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## ***SCHOOL CONTEXT STATEMENT***

*Updated: 09/2023*

*School number: 0346*

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## 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

Honesty

Effort

Respect

Resilience

You take Responsibility

## 2. General information

School Principal:	Tammy Riley
Deputy Principal:	Kerry Baldwin
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:	<a href="http://www.plymptonps.sa.edu.au">www.plymptonps.sa.edu.au</a>
School E-Mail Address:	<a href="mailto:dl:0346_info@schools.sa.edu.au">dl:0346_info@schools.sa.edu.au</a>
Out of School Hours Care (OSHC) service:	Yes
February FTE Student Enrolment:	296
Student Enrolment Trends:	The school continues to be a school of choice for families.

Total Enrolments

Year level	2017	2018	2019	2020	2021	2022	2023
Reception	52	64	58	35	44	44	29
1	52	58	57	46	38	48	49
2	58	51	53	52	46	34	52
3	40	55	47	59	54	45	33
4	47	36	54	43	58	44	46
5	42	45	41	55	37	54	40
6	49	42	45	38	56	34	48
7	34	38	35	41			
<b>Total</b>	<b>374</b>	<b>389</b>	<b>390</b>	<b>369</b>	<b>333</b>	<b>303</b>	<b>297</b>

Students with Disability

SWD	2016	2017	2018	2019	2020	2021	2022	2023
Total	12	12	14	16	14	15	17	11

English as an Additional Language or Dialect

EALD	2016	2017	2018	2019	2020	2021	2022	2023
Total	198	202	205	223	180	152	148	140

Students identify from the following countries: India, China, Pakistan, Nepal, Hungary, Japan, Slovakia, Serbia, Mexico, USA, Canada, Samoa, Iran, Iraq, New Zealand, Maori First Nation, Ukraine, Lithuania, Nigeria, Ethiopia, Palestine, UAE, Hong Kong, Singapore, Congo, Egypt, Namibia, Eritrea, Cote d'Ivoire, Malaysia, UK, Cambodia, Greece, Croatia, France, Germany, Italy, Malta, Russia, Latvia, Netherlands, Bangladesh, Lebanon, Philippines, Sudan and Sri Lanka.

Staffing Numbers (as at February Census):

Leadership	3
Teaching	13.9
Specialist	3 (Music, PE and Japanese)
English as a Second Language	1.0
Aboriginal Community Education Officer	1 to be appointed in 2023
SSO	18
GSE	1

Pastoral Care Worker	1
First Language Maintenance and Development	0.4
Autism Inclusion Teacher	0.2

Public Transport Access: Bus services on Marion Road and Anzac Highway and nearby tram service

### **Site Improvement Plan**

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

Goal 1: Increase writing achievement for all students.

: Target 2023:

Year 3 NAPLAN 50% High Bands

Year 5 NAPLAN 90% SEA and 30% High Bands

Year 1 Phonics Screening 90% SEA achieving 28 or above

100% of Year 1 Aboriginal students achieve at least 28 or above in the Phonics Screening Check

Challenge of Practice:

If we embed consistent, high quality, evidence-based assessment processes and practices in relation to authorial choices and language conventions, writing achievement will increase.

Goal 1 Success Criteria:

- Students know, understand and share their current writing achievement.
- Students will show evidence in their writing of the development and achievement of their current goal.
- Students will articulate success criteria at different levels of writing.

Goal 2: Increase mathematical achievement for all students.

Target 2023:

Year 3 NAPLAN 80% SEA and 40% in High Bands

Year 5 NAPLAN 80% SEA and 35% in High Bands

50% of Aboriginal students achieve at least the SEA in PAT-M.

Challenge of Practice:

If we embed consistent high quality, evidence-based assessment processes and practices, mathematical achievement will increase.

Goal 2 Success Criteria:

- Students understand and share their current mathematical achievement.
- Students show evidence in their mathematics work of the development and achievement of their current goal.
- Students articulate success criteria at different levels in current mathematics

### 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. This unity is reflected in the commitment to support their children to achieve, share and contribute to school life.

Student information includes:

40% of students identify as culturally and linguistically diverse with approximately 50 cultures and 20 languages represented

15% of the student population are schoolcard holders

3.8% students access IESP funding

2% are Aboriginal students

#### Student Engagement and Wellbeing:

We promote a safe, caring and 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 we use restorative practices 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 curricular activities. This has included After School Sport, ICAS competition and Write a Book in a Day competition.

The Governing Council's commitment to student engagement and high level school involvement is also reflected by their work within the Finance, Facilities, OSHC, Sports and Events Advisory Committees.

Community Service is an important part of our school community development with active encouragement and leadership promoted through House Leaders and the newly introduced Promotions, Sports, Special Events and Technology Ambassadors. We also use and appreciate the role peer mediators in the yard at lunch times.

The Leader of Engagement for Learning provides a support service to students, parents and carers along with assistance to staff in the development of learning and wellbeing programs. The Autism Inclusion Teacher is included within this role as well as the management of students with additional needs and their specific learning programs and support and includes NCCD and IESP applications.

Classroom School Support Officers (SSOs) provide in class support to students with specific learning, physical or social needs. SSOs operate with the guidance and support of the class teacher. SSOs facilitate MiniLit Sage and MacqLit intervention programs.

The Pastoral Care Worker provides support 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 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 or intervention in small groups.

First Language Maintenance and Development programs are offered in the languages of Hindi, Nepali 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 home language and strengthen their cultural identity through this program.

Leader of Wellbeing for Learning works with class teachers and SSOs to support students with learning difficulties, disabilities or behaviour concerns. When students are identified as meeting the additional support criteria extra support is put in place through a One Plan or Personal Learning Plan, identifying learning goals and resource provision. This may include SSO support in class, teaching and learning modifications and environmental accommodations. The Department for Education Support Services Team regularly work with the school to provide additional expertise and assessment options.

Every student Reception -Year 6 has short term goals based on the SIP areas of writing and mathematics.

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 Year 6 House Leaders and Ambassadors.

## 4. Curriculum

Subject Offerings:

The Australian Curriculum is taught for all areas of learning, which includes mathematics, English, science, the arts, health and physical education, languages other than English (Japanese), humanities and social sciences.

Specialist teachers provide learning in health and physical education, 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 Hindi, Nepali and Chinese.

Additional music instruction is provided in a wide variety of instruments as part of the school's 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 including science of reading, systematic synthetic phonics teaching and the Big 6. English units of work are used in classes.

Numeracy is taught with an increasing focus on the methodology of problematized mathematical thinking and explicit skill development. Teachers have been involved in Orbis primary and junior primary intensive maths programs over the last 3 years. All classes uses the DfE mathematics units.

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.

#### Student Assessment and Reporting:

The Reporting Schedule for the school includes:

Meet the Teachers Night early in Term 1

Student conferences with parents/carers at end of Term 1.

Written mid-year and end-of-year reports

Parent and teacher interviews upon request as required.

Students undertake formal assessment with NAPLAN in Year 3 and 5 as well as PAT Reading and PAT Maths from Year 2-6. We assess writing regularly through the use of the Brightpath assessment tool. We use a detailed assessment calendar.

LEAP Levels are used to assess students who speak English as an additional language or dialect and to inform teaching and learning.

#### 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.

Various opportunities through District and State Sporting Schools SA for Year 5/6 students.

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 students participate in an Aquatics Camp at Murray Bridge.

Lunch time soccer club.

Plympton Primary School t-ball occurs in Term 1 and Term 4 with netball and basketball team training and competitions during Terms 2 and 3.

## **5. Other Co-Curricular Activities**

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

Instrumental lessons provided by a range of independent music tutors in drums, guitar and piano

Our senior students participate in the Festival of Music school choir

Craft activities are offered as a weekly lunch time activity

A celebration concert is held for the school community

Parents/carers are actively involved in many ways across our school, supporting students attending Plympton Primary School such as hearing reading, attending excursions, Sports Day and special school or class events

Provision of Ethnic Schools for the Arabic, Hindi, Portuguese and Bengali communities

A range of sporting and cultural groups hire our gym and oval.

## 6. Staff (and their welfare)

### Staff Profile:

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.

### **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, and Nepali.

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

The Arts has one teacher who is responsible for teaching music.

English as an additional language or dialect (EALD) has two 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 neighbourhood. They provide intervention programs to students 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 Wellbeing for Learning.

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 acts on behalf of the Principal.

The Leader of Wellbeing for Learning 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 (PLCs) enables teachers to work collaboratively together in planning and programming across R-6.

School Services Officers perform a variety of tasks including whole class, intervention programs, individual and/group support for students and teachers and office administration.

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

#### Performance Management:

A Performance and Development policy supports staff to set and review their performance and development plan every six months. Performance goals and career pathways in alignment with AITSL Teaching Standards and the Site Improvement Plan are discussed. Learning Walks and Talks and regular goal setting by teachers based on challenges of practice to continually improve our teaching and student learning.

## 7. 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. We have flexible learning spaces to ensure a contemporary learning environment within a historical context, in particular in Reception – Year 1 learning areas. We provide equity of access for all to buildings. In Term 1, 2023 we upgraded all interactive whiteboards to interactive large televisions and new staff laptops. In 2022, we upgraded two playground areas and are currently looking to significantly upgrade our nature play. We have continued to have specific upgrading works over many years.

**Resource Centre:** This modern facility provides ready access for the entire school community with a wide selection of books. Students access the Resource Centre before and during school hours.

**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. In Term 1, 2023 new air conditioners were installed.

**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 artwork, 3D printer and appropriate floor surfaces to enable all art activities with ready access to the courtyard.

**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. 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 area located on Owen St or Chapel St. Car parking is available on Sarah Jay Court, Keily St and Owen St. The 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.

## 8. School Operations

### Decision Making

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

- Governing Council and associated advisory committees
- Student Representative Council (SRC)
- Leadership meetings
- Personnel Advisory Committee.
- Site 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 and distributed via the Skoolbag App.

R-6 school assemblies are run by students on two Friday afternoons a term at 2:30pm.

The school financial position is sound.

## 9. 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.

We ask prospective families to complete a registration of interest form, which can be found on the website. We hold termly principal tours.

Year 6 students transition to a range of high schools including Plympton International College, Urrbrae, Mitcham Girls, Brighton, Underdale, Unley, Adelaide, Botanic, Glenunga, Hamilton and Henley.

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