



# PLAYFORD INTERNATIONAL COLLEGE

## EXECUTIVE ANNUAL REPORT 2018



# Annual Report 2018

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# Annual Report 2018

## Section 1: School Context

### General School information:

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

### FTE Enrolment (FEB Census):

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

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

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

## Principal's Report: 2018



*"As a school, we continue to challenge traditional views ..."*

It has been an exciting year for our school community that has revolved around the completion of our \$10m school redevelopment. Whilst our staff and students have coped admirably with the disruption to our school grounds, caused by ongoing building and construction work for the past two years, the outcome has been well worth it. Everywhere you look, you notice new learning areas that have been designed and constructed to the highest possible quality and functionality standards.

The redevelopment of our school represents a significant moment in time for our proud community. It has been almost 25 years (1995) since the last new building (Special Interest Music Centre) was constructed onsite and this injection of capital investment is well overdue. As our school enrolment continues to grow rapidly beyond 1100 students this year, the development of our teaching and learning spaces is critical. It is our goal not to just create new classrooms. We expect our students to have access to the most contemporary and purpose-built educational environment that has been designed to help them become world class learners. Whilst the bulk of school redevelopment is now behind us, there are more exciting developments still to come. Continue to watch the physical transformation of our school unfold.

This year, the Department for Education launched its ten year 'Good to Great' strategy. This strategy seeks to position all South Australian schools amongst the best in the world. At Playford International College, we began this journey in 2015 with the launch of our Transformational Plan. Over the past three years, we have achieved significant success and we have much to celebrate. SACE completion rates now match the state average, student attendance rates continue to climb towards 90%, more students are beginning university and gaining meaningful employment, student academic improvement is evident across all Year levels, and the behaviour and conduct of our students continues to impress us all.

This year, we held our first Open Day and more than 60 educators from around the State attended to learn more about 'Doing Education and Schooling Differently'. As a school, we continue to challenge traditional views on how schools operate and how students engage in learning. We are about improving learning and wellbeing outcomes for every student and to do so, we place student needs at the centre of everything we do. Without their engagement in wanting to learn and come to school, there is little impact we can have as educators.

Our staff has also invested many hours in helping transform our school from 'Good to Great' this year. A full external review of our school was undertaken in Term 2 and the review panel provided us with outstanding commendations for our performance and focus on improvement.

As a school community, we have also continued to prepare with great commitment and attention to our final assessment for the Council of International Schools accreditation that takes place in March next year. Our staff has once again worked with great unity and professionalism to prepare us for this assessment process and collectively attended to many areas of school operation and performance that have required improvement. In so doing, a final report of more than 900 pages has been developed to capture the performance and improvement story that sits behind the transformation of our school.

It is wonderful to wander the school and visit classes and now see the vast majority of our students using their own laptop to access the digital world as a key process for learning. The world is now digital and without good access to and personal skills in technology, our students are simply at a disadvantage. I would really like to thank our parents for committing to this important need in their children's education.

At the end of the school year, our first staff delegation visited our new partner school in Zibo, China. Along the way, we will also spent time visiting a CIS partner school in Singapore. Our first students and staff member, Katie Woodrow also travelled to Cambodia as part of an international aid program and in July 2019, our first student and staff music tour will also travel to China. These programs are again significant developments for our school and community. They represent our efforts to become a truly global and international school and in the years to come, I hope that international study tours for staff and students will become a common aspect of our school culture.

Many people have also accessed our new social media platform this year. Compass Notifications, Facebook, Twitter, Instagram and the school's new interactive website have been part of our intentional publicity and marketing strategy aimed at taking our school to the world. It is so exciting to see our school so professionally portrayed across social media. As a leading school that is transforming schooling and education, we have much to share with others. 'Why not us?' is a catch cry that we all need to live by. We are Playford and we are proud of who and what we are.

The 2019 school year is just around the corner. Enrolments will surpass 1200 next year and for the first time, we have a waiting list of new Year 8 students who want to join our great school. Traditional Year Levels will disappear in 2019 to be replaced by subschools and student learning choice that matches need, interest and ability will become the dominant force in what and how students choose to learn at Playford International College.

Improvement and outstanding school performance continues to be the framework that holds all staff to account. We serve our students and school community, knowing the responsibility that we all have to make a difference to the lives of your children.

**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 a partner in both of these initiatives.

## Historical Background:

Playford International College is an amalgamation of five 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 an 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 five 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.

# Annual Report 2018

## Demographics:

In 2017, the number of students and 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 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



PLAYFORD

Local Council Area



9878

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%)



26.1%

One Parent Families (State Average =  
16.3%)



41.7%

One Parent Households (State Average =  
27.9%)

2016



PLAYFORD

Local Council Area



10,376

Population number of Residents



37

Median Age



39.6%

Population born overseas



4.8%

Indigenous Population



716

Household Average Weekly Income  
(State Average = \$1206)



54.1%

Families Renting (State Average = 28.5%)



44.1%

Percentage Household income less than  
\$650pw (State Average = 23.8%)



34.5%

One Parent Families (State Average =  
16.5%)



41.2%

One Parent Households (State Average =  
28%)



2011



19.68%

Children Aged under 15



4.5%

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%)

2016



20.3%

Children Aged under 15



3.4%

Preschool Participation Rate



25.6%

Primary Participation Rate



16.6%

Secondary Participation Rate



5.8%

University Participation Rate



9.7%

TAFE Participation Rate



21.9%

Unemployment Rate (State Average = 7.5%)



47.4%

Both Parents not Working (State Average = 23.1%)

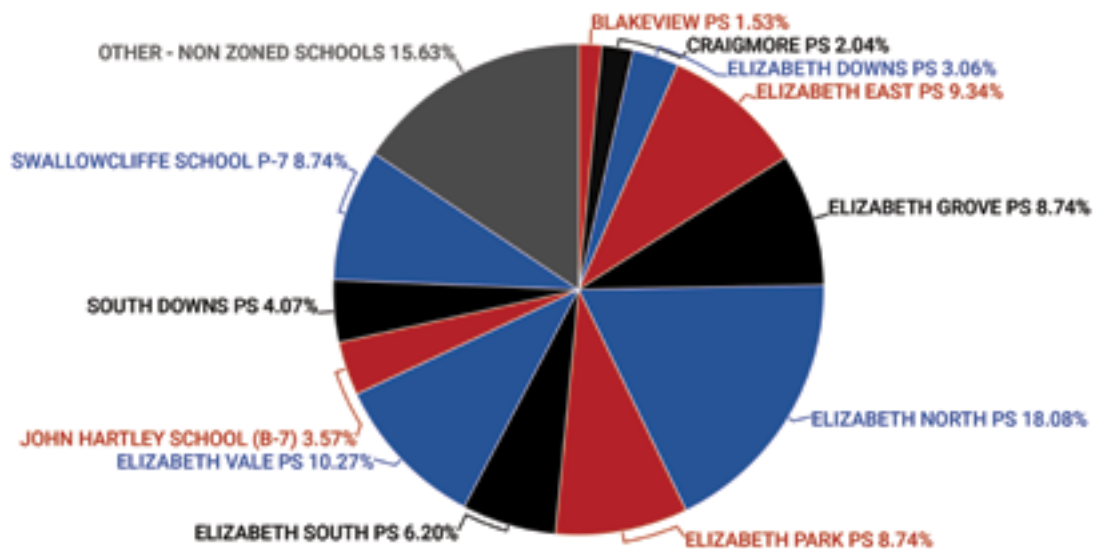


24.1%

Labourer Qualification Only (State Average = 11.1%)

## 2018 Year 8 Feeder School Enrolments:

Feeder School	2016 Student No	Percentage	2017 Student No	Percentage	2018 Student No	Percentage
BLAKEVIEW PRIMARY SCHOOL	1	0.55%	2	0.91%	3	1.49%
CRAIGMORE PRIMARY SCHOOL	4	2.22%	3	1.30%	4	1.99%
ELIZABETH DOWNS PRIMARY SCHOOL	5	2.77%	7	3.20%	6	2.99%
ELIZABETH EAST PRIMARY SCHOOL	13	7.20%	17	7.70%	18	8.96%
ELIZABETH GROVE PRIMARY SCHOOL	18	10.00%	13	5.90%	17	8.46%
ELIZABETH NORTH PRIMARY SCHOOL	18	10.00%	27	12.38%	35	17.41%
ELIZABETH PARK PRIMARY SCHOOL	17	9.40%	19	8.71%	17	8.46%
ELIZABETH SOUTH PRIMARY SCHOOL	16	8.80%	20	9%	12	5.97%
ELIZABETH VALE PRIMARY SCHOOL	15	8.30%	21	9.60%	20	9.95%
JOHN HARTLEY SCHOOL (B-7)	16	8.80%	8	3.66%	7	3.48%
SOUTH DOWNS PRIMARY SCHOOL	5	2.77%	13	5.90%	8	3.98%
SWALLOWCLIFFE SCHOOL P-7	19	10.55%	16	7.30%	17	8.46%
OTHER - NON ZONED SCHOOLS	33	18.33%	52	23.85%	37	18.41%
<b>TOTAL ENROLMENTS</b>	<b>180</b>		<b>218</b>		<b>201</b>	



## 2018 Ethnicity other than Australian:

Country	2016 Student No	Percentage	2017 Student No	Percentage	2018 Student No	Percentage
Afghanistan	18	14.17%	18	11.32%	17	11.40%
Africa (Exc North Africa)	1	0.78%	2	1.25%	3	2.01%
Armenia	0	0	1	0.62%	1	0.67%
Bangladesh	1	0.78%	1	0.62%	1	0.67%
Bhutan	2	1.57%	2	1.25%	3	2.01%
Burma	1	0.78%	2	1.25%	0	0
Burundi	6	4.72%	6	3.77%	7	4.69%
Cambodia	1	0.78%	1	0.62%	2	1.34%
Congo	5	3.93%	8	5.03%	9	6.04%
Cook Islands	0	0	1	0.62%	1	0.67%
Egypt	1	0.78%	1	0.62%	0	0
El Salvador	1	0.78%	1	0.62%	1	0.67%
England	1	0.78%	0	0	0	0
Ethiopia	3	2.36%	3	1.88%	0	0
Fiji	0	0	1	0.62%	1	0.67%
Ghana	2	1.57%	3	1.88%	2	1.34%
India	1	0.78%	3	1.88%	1	0.67%
Indonesia	1	0.78%	3	1.88%	4	2.68%
Iran	2	1.57%	3	1.88%	3	2.01%
Laos	1	0.78%	1	0.62%	1	0.67%
Liberia	0	0	0	0	1	0.67%
Malaysia	0	0	1	0.62%	1	0.67%
Maynmar	0	0	2	1.25%	3	2.01%
Nepal	42	33.07%	50	31.44%	39	26.17%
New Zealand	6	4.72%	0	0	3	2.01%
Pakistan	3	2.36%	3	1.88%	4	2.68%
Phillippines	5	3.93%	3	1.88%	4	2.68%
Romania	0	0	1	0.62%	1	0.67%
Russian Federation	0	0	1	0.62%	2	1.34%
Rwanda	5	3.93%	5	3.14%	3	2.01%
Sierra Leone	2	1.57%	1	0.62%	0	0
Sri Lanka	0	0	1	0.62%	2	1.34%
Sudan	1	0.78%	1	0.62%	0	0
Tanzania	10	7.87%	21	13.20%	19	12.75%
Thailand	1	0.78%	1	0.62%	1	0.67%
Uganda	2	1.57%	4	2.51%	6	4.02%
Vietnam	2	1.57%	3	1.88%	3	2.01%
Zambia	1	0.78%	1	0.62%	0	0
<b>Total</b>	<b>127</b>		<b>159</b>		<b>149</b>	



## OUR VISION

Playford International College, previously Fremont-Elizabeth City High School (1995-2015) is committed to providing high quality learning and education where everyone shares responsibility to create a safe, caring and equitable environment. Playford International College promotes lifelong learning, builds resilience and optimism where all students are challenged to achieve personal excellence.

## 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. 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 celebration is the outcome achieved by all.

## GUIDING STATEMENT

Playford International College inspires every learner to lead a purposeful life through high quality learning and connection to the world.

## HIGH QUALITY LEARNING

High quality learning at Playford International College is personalised, transferable and positive.

## OUR VALUES

### RESPECT

Respect is a positive action that honors someone by showing care, concern, or consideration for their needs or feelings

### COLLABORATION

Collaboration is the process of working successfully together to achieve a goal.

### PERSISTENCE

Persistence is persisting to achieve our goals in spite of difficulties, obstacles, or discouragement.

### GROWTH

Growth is continuous assessment of our skills and qualities to set goals for ongoing learning and development.



Government of South Australia  
Department for Education



Version: 2018 02 01 1.02

## TRANSFORMATIONAL PLAN

### PRIORITIES 2015-ONGOING

#### 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.



## Section 2: Staff Information and Profile:

### Our Executive Team



#### **Mr Rob Knight**

Position: Principal

Appointed to the Position: Jan 2015

Years of School Service: 4

Years of Principal Experience: 19 years



#### **Mr Brian Jordan**

Position: Deputy Principal of School Operation & Strategic Improvement

Appointed to the Position: July 2015

Years of School Service: 6 years

Years of Leadership Experience: 37 years



#### **Mr Tim Kloeden**

Position: Assistant Principal of Senior School and SACE Improvement

Appointed to the Position: July 2015

Years of School Service: 9 years

Years of Leadership Experience: 8 years



#### **Mr Neville Hubbard**

Position: Assistant Principal of Student Pathways and VET Studies

Appointed to the Position: Jan 2013

Years of School Service: 6 years

Years of Leadership Experience: 22 years



#### **Mr Nick Birch**

Position: Assistant Principal SIMC

Appointed to the Position: July 2016

Years of School Service: 12 years

Years of Leadership Experience: 5 years



#### **Ms Leanne Polkinghorne**

Position: Assistant Principal of Senior School and SACE Improvement

Appointed to the Position: Aug 2018

Years of School Service: 10 years

Years of Leadership Experience: 9 years



## Our Executive Team:



### **Ms Karen Clark**

Position: Assistant Principal of Middle School

Appointed to the Position: Jan 2018

Years of School Service: 2 years

Years of Leadership Experience: 9 years



### **Mr Matt Krieg**

Position: Director of Curriculum, Teaching and Learning

Appointed to the Position: July 2015

Years of School Service: 13 years

Years of Leadership Experience: 12 years



### **Mr Nathan Cini**

Position: Director of Digital Learning and ICT Infrastructure

Appointed to the Position: Jan 2018

Years of School Service: 4 years

Years of Leadership Experience: 1 year



### **Ms Chevonne Craker**

Position: Director Strategic Priorities

Appointed to the Position: Jan 2018

Years of School Service: 4.5 years

Years of Leadership Experience: 1 year



### **Ms Minnie Bal**

Position: Director of Student Engagement & Wellbeing

Appointed to the Position: Jan 2018

Years of School Service: 7 years

Years of Leadership Experience: 3 years



### **Ms Susan Thomson**

Position: Director of Student Support and Intervention

Appointed to the Position: Aug 2015

Years of School Service: 11 years

Years of Leadership Experience: 10 years



**Mr Orio Denti**

Position: Director of Alternative Learning  
Appointed to the Position: Jan 2018  
Years of School Service: 1 year  
Years of Leadership Experience: 20 years



**Ms Julie Heddle**

Position: Business Manager  
Appointed to the Position: April 2015  
Years of School Service: 4 years  
Years of Leadership Experience: 9 years



**Ms Nicole Bayliss**

Position: Administration Manager / Principal PA  
Appointed to the Position: Jan 2017  
Years of School Service: 3 years  
Years of Leadership Experience: 2 years



**Ms Claire Solomon**

Position: School Resource Manager  
Appointed to the Position: Jan 2018  
Years of School Service: 2 years  
Years of Leadership Experience: 1 year



# Annual Report 2018

## Our Leadership Team:

**Ms Lauren DeBono**

Position: Student Counsellor

Appointed to the Position: Jan 2011

Years of School Service: 12.5 years

Years of Leadership Experience: 8 years

**Ms Kimberly Walker**

Position: Student Counsellor

Appointed to the Position: May 2016

Years of School Service: 7 years

Years of Leadership Experience: 4 years

**Ms Helen Venetsanos**

Position: NESB Counsellor

Appointed to the Position: Jan 2017

Years of School Service: 20 years

Years of Leadership Experience: 2 years

**Ms Nicole Adji**

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

Appointed to the Position: Jan 2016

Years of School Service: 15 years

Years of Leadership Experience: 3 Years

**Ms Jenna Miltenoff**

Position: Special Interest Music Co Ordinator

Appointed to the Position: May 2015

Years of School Service: 5 years

Years of Leadership Experience: 4 years

**Ms Carol Bowman**

Position: Head of Supported Learning

Appointed to the Position: Jan 2017

Years of School Service: 2 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: 8 years

Years of Leadership Experience: 4 years



**Ms Belinda McKay**

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

Appointed to the Position: 2016

Years of School Service: 4 years

Years of Leadership Experience: 3 years



**Mrs Sue Nowak**

Position: Head of Communications (English and Languages)

Appointed to the Position: 2004

Years of School Service: 20 years

Years of Leadership Experience: 15 years



**Ms Rose Forster**

Position: Head of Communications (English and Languages)

Appointed to the Position: 2018

Years of School Service: 3 years

Years of Leadership Experience: 1 year



**Ms Karenn Nelson**

Position: Head of Languages & International Education

Appointed to the Position: 2018

Years of School Service: 5 years

Years of Leadership Experience: 1 year



**Ms Louise Minnie**

Position: Head of Global Studies (Humanities)

Appointed to the Position: 2016

Years of School Service: 7 years

Years of Leadership Experience: 2 years



**Ms Sue Elderfield**

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

Appointed to the Position: Jan 2016

Years of School Service: 9 years

Years of Leadership Experience: 12 years



**Mr David Green**

Position: Head of Technology

Appointed to the Position: 2016

Years of School Service: 5 years

Years of Leadership Experience: 2.5 years

## Our Management Team:

Position	Staff Member	Years of PIC Service
Learning Hub Manager/Year 10 Manager	Camille Tsilibakis	10 years
Literacy Coach	Andrea Williams	20 years
Transition Manager	Dani Martin	7 years
Curriculum Coach	Barbara Buckland	2 years
Numeracy Coach	Rowena Rundle	15 years
School Sport Coordinator	Marni Nicholls	14 years
Sports academics coordinator	Jesse Rogerson	4 years
Timetabling assessment and reporting	Rowan Hearne	2 years
Digital Learning Coach	Guy Louanglath	3 years
Student pathways manager	Brett Crowhurst	8 years
Year 8 Manager	Rachel Seager	4 years
Year 9 Manager	Adam Gribble	4 years
Year 11 Manager	Shannon Dissinger	3 years
Year 12 Manager	Daniela Russo	4 years
House Leader - Barnes	Josh Young	4 years
House Leader - Freeman	David Monaghan	3 years
House Leader - Gillespie	Rachel Gregor	2 years
House Leader - Gillespie	Sam Milne	1 year
House Leader - Gillard	Jarrod Copeland	2 years
House Leader - Jackson	Lachlan Wildy	2 years
House Leader - Mitchell	Mitch Asser	2 years
House Leader - Tao	Kirsty Faulkner	3 years
House Leader - Thomas	Lisa Train	3 years

## Our Teaching Team:

Teacher	Curriculum Areas	Years of PIC Service
Monica Baldock	English	2 years
Jenna Barrett	English & Global Studies	2 years
Kate Bayly	Design & Technology	1 year
Shari Bray	FLO and ALP	1 year
Lucy Burg	HPE	1 year
Kaajal Chand	Science & Supported Learning	3 years
Brittney Connaughton	Science	1 year
Cristina Corpuz	English, Global Studies	15 years
Mark Davidson	FLO & ALP	1 year
Simon Deguet	Home Economics, Food & Hospitality	9 years
Tamika Green	Home Economics, Food & Hospitality	8 years
Rose Hampel	English	1 year
Alexander Harrison	English	1 year
Aiden Hinsley	HPE & English	1 year
Shane Hodgson	Science & Maths	2 years
Angela Ioannou	Special Education	13 years
Natalie Jennings	English, Global studies	1 year
Mark King	Mathematics	7 years
Harrison Lambert	Music	1 year
Tyler Lee	HPE	1 year
Juan Li	Chinese	15 years
Karen McBride	Mathematics	16 years
Kristen Menadue	Science & Maths	2 years

# Annual Report 2018

## Our Teaching Team:

Position	Staff Member	Years of PIC Service
Sam Milne	HPE	1 year
Brendon Parker	Design & Technology	3 years
Mahendra Prasad	Science, Mathematics	16 years
Allira Quinton	English, Global Studies	10 years
Anand Rajandren	ESL, Mathematics	9 years
Saru Rana	Art	7 years
Elisa Resce	Humanities	2 years
Amelia Rofe	Art, Photography	6 years
Sam Ruysen	English	1 year
Olivia Smith	Dance, Science	17 years
Tan Sood	Chemistry, Science, Mathematics	16 years
Ashley Sykes	Science & Maths	2 years
Jeshurun Tan	Science, Mathematics	1 year
Ken Thompson	Global Studies	25 years
Nicole Trenbirth	Music	14 years
Leah Van Zyl	Home Economics, Food & Hospitality	6 years
Louis Wong	Mathematics	20 years
Katie Woodrow	Science, HPE	3 years

## Our Ancillary Team:

Ancillary Member	Responsibilities	Years of PIC Service
Jessica Akkari	Learning Hub Tutor	Less than 1 year
Matthew Baker	Curriculum Support	Less than 1 year
Susan Berbek	Learning Hub	Less than 1 year
Jessica Bezzina	FLO Case Manager	3 years
Schot Bray	Grounds & Facilities Maintenance	Less than 1 year
Nicholas Brodley	Curriculum Support	Less than 1 year
Lea Burchard	Student Services Clerical Officer	2 years
Andrew Crouch	IT Technician	2 years
Terrianne Dearden	Intrception	1 year
Nicola Dimasi	Learning Hub Tutor	2 years
Emma Dudley	Reception	1 year
Jamie Duncis	FLO	1 year
Alysha Emmerson	Curriculum Support	1 year
Marion Furber	Finance Officer	18 years
Nick Gillard	ATSI Tutor	2 years
Leanne Glenister	Senior School Admin Officer	6 years
Jenny Grieg	Curriculum Support	12 years
Lachlan Haynes	Curriculum Support	1 year
Shaun Hinsley	FLO	Less than 1 year
Renee Hughes	Curriculum Support	1 year
Thomas Hopgood	Curriculum Support	2 years

## Our Ancillary Team:

Ancillary Member	Responsibilities	Years of PIC Servic
Kylie Juggins	FLO	1 year
Kiralee Jury	FLO Admin Officer	2 years
Daniel Keenan	IT Technician	2 years
Sarah Kirk	Reception	2 years
Naa Koshie Kidega	Curriculum Support	1 year
Mary Kontos	Student Services Clerical Officer	9 years
Niki MacKinlay	Curriculum Support	2 years
Ana Marques Britto	Labratory Technician & WHS Officer	4 years
Jolene Miller	ASETO	1 year
Kim Muller	FLO	1 year
James O'Keefe	Curriculum Support	2 years
Graham Pullen	IT Technician	2 years
Rebecca Read	Curriculum Support	2 years
Chelsea Roberts	Curriculum Support	2 years
Emma Rogers	FLO Case Manager	1 year
Bek Sellars	Pastoral Support Worker	2 years
Dan Shaw	ASETO	2 years
Mark Skelland	Grounds & Facilities Maintenance	19 years
Jade Smith	SIMC and Art support officer	3 years
Trecia Smith	FLO Student & Program Support Officer	2 years
Dianne Spice	Learning Hub Clerical Officer	13 years
Mel Staruchowicz	FLO Case Manager	2 years
Dan Stevens	FLO Case Manager	2 years



## Our Ancillary Team:

Ancillary Member	Responsibilities	Years of PIC Service
Luke Stewart	Curriculum Support	1 year
Aimie Strawbridge	Curriculum Support	1 year
James Thelwell	FLO Case Manager	Less than 1 year
John Venetsanos	Grounds & Facilities Maintenance	13 years
Shaun Wallace	Curriculum Support	2 years
Lauren Westgarth	Daily Organisation Officer	Less than 1 year
Robbie Young	ASETO	2 Years

## Our Governance

### Playford International College 2018 School Board



Position	Person	Term of Office
Principal	Rob Knight	Ongoing
Deputy Principal/Co-Chair	Brian Jordan	Ongoing
Business Manager	Julie Heddle	Ongoing
Staff Representatives	David Green	2018
	Minnie Bal	2018
Student Representatives	Grace Taylor-Richards	2018
	David Deex	2018
Parent Representatives	Margaret Evans	2018- 2019
	Rebecca Baker	2018-2019
	Vacant	
	Vacant	
Community Representatives	Professor Gordon Howarth	2018
	Lee Odenwalder (MP)	TBC
	Glenn Docherty (Playford City Mayor)	TBC
14 members		

## Chair's Report

2018 was another very busy and productive year at Playford International College.

One of the most obvious signs was the progress toward full completion of the extensive building and refurbishing works providing the school with greatly enhanced and purpose-built facilities. Students and staff have provided the School Board with extremely positive feedback on these developments. Further building projects and security measures will continue into 2019.

# Annual Report 2018

Compass was introduced as the school's new Learner Management System providing many features to improve learning and communications. It has been very well received by parents.

The school has negotiated the provision of expanded student wellbeing services to be delivered onsite.

A delegation visited China and Singapore to forge and consolidate strong partnerships with international schools.

A small group of student and staff visited Cambodia where they undertook volunteer work in a number of communities.

Steady progress has been made toward successful CIS accreditation with the Board being extensively involved in the process.

The Deputy Principal role now includes a strong focus on liaison with the parent community and the continued provision of training opportunities to build Board capability and capacity.

Members of the Board have attended a wide range of school activities and events. These include:

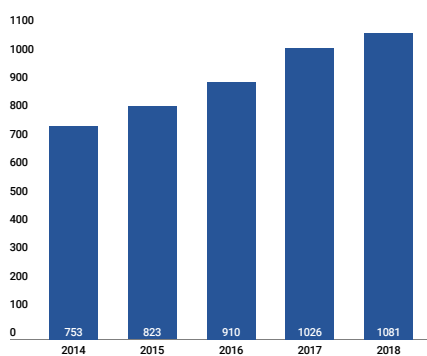
- Welcome meeting and barbecue
- Music Performances
- Dance Moderation
- Presentations of Learning
- Sports Day
- Remembrance Day Assembly
- Careers night
- Exhibitions of Learning
- Dinner Theatre
- Arts Showcase
- School Course Counselling
- Awards night

As School Board Chairperson, I would like to thank Mr Knight, the school staff and school board members for their consistent efforts in 2018. I particularly acknowledge the student representatives for the quality of their input representing the student body. Progress toward full achievement of the school's Transformational Plan continues at an amazing rate to the great benefit of students and the school community.

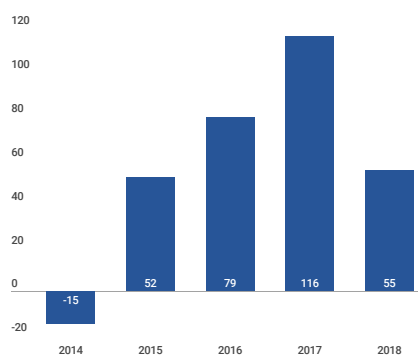
21

## Section 3: Student Information and Profile

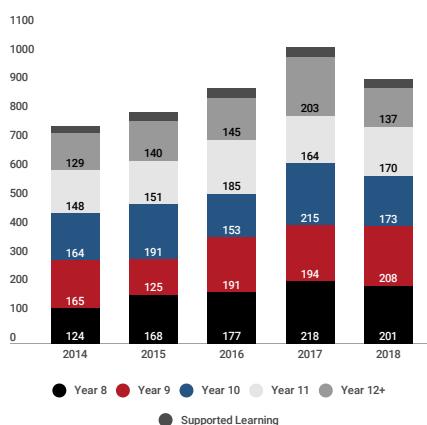
Overall Enrolments



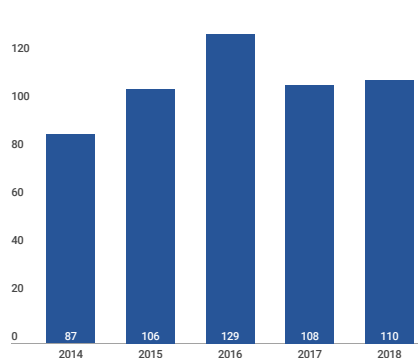
Annual Enrolment Change



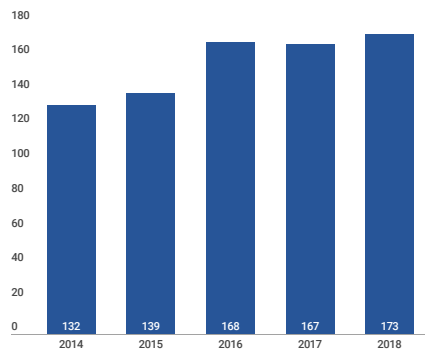
Enrolment by Year Level



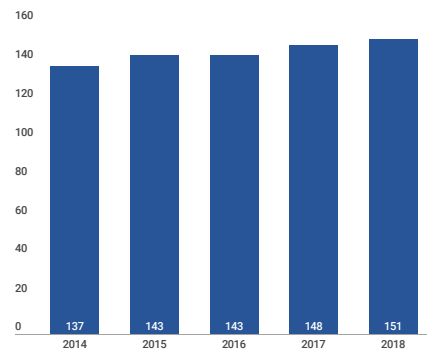
ATSI Enrolment



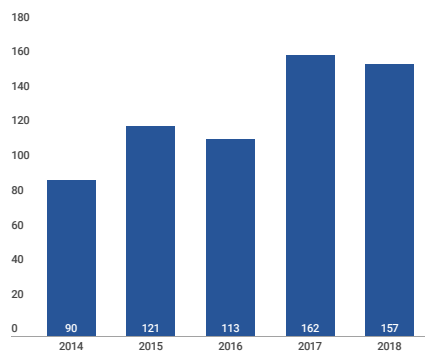
## Disability Enrolment



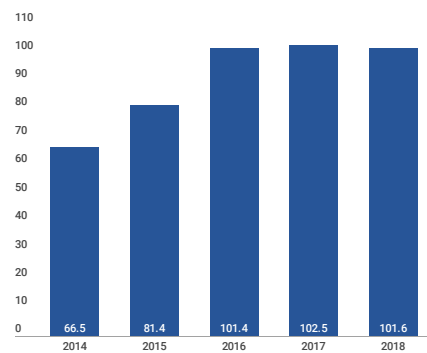
## FLO Enrolment



## NESB Enrolments

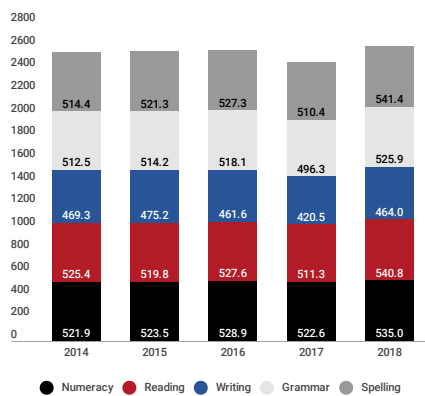


## Retention Rates

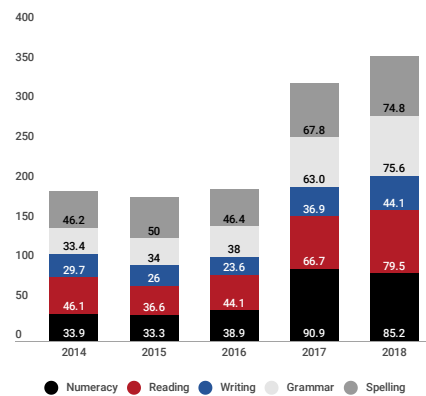


## Student Diagnostic Reports

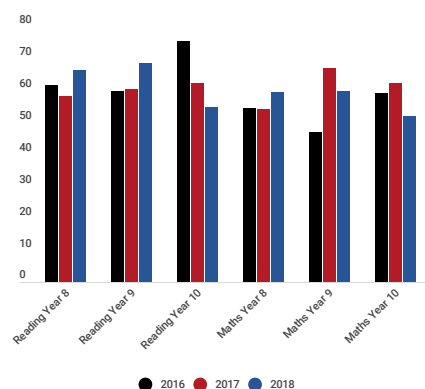
### NAPLAN Mean Scores Data



### NAPLAN Minimum Standards



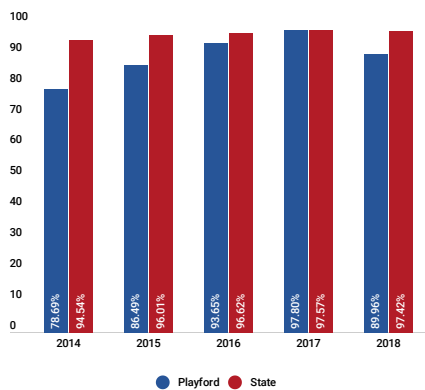
## PAT Data



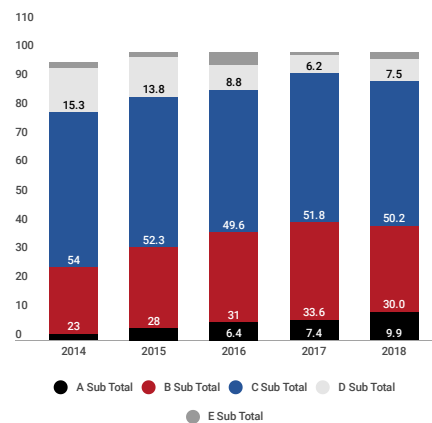
## Section 4: Transformational Plan Performance Reports

### Improvement Priority Direction 1: Academic Excellence

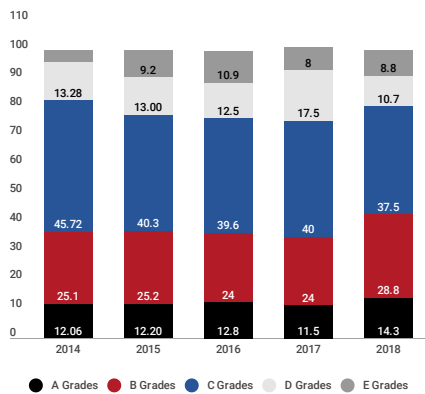
SACE Completion Rates



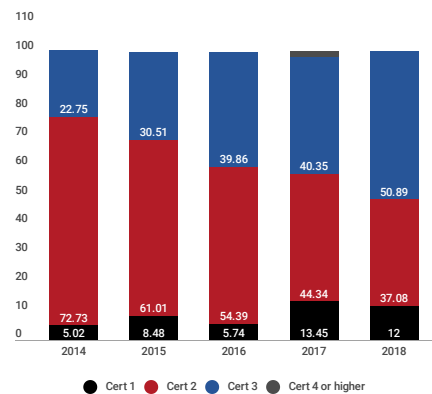
SACE Stage 2 Grade Distribution %



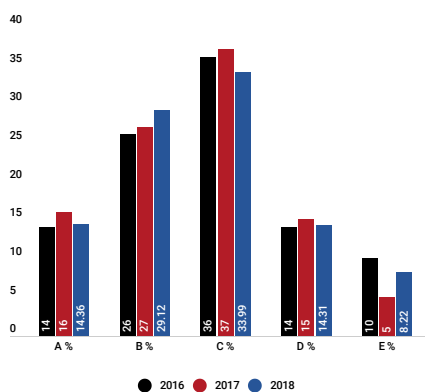
SACE Stage 1 Grade Distribution %



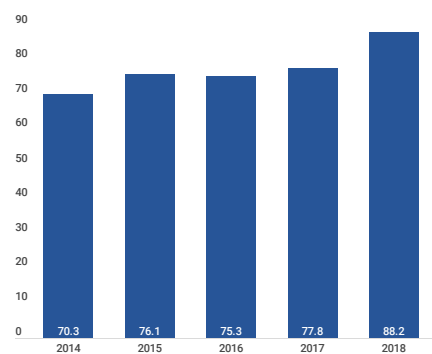
VET, Certificate Study Type %



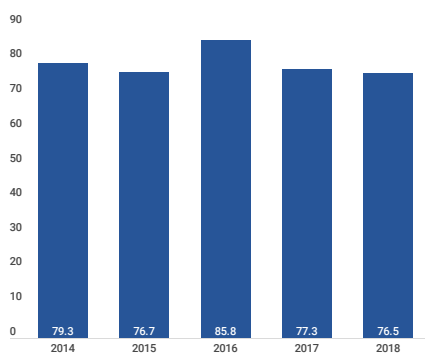
Year 8-11 Grade Distribution



SACE Stage 1 Literacy %



SACE Stage 1 Numeracy %



## Priority 1: Academic Excellence Progress Report

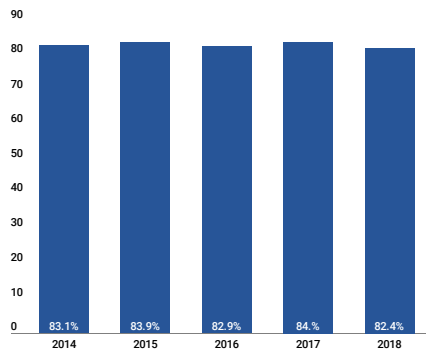
2018 Academic Targets	Achievements/Trends	Recommendations
Increase SACE completion rates to 95%+ annually	<ul style="list-style-type: none"> <li>Improving: 2018 SACE Completion rate was 96.74%. The number of potential February completers also rose to 48%.</li> </ul>	<ul style="list-style-type: none"> <li>Continue the focus on improving middle secondary academic growth and results.</li> <li>Continue to increase the number of potential February completers.</li> </ul>
Increase SACE A grades to 10%+	<ul style="list-style-type: none"> <li>Improving: 2018 Stage 'A' grades were 7.4% compared in 6.4% in 2017</li> </ul>	<ul style="list-style-type: none"> <li>Steady improvement is occurring. Continue to build momentum.</li> </ul>
Increase ATAR mean scores to 60+	<ul style="list-style-type: none"> <li>Improving: 2018 ATAR was 57.24. This was 10 points higher than 2017</li> </ul>	<ul style="list-style-type: none"> <li>Steady improvement is occurring. Continue to build momentum.</li> </ul>
Increase the % of Year 8-11 students achieving A grades to 20%+	<ul style="list-style-type: none"> <li>Improving: 2018 'A' grades were 16% compared to 14% in 2017.</li> </ul>	<ul style="list-style-type: none"> <li>Greater emphasis on Assessment task design and teacher assessment and reporting processes.</li> </ul>
Increase Year 8-12 GPA mean scores to 10.5/15 (B- Grade)	<ul style="list-style-type: none"> <li>GPA out of 15 collated for the first time in 2018. 8.62/15 was the mean GPA Score (C Grade Band)</li> </ul>	<ul style="list-style-type: none"> <li>Further analysis, tracking and monitoring of future GPA is required.</li> </ul>

2018 New/Emerging Priorities:	Achievements/Trends	Recommendations
<ul style="list-style-type: none"> <li>Implementation of new Personalised Learning, Curriculum Version 3.3 and the successful establishment of Masterclasses</li> </ul>	<ul style="list-style-type: none"> <li>Version 4.0 of our personalised curriculum developed. Reference to Year Levels to be replaced by Subschoools from 2019</li> </ul>	<ul style="list-style-type: none"> <li>Strengthening of a learning progression education model to be implemented as opposed to the traditional age progression model.</li> </ul>
<ul style="list-style-type: none"> <li>Review and improved implementation of the school's Literacy Improvement Strategy: Our highest learning priority for 2018. Whole school emphasis required</li> </ul>	<ul style="list-style-type: none"> <li>New draft Literacy Improvement Strategy was developed in 2018. This strategy has been aligned to the new DfE 3 year Improvement Planning and Reporting Cycle</li> </ul>	<ul style="list-style-type: none"> <li>New Literacy Improvement Strategy to be implemented in 2019. This is target driven against each student.</li> </ul>
<ul style="list-style-type: none"> <li>Numeracy Improvement: Tracking well, continual focus on Year 9 AC standards as a minimum benchmark</li> </ul>	<ul style="list-style-type: none"> <li>New draft Numeracy Improvement Strategy was developed in 2018. This strategy has been aligned to the new DfE 3 year Improvement Planning and Reporting Cycle</li> </ul>	<ul style="list-style-type: none"> <li>New Numeracy Improvement Strategy to be implemented in 2019. This is target driven against each student.</li> </ul>
<ul style="list-style-type: none"> <li>Improved student Assessment and Reporting standards including task design, continuous online feedback and reporting and student data analysis</li> </ul>	<ul style="list-style-type: none"> <li>Standardised Assessment Task was introduced in Term 1.</li> <li>B3 Assessment and Reporting Leader appointed</li> </ul>	<ul style="list-style-type: none"> <li>Assessment and Reporting to be a priority focus in 2019.</li> <li>A new curriculum Executive to oversee this work.</li> </ul>
<ul style="list-style-type: none"> <li>Track and monitor assessment task completion data for students/ subjects/year levels</li> </ul>	<ul style="list-style-type: none"> <li>Compass continuous assessment and reporting process introduced using Compass LMS</li> <li>B3 Data Management Leader appointed</li> </ul>	<ul style="list-style-type: none"> <li>Canvas Learner Management System to be fully implemented by semester 2.</li> <li>Strengthening of learning data access and use by all teachers and leaders.</li> </ul>
<ul style="list-style-type: none"> <li>Full implementation of google classrooms and laptops for learning program (Chromebooks)</li> </ul>	<ul style="list-style-type: none"> <li>Highly successful implementation of Google Laptops for Learning Program.</li> <li>Google Classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Continued effort to get every student using a personal learning device.</li> <li>Canvas LMS to enhance online learning environment.</li> </ul>

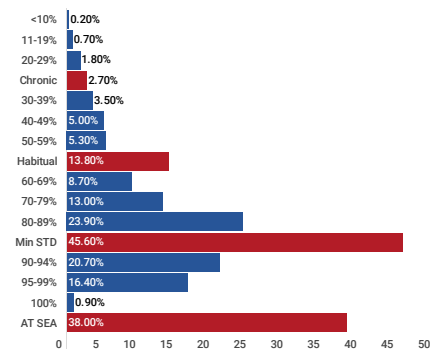
# Annual Report 2018

## Improvement Priority Direction 2: Engagement and Wellbeing

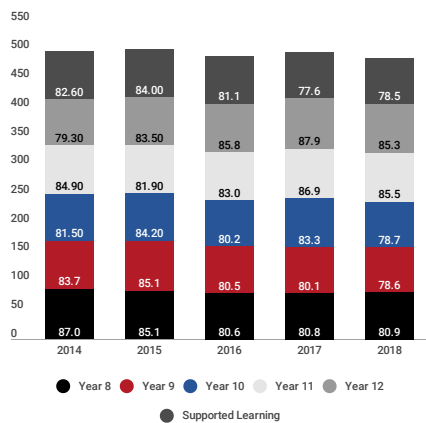
Overall Attendance



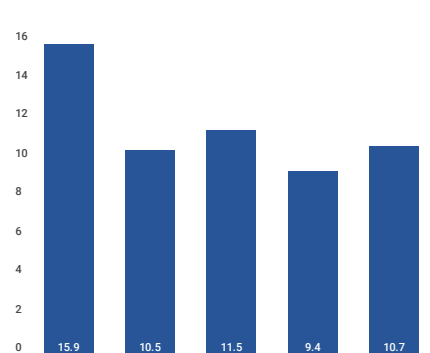
Attendance Ratios



Student Attendance Year Level



Overall Unapproved Absences

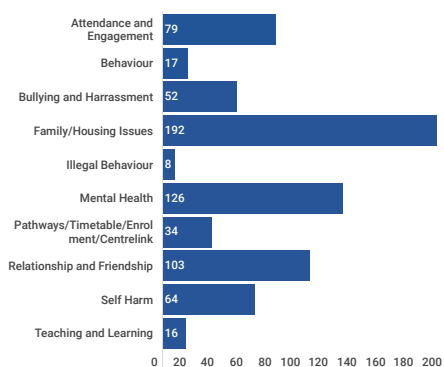


## Student Wellbeing Data – MDI Survey Results

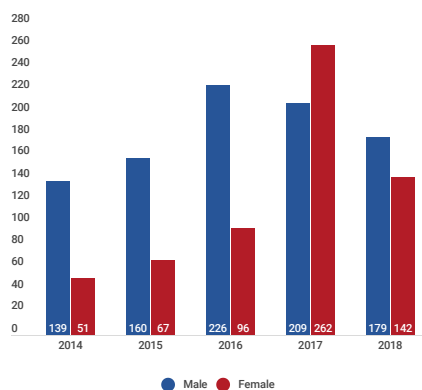
High Response	2016	2017	2018
<b>Emotional Wellbeing</b>			
Happiness (Positive Emotions - P)	33%	28%	36%
Optimism (Meaning - M)	21%	34%	32%
Satisfaction with Life	30%	38%	27%
Emotion Regulation	24%	23%	29%
Sadness	43%	26%	42%
Worries	29%	30%	29%
<b>AVERAGE</b>	<b>30%</b>	<b>30%</b>	<b>33%</b>
<b>Engagement With School</b>			
Important Adults - School	35%	32%	54%
Connected Adults - School (R)	43%	39%	47%
Emotional Engagement - Teachers	53%	45%	59%
School Climate	14%	8%	14%
School Belonging	18%	17%	23%
Peer Belonging	47%	37%	39%
Friendship Intimacy	64%	61%	60%
Physical Bullying	8%	7%	59%

High Response	2016	2017	2018
Verbal Bullying	19%	22%	43%
Social Bullying	12%	14%	52%
Cyber Bullying	10%	8%	65%
<b>AVERAGE</b>	<b>29%</b>	<b>26%</b>	<b>47%</b>
<b>Learning Readiness</b>			
Perseverance (Accomplishment - A)	21%	18%	34%
Cognitive Engagement	24%	30%	30%
Academic Self Concept	42%	43%	48%
<b>AVERAGE</b>	<b>29%</b>	<b>30%</b>	<b>37%</b>
<b>Health and Wellbeing Out Of School</b>			
Overall Health	22%	20%	21%
Body Image	55%	61%	56%
Nutrition - Breakfast	49%	45%	46%
Sleep	51%	50%	47%
Music and Arts	46%	51%	42%
Sports	52%	43%	37%
Organised Activities	70%	71%	66%
<b>AVERAGE</b>	<b>49%</b>	<b>49%</b>	<b>45%</b>

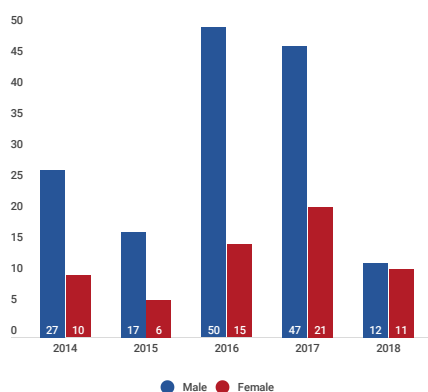
### Wellbeing Chronicle Entries



### Suspension Data by Gender



### Exclusion Data by Gender





## Priority 2: Student Engagement and Wellbeing Progress Report

2018 Academic Targets	Achievements/Trends	Recommendations
Improve student attendance across all year levels to 90%+	<ul style="list-style-type: none"> <li>An overall attendance rate of 82.5% was achieved in 2018. This was slightly lower than the previous year. Of particular note was an increase in ATSI attendance to 88.5%.</li> <li>The number of chronic non-attendance students fell to approximately 30 students.</li> </ul>	<ul style="list-style-type: none"> <li>A new School Administration System (Compass) was introduced in 2018. This program is continuing to be developed to improve attendance tracking of students. In 2019, the school will further develop its student mentor program and improve parent communication processes.</li> </ul>
Improve Student Behaviour: Reduction to less than 250 suspensions/exclusions	<ul style="list-style-type: none"> <li>A significant reduction in overall suspensions and exclusions (20%) was achieved in 2018.</li> <li>The reduction in female and Year 8 incidents was particularly noted.</li> <li>The introduction of a new Internal Suspension program late in 2017 has had a significant impact on improving student behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>In 2019, staff will introduce new intervention programs to support repeat or habitual offenders.</li> <li>A new House leaders model will replace traditional Year Level managers to further support students and staff.</li> <li>The number of students involved in the school's Alternative Learning Program will be increased from 40 to 90. These are some of the most at risk students in the school who require intensive one to one support.</li> </ul>



2018 Academic New/Emerging:	Achievements/Trends	Recommendations
Reduce the number of IRMS incidents to 200 or less per year	<ul style="list-style-type: none"> <li>The overall number of critical incidents at PIC declined in 2018 to 136. This reflects the safer and more highly managed and responsive learning environment that is developing at the school.</li> <li>Some 89 CCTV cameras were installed in the school in 2018. These have proved to be extremely effective in reducing inappropriate behaviour and critical incidents.</li> </ul>	<ul style="list-style-type: none"> <li>Continued focus on existing strategies should reduce critical incidents even further.</li> </ul>
Increase student engagement and SACE completion rates for ALP and FLO students	<ul style="list-style-type: none"> <li>This remains a work in progress with little to no change achieved as yet.</li> </ul>	<ul style="list-style-type: none"> <li>A revised Alternative Learning and FLO program will be introduced in 2019. This includes increased staffing and access to new facilities to support higher enrolments in the PAL Centre</li> </ul>
Increase SACE completion rates for ATSI students	<ul style="list-style-type: none"> <li>There were 5 ATSI students eligible to achieve their SACE in Oct and all five achieved their certificate.</li> <li>The number of SACE ATSI students varies each year.</li> <li>The ATSI department in the school continues to grow and a highly personalised and supportive learning environment is maintained for all students.</li> </ul>	<ul style="list-style-type: none"> <li>As general school enrolments increase, we expect the number of SACE ATSI students to rise over the next few years.</li> <li>As for mainstream students, the goal is to increase the number of February SACE ATSI enrolments who complete their SACE in November.</li> </ul>
Establishment of onsite/visiting GP program	<ul style="list-style-type: none"> <li>A new visiting psychologist program commenced in 2018 and preparations are in place for the start of the visiting GP program in 2019.</li> </ul>	<ul style="list-style-type: none"> <li>New consulting rooms will come online in 2019 including a new student services and wellbeing centre. These physical changes will provide the necessary space for the new GP service to commence.</li> </ul>

# Annual Report 2018

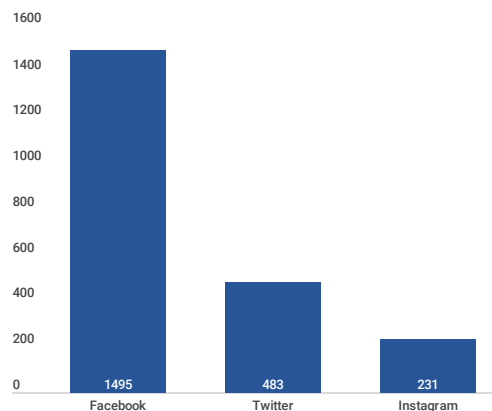
## Improvement Priority Direction 3: School Profile and Partnerships

### Partnership Details



## Social Media

### Social Media Followers



## 2018 School and Community Events:

Swimming Carnival 13/2
Parent Community BBQ 21/2
School Sports Day 8/3
Sorry Day 25/5
Aboriginal Power Cup 6-8/6
Peter Pan Dinner Theatre 19/6
Biggest Morning Tea 27/6
Exhibition of Learning 4/7 & 11/12
Presentation of Learning 5/7 & 12/12
Careers Night 8/8
Educators Open Day 13/8
Arts Showcase 29/8
Course Counselling 5/9
Beacon Business Breakfast 12/9
Glossop High School Visit 18/9
Playford United International Soccer Tournament 21/9
Remembrance Day Ceremony 9/11
SAASTA Shield 22-23/11
SAASTA Awards 23/11
Awards Night 27/11
Year 12 Assembly and Breakfast 29/11
Year 12 Formal 6/12

## Client Opinion Survey Summary Table:

Student Results /5	2016	2017	2018
<b>Number of Responses:</b>	<b>63</b>	<b>101</b>	<b>276</b>
My teachers expect me to do my best.	3.8	4.2	4.1
My teachers provide me with useful feedback about my school work.	3.4	3.8	3.7
Teachers at my school treat students fairly.	3.1	3.4	3.4
My school is well maintained.	2.8	3.1	3.1
I feel safe at my school.	3	3.3	3.4
I can talk to my teachers about my concerns.	2.9	3.2	3.3
Student behaviour is well managed at my school.	2.5	2.7	2.7
I like being at my school.	2.9	3.3	3.2
My school looks for ways to improve.	3.4	4	3.6
My school takes students' opinions seriously.	2.7	3.2	3.2
My teachers motivate me to learn.	3.1	3.5	3.5
My school gives me opportunities to do interesting things.	3.3	3.7	3.6
Parent Results /5	2016	2017	2018
<b>Number of Responses:</b>	<b>66</b>	<b>75</b>	<b>80</b>
Teachers at this school expect my child to do his or her best.	3.7	3.7	3.8
Teachers at this school provide my child with useful feedback about his or her school work.	3.4	3.3	3.3
Teachers at this school treat students fairly.	3.1	3.2	3.3
This school is well maintained.	3.5	3.4	3.5
My child feels safe at this school.	3	3.2	3.2
I can talk to my child's teachers about my concerns.	3.3	3.2	3.4
Student behaviour is well managed at this school.	2.8	2.9	3
My child likes being at this school.	3.1	3.3	3.2
This school looks for ways to improve.	3.4	3.4	3.4
This school takes parents' opinions seriously.	2.9	2.9	3.1
Teachers at this school motivate my child to learn.	3.2	3.2	3.3
My child is making good progress at this school.	3.2	3.3	3.3
My child's learning needs are being met at this school.	3	3	3.2
This school works with me to support my child's learning.	3.2	2.9	3.2
Staff Results /5	2016	2017	2018
<b>Number of Responses:</b>	<b>65</b>	<b>37</b>	<b>46</b>
Teachers at this school expect students to do their best.	4.1	4.2	3.9
Teachers at this school provide students with useful feedback about their school work.	4.1	4	3.8
Teachers at this school treat students fairly.	3.4	4.3	4.1
This school is well maintained.	3.4	3.4	3.8
Students feel safe at this school.	3.7	3.7	3.5
Students at this school can talk to their teachers about their concerns.	4.1	4.1	3.9
Parents at this school can talk to teachers about their concerns.	4.1	4	4
Student behaviour is well managed at this school.	3.2	2.8	3.3
Students like being at this school.	3.7	3.4	3.6
This school looks for ways to improve.	4.3	4.5	4.4
This school takes staff opinions seriously.	3.6	3.5	3.8
Teachers at this school motivate students to learn.	4.1	4	4
Students' learning needs are being met at this school.	3.8	3.4	3.5
This school works with parents to support students' learning.	3.7	3.8	3.6
I receive useful feedback about my work at this school.	3.5	3.5	3.6
Staff are well supported at this school.	3.6	3.6	3.5

## Priority 3: School Profile and Partnerships Progress Report

2018 Academic Targets	Achievements/Trends	Recommendations
Continued preparation for CIS Accreditation due in March 2019 (all staff to be involved and prepared)	<ul style="list-style-type: none"> <li>During 2018, the school underwent a successful external review by an independent Department Review Panel. The review provided the school with an opportunity to further prepare for its CIS Accreditation visit in March 2019.</li> <li>During 2018, all staff, students and the community were involved in addressing feedback from the school's stage 2 Preparatory CIS evaluation that occurred in 2017.</li> <li>Of particular note, the school reviewed its purpose and directions along with the existing school values.</li> <li>In late 2018, a 900 plus page final CIS Accreditation report was submitted by the school.</li> </ul>	<ul style="list-style-type: none"> <li>In March 2019, the school will undergo its final CIS Accreditation assessment. An international panel of 8 assessors will spend a week assessing the school against approximately 100 criteria for Accreditation</li> </ul>

2018 Academic New/Emerging:	Achievements/Trends	Recommendations
Implementation of a new paid Employability Skills Program for students and the creation of 50+ employment/traineeship opportunities for students per year	<ul style="list-style-type: none"> <li>The school formally launched its Employability Skills Program (ESP) in August 2018. To date, approximately 30 students have been involved in the program and received remuneration for their contribution to the school.</li> </ul>	<ul style="list-style-type: none"> <li>A new Employabilities Skill Program leader as been appointed to lead this program in 2019.</li> <li>The ESP will be further expanded in 2019 as momentum builds.</li> </ul>
Completion of joint study tour with Zibo (China) and the formal establishment of a school partnership MOA	<ul style="list-style-type: none"> <li>In 2018, a delegation of 8 staff visited St Joseph's International Middle School in Singapore and Liuquan Middle School in Zibo, China.</li> <li>Both these visits centred on developing formal partnerships with like minded international schools.</li> </ul>	<ul style="list-style-type: none"> <li>In 2019, PIC special interest music students will travel to China for the International Tuti Music Festival. These students will also visit Liuquan Middle School and spend time learning with their students.</li> <li>In August 2019, a group of 20 students from Zibo will visit PIC for a two week intensive language and cultural development study tour. This study tour is being supported by the Playford City Council and is the first time the school has undertaken a home stay program.</li> </ul>



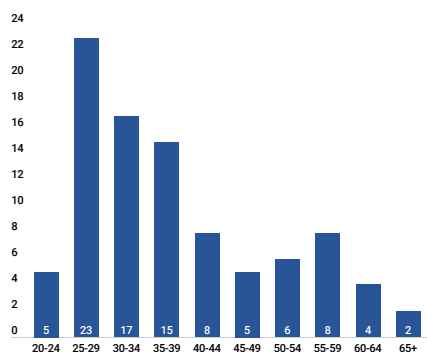
2018 Academic New/Emerging:	Achievements/Trends	Recommendations
Cambodia Sunrise	<ul style="list-style-type: none"> <li>• In December, 2018 a group of 5 students and their teacher, Ms Katie Woodrow visited Cambodia in conjunction with students from Craigmores High School. These students participated in the Sunrise Cambodia Program. Sunrise Cambodia is a charity that was originally established as an orphanage in the province of Kandal, in Cambodia and now extends its services to sustainable development and family support in several provinces of the country.</li> <li>• These students and their teacher spent two years fundraising to support their involvement in the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Based upon the success on the 2018 community service Cambodia program, planning is already underway to repeat this trip again in 2020. The school hopes to make this a bi-annual event.</li> </ul>
New Partnerships	<ul style="list-style-type: none"> <li>• In 2018, Playford International College developed new partnerships with:               <ul style="list-style-type: none"> <li>- St Joseph's International School</li> <li>- Sunrise Cambodia</li> <li>- Craigmores High School</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop formal partnerships where the opportunity exists for mutual benefit between Playford International College and its partnership organisations.</li> </ul>



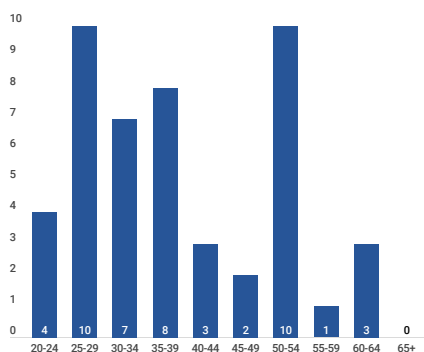
# Annual Report 2018

## Improvement Priority Direction 4: Building Capacity and Capability

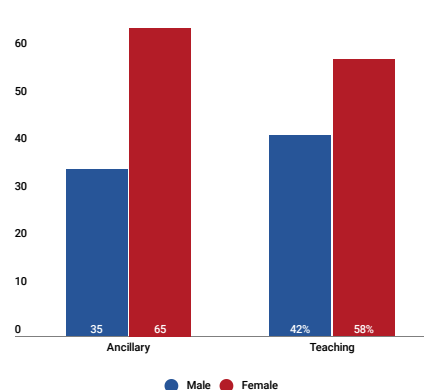
Teacher Age Profile



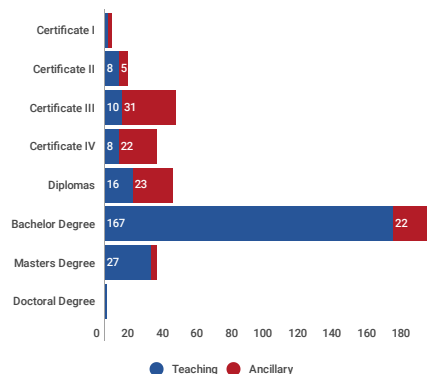
Ancillary Age Profile



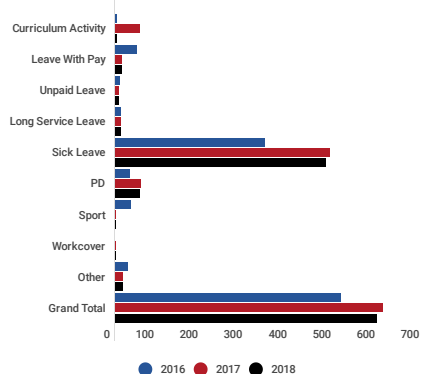
Staff Gender Profile



Staff Qualifications



Temporary Relief Teacher Usage



## Priority 4: Building Capacity and Capability Progress Report

2018 Academic Targets	Achievements/Trends	Recommendations
Continued professional development using Action Research: All staff are required to improve pedagogy	<ul style="list-style-type: none"> <li>For the first time, 100% of all teaching and ancillary staff completed their performance management and professional development requirements using the school's Cognology online program.</li> <li>All staff identified an Action Research study focus and all line managers provide mid year and end of year written feedback to their staff.</li> <li>A new Professional Development Program was trialled in term 4, 2018 with the aim of providing staff with greater autonomy and flexibility of their professional development.</li> </ul>	<ul style="list-style-type: none"> <li>The priority use of Cognology will continue in 2019 and Action Research will continue as the foundational platform of all staff PD.</li> <li>The need to reduce inschool PD time for staff be 30% has been identified. This will reduce disruption to student learning throughout the week.</li> <li>In 2019, the new Professional Development model will be implemented to increase staff autonomy and flexibility.</li> <li>All teaching staff will access increased NIT time to support professional, teaching and administrative responsibilities in 2019.</li> </ul>



2018 Academic Targets	Achievements/Trends	Recommendations
Continued support for teachers to undertake Master's program with UniSA	<ul style="list-style-type: none"> <li>In 2018, another five staff members commenced the Educational Masters program.</li> </ul>	<ul style="list-style-type: none"> <li>The high cost of the Masters means that this program offering will not continue in its present form after this year. Alternative options will be explored in 2019.</li> </ul>
Continued professional support for paraprofessional training for ancillary staff	<ul style="list-style-type: none"> <li>Ancillary staff have access to the same professional development resources, policies and resources as teaching staff. In 2018, ? undertook certificate training.</li> </ul>	<ul style="list-style-type: none"> <li>In 2019, PIC will continue to build the capability and capacity of its paraprofessional team. It is essential that ancillary staff in schools are provided with greater leadership responsibility in order to support the improvement and performance work of schools.</li> </ul>
Continued development of the school's Leadership Development Program	<ul style="list-style-type: none"> <li>The program did not occur in 2018 due to other competing professional development demands.</li> </ul>	<ul style="list-style-type: none"> <li>The school's leadership development program will be reintroduced in 2018 using a revised model of delivery.</li> </ul>
Further expansion of school leadership and management positions in identified priority or growth areas	<ul style="list-style-type: none"> <li>The school's leadership team was restructured in 2018. 38 leaders will guide the improvement and performance work of the school in 2019.</li> </ul>	<ul style="list-style-type: none"> <li>The leadership restructure for 2019 includes the establishment of four new Executive teams. These are Operations, Curriculum, Student Support and Subschools.</li> </ul>

2018 Academic New/Emerging:	Achievements/Trends	Recommendations
Improved functions and processes of school governance including training programs for parents/ community	<ul style="list-style-type: none"> <li>This remains a work in progress. Whilst some attempt was made to provide School Board members with access to online training programs, a lack of Board members resulted in minor outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>The growth of the School Board remains a priority. In 2019, the Deputy Principal will continue to coordinate the School Board as part of his responsibilities.</li> </ul>
Growth of Special Interest Music scholarship students to 50+	<ul style="list-style-type: none"> <li>The SIMC implemented the first full year of its improvement plan in 2018.</li> <li>Of most significance has been the development of the primary music program and the growth in scholarship numbers.</li> <li>An additional full time Music teacher was recruited in 2018.</li> </ul>	<ul style="list-style-type: none"> <li>Growth in SIMC enrolments remains a priority.</li> <li>The continued implementation of the SIMC improvement plan will continue to reap rewards in 2019.</li> </ul>
Enrolment growth - target of 1300 students by 2020	<ul style="list-style-type: none"> <li>Significant enrolment growth was again experienced in 2018.</li> <li>The growth in non-zoned enrolments has been significant and a waiting list for new Year 8 students was established this year due to capacity issues.</li> </ul>	<ul style="list-style-type: none"> <li>Enrolment predictions, provided by the Department, indicate enrolment growth beyond 2000 in the next 3-5 years. The school will need to work closely with the Department on both a facilities development master plan and operational plan to cope with this large influx of students.</li> </ul>

## Improvement Policy Direction 5: Renewal and Redevelopment

### Facilities and Resources Report

#### Achievements and Highlights:

2018 has been a very exciting year for Playford International College with the completion of major redevelopment works, and the new STEM building due for completion at the end of 2018. Feedback from students, the community and staff has been very positive, and students are enjoying lessons in the bright, airy, 21st century learning spaces.

- Reception and finance office service areas
- Corridor linking N and L wings with full length windows
- New staircase and Visual Arts learning spaces
- Hospitality Function Centre
- Creative Arts Centre
- Physical Performance Testing Centre
- Supported Learning Centre
- Student toilets, Staff toilets, Staff kitchen



2018 Priorities/Targets	Achievements/Trends
Renewal and Redevelopment - Security and Safety	<ul style="list-style-type: none"> <li>• Installation of CCTV system</li> <li>• Installation of security fencing</li> </ul>
Renewal and Redevelopment - Refurbishment	<ul style="list-style-type: none"> <li>• Painting of corridors in main building</li> <li>• Global Studies redevelopment</li> <li>• ICT Kiosk created</li> <li>• Air conditioning replacement</li> <li>• New classroom and office furniture</li> <li>• Installation of blinds</li> <li>• Solar panels</li> <li>• LED lighting</li> <li>• Database for replacement cycles developed</li> </ul>
Partnerships and Profile	<ul style="list-style-type: none"> <li>• New LED sign on Philip Highway</li> <li>• Re-purposing of of digital sign to Goodman Road</li> </ul>
Academic Excellence	<ul style="list-style-type: none"> <li>• Interactive digital screens in classrooms</li> <li>• Refurbishment design and technology classrooms</li> </ul>

#### 2019 Emerging Directions/Priorities:

**Renewal and Redevelopment** - continuation of minor refurbishments:

- Air conditioning, painting, carpet, classroom furniture
- Demolishing of Demax buildings
- Landscaping

- Relocation of Student Services, First Aid facilities and Wellbeing offices
- Canteen - tender and review menus
- CCTV extension



**Author and Role:** Julie Heddle, Business Manager

## Digital Learning and ICT

### Achievements and Highlights:

2018 was a rewarding year for ICT and Digital Learning at PIC as we rolled out several projects designed to improve our onsite infrastructure and make technology more accessible for teachers and students. Major projects included a new and improved WiFi network, the introduction of SMART Panels, and the new Laptops for Learning program, which saw which saw 926 devices leased or sold to students in 2018.

We also implemented Compass, a new School Information System (SIS) to record student information, teaching and learning assessment, positive recognition and student notes.

In 2018 Playford International College formed a strong partnership with SA Power Networks (SAPN) designed to break down barriers between industry and students. An interested group of Year 11 and 12 students opted to join the SAPN Program, and collaborated with industry experts to work on real briefs.

The partnership culminated with two students working for SA Power Networks in January 2019.



2018 Priorities/Targets	Achievements/Trends
Student Engagement and Wellbeing	<ul style="list-style-type: none"><li>• Introduction of the new Laptops for Learning program. 926 devices were leased or sold to students in 2018.</li></ul>
Profile and Partnerships	<ul style="list-style-type: none"><li>• Implementation of Compass Learning Management System. Over 800 guardians accessed the platform in the first year.</li></ul>

### 2019 Emerging Directions/Priorities:

#### Implement Canvas LMS.

Canvas is a powerful LMS application designed to enable and empower teachers to create meaningful and engaging digital learning platforms.

#### Laptops for Learning

This year we are hoping to again improve the number of students with laptops by 20%.

#### Community Engagement

We need to encourage more parents and guardians to login to Compass, to keep informed about their student's attendance and academic data.



# Annual Report 2018

## WHS / Policy and Procedures Report

### Achievements and Highlights:

During 2018 PIC leaders have been reviewing and updating policies and processes, which are then being coded and categorised to streamline efficient work practice throughout the school.

PIC have created and implemented a new staff directory for easy access to site documents, which are stored as live documents ensuring the latest version is viewed; the directory is posted on the PIC home page allowing access to all staff from any location.

### Some of the key procedures reviewed:

- Traumatic Incident Response Plan
- Additional Workload Averaging Agreement
- Student Behaviour Management Procedure

We have also licensed three help desks programs to assist staff with ICT, grounds & WHS issues or alerts throughout the site.



2018 Priorities/Targets	Achievements/Trends
Student Engagement and Wellbeing	<ul style="list-style-type: none"><li>• Updated processes relating to student wellbeing and engagement for consistency</li><li>• WHS help desk</li></ul>
Academic Excellence	<ul style="list-style-type: none"><li>• Staff working to update guidelines and processes resulting in a uniform approach to student academic expectations</li></ul>

### 2019 Emerging Directions/Priorities:

- Continuation of creating service efficiencies to streamline WHS reporting and actions
- Continuation of updating staff directory for staff assistance
- Continuation of updating and creating PIC processes in line with DECD and CIS expectations





## Section 5: Special Interest Reports

### External School Review Executive Summary:

**Review Conducted:** June 2018

**Review Outcome:** Passed

**Next Review Year:** 2022

#### Lines of inquiry:

In considering the data summary in the school performance overview (Appendix 2) and the principal's presentation, the review panel explored the following lines of inquiry to evaluate the school's effectiveness in raising student achievement and sustaining high performance.

During the external review process, the panel focused on 3 key areas from the External School Review framework:

1. Student Learning: To what extent are students engaged and intellectually challenged in learning, leading to growth for achievement?
2. Effective Teaching: How effectively are teachers using pedagogical frameworks to guide learning and teaching practice?
3. Effective Leadership: How well does leadership facilitate the development of coherent high-quality curriculum planning and effective teaching?

#### What is the school doing particularly well and why is this effective?

During the review process, the panel verified the following effective practice that is contributing significantly to school improvement at Playford International College.

Effective practice regarding a focused and positive approach to improvement and change was highly evident. The direction and potential of the school has been influenced by a strong, strategic and methodical, approach to change management. The development of leadership and teacher capacity built around strong relationships, trust and support for each other has led to a united staff willing to be innovative in striving for success.

The leader is to be commended for his strategic planning and coordination of processes in ensuring the school is heading in the agreed direction. The panel believes that the school is well on the way to achieving its intent. Evidence regarding this achievement was sourced through every aspect of the External School Review process.

#### Outcomes of the External School Review 2018:

At Playford International College a culture of continuous improvement is developing. The school is developing partnerships with parents and stakeholders to support student learning and pathways.

The principal will work with the education director to implement the following directions:

1. Review and develop common school learning agreements that articulate the learner characteristics that are to be developed, and guide the further development of engagement and intellectual challenge in learning.
2. Collaboratively develop agreements that guide effective and coherent pedagogical practices that support student agency in learning, learning growth and challenge.
3. Build staff and leaders' capacity and accountability to effectively use student learning data to inform improvements in practice and student achievement.

## Special Interest Music Centre Report

### Achievements and Highlights:

2018 has been a year of growth for our Special Interest Music Centre (SIMC). 121 students in five local feeder Primary Schools are now undergoing formal instrumental music training, compared to 11 in 2017. PIC Primary Music continues to be a hive of activity and students have enjoyed some fantastic experiences and master classes from music legends including Tommy Emmanuel and Aimee Dickson.

Our Secondary music students have had an incredibly busy schedule in 2018. Major performances have included the Generations In Jazz Competition in Mount Gambier (Vocal Ensemble), Big Band Blast Festival in Port Macquarie (Stage Band), and Victorian Schools Music Festival in Melbourne (Wind Ensemble) where we achieved a Silver Award.

Huge congratulations to our Jazz Combo who won their section and entire division in the Balaklava Eisteddfod.

Our SACE grades continue to improve, particularly in literacy-rich subjects, and we particularly congratulate Special Interest Music student Amber Rogers who successfully auditioned and was accepted into the Australian Institute of Music in 2019.



2018 Priorities/Targets	Achievements/Trends
Student Engagement and Wellbeing	Improve student enrolment in SIMC. Improve transition from Primary Program to SIMC. Establish clear pathways for SIMC/Contemporary students into Tertiary Studies or Industry employment.
Profile and Partnerships	Develop and foster partnerships with local organisations to develop industry pathways. Work closely with local Primary Schools to better accommodate their learning needs

### 2019 Emerging Directions/Priorities:

- Continue growth of SIMC Audition and acceptance numbers in Year 8
- Maintain instrumental music lesson enrolment in feeder Primary Schools Program and PIC Primary Music of 150+
- Maintain at least 20 Year 8 SIMC student enrolments for 2019-2021
- Maintain, build and improve collaboration with Playford Music Pathways
- Continue emerging relationships and opportunities with Carclew, Day Family Foundation, IM, Musica Viva and Zibo Liuquan Middle School
- Develop and improve relationships and shared learning opportunities with tertiary institutions, Northern Sound System (NSS), Adelaide Youth/Wind Orchestra (ADYO/ADWO)



**Author and Role:** Nick Birch, Assistant Principal/Head of Music

# International Education Report

## Achievements and Highlights:

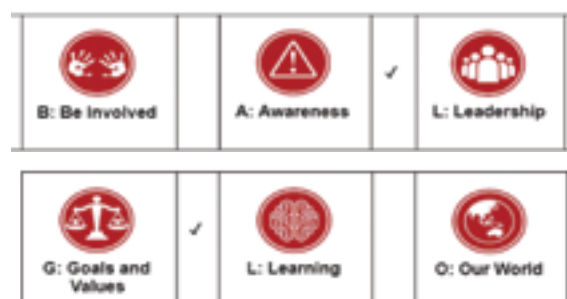
- Zibo Liuquan Middle School Partnership
- Staff delegation visit to China and Singapore
- Languages Program
- Think GLOBAL
- Cambodia Trip



2018 Priorities/Targets	Achievements/Trends
Zibo Liuquan Middle School Partnership St Joseph's Institution Partnership through CIS	<ul style="list-style-type: none"> <li>• Established successful delegation visit, resulting in two study tours occurring in 2019.</li> <li>• Delegation tour was successful. Looking at strengthening this partnership in 2019.</li> </ul>
Think GLOBAL/International Mindedness	<ul style="list-style-type: none"> <li>• Think GLOBAL definition was taught in Foundations and Developmental studies classes and will continue to be a priority in 2019 for students and staff in curriculum development.</li> </ul>
Expansion of Languages program	<ul style="list-style-type: none"> <li>• Languages have expanded. PIC now offers languages in not just Chinese and Nepali, but also Japanese, French, Korean and Learn a Language.</li> </ul>

## 2019 Emerging Directions/Priorities:

- Study tour to China in July 2019 (Music students to China)
- Hosting a 2 week study tour in August 2019 for 20 students and 3 staff
- Continue to develop International Mindedness
- SACE French class to be established for 2020
- Service learning



# Annual Report 2018

## ATSI Special Interest Report

### Achievements and Highlights:

Our Aboriginal students recorded their highest attendance rate to date at 88%.

Our team members collaborated with staff to add value to classroom activities which encompassed Aboriginal perspectives. One highlight was working with the EALD classes who enjoyed learning about Aboriginal culture immensely.

Three of our SAASTA students achieved their Certificate III in sport and recreation through Regency TAFE.

Joseph Egan, Year 11 SAASTA student, became our first student to successfully graduate from the AFL Aboriginal Academy, and our SAASTA Connect program grew in size, participating in the WillPower Cup which was held at Alberton Oval.

Bianca Hallam became our school's first successful Karnkanthi University of Adelaide Wirrtu Yarlur scholarship recipient.

Of the five Year 12 students, four received SACE, and one received an ATAR and went to University through an Aboriginal Pathways Program.



2018 Priorities/Targets	Achievements/Trends
Increased attendance and engagement of ATSI students	Increased attendance and academic achievement across all year levels
Increased SACE completion numbers for ATSI students	Increased percentage (all students) in students receiving their SACE or ATAR
To embed a cultural curriculum in the ATSI student cohort.	Students from all backgrounds were able to access Aboriginal cultural activities and access information about Aboriginal Culture from our Aboriginal Education team.
Increase in number of agencies connected to ATSI	Increase in student access to specialised services through department and school referrals. Metropolitan Youth Health Service have partnered with our site and are visiting regularly to provide access to services.

### 2019 Emerging Directions/Priorities:

- Develop Tantapinthi program for disengaged boys - liaise with ALP and FLO staff to achieve this
- Aboriginal Parent meetings to run throughout the year
- More structured Student Transition program from Primary Schools - make contact and establish thoroughly completed Oneplans
- Increase number of students with tertiary pathways and therefore ATAR scores
- Increase access to pathways programs including University pathways, apprenticeships and work

### OTHER:

SAASTA connect students highlighted the need for a refreshed design on the mural outside the N wing building and Aboriginal Artist Shane Cook was brought in to help update the design. Our students are extremely proud of the result.

Students participated in running the Young Aboriginal STEM Thinkers of South Australia congress. Our students, Tyson Walsh, Georgia Graham, and Mary Yates, presented two talks and workshops on the science behind sport in order to encourage our young Aboriginal students into areas of sport other than the sports person themselves.





## Supported Learning Report

### Achievements and Highlights:

- Community Partnership with Playford Council and Grenville Centre
- Parent Get Together each Term
- Senior Supported Learning (SL) students joining a mainstream Business & Enterprise (BT) class, achieving non-modified SACE success.
- SL students demonstrating school pride, initiating and completing the painting picnic tables in Quad area.



2018 Priorities/Targets	Achievements/Trends
<p>Where possible, SL students attend mainstream subjects of their interest.</p> <p>Throughout 2018, teaching staff offer subjects of interest in consultation with Supported Learning students.</p> <p>Delivery of programs and units of work that students are invested in and enable the learning of skills and knowledge that will support them in their lives beyond their formal school years.</p>	<ul style="list-style-type: none"> <li>• 3 Year 11 students joined mainstream B&amp;E class, achieving successful outcomes, with one student receiving a non-modified SACE A grade.</li> <li>• SHINE lessons were delivered at request of students and engagement in this learning was optimal.</li> <li>• Students eagerly participated in SL B&amp;E classes offered and their interest in finding out about available.</li> <li>• Regular access to new and existing school facilities.</li> </ul>
<p>Embed behaviour and emotional management strategies implemented at the beginning of 2017, such as the Incredible 5-Point Scale, AB choices and the Interception program, into all aspects of teaching, learning and social interactions during the school day.</p>	<ul style="list-style-type: none"> <li>• Improvement in attendance and behaviour.</li> </ul>
<p>Empower families and carers by way of knowledge and access, to work alongside school staff using consistent strategies to support SWD with attendance, behaviour and wellbeing. Enable families and carers to have a positive and effective voice in matters relating to the education of their child.</p>	<ul style="list-style-type: none"> <li>• Improvement in behaviour and attendance of SLC students. Development of positive relationships, sharing of information between families, increased social connections for students.</li> </ul>

### 2019 Emerging Directions/Priorities:

- Development of Work Place Practices Program for Senior SLC students.
- Increased participation in community and access to local services through Community Access program.
- Greater student voice in learning opportunities and programs of learning

## Student Pathways Report

### Achievements and Highlights:

- 100% Success Rate in the Certificate II Food Processing course.
- Establishment of a new RT0 to deliver Certificate III in Business. This course ran with higher numbers than we have ever had before and resulted in a 98% Success Rate.
- 89% Success Rate in the Certificate III in Game Development Foundations course.
- Establishment of the Employability Skills Program Template Package and initial trialing completed.
- Shared use of our facilities with Parafield Gardens High School to in the delivery of the NASSSA Certificate II in Engineering.
- Increased involvement in Work Experience Placement



2018 Priorities/Targets	Achievements/Trends
Development and Implementation of the Employability Skills Program for students	<ul style="list-style-type: none"> <li>• Created opportunities for students to be involved in the Employability skill's Program and trialed it on Open Day.</li> </ul>
Improve Engagement and Wellbeing by Providing student access to a range of Business and Community influences to stimulate and inspire their studies and their future pathways	<ul style="list-style-type: none"> <li>• Improved the access to VET courses</li> <li>• One additional Cert 1 Auto Class</li> <li>• Re-introduction of Kitchen Operations in 2018</li> <li>• Increased the amount of involvement in Work Experience \ Placement</li> <li>• Created a strong link with Higgins Coatings for Work Experience</li> </ul>
Increased Capacity and Capability by developing the depth and breadth of skills in the Student Pathways Staff.	<ul style="list-style-type: none"> <li>• TAE upgrades for staff and increased Industry and Educational Currency Training occurred.</li> <li>• Upskilled the main SSO in the area.</li> </ul>

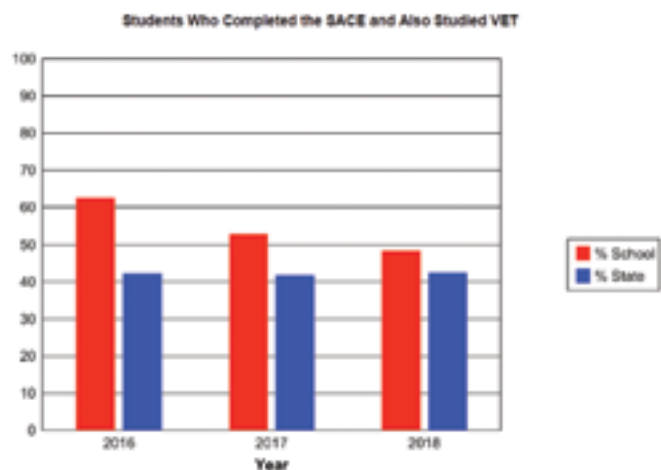
### 2019 Emerging Directions/Priorities:

#### 1. Improved systems and processes in:

Career counselling; work placement programs; employment services; and industry links, to increase growth in employment and training outcomes for students.

#### 2. Development of the partnership with the ADF.

#### 3. Increased activity in the newly developed Employability Skills Program for students.



# Business Management Report: Operations

## Achievements and Highlights:

During 2018 processes and systems have been reviewed to ensure service functions are delivered efficiently and effectively to increase customer satisfaction and the support provided to our staff, students, families and the wider community.

### Some of the initiatives delivered:

- Online platforms - QKR! payment system, School Card
- Streamlining of back to school and start of year service points
- Distributing service points more widely across the school - Senior School, Special Interest Music Centre, Student Services, Finance Office
- Increased options for time payment for families - Centrepay, BYOD, EFT and Layby
- ICT user improvements - standard Operating Environment package to assist with first time logins, password reset portal, development of partnership with DELL for better BYOD pricing



2018 Priorities/Targets	Achievements/Trends
Student Engagement and Wellbeing	<ul style="list-style-type: none"><li>• Range of regular visiting healthcare professionals - dentist, psychologist, occupational therapists,</li><li>• Breakfast Club</li></ul>
Partnerships and Profile	<ul style="list-style-type: none"><li>• PAL Centre - statewide basketball tournament for FLO students, caregiver BBQs and information sessions</li><li>• Aboriginal health care checks, home visits</li><li>• Pathways for students - Industry Breakfast, Beacon, work experience</li></ul>
Building Capacity and Capability	<ul style="list-style-type: none"><li>• Non-teaching staff training programs: records management, first aid, well being programs, legal services, challenging behaviours, customer feedback, SHINE, SMART, MAPA, Berry Street, mental health</li></ul>
Academic Excellence	<ul style="list-style-type: none"><li>• Implementation of Interoception class for supported learners</li><li>• In-house programs delivered by PIC case managers</li></ul>

## 2019 Emerging Directions/Priorities:

- Building Capacity and Capability - develop strategies for succession planning, distributed and devolved leadership.
- Profile and Partnerships - develop and build caregiver, student and community voice in governance, student pathways and local primary schools
- Continuation of creating service efficiencies through online platforms

The enthusiastic non-teaching team at Playford International College are dedicated and committed to improving learning outcomes and successful pathways for all of our students. A number of our classroom support staff are training to be teachers, and deliver quality in-class support for our students. Some administrative staff have undertaken formal qualifications to increase their skills in this area.



# Annual Report 2018

## Business Management Report: Finance

### Achievements and Highlights:

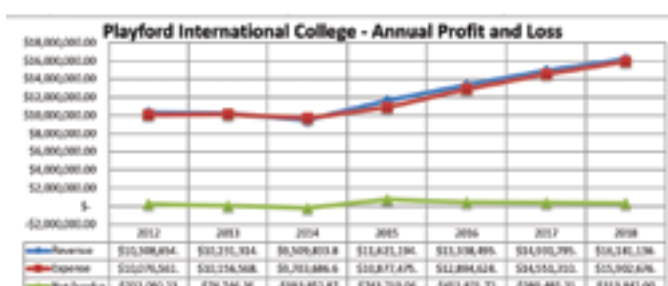
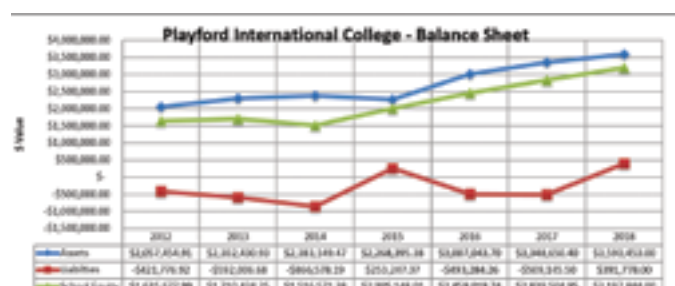
Some of the initiatives delivered during 2018 include:

- Laptops for Learning \$189,000
- Solar Panels \$121,474
- SASSTA and SASSTA connect
- SWD
- STEM
- Carpets
- School card - 700 approvals
- House leaders
- FLO and ALP
- Redevelopment
- Painting
- Furniture

2018 Priorities/Targets	Initiative	Investment
Curriculum	<ul style="list-style-type: none"> <li>• Ongoing FLOSupport, new Alternative Learning Centre</li> <li>• Support for students with disabilities and challenging behaviours</li> <li>• Equipment supplementary funding, music strategic funding</li> <li>• Masterclass and Employment Skills Program</li> </ul>	\$1 772 970.00 \$1 353 188.35 \$144 000.00 \$20 000.00
Technology	<ul style="list-style-type: none"> <li>• Laptops for Learning</li> <li>• Stage 1- staff laptop replacement program</li> <li>• Stage 2 - connectivity upgrades</li> </ul>	\$189 000.00 \$50 000.00 \$57 000.00
Facilities and Grounds	<ul style="list-style-type: none"> <li>• Global Studies, Student Services, Wellbeing redevelopment</li> <li>• Furniture and Equipment - redevelopment and STEM</li> <li>• Stage 3 - Air conditioning</li> <li>• Security fencing and gates</li> <li>• LED signage</li> </ul>	\$200 000.00 \$275 000.00 \$41 000.00 \$109 000.00 \$85 000.00
Administration	<ul style="list-style-type: none"> <li>• Staff professional development, Masters program</li> <li>• Early career teacher development</li> <li>• Study Tour program</li> </ul>	\$135 000.00 \$15 000.00 \$20 000.00

### 2019 Emerging Directions/Priorities:

- Building Capacity and Capability - develop strategies for succession planning, distributed and devolved leadership.
- Profile and Partnerships - develop and build caregiver, student and community voice in governance, student pathways and local primary schools
- Continuation of creating service efficiencies through online platforms





## 2018 Graduating Students

Total Year 12 Completers	61
Total Year 13 Completers	3
Total Year SC12 Completers	6
Total FLO Completers	0
Total SACE Completers	70
Total SACE Completers with VET	29

**Note:** ONLY 4 student are leaving without a VET or SACE certificate (Excluding FLO) Results are subject to SACE moderation

ALEGARBES, MICHAEL  
 APLIN, MIA  
 BALNEAVES, JACOB  
 BISWA, BEDA MAYA  
 BISWA, BISHNU  
 BIZIMANA, AMURI  
 BOOTH, LIAM  
 BOST, GABRIEL  
 BRANTARY, MANIRAHA  
 CHAPPELL, MAX  
 CRAWFORD, SERENA  
 CROSER, SHANAE  
 DARRALL, COURTNEY  
 DRUMMOND, KATELYN  
 FORLANI, JACINTA  
 FORLANI, MADISON  
 GALBORY, ALEX  
 GAMBLE, ANDREW

GARCIA, ISABEL  
 GARRETT-MILLMAN, CAINAN  
 GURUNG, SUSIL  
 HALES, JOSH  
 HALL, GEORGA  
 HALL, LACHLAN  
 HALLAM, BIANCA  
 HANN, JESSICA  
 HANSELMAN, ASHLEE  
 HANSELMAN, BROOKE  
 HASHIMI, HASINA  
 HERRICK, KARMARA  
 HEWISH, KYLE  
 HOOPER, EMMA  
 JAKEMAN, JESSE  
 JENKINS, JACK  
 JURY, JAZZY

LAWN, MICHAEL  
 MACHOCHI, MULONG  
 MARIUS, KOEBBIE  
 MATTHEWS, MORGAN  
 MCCREIGHT, JO  
 MCEWAN, MATTHEW  
 MCGLONE, MITCHELL  
 MEHDI, MOHSEN  
 MORPETH, MICHAELA  
 MORSHEAD, MIRANDA  
 NICOLSON, CARISSA  
 NUGENT, LEONARDO  
 OXLADE, CASEY  
 PURWADI, FARREL  
 PUSKIC, JOSEPH  
 RAI, ADHIM  
 RAI, MANISHA

RITTMAN, ANITA  
 ROGERS, AMBER  
 ROYALS, JACOB  
 ROYALS, NATALIE  
 SAISAARD, KITTATAM  
 SALTER, SABRINA  
 SCHULTZ, TUI  
 SIKUJUA, NEEMA  
 SORTO, ELI  
 STEWART, AMBER  
 STRIMBOULIS, DANIEL  
 TAWHITI, GRACIE  
 VAN BEUSICHEM, RAYMOND  
 VARCOE, RUTH  
 WALTERS, SARAH  
 WILLIAMS, JACOB  
 YAMUNGU, JANETI



## 2018 Awards Night Winners

SACE Subject Excellence Awards		
SACE Subject Awards (35 subjects)	Stage 2 Arts and the Community	Andrea Stoffer
	Stage 2 Creative Arts	Andrea Stoffer
	Stage 2 Visual Arts	Jacinta Forlani
	Stage 2 Biology	Donata Nshimicizany
	Stage 2 Business and Enterprise	Ashlee Hanselman
	Stage 2 Essential English	Mia Aplin
	Stage 2 Research Project	Brooke Hanselman
	Stage 2 Child Studies	Mia Aplin
	Stage 2 Chinese	Leonardo Nugent
	Stage 2 Drama	Katelyn Drummond
	Stage 2 English	Janeti Yamungu
	Stage 2 Essential English (EAL)	Neema Sikujua
	Stage 2 General Mathematics	Natalie Royals
	Stage 2 Health	Natalie Royals
	Stage 2 Information Processing Publishing	Leonardo Nugent
	Stage 2 Information Technology	Mulong Machochi
	Stage 2 Mathematical Methods	Kittatam Saisaard
	Stage 2 Material Products - Metalwork	Mitchell McGlone
	Stage 2 Material Products - Woodwork	Alex Galbory
	Stage 2 Music - Ensemble Performance	Peter Moore
	Stage 2 Music - Solo Performance	Amber Rogers
	Stage 2 Music - Individual Study	Amber Rogers
	Stage 2 Music Technology	Amber Rogers
	Stage 2 Photography	Jacinta Forlani
	Stage 2 Physics	Kittatam Saisaard
	Stage 2 Specialist Mathematics	Kittatam Saisaard
	Stage 2 Psychology	Janeti Yamungu
	Stage 2 Integrated Learning: Sports Studies	Brooke Hanselman
	Stage 2 Workplace Practices	Donata Nshimicizany
	Stage 2 Food and Hospitality	Miranda Morshead
	VET Kitchen Operations	Jessica Hann
	VET Automotive	Baxter, Adam
	VET Business	Deeplove Bhandari
	VET Food Processing	Damien Purling
	VET Game Development Foundations	Xander Frith
Presentation of Year Level Academic Awards ( 4 M/F nominations 1 M/F Winner)		
	Year 8 DUX-Female	Sulaxchhya Magar
	Year 8 DUX-Male	Marquis Shidano
	Year 9 DUX-Female	Shriya Chand
	Year 9 DUX-Male	Sakhawat Qalandari
	Year 10 DUX-Female	Ella Homer
	Year 10 DUX-Male	Khudadad Jamale

Presentation of Year Level Academic Awards ( 4 M/F nominations 1 M/F Winner)		
	Year 11 DUX-Female	Tayla Gray
	Year 11 DUX-Male	Peter Moore
	Year 12 DUX-Female	Mia Aplin
	Year 12 DUX-Male	Jacob Royals
Presentation of Special Achievement Awards (Individual Winner)		
House and Mentor 100% Attendance Awards	Mursal Anwari	Iesha Martin
	Aaron Ballone	Thomas Martin
	Maison Bellett	Morgan Matthews
	Anjana Bhandari	Abood Naqsho
	Chelsea Birch	Jada Nikhomvan
	Benjamin Buljbasic	Donata Nshimycizanye
	Katelyn Drummond	Laurence Nugent
	Alex Galbory	Leonardo Nugent
	Zachary Gudge	Themsak Phengkhoua
	Susil Gurung	Liam Raines
	Mickey Hallett	Catherine Sangson
	Robert Hausum	Alexandra Shannon
	Teleah Hean	Prabin Subba
	Khudadad Jamale	Zack Sulit
	Thelma Kpenjama	Teesha Tassell
	Sarah Lawn	Makayla Thorning
	Mulong Machochi	Clovis Vyizigiro
	Sulaxchhya Magar	Matthew Whinfield
	Raytheon STEM Scholarship	Xander Firth
	Raytheon STEM Scholarship	Donata Nshimycizanye
	Adelaide University Science Prize	Deeplove Bhandari
	Adelaide University Science Prize	Jemima Busasa
	Old Scholars Award For Perseverance in Middle School	Leah Horsell
	Old Scholars Award For Perseverance In Senior School	Gracie Tawhiti
	Sporting Excellence Award	Vianne Kurikwimana
	Alice Rigney Aboriginal Award	Bianca Hallam
	Flexible Learner Award	Daniel Pomery
	Alternative Learner Award	Makayla Atherton
	Supported Learner Award Middle School	Callum Peters
	Supported Learner Award Senior School	Joshua Hales
	Student Pathways Award	Damien Purling
	Special Interest Music Award	Amber Rogers
	Languages and Multiculturalism Award	Manisha Rai
	Global Citizen Medal	Jamie Taylor
Student Leadership and Community Service Awards		
	Long Tan Leadership Awards	Ella Homer
	Long Tan Leadership Awards	Ashlee Hanselman

# Annual Report 2018

## 2018 Awards Night Winners

Student Leadership and Community Service Awards		
	Student Leadership and Community Service Awards	David Deex
	Student Leadership and Community Service Awards	Maddison Healey
School Service Awards	5 Years	Karenn Nelson David Green
	10 Years	Camille Tsilibaskis Leanne Polkinghorne
	15 Years	Cristina Corpuz Juan Li Rowena Rundle Nicole Adji
	20 Years	Andrea Williams Helen Venetsanos Louis Wong
	25 Years	Ken Thompson
Student Honour Awards		
	Middle School All Rounder Award	Maria-Antonietta Valdivia
	Senior Year All Rounder Award	Ashlee Hanselman
House Captain Awards	Maggie Brand	Janeti Yamungu
	Kittatam Saisaard	Aydan Fletcher
	Shanae Croser	Amber Rogers
	Farrel Purwadi	Aiden Hocking
	Ashlee Hanselman	Sarah Walters
	Jordan Nussey	Damien Purling
	Brooke Hanselman	Amber Stewart
	Mohsen Mehdi	Bradley Drummond
House Spirit Shield Award		Barnes House (Panthers) Captains: <b>Maggie Brand &amp; Kittatam Saisaard</b> House Leader: <b>Josh Young</b>



## Section 6: 2019 Annual Improvement/Performance Plan

Strategic Directions	Priority Area
Academic Excellence	<p><b>Ongoing Targets:</b></p> <ul style="list-style-type: none"> <li>• Maintain Oct SACE completion rates above 95%+ annually</li> <li>• Increase Feb SACE completion rates to 60% minimum per annum</li> <li>• Increase SACE A grades to 10%+</li> <li>• Increase ATAR mean scores to 60+</li> <li>• Increase the % of Year 8-11 students achieving A grades to 20%+</li> <li>• Increase average Year 8-11 GPA scores to 10/15 (B-)</li> <li>• Increase NAPLAN and PAT mean scores to state SEA</li> </ul> <p><b>New/Emerging Goals:</b></p> <ul style="list-style-type: none"> <li>• Successful implementation of the new Personalised Learning Curriculum Version 4.1 including PATT time for teachers</li> <li>• Full implementation of the new Literacy and Numeracy Improvement Strategy by all staff using benchmark tracking and monitoring for every student</li> <li>• Continued implementation of Project Based Learning pedagogy and Personalised Learning that focuses on Engagement, Growth and Achievement for every learner</li> <li>• Continued implementation of Digital Learning and the use of Technology to transform student learning</li> <li>• Development and implementation of a new Assessment and Reporting Strategy that raises standards in relation to task design, continuous online feedback, reporting and student data analysis</li> <li>• Improved tracking and monitoring and response to student learning data by all staff</li> <li>• Formation of a new Curriculum Executive team to lead and manage high quality teaching and learning at PIC</li> </ul>
Engagement and Wellbeing	<p><b>Ongoing Targets:</b></p> <ul style="list-style-type: none"> <li>• Improve student attendance across all year levels to 90%+</li> <li>• Ensure that no student has an attendance rate below 50% without Oneplan Intervention and support</li> <li>• Reduce Suspensions and Exclusions to less than 250 per annum</li> <li>• Reduce violent related behavior incidents to less than 30% per annum</li> </ul> <p><b>New/Emerging Goals:</b></p> <ul style="list-style-type: none"> <li>• Renewal of the school's current Attendance Improvement Strategy including support and intervention procedures</li> <li>• Establishment of an onsite/visiting GP program</li> <li>• Expansion of the visiting psychologist program</li> <li>• Employment of case managers to assist the work of the school counselling team</li> </ul>
School Profile and Partnerships	<p><b>Ongoing Targets:</b></p> <ul style="list-style-type: none"> <li>• Successful achievement of CIS Accreditation due in March 2019 (all staff to be involved and prepared)</li> <li>• Ensure that a minimum of 50 students are involved annually in the school's Employability skills program</li> <li>• Create a minimum of 25 employment outcomes for PIC students every year</li> <li>• Create a minimum of 2 new formal school partnerships each year</li> <li>• Achieve 5000 social media followers across a variety of online mediums</li> </ul>


## 2019 Annual Improvement/Performance Plan

Strategic Directions	Priority Area
School Profile and Partnerships	<b>New/Emerging Goals:</b> <ul style="list-style-type: none"> <li>• Ongoing development of the school's partnership with Zibo (China)</li> <li>• Development of an online School Board and community feedback forum</li> </ul>
Building Capacity and Capability	<b>Ongoing Targets:</b> <ul style="list-style-type: none"> <li>• 100% of teachers have undertaken an Action Research project as part of their professional development</li> <li>• 100% of staff and line managers have documents PD and PM using cognology</li> <li>• 5 teaching staff are financially supported to undertake a Masters degree each year</li> <li>• 5 ancillary staff are financially supported to paraprofessional training each year</li> <li>• Continued development of the school's Leadership Development Program</li> <li>• Enrolment growth - target of 1300 students by 2020</li> <li>• Growth of Special Interest Music scholarship students to 50+</li> </ul> <b>New/Emerging Goals:</b> <ul style="list-style-type: none"> <li>• Nil</li> </ul>
Renewal and Redevelopment	<b>Ongoing Targets:</b> <ul style="list-style-type: none"> <li>• Completion of a whole school facilities Master Plan for general paint and repair</li> <li>• Construction of a new Animal and Agricultural Centre</li> </ul> <b>New/Emerging Goals:</b> <ul style="list-style-type: none"> <li>• Planning and development of new Senior, Wellbeing and Alternative Learning Centres</li> <li>• Implementation of Canvas LMS</li> </ul>

## Closing Statement

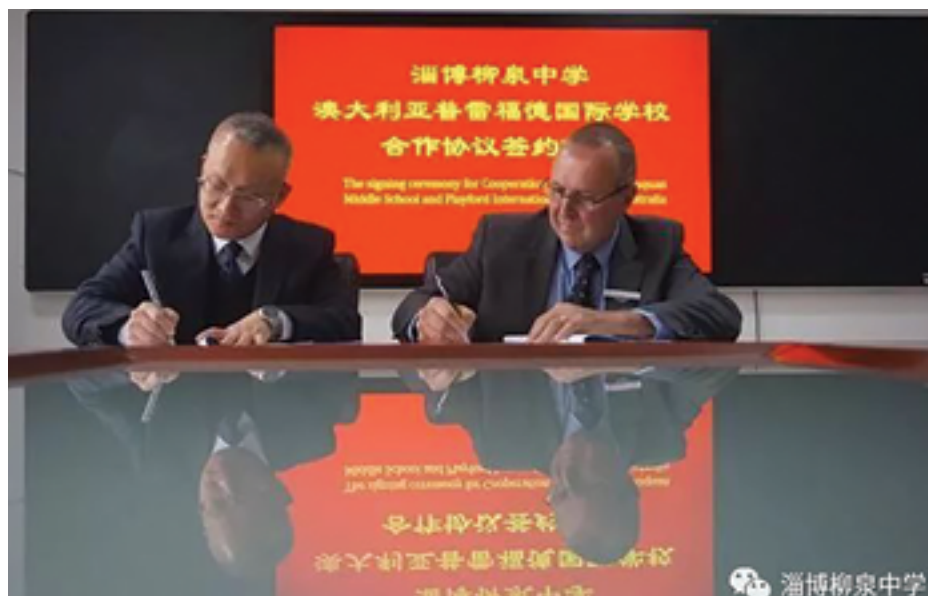
This annual report has been prepared through extensive input with the Playford International College community. It reports on the continuous improvement journey of the school over the past few years and it reflects our commitment to improving learning outcomes for every student. It is with particular thanks that I would like to acknowledge the contribution and effort of all staff towards the achievement of the school's Transformational Plan.

ROB KNIGHT



PRINCIPAL

28/02/2019



Signing of the official partnership agreement with Zibo Liujuan Middle School.



