



# William Light R-12 School 2016 Annual Report to the School Community



Government  
of South Australia  
Department for Education  
and Child Development

William Light R-12 School Number: 907

Partnership: West Torrens

**Name of School Principal:**

Linda Richardson

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**Name of Governing Council Chair:**

Megan Mahon

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**Date of Endorsement:**

9/3/17

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## School Context and Highlights

2016 was the start of a transformation with new directions set. A focus of building a school culture of high expectations and high achievement with the aim of raising the profile of the school with the vision of becoming a centre of excellence and a school of choice.

Highlights included:

- Successful application for first Chinese Bilingual School in SA. Ongoing preparation including parents information sessions, curriculum writing by UniSA, building & facilities plans and ICT upgrade.
- Consultation with all stakeholders to develop a new school name and logo.
- Opening of Health Skills Centre to provide Certificate III Allied Health
- ICT office relocated to Resource Centre for greater student and staff access to ICT support
- ICT Committee: iPads for staff and students, PD, policy development, parent information sessions,
- Bring Your Own Device (BYOD) implementation for senior school students, new Sentral system for absences and reports.
- Uniform policy review and new uniform items to increase school pride
- Use of student data & tracking of student achievement through traffic light system
- Primary Maths intervention (QuickSmart)
- Extensive PD for staff on Task design, Literacy, ICT and Australian Curriculum
- Student Voice Committee, (SVC) involved in reviewing Student Behaviour Management Review, Assessment Deadline Policy, fundraising, and hosting events
- Re-structure of Special Education support
- Collaboration with West Torrens Council, Uni of Adelaide Confucius to hold Chinese Twilight Festival community event.
- West Torrens Water Garden – urban art project.
- Extra curricula activities including primary and secondary sports competitions and workshops , R -12 Sports Day, Swimming, Music and Drama performances, Festival of Arts Choir, OzAsia, Debating, Book Week activities, Mt Hotham Ski Trip, Operation Flinders, excursions and incursions.
- Music student/leadership visits to local primary schools and hosting staff to build networks.
- Year 12 Formal and Valedictory Ceremony
- New Year 8 Camp introduced
- Links with businesses through Beacon Foundation, speed careering, mock interviews, high impact programs, business breakfast and the Happiness Cycle excursion where students built and took home a bike.
- Student progressions as demonstrated in SACE, NAPLAN, Running record, PATr- PATm results. Improved reading results and targets met.

## Governing Council Report

2016 was a momentous year for William Light R-12 school. The new Allied Health Trade Skills centre was finished and officially opened providing students from a wide range of public and private schools across the region with state-of-the-art training facilities for Certificate courses in Allied Health.

In April, William Light R-12 School was finally announced as South Australia's first bilingual school. In September, with generous support from the West Torrens Council, we held a very successful Twilight festival to officially open our Confucius Classroom and to celebrate the Bilingual School.

After consultation with staff, students and parent, and much discussion at Governing Council meetings, the name "Plympton International College" was chosen to better reflect the school's new bilingual nature. This has resulted in a new school logo and a transformation of the signage around the school. Towards the end of 2016, the school was given \$700k for improvements to our Primary teaching and learning which has resulted in a transformation of the Primary school classroom area and outdoor learning space.

Throughout the year I have the pleasure of working with the admin team on projects as diverse as the Twilight festival, the OSHC tender process and the school's change of name.

It was also announced during term 4 2016 that Plympton International College was to be included in the first round of STEM redevelopment for both our Primary and Secondary learning areas. Planning is well underway with building programmed to commence October 2017.

I have been proud to be part of the Governing Council over the past 10 years, and 2016 was a year of fresh faces on the council. It is a really exciting time to become part of the Plympton International College Governing Council, and I would strongly encourage anyone with any interest to become involved. We are looking for parents to serve on committees such as Grants and Fundraising and the Canteen committee, and we look forward to welcoming more parents to governing council meetings. We meet twice a term, in a relaxed friendly atmosphere- come and get involved!

Megan Mahon  
Chairperson

## Improvement Planning and Outcomes

### Strategic Priority one: Quality Pedagogy through ICT

- Increased teacher capacity in using ICT through weekly ICT training for staff using iPads.
- Increased understanding of Achievement Standards and assessment through support of DECD Learning Improvement team with a concentration on TfEL (Teaching for effective learning) and best practice for 21st century learners.
- Improved teacher capacity in using the Australian Professional Standards for Teachers and all teachers met with line managers to evaluate their practice.
- Greater consistency in programming in R - 6 classes and common literacy and numeracy agreements set.
- All staff using data to inform their practice and to monitor student progression through half term traffic light system.
- All staff using the new Sentral Learner Management System for absences and record keeping.
- All staff visited other schools to gather ideas and form networks.
- Year 7 became part of the high school and had access to specialist subjects, teachers and resources which led to increased enrolments.
- Effective resource management to ensure surplus budget for 2016 - 2019 to align with priorities.

### Strategic Priority two: Wellbeing for Learning

- Implementation of Quicksmart Maths intervention program and improved students' results
- Audit of Keeping Safe: Child Protection Curriculum training for staff and mapping of coverage across the R-12 context.
- Year 11/12 study supervision moved to Resource Centre and teacher mentors available for assistance
- Improved follow up of attendance, uniform, and behaviour issues by homegroup teachers
- Increased decision making and student leadership evident in policy reviews, uniform committee, Governing Council, Beacon group, public relations and fundraising.
- Lunchtime activities and greater access to Resource Centre during break time.
- 'Extended Day' established twice a week, together with a homework help support from SSO and leaders.
- New Health Trades Skills Centre providing amongst the latest and most effective educational opportunities in allied health career pathways.

### Strategic Priority three: Implementation of the first Chinese Bilingual School in SA

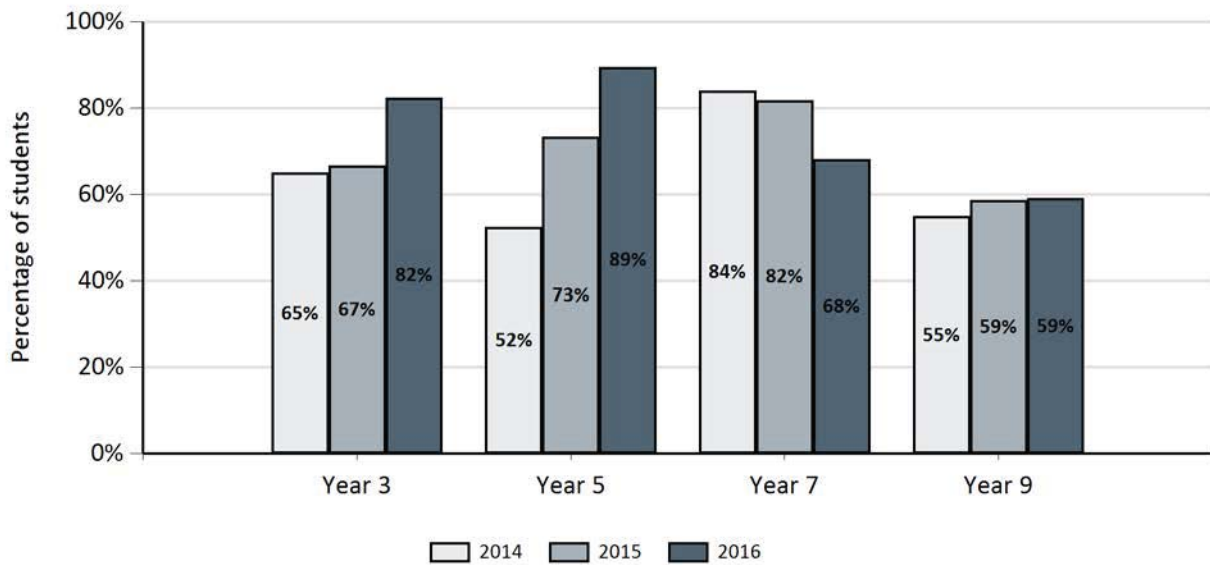
- New name and logo developed through staff, parent and student consultation.
- Strong partnership established with West Torrens Council, University of Adelaide and University of SA to develop the Chinese Bilingual program, Chinese Consulate in Adelaide, Chinese Chamber of Commerce etc etc
- Building community links through a successful Chinese Twilight launch of Confucius classroom/Bilingual status.
- Collaborative planning with DECD Bilingual team and other stakeholders to ensure a smooth transition and effective change management procedures in place for 2017.

## Performance Summary

### NAPLAN Proficiency

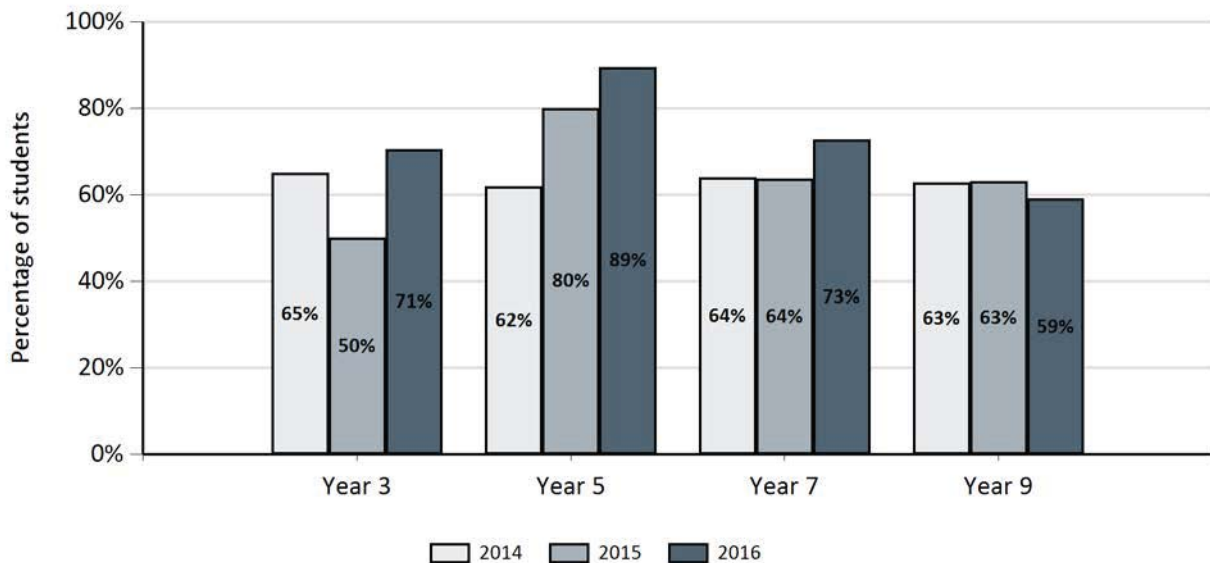
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Lower progress group	6%	15%	22%	25%
Middle progress group	63%	62%	61%	50%
Upper progress group	31%	23%	17%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Lower progress group	19%	38%	21%	25%
Middle progress group	31%	23%	53%	50%
Upper progress group	50%	38%	26%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

## NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	17	17	7	7	41%	41%
Year 3 2014-16 Average	16.3	16.3	6.0	4.3	37%	27%
Year 5 2016	19	19	7	8	37%	42%
Year 5 2014-16 Average	18.3	18.3	4.3	4.3	24%	24%
Year 7 2016	22	22	2	8	9%	36%
Year 7 2014-16 Average	23.0	23.0	4.0	5.0	17%	22%
Year 9 2016	44	44	5	1	11%	2%
Year 9 2014-16 Average	47.0	47.0	6.0	4.3	13%	9%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

\*\*NOTE: Percentages have been rounded off to the nearest whole number.

## South Australian Certificate of Education - SACE

### SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA).

2014	2015	2016
80%	95%	91%

Data Source: SACE Schools Data reports, extracted January 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

### SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	0%	0%	0%
A	0%	0%	2%
A-	4%	6%	2%
B+	13%	10%	10%
B	10%	13%	17%
B-	13%	12%	15%
C+	13%	16%	17%
C	18%	25%	19%
C-	8%	12%	9%
D+	8%	3%	7%
D	4%	1%	1%
D-	4%	1%	0%
E+	2%	0%	0%
E	1%	0%	0%
E-	1%	0%	0%
N	1%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE that year.

2014	2015	2016
86%	96%	85%

Data Source: SACE Schools Data reports, extracted January 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	45%	60%	55%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	86%	96%	85%

## School Performance Comment

An increase in Year 3 and Year 5 Reading in NAPLAN has been attributed to the Professional Development undertaken with staff across the Primary. Clear communication with regards to expectations and consistency of best practice through targeted dialogue around AITSL Standards for teachers, Australian Curriculum, TfEL document as well as targeted intervention on reading for success strategies.

With Numeracy being a focus for development in 2016, results in Year 3,5 and 7 showed improvements and are due to a new Numeracy intervention program, increased knowledge and strategies with regards to pedagogical practices and staff agreements around benchmarks.

Our focus for 2017 will be on improving Year 7 Reading and Year 9 Numeracy. Future actions will include a clear understanding of the achievement standards, a further concentration on differentiation for students, with a shift from fluency only to problem solving and critical thinking skills. The shift in practice from streaming to differentiation within secondary classrooms should see an improvement in our results in future.

Due to introducing the study line, study mentor supervision, more productive use of study time for students, although there was a decrease in the SACE completion rate from 2015, there was an increase in the number of students achieving higher grades. No D grades or lower were recorded at Stage 2 as a result.

As there has been a decrease from 96% to 85% for SACE completion in 2016 an area for focus will be on Stage 1 results as well as SACE completion. In order to boost our SACE completion rate we are seeking models of best practice by visiting schools whose SACE completion rates are very high, increased parent involvement and communication, increased comprehensive follow up and effective course counseling procedures. Attendance and punctuality measures have been established in order to support follow up with students. An increased sense of pastoral care, with structured student wellbeing sessions run by home group teachers and a case management approach involving Year level managers and Leadership staff, when working with at risk students will endeavor increase SACE completion rates.

Closer analysis is to explore the success rate of early leavers during the Year 12 year in gaining meaningful post school training and employment opportunities.

There has again been a rise in the number of students achieving Certificate III competencies from 43% in 2015 to 45% in 2016 which is above the state percentage of 43%.

Apart from the VET Health and Information and Digital media courses delivered at William Light, our students continue to have access to over 60 different VET programs through Western Adelaide Secondary Schools Network (WASSN).

In becoming the state's first Chinese Bilingual School with a vision of excellence in language education and a STEM focus, we are involving the community - staff, students, and families to make Plympton International College a school of choice for the future.

## Attendance

Year level	2014	2015	2016
Reception	85.2%	90.3%	86.5%
Year 01	88.1%	88.3%	88.8%
Year 02	89.2%	94.3%	88.4%
Year 03	90.9%	84.9%	91.7%
Year 04	95.2%	92.3%	89.6%
Year 05	90.4%	90.7%	90.3%
Year 06	91.6%	91.0%	93.8%
Year 07	88.9%	92.9%	92.6%
Year 08	88.1%	86.5%	92.0%
Year 09	86.5%	86.6%	89.2%
Year 10	88.4%	84.5%	86.8%
Year 11	86.4%	83.3%	86.6%
Year 12	86.5%	86.0%	89.9%
Secondary Other	54.9%	75.0%	100.0%
Total	88.2%	87.0%	89.5%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

## Attendance Comment

- The attendance rate overall is an improvement on 2015 figures, although the aim is to continue to raise attendance levels to DECD target of 95%
- Staff follow up on all unexplained lateness and attendance. This is done via checking diaries, emailing and phoning parents/caregivers.
- In the case on chronic absenteeism, information is passed onto the Wellbeing Coordinator who generates letters to be posted home and follow up action.
- The school will be putting into place a new sign-in system in 2017 for lateness and absence. It is hoped this will raise the attendance rates even further.

## Behaviour Management Comment

- Suspensions increased by 41% (51 to 72) from 2015. This is mainly due to a raising of our expectations and some students taking time to adjust to these new standards. There has been a 'no tolerance' policy to any form of violence.
- Internal Suspensions decreased by 32% (68 to 46). The review of the Student Behaviour Policy with the addition of an additional step 'Extended Day' (detention after school) may have also contributed to the decrease.
- Take Home has nearly doubled (17 to 33). Once again, a small group of primary students with additional needs have had difficulty in self regulation and parents have been called to collect them if necessary.
- Students are counselled in Re-entry Meetings with positive goals set for future behaviours.

## Client Opinion Summary

Client opinion surveys were completed by 29 parents, 70 students and 29 staff members. Ratings are out of 5.

Areas of parent satisfaction:

"Teachers at this school expect my child to do his or her best" (3.8)

"My child feels safe at this school" (3.6)

"My child is making good progress at this school (3.5)

Areas for improvement:

"Student behaviour is well managed at this school" (2.8)

Areas of student satisfaction:

"My teachers expect me to do my best" (4.1)

"My schools looks for ways to improve (3.6)

Areas for improvement:

"My school takes students' opinions seriously" (2.8)

"My school is well maintained" (2.9)

"Student behaviour is well managed at my school (2.5)

Areas of staff satisfaction:

"The school looks for ways to improve" (4.3)

"Staff are well supported at this school" (3.8)

"The schools takes staff opinions seriously" (3.8)

Areas for improvement:

"The schools is well maintained" (3.1)

In 2017 school priorities include the continued focus on positive behaviours together with increasing student student voice and engagement.



## Intended Destination

Leave Reason	School	
	Number	%
Employment	2	1.7%
Interstate/Overseas	29	24.2%
Other	1	0.8%
Seeking Employment	1	0.8%
Tertiary/TAFE/Training	3	2.5%
Transfer to Non-Govt School	7	5.8%
Transfer to SA Govt School	35	29.2%
Unknown	42	35.0%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## DECD Relevant History Screening

The following processes are in place to ensure compliance with DECD requirements:

DCSI clearances are sighted and recorded in EDSAS for all staff and volunteers

DCSI clearances are sighted for all contractors and workers attending the site to work with students.

## Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	71
Post Graduate Qualifications	17

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	29.3	0.2	13.7
Persons	0	33	1	17

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	N/A
Grants: Commonwealth	Sport Schl \$8,400
Parent Contributions	\$169,534
Fund Raising	\$3490.85
Other	\$3,300

Data Source: Data Source: Education Department School Administration System (EDSAS).

## 2016 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	SSO assistance in class and lunchtime activities	Students engaged in positive behaviour
	Improved Outcomes for Students with an Additional Language or Dialect	Smaller classes Teacher and SSO intervention	NAPLAN / Running Record improvement
	Improved Outcomes for Students with Disabilities	SSO support	Progress evident in assessments / NEP
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Additional support for Aboriginal students Quicksmart Maths intervention Hindi program for students Links and programs with Beacon SSO support PD for staff	Increased engagement Improved NAPLAN results Maintenance of first language Increased pathways Implementation of AC across R-10
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives	ACEO supporting students	Greater engagement of non-indigenous students
Other Discretionary Funding	Better Schools Funding	Resources and SSO support time provided to students with additional needs	Increase of students accessing funds
	Specialist School Reporting (as required)	-	
	Improved Outcomes for Gifted Students	Debating and Science Week programs	Access to leadership skills
	Primary School Counsellor (if applicable)	Student Wellbeing Coordinator working with students at risk SSO recess support	Recess activities Social skills program