



SCHOOL CONTEXT STATEMENT

Updated: February 2018

School name: Playford International College

School number: 0910

1. General information

Part A

School Name	: PLAYFORD INTERNATIONAL COLLEGE
School Number	: 0910
Courier	: Northern Adelaide Region
Principal	: Mr Rob Knight (Appointed in 2015)
Postal Address	: PO Box 196, Elizabeth SA 5112
Location Address	: Philip Highway, Elizabeth SA 5112
Partnership	: Elizabeth Partnership
Local Council	: Playford City Council
Distance from GPO	: 30 kms
Phone Number	: 08 82557566
Fax Number	: 08 82871113
Email	: dl.0910.info@schools.sa.edu.au
Website	: www.playford.sa.com.au
Specialist Focus	: Special Interest Music Centre, Sporting, Language and Performing Arts Academies Program, Special Education Centre, Alternative and Flexible Learning Centre, Vocational Education and Training Pathways School.
Year of Opening	: 1961. The school has experienced 4 amalgamations since it first opened. In 2016, the school officially changed its name from Fremont-Elizabeth City High School.
Public Transport	: The school is located a short walking distance from the Elizabeth Shopping Centre and Railway Station. Regular bus services connect with the school.

Part B

FTE Enrolment (FEB Census):

Enrolments	2016	2017	2018
Year 8	180	218	201
Year 9	186	194	208
Year 10	154	215	173
Year 11	192	164	170
Year 12+	166	203	137
Special Need Students	30	32	32
Flexible Learning Students (FLO)	140	153	160
Total	910	1026	1105

Enrolments	2016	2017	2018
Male	473	531	585
Female	437	495	523
ATSI	129	108	108
NESB	117	162	149
Individual Education Plan (IEP)	168	167	193
School Card	460	533	518
ICSEA Value (Nat Average = 1000)	897	892	NA
Parent Incomes (Bottom Quarter %)	66%	70%	NA

Enrolment Trends : The school is experiencing strong enrolment growth of approximately 100 additional students per year. Enrolment growth to between 1300-1500 students is predicted for the school over the next 3-5 years.

Part C Staffing Profile:

Ancillary Leaders:

- Mrs Julie Heddle – Business Manager
- Ms Nicole Bayliss – Administration Manager and Principal's Secretary
- Ms Claire Solomon – Resource Manager and Business Manager's Secretary

Deputy Principal:

- Mr Brian Jordan – School Operations

Assistant Principals:

- Ms Karen Clark – Middle School (Year 8 and 9)
- Mr Tim Kloeden – Senior School (Year 10-12)
- Mr Nick Birch – Special Interest Music Centre

Directors:

- Mr Neville Hubbard – Student Pathways and Vocational Education and Training
- Mr Matt Krieg – Curriculum, Teaching and Learning
- Mr Nathan Cini – Digital Learning and IT Infrastructure
- Ms Susan Thomson – Student Intervention and Support
- Ms Minnie Bal – Student Engagement and Wellbeing
- Mr Orio Denti – Alternative and Flexible Learning Programs
- Ms Chevonne Craker – Human Resources and Strategic Directions

Heads of Curriculum:

- Ms Nicole Adji – ATSI and Aboriginal Education
- Ms Sue Nowak – Communications (English)
- Ms Sue Elderfield – Maths, Science and STEM
- Ms Louise Minney – Global Studies (Humanities)
- Ms Jenna Miltenoff – Music
- Mr Paul Eckermann – Personal Development
- Mr David Green – Technology
- Ms Karenna Nelson – Languages and International Education
- Ms Carol Bowman – Supported Learning (Special Education)
- Mr Rowan Hearne – Timetabling, Assessment and Reporting

Student Wellbeing Leaders:

- Ms Lauren DeBono – Student Leadership
- Ms Kimberley Walker – Protective Behaviours
- Ms Helen Venetsanos – Multiculturalism

Year Level Managers:

- Ms Rachel Seagar – Year 8
- Mr Adam Gribble – Year 9
- Ms Camille Tsilibakis – Year 10
- Ms Shannon Dissinger – Year 11
- Ms Daniela Russo – Year 12

House Leaders:

- Mr Josh Young – Barnes
- Mr Mitch Asser – Mitchell
- Mr Jarod Copeland – Gillard
- Ms Kirsty Faulkner – Tao
- Ms Lisa Train – Thomas
- Mr David Monaghan – Freeman
- Ms Rachel Gregor – Gillespie
- Mr Lachlan Wildy – Jackson

Learning Support Team:

Ms Barbara Buckland	– Curriculum Coach
Ms Rowena Rundle	– Numeracy Coach
Ms Andrea Williams	– Literacy Coach
Mr Gareth Heron	– Instructional Coach
Mr Guy Louanglath	– Digital Learning Coach
Ms Dani Martin	– Student Transition Manager
Mr Nick Gillard	– School Sport Coordinator
Mr Jesse Rogerson	– Academies Manager
Mr Brett Crowhurst	– Employability Skills Program Manager

Human Resource Profile:

Teaching Staff	- 91
Ancillary Staff	- 45
Aboriginal Education Teacher	– 1.3FTE
Aboriginal Community Education Officer	– 105hpw
Christian Pastoral Support	– 10hpw
Case Managers	– 187hpw
Onsite Psychology Service	– 8hpw
Grounds and Maintenance	– 75hpw
BSSO	- 11hpw

2. Students (and their wellbeing)

Aboriginal Education and Support:

All indigenous students are supported through an Aboriginal and Torres Strait Islander team that includes a school leader, teacher, 3 community education officers and a tutor. This team provides ongoing support and monitoring for all indigenous students including the development of positive partnerships with family and community groups. The school is a formal partner in the South Australian Aboriginal Sports Training Academy (SAASTA) program. This program is offered at both middle school (Year 8-9) and senior school (Year 10-12). The school continues to achieve high academic and wellbeing success for its students.

Alternative Learning (ALP) and Flexible Learning Options (FLO) Programs:

For students who find it difficult to succeed in a normal mainstream classroom, the school offers two learning programs that are designed to equip students for educational and citizenship success. Both these programs enable students to access a more personalised learning program and day structure to suit their needs. Students involved in Alternative or Flexible learning are supported by a team of case managers and have access to a range of external programs and personnel to assist with personal, education and training, family and social matters as required. Many ALP and FLO students also access normal mainstream classes for part of their school week.

Christian Pastoral Support:

The school employs a Christian Pastoral Support Worker (CPSW) as a member of its Student Engagement and Wellbeing team. Tracking and monitoring student attendance, providing social, emotional and behavioural support to students as well as overseeing the school's daily Breakfast program are key responsibilities of this service.

English as an Additional Language (EAL):

Students from non-English speaking backgrounds are enrolled in intensive literacy support programs at Playford. These programs are designed to accelerate literacy development in students and assist them with the demands of learning across other curriculum areas. Students involved in EAL are also supported by curriculum support staff.

General Characteristics:

The percentage of school card students in 2018 exceeds 70%. This means that the vast majority of our families have household incomes of \$57,000p.a. or less. As such, the school is Category 2 Index of Disadvantage. The school has a significant indigenous population with over 108 students and a growing number of students from culturally and linguistically diverse backgrounds. In the main these students are recent arrivals from countries such as Nepal, Bhutan,

Rwanda, Afghanistan, Sudan and Vietnam. The school hosts three regional Special Classes with a fourth class planned for 2019. In 2018, there are 176 students who have a Individual Education Plan (IEP).

Intensive Literacy and Numeracy Program:

Students who require additional assistance with literacy or numeracy are required to participate in an Intensive Literacy or Numeracy development program each week. These programs are focused on helping students develop their literacy and numeracy skills to a functionally proficient level. These programs are supported by a professional speech pathologist, along with a numeracy coach and a literacy coach.

Learning Culture:

The school is working hard to develop positive learning dispositions in students. The school's creed is 'Every student, One at a Time'. Academic improvement is highly evident throughout the school and most students are generally well engaged and active in their learning. A number of students require varying degrees of support with their learning and this is provided through a sophisticated network of specialist support staff throughout the school. Significant intra and extracurricular activities are provided for students along with a student mentor and house program that all students and staff are involved in. Students are very social and positive relationships between staff and students exist.

Positive Education:

The school launched Positive Education as a platform for how it would develop positive dispositions, behaviours and attitudes in all members of its school community. All staff have been trained in Positive Education and the school has a formal partnership with St Peters College to support the development of Positive Education within the school. Positive Education is also embedded in the school's Personal Development curriculum and Year 8 and 9 Foundational Studies programs.

School Formal:

Year 12 students celebrate the end of their formal schooling with a dinner held at the end of term 4 each year. Many staff attend this high-profile event and it is an occasion that all students, parents and staff look forward to.

Student Mentor Program:

Traditional roll classes have been replaced by a Year 8-12 Student Mentor Program. Year 8-12 students are grouped in small groups of 12 students who are supported by a mentor teacher through their secondary education years. Mentor Groups meet once a week and mentor teachers oversee student attendance, behaviour, wellbeing and academic performance. Building supportive relationships with students, staff and parents is a key focus of the mentor program.

Student Pathways:

Students at Playford can access career and vocational support from the Student Pathways team. This team manages the school's VET programs as well as the school's Employability Skills development program. Student support to access traineeships, apprenticeships and part/full time employment is provided through the Student Pathways team along with numerous school-based workshops and training programs designed to support students seeking employment.

Student Management:

At Playford International College, every person has the right to a safe, caring, orderly learning environment in which the rights of all students to learn and all teachers to teach are supported and protected. A positive classroom environment is governed by a student behaviour code, school values and the use of inclusive programs. Positive reinforcement is the key to successful behaviour management; every person needs to be supported and taught how to accept responsibility for his or her behaviour. Partnerships and communication with parents is a strong focus area that underpins student management. In 2018, staff will undergo Restorative Practice training to further strengthen affective practice in this area.

Student Voice and Leadership:

Developing all students to have a voice, make good choices and the skills to lead is foundational for all students at Playford. The student leadership program is coordinated through the school's Student Engagement and Wellbeing Team and a key focus is on peer support. All students have the option to be involved in the school's leadership program. Student leaders meet weekly and are very active throughout the school. Student leaders are involved in development activities with other students from other schools and they support formal school events. Student leaders are voting members of the School Board and students are actively surveyed regarding all major decisions concerning them. The school uniform is a major responsibility of the student leadership team. Fundraising for formal school charity partners

such as the Childhood Cancer Association, White Ribbon Foundation and The Smith Family also form part of the responsibilities for student leaders.

Student Engagement and Wellbeing:

The Student Engagement and Wellbeing team oversees the welfare and wellbeing of all students. Positive Education, Protective Behaviours and Practice, Attendance Improvement and Student Leadership are key programs that are implemented by the team. Student counselling support is provided to all students through this function of the school along with access to an in-school Psychology support and dental care program. The Student Engagement and Wellbeing team also work closely with interagency personnel and community support organisations such as The Smith Family to support students and their families. In 2018, selected staff will undergo training in the Berry Street Trauma Response program to further affect outcomes in this area.

Supported Learning (Special Education):

Playford International College welcomes and supports all learners. Students with physical, intellectual, emotional or learning needs are supported through a regional special class structure, intensive support programs and a negotiated education plan known as 'One Plan'. The intention of the school's Supported Learning Program is always to integrate students where possible whilst providing specialised one to one or small group support as needed.

3. Key School Policies

School Vision:

Playford International College is committed to providing high quality learning and education where everyone shares responsibility to create a safe, caring and equitable environment. Our school promotes life-long learning, builds resilience and optimism and provides an environment where all students are challenged to achieve personal excellence. In partnership with our families and the broader community, every student will be given opportunities to develop and use skills, knowledge and competencies as emerging, productive, confident global citizens.

Our Purpose:

To provide a high quality, innovative and engaging education that prepares our students to be active community members and global citizens, who think critically and creatively, communicate effectively and learn enthusiastically.

Staff Mission Statement:

"In partnership with our families and the broader community, we will support every student to develop and use skills, knowledge and competencies as productive, confident and community minded global citizens".

Global Citizenship:

Our students aspire to be Global Citizens. A global citizen is someone who is aware, accepting and respectful beyond their immediate boundaries; who demonstrates interdependence, connectedness and care with the world community; who strives for global solutions and aspires to create a better world; who values equality and acts responsibly and with integrity.

Digital Citizenship:

Our students aspire to be Digital Citizens. A digital citizen is a responsible user of digital technologies, respectful of cyber safety and privacy for themselves and others; is interconnected with the global community to access and disseminate knowledge, collaborate and problem solve; is enabled to access increasing learning opportunities and acts ethically to participate in social, civic, educational, business and entrepreneurial ventures.

Our Values:

- RESPECT: We act responsibly and value others
- EXCELLENCE: We strive for achievement and success
- INTEGRITY: We are people of honesty and good character
- INTERDEPENDENCE: We think and act with critical thought

Transformational Plan (2015 -):

In 2015, the school launched an ambitious plan to transform student learning outcomes that had fallen to critically low levels over the past 30 years. This plan was supported by Government and DECD and it forms part of the Northern Economic Development Plan. The plan is also closely connected to the work of the Playford City Council and its

transformational plan for the city of Elizabeth. The school's Transformational Plan identifies 5 strategic improvement priorities:

- **ACADEMIC EXCELLENCE:** Our highest priority is to support every student to be a successful 21st century global learner who can work independently, being innovative and thinking critically and creatively. In doing so, they will transition from school to a career and future that has purpose and meaning, that positively influences the community and one that brings them great joy and happiness.
- **STUDENT ENGAGEMENT AND WELLBEING:** We nurture and care for every student, so they have a strong sense of belonging, self-esteem, self-identity and positive mental health. In doing so, they will be resilient and capable of making positive choices, effective decisions and solving problems. They will care for and respect others and be known as capable leaders and hardworking team members.
- **SCHOOL PROFILE AND PARTNERSHIPS:** Through the efforts of our school community we will create a vibrant and optimistic future for all. In doing so, we will foster strong relationships with families and build strategic networks beyond the school that create opportunities for our students. The public will have great confidence in our school and we will be known as a Centre of Excellence within the community.
- **BUILDING CAPACITY AND CAPABILITY:** Through high quality educational leadership and results oriented operational and administrative functioning, our school will be a High-Performance Organisation. Our workforce will be highly skilled, service focussed and responsive to need. Our culture will be of continuous improvement in which achievement is expected by all and success is celebrated and replicated.
- **RENEWAL AND REDEVELOPMENT:** We respect the past, live for the present and act for the future. Through the strategic use of our resources, we aim to create an environment that generates high quality teaching and learning outcomes. In doing so, the footprint of our previous school history will be transformed into a state of the art, 21st century learning environment.

Council of International School Accreditation (CIS):

In 2016, Playford International College embarked upon an ambitious journey to become internationally accredited as one of the world's most high performing schools. This 5-year process involves stringent assessment of more than 120 international standards by an independent panel of international assessors. Assessment occurs over three stages and in 2017, the school successfully achieved stage 2 of the accreditation process. In March 2019, the school will undergo final assessment and if successful, Playford will become the first low socioeconomic school in the world to achieve this accreditation. CIS accreditation includes a range of criteria including school governance, policy and procedures, school operation, teaching and learning, curriculum, student assessment, community and parent engagement and child protection.

Policy and Procedures:

A range of policy and procedures have been implemented to govern management and operation of the school. All school policies and procedures are derived from the DECD Regulations and the Government's Education Act. Parents can access all relevant policy and procedural information from the DECD and school websites. Staff can also access the school's resource library for additional policy and procedural information. All policies and procedures are reviewed and updated using an established timeline and the School Board is responsible for endorsing any key policy that impacts families or student learning.

4. Curriculum

Action Research:

The learning intention of every teacher at PIC is to improve student engagement. Improving student engagement in learning directly improves learning outcomes for students. All staff at PIC are involved in professional development that requires them to use a formal research approach to improve their teaching pedagogy. This research is aimed at identifying areas of practice that each teacher would like to improve, researching a problem of practice, implementing improvement strategies, collecting and analysing evidence of change and reviewing and reporting on improvement.

Assessment:

Teachers use a variety of assessment strategies to cater for diverse learning styles, provide feedback to students about how to improve achievement and to assess against the Standards of Australian Curriculum and SACE. We have high expectations of all students in their learning and in demonstrating the breadth of their knowledge, the depth of their understanding and the sophistication of their skills. The school uses a 'Live' approach to providing students and parents with learning and achievement feedback. This means that all assessment information can be viewed in real time through our COMPASS Learner Management System. All Learning and Assessment Plans (LAP) can be viewed from COMPASS along with all Assessment Tasks. Where appropriate, future Assessment Tasks for each semester of learning can be viewed from COMPASS. Through teacher negotiation, students can complete these in advance if they demonstrate the capability and competency to do so. All Assessment Tasks include a description of the task, task components and criteria (rubric) that the task is being assessed against. All student Assessment Tasks are uploaded to COMPASS and once marked, teachers will provide students with an A+ to E- grade, assessment rubric to show how the task has been assessed and a Strength/Achievement and Growth/Development Based comment to summarise the learning achievement. Assessment for each learning task is available to students and parents through COMPASS.

Australian Curriculum and South Australian Certificate of Education:

All student learning at Playford International College is designed using the Australian Curriculum (AC) framework (Year 8-10) and the South Australian Certificate of Education (SACE) for Year 11-12 students. Both the AC and SACE require students to meet certain Achievement and Performance standards to demonstrate competency in knowledge, understanding and skills from their learning.

Foundational Studies Program:

In 2018, the school introduced a standardised Foundational Studies program for all new Year 8 students. The program will also be delivered to Year 9 students in 2018 as a one-off program. Foundational Studies has been designed to equip students with a range of skills, behaviours, learning dispositions and attitudes to better help them become successful interdependent learners. The program is focussed on helping students develop a 'growth mindset' and equip them with the 21st century 'Global Competencies' known as Critical Thinking, Creativity, Collaboration, Communication, Citizenship and Character. These skills are foundational to every student living a successful and fulfilling life as a 21st century citizen.

Google Education School (GES):

Playford International College is a Google Education School. All students and staff use the Google Education platform to access learning in a 24/7 online digital environment. All students are required to have a personal touchscreen Chromebook (leased through the school) or the equivalent personal device. Teachers and students can communicate quickly and easily through this learning environment.

International Education:

Playford has begun developing an International focus within its school curriculum. Formal partnerships are currently being developed with two schools in China and the first delegation of staff and students will travel to Cambodia in 2018. Language is a strong part of the school's curriculum and students have the option to study Chinese and Napali as well as any online language of their choice. New in 2017, was the introduction of the Global Citizenship Medal. This is a prestigious award that students can apply for and it is designed to recognise a student's commitment to global understanding and affairs. Multiculturalism is celebrated at the school and students enrolled at the school come from 32 different nationalities. The school has a strong relationship with the South Sudanese community and the School of Languages.

Numeracy and Literacy:

The achievement of functional skills to at least a Year 9 standard in Literacy and Numeracy are mandated requirements of the Playford Achievement Certificate of Education (PACE). Students in Year 8 and 9 will not be promoted to the next year level in the subjects of Communications (English) and Mathematics without the successful completion of learning in these two foundational areas of learning. Our highest academic priority is the development of functional literacy and numeracy skills for every student.

Personalised Learning Curriculum:

Playford International College works in partnership with several international schools to transform education from the 20th to 21st century. At the centre of this work, is the increasing change from homogenous (common, large group) to personalise learning (PL) curriculum design and teacher pedagogy. Personalised Learning is focussed on improving student engagement and its objective is to connect learners and teachers in more frequent one to one or small group activities. Rather than the traditional class of 25 or 30 students to one teacher remaining as the default school

structure, Personalised Learning aims to more intentionally support students in smaller learning groups. Students at Playford have much greater choice and control over their learning. This includes the subjects each student chooses to study along with the design of their weekly learning schedule (timetable). The average student has approximately 30% choice over their learning each week. Staff also enjoy this flexibility within their personal teaching loads.

Playford Certificate of Education (PACE):

All Year 8-10 students at Playford study to achieve their Playford Certificate of Education (PACE). This certificate awards points of competency designed to demonstrate achievement in the areas of knowledge, understanding and skill from each learning area. The PACE certificate is awarded at the end of Year 10 and it symbolises a change in student learning from the Development years (Middle School) to the Mastery years (Senior School).

Project Based Learning (PBL):

In 2016, Playford International College implemented Project Based Learning (PBL) as a foundational component of teaching pedagogy throughout the school. PBL aims to enhance student learning through creating greater connection to real world and local events/issues. Students have more opportunity and learning time to explore personal areas of interest and they take greater control of how they will demonstrate outcomes of their learning. Many PBL projects work across curriculum areas and learning culminates in both a public Exhibition of Learning and personal Presentation of Learning by students.

Reporting:

Learning at Playford is based on a Semester 1 and Semester 2 cycle. Each Semester runs for approximately 20 weeks. Within each semester, the school uses a 'Continuous' reporting format to keep parents and students informed about learning achievement and progress. Every 5 weeks, a summarised Student Report is completed and released in COMPASS for viewing by students and parents. The school doesn't provide parents with the traditional hard copy report at the end of each semester. These reports use the following formats:

- Progress 1 - Semester Report (week 5): Tasks Completed, Academic Progress, Attitudes, Behaviour, Attendance
- Mid Semester Report (week 10): Academic Grades, Attendance
- Progress 2 - Semester Report (week 15): Tasks Completed, Academic Progress, Attitudes, Behaviour, Attendance
- Final Semester Report (Week 20): Academic Grades, Attendance

At the end of each semester of learning, students are involved in an Exhibition and Presentation of their learning. Exhibitions of Learning (EOL) are whole school events where parents, family and community are invited to visit the school to observe and celebrate the learning of our students. Visitors get an opportunity to discuss learning with our students and discover more about the types of learning activities occurring at the school. Presentations of Learning (POL) replace the traditional parent/teacher interview process. These events enable parents, students and teachers to engage in deeper conversations about the learning achievement, progress and development of each student. Parents are formally invited to attend Presentations of Learning and an online booking system is used to schedule appointments. At any time of the year, parents and teachers are encouraged to schedule an interview if concerns about a child's learning exist.

Subject Offerings:

The school has the capacity to offer a wide range of subjects across all year levels. The school has a focus on providing curriculum to meet the needs of students pursuing the full range of tertiary post-school pathways as well as pathways to employment and/or training. The Playford curriculum is centred on providing students with 'choice' over their learning. This begins at Year 8 and progressively increases through to Year 12. At each year level, some subjects or learning patterns remain compulsory for students to meet the learning requirements of the AC, PACE and SACE. A full description of subjects offered is contained in the online Course Handbook that is updated every year.

Timetable:

The timetable is student centred and is constructed based on student subject selections. The school operates an 8-line timetable structure. Lessons are referred to as Learning Blocks and students study 3 Learning Blocks per week for each subject they chose. Each Learning Block is 60 minutes in duration and there are 5 Learning Blocks per day. Staff and students are also provided with two, 30-minute learning breaks per day. The school day begins and 9.00am and concludes at 3.00pm each day. The school has a no bells policy. This requires all staff and students to be responsible for personal time management throughout the day.

Vocational Education and Training (VET):

A highly developed network of certified vocational training courses exists for students studying at Playford. Several courses are held locally at the school each day whilst students also have access to more than 50 programs offered across the NASSA partnership. Where appropriate, students can also combine study at TAFE with their chosen educational program at school. It is usual to see up to 100 students from other schools at PIC throughout the normal school week. Conversely, many PIC students also attend other schools to access VET training. VET programmes offered at the school include Engineering Pathways, Automotive, Kitchen Operations, Food Processing, Business, and Sport and Recreation. Students have access to a wide variety of VET programmes offered through NASSA.

5. Competitions and Sporting Activities

Debating:

Debating was introduced in the school in 2013. There are several students who are committed to the debating team. With the guidance of key staff, the students have enjoyed considerable success in the inter-school debating competition. Students compete in both a local Northern Adelaide (NASSA) and State debating competitions.

Knock-out Sports:

Students from the school are involved in knock-out sports with other schools throughout the year. The school has been part of the revival of inter-school sport in the zone, with a competition for 6 weeks of a term in school time.

School House Program:

All mentor groups are connected to an expanded School House program. The school has 8 Houses including Barnes, Jackson, Gillespie, Gillard, Thomas, Mitchell, Tao and Freeman. All Houses were selected by students as they represent famous Australian identities from sport, music, politics and academia. A House competition occurs across the year and includes awards for attendance, behaviour, academic success, sport and a range of activities known as Golden Events.

At

the end of each year, an overall House Spirit Shield is presented. The School House program runs every week in the school and is managed by 8 staff House Leaders and 16 student House Leaders.

Sports Day:

Sports Day was reintroduced in 2012. It is a whole school event that includes athletics and novelty events. Students compete in their School Houses and there is a healthy inter-house rivalry. The most successful athletes represent the school at the North and North East Carnival and the South Australian Secondary Schools Sports Carnival.

Swimming Carnival:

A Year 8-12 swimming carnival was reintroduced in 2016. Students compete in their School Houses for novelty, championship and house spirit points. Medals are presented to Age Champions and the winning House on the day.

Pedal Prix:

The Pedal Prix programme has evolved over several years and students compete in several events that are held in various locations around the state including Mt Gambier, Loxton, Adelaide and Murray Bridge. Students involved in Pedal Prix train weekly in the lead up to events. The Pedal Prix programs culminate each year with a 24-hour spectacular at Murray Bridge in term 3.

Ice Factor:

Ice Factor is a programme for students who are at significant risk of disengaging with schooling. It is an Ice Hockey programme where our students learn to skate in a special four-week programme and are then trained to play Ice Hockey each week in a two-hour programme. The programme includes life skills, team building, and leadership training. There are a limited number of places on the team, and a selection process is used.

South Australian Aboriginal Sports Training Academy (SAASTA):

ATSI students can be involved in the state SAASTA program as a member of the Playford SAASTA Academy. This program helps students achieve their SACE certificate whilst completing a Certificate 3 in Recreation and Sport Management. SAASTA students also participate in netball and football development programs and receive mentoring and support to assist their development as young people.

6. Other Co-Curricular Activities

Academy Programs:

In 2015, the school introduced a range of Academy Programs designed to promote skill development and opportunity for students beyond the boundaries of the school. Academy Programs are based upon talent identification and achievement at an excellence level. Academy programs are offered in the areas of Sport – Soccer, ALF, Netball and Basketball; The Arts – Music, Dance, Film and Drama; Language – Chinese, Napali. Entry to the school's Academy Programs is via a nomination and selection process and students involved must maintain a minimum academic and attendance standard.

Advanced Technologies Project (ATP):

ATP, funded by the Defence Materials Organisation (DMO), combines secondary school studies that have a specific focus on high level maths and science with highly technical VET. This gives students opportunities to attend tuition at Uni SA, complete the Defence Industry Pathway Program (DIPP) at Regency TAFE and participate in cross-curricular activities at school and courses at the Australian Maritime College in Tasmania. Several projects in the school are aligned to it, including the Pedal Prix.

Special Interest Music Centre (SIMC):

Playford International College is one of four specialist interest music centres across the state. Playford, Marryatville, Woodville and Brighton High Schools have been in partnership since 1995 delivering a musical excellence program for special interest music students. These schools receive specialist funding from DECD. Students need to apply for entry into the school's Music program and scholarships are provided to those students who satisfy the entry requirements. Special interest music students study music through to Year 12 and perform nationally and throughout the state each year. Each week, primary school students from northern Adelaide, are provided specialist music support through Instrumental Music Staff employed by PIC. This is a prestigious program that equips talented musicians with a direct career pathway within the industry or access to conservatorium music programs at universities around Australia.

7. Staff (and their welfare)

Leadership Structure:

Senior Executive, Executive Directors, Curriculum Leaders, Middle and Senior School, Year Level Managers, School House Leaders, PAC Committee and CIS Domain Chairs. Staff meetings are held every Monday afternoon along with staff Professional Development every Wednesday afternoon.

Staff Dress Code:

All staff are expected to dress professionally and comply with WHS requirements for the areas in which they work. A staff polo shirt can be purchased as a tax deductible item through the school's uniform shop. Staff attire is to reflect their role within the school and model professional image and presentation to students.

Staff Duty Hours:

Full time teaching staff are expected to complete a standard 37.5 hour working week (average 7.5-hour day). Staff are expected to be onsite between the minimum hours of 8.30am and 4.00pm each day. Flexible working conditions also exist for teaching staff to enable them to manage personal and family commitments as well as involvement in after school activities and events. Ancillary staff are employed on an hourly basis and can access time in lieu and time bank conditions to support personal and family commitments.

Staff Profile:

The number of leaders, teachers and ancillary staff employed at Playford has continued to rise over the past 3 years in line with strong enrolment growth. Staff retention rates are high and there are several staff who are in the early stages of their careers who are supported by more experienced staff. Leadership and management opportunities for aspiring leaders are high and many early career teachers are employed to lead important roles and responsibilities within the school.

Staff Resources:

All staff are provided with a suitable work and professional office. Staff are provided with a personal laptop and free photocopying budget. Executive leaders are provided with a school mobile. All stationery requirements are provided to staff.

Staff Support Systems:

The school employs a Director of Human Resources to oversee all matters relating to the employment, support and development of staff. Support programs include formal staff induction, mentor/buddy system, instructional coaching support, access to comprehensive professional development and access to a primary and secondary line manager. In recognition of the importance of developing the skills and abilities of all educators, a considerable budget is devoted to professional learning. This includes access to a fully funded master's qualification through UniSA and Certificate training programs for ancillary staff. All staff receive written line management at least once every 12 months. Professional Development and Performance Management is maintained for all staff through a customised, online system known as Cognology.

Social Club:

Social activities including morning teas, staff dinners, afternoon drinks and staff vs student events are held regularly. These activities are open to all staff and coordinated through a group of willing volunteers. There are no social fees payable.

8. School Facilities

Access for Students and Staff with Disabilities:

The school has an internal lift in the two-storey main building. All other buildings are ground floor only and have ramps for easier access.

Buildings and Grounds:

A \$14m upgrade of school facilities commenced in 2016. The program of works is due to be completed in 2019. The school is progressively being transformed into a state of the art, 21st century learning environment. The school was first opened in 1961 and the current building program is designed to replace many outdated, poorly functioning learning environments. The current building program includes:

- New administration centre
- New reception and front office
- New staff toilets and staffroom
- New student toilets and circulation corridor
- New supported learning centre (special education)
- New physical performance training centre
- New visual arts centre
- New creative arts centre
- New home economics centre
- New STEM centre
- New senior learning centre (Year 11/12)
- New global studies centre
- New school entrance, landscaping and signage
- New roofing
- Replacement of gutters and downpipes

Canteen and Café:

A fully stocked and serviced canteen operates daily at the school. A breakfast club is also provided for students each day and the PIC Café operates regularly from the senior centre. Staff and students are most welcome to use these facilities outside of formal learning times.

Cooling:

The school is air-conditioned with reverse cycle heating and cooling.

Technology:

The school runs a modern Windows Network with a comprehensive Wireless coverage around all areas of the school. A high speed, fibre optic internet (1000gbps) feed, known as sabrenet, was installed at the school in 2017. All wireless access was upgraded and expanded at the start of 2018 to expand wireless connectivity across the school. All learning areas, meeting rooms and presentation areas are equipped with multimedia sound and display technology. An extensive online printing system enables students to access photocopiers, colour printers and 3-D printers throughout all areas of the school. Playford International College is a Google Education School (GES) and a Bring Your Own Device (BYOD) school. Every student is required to have their own Chromebook or equivalent for learning and these can be leased over 3 years for only \$3 per week from the school. At the end of the 3-year lease period, the student owns the device outright. Digital Learning is a focus area for all staff and students and the school implements an 'anywhere, anytime' 24/7 learning philosophy. All student administration and learning information is managed through a real time, online system known as COMPASS. Parents and students have free access to the COMPASS environment through an APP. School information, alerts, attendance, behaviour, assessment and student reporting can be accessed through the APP.

Security:

External 2m high perimeter fencing surrounds the school and all facilities are locked after hours. All facilities are monitored by heat and sensor alarms. A comprehensive CCTV system of more than 70 HD security cameras provides 24/7 infrared, motion and audio sensing of the site. All yard duty staff are provided with handheld radios for immediate communication and these are monitored and maintained by senior leadership throughout the school day. Playford International College, Elizabeth Centre, Playford City Council and SAPOL maintain an image, identification and information sharing agreement to improve security surveillance across the community.

9. School Operations

Attendance:

Students are expected to attend school every day between the hours of 9.00am and 3.00pm. Students are not permitted to leave the school grounds during the day unless authorised to do so by a parent/guardian for legitimate purposes. It is against the law for any student under the age of 17 not to attend school regardless of whether a parent agrees or disagrees with this legislation. A school also has the right to act if it suspects that a parent is authorising a child to leave the school grounds or not attend school for non-legitimate reasons. If a student arrives late to school or needs to leave early, they must sign in/out via Student Services. Teachers will take electronic rolls for every class and non-attendance in class by a student must be explained by a parent/guardian. Parents can use the COMPASS APP, a handwritten note or make a phone call to explain a child's non-attendance.

COMPASS (Learner Management System):

Playford International College utilises a state of the art Learner Management System known as COMPASS. COMPASS enables staff, students and parents to communicate easily around all educational, attendance, wellbeing and school business. Parents receive live school news, alerts for attendance, student reports and notifications from teachers as required. Students can keep track of their learning and receive feedback from teachers through their COMPASS account. COMPASS uses a free phone APP to connect parents and the school together.

Communications:

The school uses digital technology to communicate, alert and report in real time where practical and possible. The school does not produce newsletters during the term. The main form of communication between staff, students and parents is through COMPASS. Real time communication also occurs through phone and email, social media such as the school's Facebook page and the school's website. A detailed Annual School Report is produced at the start of each year along with an end of year Magazine. Formal letters are also sent home via either postal mail or email to parents from time to time. At all times, staff, students and parents are requested to contact each other when the need to discuss a wellbeing, behavioural or learning matter as necessary. Open and timely communication is the centre of developing effective working relationships between members of our school community. Please contact the school to make an appointment or to speak with a staff member.

Decision Making:

The school uses a devolved decision-making structure that requires planning, communication, training, implementation, review and reporting. Through the roles and responsibilities of faculties, departments and teams, personnel leaders propose and implement decisions with their teams. The school's Executive approves all school decisions that affect operations and student learning. The School Board approves all school decisions that directly affect parents. A

Personnel Advisory Committee provides advice to the principal on any matters relating to personnel. The Australian Education Union sub branch provides advice to the principal on any industrial matters. All school decision making processes are designed to be inclusive and representative of others so that a harmonious and productive working and learning environment is maintained.

Financial Matters:

Playford International College charges the standard DECD Material and Services fee each year. Applications for school card, centrepay or financial hardship are available through the school's finance office. Parents and students are expected to pay for extracurricular activities including camps and excursions. Parents are also required to pay for student laptops and school uniforms.

Grievance Procedures:

Playford has a formal grievance procedure that members of the school community are required to follow when dealing with matters of complaint or grievance. Formal grievance procedures are available on the school's website. At times, grievance or complaint resolution is focussed on strengthening relationships and resolving the issue at the lowest level possible. The escalation of grievances or complaints will only occur if a matter is unable to be resolved between those initially involved in the issue.

School Operations:

The Deputy Principal is responsible for all school operations and management. The Deputy Principal also assumes full responsibility for the site in the absence of the school Principal. Through the Deputy Principal, staff, students and parents are consulted and advised of changes to existing policies and procedures as necessary. Policy and procedural information is available from the school's website and the staff handbook. School operational and management responsibilities exist to ensure a safe, orderly and productive learning environment is maintained for all staff, students and site visitors.

School Uniform:

Playford International College implements a fully approved School Uniform policy that has been endorsed by the School Board. The uniform has been selected by students and it is expected that every student will wear the school's uniform whilst attending school. Students are not permitted to remain in general learning programs unless they are wearing the correct school uniform. Under the school's uniform policy, students will be asked to change, wear a loan uniform item, be removed from class/yard or be sent home if they do not wear the correct uniform. All uniform items can be purchased from Student Services at the school.

10. Local Community and Partnerships:

General characteristics:

The local community is multi-cultural and this is reflected in the school community. The area is one of affordable housing and combines Housing Trust homes as well as private ownership. The Elizabeth area is very well served by parks and large areas of sports playing fields. With the demise of the car manufacturing industry, there is a focus on the attraction and development of sustainable industries, the largest of which is defence.

Parent and community involvement: The Governing Council has a small but active group of parents who support the school.

Commercial/Industrial and Shopping Facilities:

The school is close to a large swimming facility in the Aquadome, the main Elizabeth Centre, movie cinema, retail and professional services, a range of fast food outlets and the Playford City Council premises. The Central Districts Oval is located opposite the school on Goodman Road. The Elizabeth CBD is undergoing an exciting redevelopment that includes new sporting, residential, commercial, hospitality and digital infrastructure across the city.

Elizabeth Partnership:

Playford is a member of the DECD Elizabeth Partnership. This is an educational partnership comprising all the preschools, primary and secondary in the Elizabeth area. These schools work together to improve educational outcomes for all students. Most students transitioning from primary to secondary school at PIC come from these schools.

Feeder Schools:

The school has 32 feeder schools and attracts large numbers of new students from these schools each year. We have staff members who visit each of the main feeder schools on a regular basis. There is a comprehensive transition program in place to support students in their movement to high school. This involves several visits throughout the year, culminating in a full day visit in Term 4. Students are zoned to their local high school based upon the suburb in which they reside. Only zoned students have a guaranteed right to attend their local school. Non-zoned students can apply to attend Playford International College to access specialist learning programs that are not available in other schools. Acceptance of an enrolment for non-zoned students at Playford are subject to conditions and enrolment capacity.

Future Schools Alliance:

The FSA is a group of like-minded member schools, committed to significantly improving the lives of young people around the world by transforming an outdated education system. Based on proven methodologies and supported by the latest research, the FSA provides guidance and professional support to School Leadership Teams on the specifics of HOW to transform existing well-functioning schools into unique, future-focussed learning communities. The collaborative process is guided by current and former Principals, themselves experienced in the implementation of successful innovation in schools, with the aim of genuinely equipping all students for times of exponential change.

Local Government Body:

Playford City Council is the amalgamation of the former Elizabeth and Munno Para Councils.

Northern Adelaide Secondary School Alliance (NASSA):

Playford is a member of 11 northern Adelaide secondary schools known as NASSA. NASSA aims to improve educational and vocational training outcomes for all secondary students across the northern Adelaide region. Staff, including Principals, Deputies and Curriculum Heads meet regularly to plan, review and development learning and wellbeing opportunities for students as well as professional development programs for staff.

Other Local Care and Educational Facilities:

Regency TAFE (Elizabeth) is within a few kilometres, and other local support agencies are accessible.

Other Local Facilities:

In addition to above other services including medical are located nearby the school. The school is positioned near the centre of the business district of Elizabeth.

School Board:

In 2015, a formal School Board was established to expand the role of the existing Governing Council. The School Board oversees all school operation, strategic improvement and school performance. The School Board includes staff, parents and students along with full voting members from local business, local Government and state Government. The School Board meets twice a term and as needed through special meetings. An AGM to elect the new School Board and to present the school's Annual Report is held in March each year. The Deputy Principal is co-chair of the School Board and Principal reports to the School Board through its Chair.

School Partnerships:

Playford works with a range of formal and informal partners to improve learning outcomes for students. These partnerships are maintained through Memorandums of Understanding or Agreement. Partnerships are currently maintained with:

- Adelaide United Football Club
- Beacon Foundation
- Central Districts Football and Netball Club
- Childhood Cancer Association

- Council of International Schools
- Elizabeth Centre
- Future Schools Alliance
- Netball SA
- Playford City Council
- Society of Auctioneers and Appraisers of South Australia
- St Peters College
- The Smith Family
- University of South Australia
- White Ribbon Foundation
- Youth Opportunities

Transport:

Bus, train, motor vehicle, bikeways, footpaths and pedestrian crossings all provide easy access and commute to the school and its surrounding facilities.

11. Concluding Comments:

Playford International College is a highly transformative school that has achieved significant growth and improvement over the past 3 years. Student engagement in learning is rapidly improving along with positive parent involvement in the school. The professional skill development of staff is producing quality learning outcomes for students and the school has become a safe and exciting learning environment. By focussing on a comprehensive and ongoing change agenda that is managed through evidence and data analysis, the school continues to explore new opportunities to improve student learning.