



2022 SCHOOL CONTEXT STATEMENT

School number: 0910

School name: Playford International College

General information

- School Principal: Karen Bond (appointed 2021)
- Deputy Principal: Nick Zissopoulos
- Year of opening: 1961 (renamed in 2016 to Playford International College - formerly known as Fremont-Elizabeth City High School)
- Location address: 40 Philip Highway, Elizabeth SA 5112
- Postal address: PO Box 196, Elizabeth SA 5112
- Partnership: Elizabeth Partnership
- Courier: Northern Adelaide Region
- Telephone number: 08 82557566
- Email: dl.0910.info@schools.sa.edu.au
- Website: www.playford.sa.com.au
- Local Council: Playford City Council
- Distance from GPO: 30 kms
- Specialist Focus: Special Interest Music Centre, Sporting, Language and Performing Arts Academies Programs, Special Options, Vocational Education and Training Pathways School.
- Public Transport: The school is located a short walking distance from the Elizabeth Shopping Centre and Elizabeth Railway Station. Regular bus services connect with the school.

FTE Student Enrolment (FEB Census)

Enrolments	2020	2021	2022
Year 7	N/A	N/A	261
Year 8	258	255	253
Year 9	244	272	253
Year 10	186	265.3	249
Year 11	167	198.8	225
Year 12+	132	136.8	125
Special Need Students	25	37	35
Flexible Learning Students (FLO)	55	92	100
Total FTE 1149	987	1164.9	1501

Enrolments	2020	2021	2022
Male		648	786
Female		563	715
ATSI	13%	167 (14.3%)	226 (15.1%)
NESB	22%	369 (30.5%)	393 (26.2%)
Individual Education Support Plan (IESP)		302	313
School Card	818 (80%)	919 (79.3)	1073 (78%)
ICSEA Value (Nat Average = 1000)	889	892	892
Parent Incomes (Bottom Quarter %)	76%	75%	75%

Student enrolment trends:

The school is experiencing strong enrolment growth of approximately 100 additional students per year. Enrolment growth to between 1500-1600 students is predicted for the school over the three years.

Staffing profile:

- Leadership: 36.8
- Teachers: 142 (95.1 full-time equivalent teaching staff)
- Ancillary/Non-Teaching: 85 (69.9 full-time equivalent ancillary/non-teaching staff)
- ASETO: 4
- Pastoral Support Worker: 0.4 (2 days per week)

Principal: Karen Bond

Deputy Principal: Nick Zissopoulos

Ancillary Leaders:

Business Leader: Hazel Bashford

HR and Operations Manager: Corinne Walding

Assistant Principals:

Junior Secondary School (Years 7 & 8): Karen Clark
Middle Secondary School (Years 9 & 10) Tracy Moore
Senior Secondary School (Years 11 & 12): Leanne Polkinghorne
Student Engagement and Wellbeing: Minnie Bal
Teaching & Learning: Ingrid Lees
Special Interest Music Centre: Jenna Miltenoff
Operational Leadership, Timetable and Data: Dylan Muzyka
Inclusive Education and Strategic Leadership: Sarah Sykes

Directors:

Student Pathways and Vocational Education and Training: Neville Hubbard

Heads of Curriculum:

Technology: Kate Bayly
Supported Learning (Special Options): Irek Belkner
Languages and International Education: Imtiaz Bughio
Music: Chip Diamond
Science and STEM: Sue Elderfield
English: Rose Hampel
Mathematics: Dani Martin
Arts: Hayley McGill
Global Studies/HASS: Elisa Resce
Aboriginal Education: Samuel Ruyssen
Health and Physical Education: Sam Allan

Student Wellbeing Leaders:

Positive Education: Brittney Connaughton
Protective Behaviours: Lachlan Wildy
Student Leadership: Katie Woodrow

Subschool Leaders:

Year 7 (care groups 7.01 – 7.06): Mark Davidson
Year 7 (care groups 7.07 – 7.12): Brad Pratt
Year 8 (care groups 8.01 – 8.06): Gabby Amos
Year 8 (care groups 8.07 – 8.12): Aiden Hinsley
Year 9 (care groups 9.01 – 9.05): David Clark
Year 9 (care groups 9.06 – 9.10): Sam Ritchie
Year 10 (care groups 10.01 – 10.05): Harry Lambert
Year 10 (care groups 10.06 – 10.11): Mitch Asser
Year 11: Natalie Jennings
Year 12: Jesse Rogerson

House Leaders:

Barnes: Sam Ritchie

Mitchell: Aiden Hinsley

Gillard: Gabby Amos

Tao: Katie Woodrow and Harry Lambert

Thomas: Mark Davidson and Natalie Jennings

Freeman: Jesse Rogerson

Gillespie: Brad Pratt and David Clark

Jackson: Mitch Asser

Learning Support Team:

Numeracy Action Coach: Melissa Casburn

Literacy Action Coach: Lydia Coleman

Digital Learning Coach: Monica Baldock

Library Manager: Alanah Ford

Ice Factor Manager: Jesse Rogerson

Sports Manager: Billy Iles

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, 2 teachers, 4 community education officers (ASETO) 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 9-10) and senior school (year 11-12). The school continues to achieve high academic and wellbeing success for its students.

Student Pathways:

Students at Playford International College (PIC) 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 support offered: Pathways:

Strategies have been put in place to support students who are at risk of leaving school without a defined pathway to further education, training, or meaningful employment. These include work experience and explicit career education within the Year 7 to 12 care group program, Stage 1 PLP and Stage 2 Workplace Practices. The newly appointed B2 Head of Student Pathways and VET and SSO3 Career Pathways Support Officer work with our students and families to explore a wide range of pathways including school-based

apprenticeships or pathways beyond school. We engage with local businesses, employment service providers and our school community to support this work.

Student Management:

At PIC, 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 the PIC Community Expectations, school values and DfE policies. Positive reinforcement is the key to successful behaviour management; every person needs to be supported and taught how to accept responsibility for their behaviour. Partnerships and communications with parents and caregivers is valued as it underpins student management. In 2023 the Junior Secondary school will be trialling the Positive Behaviour for Learning approach to support students to be ready to and be successful learners.

Student Representative Council (SRC):

Developing all students to have a voice, make good choices and the skills to lead is foundational for all students at PIC. Student leadership 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 SRC. Student leaders meet regularly and are active throughout the school. Student leader representatives are voting members of the Governing Council and students are surveyed regarding some decisions concerning them. The school uniform is a major responsibility of the student leadership team. Fundraising for various charities 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. Student counselling support is provided to all students through this team along with referrals to external agencies. The Student Engagement and Wellbeing team work closely with interagency personnel and community support organisations, such as The Smith Family to support students and their families. This team also has oversight of student leadership.

Supported Learning Program:

PIC welcomes and supports all learners. Students with physical, intellectual, emotional or learning needs are supported through three regional special option classes, housed at PIC. Intensive support programs and a negotiated education plan, known as One Child One Plan (OCOP) are provided through these classes. The intention of the school's Supported Learning Program is always to provide inclusive education for students where possible whilst providing specialised one-to-one or small group support, as needed.

Key School Policies

School Vision:

Graduates of Playford International College will have the dispositions, knowledge and skills to shape their world through learning which builds the values of respect, collaboration, perseverance and growth.

In supporting this vision, The Playford International College Community will provide a world class education in which successful learning is supported by:

- High expectations for every student
- Rigorous and data-led school improvement planning
- Quality curriculum which engages and challenges learners and is aligned to the standards and general capabilities of the Australian Curriculum and SACE
- Expert teaching built on evidence-based pedagogies, access to quality professional learning and opportunities to collaboratively monitor the impact of classroom practices on improving student engagement and achievement.

Our Values:

- **RESPECT:**
At PIC respect is a positive action that honours someone by showing care, concern or Consideration for their needs or feelings.
- **COLLABORATION:**
At PIC collaboration is the process of working successfully together to achieve a goal
- **PERSEVERENCE:**
At PIC perseverance is persisting to achieve our goals in spite of difficulties, obstacles or discouragement
- **GROWTH:**
At PIC growth is a continuous assessment of our skills and qualities to set goals for ongoing learning and development

Policies and Procedures:

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

Curriculum

Professional development for teachers

All teachers at PIC are involved in specific professional learning activities to support the pedagogy and curriculum for students, and how student learning is assessed and reported. Teachers have annually reviewed professional learning goals related to literacy and/or

numeracy improvement, as well as pedagogy-specific goals that align with our school-wide strategic plan. The progress of these goals are supported through a series of individual conversations with each teacher's line manager throughout the year.

Assessment

Teachers at PIC have committed extensive time in recent years to ensuring the integrity of assessment decisions, and aligning assessment decisions with the relevant year level of the Australian Curriculum (years 7 to 10) or with SACE performance standards (years 11 and 12). Each curriculum area has developed clear task sheets to explain the assessment criteria to students and these are also shared on Compass where they can be viewed by students' families. Unit plans can also be viewed via Compass, which provide an overview of the key learning concepts that are covered across each semester.

Assessment decisions for Australian Curriculum subjects and Stage 1 SACE subjects are given as A to E grades, while for Stage 2 (year 12) SACE subjects, these grades are given as A+ to E-. At Playford International College we have high expectations of students and work with students to help them to achieve their learning and pathway goals.

Reporting

Playford International College reports at the end of each term. Term 1 and 3 are interim reports, giving information about progress. Term 2 and 4 reports are final semester reports. All four formal report is made available via Compass. They show student's final grades for the subjects studied, along with teacher feedback on each student's learning dispositions. Term 2 and 4 reports also provide information the content and skills studied for the semester. For some junior secondary (year 7 and 8) subjects, the final report is at the end of each term.

Subject Offerings

Students at PIC experience the full Australian Curriculum across years 7 to 10. This well-rounded and standards-based curriculum ensures students are well supported to make informed choices about their subject selections in senior school to help achieve their intended post-school pathway. Across all years of secondary education students will experience a selection of compulsory subjects that ensures students will leave PIC with excellent general subject knowledge and with appropriate literacy and numeracy skills to support their continued life-long learning and success. The wide range of elective subjects caters to diverse learning needs and interests; at PIC we pride ourselves on our specialist offerings in areas including Music, VET, Sport, STEM and many other areas of learning. Students at PIC are supported to achieve their learning and career goals in an environment that supports personal growth and belonging.

Timetable:

The timetable is student centred and is constructed based on Australian Curriculum and SACE standards with the aim to maximise student choice where possible. The school operates a 7-line timetable structure. Each subject is broken into 4 lessons and the students participate in 1 double and 2 single lessons per week. Each subject has a combined total of 210 minutes over the week with the exception of Care Group, which is five 10 minute lessons each morning and one extended 55 minute session on a Monday. Staff and students are also provided with

two, 30 minute learning breaks per day. The school day begins at 8.50am and concludes at 3.15pm on Monday, Tuesday, Thursday and Friday and 8.50am – 2.25pm on Wednesdays.

Vocational Education and Training (VET):

A highly developed network of certified vocational training courses exists for students studying at PIC. Several courses are held locally at the school each day, whilst students also have access to more than 50 programs offered across the Northern Adelaide State Secondary Schools Alliance (NASSSA) 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 NASSSA schools to access VET training. VET programs offered at the school include Automotive and Food Processing.

Competitions and Sporting Activities

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 competition for six weeks of a term in school time.

School House Program:

All students are connected to a School House program. The school has eight school houses, including: Barnes, Jackson, Gillespie, Thomas, Mitchell, Tao and Freeman. 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 eight staff House Leaders and 16 student House Leaders.

Sports Day:

Sports Day 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.

Swimming Carnival:

The swimming carnival is a whole school event in which students compete in their school house. Medals are presented to Age Champions and the winning House on the day.

Ice Factor Program:

Ice Factor is an ice hockey intervention program for students who are at significant risk of disengaging with their schooling. Students form an ice hockey team and take part in ice hockey training and life skills sessions once a week. On the ice, students develop ice skating, ice puck handling and ice hockey game play skills. After training, students take part in life skills lessons with their ice hockey coach. These sessions focus on life skills, team building, positive communication and leadership skills. At the end of each term, students take

part in an ice hockey tournament against other schools in the program. There is a limited number of places on the team, and a selection process is used for selecting students.

South Australian Aboriginal Sports Training Academy (SAASTA):

Aboriginal and Torres Strait Islander students at PIC from years 10 to 12 have the opportunity to be involved in SAASTA. In 2023, year 10 Stage 1 SAASTA students will gain 20 Stage 1 SACE credits through Integrated Learning and Aboriginal Studies, with a further 10 points available to those who participate in the ACE Community Learning Program. Stage 2 SAASTA students will gain 20 Stage 2 SACE credits through Stage 2 Health and Wellbeing - Aboriginal Health focus. These programs are designed to support young ATSI learners completing their SACE certification while learning in an environment and participating in a culturally relevant program. SAASTA students also have the opportunity to participate in several prestigious events, from the SANTOS Power Cup, to SAASTA Shield, and a range of sporting and STEM academies.

Other Co-Curricular Activities:

Academy Programs are 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, AFL, netball and basketball; the arts – music, dance, film and drama; language – Chinese and 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.

Special Interest Music Centre (SIMC):

PIC is one of four specialist interest music centres across the state. PIC, 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 DfE. 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 entry music students study music through to year 12 and perform nationally and throughout the state each year. Every 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.

Staff (and their welfare)

Staff Profile:

The number of leaders, teachers and ancillary staff at PIC has risen as our enrolments have increased. Leadership and management opportunities for aspiring leaders exist at the school. Our teaching staff comprises of highly experienced teachers and leaders, to early career teachers.

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.

Building and Grounds:

A \$16.5m upgrade of school facilities was completed in 2022. The most recent building program included:

- Refurbished classrooms
- New Food and Hospitality Centre
- New Technological Studies areas
- Refurbished and improved Visual Arts spaces

Canteen:

A serviced canteen provided by Rory's catering operates daily at the school and students can pre-order their lunch via the Qkr! app. A breakfast club is also provided for students each day, which can be accessed from room L06 in the Food and Hospitality Centre.

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. All wireless access has been progressively updated and the implementation of the Departments filtering protocols through *Swift* have been implemented. All learning areas, meeting rooms and presentation areas are equipped with multi-media 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. PIC is a Bring Your Own Device (BYOD) school. Every student is required to have their own Chromebook or equivalent for learning and these can be purchased from PIC or from a family's preferred provider. Digital learning is a focus area for all staff and students and the school provides access to learning materials through our two online systems known as Compass and Canvas. Parents and students have free access to the Compass and Canvas environment through their respective apps. School information, alerts, attendance, behaviour, assessment and student reporting can be accessed through the Compass 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 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.

School Operations

Attendance:

Students are expected to attend school every day between the hours of 8.50am – 3.15pm Monday, Tuesday, Thursday and Fridays and 8.50am – 2.25pm on Wednesdays. Students are not permitted to leave the school grounds during the day unless authorised to do so by a parent/caregiver for legitimate purposes. Parents/caregivers need to notify the school prior to an authorising students leaving the school. It is legislated that students under 17 attend school unless they are earning or learning. In order for authorised extended absences to occur an exemption form must be completed. The school will follow up habitual and chronic nonattendance as per DfE policy and procedures. 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 nonattendance in class by a student must be explained by a parent/caregiver. 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):

PIC utilises a learner management system known as Compass, which enables staff, students and parents to communicate easily in relation to educational, attendance, wellbeing and other school business. 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/caregivers and the school together.

Communications:

The school produces an end of term newsletter in terms 1, 2 and 3. In term 4 a digital year book is available. The main form of communication is between staff, student and parents/caregivers is through Compass. Real time communication occurs through phone, email, social media – such as the school's Facebook page, Instagram account and school website. 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/caregivers are requested to contact each other when the need to discuss a wellbeing, behavioural or learning matter is 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 speak with a staff member.

Decision Making:

This will have a new decision making policy in operation in 2023. The school's Executive approves all school decisions that affect operations and student learning. The Governing Council approves all school decisions that affect parents/caregivers. 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:

PIC charges the standard DfE Material and Services fee each year. Applications for school card, Centrepay or financial hardship are available through the school's finance office. Parents/caregivers and students are expected to pay for extra-curricular activities including camps and excursions. Parents are also required to pay for student laptops and school uniforms.

Grievance Procedures:

PIC 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.

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 S.A. Housing Authority homes, as well as private ownership. The Elizabeth area is very well served by parks and large areas of sports playing fields. 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 (The Aquadome), Elizabeth City Centre, Reading Cinemas Elizabeth, retail and professional services, a range of fast food outlets and the Playford City Council (located at the Playford Civic Centre). The Central District 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:

PIC is a member of the DfE 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 23 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 school. Non-zoned students can apply to

attend PIC to access specialist learning programs that are not available in other schools. Acceptance of an enrolment for non-zoned students at PIC are subject to conditions and enrolment capacity.

Northern Adelaide Secondary School Alliance (NASSSA):

PIC is a member of 11 northern Adelaide secondary schools known as NASSSA (Northern Adelaide State Secondary Schools). NASSSA 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 develop learning and wellbeing opportunities for students, as well as professional development programs for staff.

Other Local Care and Educational Facilities:

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

Governing Council:

The Governing Council oversees all school operations, strategic improvement and school performance. The Governing Council includes staff, parents and students, along with full voting members and local businesses, local government and state government. The Governing Council meets twice a term and as needed through special meetings. An AGM to elect the new Governing Council representatives and to present the school's Annual Report is held in March each year. The deputy principal is co-chair of the Governing Council and the principal reports to the Governing Council through its Chair.

Transport:

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

Concluding comments

Graduates of Playford International College will have the dispositions, knowledge and skills to shape their world through learning that builds the values of respect, collaboration, perseverance and growth.

To support this vision, PIC is focussed on:

- High expectations for every student
- Effective pastoral care and improved wellbeing outcomes
- Quality curriculum which engages and challenges learners and is aligned to the standards and general capabilities of the Australian Curriculum and SACE
- Expert teaching built on evidence-based pedagogies
- Rigorous and data-led school improvement planning informed through monitoring the impact of classroom practices on improving student engagement and achievement
- Access to quality professional learning for staff

