



SCHOOL CONTEXT STATEMENT

Updated: 02/2021

School number: 0907

School name: Plympton International College

1. General information

Part A

School name : PLYMPTON INTERNATIONAL COLLEGE
 School No. : 0907 Courier : Western Adelaide
 Principal : Ms Linda Richardson
 Deputy Principal : Mr Sam Mosley
 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

February FTE Enrolment

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 12+	FLO	Total
2016	10	14	16	18	15	20	23	21	28	39	46	44	56	1		351
2017	19	10	13	19	16	15	20	36	54	34	35	41	38	1.2		352
2018	29	14	21	20	17	21	19	24	63	46	40	34	31	0.2		379
2019	44	31	19	25	28	23	28	31	48	68	49	46	29	0		469
2020	44	47	35	27	26	36	37	52	81	61	69	51	35	00	19	620
2021	48	44	48	44	30	27	45	49	104	82	63	70	48		21	702

	School Card Percentage	NESB Enrolment	Aboriginal Enrolment
2016	33%	181	14
2017	34%	174	15
2018	TBA	171	9
2019	32.5%	173	7
2020	32%	196	13
2021	23%	203	12

Part B

Executive Team

Linda Richardson R-12 Principal
Sam Mosley, R-12 Deputy Principal
Caitlin Nicolle, Director of Primary School
Andrew Charlton, Director of Secondary School

- School website address
www.plymptoncollege.sa.edu.au
- School e-mail address
dl.0907.info@schools.sa.edu.au
- Staffing numbers

Leadership	7.6 FTE (11 staff)
Teachers	42.1 FTE (51 staff)
SSO	547.2 hours (14 SSOs)

- **Year of opening:**

In January 1998, Plympton International College (formerly 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 (OSHC) 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 backgrounds and approximately 30% of families are approved School Card users; approximately 39% of students are from non-English speaking backgrounds; more than 40 different cultural groups exist harmoniously within the college; 4% students with Disabilities, 1% ATSI.

- **Pastoral Care programs:**

Student Wellbeing is a school priority, and a strong pastoral care program 'Keys for Success' exists that incorporates wellbeing, intercultural understanding, career education and the Child Protection Curriculum (KSCPC). In addition to this program, 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 in both Primary and Secondary include Student Wellbeing Leaders, R-12 Learning Support Coordinator, EALD Coordinator, Bilingual leaders and School Support Officers (SSOs) and Pastoral Support Worker. Programs include mentor programs, EALD support, Literacy intervention programs and 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.

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: Students at Plympton International College follow the college values and show responsibility and respect. Processes are based class agreements 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 Wednesday and Thursday after school.

- **Student Government:**

The Student Representative Councils (SRC) at Plympton International College is strong and operates in the R-6 and years 7-12 sub-schools. SRC's meet regularly to inform the broader school decision-making processes and work to strengthen college culture. Student Action Teams are established as needs are identified and include wellbeing ambassadors and an intercultural steering committee.

Two senior students and two year 6 students are elected by their peers as College Presidents. Their role is to provide leadership to the school community and to represent the school in the community and at official functions, together with leading assemblies.

- **Special Programmes:**

Plympton International College has an innovative bilingual program. All Reception to year 2 students participate in daily lessons of Chinese, building up to the bilingual program in year 3 to 6. In the bilingual program students do 50:50 English/ Chinese instruction. In year 7 to 10, students complete 5 lessons per week of Chinese with the option to be in the immersion program in year 7, where both HASS and Chinese are taught in Chinese language.

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 with a number of Health related VET subjects. Senior School students have Individual programming in the senior school which 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

Plympton International College Strategic Framework Actions 2021			
	High Expectations	High Support	High Achievement
LITERACY IMPROVEMENT	<p>All Staff engage within a Professional Learning Community (PLC) with a focus on Reading and Writing improvement, contributing to School Improvement Plan (SIP) literacy targets</p> <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure continuity of learning/development through a Literacy Agreement R-12 • Provide PD around differentiation, intellectual stretch & resourcing within literacy • Work with staff to implement literacy interventions • Use coaching model to provide ongoing support and feedback to PLC teams • Strengthen connections with literacy experts to support staff <p>Teachers/SSO's will:</p> <ul style="list-style-type: none"> • Engage with a PLC using an action-research approach • Utilise a range of reading and writing strategies incl. EALD specific strategies in all classes • Implement appropriate aspects of Big 6 Reading in all learning areas • Investigate learning literacy programs e.g. Macq/it/literacy tutorials • Explore early years reading interventions • Include targeted PAT R resources to differentiate learning (PD to be provided) • Implement Initial Lit in early years and extend Brightpath writing assessment across primary and secondary years • Use pedagogies that develop subject specific literacy for students 	<p>Plympton International College is established as a Centre of Excellence in local and international communities that develops bilingual students who are proficient in both English and Chinese languages and have high levels of intercultural understanding</p> <p>Leaders will:</p> <ul style="list-style-type: none"> • Extend the Bilingual program into Secondary/introduce immersion model • Ensure Quality Assurance of Bilingual curriculum, program and assessment and reporting structure and implement the local governance model • Develop a statement of global commitment and investigate international accreditation • Incoming/outgoing study tours/SAP/PSP/HSP • Provide opportunities for R-12 to engage with Chinese language and culture • Leadership of international ambassadors which celebrate a range of cultures within the PIC community • Establish international connections and relationships <p>Teachers/SSO's will:</p> <ul style="list-style-type: none"> • Embed Intercultural understanding opportunities into Teaching & Learning programs • Utilise student language and cultures as learning opportunities • Engage with the celebration of cultural diversity through curricular/ extracurricular activities • Use cross-curriculum priority Asia and Australia's engagement with Asia to incorporate Asia content and perspectives into teaching and learning programs • Investigate the use of Digital link-up to engage with international schools • Provide opportunities to prepare and engage students as global citizens 	GLOBAL EDUCATION
INNOVATIVE TEACHING & LEARNING	<p>All staff provide high-quality teaching and an innovative curriculum that provides real world connection/relevance</p> <p>Leaders will:</p> <ul style="list-style-type: none"> • Work with staff on high-quality Learning Design, lesson structures and assessment. • Consult to ensure subject offerings/timetable is based upon student voice and provides flexibility for interdisciplinary learning/ team teaching and community partnerships • Provide time and support for internal & external moderation • Support staff to attend PD/deliver PD on innovative pedagogies/practices and resources, incl. ICT. • Strengthen partnerships with external services (e.g. UniSA Health Medicine & STEM curriculum) <p>Teachers/SSO's will:</p> <ul style="list-style-type: none"> • Increase student agency within Teaching & Learning programs • Incorporate differentiation strategies for a diversity of learning needs/styles • Provide a range of assessment methods/opportunities to showcase learning • Utilise Peer observations/feedback to improve teaching practices • Provide clarity around learning intentions and success criteria • Include tasks and programming from DFE Curriculum resources • Utilise team-teaching opportunities where appropriate to increase student engagement and opportunities for differentiation • Collectively moderate student assessment tasks to ensure a consistent approach 	<p>An inclusive R-12 culture exists, centred around wellbeing for learning that increases connection to Plympton International College for staff, students and families</p> <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure the Student Representative Council is consultative in decision making • Integrate a relevant and age-appropriate Keys for Success program R-12 • Provide targeted Interventions for wellbeing/inclusion/high achievers • Actively promote wellbeing support • Support an extracurricular program/ celebrations & events/activities that engage student interest • Ensure there is clarity/ stakeholder voice within decision making • Work with all stakeholders to ensure learning spaces/facilitates showcase Plympton International College as a Centre of Excellence <p>Teachers/SSO's will:</p> <ul style="list-style-type: none"> • Strengthen connections to students through role as a homegroup/classroom teacher • Provide opportunities to increase peer to peer connections in classrooms • Encourage a Growth Mindset, develop and celebrate resilience • Include student voice & feedback in learning design and programs • Support for extracurricular activities • Explore opportunities to work with others across R-12 • Provide opportunities for volunteering and the development of community connections 	WELLBEING & CULTURE R-12
A Centre of Excellence for R-12 Learners			

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, Design & Technology, English, Health & Physical Education, Language, Mathematics, Science and Humanities and Social Sciences (HASS) as well as social skills program.

Non-Instruction Time (NIT) lessons are Music, Health & PE and Science.

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. Year 7 subjects are English, Chinese, Drama, Design & Technology, Food Technology, HASS, Visual Arts, Health & Physical Education, Mathematics and Science.

Year 8

Year 8 subjects are English, Chinese, Drama, Design & Technology, Health, History, Geography, Food Technology, Mathematics, Digital Technology, Music, Health & Physical Education, Science, 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, Health & Physical Education, Mathematics, Physical Education, HASS, Chinese and Science.

Year 9 Choice subjects are Visual Art, Drama, Food Technology, Digital Media, Music and Design Technology.

Year 10

Compulsory subjects include English, HASS, 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 Cultural Studies, Food Technology, 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)

There is a wide range of SACE Stage 1 subjects. 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, Chinese, 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. Students can complete the Stage 2 Research subject in Year 11.

Year 12 (Stage 2 subjects)

There is a wide choice of SACE Stage 2 subjects, including Biology, Business and Enterprise, Certificate 3 in Health Services Assistance and Allied Health Assistance, Chemistry, Chinese, 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:**

- Chinese Bilingual Program R-10
- Health courses at year 10-12 links with UniSA
- Year 7 in high school
- Children's University

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.

- **Assessment procedures and reporting:**

Assessment and Reporting processes are under 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 1.

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. There are many links with community groups, businesses, TAFE and universities.

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. Students are also invited to be a part of the Children's University program and work towards accreditation through extracurricular activities within and outside of the school

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

5. Sporting Activities

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

In-school coaching clinics in a variety of sports by outside organisations R-6. We are running a number of before school, lunchtime and afterschool clubs.

Affiliation with and involvement in Western 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.

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 international schools, which provide all members of the school community with opportunities to establish friendships and cultural links with a range of visitors. Families are invited to be homestays for these visitors and students can be ambassadors or buddies to support them during their learning experience.

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.

Sports Days are held annually for R-6 and 7-12.

Camps and excursions are an important part of the college culture and allow students to connect with their peers and teachers outside of the school environment. These generally take place in Term 1 as part of our ongoing transition priority. .

7. Staff (and their welfare)

- **Leadership structure**

The Executive team comprises:

- Principal
- Deputy Principal (B4)
- Director of Primary School (B3)
- Director of Secondary School (B3)
- Business Manager.

The wider Leadership team comprises of the Executive team, 1 x B2 Leader and 6 x B1 Coordinators. All positions are aligned to the strategic directions of the school.

Some release time is currently provided to teaching staff to provide curriculum support in the organisation of sports programmes, year level management and VET/SACE.

Performance Development

A Professional Development procedure governs staff performance development and works in line with the schools strategic actions. 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, which includes peer and line-management observations and feedback processes. Student surveys also form part of the process as part of continual improvement. Plympton International College supports staff who are wishing to progress from Graduate to Proficient through a supportive process as well as those wishing to apply for national certification.

- **Staff utilisation policies**

Staff specialisation currently exists in the following areas:

R-6: EALD, Mandarin Chinese, Performing Arts, Learning Support, Science, Literacy & Numeracy interventions

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 classroom support, Quicksmart maths, Mini and MultiLit interventions.

The computer networks are managed and maintained by a Network Manager and ICT SSO. Specialist support is provided by an external company.

- **Access to special staff:**

The school is supported by: teachers of Instrumental Music, Members of the DfE 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 has been completed. A \$3 million Performing Arts and secondary classroom upgrade will be completed in 2021. Additional building works has been budgeted for and will progress over a 3 year period.

- **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 multimedia 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 4 STEM rooms, a large Gymnasium, Home Economics kitchen, Design and Technology 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:**

OSHC for R-6 students

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/or iPad.

Digital or touch screens are in all classrooms

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, Deputy Principal, Directors and the Business Manager.

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

Staff engage in a professional learning program which includes staff meetings, professional development and PLC work. These are held weekly on Tuesdays 3.20 – 4:45 pm. Additional Year Level meetings occur between 3:20pm- 4:00pm on Wednesdays in weeks 3, 6 & 9 of each 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 twice per term through Microsoft Sway.

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 college Facebook, Instagram and LinkedIn pages is used to further improve access to information for all members of the school community. The social media pages are used regularly to post information about student work, activities and general information about the college.

- **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. Commitments are in place for upgrade of college gym and construction of COLA (Covered Outdoor Learning Area) and classroom upgrades.

- **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: classroom support, Sports program and extra-curricular activities, and Governing Council. Many parents participate in the junior primary reading program every morning.

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

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 college culture is based on high expectations, high support and high achievement as we become a school of choice and centre of excellence.

