School number: 0346

School name: Plympton Primary School

1. General information

Part A

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Part B

- Principal
  Mr Tom O'Callaghan

- Senior Leaders
  Ms Daniela Lawlor & Ms Karly Hefferan

- Staffing Numbers April 2013
  Total: 31
  SSO (hours) 139.5/week
  Admin: 2 FTE
  Teaching: 15.3 FTE
• OSHC
   Before School: 6:45am to 8.30am.
   After School: 3.15pm to 6.00pm.
   Staff: 1 Director, Casual employees.

• Enrolment Trends
   Steady

• Year of Opening
   1861

• Public Transport Access
   Plympton Primary School is well serviced by bus and tram services which are accessible on Anzac Highway, Marion Road and the Glenelg Tram route.

2. Students (and their welfare)

• General Characteristics
   The school population reflects the multicultural nature of the local community with children, parents and teachers from a wide range of ethnic backgrounds. There are over 25 cultures represented at our school.

   The nature of our multicultural community is highly valued and celebrated regularly. About 20% of the student population are schoolcard holders. About 10% of our students live outside the local community. Our current enrolment is 284.

• Support Offered
   Support to individual students is given by our Special Education Teacher (0.2) and School Service Officers in areas of Special Education, Literacy & Numeracy for students identified from NAPLAN test results and from in-school screening as well as those Students with Disabilities.

   The EALD program also helps to support the English language education for about 1/3 of our students.

   A Hindi First Language Maintenance and Development programme for 38 students is in place.

   Common behaviour expectations exist across the school and playtime and class time behaviour management programs are in place. An anti-bullying policy is in place.

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

3. Key School Policies

• Our school focuses on the following values
   Care  Honesty  Effort  Respect  Resilience

• Long Term Objectives:
   To provide a high quality educational program across R-7 that caters for the varying needs of all our students.

   To develop an ethos of working together across our school/ community and increase the levels of participation and involvement for staff, students, and parents/caregivers.

   To further develop identification and intervention structures for our early intervention and learning needs’ programs.
Site Learning Plan 2013

Improve literacy standards for all students by:
• Providing professional learning for staff – through use of experts, sharing, enquiry process, research
• Implementing a data collection schedule
• Using an online data management process to collect, manage and pass on data to the next teacher
• Using data used to identify individuals, cohorts and whole class needs and appropriate intervention programs
• Implementing and monitoring a whole school approach to teaching spelling (Jolly Phonics in Junior Primary and 4 Knowledges in Primary)
• Providing support to staff in implementing and reporting on the Australian Curriculum- English.

Improve Numeracy achievement for all students by:
• Providing T&D for staff in Numeracy for Natural Maths (Ann Baker), including devoted staff meetings and 2 cluster Staff Only days
• Dedicating staff meetings around planning numeracy blocks using natural maths, developing rich tasks and moderation of student assessment, in line with Australian Curriculum outcomes and the TTEL framework
• Supporting for staff in identifying students who are underachieving in aspects of numeracy using NAPLAN and PAT MATHS, Trusting the Count and other data. Plan and implement appropriate interventions.
• Providing appropriate resources to support engaging, challenging and rich learning, including support materials from the Western Region
• Celebrating student achievement in Maths at assemblies and in the newsletter.

4. Curriculum

The general school program follows the eight curriculum areas as specified in the Australian Curriculum and the South Australian Curriculum Standards and Accountability Framework (SACSA)
Features of the curriculum include:
• Continuous assessment and reporting including acquaintance night, teacher/parent interviews and written reports
• Learning support programs to help students reach their learning potential
• EALD support – teacher who works across all year levels
• Specialist teachers provide programmes in Music/, Visual Arts, Japanese (LOTE) and Physical Education.

5. Sporting Activities

Plympton Primary School actively participates in the following sporting activities
• Daily fitness program
• Out of school hours sport includes football, cricket, netball and basketball
• Various District and State SAPSASA sports
• Swimming – our R-3 students have specific swimming lessons in Term 1/4 each year at our own swimming pool, Year 4/5 students participate in a Surf Safety Program at Glenelg 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.
6. **Other Co Curricular Activities**

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

- Instrumental lessons in piano and guitar are provided by Independent Music Tutors
- Our senior students participate in the school choir which performs at the annual Festival Centre Concert in August/September
- An End of the Year/Christmas event is held at the end of the year 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.

7. **Staff (and their welfare)**

A learning teams structure is established for 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.

Support personnel from the Region Office visit the school on a regular basis, working closely with teachers, parents/caregivers and our Special Education Teacher (0.2FTE) – Speech Pathology, Guidance Officers, Behaviour Support Teachers.

8. **School Facilities**

The school grounds are in good condition and resemble a park setting, with ample room for playing fields, playground equipment and car parking. The school has a tennis/netball court, school hall/gymnasium and swimming pool.

Buildings include a solid brick administration block which houses 4 classrooms and Resource Centre, a 4 teacher DEMAC unit, 2 separate classrooms and one heritage listed block of 6 classrooms. $2million was spent in the 2009 BER upgrade renovating the Heritage and library buildings in the school.

All buildings are air-conditioned.

Our Information and Communication Technology program is enhanced by a comprehensive computing set up across the school, including a computer suite, a pod of computers in the library a class set of notebook computers and a half-class set of ipads as well as Interactive Whiteboards in each teaching setting. Our Resource Centre/Library is an important learning space in our school, well resourced for students and teachers.

9. **School Operations**

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

- Staff meetings
- Leadership meetings
- Student Representative Council (SRC)
- School Council & associated sub committees
- Personnel Advisory Committee.
Decisions are made in different forums, in line with 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 by our school App. Staff bulletins are circulated each week. Our school intranet is a medium for sharing communication across the school community.

R-7 school assemblies are run by senior students on Wednesday mornings between 8:50am and 9:35am on even weeks each term.

10. Further Comments

Main feeder pre-schools are DECD kindergartens at Netley, Kurralt Park, South Plympton and Glandore as well as a range of other privately run childcare facilities.

Parents/caregivers’ involvement is both enthusiastic and energetic.

A variety of community groups use the school facilities.

Year 7 students transition to a range of high schools including William Light R-12, Urrbrae, Mitcham Girls, Brighton, Underdale, Adelaide, Glenunga, Hamilton and Henley.

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