

# Plympton International College 2017 Annual Report to the School Community



Government  
of South Australia  
Department for Education  
and Child Development

Plympton International College Number: 907

Partnership: West Torrens

**Name of School Principal:**

Linda Richardson

**Name of Governing Council Chair:**

Samantha Malliotis

**Date of Endorsement:**

13/2/18

## School Context and Highlights

2017 has been an exciting year of transformation and historical importance, as we became Plympton International College, the first Chinese Bilingual school in South Australia. We have had many successes throughout the year and some of the highlights include:

- Implementation of the Chinese Bilingual program & establishment of sister schools in Shandong
- Extension of the intervention program to both Numeracy & Literacy
- Middle School Debating team wins against many other schools
- New uniform items to develop a sense of pride
- ICT wireless upgrade, BYOD and new technology across R – 12
- Building and play area upgrades in primary school
- Hosting many VIPs including the Premier of SA and Minister for Education, Port Power/Team China and Chinese leaders of education
- New Out of School Hours Care program (OSHC) established
- New STEM building designs & Science Week
- Beacon Foundation leadership & career development courses
- Primary and Secondary Music and Drama performances
- Increased community involvement including new Governing Council sub committees & fundraising
- Primary sports workshops, R – 12 Sports Day, after school sports sessions, Tai Chi and primary disco
- Lunchtime activities including chess club, computer coding, art & craft and sports

It is pleasing to see that both primary and secondary sub schools are increasing in numbers, with Reception and Year 8 enrolment doubling that of last year.

Our vision continues to be a forward thinking centre of excellence and priorities include:

- Quality Teaching and Learning from Reception to Year 12, creating a culture of high expectation and raising standards
- Increased student wellbeing
- Implementation of the Chinese Bilingual program

## Governing Council Report

I would acknowledge & remember that we formally said goodbye to William Light School.

2017 began for P.I.C. being the first Bilingual school in Adelaide, What an exciting time for our students, parents & staff! As a result we have been under the spotlight in the media with four visits from the Minister for Education and a visit from our State Premier this year. We also had a visit from the Team China football team & Chinese leaders of Education.

Our Governing Council really kicked things off with a greater number of parents active this year, working together to make a difference at P.I.C. We were able to get every committee up & running, our newest being Grounds & Maintenance. They developed an action plan to improve the facilities and prioritise our spending. Their aim is to provide ideas to the grounds person & staff on urgent work needed.

Fundraising launched student banking, BBQ & cake stall at Bunnings. They coordinated the sale of the Entertainment Books through the College. The R-6 disco, Father's Day raffle & Car Boot Sale. I'm looking forward to 2018 as they organise more social events & increase fundraising for our College.

Sport kicked off with after school sports on Thursday afternoons. This was so popular they have already asked our community for further volunteers and coaching assistance to keep this happening in 2018.

The Canteen has also listened to the suggestions & feedback from our school community with a new menu in 2018. Pastoral Care has continued running the lunch time Art Club & also 'What's the Buzz?' program, teaching our students a host of skills & recognising how to deal with social difficulties while developing friendships.

The Beacon Foundation helped the Year 10s & Year 11s with mock interviews, industry visits & speed careering. All this helps with preparing young people for the workforce & learning 21st century skills.

Samantha Malliotis  
Chairperson

## Improvement Planning and Outcomes

The 2017- 2019 Site Improvement Plan revolves around three priorities: Quality Pedagogy, Student Wellbeing & Bilingual Education.

Strategic Priority one: Quality Pedagogy (including ICT & STEM)

- Developed networks with other schools in the Partnership and undertook Pupil Free Day/staff meeting professional development workshops in Assessment & Moderation
- Continued to increase teacher capacity in using ICT across the curriculum and greater use of Moodle
- Continued to develop teachers' skill in developing engaging programs linked to Australian Curriculum through the support of DECD Learning Support Team
- All staff now using the Australian Professional Standards for Teachers and engaging in performance development sessions with line managers to evaluate their practice
- Developed a comprehensive Literacy Agreement and planning Daily 5 implementation in 2018
- 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
- A central collection point created for programs, assessment and resources on a new drive for staff to share
- Increased communication to parents through See Saw app and new Parent Portal for 24/7 access
- Effective resource management to ensure surplus budget for 2016 - 2019 to align with priorities

Strategic Priority two: Wellbeing for Learning

- Continued improvement in results from Quicksmart Maths program
- Implementation of Quicksmart English program
- Review of the Anti-bullying Policy and the provision of cyberbullying workshops for students
- Improved follow up of attendance, uniform, and behaviour issues by homegroup teachers & year level managers
- Student involvement in personal and career development programs with the Beacon Foundation
- Lunchtime activities including coding, chess, art & craft and after school Tai Chi and sports
- Continued engagement of students in Choir, drama and music performances
- Increased public speaking skills of students through inter-school debating competition

Strategic Priority three: Implementation of the Chinese Bilingual Program

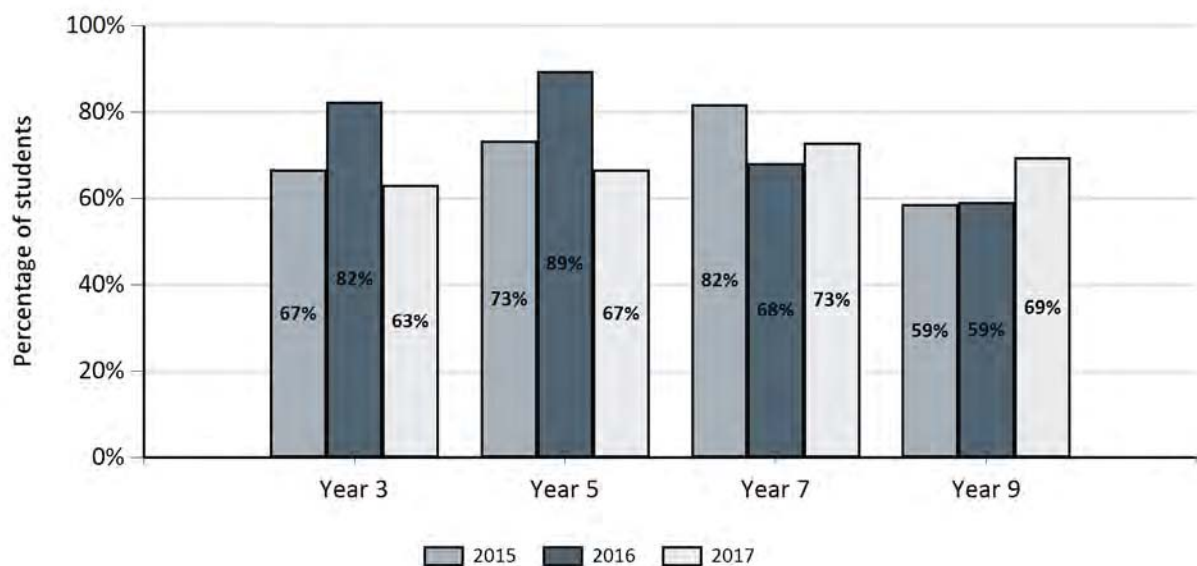
- Curriculum developed by UniSA and implementation in year 3 bilingual class, daily lesson in Reception to year 2 and year 8 class
- Partnerships developed with Port Power Football Club and new sister schools, including regular digital link up learning sessions
- PD provided to staff on bilingual teaching and translating the curriculum into classroom practice. Development of assessments to demonstrate students' progress. Evidence of year 3 students' speaking, reading and writing skills in Chinese Mandarin and the bilingual program is on track.
- Year 4 bilingual curriculum developed by UniSA ready for 2018.

## Performance Summary

### NAPLAN Proficiency

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

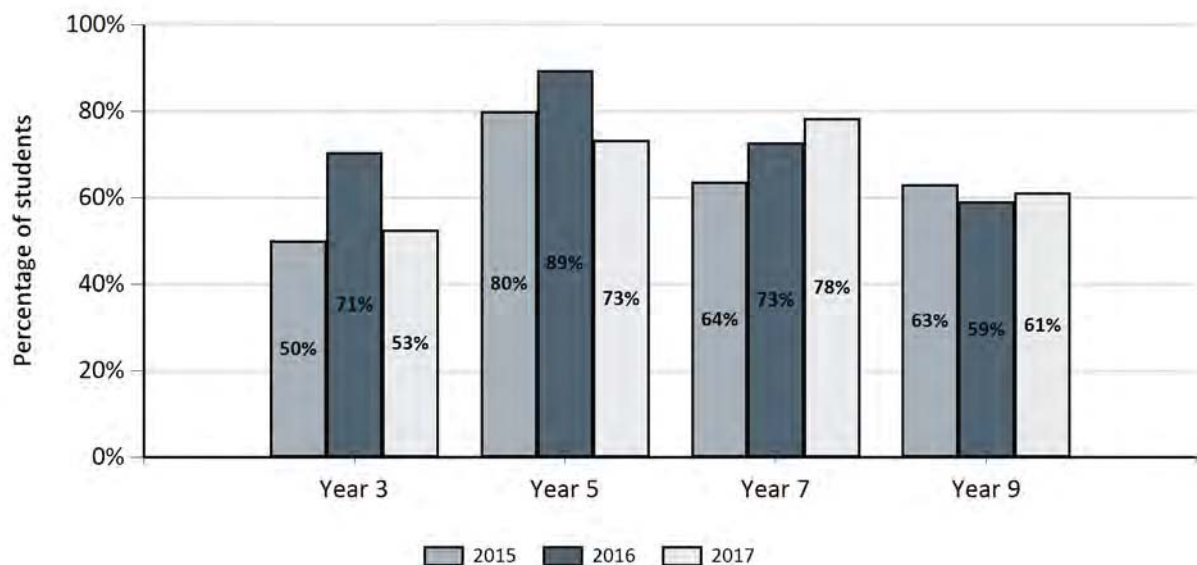
#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*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, July 2017.

\*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 2015 to 2017 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)
Upper progress group	14%	25%	25%	25%
Middle progress group	71%	42%	55%	50%
Lower progress group	14%	33%	20%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*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)
Upper progress group	43%	42%	37%	25%
Middle progress group	29%	46%	37%	50%
Lower progress group	29%	13%	26%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	19	19	6	1	32%	5%
Year 3 2015-17 Average	16.0	16.0	5.7	2.7	35%	17%
Year 5 2017	15	15	5	2	33%	13%
Year 5 2015-17 Average	16.3	16.3	5.3	4.0	33%	24%
Year 7 2017	37	37	7	10	19%	27%
Year 7 2015-17 Average	27.0	27.0	4.0	7.7	15%	28%
Year 9 2017	36	36	4	7	11%	19%
Year 9 2015-17 Average	42.0	42.0	5.0	3.7	12%	9%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

<sup>^</sup>Includes absent and withdrawn students.

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

\*\*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	2017
80%	95%	92%	94%

Data Source: SACE Schools Data reports, extracted February 2017.

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

### SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	0%	0%	0%	1%
A	0%	0%	2%	1%
A-	4%	6%	2%	5%
B+	13%	10%	10%	8%
B	10%	13%	17%	19%
B-	13%	12%	15%	16%
C+	13%	16%	17%	20%
C	18%	25%	19%	14%
C-	8%	12%	9%	10%
D+	8%	3%	7%	1%
D	4%	1%	1%	3%
D-	4%	1%	0%	2%
E+	2%	0%	0%	0%
E	1%	0%	0%	0%
E-	1%	0%	0%	0%
N	1%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2017.

\*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	2017
86%	96%	90%	80%

Data Source: SACE Schools Data reports, extracted February 2017.

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

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	45%	60%	55%	45%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	86%	96%	85%	81%

## School Performance Comment

### NAPLAN Reading

NAPLAN Reading decreased from 82% in 2016 to 63% in 2017 in Year 3 and from 89% in 2016 to 67% in 2017 in Year 5, however rose in Year 7 from 68% in 2016 to 73% in 2017 and in Year 9 from 59% in 2016 to 69% of students in 2017 meeting the DECD Standard of Educational Achievement.

Intensive teacher training and development occurred in 2017 regarding Learning Design, Australian Curriculum and TfEL.

A Literacy Agreement for Primary aged children was developed and will be implemented in all classrooms in 2018.

QUICKSMART Literacy Intervention should see an improvement in student outcomes across Primary year levels.

NAPLAN Progress in Reading in 2017 from Year 3 to Year 5 - shows 85% of students are in the middle and upper progress groups, in the same year, the progress between Year 5 and Year 7 showed that 67% of students are in the middle and upper progress groups and between in 2017. In the same year in Year 7 and Year 9 - 75% of students were in the middle and upper progress groups.

### NAPLAN Numeracy

NAPLAN Numeracy decreased from 71% in 2016 to 53% in 2017 in Year 3 in Numeracy. In Year 5 there was a decrease in Numeracy from 89% in 2016 to 73% in 2017. However in Year 7 there was an increase in 2017 with 78% from 73% in 2016. In Year 9 there was an increase from the 2016 59% to 61% in 2017 in meeting the DECD Standard of Educational Achievement. As a result of our second year of QUICKSMART Numeracy Intervention we are seeing improvements in Numeracy abilities as evident in progress groups.

The growth of students from 2015 to 2017 show 72% of students are in the middle and upper growth progress groups.

Between Year 5 and Year 7 we had 88% of students in the middle and upper progress groups. 74% of students were in the middle and upper progress groups between Year 7 and Year 9.

### SACE Stage 2 Results

SACE Stage 2 grades of C- and above have increased from 92% in 2016 to 94% in 2017.

Students receiving A grades have increased from 4% in 2016 to 7% in 2017.

Over the last 2 years it is pleasing to see that no student has received an 'E' grade and our aim is to move results to the higher bands 'A' and 'B'.

SACE Completion for all students is a focus area for 2018 through a case management approach and additional resources for allocated teacher support in tutorial sessions. A review of our subject offerings, with the addition of new subjects - aims to further engage SACE Stage 1 and SACE Stage 2 students.

In 2017 the highest ATARs obtained were 92.8, 87.5 and 86.0 and university offers included Pharmacy, Paramedics and Molecular Biosciences, Engineering, Behavioural Science.

A focus for 2018 will be on close monitoring of students and adoption of strategies to further improve SACE Results, completion and increased ATAR scores.

## Attendance

Year level	2014	2015	2016	2017
Reception	85.2%	90.3%	86.5%	93.9%
Year 1	88.1%	88.3%	88.8%	90.8%
Year 2	89.2%	94.3%	88.4%	90.0%
Year 3	90.9%	84.9%	91.7%	92.7%
Year 4	95.2%	92.3%	89.6%	94.6%
Year 5	90.4%	90.7%	90.3%	87.8%
Year 6	91.6%	91.0%	93.8%	92.2%
Year 7	88.9%	92.9%	92.6%	90.7%
Year 8	88.1%	86.5%	92.0%	90.9%
Year 9	86.5%	86.6%	89.2%	92.8%
Year 10	88.4%	84.5%	86.8%	88.1%
Year 11	86.4%	83.3%	86.6%	86.7%
Year 12	86.5%	86.0%	89.9%	89.9%
Secondary Other	54.9%	76.1%	98.1%	100.0%
Total	88.2%	87.0%	89.5%	90.5%

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 has increased over 4 years to 90.5% and is an improvement on the 2016 figures although the aim is to continue to raise data to the DECD rate of 95%. Attendance increased at Reception, Year 1, Year 2, Year 3 and Year 4. Attendance data decreased in Year 6, Year 7 and Year 8. It increased in Year 9, Year 10, Year 11 and remained the same at Year 12 at 89.9%. In 2018 the continued focus will be on home group teachers and class teachers following up on unexplained lateness and attendance through checking diaries, emailing and phoning parents and caregivers.

## Behaviour Management Comment

- External suspensions decreased from 72 in 2016 to 26 in 2017. These were a result of actual or threatening violence, and the safety and wellbeing of others
- Internal suspensions decreased from 46 in 2016 to 22 in 2017. Reasons included threatened good order and/or persistent and wilful inattention.
- Take Home decreased from 33 to 20 and were a result of a small number of primary students with additional needs who had difficulty in self regulation. Parents were called to assist and take home if necessary

In 2018 there will be once again a focus on high expectations and high support, with a professional development program for staff on behaviour management strategies and student engagement.

## Client Opinion Summary

Client opinion surveys were completed by 33 parents, 30 students and 20 staff members anonymously and ACARA collated results and presented the following information. Ratings were out of 5.

Areas of parent satisfaction:

"I can talk to my child's teachers about my concerns" (4.1)

"My child likes being at this school" (3.8)

"My child feels safe at this school" (3.8)

"This school looks for ways to improve" (3.8)

Areas for improvement in 2018:

"Student behaviour is well managed at this school" (3.0)

Areas for student satisfaction:

"My teachers expect me to do my best" (4.3)

"My school looks for ways to improve" (3.6)

"My teachers provide me with useful feedback" (3.5)

Areas for improvement in 2018:

"My school gives me opportunities to do interesting things" (2.8)

"My school is well maintained" (2.8)

"Student behaviour is well managed at my school" (2.4)

Areas of staff satisfaction:

"Parents at this school can talk to teachers about their concerns" (4.3)

"The school looks for ways to improve" (4.2)

"Teachers at this school expect students to do their best" (4.2)

Areas for improvement in 2018:

"The school is well maintained" (3.3)

"Student behaviour is well managed at this school" (3.0)

"Students' learning needs are being met at this school" (3.2)





## Intended Destination

Leave Reason	School	
	Number	%
Employment	3	2.5%
Interstate/Overseas	15	12.3%
Other	1	0.8%
Seeking Employment	3	2.5%
Tertiary/TAFE/Training	6	4.9%
Transfer to Non-Govt School	9	7.4%
Transfer to SA Govt School	32	26.2%
Unknown	53	43.4%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

## 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	78
Post Graduate Qualifications	23

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	0.5	10.6
Persons	0	33	1	16

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

## Financial Statement

Funding Source	Amount
Grants: State	N/A
Grants: Commonwealth	7990.91 Sport/ICAN
Parent Contributions	400,925.08
Fund Raising	7179.62
Other	131,360.78

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

## 2017 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 2017 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 lunch time activities	Students engaging in positive behaviours and improved social skills
	Improved Outcomes for Students with an Additional Language or Dialect	Smaller classes across R - 12 SSO support intervention	Improvement in EALD levels
	Improved Outcomes for Students with Disabilities	SSO support	Progress evident in assessments/NEPs
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  Australian Curriculum	Additional support for Aboriginal students. Quicksmart Maths intervention and introduction of Quicksmart English program. Hindi first language maintenance & development learning program for students Programs for career development through Beacon Foundation SSO support 1:1, small group activities	Increased attendance and engagement for aboriginal students Improved literacy and numeracy as evident in Quicksmart results Increased pathways
Program Funding for all Students	Aboriginal Languages Programs Initiatives	ACEO supporting students; Nunga Club: extra community liaison; family connections; cultural activities including NAIDOC week involvement.	Greater engagement of students in aboriginal learning and understandings.
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)	n/a	
	Improved Outcomes for Gifted Students	New programs for gifted and talented students offered	Increased opportunities for leadership and higher order thinking
Primary School Counsellor (if applicable)		Student Wellbeing Leader works with primary school students in class and at recess/lunch times. Program Achieve, What's the Buzz? social skill programs provided.	Increased engagement and development of social skills program.