



# Playford International College

## 2019 annual report to the school community



Government  
of South Australia  
Department for Education

Playford International College Number: 910  
Partnership: Elizabeth

Name of school principal:

Mr Nicholas Zissopoulos

Name of governing council chairperson:

Ms Bronwen Taylor

Date of endorsement:

11 March 2020

## School context and highlights

It has been another exciting and transformative year for our school in 2019. We have continued to move towards the process of continual improvement and renewal, where student engagement in high-quality learning is at the core of our work. We commenced with the occupation of our new \$2.75m STEM and Global Studies Centre. From the start of the school year, staff and students have had access to these magnificent new learning spaces. These are true interactive learning spaces and it is fantastic to watch our students learn in such brilliant surroundings.

This year, our school also achieved full Council of International School Accreditation. This means that our school has been assessed against 108 international education standards and been recognised for our continuing high performance. It has taken us 5 years of hard work to achieve this Accreditation standard and we join an elite group of 700 schools worldwide to do so.

In July this year, a group of 18 Special Interest Music students and their teachers visited China to participate in the world Tuti Music Festival in Beijing. Whilst in China, the group also visited our partnership school in Zibo and enjoyed developing further friendships with their staff and students. In August, we also hosted 20 Chinese students and their teachers from Zibo for a week of intensive learning at our school. This is the first international study program to occur in our school and the outcomes of the program were outstanding. In September, a group of our Korean language students and their teacher Lisa Train, also had the privilege of visiting Korea for the first time. In the past 2 years, our students have now had the opportunity to participate in 3 international education programs and it is wonderful to see Playford International College becoming a truly global school.

We continue to invest heavily in technology and the creation of a personalised, digital learning environment. Over the past 5 years, we have invested almost \$2.5m in the development of a world class technology platform for our school. 95% of our students now have their own laptop and through the introduction of our new Canvas Learning environment and online Assessment and Reporting platform (Octopus BI), all students, parents and staff now have 24/7 access to the most comprehensive, global teaching and learning environment that exists. Learning at Playford International College has truly been transformed and this is just the start of what's to come.

## Governing council report

### Materials and Service Fees 2020

The Department for Education has approved the Playford International College Material and Services Fee for 2020 consisting of the Standard Sum and School Card amount \$322 per student in years 8-12 plus the \$50 Resources Levy, bringing total fees payable to \$372 per student.

### Minor Works

Lift Installation - Installation has been delayed due to the mechanical components being held up in customs, however we expect the lift to be fully operational by the start of the 2020 school year.

Quotes have been sought to paint the Senior Centre, and this is expected to happen during the last 2-3 weeks of term 4. Painting of the main building interior is now complete, grounds staff completed the last rooms during the October holidays. The majority of minor works planned for 2019 have been completed, with some being held over while determination of the scope of capital works is determined.

### 2020 Budget

Initial budget preparation for 2020 has started, with the aim of ratifying an Interim Budget at final School Board meeting for the year. We are currently working on models to support sustained achievement outcomes for students in the PAL Centre, and those with disability support funding. Round 1 of placements for Special Options (Supported Learning) students has occurred, and round 2 will fill the remainder of positions available here at PIC. No major works will be budgeted for at this stage, because of the significant capital works program that will be actioned during 2020. Repairs and upgrades will be allowed for within limited scopes.

## Improvement planning - review and evaluate

The 2019 school year was one which reflected many successes and the positive outcomes reflected in multiple sets of data attest to the staff's strong commitment to continual improvement.

### Improvement Planning Priority 1: Academic Excellence

Our first goal to increase SACE completion rates to 95%+ annually was met as the percentage of completers out of those students who had the potential to complete their SACE in October was 96% in 2019. A further goal to increase SACE A grades to 10%+ was met as Stage 1 results of A grades increased from 14.3% in 2018 to 15.3% in 2019. We set a goal to increase our ATAR mean scores to 60+. Whilst the mean ATAR increased from 50.1 in 2018 to 53.2 in 2019, we did not meet our goal and will continue to work with Stage 2 staff and students on this target in 2020. The goal to increase the % of Year 8-11 students achieving A grades to 20%+ was not met but there was a decrease in failing grades in 2019. Whilst we did not meet the goal of increasing Year 8-11 GPA scores to 70+ ; there was growth from 58 in 2018 to 60 in 2019. The goal to increase the number of students meeting National Minimum standard annually was met with growth from 85.2 2018 to 89.4 in 2019

### Planning Priority 2: Engagement and Wellbeing

Improve student attendance across all year levels to 90%+ . In 2019 there was a decrease in student attendance across the site from 82.7% to 80.4%. The school continues to work diligently in this area creating a safe, welcoming environment and connecting dis-engaged students with a range of programs.

### Improvement Planning Priority 3: School Profile and Partnerships

Continued preparation for CIS Accreditation due in March 2019 (all staff to be involved and prepared). In March PIC was assessed and became the first low SES school in South Australia to be CIS accredited.

Continued development of paid Employability Skills Program for students and the creation of 50+ employment/traineeships for students per year.

### Planning Priority 4: Building Capacity and Capability

Continued professional development using Action Research: (all staff are required to improve pedagogy). All staff were required to work in targeted groups and documented their research through their professional development conversations. Continued support for teachers to undertake the Masters program with UniSA with 12 staff completing their Masters in 2019. Continued professional support for paraprofessional training for ancillary staff outcome Julie??? Continued development of the school's Leadership Development Program with staff being supported through a specialised site-based program. Further expansion of school leadership and management positions in identified priority or growth areas with 8 B5 leaders being employed for the start of 2020. New/Emerging: Improved functions and processes of school governance including training programs for parents/community. The school board were very active participating in targeted improvement with ICT and the school canteen.

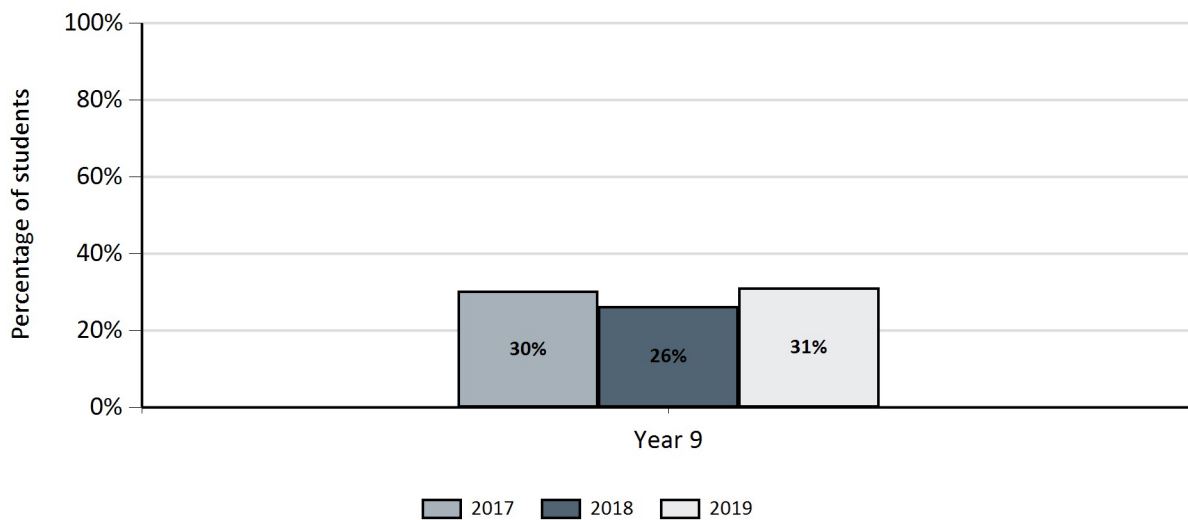
Improvement Planning Priority 5: Renewal and Redevelopment Ongoing: Erection of sign signage to Philip Highway and wayfinding to school buildings Completion of Stage 1 school redevelopment. Opening of the STEM and Global Studies space in 2019 by Education Minister John Gardiner. Planning for the \$15 million build is underway.

## Performance Summary

### NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

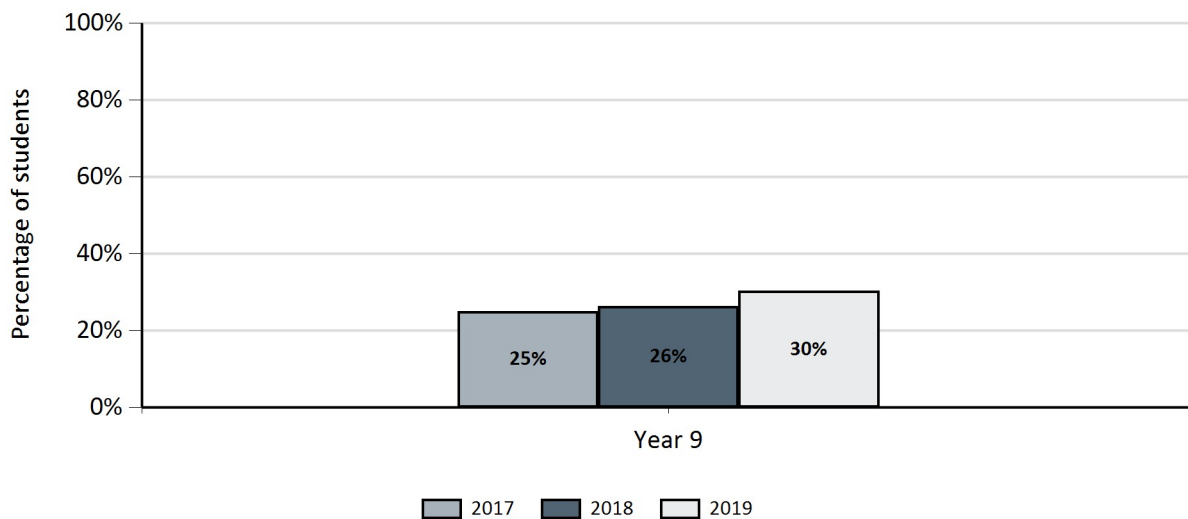
#### Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	18%	25%
Middle progress group	55%	50%
Lower progress group	28%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	15%	25%
Middle progress group	54%	50%
Lower progress group	31%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

## NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 9 2019	225	225	4	2	2%	1%
Year 9 2017-19 average	213.7	213.7	9.0	1.3	4%	1%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

<sup>^</sup>Includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

## South Australian Certificate of Education - SACE

### SACE Stage 2 grades – percentage of grades that are C- or above for attempted SACE subjects (SEA)

2016	2017	2018	2019
87%	93%	90%	95%

Data Source: SACE Schools Data reports, extracted February 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Data excludes non-A to E and Withdrawn Not Graded subject results.

### SACE Stage 2 grade distribution

Grade	2016	2017	2018	2019
A+	1%	0%	0%	1%
A	2%	2%	2%	2%
A-	4%	5%	7%	4%
B+	6%	7%	7%	6%
B	13%	14%	13%	14%
B-	12%	12%	10%	15%
C+	16%	12%	12%	16%
C	21%	30%	27%	24%
C-	13%	10%	11%	14%
D+	2%	2%	3%	2%
D	6%	4%	3%	2%
D-	1%	0%	1%	1%
E+	1%	1%	1%	0
E	2%	0%	1%	0
E-	0%	0%	0%	0
N	0%	0%	0%	0

Data Source: SACE Schools Data reports, extracted February 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### SACE completion - percentage of completers out of those students who had the potential to complete their SACE in October that year

2016	2017	2018	2019
94%	98%	87%	96%

Data Source: SACE Schools Data reports, extracted February 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2016	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training	24%	28%	27%	27%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	94%	98%	87%	96%

## School performance comment

The school's continued resourcing focus on improving literacy and numeracy results has been fruitful. Review and improved implementation of the school's Literacy Improvement Strategy: (Our highest learning priority for 2019. Whole school emphasis required) Numeracy Improvement: (Tracking well, continual focus on Year 9 AC standards as a minimum benchmark) Improved student Assessment and Reporting standards including task design, continuous online feedback and reporting and student data analysis Track and monitor assessment task completion data for students/subjects/year levels. Improvement on the 2018 results are evident in the NAPLAN in terms of the % of students meeting the DE Standard of Educational Achievement (SEA) in the Reading & Numeracy component. In reading the improvement was up 5% from 2018 to 31%. Numeracy also showed lift with a 4% increase from 26% in 2018 to 30% in 2019. A further success indicator of this resource focus is evident in the improvement in percentage of students gaining their compulsory Stage 1 Literacy and Numeracy requirements: with 98% attaining their Literacy requirements and similarly with 83.6% of students attaining the Numeracy requirement reflecting 3 years of growth.

Other goals set and achieved include full implementation of google classrooms and laptops for learning program (Chromebooks) Improvement. 2019 has been a year of growth for Digital Learning at PIC. At the beginning of Semester 2 the school introduced an exciting and powerful LMS, Canvas. Canvas is a cloud-based Learning Management System that is designed to make teaching and learning easier. The Laptops for Learning program continues to grow, with over 95% of our students now leasing or owning a device. As we are now using Canvas to host all of our courses, it is now more critical than ever that every student has a device.

Growth of Special Interest Music scholarship students to 50+. 2019 was a year full of immense opportunities in the Special Interest Music Centre (SIMC). Students have been involved in a range of performances and competitions throughout the year, including the Festival of Music, Generations in Jazz (Mount Gambier), Balaklava Eisteddfod, and a number of performances at high profile events in Adelaide. SIMC students have continued to perform at an exceptional standard to publicly build the profile of the SIMC and school. A special mention to the Stage band who were awarded the second place at the Balaklava Eisteddfod and the Jazz Choir who were awarded third place in their respective divisions. From July 1 – July 15, the Stage Band and Jazz Combo staff and students embarked on a music study tour through Singapore and China. This music tour was an invaluable experience for all involved, staff and students engaged in a mix of sight-seeing, exploring, collaborative workshops and performances with musicians from across the world. The Special Interest Music program has had significant enrolment growth in 2019, with fourteen year 8 students successfully auditioning into the program. This was an increase of 133.33% compared to the six students in the previous year. Music students have continued to achieve outstanding SACE results in 2019 in Music Performance subjects as well as the new Stage 2 Music subjects: Music Explorations and Music Studies. Students achieved 50% A grades, 37.5% B grades and 12.5% C Grades across three Stage 2 Music subjects.

## Attendance

Year level	2016	2017	2018	2019
Year 8	82.7%	79.3%	82.6%	84.6%
Year 9	82.8%	79.9%	80.7%	76.4%
Year 10	81.0%	81.3%	80.8%	78.2%
Year 11	84.1%	83.8%	85.5%	79.5%
Year 12	83.3%	86.5%	84.5%	83.0%
Secondary other	84.4%	73.7%	83.6%	81.2%
Total	82.9%	81.7%	82.7%	80.4%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

Note: A blank cell indicates there were no students enrolled.

## Attendance comment

Our attendance has remained relatively static over the past few years however there has been a 2% decline in 2019. Our attendance and wellbeing teams as well as house teams will be making a concerted effort to improve this through 2020.

Increased student engagement and SACE completion rates for our Alternative Learning Pathways (ALP) and Flexible Learning Options (FLO) students - 4 in 2019 from 0 in 2018. Increased SACE completion rates for ATSI students - 100% 2019 increase from 87.5% 2018.

## Behaviour support comment

Improve Student Behaviour: (reduction to less than 250 suspensions/exclusions) . 2018 453 to 2019 374. 3 year reduction from 2017 539 Drop of 165 exclusions and suspensions. Last year overall percentage of exclusions dropped.

## Client opinion summary

There are 3 opinion surveys that our school runs each year; for parents, students and staff. The questions are rated on a sliding continuum from 1 to 5 (and N/A) from 'Strongly disagree' (1) to 'Strongly agree' (5). Parents: 75 parents responded to the 2019 Parent Opinion Survey. In 13 of the 14 survey categories, parents 'Agreed' that the school was performing well (with a score of 3.0 and above). The highest survey response received was that parents believed that teachers expected their children to do their best (4.1/5). The lowest survey response was that parents did not feel that the school takes their opinions seriously (2.9/5.0). Our aim at PIC in 2020 is to create a series of reference groups to add breadth and depth to our improvement work. This includes reference groups for our parent, student, Aboriginal and EAL communities. Students: 126 students responded to the 2019 Student Opinion Survey. In 9 of the 12 survey categories, students 'Agreed' that the school was performing well. The highest survey response received was that students believed that teachers expected them to do their best (3.9/5.0). The lowest survey response was that students did not feel that student behaviour was well managed at the school (2.7/5.0). Staff: 64 staff responded to the 2019 Staff Opinion Survey. In 5 out of 16 survey categories, staff 'Strongly Agreed' that the school was performing well (4.0/5 and above). In the remaining 12 out of the 16 survey categories, staff 'Agreed' that the school was performing well. The highest survey response received was that staff believed the school looked for ways to improve (4.3/5.0). The lowest survey response was that staff did not feel that student behaviour was well managed at the school (3.5/5.0). A review of our school's behaviour management processes is planned for 2020.

## Intended destination

Leave Reason	School	
	Number	%
Employment	8	3.0%
Interstate/Overseas	11	4.2%
Other	3	1.1%
Seeking Employment	55	20.8%
Tertiary/TAFE/Training	9	3.4%
Transfer to Non-Govt School	10	3.8%
Transfer to SA Govt School	56	21.1%
Unknown	113	42.6%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

## Relevant history screening

The school outsources a canteen and cleaning contract and all people employed by the companies have relevant and current Working With Children Checks. These screenings are kept on file and a database monitors expiry dates. The school does not routinely have volunteers, but always ensures that regular visitors or volunteers provide relevant history screenings which are retained and recorded.

## Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	146
Post Graduate Qualifications	76

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	85.6	2.0	46.5
Persons	1	91	2	56

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

## Financial statement

Funding Source	Amount
Grants: State	\$40,421
Grants: Commonwealth	\$12,500
Parent Contributions	\$396,234
Fund Raising	0
Other	\$16,576,664

Data Source: Education Department School Administration System (EDSAS).

## 2019 school annual report: Tier 2 funding report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	Improve Student Behaviour: (reduction to less than 250 suspensions/exclusions) Increase student engagement and SACE completion rates for ALP and FLO students	Creating a safe, welcoming environment and connecting dis-engaged students.
	Improved outcomes for students with an additional language or dialect	The funds were spent on BSSO support for our EALD students. Tutoring in class and 1:1 support.	A grade results in our Stage 1 and Stage 2 Nepali class.
	Improved outcomes for students with disabilities	Develop and implementation of Work Experience and Community Access Programs to cater to the individual strengths and interests of SWD.	100% per cent participation in work experience.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> <li>rural and isolated students</li> <li>Aboriginal students</li> <li>numeracy and literacy including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Learning difficulties grant	Employment of an Ab Ed co-ordinator and AET. SAASTA funding was used to employ the Co-ordinator who facilitated the SAASTA Academy. APAS funding was used to employ an SSO who engaged with our Ab students through tailored tuition programs. Funding was acquired through the WYATT fund and utilised to assist a number of students with learning needs. The SAASTA Connect (junior years) program was funded to enrich curriculum delivery. Funding was also utilised to upgrade the refurbishment of the Ab Ed office in for effective support for students.	The Aboriginal Education team focused on Aboriginal literacy and numeracy achievement as well as overall engagement and attendance improvement.
Program funding for all students	Australian Curriculum	Literacy Improvement Strategy: (Our highest learning priority for 2019. Whole school emphasis required) Numeracy Improvement: (Tracking well, continual focus on Year 9 AC standards as a minimum benchmark) Improved student	Full implementation of google classrooms and laptops for learning program
Other discretionary funding	Aboriginal languages programs initiatives	There were no specific language programs initiatives run however, both SAASTA and SAASTA Connect programs included curriculum focus on Aboriginal languages. ASETO staff assisted teachers with language sessions.	Some achievement and engagement progress.
	Better schools funding	Additional teacher release for attendance and behaviour management follow up and reporting. Additional teacher and support services for Indigenous students.	
	Specialist school reporting (as required)	NA	
	Improved outcomes for gifted students	NA	
	Primary school counsellor (if applicable)	NA	