

# PLYMPTON INTERNATIONAL COLLEGE SITE IMPROVEMENT PLAN 2017 - 2019



Strategic Priorities for Student Learning	Actions (What will it mean for us?)	Evidence (How will we measure our learning progress?)	Targets (Key indicators of learner success)
<p><b>Quality Pedagogy</b></p> <p><b>ICT</b></p> <p><b>STEM</b></p>	<p><b><i>Plympton International College has the core belief that all educators continually improve their pedagogy</i></b></p> <p><u><i>Engage in learning teams to improve student outcomes through:</i></u></p> <ul style="list-style-type: none"> <li>• Creating a culture of high expectations and raising standards</li> <li>• A whole school approach to tracking students' progress and develop Literacy and Numeracy agreements</li> <li>• Embedding Year 7 into High School to have access to specialist subjects and resources, aligning to Australian Curriculum.</li> <li>• Increased Professional learning aligned to site priorities</li> <li>• Incorporating digital learning as a teaching and learning tool</li> <li>• Implementing Sentral Data Management system</li> <li>• Commitment to updating knowledge and implementing Australian Curriculum and SACE Improvements</li> <li>• Creating partnership networks and collaborative practices with other schools</li> <li>• Developing STEM curriculum to engage students in higher order thinking and intellectual stretch</li> </ul>	<ul style="list-style-type: none"> <li>• AITSL and TfEL tools</li> <li>• Running Records</li> <li>• PAT -R and PAT -M</li> <li>• NAPLAN</li> <li>• EALD Literacy Levels</li> <li>• A-E data (Grade Average)</li> <li>• Common assessment tasks &amp; moderation</li> <li>• R – 12 Student Surveys</li> <li>• Evidence of developing pedagogy from Professional Development groups</li> <li>• Consistency across R – 6 with Literacy and Numeracy agreements</li> <li>• Regular evidence-based Performance Development meetings</li> <li>• Observations and collaboration sessions at other schools</li> <li>• STEM programmes and evidence of collaborative practice</li> </ul>	<p>All children and student progress and achieve at or above their year appropriate level as per DECD Standard of Educational Achievement (SEA)</p> <ul style="list-style-type: none"> <li>• <b>Running Records;</b> Reception - 5 or above, Year 1 - 15 or above and Year 2- 21 or above</li> <li>• <b>PAT-R &amp; PAT-M; see SEA standards.</b></li> <li>• <b>NAPLAN:</b> Yr 3 Band 3 or above, Yr 5 Band 5+, Yr 7 Band 6+, Band 9 Band 7 +. Improve number of students achieving in the NAPLAN Upper Bands</li> <li>• Improve Year 1- 10 A-E Grade Average</li> <li>• Increase <b>SACE</b> Completion to 100%, with Increased number of A, and B results and a decrease in D and Es.</li> <li>• Improve teacher capacity using the Australian Professional Standards for Teachers and sharing of practice</li> <li>• Improve teacher capacity through ICT and e-learning.</li> <li>• Increased student engagement, creativity and problem solving skills through STEM</li> </ul>
<p><b>Wellbeing for Learning</b></p>	<p><b><i>Plympton International College has the core belief that all learners can and will be successful</i></b></p> <p><u><i>Staff commit to a whole school approach to:</i></u></p> <ul style="list-style-type: none"> <li>• Developing consistent whole school policies, process and approaches that underpin a focus on learning and wellbeing</li> <li>• Improving attendance and engagement ('every minute counts')</li> <li>• Continue to Implement Kidsmatter/Program Achieve R – 6, and Mindmatters Yr 7 – 12</li> <li>• Authentic student voice structures that promote student work ethic and pride in achievement</li> <li>• Implementing site based student review and intervention including Quicksmart Maths, English</li> <li>• Performance Development for all leaders, teachers and SSOs</li> </ul>	<ul style="list-style-type: none"> <li>• Improved attendance data</li> <li>• Active student leadership</li> <li>• Student Opinion Surveys</li> <li>• Middle Years Developmental Survey</li> <li>• Behaviour data</li> <li>• Performance Development</li> <li>• Increased pastoral care and involvement of homegroup teachers.</li> <li>• Study mentors for SACE students.</li> <li>• Staff Opinion Surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Improve student attendance R-12 to be aligned with state average or above.</li> <li>• Decrease number of students' behaviour incidents.</li> <li>• Increased levels of student leadership and student decision making.</li> <li>• Increased teacher capacity for differentiating the curriculum for individual student success and engagement. Improved SACE study skills and time management.</li> </ul>

<p><b>Implementation of the first Chinese Bilingual School in South Australia</b></p>	<p><i>Plympton International College has the core belief that all learners can and will become successful bilingual learners and build strong partnerships in the community and internationally.</i></p> <p><u>Staff to commit to the new status of the college by:</u></p> <ul style="list-style-type: none"> <li>Working collaboratively with DECD, Confucius Institute at the University of Adelaide, University of SA and other key stakeholders to develop the bilingual program starting in 2017</li> <li>All Year 3 students being taught 50% of the Curriculum in Chinese and 50% in English, and all R – 2.</li> <li>All Year 8 students receive a daily lesson of Chinese in 2017</li> <li>All Year 9 students receive daily lesson in Chinese in 2018.</li> <li>Developing and implementing Chinese Bilingual curriculum resources and access specialised professional learning</li> <li>Developing strong partnerships with the wider community and with a sister school in China through on line sharing and exchanges</li> <li>Developing and implementing a Bilingual School Communication Plan, including a public relations and media strategy to promote the profile of the school and keep community informed on its progress</li> <li>Develop long term strategic plans with all stakeholders for the program</li> <li>Developing and implementing data collection and formative evaluation processes</li> <li>Establish adult education learning in Chinese and further extend partnership with West Torrens Council</li> <li>Expand use new WL Health Skills Centre to Bilingual students to further increase VET/Uni Health career options</li> </ul>	<ul style="list-style-type: none"> <li>Language assessments and tests</li> <li>NAPLAN</li> <li>EALD Literacy Levels</li> <li>A-E data (Grade Average)</li> <li>Parent, Student and Staff Opinion survey</li> <li>Increased teacher capacity of language learning</li> <li>Student engagement surveys</li> <li>Behaviour data</li> <li>Students leading assemblies and events in Chinese</li> <li>Share practice and progress with other Bilingual Schools interstate</li> <li>Oral and written assessments via student interactions with sister school</li> <li>Increased communication to parents through class newsletters, social media and assemblies</li> <li>Parents participating in adult education classes in Chinese.</li> </ul>	<ul style="list-style-type: none"> <li>All Year 3 students meeting Chinese language assessment requirements in 2017</li> <li>All Year 4 students meeting Chinese assessment requirements in 2018</li> <li>Increase of R – 2 students learning Chinese in 2017</li> <li>Increase of Year 8 students learning Chinese in 2017</li> <li>Increase of Year 8, 9 students speaking and writing Chinese in 2018</li> <li>Building enrolments across the school</li> <li>Increased projects with West Torrens Council and businesses</li> <li>Increased teacher capacity in linking the Australian Curriculum, TfEL and language learning.</li> <li>Hosting visitors from other schools and countries and sharing practice</li> <li>Increase community involvement in school events</li> </ul>
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