captains for sporting events, Peer Mediators for assistance in the yard, Y6/7 Coaches in the Active After School Sport Program and representation of Governing Council committees.

4. Key School Policies

Site Improvement Plan

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.

2020 Targets: Yr 3: 90% meet SEA. 30% achieve HB of NAPLAN

Yr 5: 95% meet SEA 30% students in HB of NAPLAN (Yr 3s in 2018)

Yr 7: 85% meet SEA: 31% students in HB of NAPLAN (Yr 5s in 2018)

Challenge of Practice: If we adopt whole school approaches by using the Teaching and learning Cycle, incorporation dialogic talk and reading activities, then we will lift writing results for all students.

- Develop formative assessment practices to guide student learning intentions and success criteria and inform goal setting for students
- Embed EALD pedagogy as part of mainstream explicit teaching and learning of literature and information texts



- Implement BrightPath as an assessment tool for writing which informs individual goal setting.
- 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 1 Success Criteria:

Students will verbalise, understand and achieve their individual writing goal.

Students will verbalise and understand explicit learning intentions and success criteria at their zone of proximal development.

Students will show growth against the EALD levels and Terms 1 to Term 3 Brightpath narrative assessments peices of writing.

Goal 2: Improve the mathematical achievement for all students

2020 Targets: Yr 3: 90% meet SEA. 30% achieve HB of NAPLAN

Yr 5:85% meet SEA 30% students in HB of NAPLAN (Yr 3s in 2018)

Yr 7: 85% meet SEA: 25% students in HB of NAPLAN (Yr 5s in 2018)

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, success criteria and goal setting.
- Embed EALD pedagogy and assessment using specialised vocabulary as part of explicit teaching and learning in maths
- Implement a balanced mathematical curriculum utilising the Teachign and Learning Cycles tool
- 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

Goal 2 Success Criteria:

Student will know and understand explicit learning intentions and success criteria in their zone of proximal development.

Students will through mathematical inquiry, bookwork, projects etc demonstrate achievement of all mathematical proficiencies.

Students will show growth against the Australian Curriculum Mathematics.

Goal 3: Improve the reading achievement for all students

2020 Targets: Reception: 80% reach instructional reading level 5

Yr 1: 80% meet reah instructional reading level 13

Yr 7: 80% reach instructional reading level 21

Challenge of Practice: If we adapt a common approach to explicity teaching the Big 6 compnets we will increase student achievement in reading.

Develop a whole school reading agreement that includes formative assessment practices to guide student success in reading

Analyse the phonics screening to identify student needs and plan explicit programs to support

Explicitly plan guided reading activities based on the Big 6 comprehension strategies and explicitly teach the structure and grammatical features of a range of different genres

Running and Reading Records will be used consistently to inform student goals in reading

Goal 3 Success Criteria:

Students will discuss the books they read, employing a range of comprehension strategies to understand and analyse the books they read.

Students will demonstrate that they are making connections to different texts by writing in response to reading.

5. Curriculum

Subject Offerings:

The Australian Curriculum is taught for all areas of learning, which includes Maths, English, Science, Arts, Health and Physical Education, Languages Other Than English (Japanese), Humanities and Social Sciences.

Specialist teachers provide learning in Physical Education, Performing Arts/Music and Japanese.

English as an Additional Dialect Teachers provide specialist English instruction for students across all classes.

Additional Language learning is offered through First Language Maintenance Development to speakers of Arabic, Hindi and Chinese.

Additional Music instruction is offered in a wide variety of instruments as part of the Private Music Tuition Program.

Teaching Methodology:

The 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 pedagogies and theoretical underpinnings of research by Sheena Cameron along with Fountas and Pinnell.

Numeracy is taught with an increasing focus on the methodology of problematized mathematical thinking and explicit skill development. Teachers are involved in the Thinking Mathematically Project and the Improving Maths Primary Project with Tierney Kennedy to further develop this work.

Teachers have developed a contemporary approach to teaching and learning which draws together all learning disciplines in engaging learning tasks and projects. Students have opportunities to learn in collaborative teams and learn how to apply knowledge and understandings in new contexts through rich inquiry-based learning. Teachers draw on the research by Kath Murdoch and Lee Watanabe Crocket to further develop this work.

Student Assessment and Reporting:

The Reporting Schedule for the school includes:

- Acquaintance Night early in term 1
- Student Led Conferences in early term 3
- Written mid-year and end-of-year reports
- Parent and teacher interviews upon request

Students undertake formal assessment with NAPLAN in Year 3, 5 & 7 as well as PAT Reading and PAT Maths, with PAT Science.

Running records assessments of Reception to Year 2 reading progress is conducted at least twice throughout the year. The Phonics Checklist is also completed for Year 1 students.

Language and Literacy Levels are also assessed regularly throughout the year to inform teaching and learning in Literacy, in particular for students who speak English as an Additional Language or Dialect. We have begun using the Brightpath Writing assessment tool in 2020.

6. Sporting Activities

Plympton Primary School actively participates in the following sporting activities:

- After school hours sport is offered by local community providers or parent volunteers including football, soccer and karate
- 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 during the OSHC Service.
- Active After School Sports is provided in Terms 1 and 2.
- Lunch time soccer club
- Football through the Plympton School Football Club

7. Other Co-Curricular Activities

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

- Summer and Music Festivals for Music students to share progress and celebrate their talent
- Instrumental lessons provided by a range of independent music tutors in wind, brass, percussion, guitar and piano
- Department for Education Instrumental Music Service provides instruction for wind, brass and percussion through the Brighton Hub Program
- Our senior students participate in the Festival of Music school choir

- Junior choir is offered as a lunch time activity
- Craft activities are offered as a lunch time activity
- 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 such as Community Movie Nights, Family Fun Day, Sports Day, End of term discos and Music Showcases
- Provision of Ethnic Schools for the Arabic, Portuguese and Bengali communities

8. Staff (and their welfare)

Staff Profile:

Maintstream Classes

The mainstream classrooms are organised into three teams to promote collaboration and connection between classes with the aim to achieve consistency and coherence between classrooms for students. Support staff are also assigned to students to provide additional support for parts of the learning program.

Early Years Team has seven teachers who are responsible for the four classes of Reception to Year 1 students

Primary Years Team 1 has six teachers who share four classes for Year 2 to 3.

Primary Years Team 2 has seven teachers who are responsible for the six Year 4-7 classes.

Specialist Teams

The Specialist Teams provide a high level of expertise to complement mainstream classroom teaching and learning.

Languages has four teachers who provide Japanese, Hindi, Arabic and Chinese.

Health and Physical Education has one teacher and support staff who provide an extensive range of sports, skill development and after school activities.

Arts Team has one teacher who is responsible for Music, Performing Arts and is supported by the Department for Education Instrumental Music Service, private music instructors and Festival of Music organisation.

English as an Additional Language or Dialect (EALD) has three teachers and support staff who are responsible for support to students who speak English as a second language and/or have exited from an Intensive English Language Program in the surrounding neighbourhoods. They provide intervention programs to students and professional mentoring and coaching to class teachers in the provision of a learning program to ensure EALD students have the necessary English language competencies to fully access the Australian Curriculum provided in the classroom. They also promote inclusion of culturally diverse perspectives in teaching and learning programs and the participation of EALD students and families in school initiatives.

Administration Team

The Administration Team provides reception, administrative and financial support and resource centre management to the school. In addition, members attend to student services needs such as first aid and illness. The Team can assist with items such as accounts, uniforms, student absence, excursions, enrolments, student transfers, OSHC and making appointments with Leadership or teachers.

Leadership Structure:

The Leadership Team consists of the Principal, Deputy Principal and Leader of Engagement and Wellbeing.

The Principal provides overall leadership of the school.

The Deputy Principal provides leadership specifically in the whole school teaching and learning design and development, the position also acts on behalf of the Principal.

The Leader of Engagement and Wellbeing provides a support service to parents, carers and students along with assistance to teachers in the development of learning and wellbeing programs, especially for students with learning difficulties and social emotional needs.

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.

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

Performance Management:

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

9. School Facilities

The school is situated in a bushland setting with two historical buildings, transportable and brick buildings with opportunity for community use of the grounds during weekends and after school. The freedom of movement out of school hours continues to maintain a strong community connection and is a unique aspect of our proud neighbourhood.

We continue to provide a contemporary learning environment within the historical buildings with recent upgrades in 2018 with the state government STEM Works (Science, Technology, Engineering and Maths) funding and Disability Act funding for ramp access to all buildings. These significant investments will improve digital access and flexible learning spaces to ensure a contemporary learning environment within a historical context, in particular for Reception – Year 1 learning areas, and equity of access for all to buildings. This recent work has built on previous 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.

Resource Centre: This modern facility provides ready access for the entire school community with a wide selection of books, provision of community programs and wireless internet access for students. Students access the Resource Centre before and during school hours. Families with preschool children can make arrangements for additional borrowing with the library manager. A Little Book Club for pre-school children and family is hosted on Wednesday mornings in the Resource Centre. All are invited.

Gym: The Gym provides a high quality surface for all indoor sports appropriate for primary age students. A significant number of community organisations and groups hire this facility.

Music Room: This room provides access to a wide selection of musical instruments for class lessons as well as special interest groups.



Visual Arts Room: This purpose built facility enables ready access to water troughs, large areas for art work, 3D printer and appropriate floor surfaces to enable all art activities with ready access to the court yard.

Swimming Pool: The onsite swimming pool provides access for Early Years students swimming program, incidental water activities for the whole school and access through the OSHC program.

Grounds: The oval, hard courts, cricket nets, playgrounds and nature play areas are maintained in a bushland setting with ready access during school and after hours by students and their families.

Hire of Facilities: The neighbourhood and wider community are invited to seek the hire of facilities for ongoing or occasional use for a variety of purposes. An information package can be obtained from Administration.

Walking to school: There are many families who walk to school making use of safe pedestrian crossings and public footpaths.

Riding to School: Many students with families ride to school making use of the bike paths for safe travel. The school provides a bike education program for all students in Year 3-5 every year to build capacity to be safe riders on roads and paths. There is a secure shed available for students to lock their bikes in during the school day. Students are encouraged to also use a bike lock within the shed for additional security. Students may also use scooters and skateboards with appropriate safety attire.

Driving to school: Families may drop off and pick up at the Standing Zone located on Owen St or Chapel St. for up to ten minutes. Car parking is available on Sarah Jay Crt and Keily St or Owen St. Staff Carpark cannot be used by parents unless dropping off and picking up from OSHC after school hours. A speed limit of 5km/h applies to all vehicles entering or leaving the school grounds. Please observe parking signs on all streets on the boundary of the school. Parking Inspectors do operate in the area.

10. School Operations

Decision Making

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

- Governing Council & associated advisory committees
- Student Representative Council (SRC)
- Leadership meetings
- Personnel Advisory Committee.
- School Improvement Team
- Health and Safety Committee
- Staff meetings

Decisions are made in different forums, in line with departmental regulations and 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 three Friday afternoons a term at 2:30pm.

School Financial Position: Sound

Special Funding: Pastoral Care Worker for 11 hours/week

11. Further Comments

There are approximately ten feeder pre-schools that are government kindergartens at Netley, Kurralta Park, South Plympton and Glandore as well as a range of other privately run childcare facilities.

Year 7 students transition to a range of high schools including Plympton International College, Urrbrae, Mitcham Girls, Brighton, Underdale, Adelaide, Botanic, Glenunga, Hamilton and Henley.

A variety of community groups use the school facilities including three ethnic schools Portugese, Bengali and Arabic.

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