

Plympton Primary School

2021 annual report to the community

Plympton Primary School Number: 0346

Partnership: West Torrens

Signature

School principal:

Meredith Starkey

Governing council chair:

Rachel Pridmore

Date of endorsement:

30 January 2022



Government
of South Australia
Department for Education

Context and highlights

This is our final year of being a Reception to Year 7 school, with both the Year 6 and Year 7 students graduating and moving onto secondary schooling in 2022. We are a Category 5 site and moved from Stretch Stage of Improvement into Maintain Momentum Improvement Stage. Our enrolments were 365. Our community has continued being harmonious, diverse and very multicultural with over 50% Culturally and Linguistically Diverse students with approximately 47 nationalities and 19 language systems.

COVID-19 has affected the numbers of families arriving from overseas, and while this year and in 2022 we have some children who have exited from a local school's Intensive English Language Program. This program is being paused and will affect future enrolment numbers at our school.

First Language Maintenance Development (FLMD) programs strengthen the home languages of Hindi, Arabic and Chinese students. We introduced Nepali FLMD this year. Reception students enrolled from 12 preschools and childcare centres and Year 6 and Year 7 students are transitioning to 11 high school.

Our school has continued to improve with pleasing academic results in a range of standardised national and state tests including Year 1 Phonics Screening, NAPLAN and PAT Reading and Mathematics. These results are described further in this Annual Report. Throughout 2021, teachers have worked on challenges of practice in the areas of writing, mathematics and reading.

The school also promotes and celebrates our success in the annual Premier's Reading Challenge; State, SAPSASA sports events; ICAS competitions and Book In A Day where many of our students achievements are recognised for excellence.

Plympton Primary School prides itself with a commitment to community events and activities throughout the year, however with COVID-19 restrictions, community involvement has been limited for much of the year. Students and families were involved in Harmony Day including the Japanese Cherry Blossom Festival, Little Book Club, Sports Day, RUOK? Day, Japanese Day and Colour Fun Run. We have continued to offer a broad range of extracurricular 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. Classes have participated in a number of excursions, and we have had Year 6 Aquatics Camp and Year 4 and Year 5 Arbury Park Camp.

Having asbestos and ash removed after a long waiting period, followed by the installation of the new playground has been a significant highlight, along with new basketball poles and cricket pitch.

Governing council report

The year of 2021 was a year of many challenges as well as many positive achievements for Plympton Primary School. COVID-19 again impacted on our school, with a lockdown requiring home schooling for our students and parents/carers not being allowed on school grounds. While this was difficult, children became more confident in entering the school alone and going to class.

While COVID-19 restrictions meant that Governing Council and other Advisory Committees met online for a period, we were thankful when we were allowed to meet face to face again.

We were able to recommence 2 of our Advisory Committees, Sports and Events, as well as continuing with the OSHC, Finance and Facilities Committees.

The new playground was installed after a long delay, when easements were initially found under the previous playground, and then asbestos and ash found under the new area that had been approved by Governing Council. This was removed after an extended period. The children were very patient in waiting for their new playground. A new cricket pitch and nets were installed and our pebble path laid.

OSHC had a difficult year coming back from lower numbers in 2020 due to COVID-19. We gradually increased the numbers and would like to see them continue to improve. Unfortunately, we had a couple of changes to the director's position in 2021 due to varying circumstances and are hoping that in 2022 we will be able to have increased stability. We are in a much better financial position at OSHC than at the end of 2020.

The Events Committee was able to recommence as we were allowed parents back into the school. We held discos which were enjoyed by all. Our final event, and largest fundraiser was a Colour Fun Run in Term 4. We were raising money to install a sail providing protection to children whilst on the new playground. This event was fun for all with children, staff and parents/carers enjoying the afternoon.

Thank you to the PPS staff and Leadership Team for their support of the Governing Council and Advisory Committees. Without this support we would not have reached our goals. We had input each Governing Council meeting on the progress against the Site Improvement Plan. Thank you to the Governing Council Members who worked hard during some difficult times to achieve our goals and support PPS. We look forward to continuing our work in 2022 and supporting PPS to be the great school it is.

Quality improvement planning

The 2021 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

This brings to the conclusion the 3 year cycle of these being the goals for Plympton Primary School. Over the 3 years, the school has improved its achievement in these areas, leading to growth in our stage of improvement score for 3 consecutive years. A more detailed analysis of these improvements can be found in the performance comment.

Main achievements in working towards these goals this year included:

- Introduction of a systematic synthetic phonics program for all students in Reception to Year 2. This included the training of teaching staff, SSOs and leadership to allow consistency and fidelity across the early years. The Early Years Team continued to develop their understanding and knowledge of this throughout the year.
- Introduction of MacqLit and MiniLit Sage to support students who have not reached benchmarks in standardised tests.
- Continued collaborative planning, assessment and moderation in year level teams. EALD teachers co-planning, co-delivering and implementing EALD pedagogy R-7.
- Brightpath writing assessment have been further developed for individual and collaborative moderation in narrative writing and provided next steps in teaching for individual students. Further professional development occurred examining how to use the next steps for writing and how to develop a writing program that supports these goals.
- Years 3-5 teachers completed Thinking Maths: 3-5 through Orbis. This gave these staff a chance to refine existing pedagogies, as well as to develop new ones.
- Learning Walks and Talks have been maintained to obtain whole school understanding of progress against goal areas.
- Development of task design through transforming tasks workshops to develop tasks that cater for all learners. Collaborative moderation of assessment tasks has occurred.
- Continued development of consistency of learning intentions and success criteria.

Staff have been involved in regular reviews against the SIP throughout 2021.

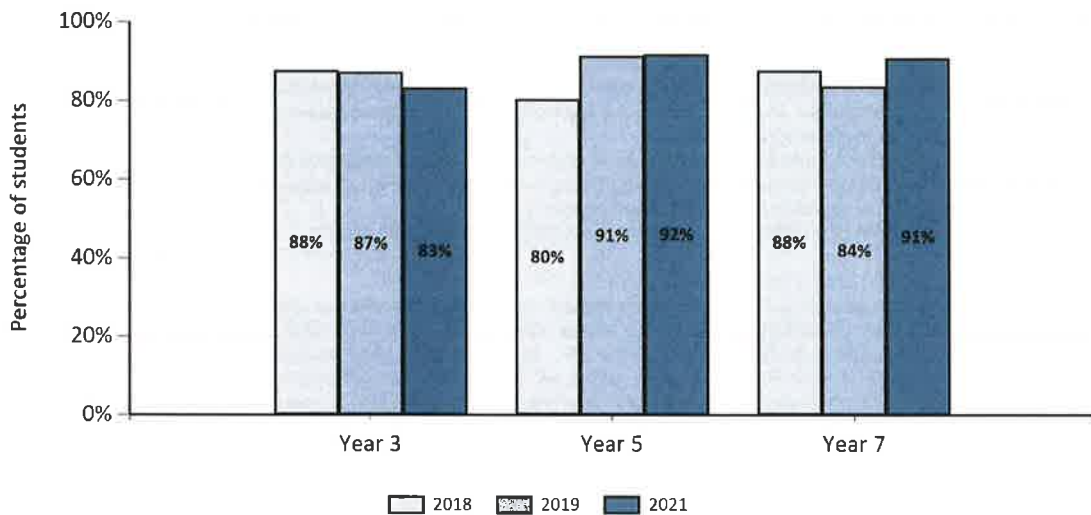
2021 has been the final year of a 3 year site improvement cycle, 2022 will see our goals refined to writing and maths. We have used the 2020 ESR directions as part of our improvement work. As a staff team we have worked to improve the challenges of practices and success criteria with the SIP. Data has been used as the focus for defining the next improvement goals for Plympton Primary School, which will again focus on writing and mathematics. The focus for writing will be specifically on increasing vocabulary, improved punctuation and sentence structure. The focus for mathematics will be to deepen conceptual knowledge for all students to allow all students to make improvements, with an intent for more students achieving in the higher bands of NAPLAN.

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

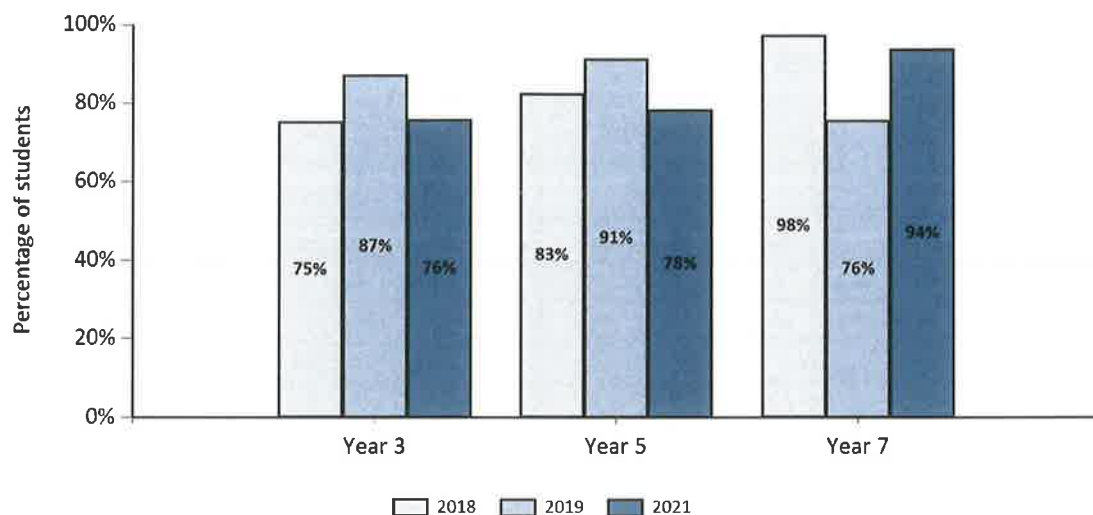


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	39%	24%	33%
Middle progress group	42%	62%	48%
Lower progress group	18%	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	45%	71%	33%
Middle progress group	52%	21%	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	54	54	25	15	46%	28%
Year 3 2019-2021 Average	50.5	50.5	25.5	13.0	50%	26%
Year 5 2021	37	37	13	10	35%	27%
Year 5 2019-2021 Average	36.0	36.0	15.0	8.5	42%	24%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

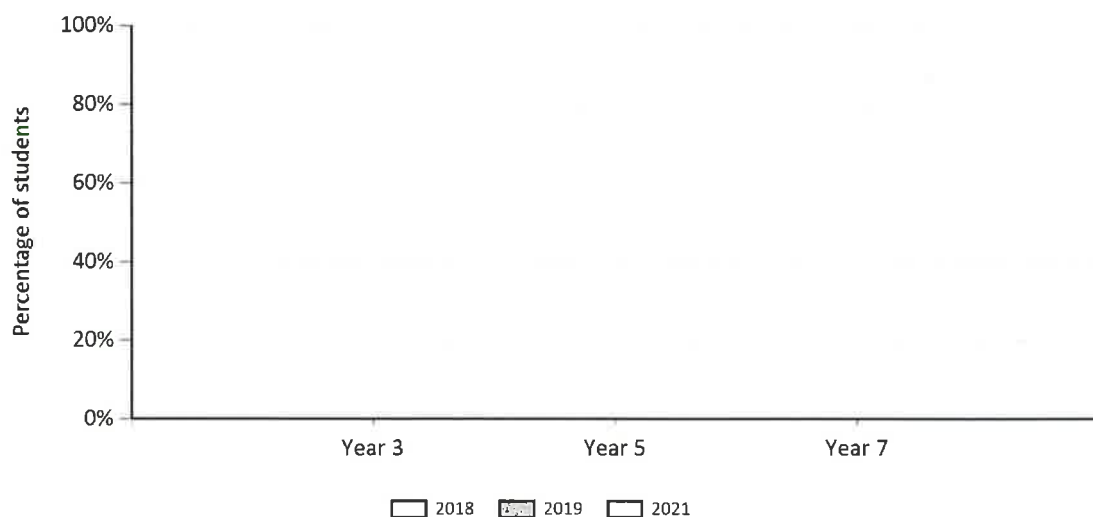
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



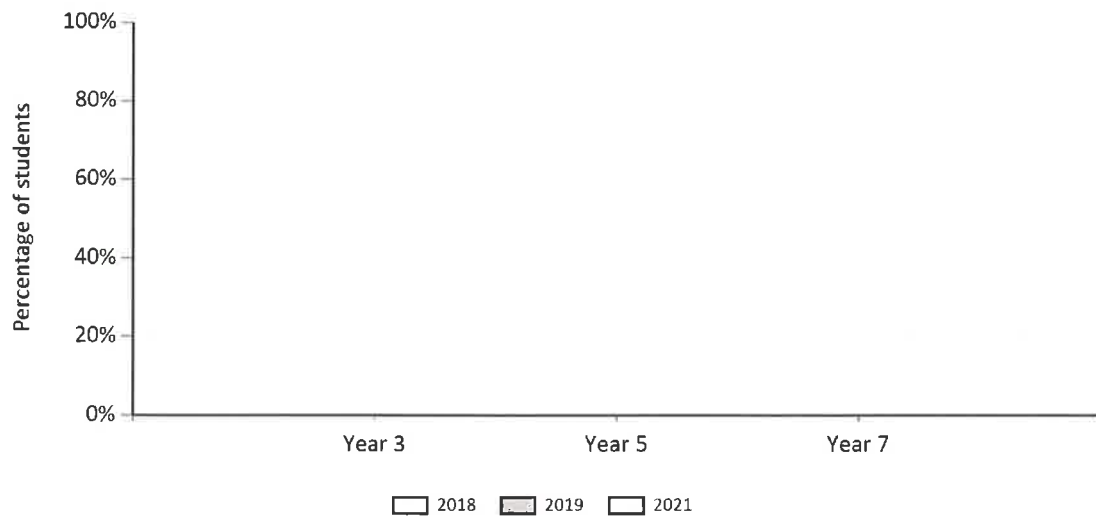
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Students are tracked and monitored using a range of data sets in reading, writing, spelling and mathematics.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

The data collected saw significant improvements in a range of data sets for individuals, including PAT Maths and PAT Reading, with all students demonstrating expected growth in at least one of these areas, if not both. This included significant growth of 34 scale points between Year 4 and Year 5 for one of the students identified.

School performance comment

Our school is proud of the high academic standards and is recognised for the excellent quality of teacher practice to achieve this standard. This achievement is a result of the high quality pedagogy promoting differentiation and student centred task-design.

Throughout 2021, teachers' development using systematic synthetic phonics teaching, EALD pedagogy, mathematical teaching practice, along with task design has continued. The school also promotes and celebrates our success in Premier's Reading Challenge, ICAS competitions and Write a Book in a Day, where a number of students are recognised for excellence.

2021 NAPLAN Data demonstrated continued growth across the school, with the school improvement score rising for the third consecutive year to a historical high. Across the school, 88% of students in Years 3,5 and 7 met the Standard of Education Achievement (SEA) in reading, with 44% of these students achieving results in the higher bands. In numeracy, 81% of these students reached the SEA, with 32% of these students reaching the higher bands. Of particular note, in these results were the Year 7 students, who achieved 91% in the SEA and 52% in the higher bands in reading and 94% SEA in numeracy and 44% in the higher bands. Both of these results were a significant increase on their previous results.

The 2021 Phonics Screening Check showed significant growth against 2020. 89% of Year 1 students reached the SEA benchmark of 28 or above, an increase of 22% on the 2020 result of 67% reaching the SEA.

2021 Running Records Data showed 81% of Year 1 students reached the expected level 13 that meets SEA. Of these students, 44% reached level 21 or above. 81% of Year 2 students also reached the SEA benchmark of level 21, with 51% reaching level 26 or above. For the Year 2 students, this is an increase of 13% on where they achieved 68% in 2020.

2021 PAT results saw strong results in both reading and mathematics. Across the years levels 3-7, 93% of students reached SEA or above in reading and 88% of students reached SEA in Mathematics.

2021 saw the continuation of Brightpath as an assessment tool for writing across the school. This was undertaken in Terms 1 and 3 in the genre of narrative. All cohorts of students from Years 1-7 made at least 34 points growth, with the mean average growth across the school being 44 points per cohort, demonstrating strong growth in this area.

Attendance

Year level	2018	2019	2020	2021
Reception	93.4%	93.0%	88.7%	93.0%
Year 1	91.9%	93.7%	88.7%	91.1%
Year 2	95.1%	93.4%	88.9%	92.8%
Year 3	93.6%	95.0%	90.2%	95.1%
Year 4	95.2%	92.2%	91.6%	94.1%
Year 5	92.9%	94.2%	89.2%	95.8%
Year 6	92.2%	93.4%	90.1%	93.8%
Year 7	95.0%	93.0%	88.4%	92.3%
Primary Other	N/A	96.6%	N/A	N/A
Total	93.6%	93.4%	89.5%	93.6%

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 2021 was 93.87%

The absences for 2021 include illness 3.21%, family 1.55%, exemptions 0.27% for family holidays, unexplained 1.05% and disciplinary reasons 0.01%.

Behaviour support comment

Our school community upholds the school's 5 values in all staff, family and student relationships.

In Term 1, the Wellbeing and Engagement Collection surveyed 171 students from Years 4-7 which was 95% of this cohort of students. The results show 93% of students are happy and 87% are optimistic, 94% of students reported feeling connected to the school and 80% of students surveyed reported an emotional attachment to a teacher. 98% reported a positive academic self-concept. 93% of students reported having high to medium wellbeing regarding bullying at school including physical 94%, verbal 90% and social bullying 91%. 96% of students reported high to medium wellbeing regarding cyber-bullying.

Parent opinion survey summary

Parent Engagement Survey

During Term 3, 126 parents/carers took part in the annual online parent /carer engagement survey. 98% responded positively in relation to respectful relationships in terms of people being respectful and 88% in relation to teachers and students being respectful.

97% of responses indicated that education is important. This included parents/carers knowing that their child/children are important to the school.

80% of parents/carers indicated that they strongly agree or agree that there is enough communication. Families access communication via Skoolbag, Seesaw and emails.

Areas for staff at Plympton Primary School to work on next year will be providing learning tips for families to use at home. Families have indicated they would like more constructive feedback and discussions. However, 21% - 30% did not indicate an opinion to these related questions. We are currently looking at different formats to provide families with increased communication against their child/children's learning progress.

Staff My Wellbeing Survey

33% (14/33) of staff completed the new My Wellbeing Survey in Term 3.

92% of staff indicated they experienced workplace respect. This adds to the information received from parent/carer survey about respect.

81% of staff highlighted the motivating factor of their job and 80% indicated positively in terms of collegial support. Many staff indicated that sleep could be an area for improvement for individuals.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	10	16.1%
NT - LEFT SA FOR NT	1	1.6%
OV - LEFT SA FOR OVERSEAS	2	3.2%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	47	75.8%
U - UNKNOWN	1	1.6%
VI - LEFT SA FOR VIC	1	1.6%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorder destinations for students that left the school in the previous year.

Relevant history screening

To work with children and young people in SA government educational sites and services all personnel must hold 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. This includes all OSHC educators employed by Plympton Primary School Governing Council.

All volunteers, social work students and pre-service teachers hold 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	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021.

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	17.8	0.0	8.6
Persons	1	21	0	17

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021.

Financial statement

Funding Source	Amount
Grants: State	\$3,885,225
Grants: Commonwealth	\$18,600
Parent Contributions	\$185,748
Fund Raising	\$1,311,874
Other	\$78,563

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

2021 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 2021 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	We have employed a Senior Leader, Wellbeing and Engagement.	Students, families and staff have been highly supported by the Senior Leader.
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	We have had 3 part time EALD teachers with some additional school funds topping up Tier 2 funding. The EALD teachers have worked with teachers and students R-Year 7. A BSSO has also worked with students and families.	EALD teachers assessed and moderated using LEAP levels.
Targeted funding for groups of students	Inclusive Education Support Program	IESP funding was used to support individual and small groups of students achieve to their goals as documented in their OCOPs. SSO allocated to each class to support identified students learning in literacy or numeracy.	Students identified were supported and all demonstrated growth.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	FLIMD lessons occurred in Hindi, Chinese, Arabic and Nepali. Nepali was a new language introduced in 2021. IESP funding grant used to support groups of students in each class as identified through NCCD. Teachers were released in teams to collaboratively plan and monitor work samples. SSO support provided to develop resources required for the introduction of a new systematic, synthetic phonics program in the early years. Introduction of Macqlit and MiniLit Sage for identified students. SSOs trained and facilitated these small groups.	FLIMD tracking of growth for students in their first language. Successful implementation of new phonics program. Moderation and collaborative planning.
Targeted funding for groups of students	First language maintenance & development Students taking alternative pathways IESP support		
Program funding for all students	Australian Curriculum	ORBIS mathematics training for Year 3-6 teachers. Some of funding grant used for systematic, synthetic phonics program and training for early years teachers.	Teachers developed further their mathematics and reading teaching practices.
	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Appointment of additional EALD teacher 0.2. Release for teachers to participate in Learning Walks and Talks.	Increased student support. Monitoring SIP goals through Learning Walks and Talks
Other discretionary funding	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

