



# DETAILED ANNUAL REPORT 2016



**Government of South Australia**

Department for Education and  
Child Development

# Principal's Welcome and Report:

As we complete our first year as Playford International College, we have much to celebrate and so much more to look forward to as a school community. Our school is quickly building a high profile throughout South Australia and our reputation is strengthening for all the right reasons.

This year, enrolments have grown solidly once again. More than 900 students now study at our school and we are one of the fastest growing public schools in South Australia. Our students have accepted the challenge to become better learners and our teachers are pursuing new curriculum initiatives and changing the way they teach with gusto. As a result, the look and feel of learning across the school is rapidly changing. Our students commonly speak of their future career aspirations and they understand and speak confidently about their attendance, behaviour, relationships with others and their academic achievement and progress. These are the attributes of a high performing school environment.

This year also marks the first year of redevelopment under the school's 3-year Transformational Plan. This Plan outlines the vision for our future and a raft of improvement strategies designed to establish Playford International College as a leading secondary school in South Australia. This year, parents and community members alike, will have noticed great changes in the school as a consequence of our Transformational Plan.

The 2017 school year will be one of extreme physical change. \$11m will be spent on 13 building and redevelopment projects that will transform our school and the learning environment of your children. I am very excited by the improvements underway at our school. I sincerely thank our wonderful staff for the commitment and energy shown towards their work this year. It has been challenging at times and not everything has gone to plan. But, we have stayed the course and we are creating a school culture of inclusiveness, success and achievement for all.

I would also like to recognise our amazing students. They continue to fill me with great confidence that the path we have chosen will change their lives in all sorts of special and exciting ways in the years to come. And finally, can I please thank all parents and community members for your support of our school and our staff this year. The future of your children is a responsibility that we jointly share and just as our school is changing, so are our relationships with you.

I look forward to again leading Playford International College in 2017.

Warm Regards,  
Rob Knight  
Principal







# Our Purpose and Our Priorities:

## Playford International College - School Development Priorities 2015-

<p><b>SCHOOL VISION:</b></p> <p>Playford International College is committed to providing high quality learning and education where everyone shares responsibility to create a safe, caring and equitable environment.</p> <p>Playford International College promotes lifelong learning, builds resilience and optimism where all students are challenged to achieve personal excellence.</p> <p><b>OUR PURPOSE:</b></p> <p>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.</p> <p>We believe that every student is talented and that it is our purpose to structure learning and provide support so that success is natural for every learner. Success is the expectation and achievement is the outcome celebrated by all.</p> <p><b>STAFF MISSION STATEMENT:</b></p> <p>"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".</p> <p><b>OUR VALUES:</b></p> <p>RESPECT ...we act responsibly and value others  EXCELLENCE...we strive for achievement and success  INTEGRITY...we are honest and of good character  INDEPENDENCE...we think and act with critical thought</p>	<p><b>ACADEMIC EXCELLENCE</b></p> <p>Our highest priority is to support every student to be a successful 21st century global learner who is capable of working 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.</p> <p><b>STUDENT WELLBEING</b></p> <p>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.</p> <p><b>SCHOOL PROFILE AND PARTNERSHIPS</b></p> <p>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.</p> <p><b>BUILDING CAPACITY AND CAPABILITY</b></p> <p>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.</p> <p><b>RENEWAL AND REDEVELOPMENT</b></p> <p>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 existing 55 year old school will be transformed into a state of the art, 21st century learning environment.</p>
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# Our Context:

## Geographical Location:

Playford International College is located in the outer northern suburban City of Elizabeth, South Australia. It is 24 kilometres from the Adelaide CBD.

Elizabeth City is part of the Local Government Association known as Playford City Council. It is located in the State Government electorate of Little Para and the Federal division of Wakefield.

According to the 2011 ABS Census, Elizabeth City has approximately 1000 residents whilst the Playford City Council area supports 9,878 residents.

Elizabeth was first established in 1955 as a satellite city by the then Premier of South Australia, Sir Thomas Playford. It was initially established as a Housing Trust community and became a key platform of the State's immigration policy and the birth of the State's manufacturing industry.

## Historical Background:

Playford International College is an amalgamation of 5 former schools in the Elizabeth area with a history dating back to 1961.

- Fremont-Elizabeth City High School (1995-2015)
- Fremont High School (1975-1994), formerly Elizabeth Boys Technical High School (1960-1975)
- Playford High School (1960-1988), formerly Elizabeth Girls Technical High School
- Elizabeth High School (1961-1988)

Each former school has contributed to the rich history of the community. Elizabeth High School was originally established as the academic high school of the community whilst Fremont and Playford Technical High Schools were amongst the first comprehensive trade training schools of the era. The labour market for a burgeoning manufacturing industry was supplied through Fremont and Playford Technical Schools, whilst the Elizabeth High School carved out a distinguished reputation for academic achievement at the highest level. In its early years, more than 2000 students were enrolled at Elizabeth High School and today, many ex-scholars are leading professionals and academics across many Government and Industry sectors.



# Our Context Continued:

## 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 remains one of Adelaide's most socially and economically challenged 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.

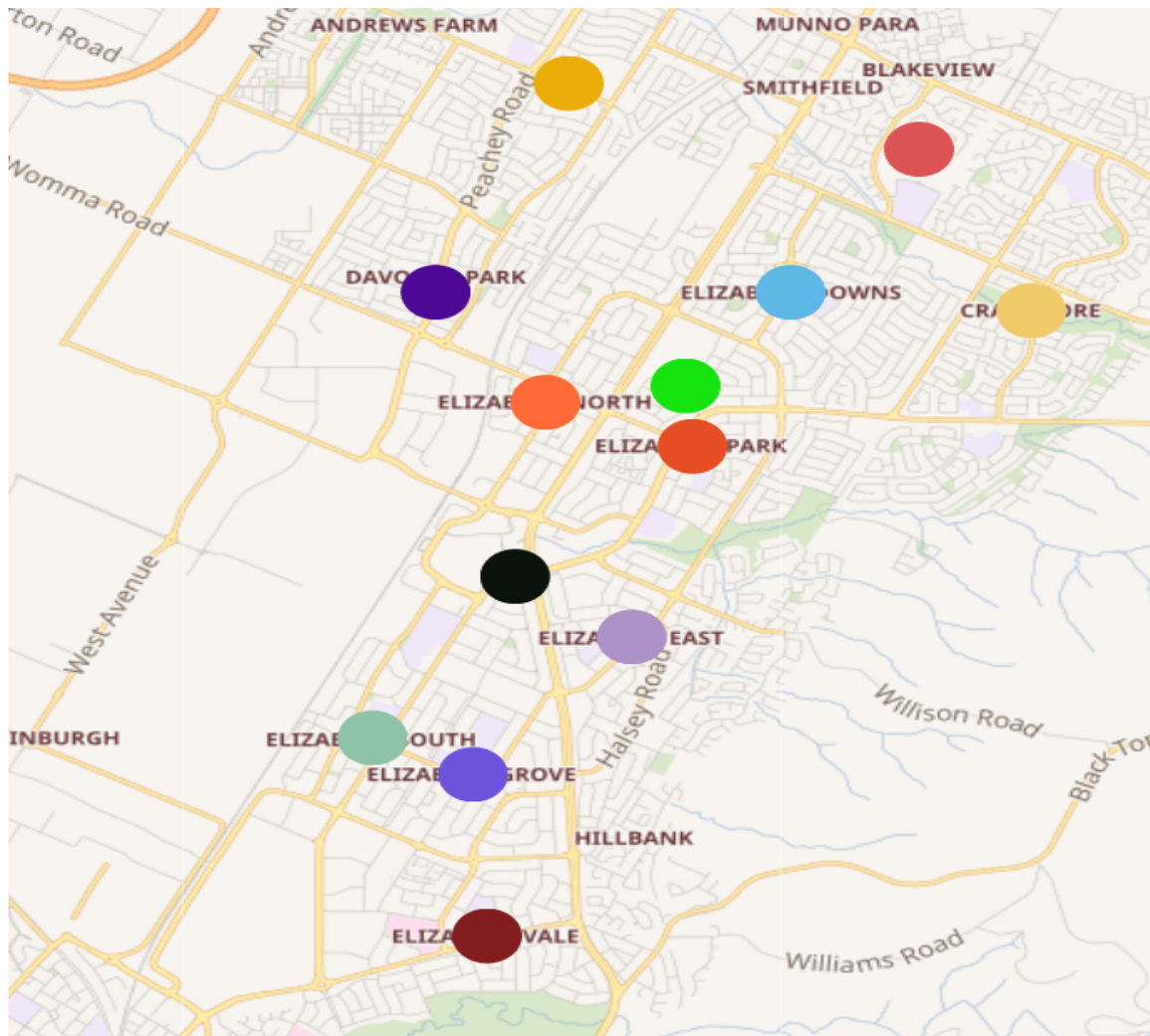
The number of students in the bottom quarter of social disadvantage is 66%. The school's Index of Community Social Educational Advantage is 897. ATSI students represent 15% of overall enrolments. 7% of students are from Non English Speaking Backgrounds. (ref: myschool.edu.au).

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. External suspensions and exclusion incidents since 2014 average 250 per year. Eliminating violence 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 a high performing technology platform for the school that incorporates a 'Bring Your Own Device' (BYOD) requirement for students.

# 2016 Year 8 Feeder School Enrolments

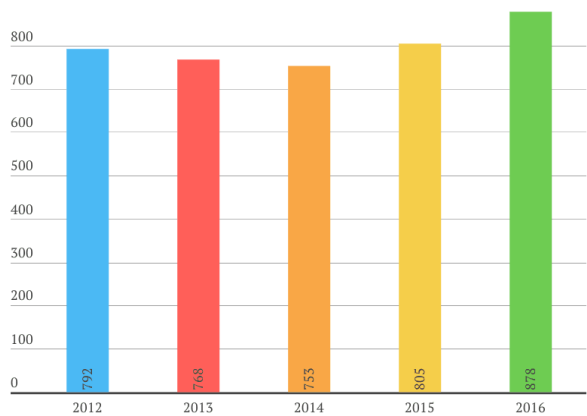


- Playford International College ● Blakeview Primary School
- Craigmore Primary School ● Elizabeth Downs Primary School
- Elizabeth East Primary School ● Elizabeth Grove Primary School
- Elizabeth North Primary School ● Elizabeth Park Primary School
- Elizabeth South Primary School ● Elizabeth Vale Primary School
- John Hartley (B-7) ● South Downs Primary School
- Swallowcliffe Primary School P-7

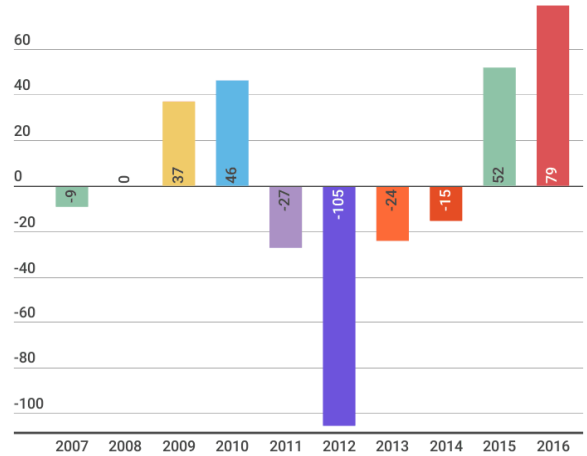
Feeder School	2015 Student No.	Percentage	2016 Student No.	Percentage
BLAKEVIEW PRIMARY SCHOOL	1	0.71%	1	0.68%
CRAIGMORE PRIMARY SCHOOL	3	2%	4	2.7%
ELIZABETH DOWNS PRIMARY SCHOOL	11	6%	5	3.4%
ELIZABETH EAST PRIMARY SCHOOL	3	1.1%	13	8.8%
ELIZABETH GROVE PRIMARY SCHOOL	26	2%	18	12.2%
ELIZABETH NORTH PRIMARY SCHOOL	26	15%	18	12.2%
ELIZABETH PARK PRIMARY SCHOOL	10	6%	17	11.5%
ELIZABETH SOUTH PRIMARY SCHOOL	14	8%	16	10.8%
ELIZABETH VALE PRIMARY SCHOOL	14	8%	15	10.2%
JOHN HARTLEY SCHOOL (B-7)	6	3%	16	10.8%
SOUTH DOWNS PRIMARY SCHOOL	2	1%	5	3.4%
SWALLOWCLIFFE SCHOOL P-7	24	14%	19	12.9%

# Playford International College Enrolments:

Overall Student Enrolments



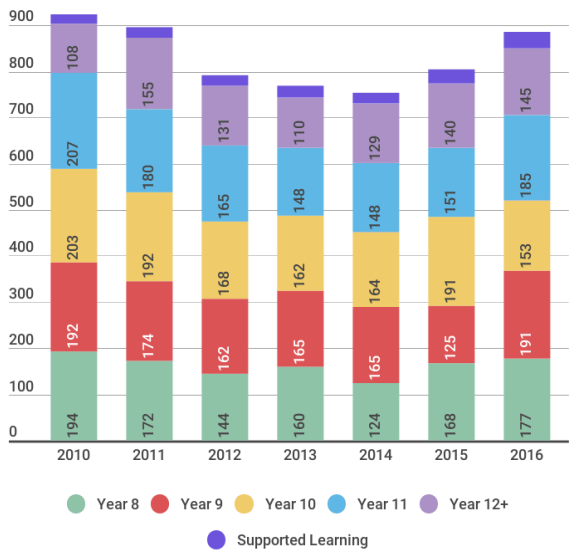
Annual Enrolment Change



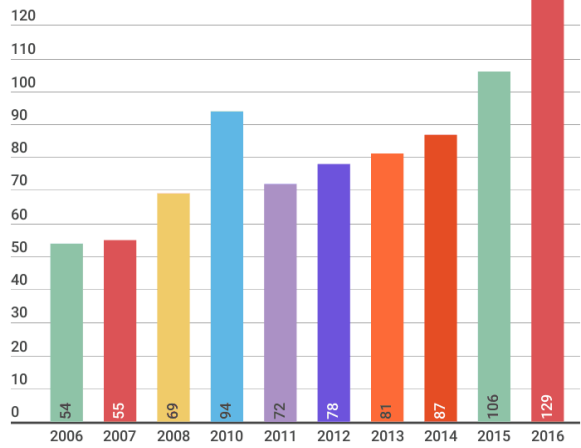
Ethnicity Enrolment other than Australian

	Country	2015 No.	Percentage	2016 No.	Percentage
👤	Afghanistan	18	2.09%	20	2.1%
👤	Bangladesh	1	0.12%	1	0.10%
👤	Bhutan	2	0.23	2	0.21%
👤	Burma	N/A	N/A	1	0.10%
👤	Burundi	6	0.70%	6	0.63%
👤	Cambodia	1	0.12%	1	0.10%
👤	Congo	5	0.58%	6	0.63%
👤	Cook Islands	N/A	N/A	1	0.10%
👤	Egypt	1	0.12%	1	0.10%
👤	El Salvador	1	0.12%	1	0.10%
👤	England	1	0.12%	1	0.10%
👤	Ethiopia	3	0.35%	3	0.31%
👤	Ghana	2	0.23%	2	0.21%
👤	India	1	0.12%	1	0.10%
👤	Indonesia	1	0.12%	2	0.21%
👤	Iran	2	0.23%	2	0.21%
👤	Laos	1	0.12%	1	0.10%
👤	Liberia	N/A	N/A	1	0.10%
👤	Nepal	42	4.88%	43	4.55%
👤	New Zealand	6	0.70%	11	1.16%
👤	Pakistan	3	0.35%	3	0.21%
👤	Philippines	5	0.58%	5	0.53%
👤	Rwanda	5	0.58%	5	0.53%
👤	Sierra Leone	2	0.23%	2	0.21%
👤	Sri Lanka	1	0.12%	1	0.10%
👤	Sudan	10	1.16%	2	0.21%
👤	Tanzania	1	0.12%	13	1.37%
👤	Thailand	2	0.23%	1	0.10%
👤	Uganda	2	0.23%	3	0.31%
👤	Vietnam	1	0.12%	2	0.21%
👤	Zambia	3	0.35%	1	0.10%
👤	Zimbabwe	N/A	N/A	1	0.10%

Enrollment by Year Level

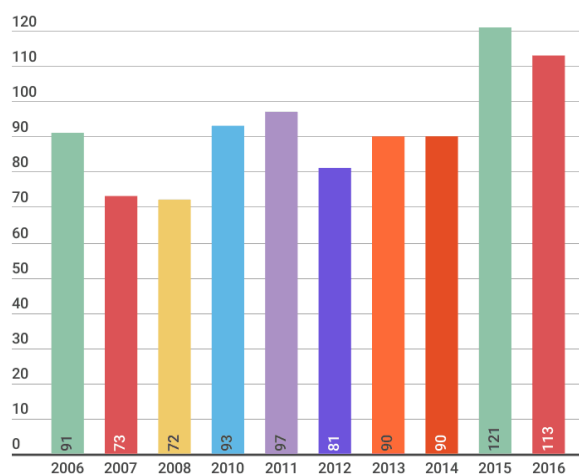


ATSI Enrolment

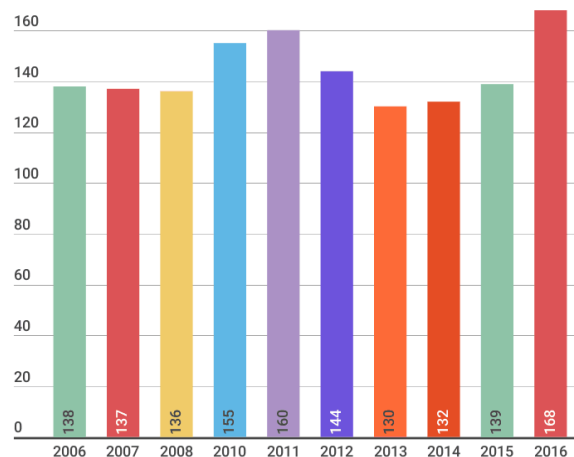




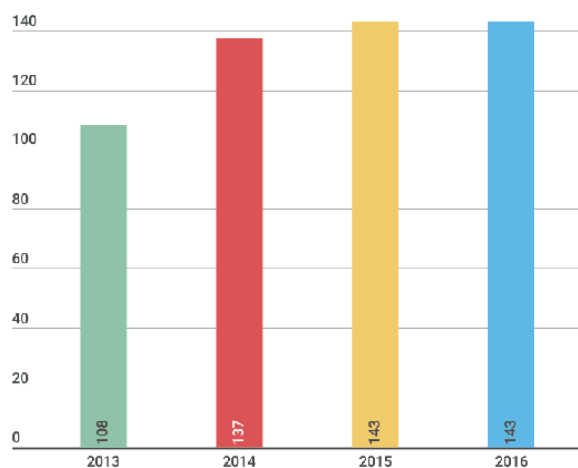
## NESB Enrolment



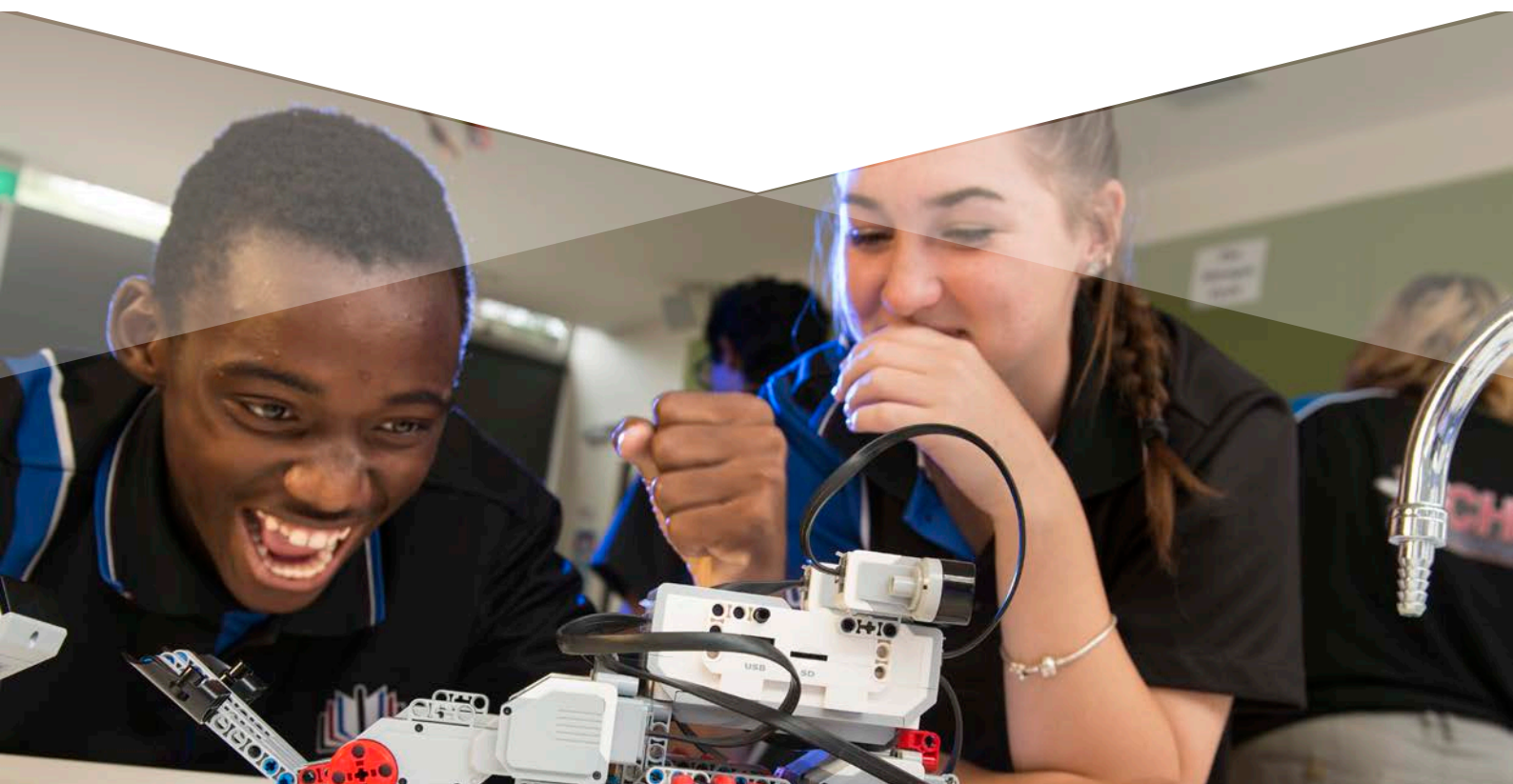
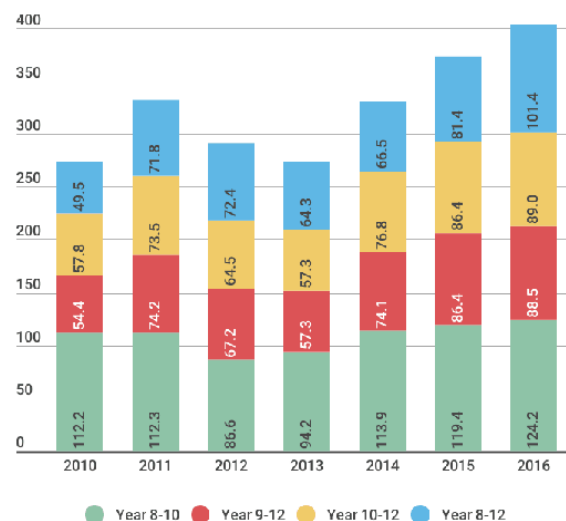
## Disability Enrolments



## FLO Enrolment



## Retention Rates %(Person)



# Demographic/Contextual Data

## Key Demographic Data – Elizabeth Area (2011 Census)



### PLAYFORD

Local Council Area



9,878

Population number of Residents



38

Median Age



26%

Population born overseas



4.5%

Indigenous Population



654

Household Average Weekly Income (State Average = \$1044)



50.2%

Families Renting (State Average = 27.9%)



46.9%

Percentage Household income less than \$600pw (State Average = 27.7%)



23.64%

Blended Families



26.1%

One Parent Families (State Average = 16.3%)



41.7%

One Parent Households (State Average = 27.9%)



50.2%

Families Renting (State Average = 27.9%)



19.68%

. Children Aged under 15



3.90%

Dependent Students (15-24)



6.71%

Non Dependent Child



4.50%

Preschool Participation Rate



26.85

Primary Participation Rate



18.47%

Secondary Participation Rate



4.55%

University Participation Rate



9.16%

TAFE Participation Rate



18.8%

Unemployment Rate (State Average = 5.7%)



36.7%

Both Parents not Working (State Average = 21.8%)

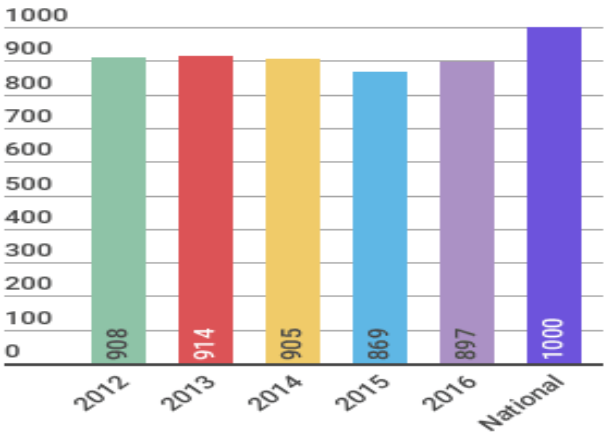


23%

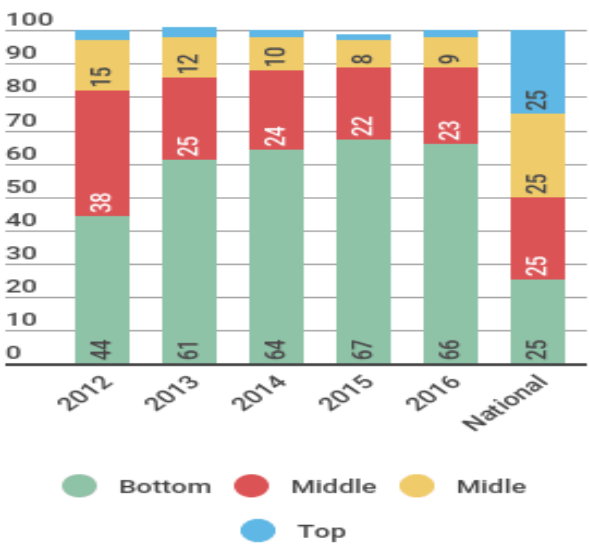
Labourer Qualification Only (State Average = 11.1%)

# Trend Data (Snapshot):

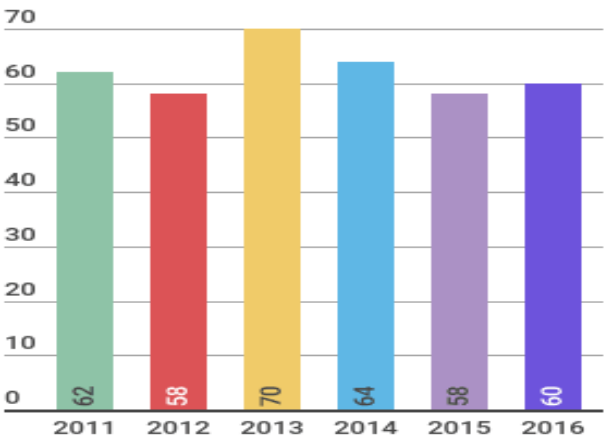
Index of Community Socio-Economic Advantage: (ICSEA)



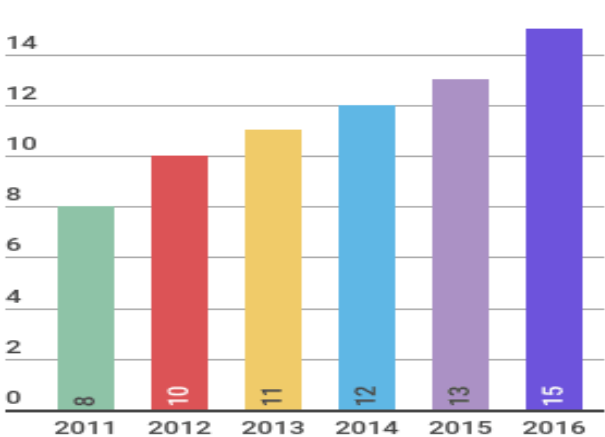
Parent Income Quartiles: (Source, ACARA)



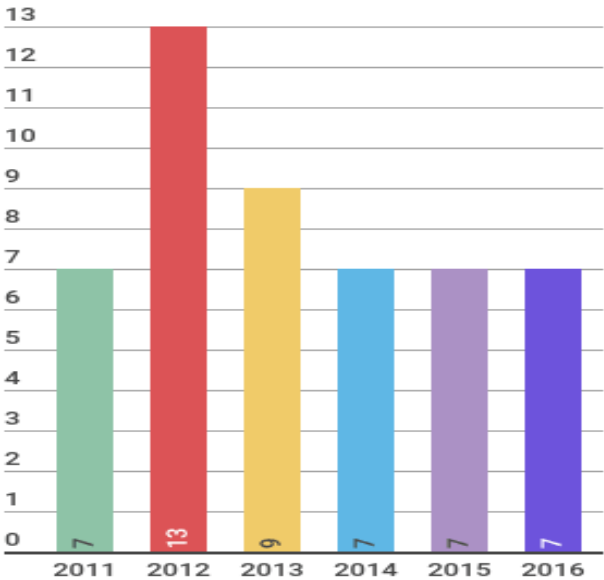
School Card Enrolment (%)



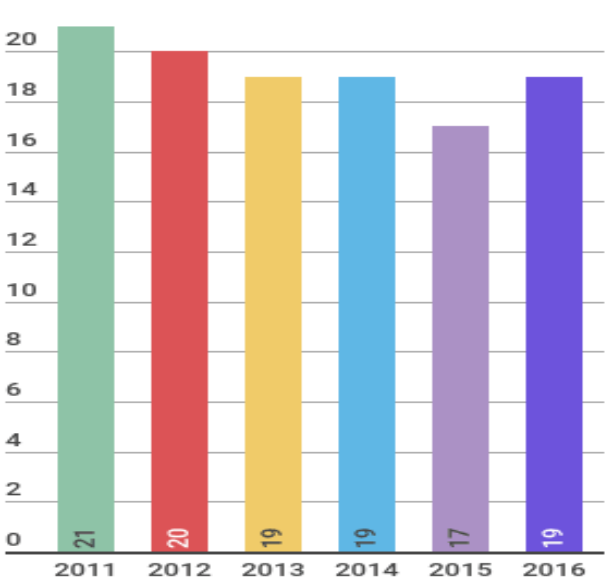
ATSI Enrolment %



Enrollments from Non English Speaking Background%



Students With An Identified Learning Disability %





# Our Executive Team:



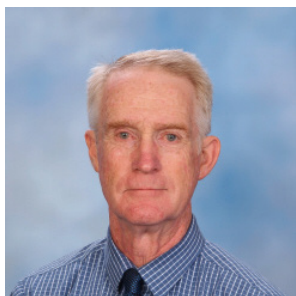
**Mr Rob Knight**

Position: Principal

Appointed to the Position: Jan 2015

Years of School Service: 2

Years of Principal Experience: 17 years



**Mr Brian Jordan**

Position: Deputy Principal of School Operation and Strategic Improvement

Appointed to the Position: July 2015

Years of School Service: 4 years

Years of Leadership Experience: 35 years



**Dr Paul Paris**

Position: Deputy Principal of Special Projects, International Schools and ICT

Appointed to the Position: 2012

Years of School Service: 5 years

Years of Leadership Experience: 36 years



**Ms Janice Leahy**

Position: Deputy Principal of Specialist Music and School Promotion

Appointed to the Position: July 2009

Years of School Service: 7 years

Years of Leadership Experience: 29 years



**Mr Tim Kloeden**

Position: Assistant Principal of Senior School and SACE Improvement

Appointed to the Position: July 2015

Years of School Service: 7 years

Years of Leadership Experience: 6 years



**Mr Neville Hubbard**

Position: Assistant Principal of Student Pathways and VET Studies

Appointed to the Position: Jan 2013

Years of School Service: 3 years

Years of Leadership Experience: 20 years



**Mr Nick Birch**

Position: Assistant Principal of Middle School

Appointed to the Position: July 2016

Years of School Service: 10 years

Years of Leadership Experience: 4 years



**Mr Matt Krieg**

Position: Director of Curriculum, Teaching and Learning

Appointed to the Position: July 2015

Years of School Service: 11 years

Years of Leadership Experience: 10 years



**Ms Leanne Reynolds**

Position: Director of Student Engagement and Wellbeing

Appointed to the Position: Aug 2015

Years of School Service: 8 years

Years of Leadership Experience: 7 years



**Ms Susan Thomson**

Position: Director of Student Support and Intervention

Appointed to the Position: Aug 2015

Years of School Service: 9 years

Years of Leadership Experience: 8 years



**Ms Julie Heddle**

Position: Business Manager

Appointed to the Position: April 2015

Years of School Service: 2 year

Years of Leadership Experience: 7 years



**Ms Kristen Hughes**

Position: School Operations and Data Manager

Appointed to the Position: Jan 2014

Years of School Service: 8 years

Years of Leadership Experience: 2 years

# Our Curriculum Leaders:



**Mr Nick Birch**

Position: Head of Flexible Student Learning (FLO)

Appointed to the Position: Jan 2014

Years of School Service: 10 years

Years of Leadership Experience: 4 years



**Ms Belinda Stonehem**

Position: Head of the Arts (Media, Performing and Visual)

Appointed to the Position: 2016

Years of School Service: 1 year

Years of Leadership Experience: 1 year



**Mrs Sue Nowak**

Position: Head of Communications (English and Languages)

Appointed to the Position: 2004

Years of School Service: 17 years

Years of Leadership Experience: 13 years



**Ms Louise Minnie**

Position: Head of Global Studies (Humanities)

Appointed to the Position: 2016

Years of School Service: 4 years

Years of Leadership Experience: Less than 1 year



**Ms Sue Elderfield**

Position: Head of iSaM (Maths and Science) and STEM

Appointed to the Position: Jan 2016

Years of School Service: 7 years

Years of Leadership Experience: 10 years



**Ms Nicol Adjii**

Position: Head of ATSI (Aboriginal & Torres Strait Islander Education)

Appointed to the Position: Jan 2016

Years of School Service: 12 years

Years of Leadership Experience: 1 Year





**Ms Jenna Miltenoff**

Position: Music Co Ordinator

Appointed to the Position: May 2015

Years of School Service: 3 years

Years of Leadership Experience: 2 years



**Mr Paul Eckermann**

Position: Head of Personal Development (HPE, Home Economics)

Appointed to the Position: 2015

Years of School Service: 6 years

Years of Leadership Experience: 2 years



**Mr Sam Trotter**

Position: Student Counsellor

Appointed to the Position: 2016

Years of School Service: 3 years

Years of Leadership Experience: 1 year



**Ms Lauren DeBono**

Position: Student Counsellor

Appointed to the Position: Jan 2011

Years of School Service: 9.5 years

Years of Leadership Experience: 6 years



**Ms Kimberly Walker**

Position: Student Counsellor

Appointed to the Position: May 2016

Years of School Service: 5 years

Years of Leadership Experience: 2 years



**Ms Helen Venetsanos**

Position: Student Counsellor

Appointed to the Position: Jan 2016/Head of NESB

Years of School Service: 18 years

Years of Leadership Experience: 1 year

# Our Management Team:

Position	Staff Member	Years of School Service
FLO Assistant Manager	David Green	3 years
Learning Hub Manager	Chevonne Craker	2.5 years
Literacy Improvement Coach	Andrea Williams	18 years
Middle School Assistant	Tamika Green	6 years
NESB Manager/Teacher Counsellor	Helen Venetsanos	18 years
School Sport Coordinator	Steve Hughes	11 years
Student Pathways Manager	Brett Crowhurst	6years
Supported Learning Manager (Disabilities)	Sam Trotter	3 years
Year 8 Manager	Minnie Bal	years
Year 9 Manager	Kimberly Walker	5 years
Year 10 Manager	David Green	3 years
Year 11 Manager	Allira Quinton	8 years
Year 12 Manager	Leah Donnellan	4 years



# Our Teaching Team:

Teacher	Curriculum Areas	Years of Service
Lynette Bird	Biology, Science	1 year
Armando Bonazinga	Global Studies, ISAM	1 year
Kaajal Chand	Science	1 year
Nathan Cini	Technology, Design, Photography	1 year
Cristina Corpuz	English, Global Studies	13 years
Simon Deguet	Home Economics, Food & Hospitality	8 years
Ebony Deoliveira	Science	2 years
Catherine Dinos	Speech Pathologist/Intensive Literacy Support	2 years
Shannon Disinger	English, HPE	1 year
Kirsty Faulkner	HPE	1 year
Rose Forster	English, Global Studies	1 year
Adam Gribble	Global Studies, English	1 year
Angela Ioannou	Special Education	11 years
Mark King	Mathematics	5 years
Juan Li	Chinese	13 years
Guy Louanglath	Art, Global Studies	1 year
Nigel Major-Henderson	Arts	Less than 1 year
Karen McBride	Mathematics	14 years
David Monaghan	Global Studies	1 year
Karena Nelson	AET, Literacy	3 years
Marni Nicholls	HPE, Outdoor Education	12 years
Genevieve Papineau	English, French	7 years
Brendon Parker	Design & Technology	1 year
Mahendra Prasad	Science, Mathematics	13 years
Mark Prokopec	FLO	Less than 1 year
Anand Rajandren	ESL, Mathematics	7 years
Saru Rana	Art	5 years
Amelia Rofe	Art, Photography	5 years
Jesse Rogerson	HPE, Outdoor Education	3 years
Rowena Rundle	Science, Mathematics	12 years
Daniela Russo	English, Global Studies	2 years
Rachel Seager	Music	2 years
Olivia Smith	Dance, Science	15 years
Richard Satchell	Music	1 year
Tan Sood	Chemistry, Science, Mathematics	14 years
Matt Taylor	Media	5 years
Ken Thompson	Global Studies	21 years
Jane Tillett	Special Education	12 years
Lisa Train	English, Global Studies	1 year
Nicole Trenbirth	Music	11 years
Louis Wong	Mathematics	18 years
Katie Woodrow	Science, HPE	1 year
Josh Young	HPE	1 year



# Our Ancillary Team:

Ancillary Member	Responsibilities	Years of Service
Nicole Bayliss	School Operations Assistant	1 year
Jessica Bezzina	FLO Case Manager	Less than 1 year
Jan Bond	Student Pathways Admin Officer	21 years
Lynn Chilman	IT Technician	2 years
Paula Clarke	FLO Admin Officer	Less than 1 year
Nicola Dimasi	Learning Hub Tutor	Less than 1 year
Jacqui Duthie	Client Services Officer	1 year
Marion Furber	Accounts & Student Services Manager	17 years
Leanne Glenister	Student Services Clerical Officer	5 years
Jenny Grieg	Supported Learning - Classroom Support	11 years
Nick Gillard	Learning Hub Tutor	Less than 1 year
Adam Kibble	IT Technician	2 years
Naa Koshie Kidega	Student Support-Challenging Behaviours	1 year
Jade Kirby	Special Interest Music & Promotional Support	1 year
Mary Kontos	Student Services Clerical Officer	8 years
Fabienne Leicester	Student Support-Challenging Behaviours	Less than 1 year
Tessa Lennon	Client Services Officer	Less than 1 year
Niki MacKinlay	Supported Learning - Classroom Support	1 year
Ana Marques Britto	Labratory Technician & WHS Officer	3 years
Margaret Powell-Jones	Client Services Manager	8.5 years
Josh Reiter	FLO Admin Officer & Client Services Officer	Less than 1 year
Bek Sellars	Pastoral Support Worker	1 year
Mark Skelland	Grounds & Facilities Maintenance	18 years
Trecia Smith	FLO Student & Program Support Officer	1 year
Dianne Spice	Learning Hub Clerical Officer	12 years
Mel Staruchowicz	FLO Case Manager	1 year
Beth Templeton	IT Technician	1 year
Bettina Thomas	Student Support-Challenging Behaviours	1 year
John Venetsanos	Grounds & Facilities Maintenance	12 years
Shaun Wallace	Learning Hub Tutor	Less than 1 year
Michele Walter	Home Economics & Supported Learning	9 years
Trudi Wenham	Student Support - Challenging Behaviours	Less than 1 year



# Our Governance:

## Playford International College School Board

Position	Person	Term of Office
Principal	Rob Knight	Ongoing
Deputy Principal	Brian Jordan	Ongoing
Business Manager	Julie Heddle	Ongoing
Staff Representatives	Susan Thomson	2016-2017
	David Green	2016-2017
	Matt Taylor	2016-2017
Student Representatives	Hayley Allen	2016
	Damien Purling	2016
Parent Representatives	Rebecca Baker (Chair)	2016-2017
	Michael Tricker	2016-2017
	Sean Yates	2016-2017
Advisory Representatives	Glenn Docherty	2016-2017
	Lee Odenwalder	2016-2017

### School Board Summary:

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.



## Chair's Report:

2016 was the first year of Playford International College, and what a successful year this has been. This year's school board has had the most members to date and the positive response to the rebranding from Staff, Students, Parents and Community has been overwhelming.

The school held many events this year which I had the pleasure of attending. It was wonderful to see the excitement of students having pride in their work and the school and great numbers of parents and community members attending these events. Some of these events include:

- Careers night
- The Minister of Education and Child Development Visit
- School Course Counselling
- Year 12 Art Exhibition

The School Board was involved in the consultation of the \$7.5 million School Redevelopment and the \$2.5 million STEM Project which we look forward to seeing the commencement of in 2017. We also consulted over a number of policies and procedures throughout the year which include the Uniform policy, Hot weather Policy, Bring Your Own Device (BYOD) policy and 2017 School Timetable and Curriculum. We have continued to maintain and develop strong partnerships throughout the year and the addition of new partnerships which include:

- Playford City Council
- St Peter's College
- Youth Opportunities
- Adelaide United Football Club
- The Smith Family
- CIS Accreditation

As School Board Chairperson, I would like to thank Mr Knight and all the staff for their consistent efforts in 2016 and the direction in which Playford International College is heading.

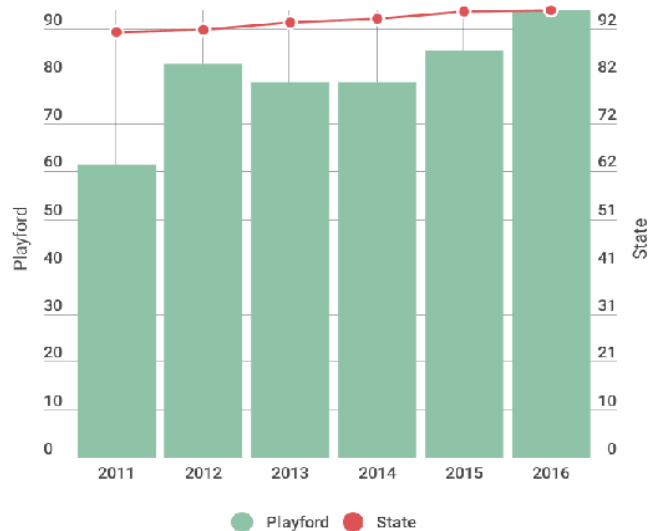


# Transformational Plan Progress Summary

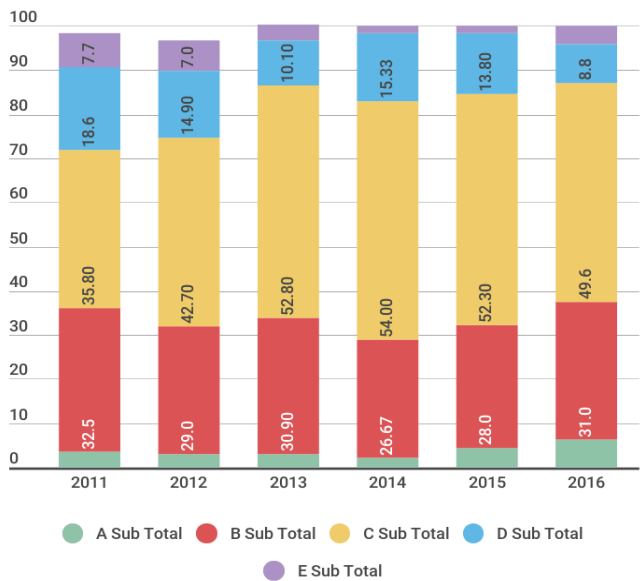
## Priority 1 : Academic Excellence

### SACE - Stage 2

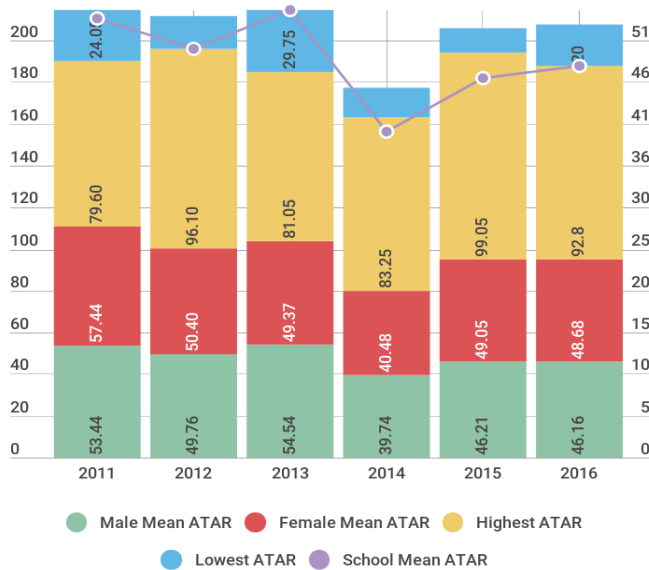
SACE Completion Rates



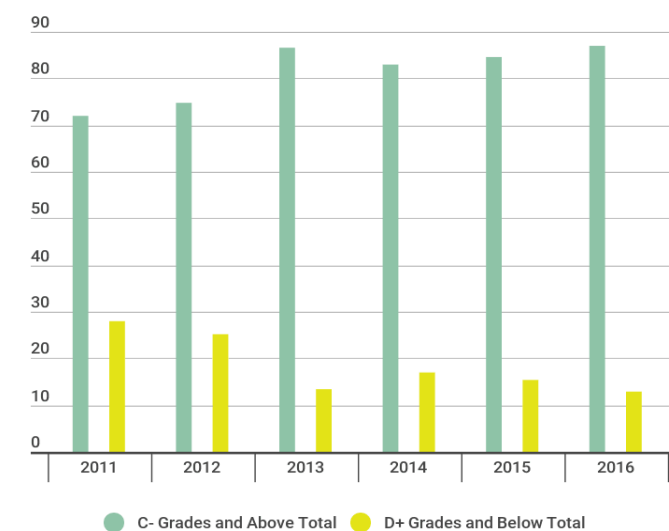
SACE Stage 2 Grade Distribution Percent



Student ATAR Summary



SACE Stage 2 Pass/fail Grade Ratios

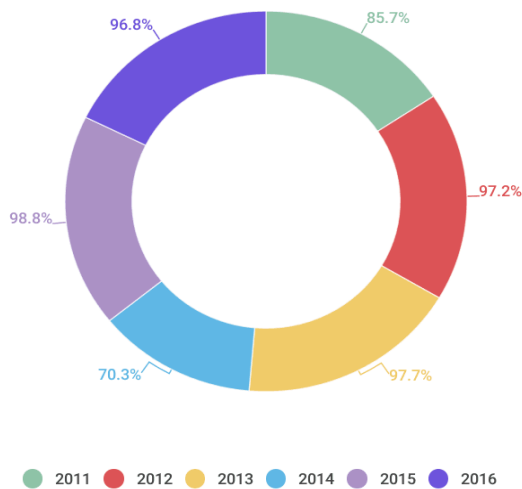


Year	School Mean ATAR	Male Mean ATAR	Female Mean ATAR	Highest ATAR	Lowest ATAR	Mean ATAR	Male Mean ATAR
2011	53.44	44.65	57.44	79.60	24.05	53.44	44.65
2012	49.76	49.12	50.40	96.10	15.75	49.76	49.12
2013	54.54	60.14	49.37	81.05	29.75	54.54	60.14
2014	39.74	39.00	40.48	83.25	13.85	39.74	39.00
2015	46.21	43.38	49.05	99.05	11.90	46.21	43.38
2016	47.72	46.16	48.68	92.8	20	47.72	46.16

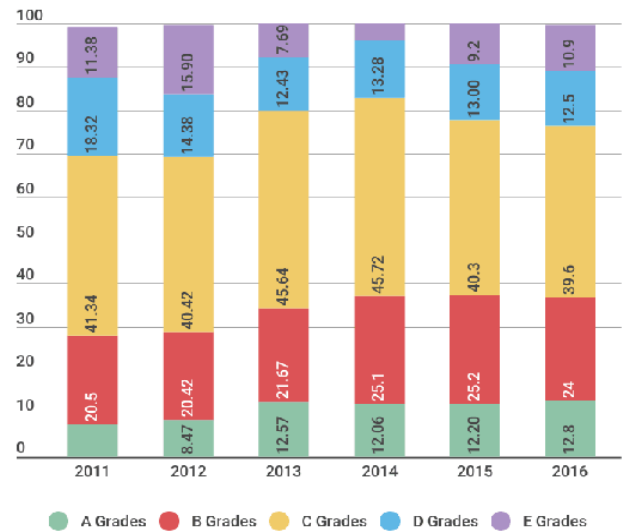
Year	C- Grades and Above Total	D+ Grades and Below Total
2011	72%	28%
2012	74.8%	25.2%
2013	86.6%	13.4%
2014	83%	17%
2015	84%	15.4%
2016	87%	12.9%

# SACE - Stage 1

## SACE Stage 2 Research Project Completion

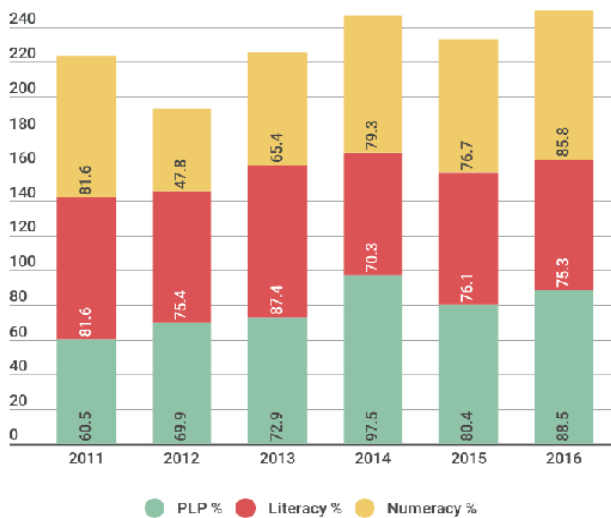


## SACE Stage 1 Grade Distribution



## SACE Stage 1 Compulsory Subject Completion (%)

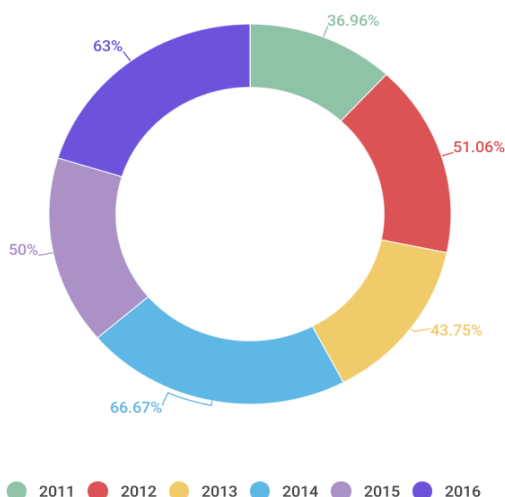
### Comments:



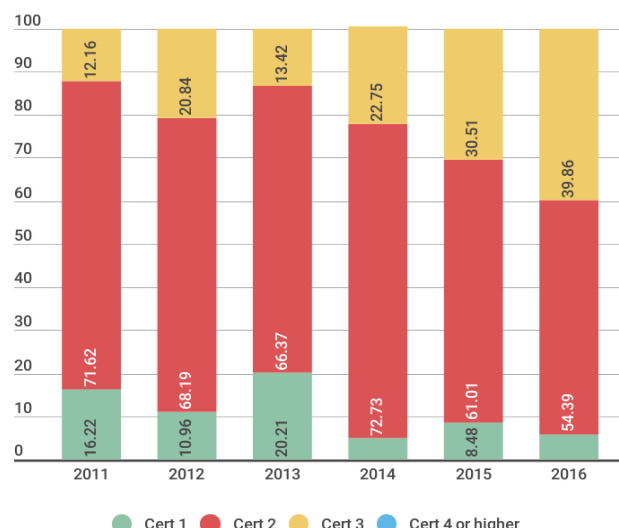
All measures of SACE achievement demonstrate significant improvement. SACE completion rates continue to rise along with the percentage of grades achieved above C- (87%). Importantly, 37% of stage 2 grades were at an 'A or B' standard and this number continues to increase. Conversely, achievement at a '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.

## Vocational Education and Training (VET):

### Students Completing SACE with VET (%)

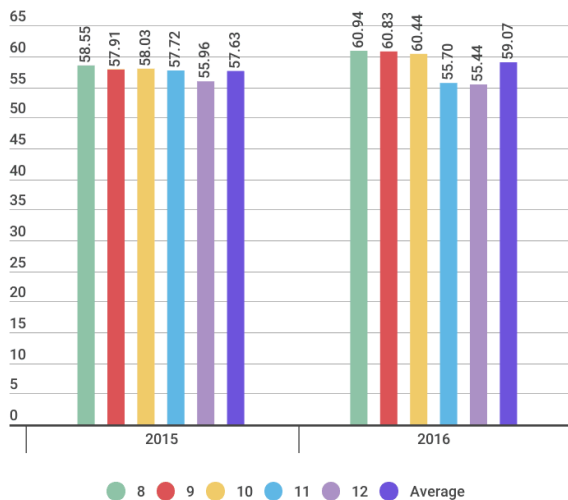


### VET, Certificate Study Type (%)

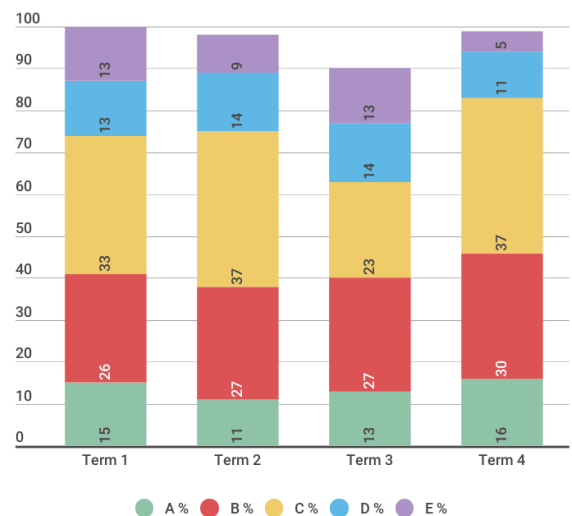


# Year 8-11 Grade Distribution:

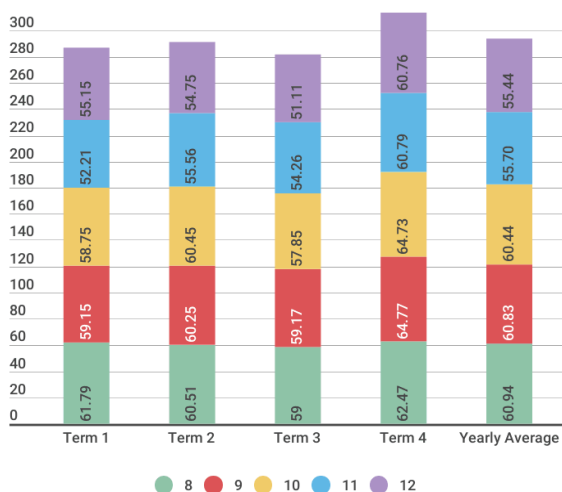
## 2015/2016 Student GPA Change



## 2016 Year 8-11 Grade Distributionn (%)



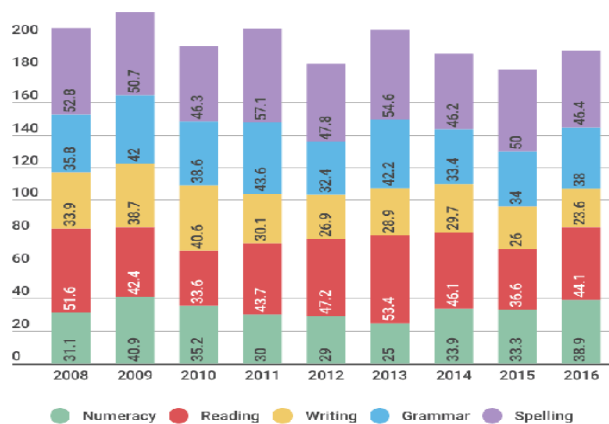
## 2016 Year 8-12 Grade Point Averages (%)



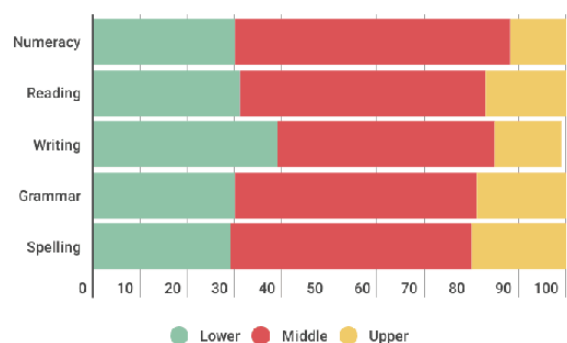
## 2016 NAPLAN Mean Scores



## NAPLAN (Student's Above Min National Standard (%)



## NAPLAN 2016 Student Growth Progress (Year 7-9)





## Comments:

In 2016 solid improvement in student scores above the National Minimum Standard was recorded by students in both Reading and Numeracy. 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 a indicator of academic improvement is a far better contextual measure of performance than SEA.



# Transformation Plan Progress Summary

## Priority 2: Student Engagement and Wellbeing

The wellbeing of young people is influenced by what happens in their homes, at school and in the broader community. DECD Middle Years Development Instrument (MDI) gives young people the opportunity to tell adults about their experience, developing our understanding of how to build wellbeing and support learning. In the report, Results are in: How Student Wellbeing Impacts Academic Results (DECD, 02/06/16), DECD identified eating breakfast every day, academic self-concept and perseverance as three wellbeing factors which strongly correlate to young people's academic achievement.

### Eating Breakfast

In 2016, access to Playford International College's Breakfast Club increased to three days a week. Breakfast Club is organised and resourced by the school's Pastoral Care Worker and local churches. In 2016, 49% of year 8/9 students indicated that they are eating breakfast at least 5 times a week which is an increased of 7%.

- High – Those who ate breakfast at least 5 times a week.
- Medium – Those who ate breakfast 3 or 4 times a week
- Low – Those who ate breakfast less than 3 times a week.

	Low	Med	High
Eating Breakfast Yr 8/9 2015	42%	16%	42%
Eating Breakfast Yr 8/9 2016	42%	10%	49%

### Academic self-concept

Academic self-concept refers to a young person's belief about their academic ability, which includes their perceptions of themselves as a student and how interested and confident they feel at school.

Statements rated low, medium or high by students:

- I am certain I can learn the skills taught in school this year
- If I have enough time, I can do a good job on all my school work
- Even if the work in school is hard, I can learn it.

	Low	Med	High
Academic self- concept Yr 8/9 2016	22%	26%	42%

### Perseverance

Perseverance refers to having the tenacity to stick with things and pursue a goal, despite any challenges that occur.

Statements rated low, medium or high by students

- Once I make a plan to get something done, I stick to it.
- I keep at my schoolwork until I am done with it
- I finish whatever I begin
- I am a hard worker

	Low	Med	High
Perseverance Yr 8/9 2015	38%	31%	31%
Perseverance Yr 8/9 2016	46%	33%	21%

## Victimisation at school

Students' wellbeing and ability to learn requires that they feel safe and free to attend school without being bullied. Young people who are bullied are more likely to report emotional and somatic problems, which in turn is associated with absences from school and lower academic achievement.

Students were asked how frequently they had been bullied during the school year.

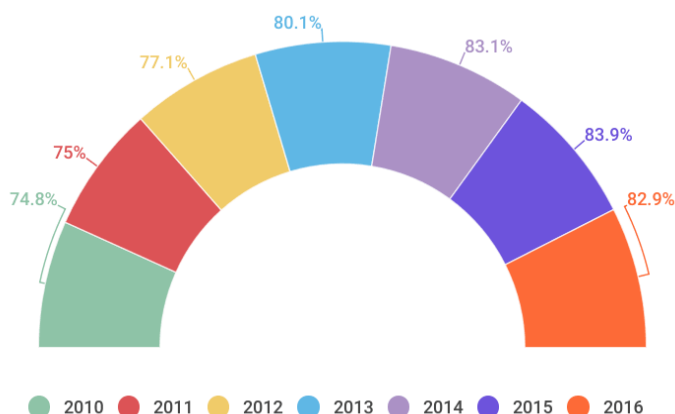
- Low – Not at all this year
- Med – About every month / once or a few times
- High – Many times a week / about every week

A reduced number of students have reported that they are being bullied 'every week' (High) in all areas. Of concern is that the number of students who reported that they are being bullied 'not at all' (low) has not changed.

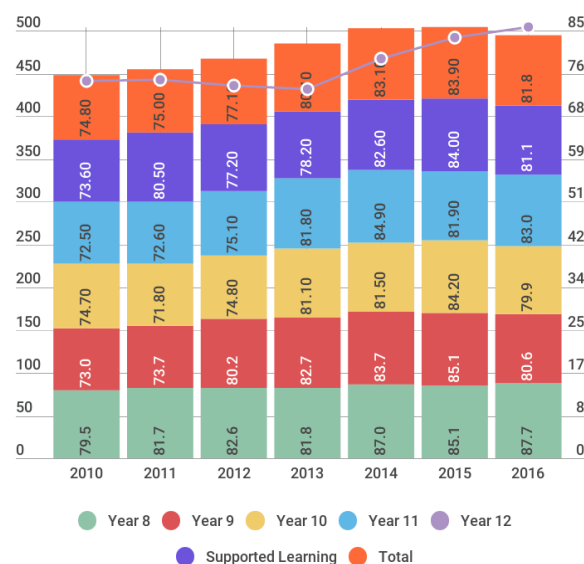
Victimisation at school	Low	Medium	High
Social Victimisation Yr 8/9 2015	47%	35%	19%
Social Victimisation Yr 8/9 2016	49%	38%	12%
Verbal Victimisation Yr 8/9 2015	38%	39%	23%
Verbal Victimisation Yr 8/9 2016	37%	44%	19%
Physical Victimisation Yr 8/9 2015	60%	29%	11%
Physical Victimisation Yr 8/9 2016	57%	35%	8%
Cyber Victimisation Yr 8/9 2015	65%	25%	10%
Cyber Victimisation Yr 8/9 2016	66%	24%	10%

## Attendance:

### Overall Student Attendance



### Student Attendance (Per Year Level)

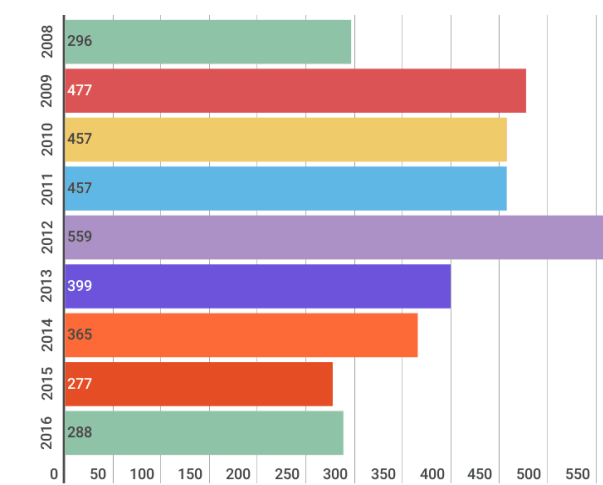


### Comments:

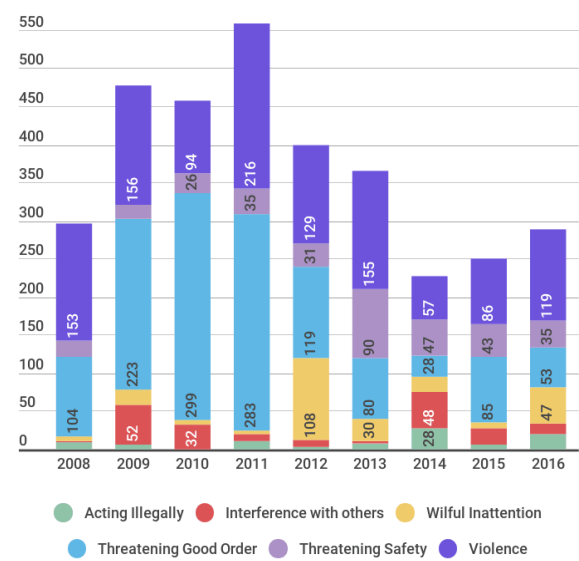
Attendance rates remain largely unchanged over the past 3 years. Overall school attendance rates averages continue to be impacted by a large student cohort with chronic non-attendance <30%. 47% of all students achieved an annual attendance rate of more than 90%. Improving student attendance will again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

# Behaviour:

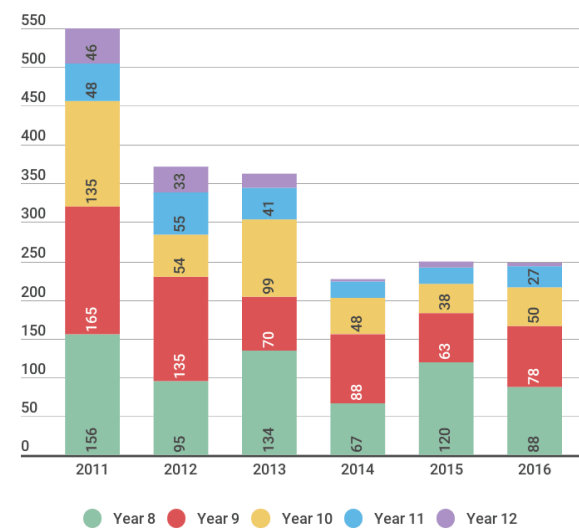
Overall Suspension/Exclusion Data



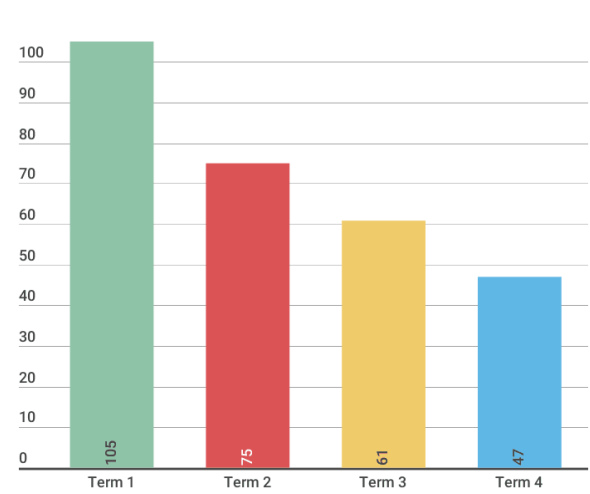
Suspension/Exclusion Data (By Type)



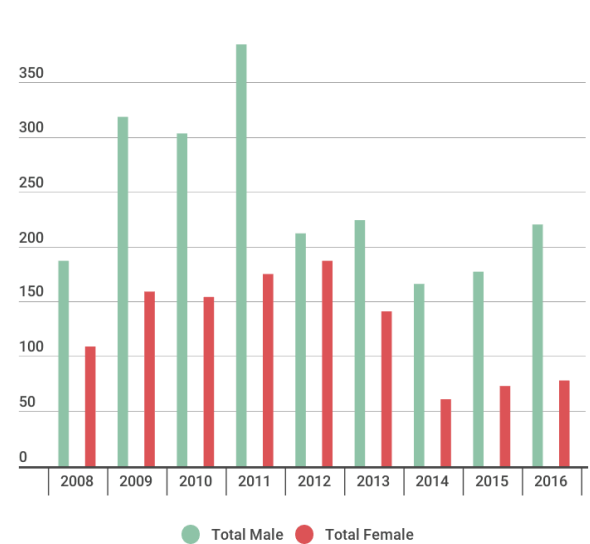
Suspension/Exclusion (Per Year Level)



Behaviour 2016 Term



Suspension/Exclusion (By Gender)



Comments:

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. violence 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 behaviour related incidents.







# Transformational Plan Progress Summary

## Priority 3 School Profile and Partnerships

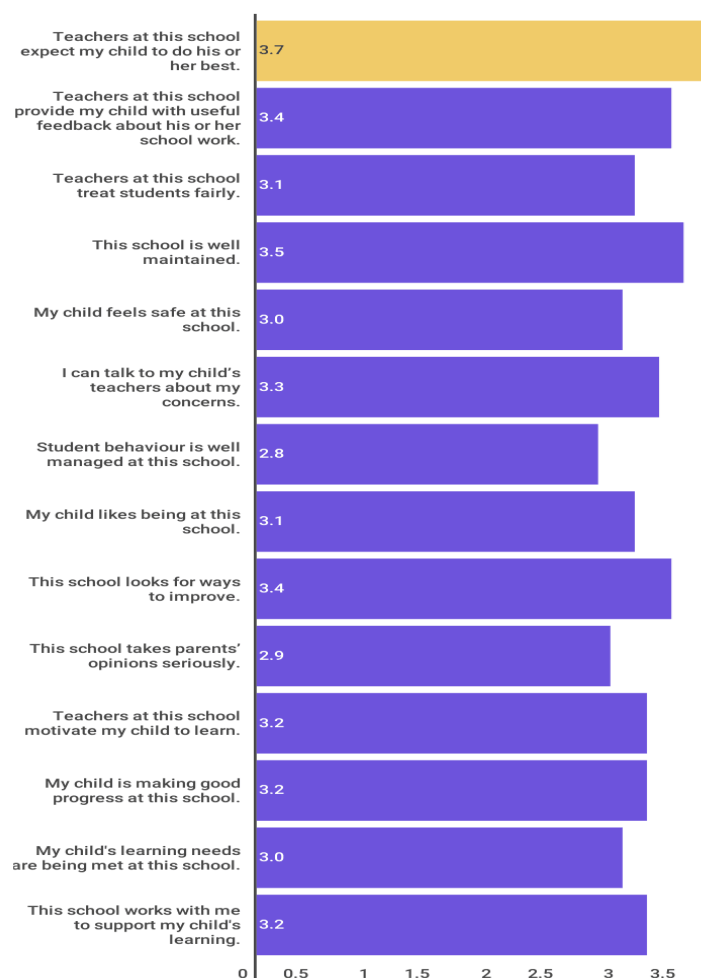
### Client Opinion Survey Summary

**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 behaviour was well managed at the school (2.8/5.0).

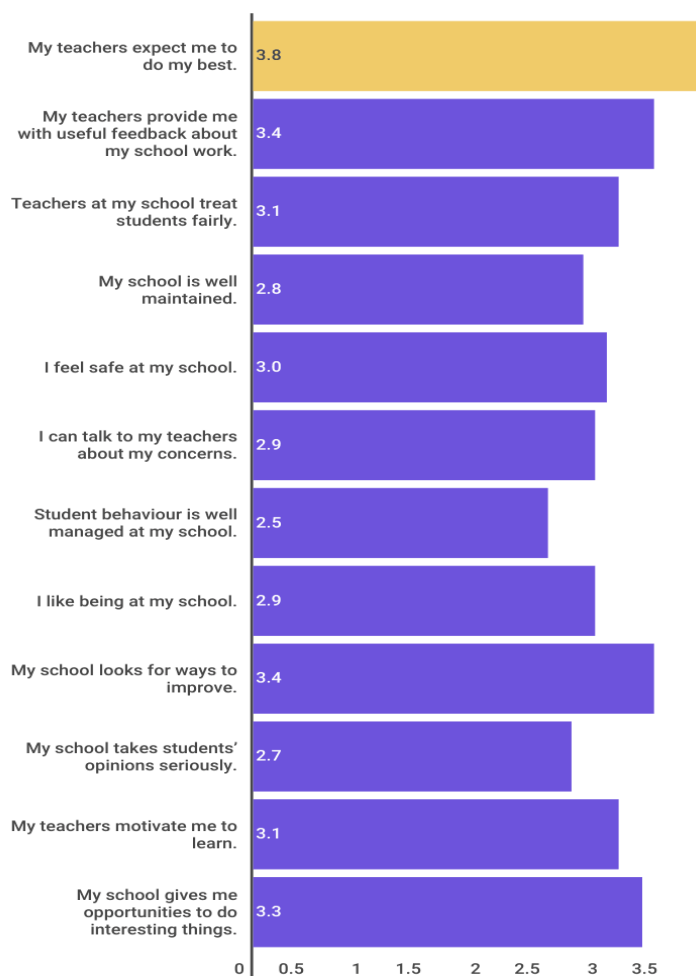
**Students:** 63 students responded to the 2016 Student Opinion Survey. In 7 of the 12 survey categories, students 'Agreed' that the school was performing well. The highest survey response received was that students believed that teachers expected them to do their best (3.8/5.0). The lowest survey response was that students did not feel that student behaviour was well managed at the school (2.5/5.0).

**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 behaviour was well managed at the school (3.5/5.0).

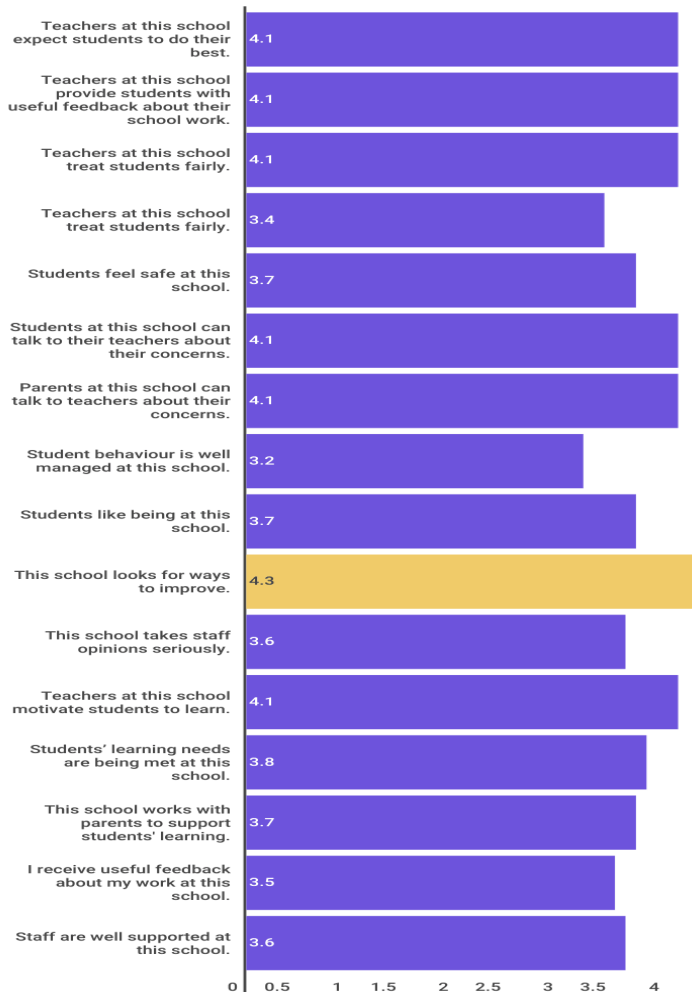
### Parent Results



## Students Results



## Staff Results



## School Partners

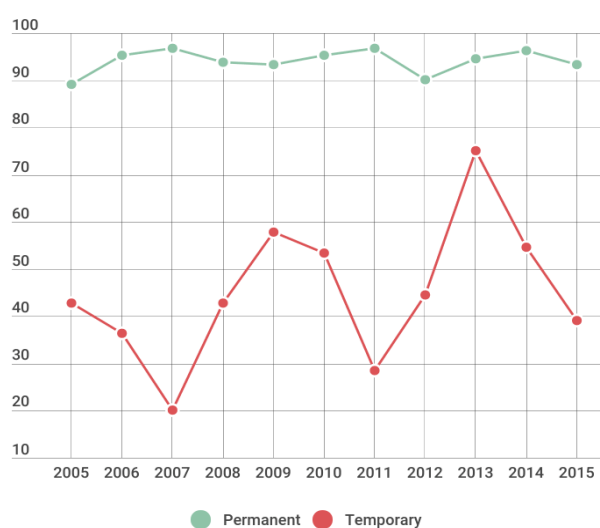


# Transformational Plan Progress Summary

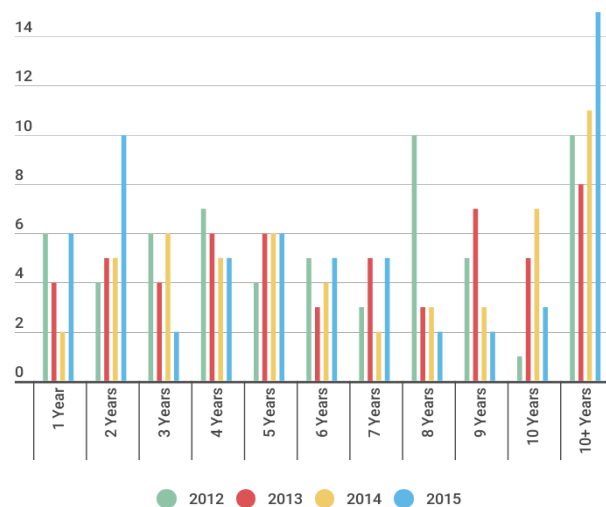
## Priority 4 Building Capacity and Capability

Workforce Composition: (Federal Gov Reporting)		
	Teaching Staff	Non-Teaching Staff
Indigenous	0	1
Non Indigenous	67.1	32

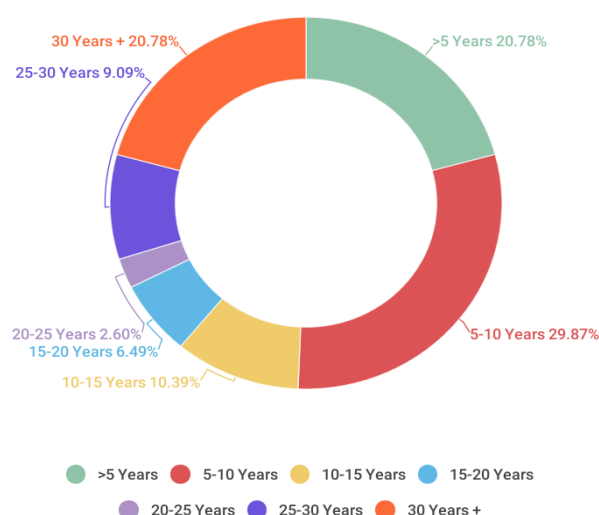
### Teacher Retention



### Permanent Teacher Service Years at School



### Staff Years Teaching Experience



### Comments:

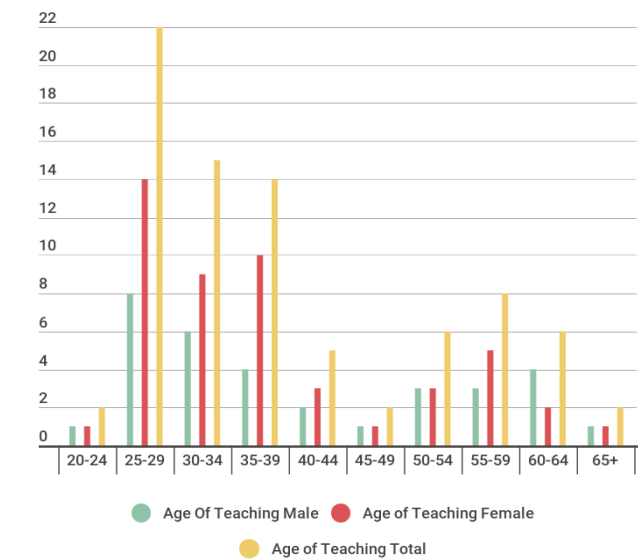
The Structure of the PIC teaching, leadership and ancillary workforce continues to evolve strategically. Staff are being recruited to fill specialist roles and functions within the school and targeted professional development is enhancing capabilities.

Action Research and the commencement of a Masters Program with Uni SA will begin in 2017. The school will also implement a new Professional Excellence Framework that will be managed through a new online Performance Management and Performance Development platform called Cognology.

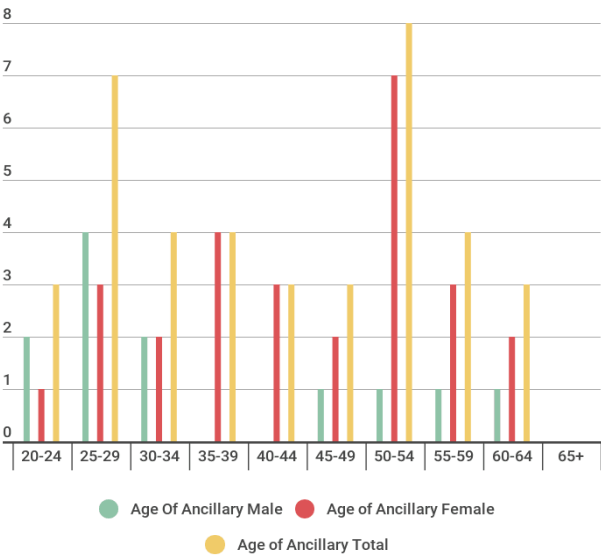
In 2017, the school will expand its internal management structure through a range of new support initiatives that have been identified.



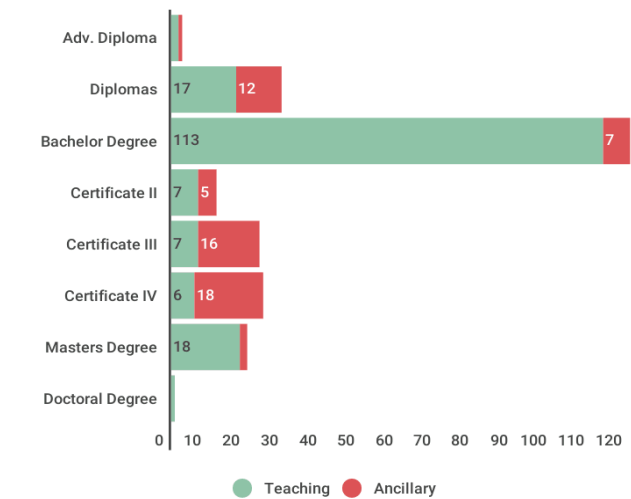
### Teaching Staff Age Profile



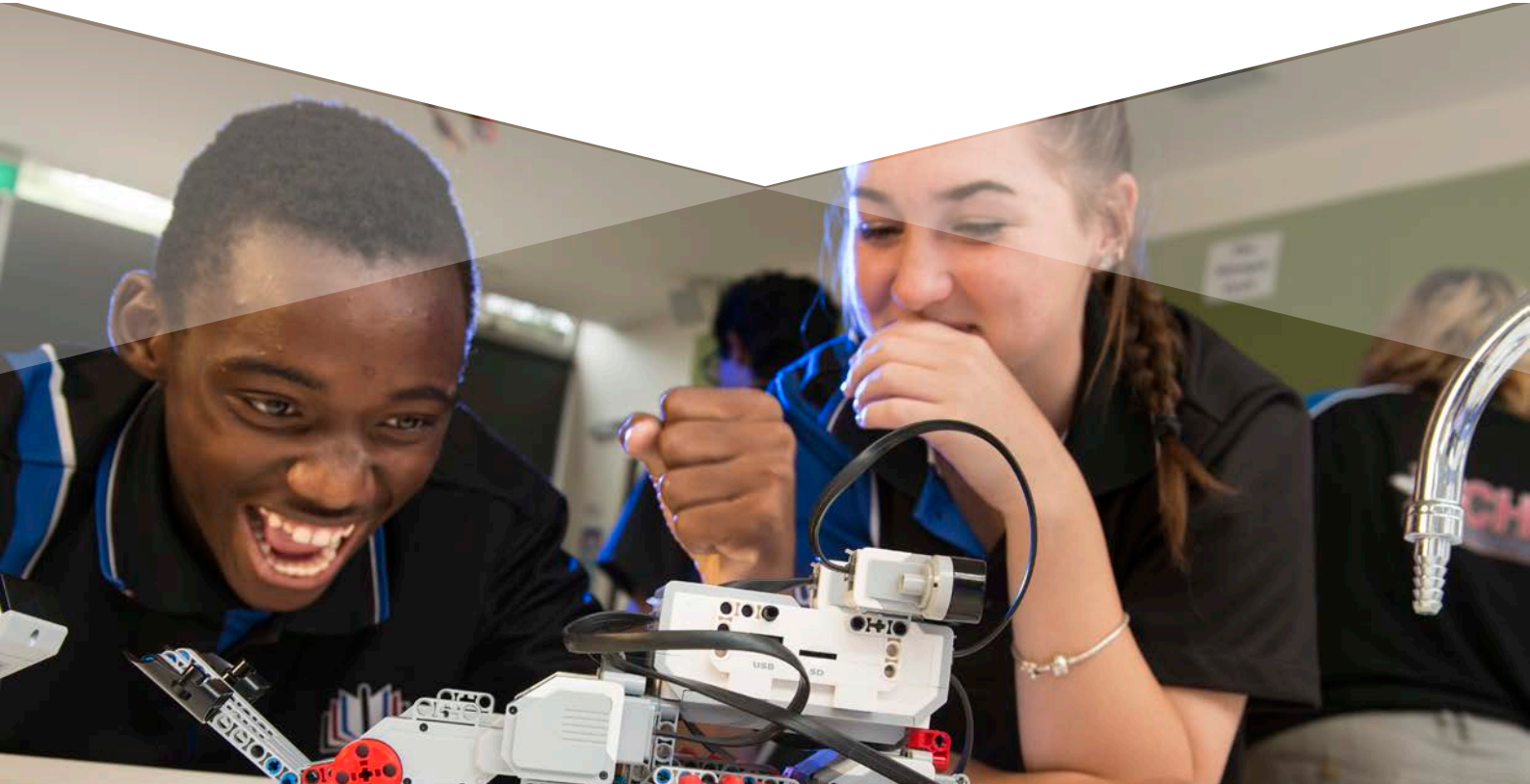
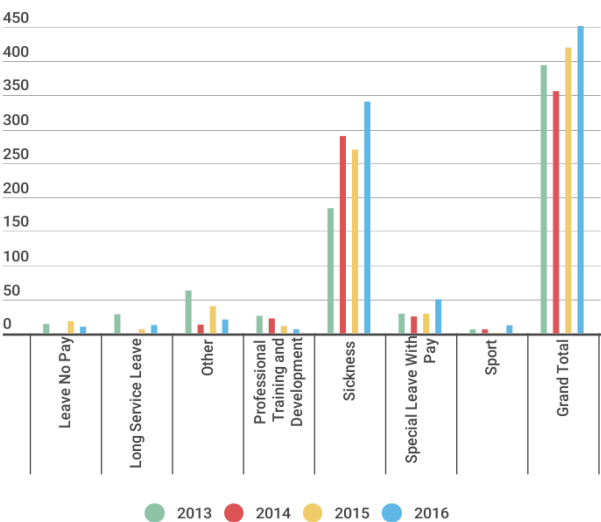
### Ancillary Staff Age Profile



### Staff Qualifications



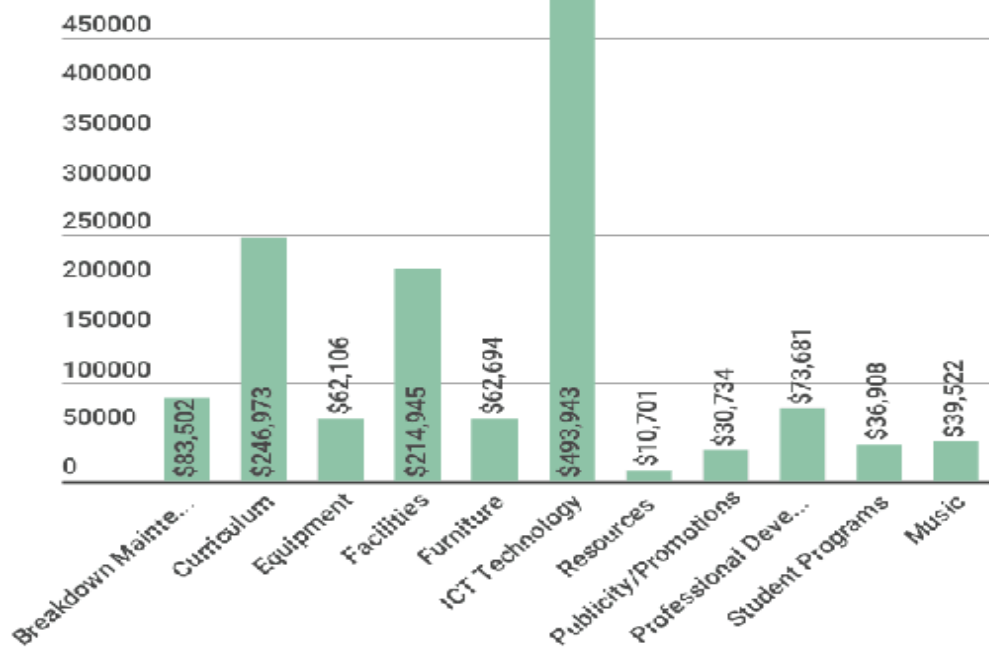
### Temporary Relief Teacher Usage



# Transformational Plan Progress Summary

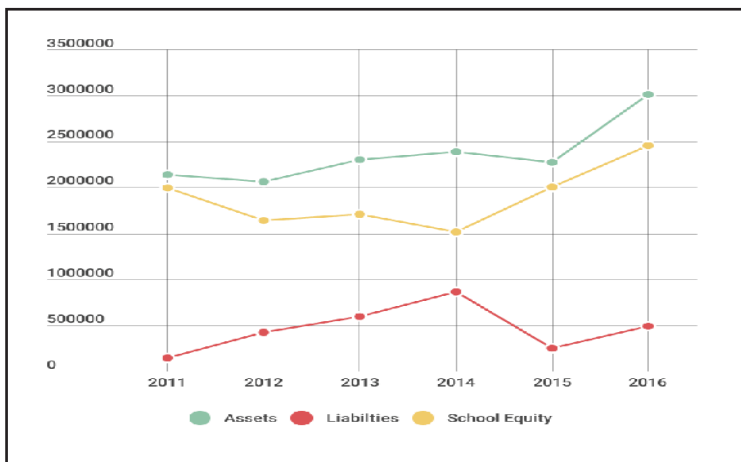
## Priority 5 Renewal and Redevelopment

Area	Spending	Key Outcomes
<b>Breakdown Maintenance</b>	\$77 975	Maintenance of plumbing, mechanical and security systems Replacement of damaged/broken fixtures and fittings Power, cable and data repairs
<b>Curriculum</b>	\$403 981	Budgets allocated according to historic expenditure, and formula for practical/theory based subjects Middle and Senior School targeted spending Multi Media additional resourcing
<b>Equipment</b>	\$54 093	ICT upgrades to Tech, Music, Art Submissions to support curriculum Media equipment
<b>Facilities &amp; Grounds</b>	\$178 051	Administration upgrade Maintenance of grounds
<b>Furniture</b>	\$13 063 (\$53 000 carried forward)	Administration FLO – classroom (Term 1 2017) Senior School (Term 1 2017) Science labs (Term 1 2017) Digital Tech (Term 1 2017) Music (Term 1 2017)
<b>ICT Technology</b>	\$497 841	Student laptops BYOD program Upgrades to network and cabling Upgrades to servers Maintenance of existing stock Digital Signage
<b>Resources</b>	\$58 505	Literacy Numeracy Project Based Learning
<b>School Promotion / Publicity</b>	\$45 236	Signage Website development CIS Accreditation SIMC Publicity
<b>Professional Development</b>	\$56 872	Positive Education Ancillary staff - Customer service, teamwork, Leadership Teaching staff- Pedagogy, E-Learning, Action/Inquiry learning
<b>Student Programs</b>	\$81 598	Positive Education Pedal Prix Clubs Wellbeing Student Leadership
<b>Music</b>	\$66 333	Music program Performances
<b>FLO</b>	\$1 017 853.67	PAL Centre staffing & resourcing External programs External case management
<b>Supported Learning</b>	\$10 627.31	Excursions City Based program Resources Work Education
<b>Total</b>	<b>\$2 562 028.64</b>	

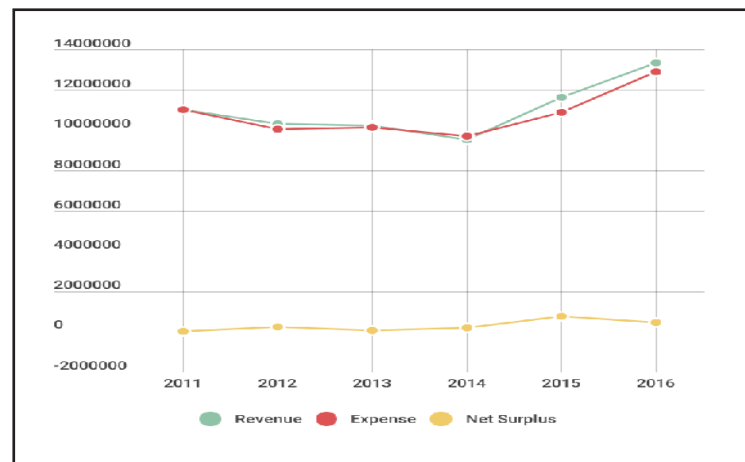


## Summary of Financial Performance

### Balance Sheet



### Annual Profit & Loss



	Assets	Liabilities	School Equity
2011	\$2,137,357.99	-\$141,009.81	\$1,996,348.18
2012	\$2,057,454.91	-\$421,776.92	\$1,635,677.99
2013	\$2,302,430.93	-\$592,006.68	\$1,710,424.25
2014	\$2,383,149.47	-\$866,578.19	\$1,516,571.38
2015	\$2,268,395.38	\$253,247.37	\$2,005,148.01
2016	\$3,007,043.70	-\$493,284.26	\$2,459,019.74

	Revenue	Expense	Net Surplus
2011	\$11,007,035.39	\$11,024,921.98	-\$17,886.59
2012	\$10,308,654.20	\$10,076,561.97	\$232,092.23
2013	\$10,231,314.74	\$10,156,568.48	\$74,746.26
2014	\$9,509,833.82	\$9,703,686.69	-\$193,852.87
2015	\$11,621,194.20	\$10,877,475.14	\$743,719.06
2016	\$13,338,495.74	\$12,884,624.02	\$453,871.72



# 2016 FINANCIAL REPORT

## CONSOLIDATED

### Grants received 2016:

GRANT	AMOUNT
Recurrent Funding	\$10 054 074.14
Advanced Technology	\$28 918.00
Electrical Testing	\$1 135.00
ICAN Case Management	\$44 000
Flexible Learning Options	\$1 443 927
NAP Exit Students	\$7 701.00
Better Schools Agreement Funding	\$533 581.22
APAS	\$38 000.00
Schools Ministry Group	\$20 000.00
Bulta Wilta Indigenous Grant	\$3 000.00
Training & Development	\$16 110.00
TOTAL	\$12 190 446.16

SASIF Accounts as at 31 December 2016

SASIF Investment – School: \$2 040 159.13

Cash at Bank (Cheque Account) as at 31st December 2016: \$199 338.37

Global Budget

December Accrued Recurrent Funding: \$43 750.36 (paid into SASIF January 2017)

## SUMMARY OF 2016 FINANCIAL PERFORMANCE

The 2016 budget included funding for refurbishments of buildings and grounds, however a minimal amount of the planned expenditure in this area occurred so the deficit was less than expected, due to the State Government's commitment of \$7M for refurbishment. The only expenditure in relation to buildings was the upgrade and improvement in functionality of the Administration Centre.

Significant investment into human resourcing occurred, increasing the distribution of leadership, and additional ancillary staffing has provided much needed administrative and clerical support.

## SUMMARY OF 2016 FINANCIAL AUDIT CONDUCTED 23/3/17

The Audit Report did not find any significant findings or fraudulent transactions.

- December bank reconciliation out due to timing issue via EFT during holiday break
- End of year surplus was greater than budgeted
- Two new servers were unable to be found by auditors on Asset Register. Information was sent to Auditors showing the information post audit
- A GST variance was noted – this variance is being investigated by Site Financial Resources, appears to be an account record/table.
- Timing for the accrued recurrent funding and end of year process – not a material balance no further investigation required.

Julie Heddle

Business Manager







# 2016 Graduating Students:

Student	Student	Student
AARON SMITH	GEMMA ASHWORTH	MIKAELA MUDGE
ALANA HOPKINS	GEMMA HOCKING	MIKHALA PARSONS
ALANA MCDONALD	IMUEL KANDEA	MOHAMMAD TAQUI, MASTOORA
ALEXI VITA	JACOB MORPETH	MOHAMMADI HASSAN
ALFRED NIYONYISHU	JADEE CARTLEDGE	NASEEM AMIN
ALIZAFAR WAHIDI	JAMIE GROOM	NERICA INOCENCIO
AMBER GOODYEAR	JAMIE HALES	PABITRA KHADKA
AMY STRIMBOULIS	JASMIN LEE	REBECCA COAD
ANDRE MACHOCHI	JAZMIN WATHERSTON	REBECCA JANSEN
ANTHONY MAYHEW	JESSE BAKKER	SAMANTHA HOOPER
ASHLEY WHITE	JOLE BURKE	SAMUEL JOHNSON
CALLUM LOVE	JORDAN COSGROVE	SARAH-JANE NOBLE
CALLUM PROMNITZ	JOSHUA TURNER	STEPHANIE RICHARDSON
CHLOE PASCOE	JYAAH WILSON	TAMIKA BOOTH
CHRISTOPHER HALWES	KAHLIA FARRELL	TAYLA SCHERF
COURTNEY BECKENSALL	KIANA BRANSON	TAYLOR WITTEW
DIL BAHADUR, MONGAR	LIAM DUNN	TIANA MARIUS
EMILY BEHN	MADDISON MARTIN	ZACHARY PARKER
FELICIA BARRY	MATHEW ALLEN	ZULFIQAR AHMADI
	MICHAEL HARRIS	



# 2016 Award Winners:

Student	Award	Student	Award
Mathew Allen	Music Performance Special Study	Kahlia Farrell	Andrew Knox Minor Scholarship, Lee Odenwalder Community Involvement Award
Aiden Hocking	Year 9 Academic Award	Khudadad Jamale	Year 8 Academic Award
Alizafar Wahidi	Chemistry, Physics, Mathematical Studies, Research Project, EAL Studies, Andrew Knox Major Scholarship, NESB Award	Kiara Nicholson	Year 9 Academic Award
Amber Goodyear	English Pathways	Kieren McKelliff	Year 11 Academic Award
Amber Rogers	Certificate II in Music, Year 10 Academic Award	Kittatam Saisaard	Year 10 Academic Award
Andre Machochi	EAL, Outdoor Ed, Caltex All-rounder, Outstanding Student in Sport Award	Liam Booth	Lee Odenwalder Community Involvement Award
Anil Lohar	Middle School All-Rounder	Liam Dunn	Film Studies, Andrew Knox Minor Scholarship
Ashlee Hanselman	Year 10 Academic Award, Outstanding Student in Sport Award	Maddison Martin	Musicianship, Music Individual Study, Vic Pellen Old Scholars Award for Perseverance
Ashley White	Food and Hospitality	Mark Lenton	Certificate III in Engineering Year 2, Lee Odenwalder Community Involvement Award
Bailey McGilveray	Sports Studies	Mathew Allen	Outstanding Special Interest Music Student, Vic Pellen Old Scholars Award for Perseverance
Bianca Hallam	Year 10 Academic Award	Matthew Snelling	Year 11 Academic Award
Bianca Shelbourne	Year 9 Academic Award	Megan Walker	Year 9 Academic Award
Bradley Drummond	Year 9 Academic Award	Mikaela Mudge	Arts and the Community
Brandon McKelliff	Year 11 Academic Award	Mulong Machochi	Year 10 Academic Award
Brooke Hanselman	Year 10 Academic Award, Outstanding Student in Sport Award	Mussa Ahmadi	Year 11 Academic Award
Cainan Garrett-Millman	Year 10 Academic Award	Nary Soeun	Year 11 Academic Award
Callum Love	Certificate II in Food Processing	Natalie Royals	Year 10 Academic Award
Chadani Sharma	Year 8 Academic Award	Nathan Lawn	Year 9 Academic Award
Courtney Beckensall	Mathematical Applications, Creative Arts, Dance, Long Tan Leadership and Teamwork Award Year 12	Nerica Inocencio	EAL
Damien Purling	Year 10 Academic Award, Long Tan Leadership and Teamwork Award Year 10, Student Leadership and Volunteering Award	Nicole Tolley	Year 9 Academic Award
Donata Nshimyicizanye	Year 9 Academic Award	Nischal Sharma	Year 9 Academic Award
Dylan Sutcliffe	Year 8 Academic Award	Noah Kanikula	Year 8 Academic Award
Elizabeta Brkic	Workplace Practices, Year 11 Academic Award	Peter Moore	Year 9 Academic Award
Ella Homer	Year 8 Academic Award	Prabin Subba	Year 8 Academic Award
Emma Hooper	Student Leadership and Volunteering Award	Priya Bhandari	Year 8 Academic Award
Farrel Purwadi	Year 10 Academic Award	Rebecca Jansen	Child Studies
Felicia Barry	SASSTA	Rhea Deepdas	Year 8 Academic Award
Gemma Hocking	Visual Art, Alice Rigney Aboriginal Award	Samuel Johnson	IPP
Hayley Allen	Lee Odenwalder Community Involvement Award	Sarah-Jane Noble	Health
Isaac Kandeia	Material Technologies	Sharni Carter	Year 8 Academic Award
Jadee-Mae Cartledge	Psychology, Certificate II in Kitchen operations, English Communications	Simon Lieu	Year 11 Academic Award
Jamie Groom	Music Solo Performance, Music Ensemble Performance, Music Technology	Tara Mcanulty	Year 11 Academic Award
Jamie-Lee Hales	Arts and the Community	Tiana Marius	Biology, Psychology, Andrew Knox Major Scholarship
Jesse Bakker	Certificate II in Automotive	Valentina William Ochan	Year 11 Academic Award
Josh Turner	Digital photography	Zac Balneaves	Year 8 Academic Award
		Zadhiya Zacker-Forder	Year 11 Academic Award



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