



Playford International College 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Playford International College Number: 910

Partnership: Elizabeth

Name of School Principal:	Rob Knight
Name of Governing Council Chair:	Rebecca Baker
Date of Endorsement:	

School Context and Highlights

Playford International College (previously known as Fremont-Elizabeth City High School) began a 3 year Transformational Plan in 2015. 2016 was the first full year of implementation under the Plan. Prior to 2015, school performance remained low across many key indicators. Demographically, Elizabeth remain one of Adelaide's most socially and economically challenges communities. The school's Transformational Plan is regarded by DECD and Government as a key strategy in the Northern Economy Stimulus agenda.

The school's Transformational Plan identifies 5 Strategic Improvement Priorities:

- * Academic Excellence
- * Student Engagement and Wellbeing
- * School Profile and Partnerships
- * Building Capacity and Capability
- * Renewal and Redevelopment

As the data will attest, without new thinking, school restructuring, curriculum innovation, improved teaching and learning and a change to resourcing, there will be little meaningful impact on student learning outcomes.

The number of students in the bottom quarter of social disadvantage is 66%. The school's Index of Community Social Educational Advantage is 897. ATSI students represent 15% of overall enrolments. 7% of students are from Non English Speaking Backgrounds. (ref: myschool.edu.au).

There has been a continual improvement in academic achievement across Year 8-12 since 2015 and an overall reduction in student behaviour incidents since 2012. However, external suspensions and exclusion incidents since average 250 per year. Eliminating violent related incidents continue to be a priority for the school. Attendance rates remain low at around 82%.

SACE completion rates continue to improve and enrolment growth is strong. The rebranding of the school and its deliberate partnership work have begun to restore community confidence in the school. A radical approach to curriculum design, changes to the structure of the school day, expansion of support and intervention services and an unrelenting focus on quality teaching, are producing solid improvements in student learning outcomes.

Significant redevelopment of the school environment has begun and over the next 18 months, more than \$11m will be spent to transform the school into a modern 21st century learning space. A significant improvement strategy in this area includes the development of high performing technology platform for the school that incorporates a 'Bring Your Own Device' (BYOD) requirement for students.



Governing Council Report

In 2015, the school restructured its traditional Governing Council to become a School Board. This change, that was approved at the school's AGM in March 2015, paved the way for parent, staff, student and community participation in school governance to be greatly enhanced.

The primary purpose of the PIC School Board is to help identify educational, career and community opportunities for our students. By actively recruiting resourceful community members to the School Board in addition to parents, the School Board is better positioned to build capacity and capability across the school.

In 2016, the School Board had 15 members. This was the largest School Board in living memory. Notably, Glenn Docherty (Mayor of Playford City Council) and Lee Oldenwalder (Member for Little Para) joined the School Board as community members. A new School Board chair, Rebecca Baker, was appointed also. Rebecca has been a very active Chair and her attendance at major school events has been gratefully recognized.

In 2016, the PIC School Board presided over the following major projects:

- * Minister, Hon Susan Close school visit
- * \$7.5m School Redevelopment
- * \$2.5m STEM Project
- * Careers Night
- * Course Counselling

In addition, the School Board provided advice on the following school Policies and Procedures:

- * School Uniform
- * BYOD
- * Hot Weather
- * School Curriculum

The School Board aims to build the capacity of parents and the community to govern the activities of the school. Of particular note also has been the inclusion of student and staff voices on the School Board. This has greatly improved the representation of student and staff interests in the strategic and policy work of the School Board.

Improvement Planning and Outcomes

Priority 1: Academic Excellence

- * Increase in 2016 SACE completion to 94%
- * Increase in Stage 2 A and B grades
- * Reduction in Stage 2 D and E grades
- * Improvement in mean Year 9 NALAN scores in 5 out of 6 assessment areas
- * Improvement in Year 8-11 GPA scores
- * Project Based Learning

Priority 2: Student Engagement and Wellbeing

- * Maintenance of overall attendance rates at 82%
- * Declining violent SBM incidents
- * Implementation of the school's Positive Education strategy
- * Establishment of Playford Alternative Learning Centre for FLO students
- * Implementation of the SAASTA program

Priority 3: School Profile and Partnerships

- * Significant student enrolment growth
- * Gaining Stage 1 Council for International Schools membership
- * Establishment of the school's Academy program
- * Establishment of formal MOA with Playford City Council, UniSA, St Peters College, Adelaide United Football Club

Priority 4: Building Capacity and Capability

- * Action Research professional development program for staff
- * Implementation of an on-line Professional Excellence Framework for staff
- * Whole school approach to the use of data and evidence to inform practice

Priority 5: Renewal and Redevelopment

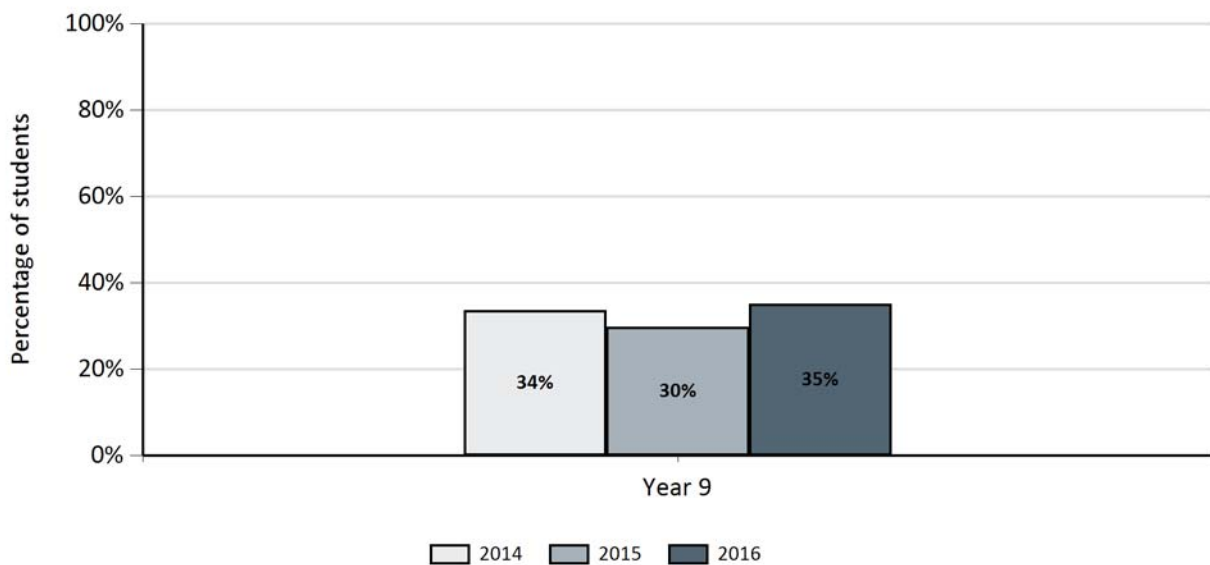
- * Successful launch of a new student uniform and school logo
- * Stage 1 Administration Centre upgrade
- * Launch of the school's BYOD (IT) program for all students
- * Implementation of a 21st century learning spaces strategy

Performance Summary

NAPLAN Proficiency

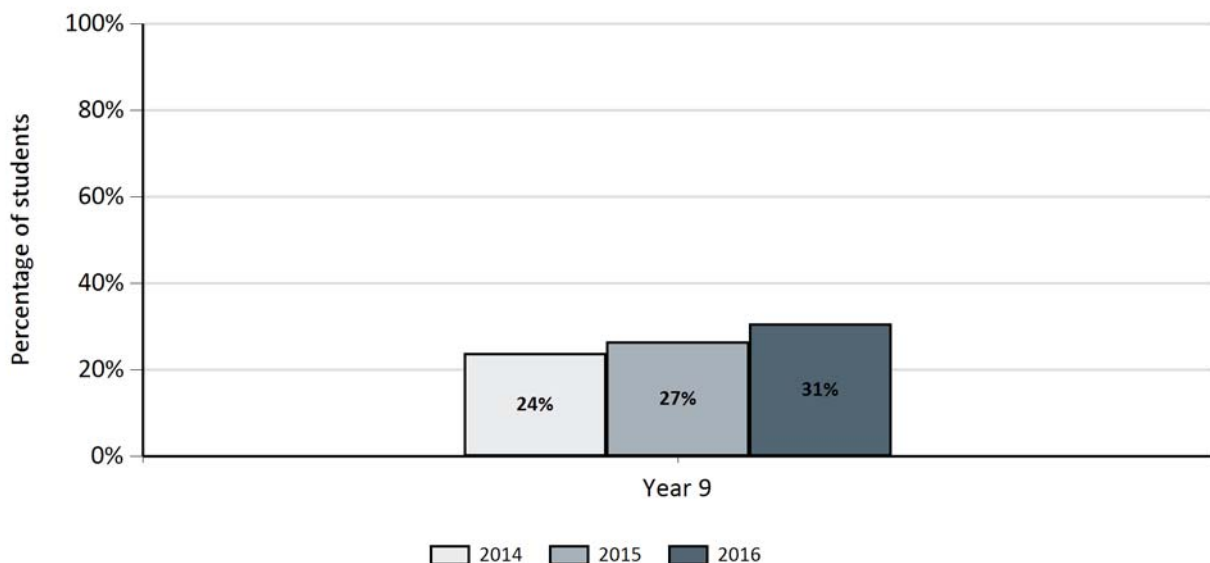
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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 7-9	State (average)
Lower progress group	31%	25%
Middle progress group	52%	50%
Upper progress group	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 7-9	State (average)
Lower progress group	30%	25%
Middle progress group	58%	50%
Upper progress group	12%	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 9 2016	182	182	8	1	4%	1%
Year 9 2014-16 Average	156.3	156.3	4.0	1.7	3%	1%

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
83%	85%	87%

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%	1%	2%
A-	2%	2%	4%
B+	6%	7%	6%
B	10%	10%	13%
B-	11%	12%	12%
C+	16%	19%	16%
C	23%	22%	21%
C-	15%	12%	13%
D+	9%	6%	2%
D	3%	6%	6%
D-	3%	2%	0%
E+	1%	1%	0%
E	1%	1%	3%
E-	0%	0%	0%
N	0%	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
78%	85%	94%

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	67%	50%	63%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	56%	94%	82%

School Performance Comment

NAPLAN: Solid improvement in student scores above the National Minimum Standard was recorded by students in both Reading and Numeracy were achieved in 2016. Approximately 70% of students are demonstrating growth in the middle to upper quartiles. The number of students achieving in the Higher bands of proficiency remain low in both reading and numeracy. It is important to note that the vast majority of students who enrol at Playford International College achieve Year 7 NAPLAN scores significantly below the DECD Standard for Educational Achievement (SEA). Importantly, growth as an indicator of academic improvement is a far better contextual measure of performance than SEA.

SACE: All measures of SACE achievement demonstrate significant improvement. SACE completion rates continue to rise along with the percentage of grades achieved above C- (87%). Importantly, 37% of stage 2 grades were at an 'A or B' standard this number continues to increase. Conversely, achievement at a D and E grade level (11%) continues to decline. The inclusion of VET (63%), as part of successful SACE completion, remains high for the majority for students at PIC. Over the past 2 years, the school as developed a SACE Improvement strategy that is aimed at improving learning outcomes for students. A key component of this strategy is to only conclude students as a last resort. This change in school practice further enhances the 2016 SACE results.

Attendance

Year level	2014	2015	2016
Year 08	87.0%	85.1%	82.7%
Year 09	83.7%	85.1%	82.8%
Year 10	81.5%	84.2%	81.0%
Year 11	84.9%	81.9%	84.1%
Year 12	79.6%	83.9%	83.3%
Secondary Other	82.6%	83.9%	84.2%
Total	83.1%	83.9%	82.9%

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

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

Attendance Comment

Attendance rates remain largely unchanged over the past 3 years. Overall school attendance rates averages continue to be impacted by a large student cohort with chronic non-attendance <30%. 47% of all students achieved an annual attendance rate of more than 90%. Improving student attendance will again be a key priority in 2017. Underpinning this strategy will be the implementation of a new School House and Student Mentor program.

Behaviour Management Comment

The number of External Suspensions and Exclusions rose in 2016 to 288 incidents. Almost 50% of all incidents (118) occurred in term 1. Pleasingly, suspensions and exclusions had reduced to just 55 in term 4. Violent related incidents (122) accounted for 42% of all suspensions and exclusions. The school has invested heavily in a Positive Education strategy and has expanded its leadership, management, support and intervention resourcing to further reduce behavior related incidents.

Client Opinion Summary

Parents: 66 parents responded to the 2016 Parent Opinion Survey. In 12 of the 14 survey categories, parents 'Agreed' that the school was performing well. The highest survey response received was that parents believed that teachers expected their children to do their best (3.7/5.0). The lowest survey response was that parents did not feel that student behavior was well managed at the school (2.8/5.0).

Students: 63 students responded to the 2016 Student Opinion Survey. In 7 of the 12 survey categories, students 'Agreed' that the school was performing well. The highest survey response received was that students believed that teachers expected them to do their best (3.8/5.0). The lowest survey response was that students did not feel that student behavior was well managed at the school (3.2/5.0).

Staff: 65 staff responded to the 2016 Staff Opinion Survey. In 7 out of 16 survey categories, staff 'Strongly Agreed' that the school was performing well. In the remaining 9 out of the 16 survey categories, staff 'Agreed' that the school was performing well. The highest survey response received was that staff believed the school looked for ways to improve (4.3/5.0). The lowest survey response was that staff did not feel that student behavior was well managed at the school (3.5/5.0).

Intended Destination

Leave Reason	School	
	Number	%
Employment	3	1.6%
Interstate/Overseas	8	4.2%
Other	2	1.1%
Seeking Employment	15	7.9%
Tertiary/TAFE/Training	1	0.5%
Transfer to Non-Govt School	5	2.6%
Transfer to SA Govt School	45	23.8%
Unknown	110	58.2%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

In accordance with DECD Relevant history screening - Practical Information for School and Preschool Leaders document (Updated: 3 March 2016), Original documents are sighted, and copies of relevant DCSI clearances are kept in Client Services. Where applicable the expiry date of clearances is recorded on EDSAS or the Visitor Management System.

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	132
Post Graduate Qualifications	48

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	67.1	1.0	27.0
Persons	0	72	1	32

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

Financial Statement

Funding Source	Amount
Grants: State	158 167
Grants: Commonwealth	1 943 378
Parent Contributions	296 103
Fund Raising	0
Other	59 291

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	Implementation of the school's Positive Education and Attendance Improvement strategy	Functioning
	Improved Outcomes for Students with an Additional Language or Dialect	Resourcing for a specialist NESB Counsellor and BSSO support for Nepali families	Established
	Improved Outcomes for Students with Disabilities	Resourcing for a Supported Learning Manager. Funding provided for the development of a new Supported Learning Centre	Established
Targeted Funding for Groups of Students	Improved Outcomes for <ul style="list-style-type: none"> - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Restructuring of the ATSI team and the introduction of SASSTA program Intensive literacy and numeracy programs implemented for identified at risk students Establishment of the Playford Alternative Learning Centre for FLO students	Functioning
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Expansion of leadership, management and student support and intervention services Implementation of a Learning Hub and resourcing for tutors to assist with student learning	Established
	Specialist School Reporting (as required)	SIMC Centre	Established
	Improved Outcomes for Gifted Students	STEM program.	Established
	Primary School Counsellor (if applicable)	NA	