



## SCHOOL CONTEXT STATEMENT

Updated: 05/18

**School number:** 0907

**School name:** **Plympton International College**  
(formerly William Light R -12 School)

### 1.

## General information

### Part A

School name : PLYMPTON INTERNATIONAL COLLEGE  
School No. : 0907 Courier : Western Adelaide  
Principal : Ms Linda Richardson  
Postal Address : 21A Errington Street, Plympton 5038  
Location Address : 21A Errington Street, Plympton 5038  
Partnership : West Torrens  
Distance from GPO : 7 kms Phone No. 8297 0488  
CPC attached : No Fax No. 8297 8430

February FTE Enrolment		2014	2015	2016	2017	2018
Primary	Special, N.A.P. Ungraded etc.	0.0	0.0	0.0	0.0	0.0
	Reception	11.0	10.0	10.0	19.0	29.0
	Year 1	13.0	14.0	14.0	10.0	14.0
	Year 2	12.0	17.0	16.0	13.0	21.0
	Year 3	22.0	14.0	18.0	19.0	20.0
	Year 4	16.0	16.0	15.0	16.0	17.0
	Year 5	22.0	16.0	20.0	15.0	21.0
	Year 6	23.0	22.0	23.0	20.0	19.0
Secondary	Year 7	24.0	21.0	21.0	36.0	24.0
	Special, N.A.P. Ungraded etc.	0.0	0.0	0.0	0.0	0.0
	Year 8	52.0	36.0	28.0	54.0	63.0
	Year 9	48.0	45.0	39.0	34.0	46.0
	Year 10	60.0	55.2	46.0	35.0	40.0
	Year 11	54.8	64.2	44.2	41.0	34.0
	Year 12	56.4	39.6	56.2	38.8	31.0
Year 12 plus	3.8	4.8	1.0	1.2	0.2	
<b>TOTAL</b>		<b>418.0</b>	<b>374.8</b>	<b>351.4</b>	<b>352.0</b>	<b>379.2</b>
School Card percentage		23%	25%	33%	34%	TBA
NESB Enrolment		194	192	181	174	171
Aboriginal Enrolment		5.0	8.0	14.0	15.0	9.0

## Part B

Updated 05/18

### Executive Team

Tara Hendry, Director Primary School  
Sharon Illingworth, Director Secondary School

- School website address  
**www.plymptoncollege@sa.edu.au**

- School e-mail address  
**dl.0907.info@schools.sa.edu.au**

- Staffing numbers

	Female	Male
Tier 1	22.0	11.0
Tier 2	1.1	-
SSO's	11	5
Leadership Positions		
Principal	1.0	
Assistant Principals (Band B3)	1.0	1.0
Coordinators (Band B1)	3.0	2.0

- **Year of opening:**

In January 1998, William Light R-12 School was developed as a result of the closure of Plympton High School, Camden Park Primary and Netley Primary Schools. In 2016, William Light R – 12 became the first Chinese Bilingual School in South Australia, resulting in a name change and transformation in 2017. This has resulted in an interest in the school with enrolments predicted to increase greatly over the next few years. The grounds and facilities have the capacity to cater for approximately 800 students.

Out of School Hours Care (OHSC) reopened in 2017 to provide before and after school care and vacation care on site in the primary school area.

- **Public transport access:**

Plympton International College is on regular bus routes from the city, Glenelg and western and southern suburbs. Bus stops and the Glenelg to City tram are a short walk from the school.

## 2. Students (and their welfare)

- **General characteristics:**

Students come from a wide range of cultural, religious and socio economic backgrounds is. Approximately 25% of families are approved School Card users; approximately 40% of students are from non-English speaking backgrounds; more than 40 different cultural groups exist harmoniously within the school;13% students with Disabilities, 2% ATSI.

- **Pastoral Care programs:**

Student Wellbeing is a school priority. Mind Matters is used in the secondary sub school with the Beyond Blue program, SenseAbility delivered regularly to all Years 7 – 12 classes by Home group teachers. Kidsmatter and Program Achieve form the basis of wellbeing in the the R-6 classes. In addition to these programs, Student Wellbeing programs are delivered through guest speakers and outside agencies throughout the year on topics such as road safety, cyber safety and anti-bullying.

- **Student Support :**

A range of student support programs are provided across the school. Key personnel include Student Wellbeing Co-ordinator/Counsellor R-12, EALD teacher, Special Education teacher and School Support Officers (SSOs) and Pastoral Support Worker. Programs include mentor programs, EALD support, Literacy intervention program and Special Education support for students with disabilities. Information is readily available to students related to career pathways and vocational education opportunities. Links with industry, service organisations and the wider education community are used to increase options and maximise support for students. The school works with community agencies/organisations such as the Beacon Foundation, KickStart for Kids, Anglicare, Second Storey and Local Government to support student wellbeing and pathways.

A Student Review Team exists to monitor referrals, identify students at risk and investigate and implement proactive programs for these identified students.

Student Behaviour Management: There is a clearly documented code of conduct and procedures for the management of student behaviour. Processes are based on Restorative Practice principles with an emphasis on the establishment and maintenance of positive relationships between all members of the school community. Data is collected and analysed regularly and parents are involved in discussions on a regular basis. Support is received from the Integrated Student Services Team as appropriate. An 'Extended Day' and homework help is available for students in the Resource Centre on a Wednesday and Thursday after school.

- **Student Government:**

Student Representative Councils (SRC) operate in the R-6 and Yrs 7-12 sub-schools. SRC's meet regularly to inform the broader school decision making processes. Student Action Teams are established as needs are identified.

A female and male Year 12 student are elected by Yr 12 students and staff as School Presidents. Their role is to provide leadership to the school community and to represent the school in the community and at official functions.

- **Special Programmes:**

The Bilingual Chinese program started in 2017 whereby year 3 students will be taught half of the Australian Curriculum in Chinese and half in English. The program will progressively expand each year to eventually include all students from Years 3 -7. In addition, all Reception to Year 2 students and students in Year 8 and 9, will participate in daily lessons of Chinese as part of the program.

Year 7 is part of the secondary sub school at Plympton International College so that students have access to specialist subject teachers and resources.

A new state-of-the-art Health Skills Centre was opened in 2016 that provides senior school students to a number of Health related VET subjects. Senior School students have Individual programming in the senior school supports the provision of appropriate pathways for all students. This can include Australian School Based Apprenticeships, Traineeships, part time school, regular work placement and work experience.

### 3. Key School Policies

- **Site Improvement Plan and other key statements or policies**

#### **Strategic Plan: Key Directions**

##### ***Raise standards in learner achievement***

- Quality Pedagogy
- Literacy & Numeracy
- SACE
- Australian Curriculum / TfEL

##### ***Improve student wellbeing and engagement***

- Attendance
- Retention
- Student participation

##### ***Increased access to current IT***

- Learner Management System
- Innovative Teaching & Learning

**Students become successful bilingual learners and build strong partnerships with the community and internationally.**

- **Recent outcomes:**

\$4.2m investment in STEM and Bilingual to develop new innovative learning spaces and an ICT upgrade

\$3m Building Better School funding

### 4. Curriculum

#### **Primary R-6**

The R-6 staff provide students with a broad, balanced curriculum inclusive of knowledge, skills, attitudes and understandings gained through the following learning areas as per Australian Curriculum requirements: Arts, English, Health & Physical Education, LOTE – Mandarin Chinese, Mathematics, Science, History, Geography and Technology as well as the Virtues program and Program Achieve.

The Performing Arts (Music and Drama) program has been delivered as a second NIT specialist area. Funding from state government strategies such as the Early Years Literacy and Early Intervention grants has been deployed to reduce R-3 class sizes.

#### **Secondary Education**

##### ***Year 7***

Year 7 students are part of the secondary school and remain as a Home Group for core subjects and split to smaller classes for practical subjects. Often teachers take a class for more than one subject, allowing for

integration of curriculum and the support of positive relationships across the year level. All of the subjects are compulsory for every student

### **Year 8**

Students remain as a Home Group for Mathematics, History and Science. Classes are split to allow for English / EALD needs of students and to allow for smaller practical classes. .

Year 8 subjects are English / EALD, Mandarin Chinese, Drama, Health, History, Geography, Home Economics, Mathematics, Digital Technology, Music, Health & Physical Education, Science, Technology, Visual Art.

### **Year 9**

Year 9 students all study a compulsory core group of subjects that continues the learning in the eight areas of the Australian Curriculum. Students can choose some of their subjects according to interest and need.

Year 9 Compulsory subjects are English / ESL, Health, Mathematics, Physical Education, History and Science.

Year 9 Choice subjects are Visual Art, Mandarin Chinese, Drama, Home Economics, Digital Media, Music and Technology.

### **Year 10**

Compulsory subjects include English / English as a Second Language (ESL), History, Mathematics, Science, Health & Physical Education and the Personal Learning Plan (PLP Stage 1). These are taught at a level appropriate to the needs of students.

Choice subjects include Art, Music, Drama, Mandarin Chinese, Home Economics, Physical Education, Media Arts, Technology and Certificate 2 in Information, Digital Media and Technology. Subject offerings vary from year to year according to the needs and choices of our students.

### **Year 11 (SACE Stage 1 subjects)**

Compulsory subjects include Literacy which is offered through compulsory English / ESL subjects, Numeracy through compulsory Mathematics subjects and Resource Based Learning as preparation for the Stage 2 Research Project.

Choice subjects include Biology, Business and Enterprise, Certificate 2 and 3 in Information, Digital Media and Technology, Certificate 3 in Health Services Assistance and Allied Health Assistance, Chemistry, Mandarin Chinese through the School of Languages, Community Studies, Drama, Food and Hospitality, Child Studies, Music, Nutrition, Physical Education, Physics, Technology Studies, Tourism, Visual Art and Psychology.

Subject offerings vary from year to year according to the needs and choices of our students.

### **Year 12 (Stage 2 subjects)**

All students study the compulsory Research Project.

Choice subjects include Biology, Business and Enterprise, Certificate 3 in Health Services Assistance and Allied Health Assistance, Chemistry, Community Studies, Drama, English Communications, English as a Second Language, Food and Hospitality, Mathematical Applications, Mathematical Studies, Music, Nutrition, Physical Education, Physics, Technology Studies, Tourism, Visual Art, Workplace Practices and Certificate 2 and 3 in Information, Digital Media and Technology,

- **VET Options:**

We access a wide range of options for students that are offered as school based, regional or external courses. Plympton International College is a member of the Western Adelaide Secondary Schools Network (WASSN) which collectively offers a wide range of VET courses to students. Plympton International College currently delivers Certificate 3 in Health Services Assistance and Certificate 3 in Allied Health Assistance and Cert 2 and 3 Information, Digital Media and Technology on a school based or Regional basis.

- **Open Access:**

Enrolment in subjects through Open Access College is facilitated where necessary for a student.

- **Special Needs:**

The school provides for students with disabilities according to their needs. As a result of an effective partnership with parents, teachers and service providers, the school ensures that students with disabilities have access to an appropriate, broad, balanced curriculum and participate in the full range of educational activities as agreed through the negotiated education planning process. Students' learning may be supported in a range of ways: in-class support; Homework Help; School Services Officer support; alternative programs conducted off the school campus.

- **Special curriculum features:**

**Primary Years:**

Plympton International College aims to support children's well-being and prepare them for a healthy future by: Ensuring that school is safe, caring and supportive of all children and their families; Developing strong literacy, numeracy and information technology skills; Developing children's abilities to accept challenges and successfully manage change; supporting children's emotional health by teaching communication, problem solving and conflict resolution skills, Program Achieve and the Virtues program. The recently developed Early and Primary years learning facility enables teaching staff to collaboratively plan and teach in teams to enable students to access a variety of expertise and build a network of trusted adults. With an increasing percentage of EALD learners in our school profile, all staff are trained in EALD methodology which provides a strong scaffold for Literacy Block delivery. The use of Learning Technologies is integrated across all curriculum areas with Interactive Whiteboards in all teaching areas and laptops and iPads available for regular use. NAPLAN data indicates a high percentage of learners at Plympton International College are performing in line with their state counterparts. Our R-12 context provides the opportunity for younger learners to access facilities such as Science, Home Economics, Health Skills Centre, Tech Studies and full size Gymnasium to enhance their learning program.

**Secondary Years:**

**Years 8-9**

Practice is based on the belief that young adolescents have learning needs quite different to those of younger students and of senior secondary students. The challenge is to provide learning experiences that are meaningful and challenging for all students. Classes are structured so that Home Group Teachers teach their home class for at least one subject.

**Years 10 - 12:**

Students are given the opportunity to complete the curriculum pattern of the SACE. The flexibility within the certificate allows us to develop personal learning plans for students.

Students develop a Personal Learning Plan (PLP) in Year 10 and use this to map out realistic pathway(s) to guide them successfully through senior school into further study and employment. In addition to school based subjects, senior school students can access a range of flexible learning options that support their pathways while enriching their learning experiences.

The school has developed a relationship with the Beacon Foundation which is a not for profit organisation. Beacon aims to assist schools in motivating and inspiring students towards personal success with a range of programs. All Year 10 students participate in the program which is led by a group of Year 10 Beacon Student Ambassadors.

**LOTE:**

Mandarin Chinese is taught to all students from Reception to Year 8. Students have a choice in continuing to study Chinese in Year 9 and above.

**Teaching methodology:**

Positive relationships between students and teachers are the core of effective teaching and learning. Establishing these relationships is a focus of our work R-12. Restorative Practice principles and practices form the basis of the school culture. All staff have been trained and it is expected that new staff will also undertake training and use the principles in the establishment and maintenance of positive relationships with all members of the school community.

We recognise that students learn differently in the junior, middle and senior years and design our learning communities appropriately. This is evident in the physical resources, technologies, staffing, methodologies and curriculum that we put in place.

The use of ICT across the curriculum is a focus in our school planning. To support this focus all staff have access to a laptop/netbook/device to support their work. There are computer suites, a multi media suite, computer pods and trolleys of laptops for use by staff and students. BYOD is encouraged for students year 7 – 12.

- **Assessment procedures and reporting:**

Assessment and Reporting processes are under constant review. Currently written student reports are generated each Term for Years 7-12 students using the Sentral learner management system. Parent teacher interviews are held for Years 7-12 students in Term 2.

For R-6 students, parents receive written student reports in Terms 2 and 4 and participate in 3 Way Discussions in Term 1 and by teacher/parent request in Term 3.

- **Joint programmes:**

Programs are run in collaboration with community partners R-12. Some recent examples include:

In the Primary years, students regularly participate in sports clinics, undertake community excursions and attend quality performing arts performances. Jump Rope for Heart is a biennial event to support both the Heart Foundation and school community. The school also participates in the Way2Go active lifestyle initiative. The Premier's Reading Challenge has been strongly embraced by the school community since its inception.

In the Secondary years, students gain part of the accreditation for their SACE through participation in VET courses at TAFE or through private providers.

A partnership exists with the Camden Community Centre which allows for students to undertake volunteer work in the various functions of their work as part of flexible learning programs.

A strong partnership exists with Errington Special Education Centre (formerly Ashford Special School) whereby senior school students undertake regular voluntary work – as part of the PLP. Some students have continued this work through subjects such as Community Studies or Integrated Studies.

## 5. Sporting Activities

**Within the curriculum, Plympton International College, offers the following activities:**

**Intraschool:**

In-school coaching clinics in a variety of sports by outside organisations R-6. We are investigating a number of after school sporting activities.

**Interschool:**

Affiliation with and involvement in Southern Zone Sports Competition results in a wide variety of sport offered through whole day sports carnivals and knockout sports competitions. The school is affiliated with both SAPSASA and SASSSA, which provides students with the opportunity to be involved in a large number of sports. Teams are regularly entered into competitions in: Football, Soccer, Netball, Touch Football, Basketball and Volleyball/ Beach Volleyball.

**Weekend sports clubs:**

A number of clubs exist in the area and students R-12 are involved in a range of these.

## 6. Other Co-Curricular Activities

- **General:**

The school has an established sister school relationship in China and will be working with them through on-line learning and through exchange visits.

During the year, the school hosts short term Study Tour visits from several Japanese schools, which provide all members of the school community with opportunities to establish friendships and cultural links with a range of visitors.

A Peace Education program is conducted by community members of the Bai'hai Faith as a weekly lunchtime activity for R-5 school students.

A Festival of Music Choir exists for Year 5 – 7 students.

Year 7-9 students participate in the Debating teams competition organised by a Plympton International College staff member.

Instrumental music lessons in a wide range of instruments are provided for Year 3-12 students.

An R-12 Sports Day is held annually.

## 7. Staff (and their welfare)

- **Staff profile**

The staff comprises a mixture of experienced and recent graduate teachers. There has been a number of new positions over the last year that has brought new ideas to the school.

- **Leadership structure**

The Executive team comprises the Principal, 2 x Directors (Assistant Principals) and Business Manager. The Leadership team comprises the Executive team, and 5 x Coordinators.

Some release time is currently provided to teaching staff to provide curriculum support in the organisation of sports programmes, as well as VET.

### **Performance Development**

There is a line management structure for formal and informal performance development processes. All teaching staff have undertaken professional learning regarding the AITSL National Teaching Standards, Performance Development policy and procedures. Staff are expected to actively engage in a Performance Development process throughout the year. R-12 Performance and Development Teams have been established for the sharing and ongoing professional dialogue around individual staff priorities and Performance and Development Plans. Student surveys also form part of the process as part of continual improvement.

- **Staff utilisation policies**

Staff specialisation currently exists in the following areas:

R-6: EALD, LOTE Chinese, Performing Arts, Special Education, Literacy intervention

All Years 7-12 programs are delivered by specialist staff.

The School Services Officer team is multi-skilled and works across the school delivering a range of services such as administration and data management, EALD and Special Education support, Literacy data gathering and recording, Literacy support and student services support.

The computer networks are managed and maintained by a Network Manager.



- **Access to special staff:**

The school is supported by: teachers of Instrumental Music, Members of the DECD Integrated Support Services Team: Psychologist, Speech Pathologists, Social Workers, Student Behaviour Coach, Attendance Officer, Special Educator, Aboriginal Education Officers.

## 8.

# Incentives, support & award conditions for staff

### School Facilities

- **Buildings and grounds:**

The school currently has a mixture of solid buildings. The *Building the Education Revolution* funding provided for construction of a new R-5 building and refurbishment of classrooms. \$1.2 Health Skills Centre (hospital setting) has latest equipment and resources. A \$4.2 million upgrade of building in the primary classrooms, primary STEM and secondary STEM is in the construction phase.

- **Cooling:**

All teaching facilities are air conditioned.

- **Specialist facilities:**

Information Technology facilities include a fully integrated network across the school, all buildings are wireless enabled, a multi media theatre, dedicated computing suites in addition to pods in Tech Studies, Music, Visual Arts, Resource Centre, classrooms and Year 11/12 study area in the Resource Centre. In addition, all R-6 classrooms and many secondary classrooms have interactive whiteboards or projectors, trolleys of laptops are available to all classes.

Specialist teaching facilities include 3 Science laboratories, a large Gymnasium, Home Economics kitchen, Woodwork and Metalwork Workshops, R-12 Resource Centre, Visual Art rooms, Music Suite and Drama Suite.

A new state of the art Health Industry Trade Skills Centre was constructed during 2015 to support the delivery of the Health Pathways Program.

There are designated play areas and equipment for R-5 and Year 6 / 7 students as well as large oval areas and a fenced artificial surface multisport courts complex.

- **Student facilities:**

Canteen, Cafeteria area, Year 11 and 12 study rooms are provided for student use.

Specialist play equipment for R-6 students.

- **Staff facilities:**

Information Technology access in all offices, workrooms, and staff lounge.

All teaching staff are provided with a laptop and iPad.

Staff have access to EDSAS in all office areas.

All staff have Learnlink accounts for email and internet access.

- **Access to bus transport:**

Private bus companies as well as the public transport system are used to provide transport for excursions.

- **Access for students and staff with disabilities:**

Disability access is provided to all areas via lift and ramp access.

- **Other:**

The site is served by various public transport routes.

## 9.

# School Operations

- **Decision making structures:**

The basis of decision making is the belief that those affected by a decision will participate in the decision making process. Staff are expected to participate in all school processes related to the Strategic and Site Plans and the improvement agenda.

The Executive Team meets weekly – Principal, Directors and the Business Manager.

The Leadership team meets weekly – Executive Team, Coordinators, Project Managers. Other staff are welcome to attend meetings but do not have voting rights.

Staff meetings are held weekly on Tuesdays 3.20 – 5.00 pm. A rotation allowing for Learning Area/Learning teams, Improvement Groups, and R-12 staff and other meetings to occur during the Term. All teaching staff are expected to attend all planned meetings. Attendance for SSOs is voluntary.

- **Regular publications:**

Daily notices for students are published electronically. All staff have access to published notices via Sentral. Staff notices are delivered using Learnlink email.

R-12 newsletter published three times per term.

Curriculum Handbook published for course counselling process in Term 3 each year.

Staff Information booklet is made available to all new staff via induction processes.

**Other communication:**

The school has a growing intranet system in operation. The school website is regularly up-dated and a SkoolBag App is used to further improve access to information for all members of the school community. A school Facebook page is used regularly to post information about student work, activities and general information about the school.

- **School financial position**

There are clearly outlined budget management processes in place to ensure that the funds available are used equitably and in line with school priorities. There are no large reserves of funds. Expenditure is closely monitored to ensure sustainability of finances and programs. School Card approvals are currently approximately 25%.

- **Special funding**

The major source of funds to supplement the Student Centred Funding Model generated budget result from the hosting of International students and International Study Tours.

## 10. Local Community

- **General characteristics:**

The local community comprises a diversity of cultural, religious and socio economic groups. There are in excess of 40 different cultural groups in the school including Indian, Ethiopian, Filipino, Sri Lankan, Thai, Afghani, Bosnian, Chinese, Serbian and Croatian.

Within a 2km radius of the school there are approximately 450 business enterprises, some very small, with a few that employ in excess of 500 workers.

- **Parent and community involvement**

Parent involvement is encouraged and currently includes: R-5 classroom support, Sports program and extra-curricular activities, and Governing Council.

The Governing Council has established a range of sub committees to support the work of the school.

- **Feeder schools**

Major feeder schools for Plympton International College secondary years are: Richmond, Black Forest, Plympton, Forbes, Edwardstown, St Leonards, Cowandilla and Glenelg Primary Schools.

Pre-school and Child Care Centres which feed into Plympton International College are: Ascot Park, Baden-Patterson, Bumble Bee, Camden Park, Dunbar Tce, Glandore CCC, Glenelg CCC, Kurralta Park, Mooringe Ave CCC, Netley, Tiny Tots Academy, Vermont, Lady Gowrie and Oaklands Estate.

- **Other local care and educational facilities**

Other nearby educational institutions include Immanuel College, Plympton Primary School, Thebarton Senior College, Adelaide University, Flinders University and UniSA.

- **Commercial/industrial and shopping facilities**

The school is centrally located between the city and the commercial and tourist centre of Glenelg. The large nearby shopping zones of Glenelg, Kurralta Park and Anzac Highway are easily accessed by public transport, as is Westfield Marion Shopping Centre.

- **Other local facilities**

Medical, sporting, social and cultural facilities servicing various groups are located in the area. Aged care, youth groups, angling, yachting, museums and historical societies, hospitals and churches are resources easily accessed by the school community. Additionally, there are five community libraries and resource centres complementing Plympton International College's resources.

- **Local Government body**

Plympton International College is situated in the City of West Torrens. The school has developed a positive relationship with the Council and has collaborated in a range of projects and programs to support student learning. The Council publishes a Community Services Directory annually. A copy can be requested by contacting City of West Torrens, 165 Burbridge Rd, Hilton 5033, Ph 8416 6333, Fax 8443 5709

## 11. Further Comments

- Plympton International College was established in 2017. It was formerly known as William Light R – 12 School that was established in 1998 after the closure of Netley and Camden Park Primary Schools and Plympton High School. It was established on the grounds of Plympton High School

**Particular characteristics of the school include:**

The R-12 structure allows for unique opportunities for staff and students and for the development of a cohesive curriculum for the length of a student's school life as well as a "one stop" campus for families.

The harmonious multicultural nature of the student population provides opportunities for rich experiences for all.

The relatively small population of the school provides for a family friendly environment and for long term relationships to be established between staff and families.