

PLAYFORD
INTERNATIONAL
COLLEGE

EXECUTIVE ANNUAL REPORT 2017



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General School Information

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.

FTE Enrolment (FEB Census):

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

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

Principal's Report:

Yet another year has passed us by. The end of every school year is a time to stop, reflect and reset in preparation for what lies ahead. As parents, each school year sees your children grow and develop and before you know it, your child is preparing to finish their formal years of education. Time stops for no one and it is how we use this precious resource that makes all the difference.

Education never stops; it simply changes as we age. As human beings, we continue learning throughout our entire life. We constantly take in information from the world around us, process this and respond to what it is that we want to accomplish. The amazing thing about being a teacher, is that we get to play a powerful role in your child's learning. Every day, we see students grow and develop. Success, challenge, adversity, conflict, celebration, achievement and failure are all part of the learning process.

This year, the growth of our staff and students have once again been significant. Our enrolments exceeded 1000 students for the first time this century and both Year 8 and Year 12 enrolments surpassed 200 students for the first time. This is a remarkable achievement given just 3 years ago, the school had only 750 enrolments and outcomes for students were poor.

Today, Playford International College is a vibrant school that is strongly working towards an international accreditation standard that is reserved for only the highest performing schools. This year, we successfully completed stage 2 of this accreditation process and by March 2019, we expect to achieve full Council of International Schools (CIS) accreditation.

The latter half of this year has been dominated by the physical redevelopment of our buildings, learning environment and landscape. The bulldozers and builders moved in during August and \$11m is progressively being spent to transform our school into a state of the art learning environment.

Computers are also dramatically reshaping how our students learn. This year, we were connected to a high speed 1000gb per second fibre optic Internet and we flicked the switch to turn on Google Classrooms. Our staff and students are now connected to a global, online learning environment, 24/7. As we further explore a new Personalised Learning approach in 2018, the need to only be physically present in a classroom or at school, is quickly disappearing.

Playford International College is one of the state's most innovative and creative schools. Our students are happy and motivated learners and our staff is dedicated to helping every student achieve success, one at a time. We now attract new students from 26 different feeder schools and our school has a vital role to play in our community. Our future and that of your children, is indeed bright. Education is the gateway to a successful and happy life and our school is indeed a gateway to the world for your child.

This year also coincides with the retirement of two very special and very loved staff members. Dr Paul Paris and Mr Stephen Hughes have made the decision to retire after having served both our school and DECD with distinction over many years. Paul and Steve both leave a tremendous legacy at our school and we wish them great health and happiness in the years to come.

2018 will again be an exciting year of improvement and success for our school and your children. Thank you for your contribution to our school this year and I look forward to again leading Playford International College next year.

Rob Knight

Principal

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 2016 ABS Census, Playford has a population of 10376 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. The broader Playford area is the target of a State Government 'Northern Economic Stimulus Plan' that is designed to transition the community from manufacturing to technology-based industry. The Playford City Council is also pursuing an ambitious plan to develop Adelaide's second CBD and smart city. Playford International College is partner in both of these initiatives.

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.

Recent History:

Playford International College (previously known as Fremont-Elizabeth City High School) implemented a Transformational Plan in 2015. Prior to 2015, school performance remained low across many key indicators. Demographically, Elizabeth remains one of Adelaide's most socially and economically challenged communities. Marginal improvement in several social and economic areas were identified in the 2016 Census Data.

The school's Transformational Plan is regarded by DECD and Government as a key strategy in the Northern Economic Stimulus Plan. This Plan is designed to create immediate and sustainable lift in school and student performance both in the short and longer term. The Plan is a guiding vision statement and priority statement for the school over a 10-year period. 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

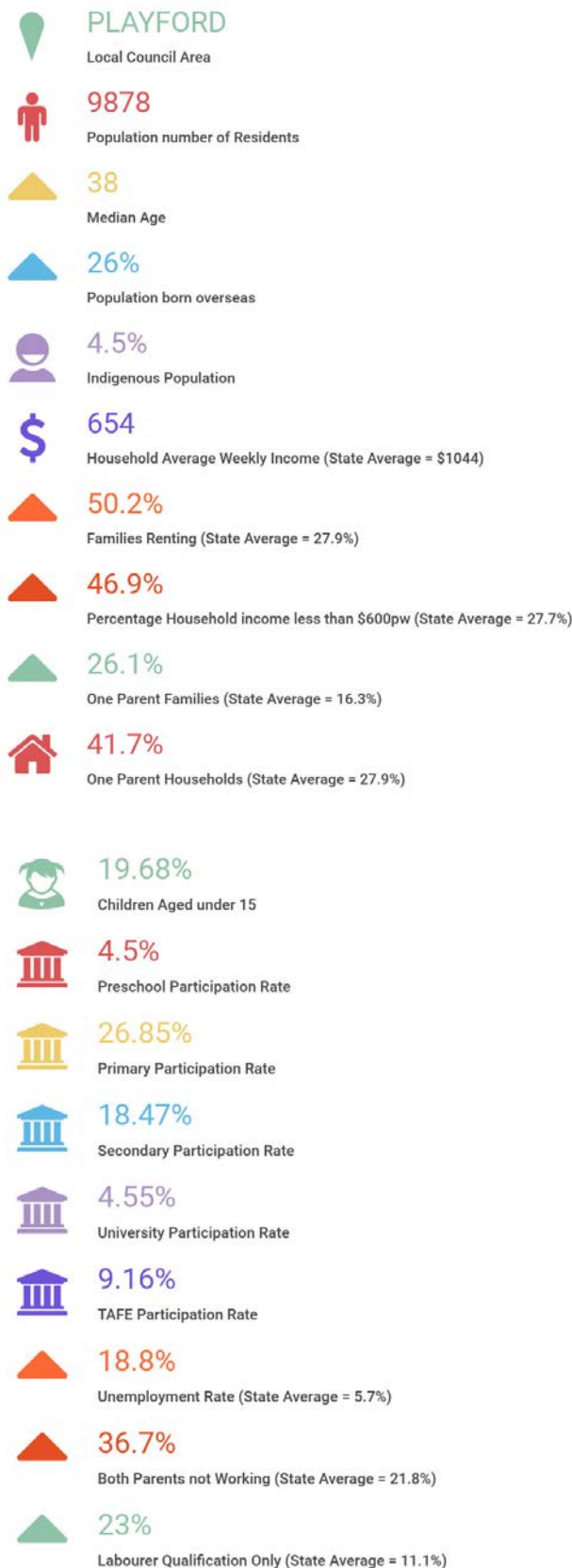
As the data will attest, without new thinking, school restructuring, curriculum innovation, improved teaching and learning and a change to resourcing, there will be little meaningful impact on student learning

Demographics:

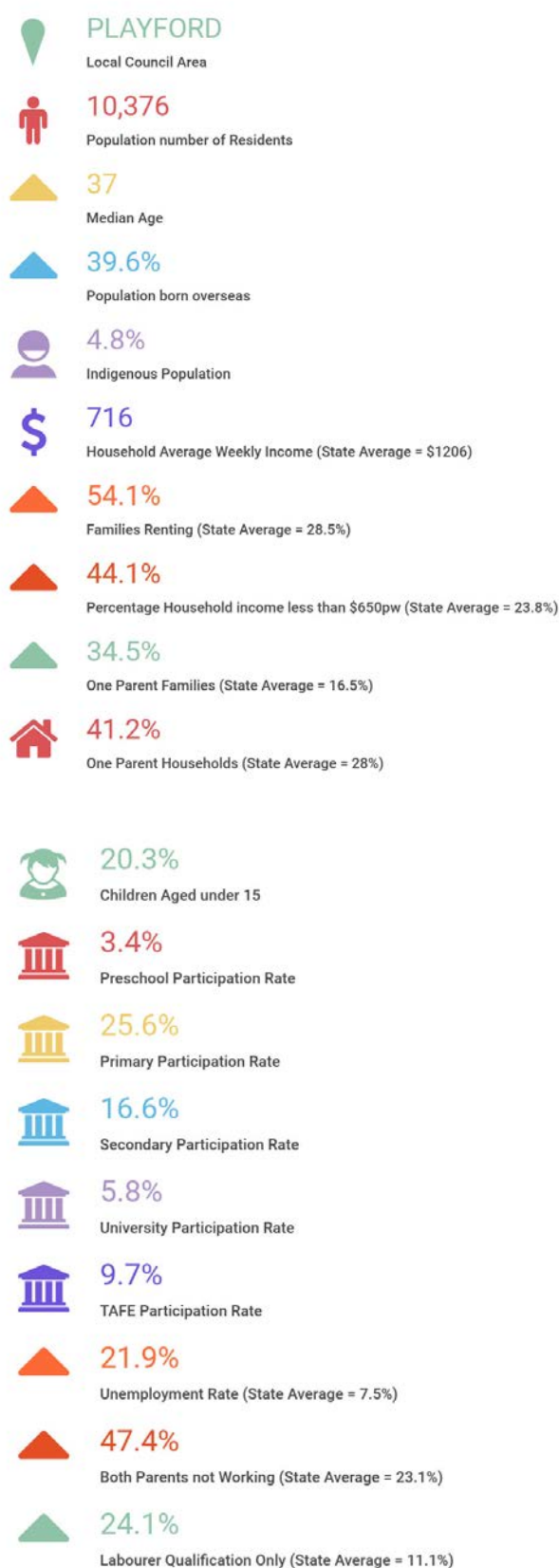
In 2017, the number of students/families identified as being in the bottom quarter of social disadvantage was 70% (increasing). The school's 2017 Index of Community Social Educational Advantage score was 892 (declining). Overall enrolment growth remains strong with 1026 enrolments as at February Census (increasing). ATSI students represent 11% of overall enrolments (declining) whilst students are from Non English-Speaking Backgrounds represent 16% of overall enrolments (increasing). (ref: myschool.edu.au). In 2017, the number of students with an identified learning need was 167 (stable).

Key Demographic Data – Elizabeth Area

2011



2016



Our Purpose & Priorities (2015)

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:

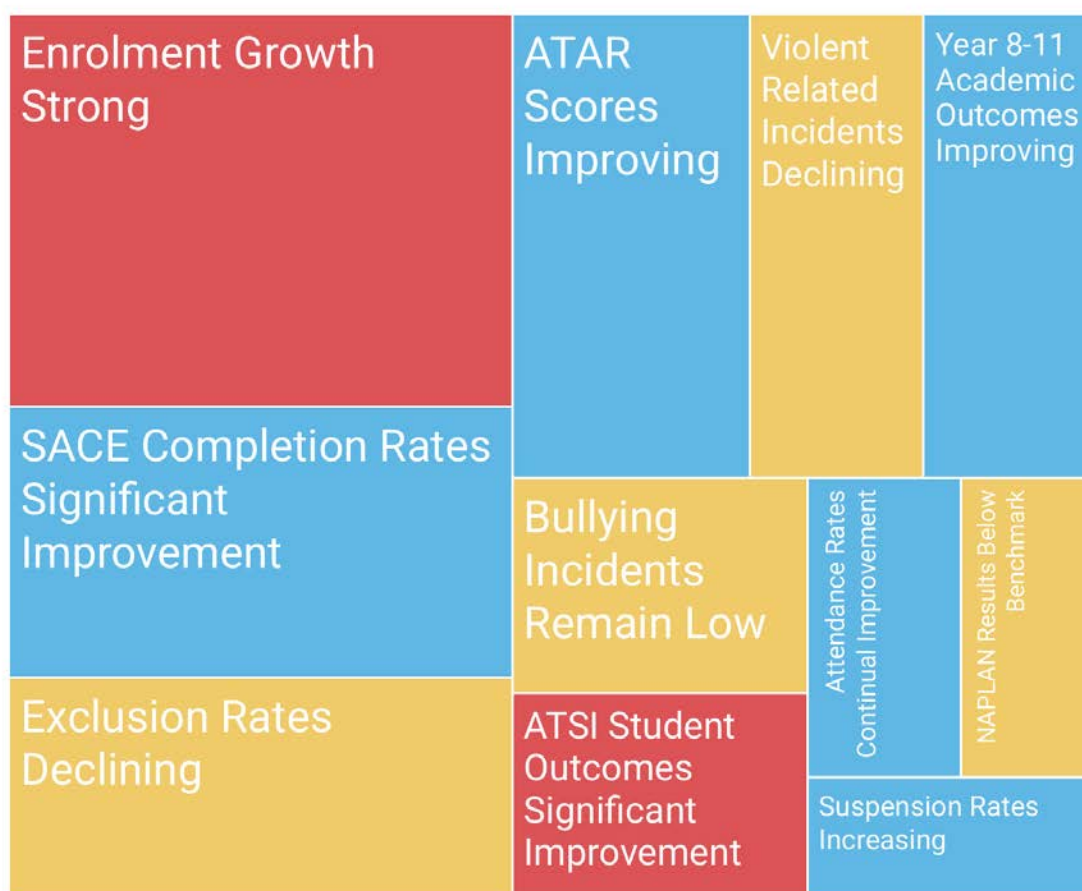
- **ACADEMIC EXCELLENCE:** Our highest priority is to support every student to be a successful 21st century global learner who can work independently, being innovative and thinking critically and creatively. In doing so, they will transition from school to a career and future that has purpose and meaning, 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.

2017 Highlights and Key Outcomes:

- Commencement of \$11m facilities redevelopment
- Grant funding of \$3m to build a new senior learning centre
- Upgrade to high speed 1000gbps fibre optic internet service
- Introduction of new student mentoring program
- Introduction of new school house program
- Achievement of stage 2 Council of International Schools (CIS) accreditation
- Implementation of Google Education Suite for staff and students
- Commencement of the 1st Masters program for staff with University of South Australia

Performance Trends:

- Enrolment Growth- Strong
- SACE Completion Rates- Significant Improvement
- ATAR Scores- Improving
- Year 8-11 Academic Outcomes- Improving
- NAPLAN Results- Below SEA Benchmark but strong individual growth
- ATSI Student Outcomes- Significant Improvement
- Attendance Rates- Continual Improvement
- Suspension Rates- Increasing
- Exclusion Rates- Declining
- Violent Related Incidents- Declining
- Bullying Incidents- Remaining Low



Our Executive Team:



Mr Rob Knight

Position: Principal

Appointed to the Position: Jan 2015

Years of School Service: 3

Years of Principal Experience: 18 years



Mr Brian Jordan

Position: Deputy Principal of School Operation & Strategic Improvement

Appointed to the Position: July 2015

Years of School Service: 5 years

Years of Leadership Experience: 36 years



Dr Paul Paris

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

Appointed to the Position: 2012

Years of School Service: 6 years

Years of Leadership Experience: 37 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: 8 years

Years of Leadership Experience: 7 years



Mr Neville Hubbard

Position: Assistant Principal of Student Pathways and VET Studies

Appointed to the Position: Jan 2013

Years of School Service: 5 years

Years of Leadership Experience: 21 years



Mr Nick Birch

Position: Assistant Principal of Middle School & SIMC

Appointed to the Position: July 2016

Years of School Service: 11 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: 12 years
Years of Leadership Experience: 11 years



Ms Leanne Polkinghorne

Position: Director of Student Engagement and Wellbeing
Appointed to the Position: Aug 2015
Years of School Service: 9 years
Years of Leadership Experience: 8 years



Ms Karen Clark

Position: Director of Student Engagement and Wellbeing
Appointed to the Position: 2017
Years of School Service: 1 years
Years of Leadership Experience: 8 years



Ms Susan Thomson

Position: Director of Student Support and Intervention
Appointed to the Position: Aug 2015
Years of School Service: 10 years
Years of Leadership Experience: 9 years



Ms Julie Heddle

Position: Business Manager
Appointed to the Position: April 2015
Years of School Service: 3 years
Years of Leadership Experience: 8 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



Ms Nicole Bayliss

Position: Administration Manager / Principal PA
Appointed to the Position: Jan 2017
Years of School Service: 2 years
Years of Leadership Experience: 1 year



Ms Claire Solomon

Position: Operations Officer
Appointed to the Position: 2017
Years of School Service: 1 year
Years of Leadership Experience: Less than 1 year

Our Curriculum Leaders:



Ms Lauren DeBono
Position: Student Counsellor
Appointed to the Position: Jan 2011
Years of School Service: 11.5 years
Years of Leadership Experience: 7 years



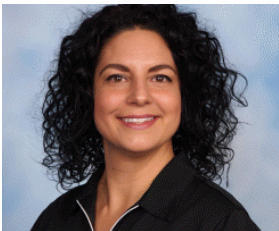
Mr Sam Trotter
Position: Student Counsellor
Appointed to the Position: 2016
Years of School Service: 4 years
Years of Leadership Experience: 2 year



Ms Kimberly Walker
Position: Student Counsellor
Appointed to the Position: May 2016
Years of School Service: 6 years
Years of Leadership Experience: 3 years



Ms Helen Venetsanos
Position: NESB Counsellor
Appointed to the Position: Jan 2017
Years of School Service: 19 years
Years of Leadership Experience: 1 years



Ms Nicole Adj
Position: Head of ATSI (Aboriginal & Torres Strait Islander Education)
Appointed to the Position: Jan 2016
Years of School Service: 14 years
Years of Leadership Experience: 2 Year



Ms Jenna Miltenoff
Position: Special Interest Music Co Ordinator
Appointed to the Position: May 2015
Years of School Service: 4 years
Years of Leadership Experience: 3 years



Ms Minnie Bal
Position: Head of FLO
Appointed to the Position: Jan 2017
Years of School Service: 6 years
Years of Leadership Experience: 2 Years



Ms Carol Bowman

Position: Head of Supported Learning
Appointed to the Position: Jan 2017
Years of School Service: 1 year
Years of Leadership Experience: 1 Year



Mr Paul Eckermann

Position: Head of Personal Development (HPE, Home Economics)
Appointed to the Position: 2015
Years of School Service: 7 years
Years of Leadership Experience: 3 years



Ms Belinda McKay

Position: Head of the Arts (Media, Performing and Visual)
Appointed to the Position: 2016
Years of School Service: 3 year
Years of Leadership Experience: 2 year



Mrs Sue Nowak

Position: Head of Communications (English and Languages)
Appointed to the Position: 2004
Years of School Service: 19 years
Years of Leadership Experience: 14 years



Ms Louise Minnie

Position: Head of Global Studies (Humanities)
Appointed to the Position: 2016
Years of School Service: 6 years
Years of Leadership Experience: 1 year



Ms Sue Elderfield

Position: Head of iSaM (Maths and Science) and STEM
Appointed to the Position: Jan 2016
Years of School Service: 8 years
Years of Leadership Experience: 11 years



Mr David Green

Position: Head of Technology
Appointed to the Position: 2016
Years of School Service: 4 years
Years of Leadership Experience: 1.5 years

Our Management Team:

Position	Staff Member	Years of PIC Service
Learning Hub Manager	Camille Tsilibakis	5 years
Literacy Coach	Andrea Williams	19 years
Middle School / Transition Manager	Tamika Green	7 years
Curriculum Coach	Chevonne Craker	3.5 years
School Sport Coordinator	Steve Hughes	12 years
Digital Learning Couch	Nathan Cini	3 years
Numeracy Couch	Rowan Hearne	2 years
Student Careers & Transition Manager	Brett Crowhurst	7 years
Year 8 Manager	Katie Woodrow	2 years
Year 9 Manager	Daniela Russo	3 years
Year 10 Manager	Camille Tsilibakis	5 year
Year 11 Manager	Allira Quinton	9 years
Year 12 Manager	Leah Donnellan	5 years
House Leader - Barnes	Rachel Seagar	3 years
House Leader - Freeman	David Monaghan	2 years
House Leader - Gillespie	Simon Deguet	8 years
House Leader - Gillard	Adam Gribble	3 years
House Leader - Jackson	Karenna Nelson	4 years
House Leader - Mitchell	Shannon Dissinger	3 years
House Leader - Tao	Kirsty Faulkner	2 years
House Leader - Thomas	Lisa Train	2 years



Our Teaching Team:

Teacher	Curriculum Areas	Years of PIC Service
Mitchell Asser	Tech Studies	1 year
Kaajal Chand	Science & Supported Learning	2 year
Nathan Cini	Technology, Design, Photography	3 year
Cristina Corpuz	English, Global Studies	14 years
Simon Deguet	Home Economics, Food & Hospitality	8 years
Catherine Dinos	Speech Pathologist/Intensive Literacy Support	3 years
Shannon Disinger	English, HPE	2 year
Kirsty Faulkner	HPE	2 year
Rose Forster	English, Global Studies	2 year
Adam Gribble	Global Studies, English	3 year
Shane Hodgson	Science & Maths	1 year
Steve Hughes	Personal Development	12 years
Angela Ioannou	Special Education	12 years
Mark King	Mathematics	6 years
Juan Li	Chinese	14 years
Guy Louanglath	Art, Global Studies	2 year
Danni Martin	Maths	6 years
Karen McBride	Mathematics	15 years
Kirsten Menadue	Science & Maths	1 year
David Monaghan	Global Studies	2 year
Karenna Nelson	AET, Literacy	4 years
Marni Nicholls	School Sports Coordinator - HPE, Outdoor Education	13 years

Teacher	Curriculum Areas	Years of PIC Service
Jenna Nottle	English & Global Studies	1 year
Brendon Parker	Design & Technology	2 year
Bec Parker	Home Economics	1 year
Mahendra Prasad	Science, Mathematics	15 years
Anand Rajandren	ESL, Mathematics	8 years
Saru Rana	Art	6 years
Amelia Rofe	Art, Photography	5 years
Jesse Rogerson	Sport Academies Coordinator - HPE, Outdoor Education	3 years
Rowena Rundle	Science, Mathematics	14 years
Daniela Russo	English, Global Studies	3 years
Rachel Seager	Music	3 years
Olivia Smith	Dance, Science	16 years
Richard Satchell	Music	2 year
Tan Sood	Chemistry, Science, Mathematics	15 years
Ashley Sykes	Science & Maths	1 year
Ken Thompson	Global Studies	22 years
Lisa Train	English, Global Studies	2year
Nicole Trenbirth	Music	13 years
Lachlan Wildy	Art	1 year
Louis Wong	Mathematics	19 years
Katie Woodrow	Science, HPE	2 year
Josh Young	ATSI, SAASTA	3 year



Our Ancillary Team:

Ancillary Member	Responsibilities	Years of PIC Service
Jessica Bezzina	FLO Case Manager	2 year
Lea Burchard	Student Services Clerical Officer	1 year
Lynn Chilman	IT Technician	2 years
Dani Crossman	FLO Case Manager	1 year
Nicola Dimasi	Learning Hub Tutor	1 year
Marion Furber	Finance Officer	17 years
Leanne Glenister	Middle School, Reception, Transitions Officer	5 years
Jenny Grieg	Curriculum Support	11 years
Nick Gillard	ATSI Tutor	1 year
Thomas Hopgood	Curriculum Support	Less than 1 year
Kiralee Jury	FLO Admin Officer	1 year
Daniel Keenan	IT Technician	Less than 1 year
Adam Kibble	IT Technician	2 years
Sarah Kirk	Reception	1 year
Naa Koshie Kidega	Curriculum Support	1 year
Mary Kontos	Student Services Clerical Officer	8 years
Cheryl Lord	Student Pathways Admin Officer	Less than 1 year
Niki MacKinlay	Curriculum Support	1 year
Ana Marques Britto	Labratory Technician & WHS Officer	3 years
Jolene Miller	ASETO	1 year
James O'Keefe	Curriculum Support	1 year
Bek Sellars	Pastoral Support Worker	1 year
Dan Shaw	ASETO	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
Dan Stevens	FLO Case Manager	1 year
Beth Templeton	School Data Officer	2 years
John Venetsanos	Grounds & Facilities Maintenance	12 years
Shaun Wallace	Curriculum Support	1 year
Judy Warwick	Special Interest Music & Promotional Support	1 year
Trudi Wenham	Curriculum Support	1 year
Robbie Young	ASETO	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
Teacher Representatives	Ashley Sykes	2017
	David Green	2017
Ancillary Representatives	Trudy Wenham	2017
	Judi Warrick	2017
Student Representatives	Hayley Allen	2017
	Hamish Trenaman	2017
Parent Representatives	Rebecca Baker	2016-2017
	Michael Tricker	2016-2017
	Margaret Evans	2017-2018
	Sylvia Zacker	2017-2018
Community Representatives	Lee Odenwalder (MP)	2017
	Glenn Doherty (Playford City	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 2017 Professor Gordon Howarth, an eminent former scholar of the school joined the Board.

Key School Board Achievements

- Commencement of School Board review
- Participation in Stage 2 CIS Accreditation process
- Ratification of Google Education program
- Ratification of 2018 curriculum design
- Review of 2017 NAPLAN Data
- Approval of 2018 School Budget

Our Governance:

Chair's Report:

2017 was another successful year at Playford International College.

This year the School Board members have continued to attend various school events involving Staff, Students, Parents and Community, the talent amongst the school is overwhelming.

I personally had the pleasure of attending various events. It was wonderful to see the excitement of students having pride in their work and the school.

Parent attendance numbers have been increasing, with a great numbers of parents and community members attending school events during 2017.

Some of these events include:

- Presentation of Learning
- Battle of the Bands
- Careers Night
- Swimming Carnival
- Dinner in Wonderland
- School Course Counselling Awards Night

The School Board has continued its involvement with the site redevelopment and consultation of fund allocations, we are all excited to see the changes to date and those still to come during 2018.

- Range of minor works such as paint and carpet
- Additional Meeting Rooms
- Reception Area
- Supported Learning Centre
- Home Economics Building
- Gymnasium

Playford International College through consultation with the board, have implemented and updated more site processes and policies in conjunction with the CIS accreditation, as a board we are confident the updates will provide structure and understanding for all.

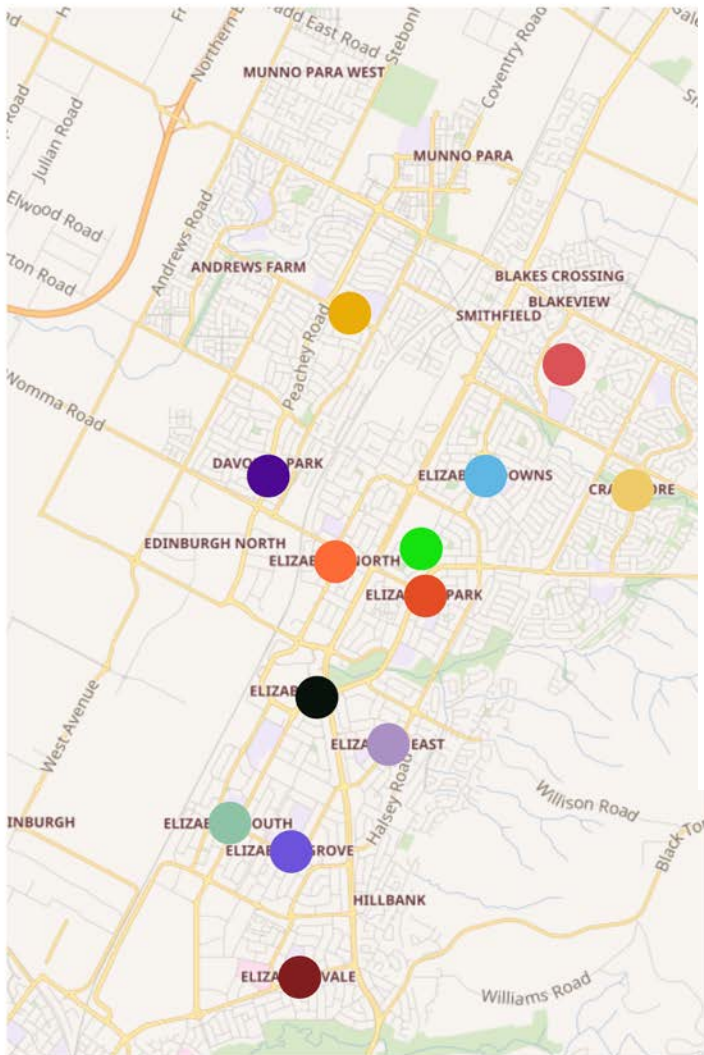
It is exciting to see the strong partnerships being formed throughout the community and positive direction in which Playford International College is heading.

As School Board Chairperson, I would like to thank Mr Knight and all the staff for their consistent efforts in 2017.

Rebecca Baker

School Board Chair

2017 Year 8 Feeder School Enrolments



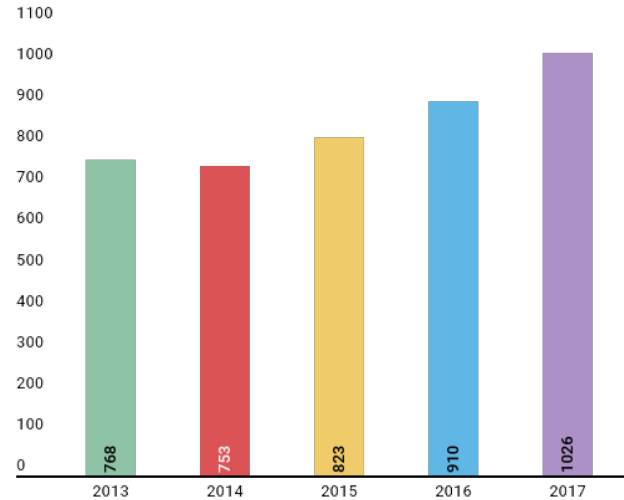
Feeder School	2016 Student No.	Percentage	2017 Student No.	Percentage
BLAKEVIEW PRIMARY SCHOOL	1	0.68%	2	1.2%
CRAIGMORE PRIMARY SCHOOL	4	2.7%	3	1.8%
ELIZABETH DOWNS PRIMARY SCHOOL	5	3.4%	7	4.2%
ELIZABETH EAST PRIMARY SCHOOL	13	8.8%	17	10.2%
ELIZABETH GROVE PRIMARY SCHOOL	18	12.2%	13	7.8%
ELIZABETH NORTH PRIMARY SCHOOL	18	12.2%	27	16.2%
ELIZABETH PARK PRIMARY SCHOOL	17	11.5%	19	11.4%
ELIZABETH SOUTH PRIMARY SCHOOL	16	10.8%	20	12%
ELIZABETH VALE PRIMARY SCHOOL	15	10.2%	21	12.6%
JOHN HARTLEY SCHOOL (B-7)	16	10.8%	8	4.8%
SOUTH DOWNS PRIMARY SCHOOL	5	3.4%	13	7.8%
SWALLOWCLIFFE SCHOOL P-7	19	12.9%	16	9.6%

- 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

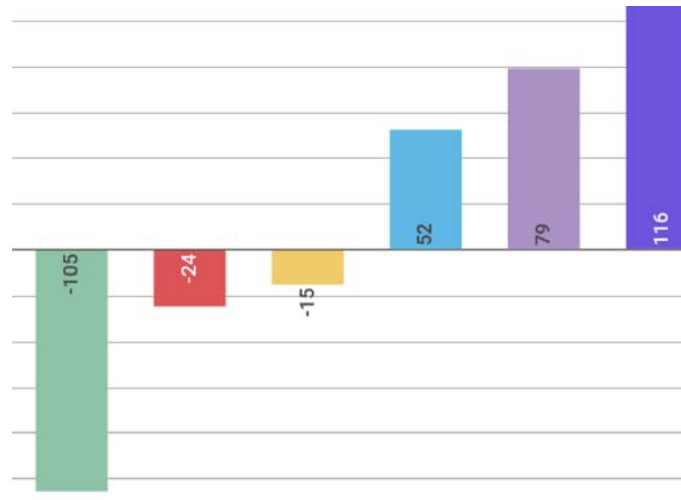


Playford International College Enrolments:

Overall Student Enrolments



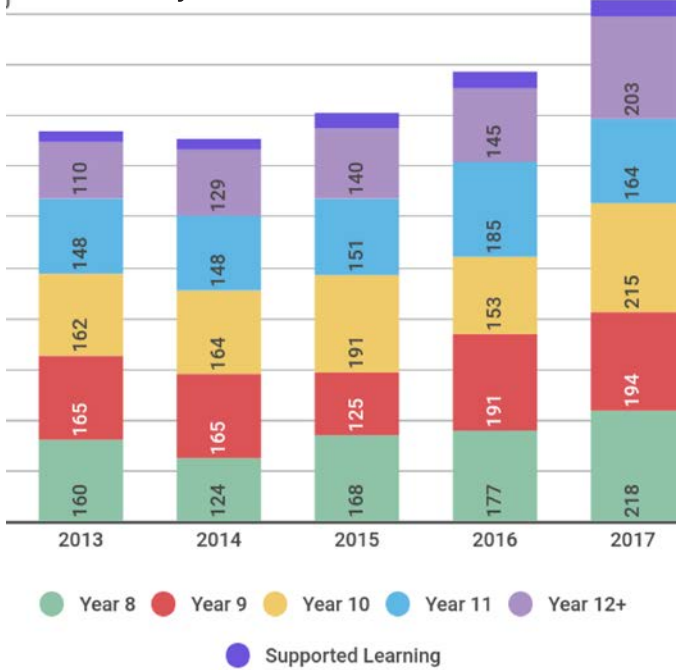
Annual Enrolment Change



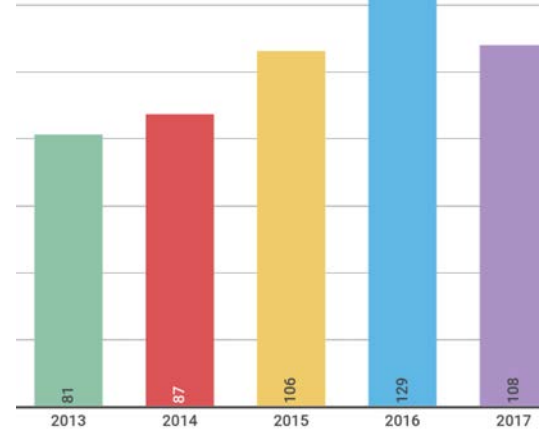
Ethnicity Enrolment other than Australian

Country	2016 No.	Percentage	2017 No.	Percentage
Afghanistan	18	14.17%	18	11.32%
Africa (Exc North Africa)	1	0.78%	2	1.25%
Armenia	0	0	1	0.62%
Bangladesh	1	0.78%	1	0.62%
Bhutan	2	1.57%	2	1.25%
Burma	1	0.78%	2	1.25%
Burundi	6	4.72%	6	3.77%
Cambodia	1	0.78%	1	0.62%
Congo	5	3.93%	8	5.03%
Cook Islands	0	0	1	0.62%
Egypt	1	0.78%	1	0.62%
El Salvador	1	0.78%	1	0.62%
England	1	0.78%	0	0
Ethiopia	3	2.36%	3	1.88%
Fiji	0	0	1	0.62%
Ghana	2	1.57%	3	1.88%
India	1	0.78%	3	1.88%
Indonesia	1	0.78%	3	1.88%
Iran	2	1.57%	3	1.88%
Laos	1	0.78%	1	0.62%
Liberia	0	0	0	0
Malaysia	0	0	1	0.62%
Mayanmar	0	0	2	1.25%
Nepal	42	33.07%	50	31.44%
New Zealand	6	4.72%	0	0
Pakistan	3	2.36%	3	1.88%
Phillippines	5	3.93%	3	1.88%
Romania	0	0	1	0.62%
Russian Federation	0	0	1	0.62%
Rwanda	5	3.93%	5	3.14%
Sierra Leone	2	1.57%	1	0.62%
Sri Lanka	0	0	1	0.62%
Sudan	1	0.78%	1	0.62%
Tanzania	10	7.87%	21	13.20%
Thailand	1	0.78%	1	0.62%
Uganda	2	1.57%	4	2.51%
Vietnam	2	1.57%	3	1.88%
Zambia	1	0.78%	1	0.62%
Zimbabwe	0	0	1	0.62%
Total	127		159	

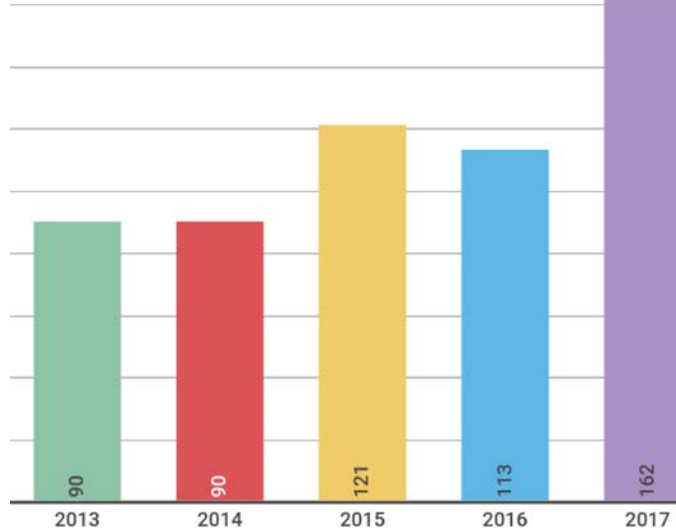
Enrolment by Year Level



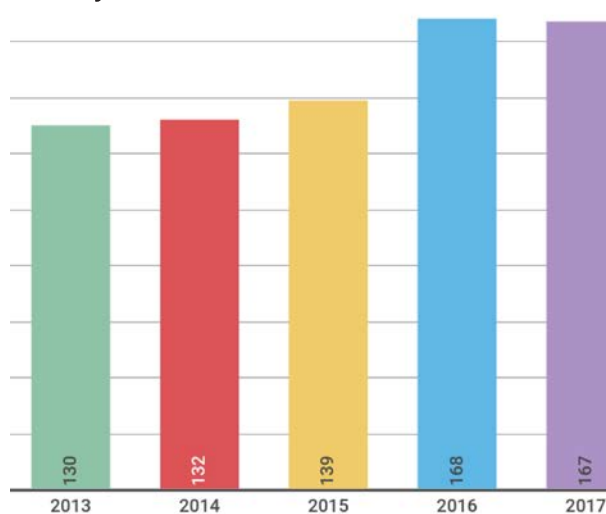
ATSI Enrolment



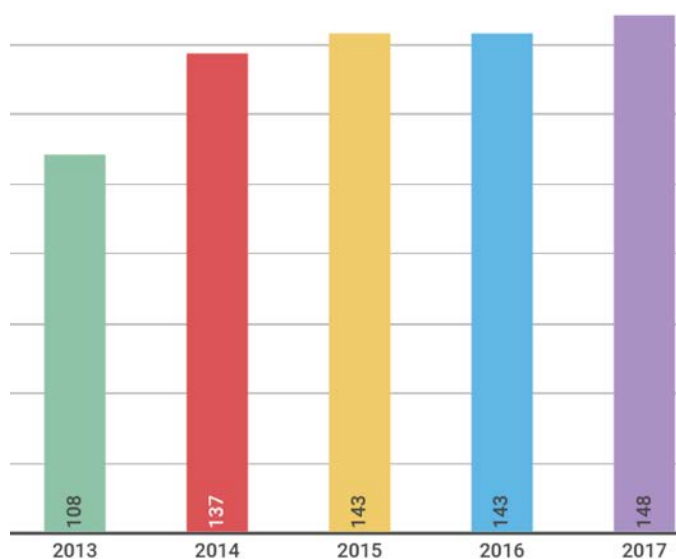
NESB Enrolments



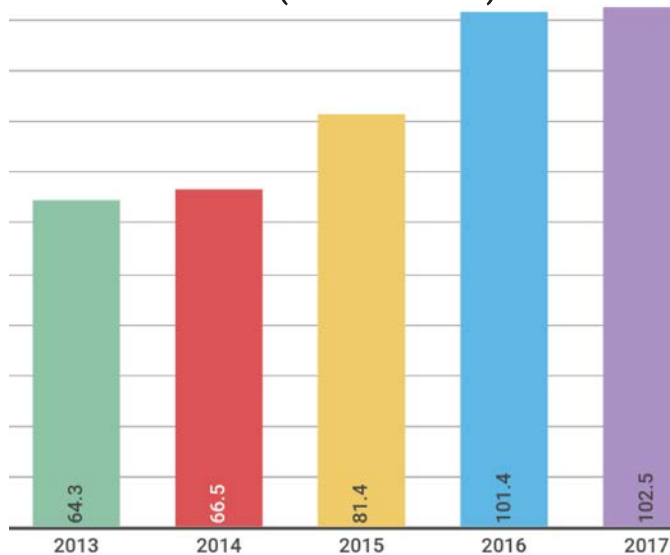
Disability Enrolments



FLO Enrolment



Retention Rates %(Person Yr 8-12)

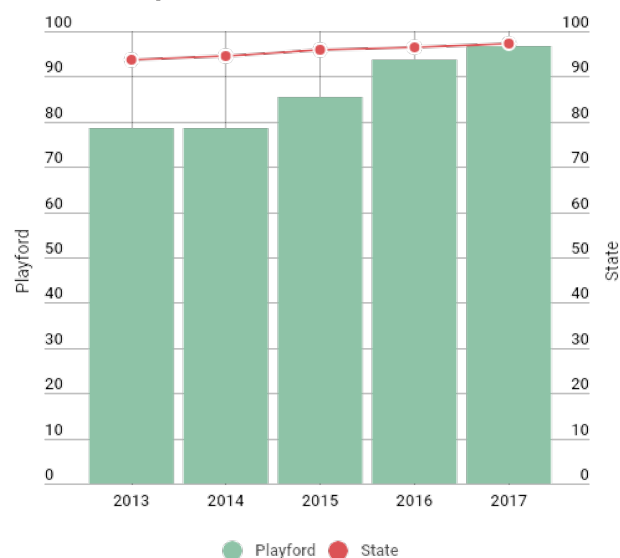


Transformational Plan Progress Summary

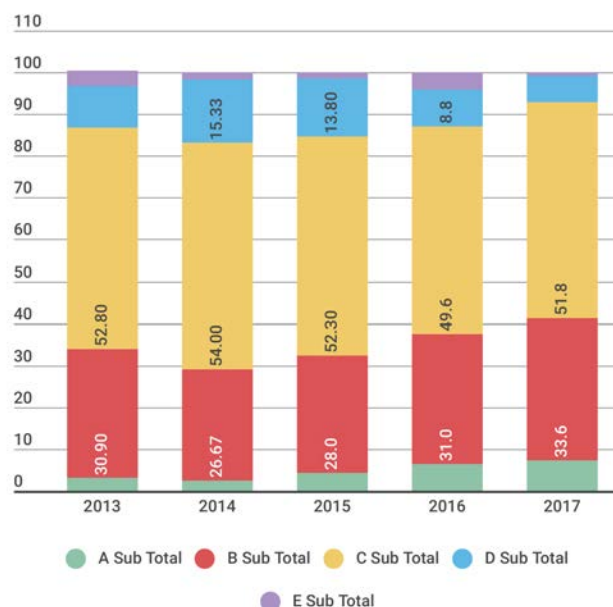
Priority 1 : Academic Excellence

SACE - Stage 2

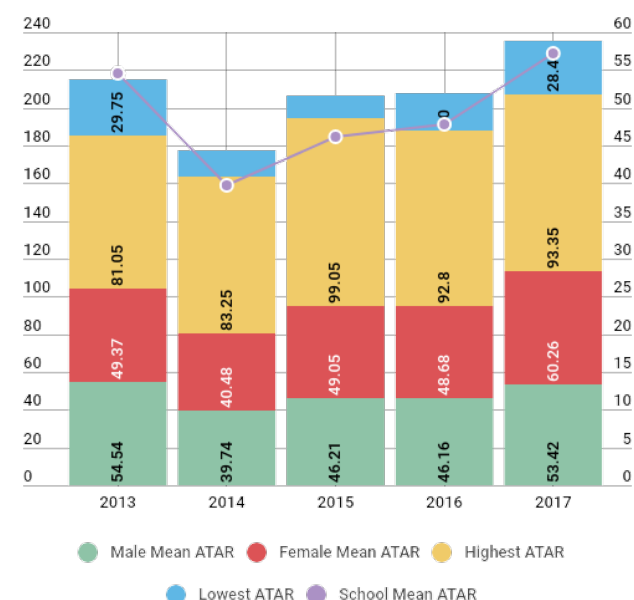
SACE Completion Rates



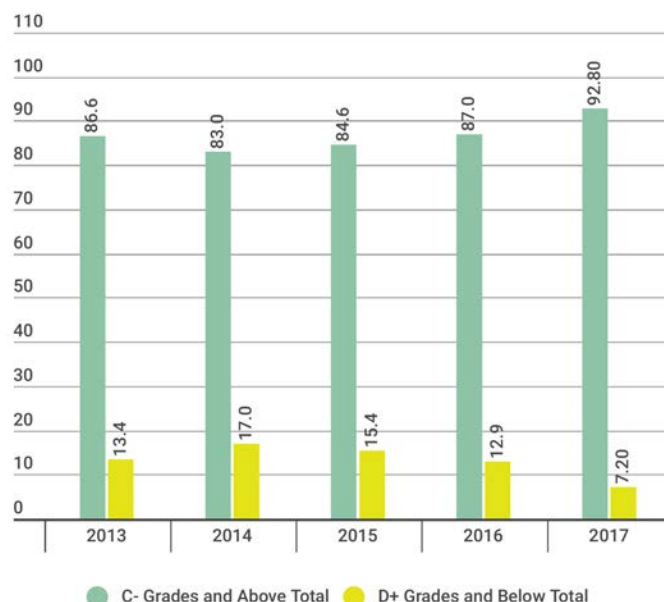
SACE Stage 2 Grade Distribution Percent



Student ATAR Summary



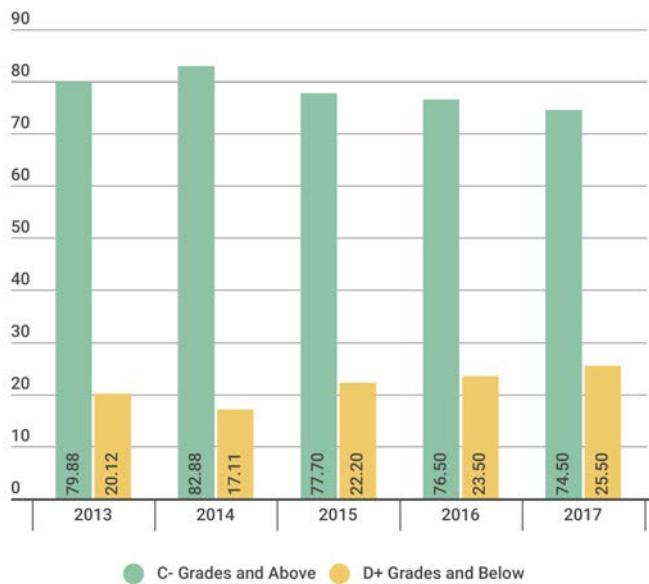
SACE Stage 2 Pass/Fail Grade Ratios



Year	School Mean ATAR	Male Mean ATAR	Female Mean ATAR	Highest ATAR	Lowest ATAR
2013	54.54	60.14	49.37	81.05	29.75
2014	39.74	39.00	40.48	83.25	13.85
2015	46.21	43.38	49.05	99.05	11.90
2016	47.72	46.16	48.68	92.8	20
2017	57.24	53.42	60.26	93.35	28.45

SACE - Stage 1

SACE Stage 1 Pass/Fail Grade Ratios

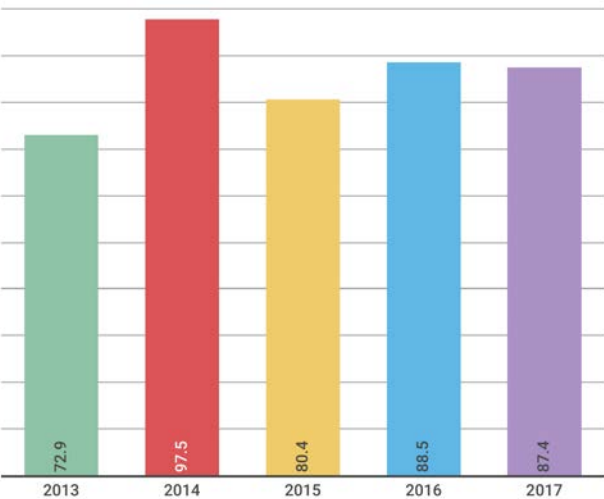


SACE Stage 1 Grade Distribution Percent

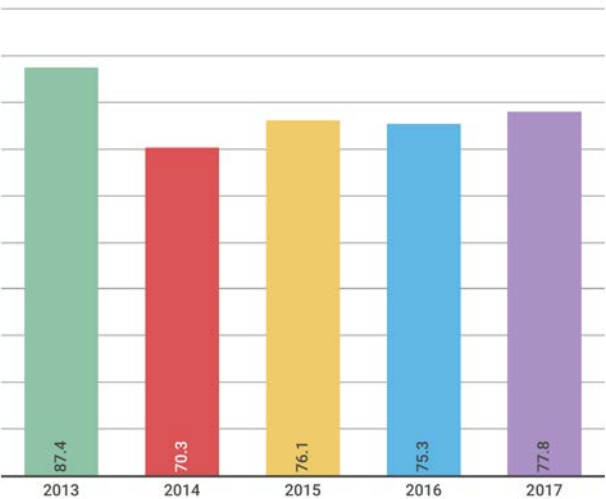


SACE Stage 1 Compulsory Subject Completion (%)

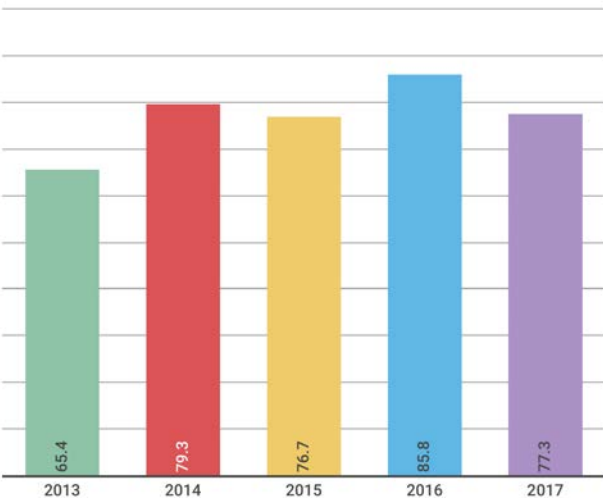
PLP %



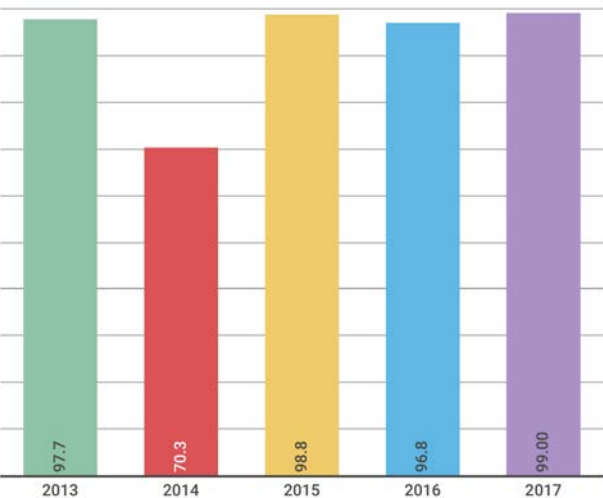
Literacy %



Numeracy %

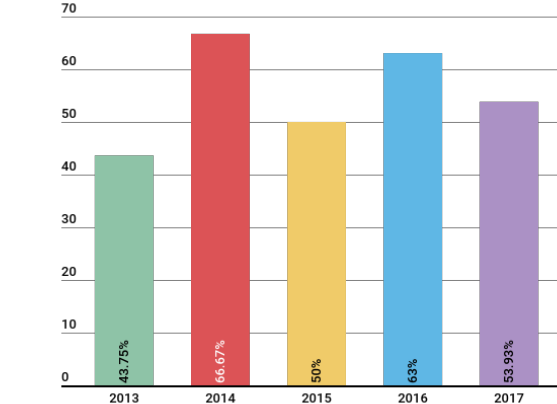


Research Project %

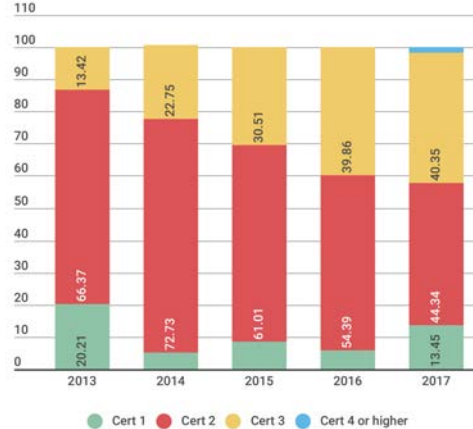


Vocational Education and Training (VET):

Students Completing SACE with VET (%)

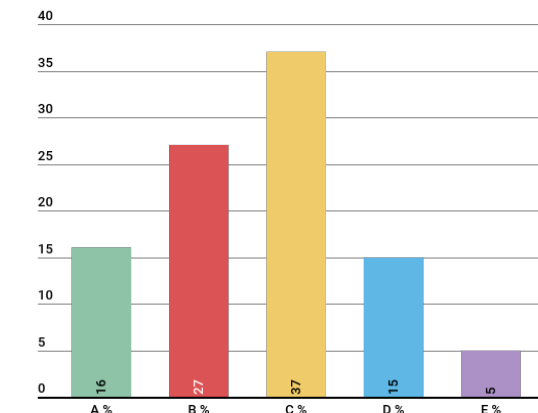


VET, Certificate Study Type (%)

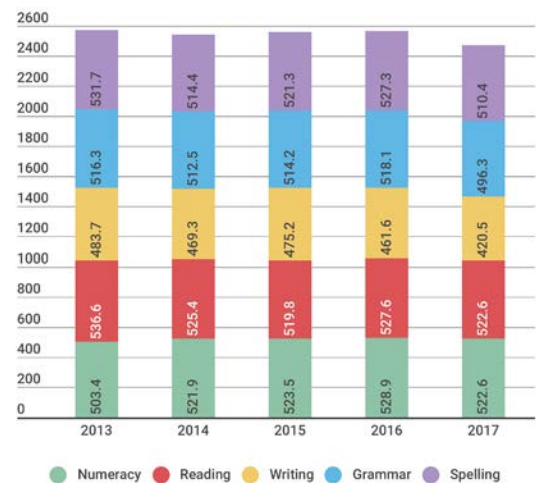


Year 8-11 Grade Distribution:

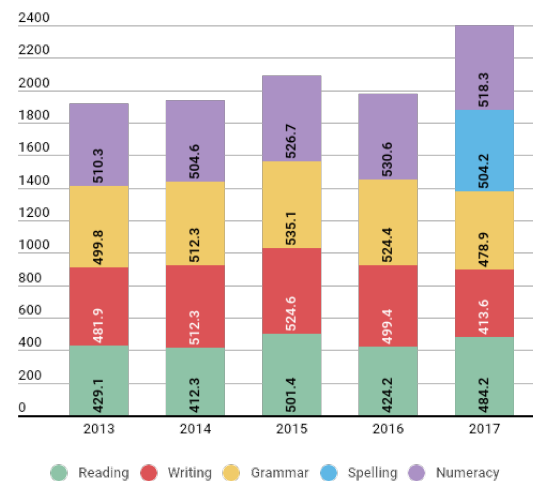
Year 8-11 Grade Distribution (%)



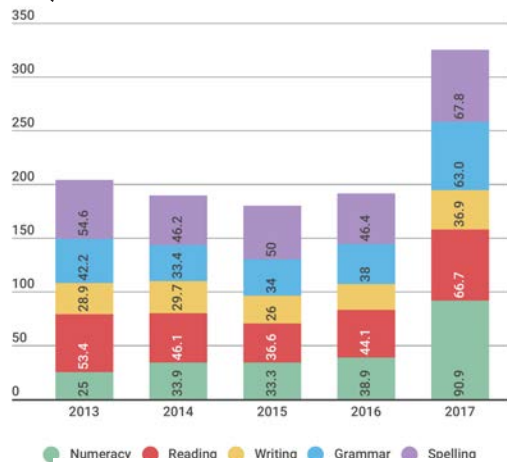
NAPLAN Mean Scores



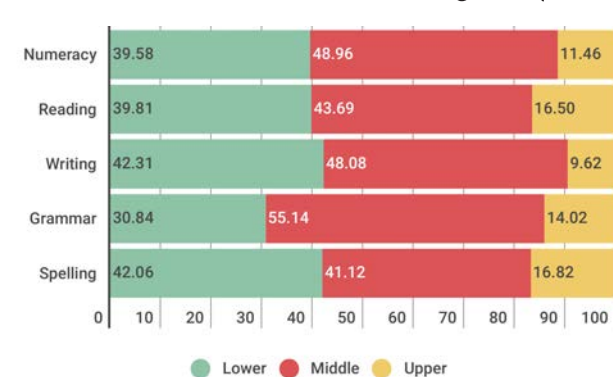
NAPLAN ATSI Mean Scores



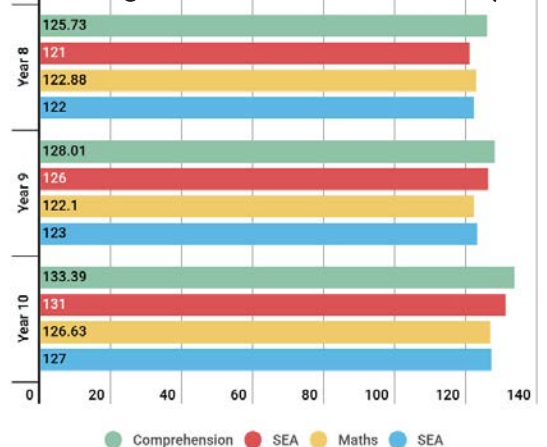
NAPLAN (Student's Above Min National Standard (%))



NAPLAN 2016 Student Growth Progress (Year 7-9)



2016 Progressive Achievement Test (PAT)



2017 Graduating Students:

Student	Student	Student
ELIZABETA BRKIC	MOHAMMAD ALIM	JAKE SILK
BRANDON MCKELLIFF	KEREN AMOAH	ZANE WEETRA
MUSSA AHMADI	MILEY BIGIRIMANNA	FRANK KILOZO
AGUTH ATAING	REBEKA NIYURUKUNDO	JENAYA JACQUES
TARA MCANULTY	JOSH KEENAN	JOSEPH NICOLI
MATTHEW SNELLING	CHANDRA ILLUNGA	IZABAYO BUSORE
ERBEN INOCENCIO	JOSH HATCHARD	AMBER FEWINGS
ERIC BANGA	BRITTANY MCGLONE	JAMIE HERREEN
KEYARA CORIGLIANO	EMELINE MUNEZERO	EMMANUEL NDUWAYO
CHLOE WARWICK	PETER GEORGE	JORDAN BAKER-HALL
SOVAN SOEUN	LATIFA RAZAIAT	JIREH KAPAO
CHELSEA LIMBURG	EMMANUEL DITUTALA	HANNAH ADARKWAH
JASMINE FISCHER	TIARAH PRIDHAM	BECKY JURGENS
CRYTAL CROWDREY	KIERAN MCKELLIFF	ALEX OWEN
UZZIEL NSENGIYUMYA	EMILIA FERRABETTA	ZAC SHIAMBI
ARIAT WILLIAM OCHAN	ZADHIYA ZACKER-FORDER	BRAD STRAWBRIDGE



2017 Award Winners:

<u>Subject</u>	<u>Student</u>	<u>Subject</u>	<u>Student</u>
Stage 2 Workplace Practices	Brooke Hansleman	Stage 2 Society and Culture	Tara McAnulty
Stage 2 Biology	Zadhiya Zacker-Forder	VET Automotive	Natalie Royals
Stage 2 Business & Enterprise	Chelsea Limburg	VET Engineering	Willem Green
Stage 2 Chemistry	Brandon McKelliff & Elizabeta Brkic	VET Food Processing	Danielle Muga-Bartel
Stage 2 Child Studies	Miley Bigirimana	VET Game Development Foundations	Kittatam Saisaard
Stage 2 Creative Arts	Joshua Keenan	Year 8 DUX-Female	Emily Curtiss
Stage 2 Dance	Shania Jolley	Year 8 DUX-Male	Mustafa Jamale
Stage 2 Drama	Catie Potter	Year 9 DUX-Female	Ella Homer
Stage 2 Essential English (EAL)	Eric Banga & Rebeka Niyurukundo	Year 9 DUX-Male	Khudadad Jamale
Stage 2 English	Brandon McKelliff	Year 10 DUX-Female	Donata Nshimiyizanye
Stage 2 English Literary Studies	Tara McAnulty	Year 10 DUX-Male	Job Zahinda
Stage 2 Essential English	Matthew Snelling & Chelsea Limburg	Year 11 DUX-Female	Brooke Hanselman
Stage 2 Essential Mathematics	Ram Acharya	Year 11 DUX-Male	Kittatam Saisaard
Stage 2 Integrated Learning: Film	Chloe Warrick	Year 12 DUX-Female	Elizabeta Brkic
Stage 2 Food and Hospitality	Jasmine Fischer	Year 12 DUX-Male	Brandon McKelliff
Stage 2 Food and Hospitality Tie	Nary Soeun	Alice Rigney Aboriginal Award	Joshua Keenan
Stage 2 General Mathematics	Elizabeta Brkic	Old Scholars Award For Perseverance (Sponsored)-Female	Chelsea Limburg
Stage 2 Health	Chandra Illunga	Old Scholars Award For Perseverance (Sponsored)-Male	Damien Purling
Stage 2 Information Processing Publishing	Uzziel Nsengiyumva	Sporting Excellence Award-Female	Gracie Slater
Stage 2 Mathematical Methods	Brandon McKelliff	Sporting Excellence Award-Male	Amuri Bizimana
Stage 2 Musicianship	Chelsea Limburg	Flexible Learner Award	Grace Bennett
Stage 2 Music Individual Study	Chloe Warrick	Supported Learner Award	Robert Tyndall
Stage 2 Music Technology	Aguth Ataing	Student Pathways Award	Matthew Ashworth
Stage 2 Ensemble Performance	Matthew Snelling	Special Interest Music Award	Matthew Snelling
Stage 2 Solo Performance	Matthew Snelling	Languages and Multiculturalism Award	Mussa Ahmadi
Stage 2 Performance Special Study	Chloe Warrick	Global Citizen Medal	Donata Nshimiyizanye
Stage 2 Photography	Alexandra Moyle	Student Leadership and Community Service Awards (Middle and Senior School)-Female	Rachael Hull
Stage 2 Integrated Learning: Sports Studies	Frank Kiloza	Student Leadership and Community Service Awards (Middle and Senior School)-Male	Riley Baker-Hall
Stage 2 Integrated Learning: SAASTA	Kate Sumner	Long Tan Leadership Awards (Sponsored - Defence Force Year 10)	Kiara Nicholson
Stage 2 Physics	Mussa Ahmadi & Brandon McKelliff	Long Tan Leadership Awards (Sponsored - Defence Force Year 12)	Elizabeta Brkic
Stage 2 Research Project	Elizabeta Brkic	Middle School All Rounder Award	Jamie Taylor
Stage 2 Psychology	Elizabeta Brkic	Senior Year All Rounder Award	Tara McAnulty
Stage 2 Integrated Learning: Sport and Recreation Management	Kieran McKelliff	House and Mentor 100% Attendance Awards	Esta Niyongabire
Stage 2 Visual Arts	Zadhiya Zacker-Forder	House Spirit	Megan-May Anderson
Stage 2 Material Products	Nicole Inocencio	Shield Award	Mitchell - Manta-Rays

Priority 1: Academic Excellence Progress Comments - SACE:

Strength and Achievement Highlights
<ul style="list-style-type: none"> Stage 2 SACE results continue to demonstrate strong improvement. The percentage of A and B grades increased and only 5 E grades (1%) were recorded across 485 individual subject results. 92.8% of all grades received a passing grade of C- or better. SACE completion rates were comparable to the State average and student ATAR scores rose by almost 10 mean points. Stage 1 SACE results were comparable to previous years. Passing subjects remain around 75% whilst completion rates compulsory SACE subjects vary between 77% and 99%. The number of students using VET to complete SACE rose in 2017 and there was a sharp rise the number of competency units studies from 2016 to 2017 (592 to 751).
Growth and Improvement Recommendations:
<ul style="list-style-type: none"> Continue to improve ATAR mean scores to 70 or better Continue to improve SACE Completion rates for February enrolments Increase Stage 2 A grades beyond 10% Continue to increase VET involvement and employment based programs particularly for at risk students Increased focus on stage 1 achievement

Year 8-10

Strength and Achievement Highlights
<ul style="list-style-type: none"> An improved learning culture continues to develop at Playford. The number of A and B grades achieved by students has continued to increase for 3 consecutive years. Conversely, the number of E grades recorded reduced by 50% in 2017.
Growth and Improvement Recommendations:
<ul style="list-style-type: none"> Increase A grades beyond 20% Reduce failing D and E grades to less than 15% Further improvements to the school curriculum to improve genuine student engagement. More reliance and opportunity for personalised learning to be included in future curriculum design. Review and development of Task Design including assessment and reporting procedures Introduction of a new Alternative Learning strategy to assist underperforming students. Expansion of successful Maths Pathways program into Year 9 in 2018.

Other:

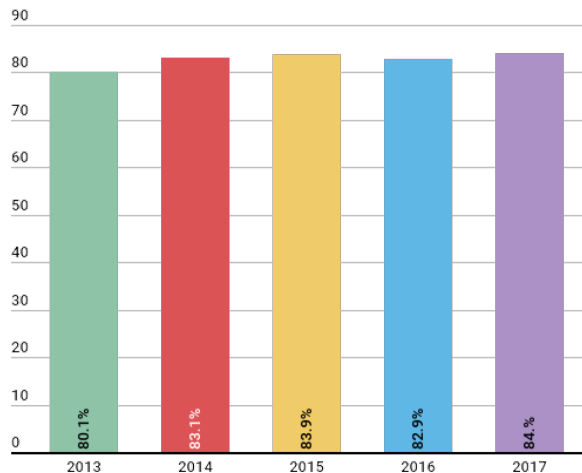
Strength and Achievement Highlights
<ul style="list-style-type: none"> NAPLAN data remains below benchmark although student growth data is strong. All NAPLAN test results showed a decline on 2016. PAT data was in constant to NAPLAN data
Growth and Improvement Recommendations:
<ul style="list-style-type: none"> Review the school's Literacy and Numeracy strategy Work with staff and students to value the NAPLAN testing process more highly

Transformation Plan Progress Summary

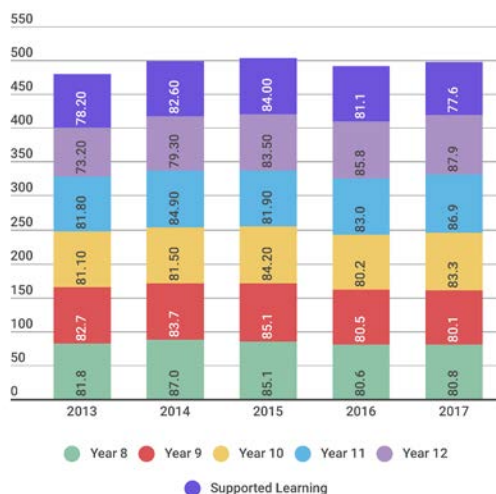
Priority 2: Student Engagement and Wellbeing

Attendance:

Overall Student Attendance

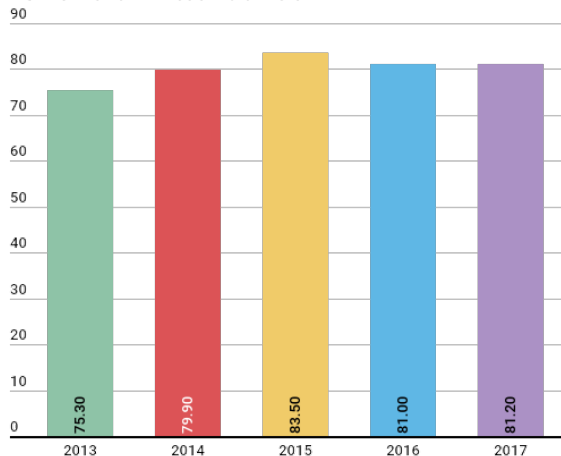


Student Attendance (Per Year Level)

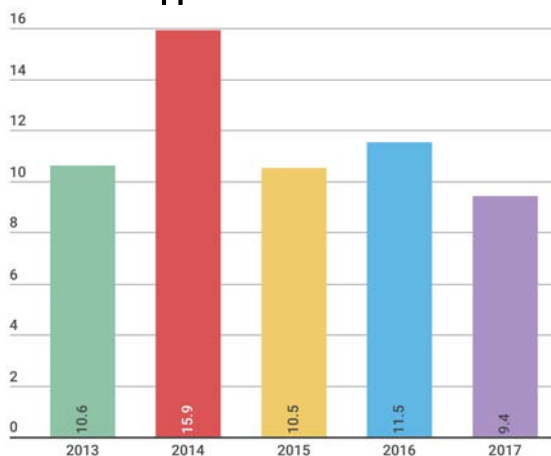


Absences:

ATSI Overall Attendance



Overall Unapproved Absence Rates %

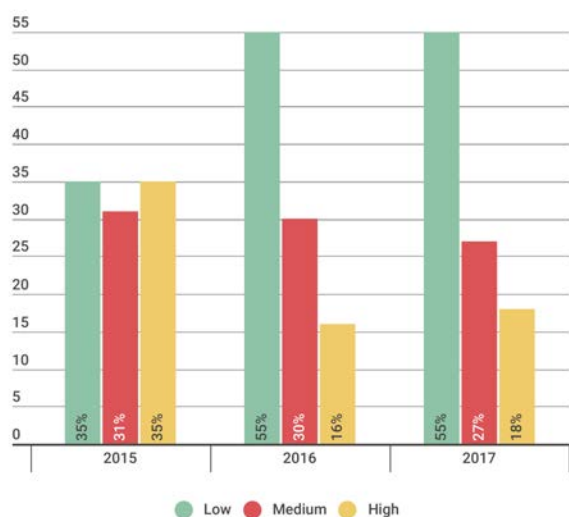


Adolescent Wellbeing:

2017 MDI Data

	Low	Medium	High
Happiness (Positive Emotions - P)	39%	33%	28%
Optimism (Meaning - M)	28%	38%	34%
Satisfaction with Life	35%	38%	38%
Persistence (Accomplishment - A)	43%	39%	18%
Emotion Regulation	34%	43%	23%
Sadness	44%	31%	26%
Worries	33%	37%	30%
Important Adults - School	5%	63%	32%
Connected Adults - School (R)	14%	47%	39%
Emotional Engagement - Teachers	10%	22%	45%
School Climate	55%	37%	8%
School Belonging	42%	41%	17%
Peer Belonging	20%	43%	37%
Friendship Intimacy	12%	26%	61%
Cognitive Engagement	21%	49%	30%
Academic Self Concept	20%	37%	43%
Engagement (E)	55%	27%	18%
Social Victimization	46%	41%	14%
Verbal Victimization	38%	40%	22%
Physical Victimization	51%	42%	7%
Cyber Victimization	60%	32%	8%
General Health	36%	44%	20%
Body Image	9%	30%	61%
Eating Breakfast	41%	15%	45%
Sleep	30%	20%	50%
Music and Arts	36%	13%	51%
Sports	48%	9%	43%
Organised Activities	18%	11%	71%
Average	33%	34%	33%

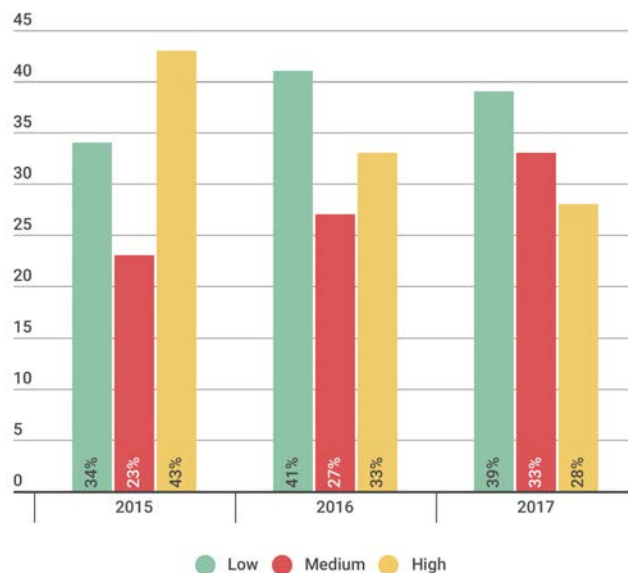
Engagement (E)



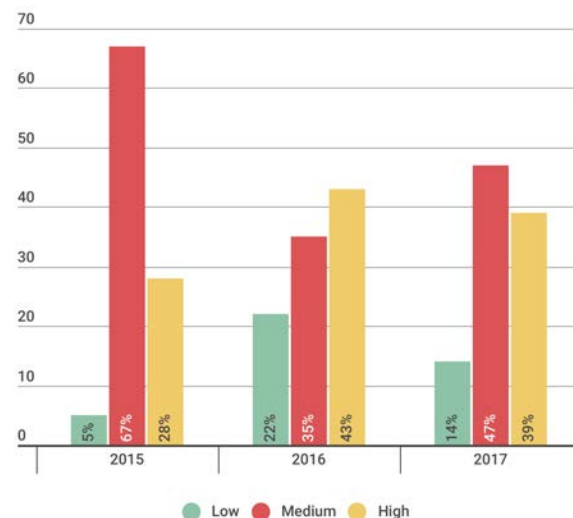
Optimism (M)



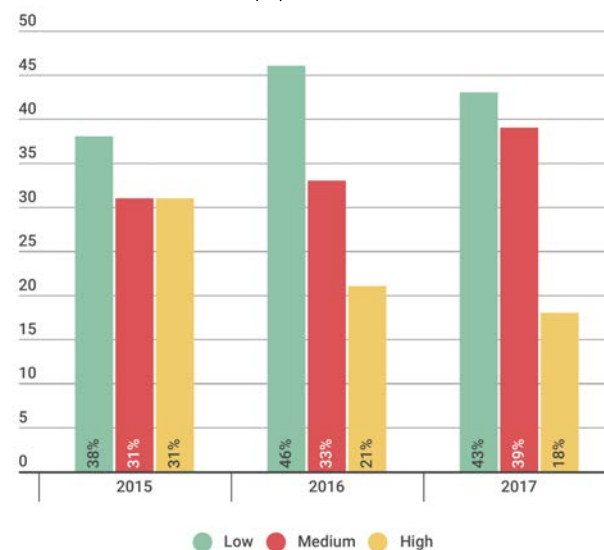
Happiness (P)



Relationships (R)

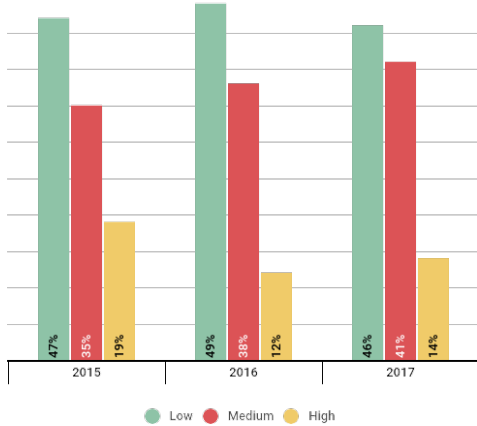


Persistence (A)



Adolescent Wellbeing (Cont):

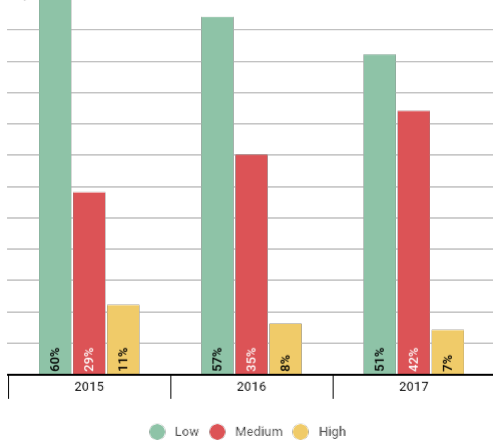
Social Victimisation



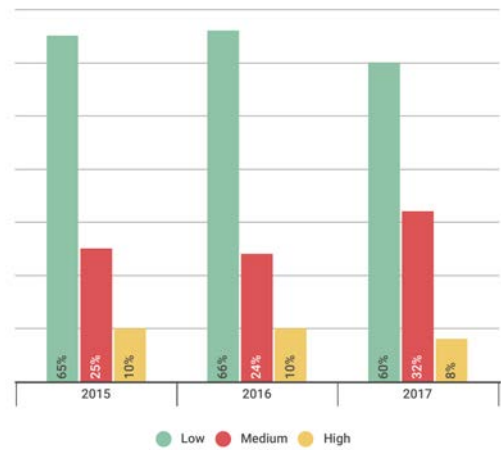
Verbal Victimisation



Physical Victimisation

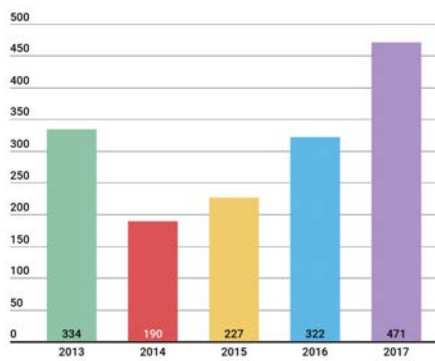


Cyber Victimisation

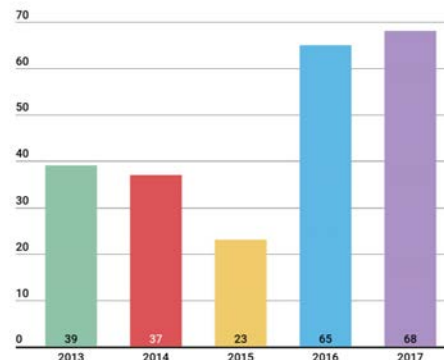


Behaviour:

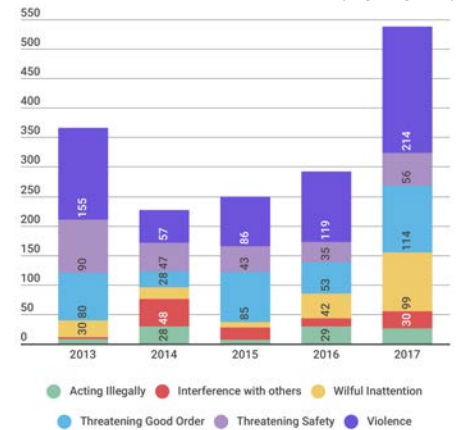
Overall Suspension Data



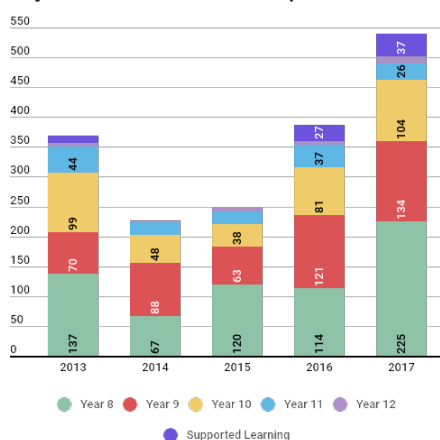
Overall Exclusion Data



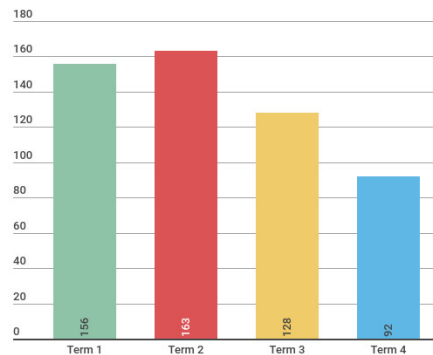
Suspension/Exclusion Data (By Type)



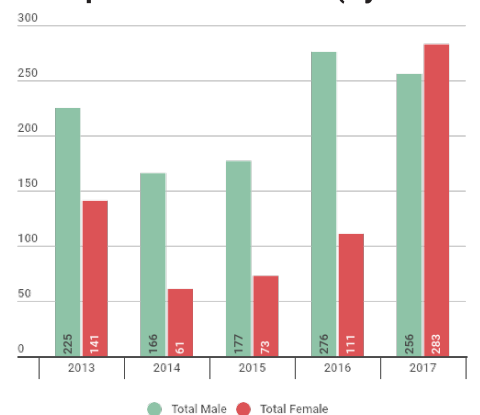
Suspension/Exclusion (Per Year Level)



Suspension/Exclusion (By Term)



Suspension/Exclusion (By Gender)



Priority 2: Student Engagement & Wellbeing Progress Comments

Attendance

Strength and Achievement Highlights
<ul style="list-style-type: none"> Improvement in attendance rates for both ATSI and non-ATSI Significant reduction in unexplained absence rates Implementation of the new School House and Student Mentor program. Both of these initiatives have significantly improved relationships between staff, students and parents
Growth and Improvement Recommendations:
<ul style="list-style-type: none"> Staff training in the Berry Street Trauma model to commence inline with the ELizabeth Partnership Staff training in Restorative Practice in order to develop more effective behaviour management strategies Whole staff training in protective behaviours

Adolescent Wellbeing (MDI Data):

Strength and Achievement Highlights
<ul style="list-style-type: none"> Consistency of data across 2015-2017. Equal overall distribution of results across Low, Medium and High ratings. Student overall safety continues to improve with a low number of students reporting social, verbal, physical or cyber bullying Growing number of students involved in afterschool activities
Growth and Improvement Recommendations:
<ul style="list-style-type: none"> Increasing number of Year 8 and 9 students reporting dissatisfaction with overall school culture. This requires further investigation to establish cause.reason. Overall engagement also remains low and this continues to be a focus of curriculum and pedagogy change throughout the school. A significant number of students continue to report 'sadness' in their lives. When analysing the PERMA survey criteria (Positive Education), it is questionable whether this strategy is having any impact across the school.

Student Behaviour:

Strength and Achievement Highlights
<ul style="list-style-type: none"> Violent related behaviour incidents continue to decline Threatening Safety or Wellbeing (Bullying and Harassment) incidents remain low A new Internal Suspension process was introduced last in term 3 that had a significant impact on suspension incidents. This will be further strengthened in 2018.
Growth and Improvement Recommendations:
<ul style="list-style-type: none"> The number of external suspensions rose sharply in 2017. In particular, the number of female students reported for inappropriate behaviour surpassed male incidents for the first time. This trend was consistent across all year levels except for year 12. This trend requires further investigation in 2018. Year 8 suspension data accounted for almost 40% of all SBM incidents. A new Foundation Studies program will be introduced for all Year 8 and 9 students in 2018 to help address this problem. A new Alternative Learning Program will be introduced to remove the most dysfunctional students from mainstream classrooms in 2018.

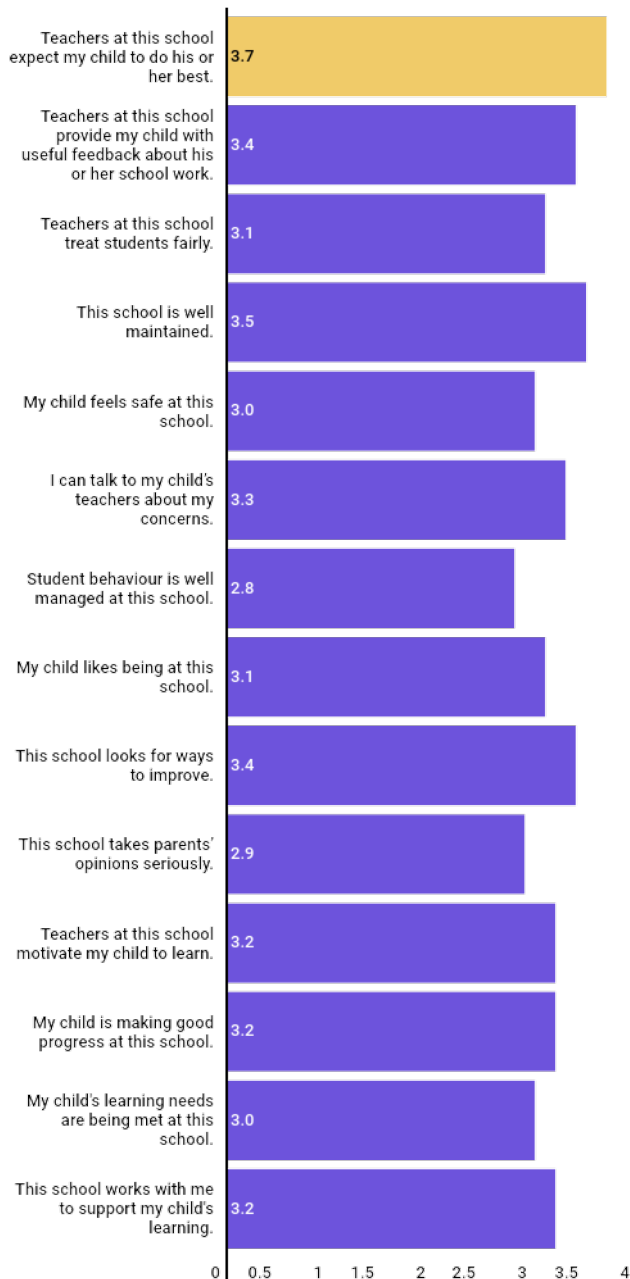
Transformational Plan Progress Summary

Priority 3 School Profile and Partnerships

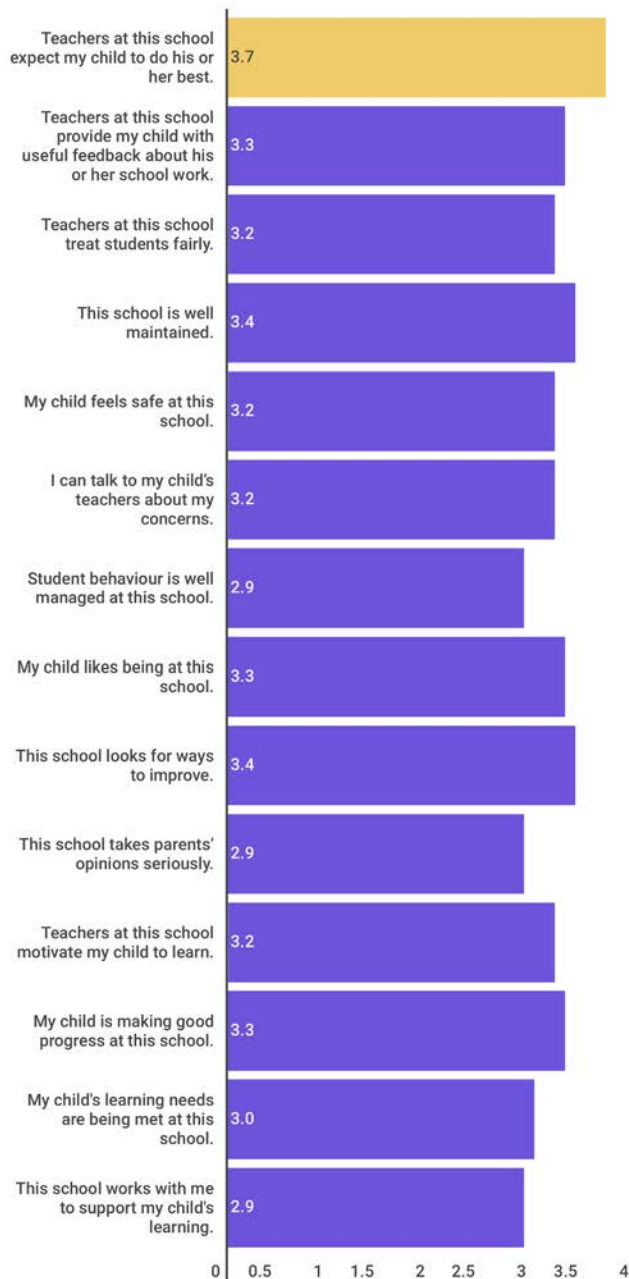
Client Opinion Survey Summary

Parent Results

2016 Number of responses received 66

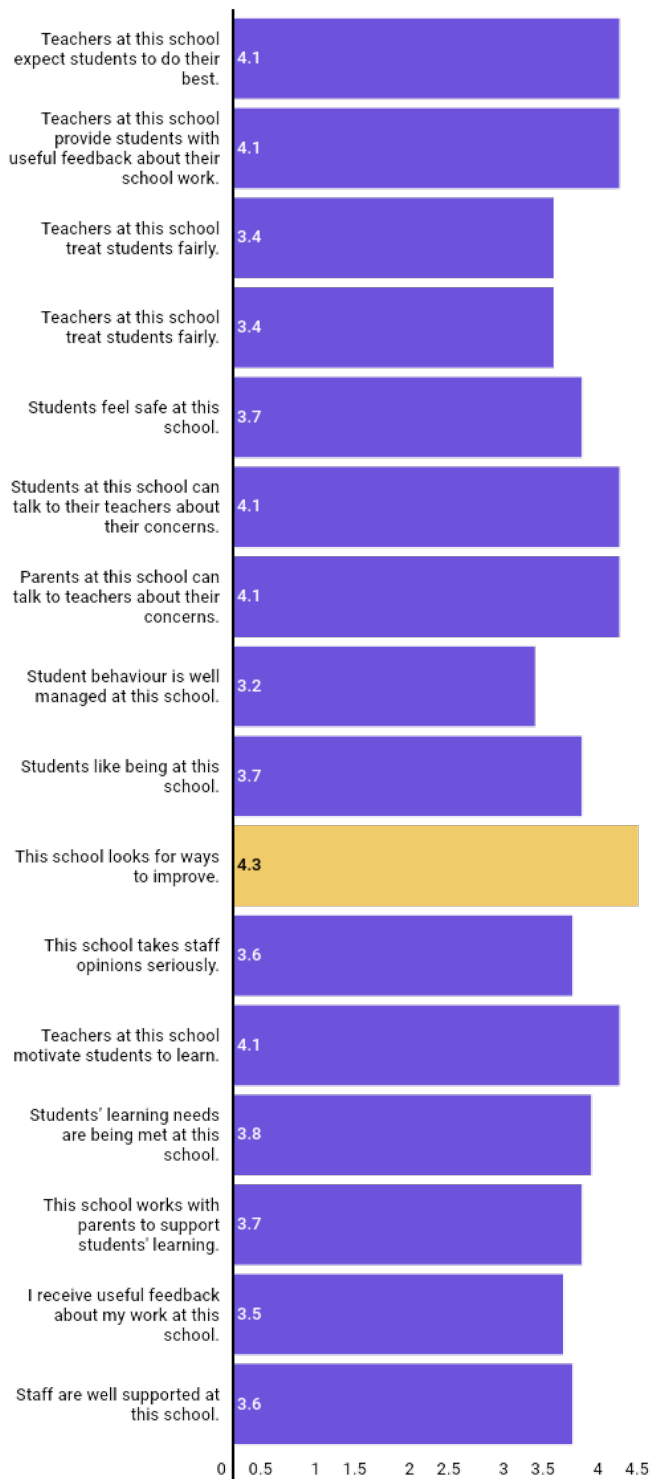


2017 Number of responses received 75

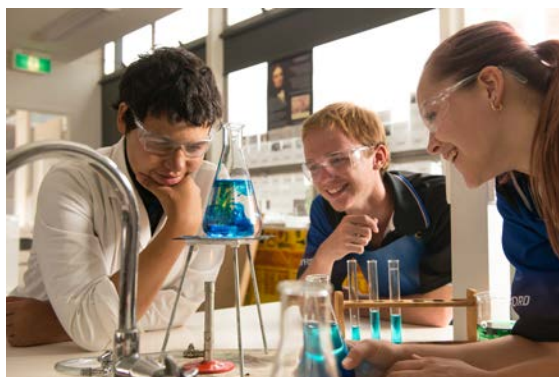
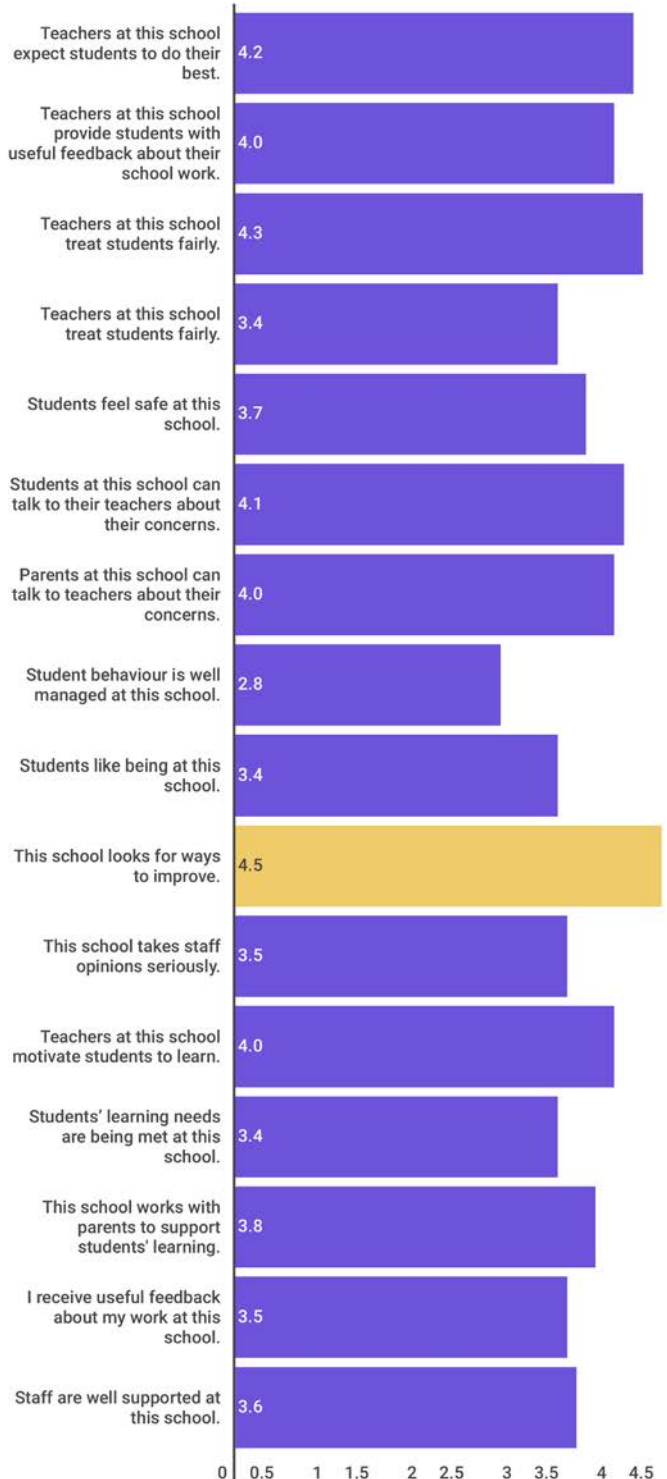


Staff Results

2016 Number of responses received 65

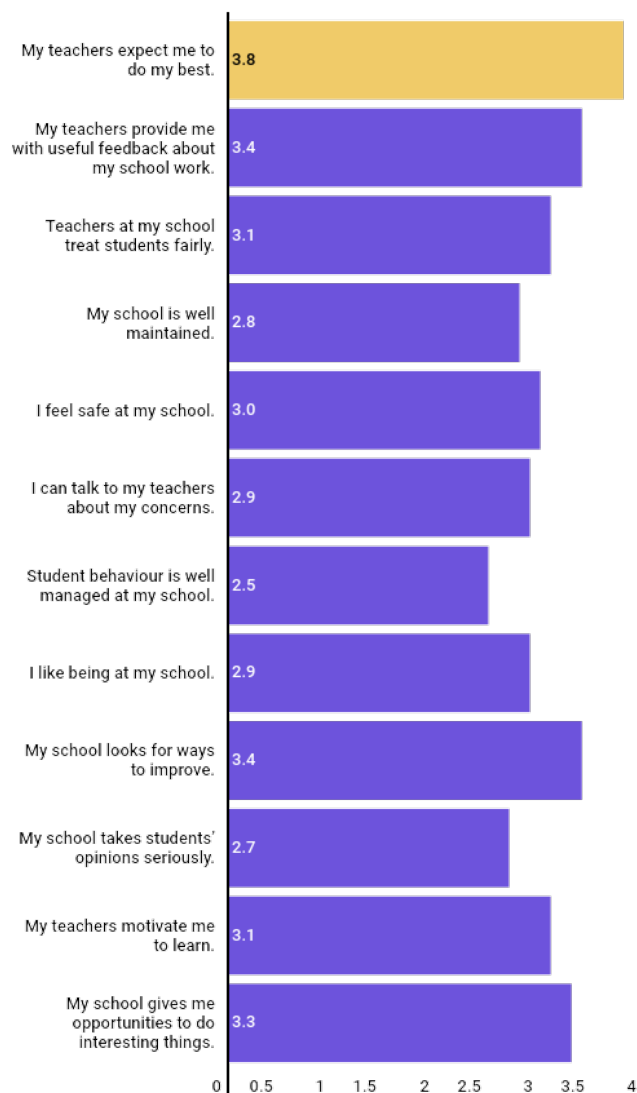


2017 Number of responses received 37

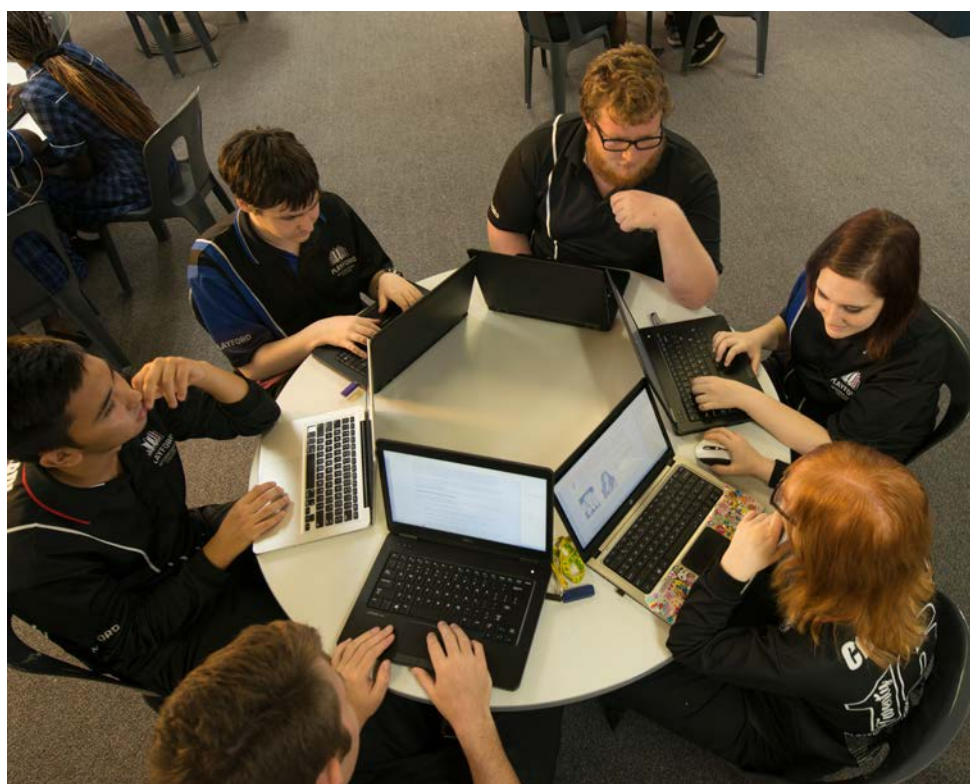
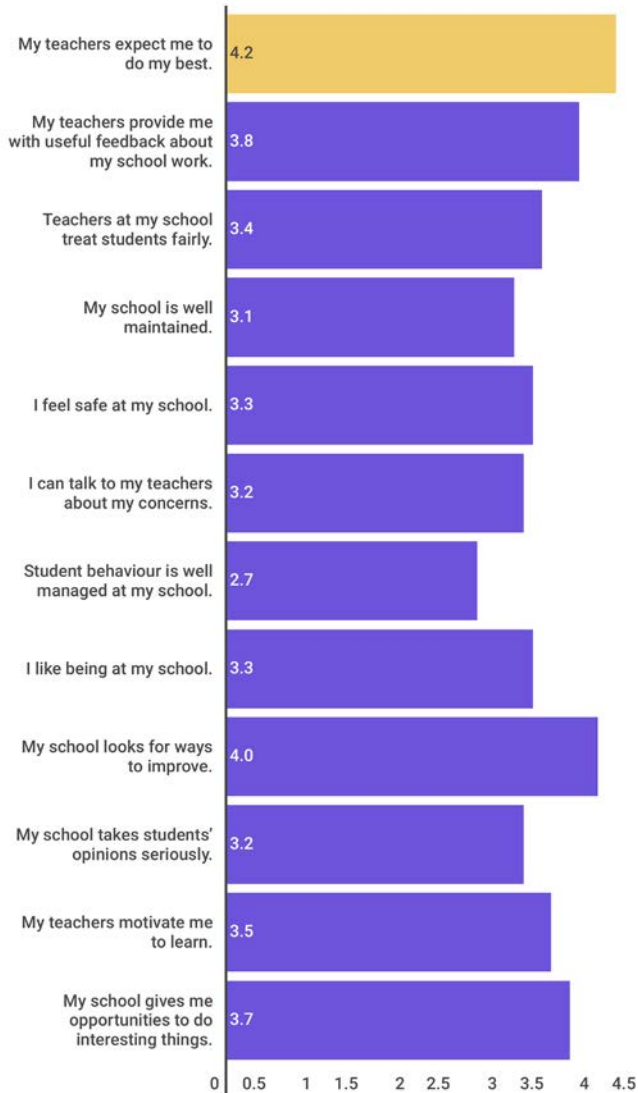


Students Results

2016 Number of responses received 63



2017 Number of responses received 101



Priority 3: School Profile and Partnerships: Progress Comments

Strength and Achievement Highlights
<ul style="list-style-type: none"> Formal partnerships with UniSA and Adelaide United Football Club were strengthened. UniSA began delivery of the Masters program to 21 staff members and the first joint Northern Adelaide Soccer Invitational was held in partnership with IC, AUFC and the Playford City Council. The first video conference was conducted between Zibo, PIC and Playford City Council with the intention of developing a formal partnership between our schools. Through the efforts of Katie Woodrow, the first group of PIC students begun preparation for a 2018 tour of Cambodia as part of the Sunrise program More than 690 parents attended this year's subject counselling day. This is a significant increase on the 2015 attendance of just 69 parents.
Growth and Improvement Recommendations:
<ul style="list-style-type: none"> Development of formal partnerships with 3 charity organisations; The Smith Family, White Ribbon Foundation and the Childhood Cancer Association New partnership - Zibo Liuquan Middle School Review of positive Education strategy Focus on improving student engagement through new curriculum and personalised learning strategies Focus on improving student behaviour

School and Community Events in 2017

- Senator Simon Birmingham site visit
- Swimming Carnival
- Sports Day
- Mentor Welcome Evening
- CIS Accreditation
- Exhibition Week
- Presentation of Learning
- Sorry Day
- Year 9,10 and 12 Recital nights
- Chief Executive Rick Persse Site Visit
- SAASTA Power Cup
- Dinner in Wonderland Theatre Performance
- Special Interest Music Anniversary concert
- Playford United Cup
- Careers Night
- Course Counselling
- SAASTA Awards Ceremony
- Business Breakfast
- The Honourable Hieu Van Le AC Visit
- Remembrance Day Ceremony
- Awards Night
- Year 12 Formal

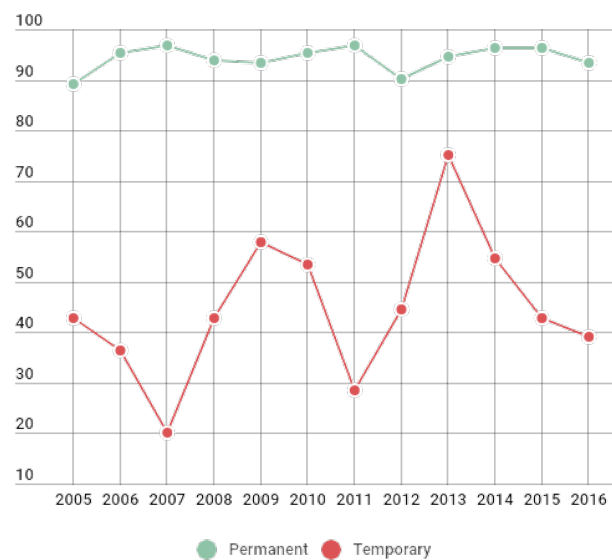


Transformational Plan Progress Summary

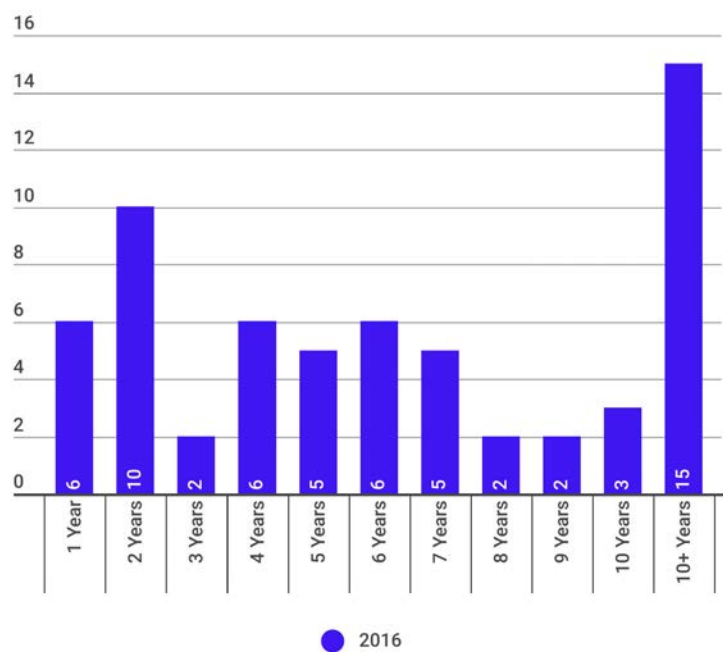
Priority 4 Building Capacity and Capability

Workforce Composition: (Federal Gov Reporting) 2017		
	Teaching Staff	Non-Teaching Staff
Indigenous	1	3
Non Indigenous	84	33

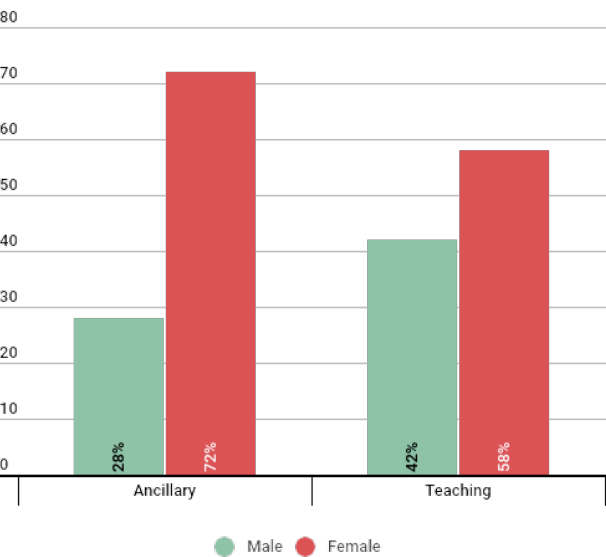
Teacher Retention



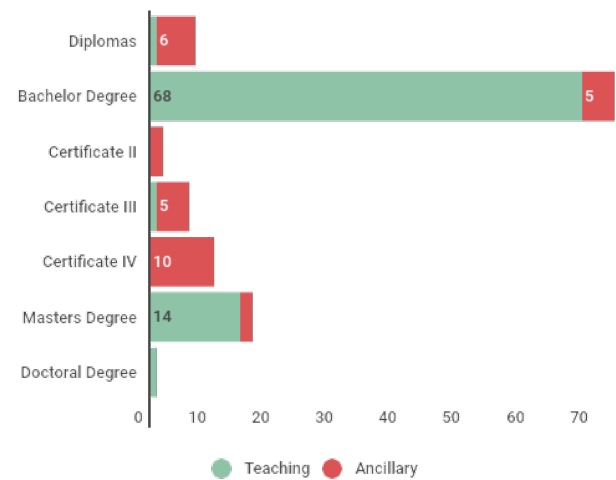
Permanent Teacher Service Years at School



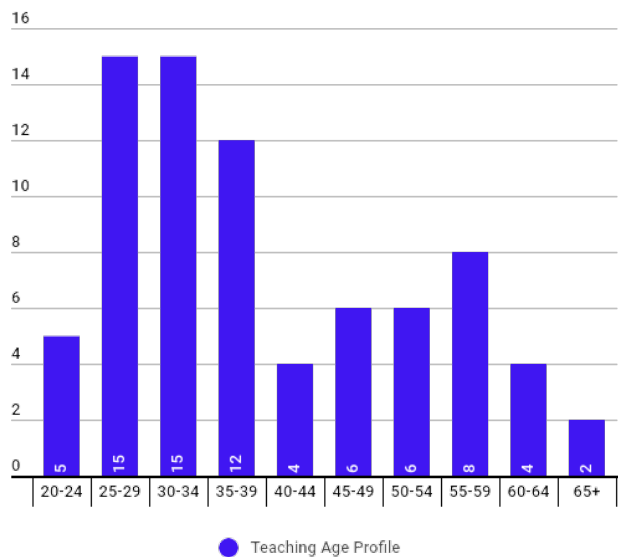
Gender Profile



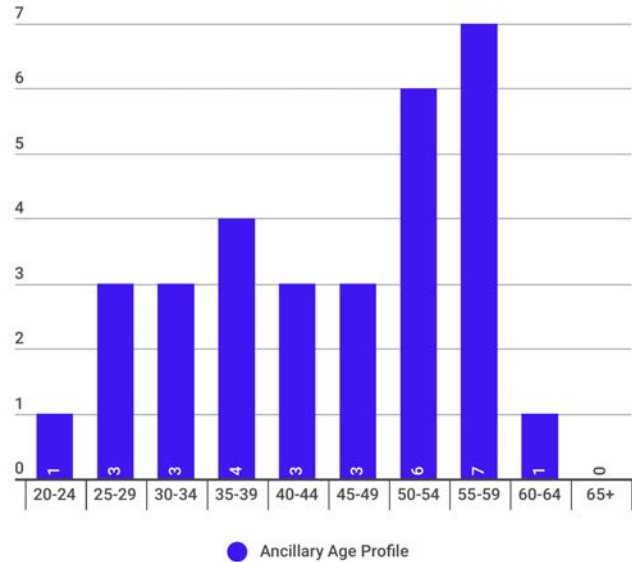
Staff Qualifications



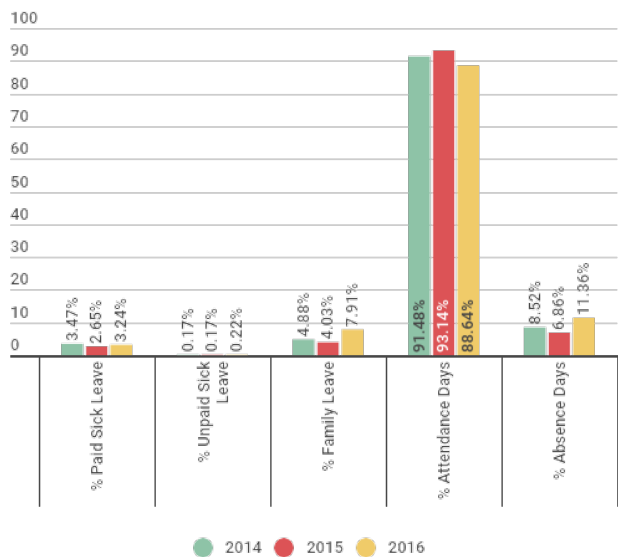
Teaching Staff Age Profile



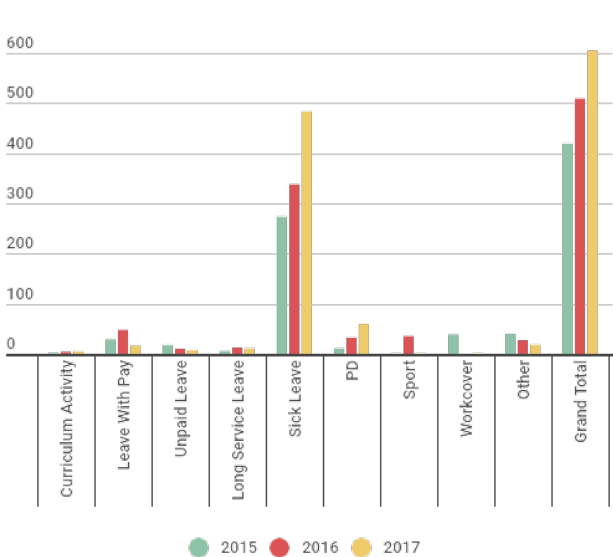
Ancillary Staff Age Profile



Staff Attendance / Absence



Temporary Relief Teacher Usage



Priority 4 Building Capacity & Capability - Progress Comments

Strength and Achievement Highlights

- Commencement of the Masters program with UniSA. 21 participants elected to begin the masters program in 2017. There are two streams offers including an educational or leadership masters. This is an intensive 2 year postgraduate that uses action research as basis for professional development.
- 9 ancillary staff members undertook certificate 4 training with the support fo the school in 2017.
- The custom development and introduction of a full online professional development and performance management system known as Cognology.
- Further development of the school's professional development program for staff including a key training in digital learning and action research
- Sending a delegation of 32 teachers and ancillary staff to Templestowe College for an intensive one day workshop i personalized learning
- Expansion of leadership and management positions to 51 staff across the school

Growth and Improvement Recommendations:

- Greater emphasis on line managers providing professional feedback to staff
- Continued development of digital learning skills
- Greater use of spotlight workshops to support professional development
- Introduction and a Human Resource manager to improve staff induction, support and performance management processes
- Development of entry (new) and exit (finishing) processes for staff



Priority 5 Renewal and Redevelopment Transformational Plan Progress Summary - 2017 Financial Report

GRANT	AMOUNT
Recurrent Funding	\$11 147 136.48
Advanced Technology	\$15 434.00
Electrical Testing	\$1 245.00
Engagement & Wellbeing – Transition	\$40 000.00
Flexible Learning Options	\$1 328 918.50
NAP Exit Students	\$18 516.31
Better Schools Agreement Funding	\$650 899.65
SAASTA APAS	\$32 000.00
APAS	\$20 719.00
Materials & Service	\$249,421.15
Interception Program Set-Up	\$5 000.00
Teacher Supplementation	\$797 432.42
Training & Development Uni SA Masters	\$11 818.17
Good Practice Grant	\$5 000.00
Flu Vaccinations	\$1 032.00
Partnership Funding	\$32 720.00
Solar Schools Grant	\$250 000.00
TOTAL	\$14 358 141.35

SASIF Accounts as at 31st December 2017 - SASIF Investment – School: \$2 431 235.07

Cash at Bank (Cheque Account) as at 31st December 2017: \$180 697.39

Global Budget - December Accrued Recurrent Funding: -\$37 482.75 (debited from SASIF January 2018)

SUMMARY OF 2017 FINANCIAL PERFORMANCE

Refurbishments of buildings and grounds, including improved security, outdoor areas and classroom upgrades:

- Furniture, carpet, paint to S7 and S8
- All music classrooms painted
- Exterior doors upgraded to fob locking system
- First stage of whole school CCTV installation
- Security fencing from Crockerton Road to corner of main administration building
- Refurbishment of Administration Centre completed
- Student built outdoor deck area
- Scooter racks
- Air conditioning - ICT, staff offices, Learning Hub
- Blinds to classrooms and some hallways.

ICT upgrades and equipment included:

- New servers and switches
- Student and staff laptops
- Re-cabling - Cat 6
- Re-location of main server
- Upgrades to internet speed
- Increased connectivity – stage one installation of WAPs across the school

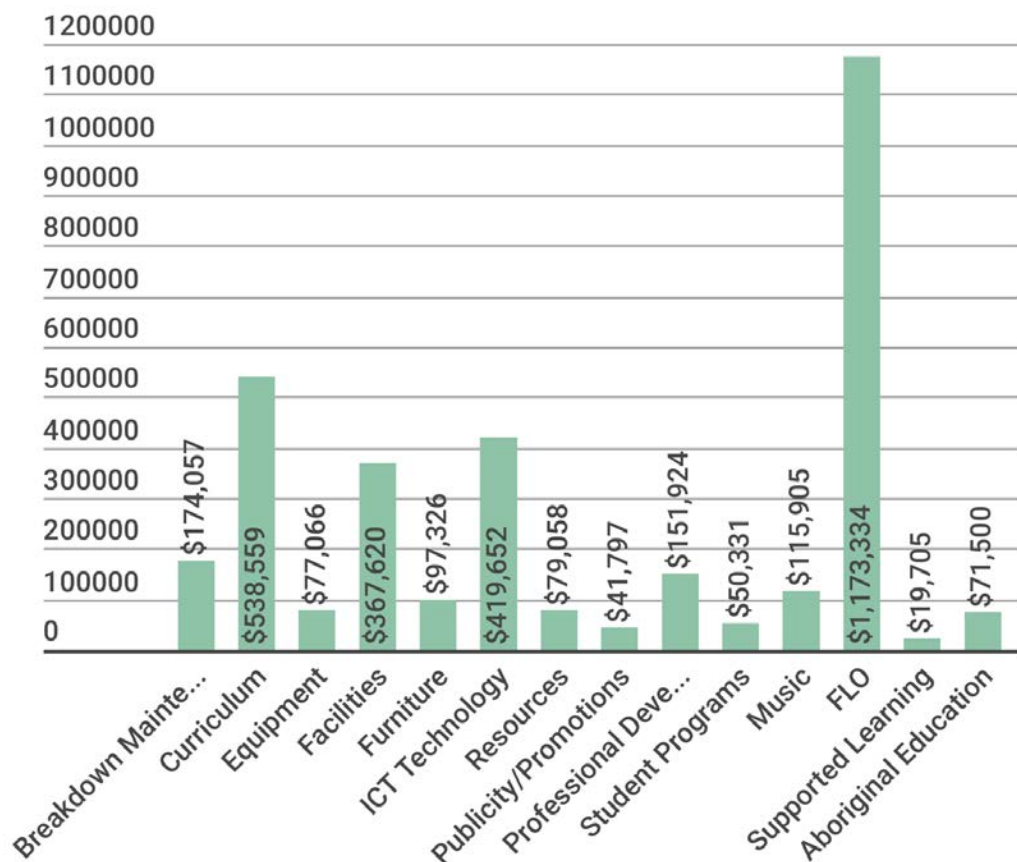
Significant investment into human resourcing occurred, increasing the distribution of leadership, and additional ancillary staffing to support work teams has provided much needed administrative and clerical support. \$151 000 was also spent in teaching and ancillary staff professional development. Significant investment was made into accredited training - 21 teachers undertaking a Master degree, and 9 ancillary staff undertaking Certificate IV and Diplomas.

SUMMARY OF 2017 FINANCIAL AUDIT - Audit to be conducted 13/4/18.

Julie Heddle
Business Manager

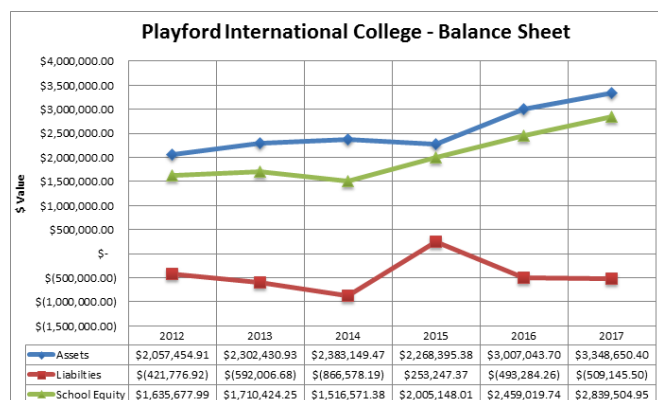
Key Investment Area

Area	Spending	Key Outcomes
Breakdown Maintenance	\$174 057	<ul style="list-style-type: none"> Major repair to plumbing Electrical and Security upgrades Repair/replacement fixtures and fittings Maintenance mechanical systems Glass replacement
Curriculum	\$538 559	<ul style="list-style-type: none"> Additional funding for PBL & new curriculum initiatives Maths Pathways Word Flyers Minor equipment Tech Studies and Arts Arts ICT upgrade Youth Opportunities
Equipment	\$77 066	<ul style="list-style-type: none"> Tech Studies equipment Supplementary funding to support PBL & curriculum initiatives
Facilities	\$367 620	<ul style="list-style-type: none"> Blinds to classrooms Painting of classrooms Removal of outdated built in furniture Air conditioning replacement Stage one CCTV
Furniture	\$97 326	<ul style="list-style-type: none"> Classroom furniture Office furniture
ICT Technology	\$419 652	<ul style="list-style-type: none"> Student laptops Server upgrades Cabling upgrade WAP installation
Resources	\$79 058	<ul style="list-style-type: none"> Intensive literacy support Supplementary funding Numeracy support
Publicity and Promotion	\$41 797	<ul style="list-style-type: none"> CIS accreditation stage 2 Signage Year book
Professional Development	\$151 924	<ul style="list-style-type: none"> UniSA Masters program – teaching staff Certificate IV & Diploma Accredited Training – ancillary staff Action Research Coaching and Mentoring – teaching staff
Student Programs	\$50 331	<ul style="list-style-type: none"> Youth Opportunities Wellbeing Leadership Pedal Prix Ice Factor
Music	\$115 905	<ul style="list-style-type: none"> Intra and interstate performances and competitions Special Interest Music program Primary Music program
Flexible Learning Options	\$1 173 334	<ul style="list-style-type: none"> Increased onsite and external case management Support programs Pushing Performance
Supported Learning	\$19 705	<ul style="list-style-type: none"> Career Education Prospect Centre, city based program Increased ancillary classroom support for mainstream classes Labs 4 Life
Aboriginal Education	\$71 500	<ul style="list-style-type: none"> Senior student tutoring
Total	\$3 377 834	

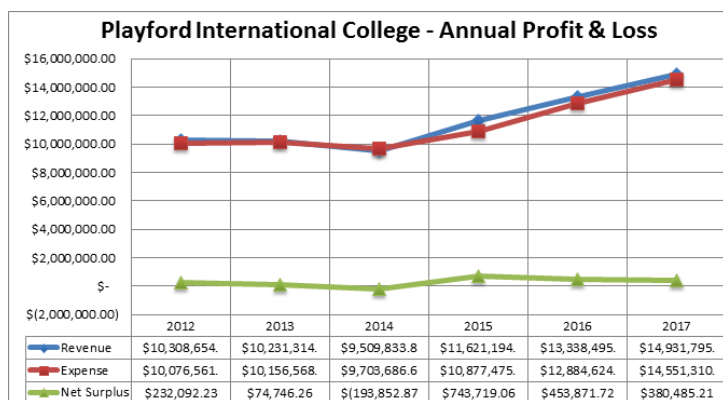


Summary of Financial Performance

Balance Sheet



Annual Profit & Loss



	Assets	Liabilities	School Equity
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
2017	\$ 3,348,650.40	-\$ 509,145.50	\$ 2,839,504.95

	Revenue	Expense	Net Surplus
2012	\$ 10,308,654.20	\$ 10,076,561.97	\$ 1,635,677.99
2013	\$ 10,231,314.74	\$ 10,156,568.48	\$ 1,710,424.25
2014	\$ 9,509,833.82	\$ 9,703,686.69	\$ 1,516,571.38
2015	\$ 11,621,194.20	\$ 10,877,475.14	\$ 2,005,148.01
2016	\$ 13,338,495.74	\$ 12,884,624.02	\$ 2,459,019.74
2017	\$ 14,931,795.77	\$ 14,551,310.56	\$ 2,839,504.95

Priority 5: Renewal and Redevelopment - Progress Comments

Strength and Achievement Highlights

- Commencement of the planned \$11m redevelopment of the school
- Completion of the school's new Admin Centre
- Receiving an additional \$3m under Building Better School project for the construction of a new Senior Learning Centre
- Received \$2.5m for STEM development
- Upgrade of the existing internet to a high speed, fibre optic, 1000gbps internet known as sabrenet. This system significantly exceeds the new DECD internet speed specification of 150gbps.
- Replacement of aging Wireless Access Points (WAP) with new high speed and high volume WAPs
- Continued replacement of aging air conditioning systems with split systems
- Introduction of new touch screen Laptops for Learning program for students
- Commencement of staff laptop replacement program

Growth and Improvement Recommendations:

- Completion of \$11m redevelopment program
- Completion of \$2.5m new STEM Centre
- Commencement of new \$3m Senior Learning Centre
- Replacement of existing Learner Management System with new product called COMPASS
- Development of a new online policy and procedures platform for staff, students and parents
- Development of landscape master plan for the school
- Development of future facilities redevelopment master



School Transformational Plan

2018 Annual Improvement / Performance Plan:

Strategic	Priority Area
Academic Excellence	<p>Ongoing:</p> <ul style="list-style-type: none"> • Increase SACE completion rates to 95%+ annually • Increase SACE A grades to 10%+ • Increase ATAR mean scores to 60+ • Increase the % of Year 8-11 students achieving A grades to 20%+ • Increase Year 8-11 GPA scores to 70+ • Improve NAPLAN mean scores annually • Increase the number of students meeting National Minimum Std annually • Continued implementation of Project Based Learning pedagogy throughout the school <p>New/Emerging:</p> <ul style="list-style-type: none"> • Implementation of new Personalised Learning, Curriculum Version 3.3 and the successful establishment of Masterclasses • Review and improved implementation of the school's Literacy Improvement Strategy: (Our highest learning priority for 2018. Whole school emphasis required) • Numeracy Improvement: (Tracking well, continual focus on Year 9 AC standards as a minimum benchmark) • Improved student Assessment and Reporting standards including task design, continuous online feedback and reporting and student data analysis • Track and monitor assessment task completion data for students/subjects/year levels • Full implementation of google classrooms and laptops for learning program (Chromebooks)
Engagement and Wellbeing	<p>Ongoing:</p> <ul style="list-style-type: none"> • Improve student attendance across all year levels to 90%+ • Improve Student Behaviour: (reduction to less than 250 suspensions/exclusions) <p>New/Emerging:</p> <ul style="list-style-type: none"> • Reduce the number of IRMS incidents to 200 or less per year • Increase student engagement and SACE completion rates for ALP and FLO students • Increase SACE completion rates for ATSI students • Establishment of onsite/visiting GP program
School Profile and Partnerships	<p>Ongoing:</p> <ul style="list-style-type: none"> • Continued preparation for CIS Accreditation due in March 2019 (all staff to be involved and prepared) <p>New/Emerging:</p> <ul style="list-style-type: none"> • Implementation of a new paid Employability Skills Program for students and the creation of 50+ employment/traineeships for students per year • Completion of joint study tour with Zibor (China) and the formal establishment of a school partnership MOA
Building Capacity and Capability	<p>Ongoing:</p> <ul style="list-style-type: none"> • Continued professional development using Action Research: (all staff are required to improve pedagogy) • Continued support for teachers to undertake Master's program with UniSA • Continued professional support for paraprofessional training for ancillary staff • Continued development of the school's Leadership Development Program • Further expansion of school leadership and management positions in identified priority or growth areas <p>New/Emerging:</p> <ul style="list-style-type: none"> • Improved functions and processes of school governance including training programs for parents/community. • Growth of Special Interest Music scholarship students to 50+ • Enrolment growth - target of 1300 students by 2020
Renewal and Redevelopment	<p>Ongoing:</p> <ul style="list-style-type: none"> • Erection of sign signage to Philip Highway and wayfinding to school buildings • Completion of Stage 1 school redevelopment • Completion of the new STEM Centre and Global Studies Centre • Completion of new Senior Learning Centre • Implementation of whole school CCTV security system • Continued creation of 21st century learning spaces <p>New/Emerging:</p> <ul style="list-style-type: none"> • Successful implementation of Compass Learner Management System • Implementation of a new Visitor Management system • Improved perimeter gates including student/visitor movement • Establishment of a whole school facilities Master Plan for general paint and repair • Completion of new Senior Learning Centre and associated Building Better Schools refurbishment projects • Potential development of new Alternative Learning and Student Services and Wellbeing Centres

School Partners



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