



## Part B

- Deputy Principal – Belinda Finlay-Smith
- School Counsellor (1.0 FTE) – Erin Anear
- School e-mail address  
dl.1059.info@schools.sa.edu.au
- School website  
http://www.pimpalaps.sa.edu.au
- Staffing numbers
  - : 26.2 including Leadership, Classroom teachers, Specialist teachers – Science, Physical Education, Indonesian, Music, and Teacher Librarian (0.6)
  - : SSOs 11 permanent, 7 temporary
  - : Stephanie Alexander Kitchen / Garden Coordinator (24 hours/week)
  - : Aboriginal Community Education Officer (12 hours/week)
  - : Pastoral Care Worker (2 days/week)
  - : Grounds person (19 hours/week)
  - : Canteen / Uniform Shop Manager (15 hours/week)
  - : Canteen Assistant (7 hours/week).
- OSHC / Vacation Care
  - A Before School (7.00am – 8.30am); After School (3.10pm – 6.10pm) and Vacation Care Program operates on site with Hazel Godfrey as Director.
- Enrolment trends
  - Pimpala's student population is steady, although the enrolment numbers seem to have fallen marginally over the last 2 years after 10 years of significant growth.
  - The main feeder pre-schools are Pimpala Kindergarten and Bains Road Children's Centre.
- Year of opening
  - January 1975
- Public transport access
  - Public transport access via Bains Road / South Road – 0.1 or 0.5 km west of school.

## 2. Students (and their welfare)

- General characteristics
  - The school student enrolments have fallen marginally over the past 2 years , however, the overall enrolment trend seems to be levelling out which is a very good indicator for the ongoing stability of the school.
- Student development
  - The school has a clear set of values and expected behaviours. These are publicised to the community. It is an expectation that all students abide by the Code of Conduct based on the school values – Respect, Responsibility, Communication, Friendship and Excellence. These values are strongly reinforced throughout all areas and levels of the school. Anti-harassment processes are established and social skills are explicitly taught and reinforced.

Developing student leadership is a high priority at Pimpala. Student Voice is encouraged in all classrooms.

Positive reinforcement is a priority.

- **Pastoral Care programs**

A whole community caring and supportive environment is evident throughout the school. All staff together with the Principal, Deputy Principal, School Wellbeing Leader and Pastoral Care Worker support student wellbeing. Proactive programs include:

- 'Buddy Classes across the school;
- 'Friendship Group' run by the Pastoral Care Worker on a weekly basis for identified groups of students
- What's the Buzz?, SenseAbility
- SKIP (Supporting Kids in Play) and lunchtime activities are provided for those in need.
- Child Protection, Cyber Safety, Drug and Anti-harassment programs are explicitly taught.
- Kimochis program was implemented across the school, beginning in 2016.
- Restorative Practices was introduced to the school, beginning 2018.

- **Special programs**

Students have access to extra support through the school's Academic Support Program. These programs include - QuickSmart, speech and language, Jolly Phonics, MiniLit and MultiLit intervention groups. Significant support is also allocated for students who require behavioural support.

The Stephanie Alexander Kitchen Garden program is well established in the school. Students from Reception to Year 7 have a block of sessions over a number of weeks (dependent on year level) of garden and cooking lessons throughout the year. A facilitator is employed to organise and oversee this very successful program.

Extra curricular programs include sports, SAPSASA, Sporting Schools, Festival of Music Choir, Soccer, Netball and Basketball and in 2018, Tournament of Minds.

### **3. Key School Policies**

#### **Vision**

The Pimpala School Community is committed to developing a safe, productive and caring learning environment which values: Respect, Responsibility, Communication, Excellence and Friendship.

Central to our curriculum design and delivery will be the development of students who:

- have the ability to think critically and creatively
- have a sense of self-efficacy in determining their future
- are able to use literacy and numeracy to communicate thoughts, ideas and opinions
- are able to develop and maintain quality relationships.

#### **Contextual Influences**

Pimpala Primary School is a large southern metropolitan school, which, because of its educational programmes and results, is appealing to parents and staff. As an open

space learning environment, with single and composite classes, teamwork is promoted and cooperation essential. The school offers a quality teaching and learning programme in a supportive environment, utilising a wide variety of resources.

Community support for the school is strong and parent/caregiver participation in the daily life of the school is high. Opinion surveys indicate a high level of community satisfaction.

After a down turn in enrolments 2004 - 2007 the trend has significantly reversed. The school has attracted many first time families.

Approximately 25% of parents are eligible for School Card and family employment ranges from professional to unemployed.

23 students are identified under the Students with Disabilities policy and as such have a Negotiated Education Plan.

### **Core Business**

The core business of Pimpala Primary School is the continual improvement of quality care and education in a supportive, success orientated learning environment.

At Pimpala this involves:

- access to a broad, balanced and rigorous curriculum across the eight areas of study that incorporate a range of methodologies and technologies to support student learning. This has been based on the South Australian Curriculum Standards and Accountability Framework, and is now focussed on the Australian Curriculum.
- professional participation in action research to be at the forefront of cutting edge curriculum, therefore providing rich, challenging and interactive learning environments.
- policies, procedures and practices are in place ensuring high levels of involvement in decision making and engagement across the school community.
- having high expectations of all learners, achievement is monitored and students identified as at risk receive support in order to improve standards.
- integrating Literacy, Numeracy and ICT across all areas of the curriculum. Empowering all staff and students to use Information Technology for a variety of purposes to enhance their teaching and learning.
- student voice through access to and engagement in, decision-making processes at both class and whole school levels.
- a focus on health and wellbeing of all members of the school.

Current Priorities:

- Site Learning Plans have been developed in collaboration with the whole school community. These plans influence the nature of our learning programs (staff, student and community) and resourcing.

Priority Areas: To develop curriculum and school systems which support the development of our school values and vision. To achieve this over three years we will focus on-

- Literacy
- Numeracy
- Student Wellbeing

## Monitoring Strategies

1. Appropriate assessment strategies have been developed and are used to assess student learning and skills in a broad range of contexts.
2. Ongoing teacher observation and collection of anecdotal records that support teacher judgement re student progress and informed planning and programming.
3. Reading assessments using PM benchmarks/Fountas and Pinnell are carried out at least once per term on all Reception, Year 1, 2 & 3 students and any students who are not yet at an independent level of reading.
4. Year 3, 5 and 7 students participate in NAPLAN tests.
5. Year 1 – 7 students participate in PAT.
6. A whole school Data and Intervention Framework is used. School based assessments of reading, spelling, phonological awareness, fine and gross motor and sociograms are used to assess student's learning, skills and social development annually.
7. Students identified as requiring additional assistance are involved in a relevant and appropriate support program.
8. Identified students have Negotiated Education Plans, Individual Education Plans or Individual Learning Plans. These are developed and reviewed regularly.
9. DECD Speech Pathologists and Psychologists conduct assessments and provide programs for identified students.
10. Parents, staff and students are surveyed on a range of issues as part of the school's planning and reporting processes and to determine the school's key directions and identify areas for improvement.
11. The staff, students and families regularly engage with data to develop plans, goals and targets.

## 4. Curriculum

- Subject offerings in the required areas of study include English, Mathematics, Science, Health & Physical Education, Humanities and Social Sciences (History and Geography – Civics & Citizenship (Years 3-7) and Economics & Business (Years 5-7), The Arts, and Languages (Indonesian) and Technologies. Specialist teachers are employed in Physical Education, Indonesian, Science, Music and Library/HASS.
- Familiarisation with the Australian Curriculum is the focus of our work and our existing teaching approach is to ensure that our practices are current and reflect the capabilities, knowledge and understandings expected of young people now and in the future.
- A framework for intervention is in place to support identified students. This includes speech and language intervention, special education as well as extension and enrichment programs.
- Special curriculum features:
  - Teaching methodology
    - Student voice within the curriculum is a high priority.
    - Embedding ICT in the curriculum is a priority. Significant funding has enabled the provision of efficient and effective infrastructure to meet the progressive needs of the teachers and students. Every class has access to new

technologies. Computing support to the school is on an outsourced contract basis. There are class sets of laptops available for use, and there is a set of iPads available for class use.

- Team teaching is encouraged, and collaborative planning time is provided.

- Assessment procedures and reporting
  - Parent interviews are held twice per year or as negotiated.
  - Student Reports are used to report on progress and are sent home twice per year.
  - Class newsletters are sent home each term.
  - Assemblies are a forum in which students are able to demonstrate learning and showcase skills and knowledge.
  - NEP, IEP, and ILP review meetings are held as required.

## **5. Sporting Activities**

The school has extensive sporting facilities including an air conditioned gymnasium, a large Covered Outdoor Learning Area, and several ovals. All students Reception to Year 7 receive specialist weekly Physical Education lessons. A staff member manages the SAPSASA program and all senior students are encouraged to participate.

Competitive sporting teams vary according to interest, with parent support. These currently include netball, basketball and soccer.

Regular sporting clinics are held for classes throughout the year. Year 6/7 students participate in Aquatics and Reception – Year 5 students have swimming lessons at the Noarlunga Aquatic Centre.

All students Reception – Year 7 participate annually in the Premier's Be Active Challenge.

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

- Extra-curricular programs include sports, SAPSASA, Festival of Music Choir, Netball, Soccer and Basketball.
- All Year 5/6/7 students can opt to participate in the school choir. The Choir is managed by a staff member and perform annually at the Festival of Music.
- A Junior Choir has also been established for those in Years 3-4.

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

- Staff profile
  - Staff work in collaborative teams.
- Leadership structure
  - Principal – Penny Wilde
  - Deputy Principal – Belinda Finlay-Smith
  - School Wellbeing Leader – Erin Anear

The leadership team have clear role statements and work collaboratively to achieve the outcomes of the school.

- Staff support systems

The school has a commitment to collaborative teaching, open communication, mutual support and high expectations for teaching and learning. The staff work in year level, and level of schooling teams as well as Site Improvement Plan Committees to manage the school's priorities. School Services Officers meet twice per term and may attend staff meetings. All staff are supported to develop professionally in a highly collaborative working community.

- Performance Management

All staff access and negotiate performance management strategies and processes. These are tailored to individual needs and opportunities are provided for staff to further their leadership aspirations and learning. All teaching staff have engaged with the Teaching for Effective Learning Framework as a basis for performance development. The Professional Standards for Teachers is currently being explored. Written feedback is provided for all staff members at least once per year.

- Staff utilisation policies occur with the Personnel Advisory Committee. The PAC provides advice and support to the Principal in relation to staff deployment and other relevant issues.

- The Deputy Principal manages the Special Education salary and funding. Ancillary staff are supported to develop a range of skills enabling them to undertake a variety of roles and responsibilities.

- Access to specialist staff:

staff are supported by specialist staff from the Southern Adelaide Regional Office. The Educational Psychologist, Behaviour Support and Interagency teams and Speech Pathologist are used as required.

## **8. Incentives, support and award conditions for Staff**

Not Applicable

## **9. School Facilities**

- Buildings and grounds

All learning areas have been extensively renovated over time. This includes internal walls and glass partitions to open space units, carpet, painting, storage, and a computer suite containing 34 PCs. A new purpose built STEM building will be available for use by Term 2, 2018.

Two additional classrooms were installed in 2013 as part of a further extension program.

During the summer break 2012/13 the roof, ceilings and air conditioning to the whole school were replaced. A new playground was also installed and was designed in the form of an obstacle course.

Each classroom has an Interactive Whiteboard, panel or TV. The gym is heated and air-conditioned and has a 2/3 size basketball court. A Library building and Covered Outdoor Learning Area were built in 2010.

The 4.1 hectares of grounds are spacious, open and well maintained.

An extensive vegetable garden and 6 bay kitchen/dining complex has been established to facilitate the Stephanie Alexander Kitchen Garden program.

- Cooling

All buildings are centrally cooled and heated.

- **Specialist facilities**  
Computer trolleys with laptop computers are available in each unit, Automated Resource Centre, Music room, gymnasium, kitchen complex. Each major teaching unit has teacher preparation and quiet work rooms.
- **Student facilities**  
The canteen is run by a part-time Manager with the assistance of a canteen assistant and volunteers and operates three days per week for lunches and lunch time counter sales.
- **Staff facilities**  
All personnel have access to internet and email services. Each unit has a staff preparation area. The staffroom has kitchen facilities and is adjacent to staff toilets.
- **Access for students and staff with disabilities**  
Ramp access and disabled bathroom available.
- **Access to bus transport**  
Transport for excursions is available from Noarlunga or Lonsdale Train Stations, private bus operators or private vehicles.

## 10. School Operations

- **Decision making structures**  
The Decision-Making Policy reflects a strong commitment to democratic decision-making and the use of collaborative structures and processes in order to achieve a true community voice. All staff have access to the staff meeting agenda and decision making. Staff, parents and students are consulted widely about policy development and school procedures.
- **Regular publications**  
The school newsletter is published fortnightly and is posted on the school website and Skoolbag app. A current school prospectus is available in hard copy or accessed through the website. Governing Council, Finance, POSHC and other committee reports are regularly available. A dedicated Staff Induction drive on the school's computer network has been developed. Staff utilise the weekly bulletin and Sentral as means of communication.
- **School financial position**  
The Finance Committee have policies and procedures that utilise the school's finances to achieve the outcomes of the school's priorities. The financial position of the school is sound and parent fundraising provides valuable additions to the school budget. In recent years significant funding has been received through Investing in our Schools, Community Water, Building Education Revolution, DECD Asset Services, National Partnerships – Students with Disabilities initiative and STEM Works.

## 11. Local Community

- **General characteristics**  
Currently 25% of the school population are School Card holders. Family employment ranges from professional to unemployed.
- **Parent and community involvement**  
There is a high level of parent and community involvement in the school, this includes daily activities as well as policy development and review. There is a strong

sense of belonging and pride within the school community. The Governing Council are an enthusiastic and proactive body and all positions on the Council are filled.

- Feeder schools  
Pimpala Kindergarten and Bain's Road Pre-School are the main feeders to the school.
- Other local care and educational facilities  
Wirreanda and Reynella East are the local secondary schools. Woodcroft College is the local private school.
- Commercial/industrial and shopping facilities  
Local shopping is available at Woodcroft (2 kms east) or Reynella (2 kms N.W.)
- Other local facilities  
Medical and recreational facilities are within approximately 1 km of the school.
- The school has a strong community profile and constantly hosts student teachers, work experience students and visits from local businesses and agencies.

## **12. Further Comments**

- I certify that this is a true and accurate statement.

Penny Wilde

Principal

Monday, 26<sup>th</sup> March, 2018