



**Plympton
International
College**

PLYMPTON INTERNATIONAL COLLEGE SITE IMPROVEMENT PLAN 2017 - 2019

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

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<p>Implementation of the first Chinese Bilingual School in South Australia</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"> 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 All Year 3 students being taught 50% of the Curriculum in Chinese and 50% in English, and all R – 2. All Year 8 students receive a daily lesson of Chinese in 2017 All Year 9 students receive daily lesson in Chinese in 2018. Developing and implementing Chinese Bilingual curriculum resources and access specialised professional learning Developing strong partnerships with the wider community and with a sister school in China through on line sharing and exchanges 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 Develop long term strategic plans with all stakeholders for the program Developing and implementing data collection and formative evaluation processes Establish adult education learning in Chinese and further extend partnership with West Torrens Council Expand use new WL Health Skills Centre to Bilingual students to further increase VET/Uni Health career options 	<ul style="list-style-type: none"> Language assessments and tests NAPLAN EALD Literacy Levels A-E data (Grade Average) Parent, Student and Staff Opinion survey Increased teacher capacity of language learning Student engagement surveys Behaviour data Students leading assemblies and events in Chinese Share practice and progress with other Bilingual Schools interstate Oral and written assessments via student interactions with sister school Increased communication to parents through class newsletters, social media and assemblies Parents participating in adult education classes in Chinese. 	<ul style="list-style-type: none"> All Year 3 students meeting Chinese language assessment requirements in 2017 All Year 4 students meeting Chinese assessment requirements in 2018 Increase of R – 2 students learning Chinese in 2017 Increase of Year 8 students learning Chinese in 2017 Increase of Year 8, 9 students speaking and writing Chinese in 2018 Building enrolments across the school Increased projects with West Torrens Council and businesses Increased teacher capacity in linking the Australian Curriculum, TfEL and language learning. Hosting visitors from other schools and countries and sharing practice Increase community involvement in school events

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