

# Plympton Primary School

## 2020 annual report to the community

Plympton Primary School Number: 346

Partnership: West Torrens

Signature

School principal:

Meredith Starkey

*MStarkey*

Governing council chair:

Liz Mackay

*Liz Mackay*

Date of endorsement:

16 December 2020



Government  
of South Australia  
Department for Education

## Context and highlights

Plympton Primary School is a Reception to Year 7, Category 5 school. Our enrolments were 372. We celebrate our cultural diversity with 47% Culturally and Linguistically Diverse students with approximately 50 cultures and 20 languages represented. We have 2% Aboriginal students, 17% students with disabilities and 2% of children in care.

This diversity forms a 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.

We are a feeder primary school for students exiting the IELP programs at Richmond and Cowandilla. 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 10 preschool settings and Year 7 students are transitioning to 10 department high schools.

Our school is proud of the high academic standards achieved and is recognised for the excellent quality of teacher practice to achieve this standard (refer to School Performance comment). This achievement is a result of high-quality pedagogy promoting differentiation and student centred task design. Throughout 2020, teachers' development of EALD pedagogy and assessment, mathematical teaching practice, along with task design has continued. The school also promotes and celebrates our success in Premier's Reading Challenges (being ranked in 55 Outstanding Premier's Reading Challenge Schools), 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.

The Arts, specialist area highlights included classroom music, drama and dance lessons, participation in the Primary Schools annual Festival of Music through film, Junior Choir, Jam Band performance, weekly private music tutoring in piano, guitar, brass, woodwind and percussion and the school band.

Sporting highlights included weekly lessons in a range of skills and sports, Titans a gross motor co-ordination program for Reception students, AFL club with 6 teams and including an all-girls Y6/7 team, weekly soccer club, After School Sports and a lunchtime yard equipment borrowing program which was facilitated by Sports Captains. Sporting clinics were held in gymnastics, taekwondo and baseball. SAPSASA highlights involved 2 students selected to represent PPS in District Boys Softball. 32 students Y4-7 attended District Athletics.

Swim

## Governing council report

Reflecting on 2020, I am unsure where and how to begin. The impact of COVID-19 has largely impacted our school and wider community, our country and our world. With a large portion of our Governing Council meetings held by phone or Zoom this year coupled with social distancing and government restrictions, it has been a challenging year for starting new projects but we were able to still tidy up some ends.

We have also had a change of leadership farewelling Sallyann Geddes and welcoming Meredith Starkey who shared a vision of Plympton Primary School as a safe and supportive school for children and families alike. Governing Council wish Sallyann all the best in the future and look forward to continuing to work on this vision with Meredith in 2021.

2020 saw us fulfill the mission of the Media and Marketing Committee with the update to the website showcasing our updated marketing guide and the placement of new signage in the school. Thank you to all involved in this committee over the past three years - you have achieved so much in a short period of time.

The Grounds and Facilities Committee have had another busy year as they continue to work on the Site Improvement Plan. The staff room upgrades are now complete and we have the playground scheduled in for 2021. And I have to add - it was great to see the Sports Pavilion being utilised on Sports Day!

Governing Council members were involved in the External School Review conducted early Term 4.

As always, thank you to the PPS Leadership team and staff for your support of the Governing Council this year. And a big thank you to the Governing Council members who despite a rocky year still managed to tick off some big ticket items.

Liz Mackay  
Governing Council Chair

# Quality improvement planning

The 2020 goals documented in the Site Improvement Plan have been

1. Improve the achievement in writing for all students
2. Improve the achievement in mathematics for all students
3. Improve the achievement in reading for all students

The third reading goal has been added for 2020. We have developed challenges of practices for teachers and leaders and success criteria to measure student achievement against each goal.

Main achievements in working towards these goals this year included

- Development of collaborative planning, assessment and moderation in year level teams. EALD teacher co-planning, co-delivering and implementing EALD pedagogy R-7. Brightpath writing assessment have been introduced and further developed moderation in assessment and provided next steps in teaching for individual students.
- Professional learning occurred in Brightpath R-7 narrative writing and assessment, R-Y3 teachers were involved in a year reading portfolio training, with a strong focus on systematic synthetic phonics. LDAM moderation R-7. Phonemic awareness and phonological screening was introduced.
- Learning Walks and Talks have been introduced to obtain whole school understanding of progress against goal areas.
- Development of task design to cater for range of learners
- Continued development of consistency of learning intentions and success criteria
- Understanding of and development of remote learning

Staff have been involved in regular reviews against the SIP throughout 2020.

2021 Site Improvement Plan will be the final year of a 3 year cycle and will again have goals in writing, mathematics and reading. We will use the 2020 ESR directions as part of our improvement work. As a staff team we have worked to improve the challenges of practices and success criteria with the 2021 SIP.

The External School Review (ESR) in Term 4 highlighted good progress against the 2015 ESR directions of, higher band achievement with differentiated pedagogy; strengthening engagement of parents from all cultural groups to improve student outcomes; performance management of staff is ongoing and aligned to school improvement plan. The 2020 ESR Report noted significant strengthening of inclusivity of practices and engagement from parents from varied cultural groups. Performance development process and collaborative work amongst teachers was documented. A main driver to the change agenda has been the EALD strategy and implementation of the teaching and learning strategy. Building of cohesion and consistency has occurred with whole-school agreements, programs and pedagogical practices. The ESR found that teachers engage with data, have well-developed teams, articulate the SIP, use learning intentions and success criteria to support learning and use differentiated tasks. The 3 new ESR Directions are to: 1) increase achievement in higher bands by ensuring self-review processes, regularly monitor the impact of SIP actions and teacher practice on student outcomes; 2) strengthen teachers' capacity in designing learning experiences that ensure differentiation, intellectual stretch and challenge are an integral aspect of everyday learning for all students, by deepening the implementation of the teaching and learning cycle; 3) ensure stretch and challenge by embedding quality formative assessment and feedback loop processes between students and teachers, to impact on students' capabilities and self-drive to improve. Outcomes of the ESR 2020 documented that PPS has established a positive culture of learning inclusion which is valued by the school community. Staff are dedicated professionals enthusiastic in their roles and committed to continuous improvements. The students are articulate about their learning and report feeling safe and happy to come to school. The school effectively uses data to inform its improvement journey and is focused on achieving higher outcomes for students.

## Improvement: Aboriginal learners

Aboriginal leadership has been strengthened within the school by stronger voice through regular meetings and development of Aboriginal languages in Acknowledgement of Country.

A PPS Aboriginal learner Achievement Action Plan has been developed.

Each Aboriginal student has a current One Child One Plan developed with families.

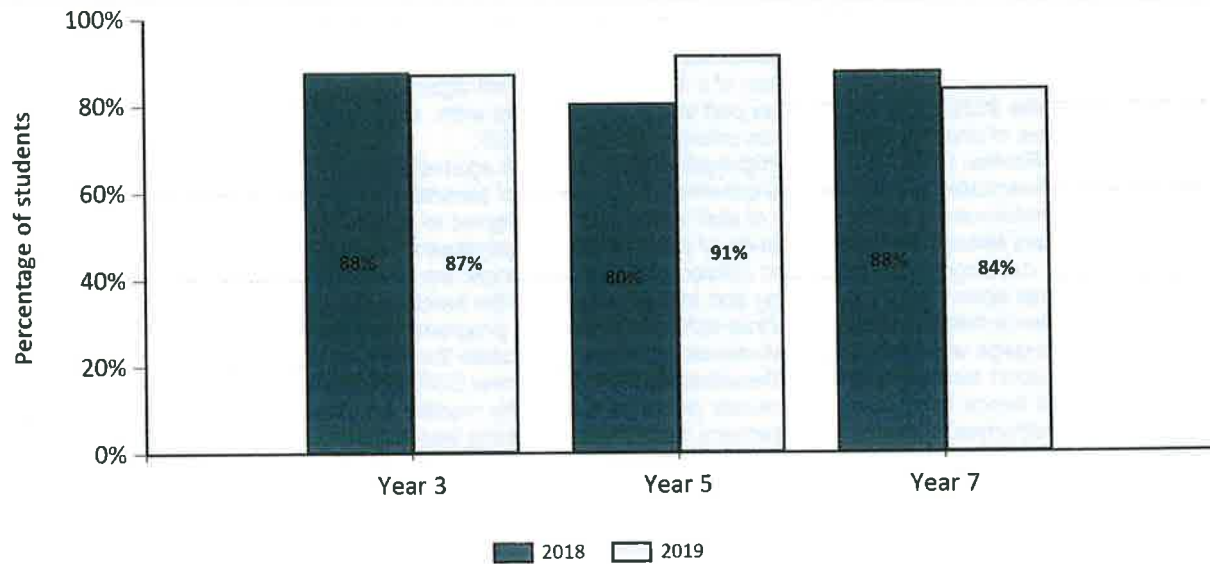
Harmony Day, Reconciliation Week and NAIDOC Week were celebrated by all classes. APAS funding was used to support identified students. A number of new students and families have been welcomed into the PPS Community this year. Close monitoring and tracking of each Aboriginal student occurs regularly.

# 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

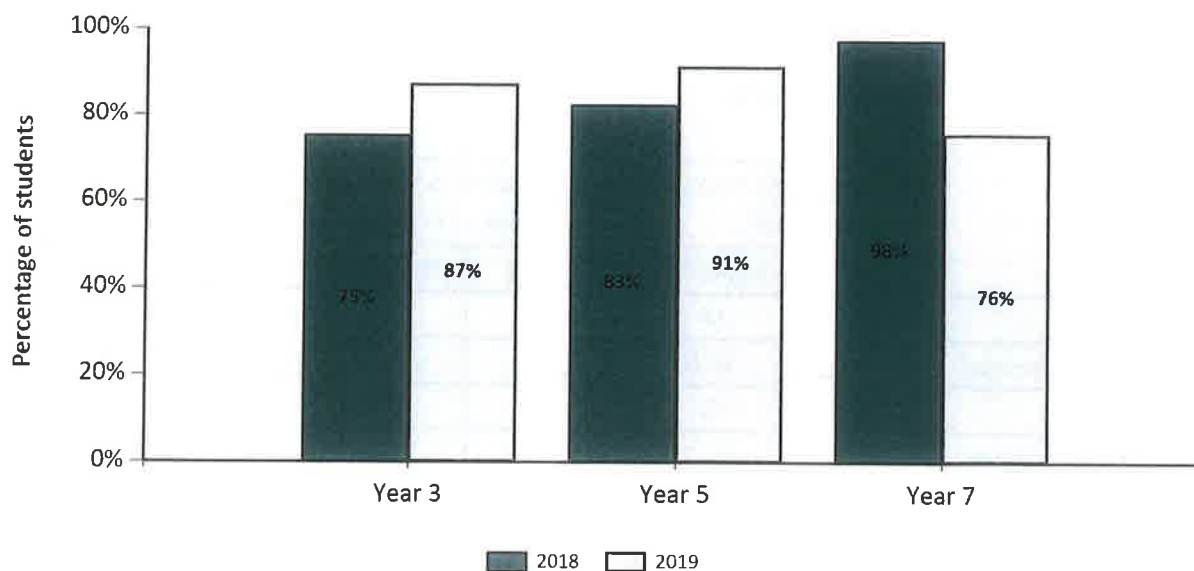


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

\*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 2020 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	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*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%	*	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 2020.

\*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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	47	47	26	11	55%	23%
Year 3 2017-2019 Average	46.3	46.3	21.7	12.3	47%	27%
Year 5 2019	35	35	17	7	49%	20%
Year 5 2017-2019 Average	41.7	41.7	16.0	7.3	38%	18%
Year 7 2019	37	37	11	10	30%	27%
Year 7 2017-2019 Average	35.7	35.7	9.3	11.3	26%	32%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

<sup>^</sup>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

Our school is proud of the high academic standards achieved and is recognised for the excellent quality of teacher practice to achieve this standard (refer to School Performance comment). This achievement is a result of high-quality pedagogy promoting differentiation and student centred task design. Throughout 2020, teachers' development of EALD pedagogy and assessment, mathematical teaching practice, along with task design has continued. The school also promotes and celebrates our success in Premier's Reading Challenges and being ranked in 55 Outstanding Premier's Reading Challenge Schools, ICAS competitions, Australian Mathematics Trust Challenge and Write a Book In A Day where many of our students are recognised for excellence. These students included 23 of 55 students receiving a credit or higher.

2020 PAT data demonstrated a strong performance in SEA with 90% of students reaching the SEA in PAT-Reading across the school from Year 3 to Year 7. This was highlighted by 95% of Year 4 and 97% of Year 6 students reaching the SEA. 86% of students from Year 3-7 reached the SEA benchmark in Pat-Maths. 90% of Year 6 students reached the SEA Benchmark.

The 2020 Phonics Screening Check showed a significant growth against 2019 data. 67% of Year 1 students reached the SEA benchmark of 28 or above, an increase of 10% on 2019 results.

2020 Running Records Data showed 72% of Year 1 students reach the SEA of level 13, with 40% of Year 1 students above Level 21. The Year 2 students had 63% achieve the benchmark of level 21, with 45% at Level 27 or above. Whilst the 63% achievement shows no progress on results from 2019, the students who did not reach the SEA all made significant gains towards meeting this in 2021 and beyond.

2020 saw the introduction of Brightpath as an assessment tool for writing for all students across the school. This was undertaken in Term 1 and Term 3 using Narrative as a genre with Reception - Year 7 students. All cohorts of students demonstrated growth of at least 30 points, with the most significant gains coming in Year 3 and Year 4 students.

## Attendance

Year level	2017	2018	2019	2020
Reception	94.0%	93.4%	93.0%	88.7%
Year 1	94.2%	91.9%	93.7%	88.7%
Year 2	91.0%	95.1%	93.4%	88.9%
Year 3	96.0%	93.6%	95.0%	90.2%
Year 4	90.3%	95.2%	92.2%	91.6%
Year 5	93.9%	92.9%	94.2%	89.2%
Year 6	92.5%	92.2%	93.4%	90.1%
Year 7	94.1%	95.0%	93.0%	88.4%
Primary Other	N/A	N/A	96.6%	N/A
Total	93.1%	93.6%	93.4%	89.5%

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 2020 is 92% as per Data Dashboard.

Of the absences for 2020 is Illness is 2.7 %, Family is 4.0 %, (increase from 2019, due to families keeping students home due to COVID-19 concerns) Exemptions 0.6 % (family holidays), Unexplained 0.9 %, Disciplinary Reasons 0 %.

## 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. In Term 3, the Wellbeing and Engagement Collection surveyed 166 students from Years 4-7 which was 95% of this cohort of students. The results show 90% of students are happy and 88% are optimistic, 96% of students reported feeling connected to the school and 100% of students surveyed are reported an emotional attachment to a teacher. 97% reported a positive academic self-concept. 88.3% averaged students reported having high to medium wellbeing regarding bullying at school including physical 94%, verbal 84% and social bullying 87%. 95% of students reported high to medium wellbeing regarding cyber-bullying. In the FSR conducted during Term 4, students reported that there is no racial bullying and everyone is "accepted for who they are."

## Client opinion summary

### School Parent Engagement Survey

122 parents/carers completed the survey in term 3.

Parents/carers have indicated that the school communicates effectively with them with their top 4 preferred ways being emails, Skoolbag, parent/teacher interviews and newsletters.

98% of parents/carers believe that education at school is important. 99% of parents/carers responded that they talk about what happens at school with their child.

Respect within the school community was rated at 93%. 91% of respondents rated highly communication from the school.

89% of parents/carers responded that they feel that their child is important to the school.

The lowest rated areas indicated that parents would like more support and help from the school in relation to learning with 62% of parents responding to the survey believe the school encourages parents to help students to learn, 53% stated that the school provides useful tips for parents and 64% parents responding believe that they have opportunities to input into their child's learning.

### Staff Perspective Survey

60% (27/45) staff participated in 2020 Perspective Survey in Term 3.

Results have improved since 2018 in the 10 areas. Highest scores were in personal job satisfaction and expert teaching.

Information from the Perspective Survey indicates areas to focus on to drive further improvement will be staff voice, developing understanding of how site changes will impact staff practice and communication.

## Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	11	14.5%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	6.6%
Transfer to SA Govt School	60	78.9%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.



## Relevant history screening

To work with children and young people in SA government educational sites and services you must hold 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	38
Post Graduate Qualifications	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	1.0	18.7	0.3	8.7
Persons	1	23	1	17

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

## Financial statement

Funding Source	Amount
Grants: State	\$3,368,294
Grants: Commonwealth	\$7,450
Parent Contributions	\$180,933
Fund Raising	\$0
Other	\$25,047

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

## 2020 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 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	PPS employs 1.0 Senior Leader, Wellbeing and Engagement.	Students, families and staff are highly supported by the Senior Leader.
	Improved outcomes for students with an additional language or dialect	3 EALD teachers worked closely with all teachers to support the learning of EALD students by co-teaching and collaborative planning. BSSO supported students and families.	EALD students learning monitored and tracked.
	Inclusive Education Support Program	IESP funding was used to support identified students against the goals of their OCOP.	Students identified and supported all demonstrated learning gains.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support  First language maintenance & development Students taking alternative pathways IESP support	FLMD in Hindi, Arabic and Chinese. SSO class support in JP classes. Collaborative planning for 4 staff teams SSO support using IESP funding for targeted students/groups of students	FLM tracking of students. Titans, gross motor development program for Reception students improvement noted Improved collaborative planning amongst staff teams
	Australian Curriculum	Collaborative planning for 4 staff teams	Stronger collaboration and planning by staff AC program documentation
Program funding for all students	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Appointment of an additional 0.6 EALD teacher	See Section 2
Other discretionary funding	Specialist school reporting (as required)	NA	NA

	Improved outcomes for gifted students	NA	NA
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