

Playford International College

2021 annual report to the community

Playford International College Number: 0910

Partnership: Elizabeth

Signature

School principal:

Ms Karen Bond

Governing council chair:

Bronwen Taylor

Date of endorsement:

29 March 2022



Government
of South Australia
Department for Education

Context and highlights

Playford International College (PIC) aims to develop graduates that have the knowledge and skills to shape their world through learning which builds the values of respect, collaboration, perseverance and growth. PIC is situated in Adelaide's northern suburbs, in the heart of Elizabeth. Sixty years ago, our school opened as Elizabeth Boys High School. Since then, the school has had several name changes and amalgamations. In 2015, the school became Playford International College offering the full range of subjects from the Australian Curriculum and a broad range of SACE subjects in the senior secondary years. Playford International College is also a Special Interest Music School.

The school is growing with enrolments in 2020 of 1250 increasing to 1480 in 2022. This growth is due to the increase in the population within the northern suburbs and the year 7's to high school initiative. The \$15.6M building works that includes upgrading each of our three main buildings wings, creating a new technology space, wellbeing area, hospitality facilities upgrade and a fit-for-purpose Aboriginal education learning space is very close to completion.

Our school is a Category 1 school with a student population consisting of: 80% Students on school card; 15% Aboriginal Students; 22% English as an Additional Language or Dialect (EALD) students; 20% Inclusive Education students, 50 Special Interest Music Program (SIMP) students and 102 (external) Flexible Learning Options (FLO) students.

Our Site Improvement Plan (SIP) focused on improving students in the junior secondary and middle secondary years reading comprehension and their ability to solve mathematical problems. In addition, the SIP also focused on improving the SACE median grade by one grade band.

Compass and Canvas remain the online platforms used by the school. Students were supported with learning at home when required due to COVID-19.

During the year, planning for new school start and finish times, a new timetable structure, a new Sub School structure and a new model for inclusive education for implement in 2022 occurred.

In late 2021, the school underwent an External School Review. This resulted in a commendation for the work occurring at the school and the improvement focuses of the school.

Governing council report

As the Governing Council Chair I would like to start by saying thank you to all of the staff who worked tirelessly to create a positive learning environment for the whole of the 2021 student cohort. It goes without saying that 2021 was again one of the most challenging years that the school has had to experience. Playford International College has continued to improve the process and functionality of the online platforms. Welcome to all of the new staff that joined the PIC family in 2021. Well done to staff for continuing to work alongside families through social and learning challenges.

Throughout all of the challenges 2021 created for the school community we were still able to record some of the best Year 12 results to date. Congratulations to the senior school staff and students for showing such resilience and determination.

The amazing development of the school grounds has created state of the art learning spaces for our school community. The changes are greatly expanding PIC's ability to successfully and meaningfully serve the community into the future. Well done to all involved in these new spaces.

I would also like to congratulate the Year 6/7 transition staff for all the work they contributed towards a positive and seamless transition. The amazing support shown to families and students over this new period has been vital to our new school community. The transition days were organised incredibly professionally and we were able to gather interest for our new Parents and Friends Committee which will hold their first meeting this term.

The Governing Council will continue to serve the school community through the idea-generation, communication and decision-making processes. We look forward to accepting new members of the parent community onto the council. 2022 is a year full of new opportunities for the school community as a whole.

Let's keep working together to build exciting futures for our young people.

Thank you to all,
Bronwen Taylor

Quality improvement planning

Flexibility remained a priority in 2021 as we moved quickly between full online delivery and face to face teaching due to COVID-19. The school's full integration of the online platforms of Compass and Canvas enabled these transitions to occur relatively smoothly. The school endeavoured to support students with limited home internet access with the provision of department provided dongles and/or hard copies of assignments and resources.

Despite these teaching and learning transitions, the school remained focused on the three goals set in the Site Improvement Plan (SIP). While progress was made toward all three goals, the aspirational targets were not met. Each of the actions set for the goals were implemented, monitored and evaluated.

Goal one focused on improved reading comprehension for year 8 to 10 students. The professional learning and support in Learning Area PLCs for the first action on Before, During and After (BDA) strategies resulted in successful outcomes for our students evident. There was an increase of 3% in students reaching or exceeding the Standard of Educational Achievement (SEA) in the Year 9 NAPLAN and the average achievement in the Progressive Assessment Test (PAT) for reading comprehension in years 8 to 10 was at or above the SEA. Healthy growth between successive tests for both NAPLAN and PATR was also achieved.

In 2022, improvement in reading comprehension will continue with a maintained focus on BDA strategies and a renewed focus on vocabulary improvement. A further focus, based on the second action of the analysis of the above data sets, will be on the levels of questioning.

Goal two of the SIP focused on improved problem solving in mathematics for year 8 to 10 students. The actions for mathematics teachers to support this goal were the development of positive attitudes to mathematics, using data to inform planning for learning and participating in classroom walk throughs with a focus on lesson intentions and success criteria as the teacher being observed and as an observer. The antidotal feedback from the Head of Mathematics is improved intentionality because of the walk throughs and data analysis. Improvement was also evident in the increase of 2% in students reaching or exceeding the SEA in NAPLAN Numeracy and the average achievement in the Progressive Assessment Test (PAT) for mathematics in years 8 to 10 was at or above the SEA. Growth between successive test was also healthy.

In 2022, the mathematics Learning Area will use their data findings to explicitly teach place value and multiplicative thinking, utilize the Units of Work and participate in the collaborative moderation of evidence from common assessment tasks and engage with monitoring and tracking data to inform planning for learning and intervention.

The third goal focused on improved SACE outcome for Stage 2 students. The actions on teachers of SACE Stage 2 subjects engaging in professional learning and the use of data and moderation feedback to inform improved teaching practices were supported. Teachers were released to participate in SACE professional development sessions if new to a subject or teaching a subject with significant changes. Data was unpacked for all SACE subject teachers to identify potential areas for improvement. However, the most impactful support was the opportunity to work with their Curriculum Leader and/or the Head of Senior Secondary to respond to moderation feedback and grades data. Improved achievement in the A and B grade bands continued: growing a further 2.11% and our median grade shifted from a C in 2020 to a B- in 2021.

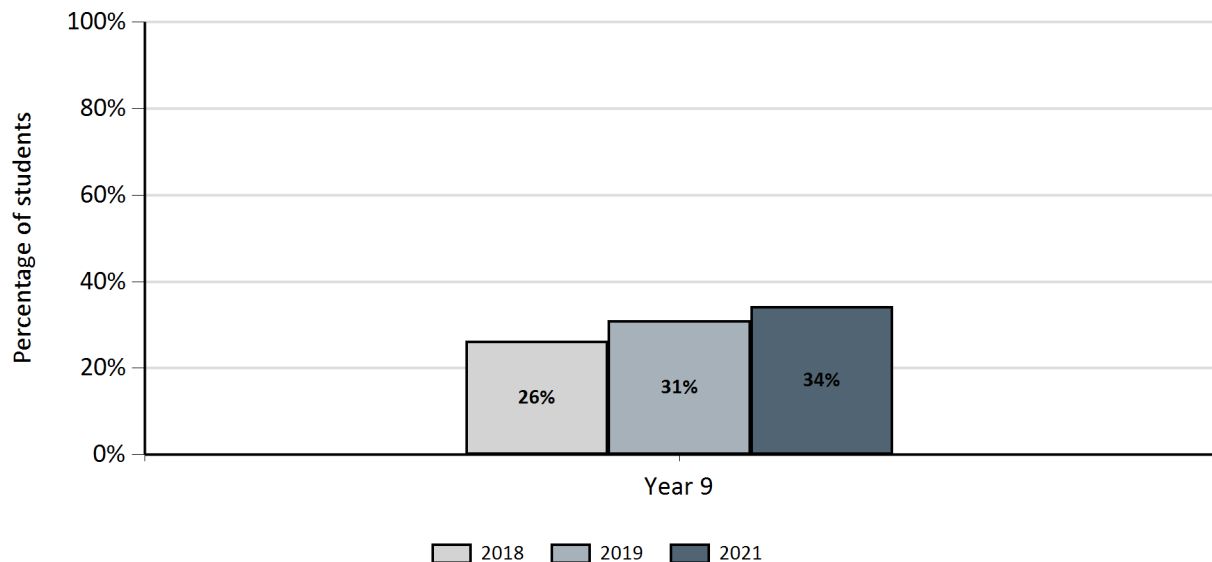
In 2022, a continued focus on utilizing moderation feedback, grades data and the explicit teaching of academic reading and writing strategies will be the focus areas in the senior secondary years.

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

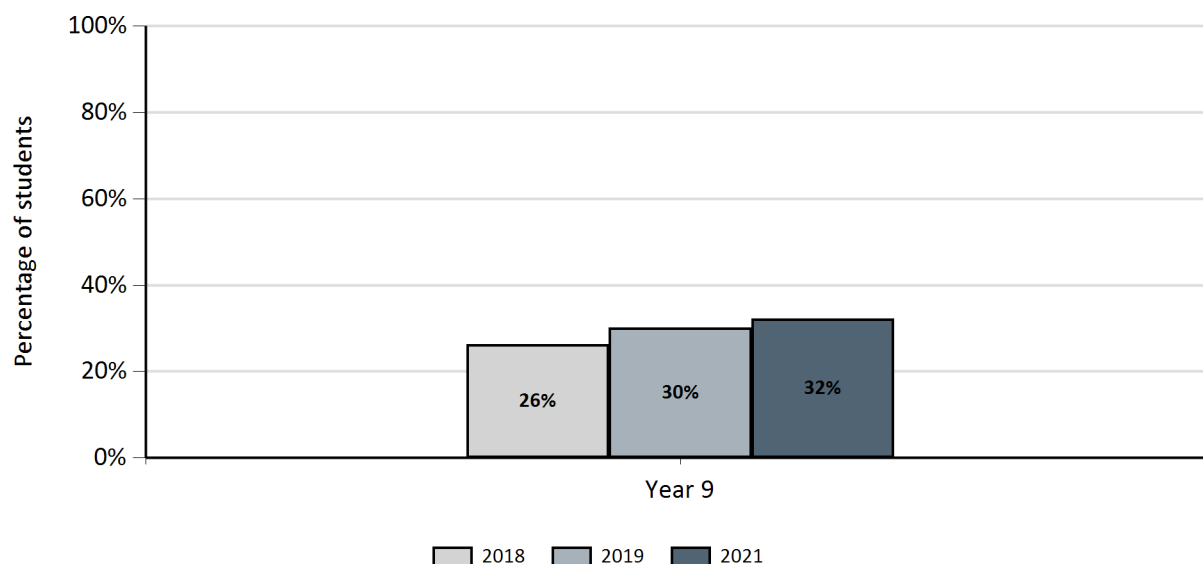


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

*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 2019 to 2021 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	36%	35%
Middle progress group	45%	48%
Lower progress group	19%	17%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	30%	34%
Middle progress group	52%	48%
Lower progress group	18%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	251	251	9	2	4%	1%
Year 9 2019-2021 Average	238.0	238.0	6.5	2.0	3%	1%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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)

2018	2019	2020	2021
90%	95%	97%	98%

Data Source: SACE Schools Data reports, extracted February 2021.

*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	2018	2019	2020	2021
A+	0%	1%	3%	3%
A	2%	2%	4%	4%
A-	7%	4%	6%	7%
B+	7%	6%	7%	0%
B	13%	14%	16%	7%
B-	10%	15%	12%	16%
C+	12%	16%	17%	0%
C	27%	24%	28%	19%
C-	11%	14%	4%	8%
D+	3%	2%	1%	0%
D	3%	2%	1%	1%
D-	1%	1%	0%	0%
E+	1%	0%	0%	0%
E	1%	0%	0%	0%
E-	0%	0%	0%	0%

N	0%	0%	0%	0%
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Data Source: SACE Schools Data reports, extracted February 2021

*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

2018	2019	2020	2021
87%	96%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2021

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

	2017	2018	2019	2020	2021
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	94%	98%	87%	99%	99%
Percentage of year 12 students undertaking vocational training or trade training	2%	3%	5%	6%	10%

School performance comment

In 2021, the SACE completion rate of 98.94% based on October data was comparable to the 99% rate of 2020. However, when the February completion rates are compared, there is a completion improvement of 6.75%. This is a reflection of the close tracking and monitoring of student progress every 5 weeks and on the improvement in subject counselling and career development.

Both an increase in achievement in the A and B grade bands and a decrease in D grade bands continued in 2021. A and B grades grew 2.11% in 2021 and D bands of 1.13%. Once again, no E grades were achieved in 2021. The distribution of Stage 2 grades shifted positively resulting in the C median grade in 2020 moving to a B- median grade in 2021.

The successful completion rate for the compulsory SACE subjects of Stage 2 Research Project and Stage 1 Personal Learning Plan were 100%. Stage 1 Literacy and Stage 1 Numeracy were 90.9% and 92.8% respectively. The literacy completion rate is lower than in 2020 by 8.93%, however, the Numeracy result has improved by 1.8%.

In the year 9 NAPLAN reading component, Playford International College improved achievement at or above the Standard of Educational Achievement (SEA) by 3% in comparison to 2019 year 9 NAPLAN results. Growth for our students between their 2019 year 7 results and the 2021 year 9 results demonstrated 36% of students growing more than expected, 45% growing as expected and 19% growing less than expected. The state comparison is 35%, 48% and 17% respectively. In 2019 growth rates were 16%, 48% and 36% respectively. This improved growth performance coincides with the introduction of the Spalding program for students requiring support for phonological and phonemic awareness, the introduction of EAL/D academies and the combined focus on tier 3 vocabulary and BDA reading strategies.

The numeracy component of NAPLAN saw improved achievement at or above the Standard of Educational Achievement (SEA) of 2%. Growth for our students between their 2019 year 7 results and the 2021 year 9 results demonstrated 30% of students growing more than expected, 52% growing as expected and 18% growing less than expected. The state comparison is 34%, 48% and 18% respectively. In 2019 growth rates were 12%, 50% and 38% respectively. This improved growth performance coincides with the focus on the pedagogy associated with Thinking Maths professional learning for teachers, the use of intentionality and the explicit teaching of problem solving.

The improved NAPLAN results was mirrored in the PAT R and PAT M results for year 8 to 10 evident in the mean score for each year level meeting or exceeding the SEA. Growth between these mean scores is also healthy. The 2020-year 7 mean score in PAT R of 119.7 growing to a 2021-year 8 mean score of 120.91. Similarly, the 2020-year 8 mean score in PAT R of 123.3 growing to a 2021-year 9 mean score of 127.94, and the 2020-year 9 mean score in PAT R of 128.4 growing to a 2021-year 10 mean score of 131.9. The 2020-year 7 mean score in PAT M of 119.0 growing to a 2021-year 8 mean score of 122.0. Similarly, the 2020-year 8 mean score in PAT M of 119.0 growing to a 2021-year 9 mean score of 124.7, and the 2020-year 9 mean score in PAT M of 122.0 growing to a 2021-year 10 mean score of 128.88.

2021 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 2021 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 wellbeing and engagement	Continued funding of a B5 Head of Wellbeing Leader, 3 B1 Wellbeing Leaders and one SSO3 Youth Worker. This staff was to provide programs for targeted students and to refer students to SSS and external providers.	Wellbeing programs provided and ongoing support for increasing numbers of students
	Improved outcomes for students with an additional language or dialect	A B1 EAL/D Leader was appointed for 2021. EAL/D students have 4 English lessons a week and 4 EAL/D academy lessons. The EAL/D Leader also managed the use and access to BSSOs and CLOs.	Improved EAL/D results and support for EAL/D families to access an interpreter.
	Inclusive Education Support Program	Funding paid for a B3 Inclusive Education Leader, 5 teachers, 405 SSO1 hours and 245 SSO2 hours for case management and classroom support. The school also funded a B1 leader in the Special Options classes.	Improved support & outcomes for IESP students and for Special Options students.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	1. Additional support for students in middle secondary classes (pre SAASTA) for Aboriginal student learning to prepare them for senior secondary. 2. Tutoring support for senior secondary students in literacy and numeracy provided by an SSO in their final year of teacher training. 3. Significant funding in the Alternative Learning Program (ALP) with a B3 and B1 Leader, 3.4 teachers 100hpw SSO 1, 90hpw SSO2, 112.5hpw SSO3 (Youth Workers) and 37.5hpw for an SSO4 Senior Youth Worker. 4. The 3rd point above, includes IESP funding as many ALP students were also IESP.	1 & 2. Improved PAT R and M results. Improved achievement by one grade band in SACE Literacy and Numeracy compulsories. 3 & 4. Improved achievement in SACE Lit
Program funding for all students	Australian Curriculum	Funding was used to manage class sizes due to the differentiation required in each class often covering 6 to 8 AC Standards.	Improvements in Literacy and Numeracy against the PATR and M.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funded the employment of 2 SSO2s to provide support in the Mathematics learning area and the English learning area for students and in administration for teachers.	Improvements in Literacy and Numeracy against the PATR, PATM and NAPLAN.
	Specialist school reporting (as required)	Continued support for improved instrument resourcing, technology support and the hire of venues to improve student learning outcomes.	All SACE Stage 2 Music subject grades in the A and B grade bands.
	Improved outcomes for gifted students	N/A	N/A

