

Annual Report 2019



PLAYFORD
— COLLEGE —

Wisdom through Faith & Knowledge

Principal's Report

2019 was a year of growth, strong teaching and learning, improving facilities, new initiatives, community support and change.

Growth

The August Census numbers indicate our students grew from 241 to 307 from 2018 to 2019. Staff numbers grew from 32 to 39 as the Board supported the need for extra staffing to meet the learning needs of our students and increasing school needs.

The Board was also pleased to announce that the 24 Durrington Road, Elizabeth property and facilities, was owned by Playford College. The College expressed its gratitude to the original sponsors who provided the initial loans and gifts to establish the first Islamic school that teaches the faith according to the Jaafari school of thoughts in South Australia.

Strong teaching and learning

Playford College created a Middle School of over 100 students from Years 6 to 9. To make this new arrangement inviting, the College offered school owned laptops for each student, specialist lessons, student movement between lessons to specialist spaces and Friday afternoon Electives. The Electives included a large range of options like soccer (with a semi-professional coach), cooking, badminton, lawn bowls, art, design, drama and Chinese from which the students prioritised their choices.

Teaching and learning from Foundation to Year 5 progressed impressively as the year level teaching teams focussed strongly on the planning and implementation of Literacy and Mathematics engagements. The curriculum offerings were enhanced and the evidence of student progress celebrated.

The Board supported the acquisition of English skills for our second or third language learners with extra staffing in the MiniLit and MacqLit programs. Many students continue to graduate from this intensive reading and spelling program and return to full time classroom literacy activities.

Teachers were very thorough in writing Individual Learning Plans to support our students with additional learning needs. As well as MiniLit and MacqLit, these students are supported in classrooms by our co-educators and a differentiated curriculum.

Staff professional learning focussed on literacy and together with the Jolly Phonics and Jolly Grammar and the progress of student learning was impressive.

The introduction of Lions Quest, a sequential, school wide social and emotional development course created meaningful learning in Health.

Our improvement in reading throughout the College was recognised with a special invitation to the Premier's Reaching Challenge event at the Zoo.

The Illumination team, supported by other staff and the wider community, created a meaningful and informative celebration of Hajj. Highlights for the students included delicious food and a sleepover with their friends.

As a whole staff we visited 2 schools to gain new insights and receive affirmation that we were going well.

Our camping and excursion program is a strength of learning offering at Playford College and 2019 camps included:

- * Year 1 at the Adelaide Zoo
- * Year 2 and 3 at Naurnu Farm on Hindmarsh Island



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- * Year 4 and 5 at Illawonga near Swan Reach
- * Year 6 at Glen Haven near Stockport
- * Year 7 in Canberra focussing on democracy and Australia's capital
- * Year 8 and 9 at Victor Harbor

Improving facilities

The Board sponsored a new Master Plan for Playford College which focussed initially on building Secondary School specialist learning spaces in Science, Art and Home Economics, closely followed by 7 new classrooms. We remain grateful that the Federal Government will partly support this development which is planned to commence in late 2020.

During 2019 new girls' and boys' toilet blocks were constructed and they were hugely appreciated by the students.

It also became evident that with the prolific growth in enrolments we needed extra classrooms for 2020. Therefore, our Assembly Hall, offices and small learning spaces were transformed into 4 modern, attractive Junior Primary classrooms, the new boys' toilets and other usable spaces. The school is grateful to Bryan Dearman, our Property and Services Manager for his vision, planning and hard work.

New initiatives

The College purchased another bus, taking our fleet to 4. We transported over 100 students between home and school daily.

We applied for various grants to enhance school life and were successful with winning some of them.

The approval for the Safer Communities grant was deferred due to the Federal election and we were informed late in 2019 that we would receive funding to completely fence the school, install new security cameras, an updated security system, a new sound system and make Playford College safe and secure.

We were also successful with gaining a State Government capital works grant and a Local Communities grant. The Board supported the staff desire to aggregate the grants to build a new nature playground for our younger students. The playground will be constructed during 2020.

Another grant was modest in dollars but encouraged a parent course focussing on English Development. We were very grateful to Northern Adelaide Senior College for facilitating the course for our parents.

Late in 2019 we were informed that we were successful in becoming a member of the National Community Hubs program. Funded by the Federal Government and Scalon Foundation, the College will offer playgroup, English classes, computer classes and many other opportunities for our families and the wider community commencing in 2020.

Teachers agreed to offer a different reporting opportunity in Term 3. Families were invited to take part in a student led or 3-way conference. Teachers assisted the students to prepare a student led conversation about their learning progress and goals for the future. Parents were very positive and teachers enjoyed listening to students taking responsibility for their learning. This initiative will continue in 2020.

We moved our End of Year Concert to a Primary School only outdoor morning event and the parent and staff feedback was very positive. Parent attendance was strong. This new format will continue in 2020.



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Community Support

Many community organisations have strongly supported the College during 2019. Some of these include:

- * the Lions Club of Elizabeth Playford. The Club has provided the finance and personnel to introduce the social and emotional program, Lions Quest, to the school. As well, Club members have donated over 1200 'as new' books for classrooms and the Library, liaised with community groups on our behalf and volunteered in classrooms
- * Flinders University. During 2019 Flinders staff met with us on many occasions to establish a partnership which will support the learning of Playford students. We appreciated the contribution of 3 Social Work University students and look forward to 2020 when students from Speech Pathology, Occupational Therapy and Disability Support join with Social Work to create inter-disciplinary teams
- * the Northern Adelaide Senior College. The College has allowed us access to its Science laboratories, supported English development for our parents and in other ways
- * the Playford Council. Staff of the Council have advised on traffic matters, provided helpful advice on building plans, provided plants and been helpful for a young school. The Council also provided the very popular Mobile Library service every 2 weeks at school
- * St Peter's Lutheran Church. Church members have volunteered in classrooms listening to students read, cooking and other activities
- * the Playford Men's Shed. Members have assisted some of our older students to construct much needed picnic tables
- * Youth With A Mission, the RSL and Community Police are community relationships we hope to develop further in 2020
- * Elected members. Federal member Nick Champion, State member Lee Odenwalder and Playford Council Mayor Glenn Docherty visited throughout the year and actively supported the College when requested. The Minister of Education, John Gardner inspired our student leaders at their assembly and other community leaders also visited.

In turn, the College was able to support community endeavours like Bangladesh Ethnic School, Golgotha Christian Church and Muslim religious meetings with access to our facilities.

Change

The College community was very sad when we learned that Sheikh Idrees Ul-Hassan, who assisted to establish and grow the school, was moving to Melbourne in August. He was sincerely thanked and celebrated. The Board responded quickly and Sheikh Ali Yaqub from Sydney was appointed. A multi linguist, Sheikh has adapted well to his new role.

Late in 2019, Playford College was delighted to receive notification that the Education Standards Board has granted the school registration from Foundation to Year 12. This was a long and exhaustive process and means that a child joining the College as a 5-year-old can graduate as a 17 or 18-year-old, ready for University, TAFE or the workforce.

The Iftar Dinner in May was held in a new location and was a highlight of College life in 2019. Over 300 parents, students, staff and invited guests shared a delicious meal, enjoyed the student entertainment and appreciated the encouraging stories about the progress of the school. We were able to thank representatives from the Lions Club of Elizabeth Playford, the Northern Adelaide Senior College, St Peter's Lutheran Church, Pinnacle College and other local organisations who support Playford College. We were grateful to Mrs Makki, Mrs Akbari, Mr Ali and so many other staff and community members for creating this memorable celebration.



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The new format for the Year 6 graduating day was appreciated by the students and staff. Students enjoyed a fun morning at Latitude, a shared restaurant lunch and a delightful afternoon Graduation Service, well attended by families and friends.

The Board sponsored the development of a new Playford College website.

Older students appreciated the opportunities to participate in inter-school sporting competitions and we had our first SAPSASA representatives.

Unity Day, in October, celebrated the Prophet's birthday. There was a wider range of contributors to the celebration. Those sharing included representatives from the Lutheran and Uniting churches, Uni SA and the College. The students appreciated the ecumenical flavour of the occasion.

Farsi lessons were introduced as an after-school opportunity.

The Book Week parade was very popular with all staff dressing up as book characters. The change in 2019 was inviting many book readers to share stories with classes. Readers included Sergeant Deb from SAPOL, Enfield MP Andrea Michaels, Mrs Riemann, the Mayor, church and Lions Club representatives and other people from our community. Other highlights were senior students reading to younger students and mums sharing stories in home languages.

Students appreciated the opportunity for swimming lessons in a different arrangement.

The installation of a new server, copious wireless points and new devices has increased the access to, and reliability of technology learning.

Summary

2019 was a very successful and dynamic year at Playford College. As many on the staff will agree, "We are a good school getting better all the time".

In our third year, we are still building the traditions and culture which will enable this school community to grow and flourish for decades to come.

Relationships are the key to a strong school and I acknowledge the dedication, 'heart' and professional attitude of our teachers, education support staff and front office staff. Our staff team is appreciated.

I want to acknowledge the vision, drive, tenacity, wisdom, nurturing, support and excellence of Deputy Principal, Mrs Makki.

Likewise, the dedication, skill and vision of the Board led by Dr Abdul-Razak Musa is appreciated and without their commitment Playford College would not have flourished in 2019.

Christopher Riemann DipT, BEd, GradDipEd, MEdM, MACE

Principal

June 2020

Value Added

Spiritual Dimension

The Illumination team provides spiritual leadership beyond teaching the Illumination lessons as part of the curriculum.

Prayer

At Playford College we hold daily corporate prayer after lunch. Prayer leadership roles are given to senior students, guided by our Sheikh and the rest of the Illumination team.

Pastoral Care

Pastoral care is an after-school program which is hosted by the Illumination team. During the program, students who are enrolled are given an opportunity to do their work with extra support as well as engage in discussions revolving around Islamic ideas in the contemporary world. We also share a meal together and conclude the session with entertainment. The importance of such a program is to enrich the learning of the student and to build a stronger sense of family and belonging to our Playford community.

Celebration of Religion events

We celebrated the births of all Imams during our lessons as we discussed their lives and their everlasting legacy. We had specific programs for the birth of Imam Ali, Imam Mahdi and Lady Fatima. We commemorated the Martyrdom of all Imams who were martyred as well, however we had special programs for Muharram and Arbaeen.

Also during the month of Ramadan we had a Ramadan Program along with an Iftar dinner for parents and students and during the season of Hajj we had a Hajj Camp where we spent the night together and students practised various Hajj rituals.

On Unity Day, we celebrated the birth of Prophet Mohammad (PBUH) with a great participation of various religious leaders.

Our Arbaeen program highlighted the emphasis of the magnificent walk to Karbala and our students performed a play about Hazrat Abbas (the quencher of thirst).

Sport

Participation in Primary and Secondary inter-school carnivals is appreciated by the students and the preparation refines good sporting skills.

Extra Staff

The commitment of the College to extra staffing in our intensive English MiniLit and MacqLit programs has resulted in great progress with literacy.

Lockers

A locker was provided for every student in the middle school which has assisted with readiness for lessons and safe storage of belongings.

Student-Led Canteen

The student-led and organised canteen has not only been popular with students but also developed many new entrepreneurial skills.



Reflection Room

The staff introduced a Reflection Room during lunch times so that students who were not behaving safely could reflect upon their behaviour and restore relationships accordingly.

Middle School Laptops

The provision of a school owned laptop for every student in the middle school has enhanced learning and enabled homework and assessments to be posted on Google Classrooms.

Camps and Excursions

Year Level Camps

Playford College puts a strong emphasis on personal and social development. Each year, students embark on a camp to provide many opportunities for teamwork, leadership, independence and life experience. In 2019, students took part in the following camps:

Year level	Camp	Number of nights
Reception	Stay back	0
Year 1	Zoo Snooze	1
Year 2	Narnu Farm Camp	1
Year 3	Narnu Farm Camp	1
Year 4	Murray River Camp	2
Year 5	Murray River Camp	2
Year 6	Glenhaven Park Camp	2
Year 7	Canberra Tour	3
Year 8	Victor Harbour Camp	2
Year 9	Victor Harbour Camp	2

Hajj Camp

In addition to the year level camps, each year Playford College holds a Hajj Camp for its students in Year 3 and up. The R-2 students also participated in special Hajj activities in the same week.

Every year millions of Muslims from around the world travel to the holy city of Mecca as part of Hajj, being the Muslim pilgrimage. At Playford college, we learn and partake in the Hajj by having a Hajj Camp. At Hajj Camp students are introduced into the philosophy of Hajj as well as partake in some of the rituals at a smaller scale. The camp is important to our school as we believe that some of the philosophes of Hajj, such as patience and resilience, are crucial to a student's learning. Overall, we had a great camp and are looking forward to having future Hajj camps over the coming years.

Excursions/Incursions

	Excursion / Incursion
Junior Primary	Playford Library, Humbug Scrub, New Town Park, Adelaide Fire Station, Adelaide Oval, Henny Penny Hatchlings, Alphabet Day, Urrbrae Farm, SAPOL Incursion, SA Maritime Museum, Indigenous Art Incursion, Uleybury Historic School Museum
Upper Primary	Adelaide Gaol, Parliament House, SA Museum, Flip Out Team Building

School Events

Playford College hosted and took part in many events in 2019. Some of the highlights of the year included:

- End of School Concert
- Swimming Lessons
- Year 6 Graduation Dinner
- Harmony Day
- Book Week
- Science Week
- Book Fair
- Sports Day
- Jump Rope for Heart
- Growing Up Smiling (GUS) free dental service for students
- SAPSASA Soccer Year 5, & 7 Boys and Girls
- SANFL Clinic
- MELC My Kitchen Project
- Sports Day
- Visits from representatives of every level of government:
 - Local Government
 - The Mayor of the City of Playford: Glenn Docherty
 - State Government
 - Member of the SA House of Assembly for Elizabeth: Lee Odenwalder
 - Minister of Education: John Gardner
 - Federal Government
 - Member of the Australian Parliament for Spence: Nick Champion
- Author visit: Melanie Cellier
- Illustrator visit: Lauren Mullender
- Premiers Reading Challenge Reception 2019
- Participation in the Premiers Reading Challenge
- Remembrance Day Ceremony
- Ramadan
- Iftar Dinner
- Unity Day

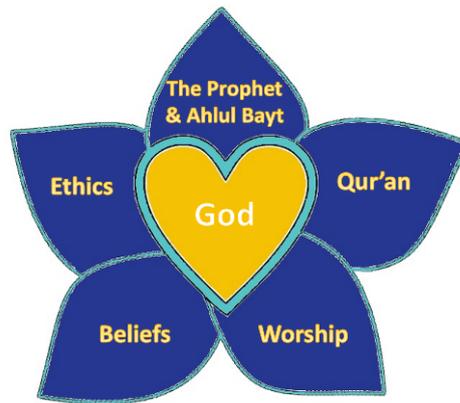


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Playford College Values

The Illumination Department at Playford College endeavours to nurture and bring to life the students of the college in a manner that is authentic and true to the Islamic tradition. As part of “The Flower of Faith” nurturing a God-centred world view in the students where Ethics is one of the petals is one of the goals of the college. We seek to actualize this by the Playford College Values program that is embedded into the ethos of all classrooms during the year. The following document explains the different values, along with points of focus per value and the Qur’anic inspiration that the values are driven from.



God – Values and attempts at purifying ourselves must be in line with seeking nearness to God



Ethics – Developing our character through the Values program

At Playford College we are constantly striving to develop and deliver programs to cater for the physical, mental and spiritual needs of our students. One of the Programs we have introduced is the *Values program*. Every two or three weeks the whole school will have a Value in which we will focus on collectively, from Primary to Middle school, from English to Science to Islamic studies.

We aim to focus on 20 Values which will be based from teachings and principles of the Holy Prophet Muhammad and the Holy Qur’an. In this handout, we have outlined a schedule of the Values we will be focussing on. We have also included some tips for home as to how families can incorporate the Values into everyday life.

The purpose of communicating these Values with parents and caregivers is so that we can collectively work at improving the character of our students.



Qur'anic Verse	Value derived	Description
5:2	Friendship	<ul style="list-style-type: none"> - Being able to identify good qualities in others and choosing which quality they want to see in themselves. - Choosing friends who will help them build those qualities.
34:46	Growth Mindset	<ul style="list-style-type: none"> - Resilience, always seeking to improve. - Seeing a positive solution for every problem.
6:162	Sincerity	<ul style="list-style-type: none"> - Making a deliberate intention to do good. - Learning that an action can be good or bad based on the intention behind it.
2:83	Speech	<ul style="list-style-type: none"> - Learning to use powerful speech in a calm and humble way. - No swearing and no lying. - Always being truthful.
28:77	Goodness	<ul style="list-style-type: none"> - Spreading goodness to others unconditionally. - Giving unconditionally.
2:195	Charity	<ul style="list-style-type: none"> - Charity can come in the form of money, a smile, love, peace, good speech and giving time.
61:14	Service to others	<ul style="list-style-type: none"> - Always ready to help and serve others.
2:172	Gratitude	<ul style="list-style-type: none"> - Being thankful for what one has and accompanying that with action e.g. if you are grateful for food you would not waste it.
9:108	Cleanliness	<ul style="list-style-type: none"> - Knowing cleanliness comes in forms. 2 forms: Physical cleanliness and mental cleanliness. Physical cleanliness refers to showering, looking after yourself physically etc. Mental cleanliness comes from training thoughts to always be positive. Not allowing bad thoughts to enter one's mind.
7:31	Waste	<ul style="list-style-type: none"> - Not wasting anything. E.g. food, time, paper.
3:200	Patience	<ul style="list-style-type: none"> - Being patient in negative situations and humble in positive situations. - Showing calmness and gratitude in all situations.
5:35	Attitude	<ul style="list-style-type: none"> - Being able to attempt to do good things. - Having a positive worldview. - Using words and body language to reflect a good attitude.
5:8	Fairness	<ul style="list-style-type: none"> - Putting everything in its right place.
3:134	Anger/Control	<ul style="list-style-type: none"> - Using a system of self-regulation and how to control it so it is used appropriately.
3:191	Reflection	<ul style="list-style-type: none"> - Able to review actions end of the day and reflect on how to make better decisions and choices.
17:23	Respecting parents	<ul style="list-style-type: none"> - Using low voices while speaking to parents and using manners such as 'please', 'thank you' and 'yes mum' or 'yes dad', - Building a good relationship with parents.
49:10	Peace	<ul style="list-style-type: none"> - Process of learning how to be at ease and learning to be and hopeful.
9:119	Truth	<ul style="list-style-type: none"> - Always telling the truth, telling the truth with self and others.
33:3	Trust	<ul style="list-style-type: none"> - Being able to recognise and trust others. - Being trustworthy such as not betraying others and keeping promises.
4:106	Forgiveness	<ul style="list-style-type: none"> - Forgive others. - Seek forgiveness from people as well.



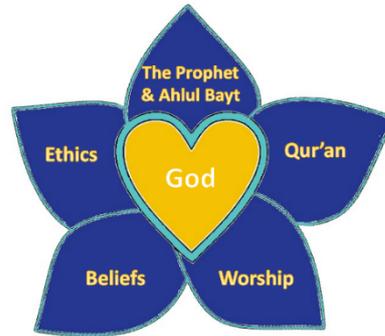
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Playford College

Philosophy of Education

The Illumination Department at Playford College endeavors to nurture and bring to life the students of the college in a manner that is authentic and true to the Islamic tradition. The following diagram, “The Flower of Faith” represents the God-centered philosophy that the college seeks to actualize through its teaching and learning experiences and activities.



God

God is the center of our teaching and learning experiences at Playford College. This means that the educator and the students will both be engaging in a practice that would be directed towards nearness to God. They will be equipped with the skills and knowledge to be able to cultivate and display their love until they are united with them in the hereafter.



Some points to consider:

- Allah is the Arabic word for God, who is the unique being in existence that is unlimited, absolute and infinite in essence
- All actions can be done in seeking proximity to God, not only rituals such as prayer and fasting but also learning, being kind and general daily activities
- A God centered philosophy would ensure that students contextualize everything they do in a manner that is true to their journey to gain nearness to God

The Prophet and the Ahlul Bayt (family of the Prophet)



God has sent messengers to guide mankind towards Him. Muslims believe in messengers such as Moses and Jesus and believe the last and final messenger of God is the Holy Prophet Muhammad. The Ahlul Bayt consist of members of the family of the Prophet, who were chosen by God to preserve the teachings of Islam and to lead mankind after the demise of the Prophet, the final living member of the Ahlul Bayt is Imam Mahdi, who is the awaited savior for all mankind.

Some points to consider:

- The Prophet and the Ahlul Bayt are the link between people and God
- The Prophet and the Ahlul Bayt teach us how to gain nearness to God through their teachings and practices
- The Prophet was narrated to have said that he has been sent to perfect the moral conduct of mankind, it is through this understanding that we gain nearness to God

Beliefs

The fundamental beliefs of Islam that is explored by each individual and it consists of the belief in the one and only God, the Prophets and the resurrection. Teaching and learning should be contextualised to the beliefs that are propagated at the college. This means that learning experiences must not go against the fundamental beliefs or ridicule them in any way. In fact, the learning that occurs should reinforce their understandings and nuance the discussions around their beliefs.



Some points to consider:

- Beliefs alone is one part of the journey, the other part is righteous good deeds
- Beliefs are constantly growing and should be reinforced through critical thought and an appreciation of deductive and inductive reasoning
- Beliefs are influenced by the epistemological model that a student develops, therefore building a correct epistemological framework would ensure that their beliefs flourish in a natural manner that is true to their physical and metaphysical realities

Ethics



The journey of purifying and perfecting character is one that all humans undergo. They actualize their potentiality through their beliefs and actions and how they perfect their ethics. Islam teaches us purification through *tazkiyah* and practical *Irfan*. *Tazkiyah* is the Arabic word for purification while *Irfan* is the Arabic word for gnosis. Our students are exposed to different characteristics and values through our ethics program and later will be introduced to how to track and manifest them through our “Journey” program. The idea is that once we are purified and understand the different ethics, we will manifest the Divine names of God in our existence. Students will gain an understanding of ethical concepts based on the teachings of the Prophets, the Qur’an and the Ahlul-Bayt. They will have an awareness of ethical principles and an ability to manifest them in their character in relation to themselves, the local and global communities, and other creations of God. They will understand that perfecting their ethics is a means to manifest God’s names so that they are able to fulfil their potential of becoming a representative of God in the universe.

Some points to consider:

- The development in our ethics is for everyone engaged in the college, the teachers and students.
- The values and ethics are derived from the teachings of the Holy Prophet through the narrations and the Holy Qur’an



Worship

Part of worship is the prayer and the fast and the charity. Another part of worship that is incumbent on all humans is to gain knowledge. This is not limited to any religious science but includes all subjects in school that help develop an understanding of the physical and metaphysical world around them.



Some things to note:

- Gaining knowledge is a type of worship that we pride ourselves in striving towards at the College
- The students have a prayer hall that is the link between the realms in this world and the metaphysical world
- Students are invited to understand the legal rulings and philosophies behind their worship.
- They will understand the process of deriving Islamic Law and the system of jurisprudential learning and appraisal.
- They will be able to appreciate the application of lawful and prohibited rulings in some common practices relevant to their lives.
- They will endeavor to understand that worship and following the law of God is a means of attaining nearness to God.



Qur'ān

The Qur'ān is the Holy scripture which is the verbatim word of God. It was revealed to the Holy Prophet Muhammad who revealed it to the world. The Qur'ān we have today is the one binding book that is considered to be the miracle of the Holy Prophet. The Qur'ān is a book of Guidance for all those wishing to gain from it.

Some points to consider:

- Students will develop a connection with the Qur'ān. They will be exposed to a minimum of 800 words repeated throughout the Qur'ān to help their understanding of the Divine Book.
- They will go through a detailed study of 32 topics within the Qur'ān to help build their beliefs and strengthen their faith.
- They will be able to recite the Qur'ān fluently with the correct rules of Tajwīd.
- Students will also memorise surah's from the Qur'ān.

What influences the blossoming of a flower?



FLORA



FAUNA



SOIL



SUNLIGHT



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One final consideration for the blossoming of the flower is the influences that other factors have on the flower. These include other Flora, Fauna, the soil and the environment that the Flowers of Faith are exposed to. These can include and are not limited to; their family and friends, other students, social media, local and global communities.

The Gardener



Nurturing Flowers of Faith is the philosophical framework of the College; however, we are by no means suggesting that we are the gardeners. Rather, there is one Gardener who is God almighty and we are part of the system in which He has created. We acknowledge that all blessings that come to us are from His good grace and that we play a part in the system of His creation, in an attempt to nurture ourselves and others around us.

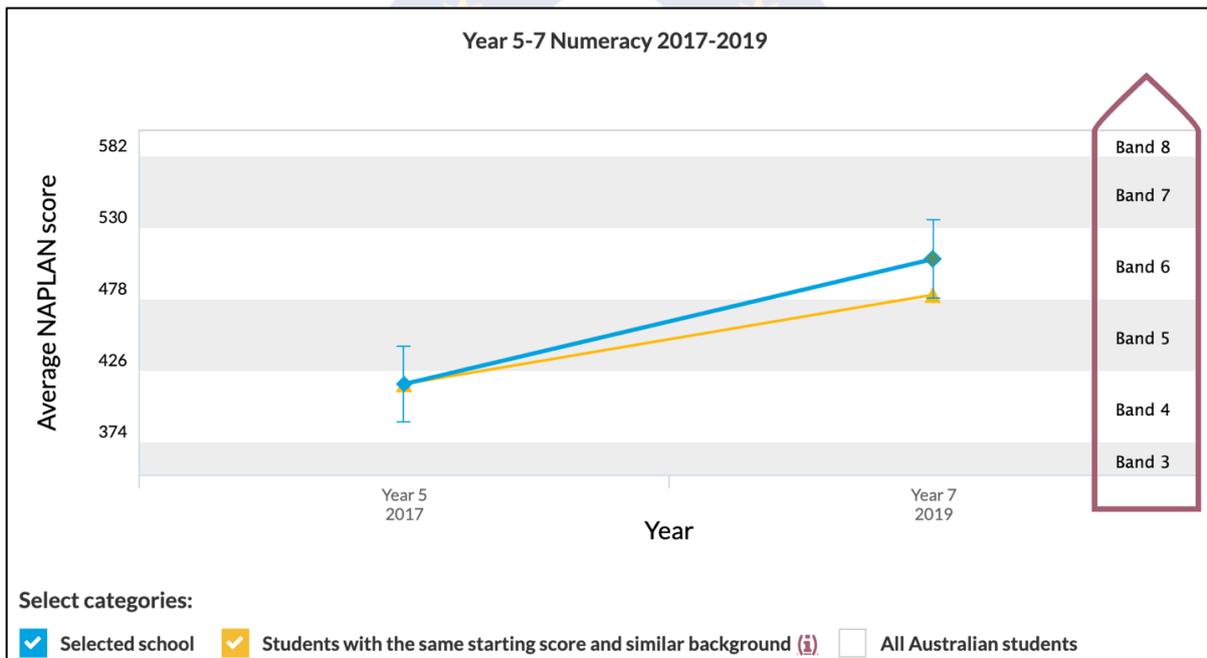
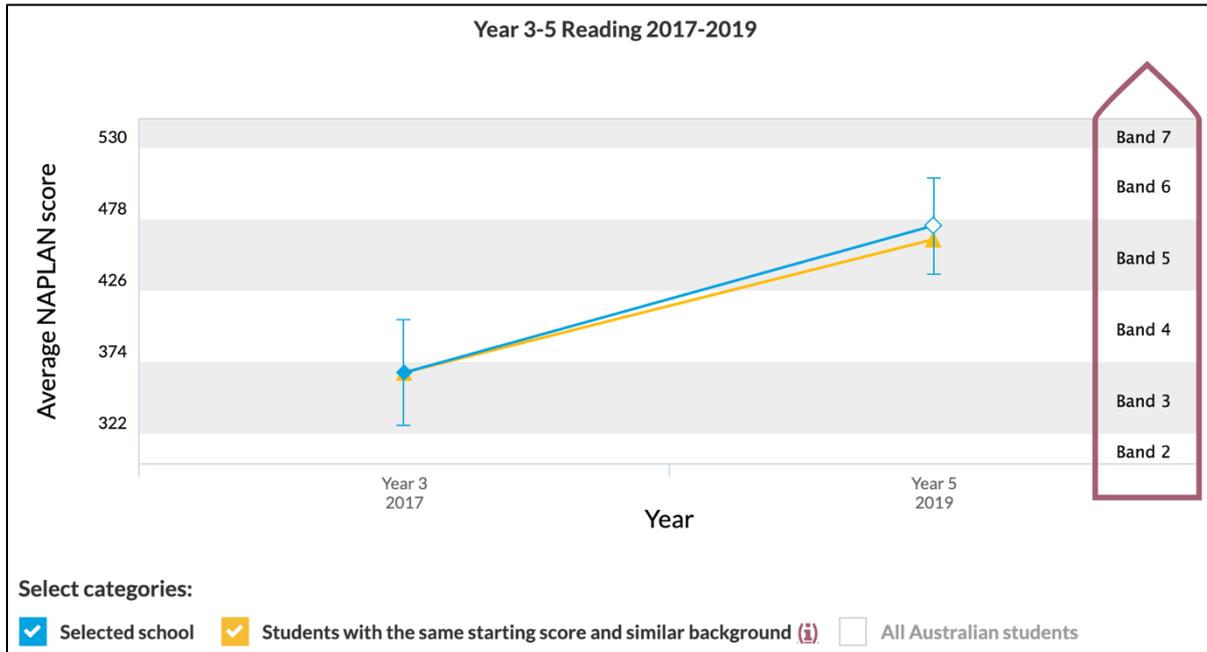




NAPLAN

Student Progression 2017 to 2019

2019 was the first year we were able to see truly indicative data from NAPLAN, as it was the first time students took the NAPLAN test for the second time at Playford College. We are able to compare the progression of our students with students of the same starting score and similar backgrounds, and **Playford College students progressed at a higher rate in the majority of categories.**





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Mean Scale Scores 2019

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	374	385	402	391	360
Year 5	454	427	486	433	461
Year 7	507	468	528	514	520
Year 9	581	501	550	504	568

More details about NAPLAN data can be found at the My School website at:

<https://www.myschool.edu.au/school/52468/naplan>





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Students 2019

Enrolments

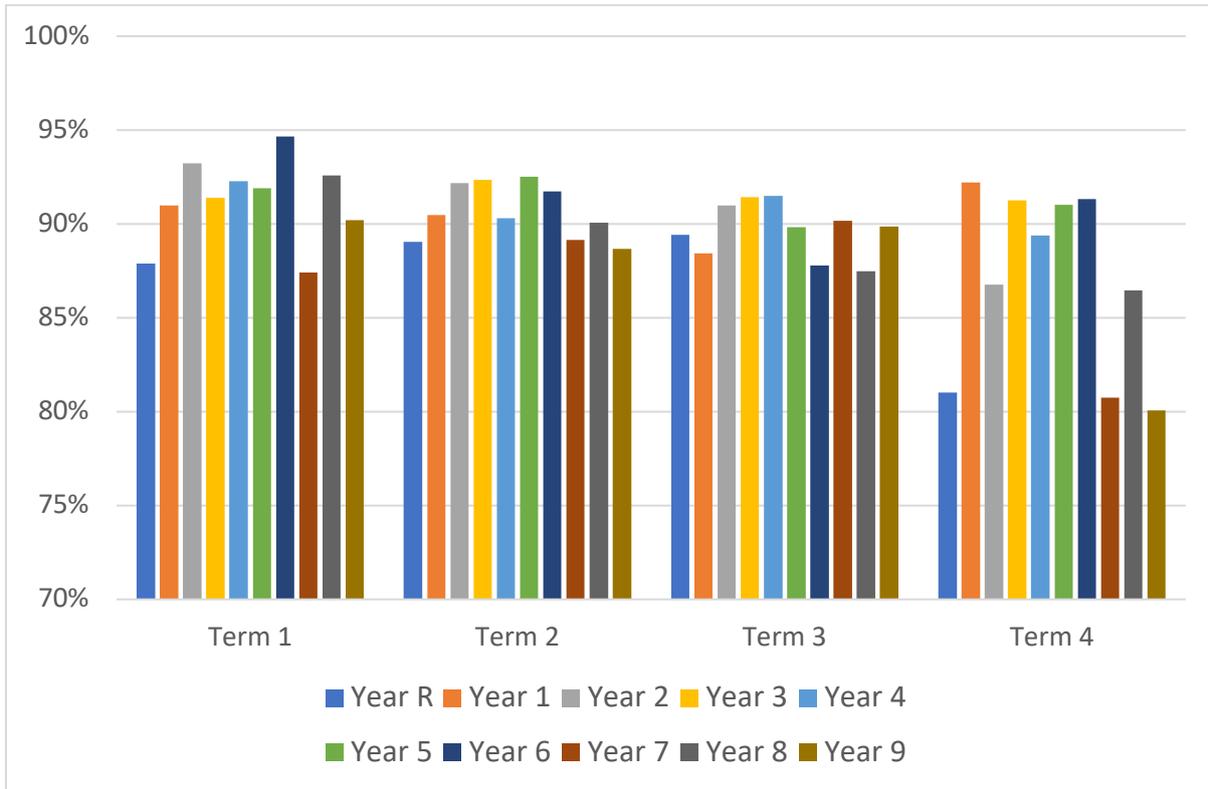
	Male	Female	Total
Reception	9	21	30
Year 1	19	29	48
Year 2	16	17	33
Year 3	14	14	28
Year 4	17	13	30
Year 5	22	16	38
Year 6	21	14	35
Primary Total	118	124	242
Year 7	22	15	37
Year 8	10	5	15
Year 9	9	4	13
Secondary Total	41	24	65
Whole School	159	148	307





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Student Attendance



Year level	Term 1	Term 2	Term 3	Term 4	Total
Reception	87.90 %	89.03 %	89.42 %	81.03 %	87.34%
Y1	90.98 %	90.46 %	88.45 %	92.22 %	90.23%
Y2	93.23 %	92.16 %	91.00 %	86.78 %	90.82%
Y3	91.41 %	92.34 %	91.43 %	91.25 %	91.69%
Y4	92.28 %	90.31 %	91.50 %	89.39 %	91.23%
Y5	91.92 %	92.50 %	89.84 %	91.03 %	90.93%
Y6	94.67 %	91.74 %	87.79 %	91.33 %	91.32%
Y7	87.41 %	89.14 %	90.18 %	80.75 %	84.63%
Y8	92.57 %	90.07 %	87.47 %	86.47 %	89.07%
Y9	90.20 %	88.67 %	89.85 %	80.08 %	87.67%
Whole School	91.19%	90.80%	89.71%	87.77%	89.55%



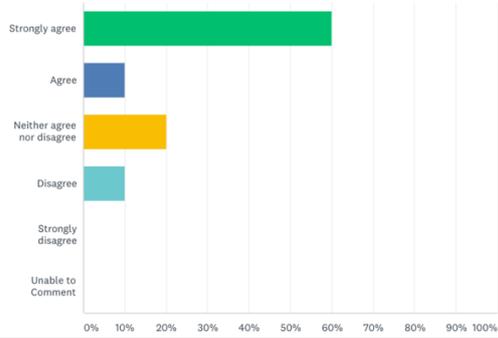
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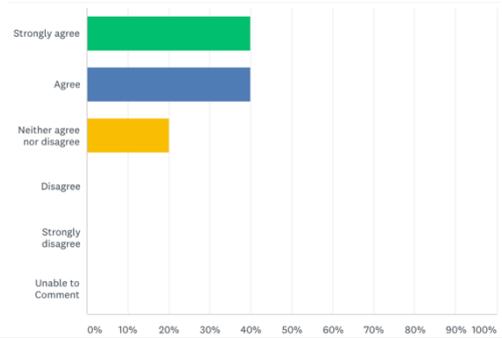
Satisfaction

Parent Satisfaction Survey 2019

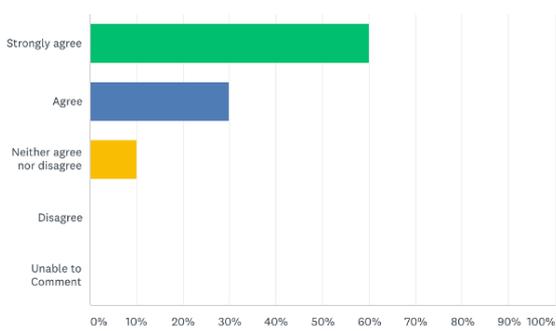
The range of learning areas offered at this school is excellent.



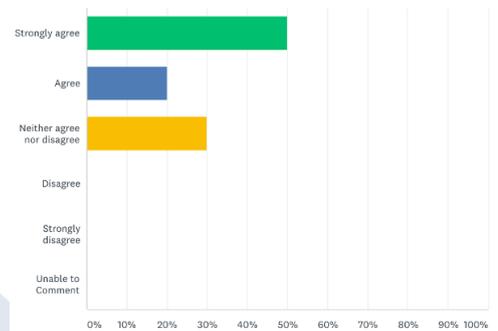
The quality of teaching at this school is excellent.



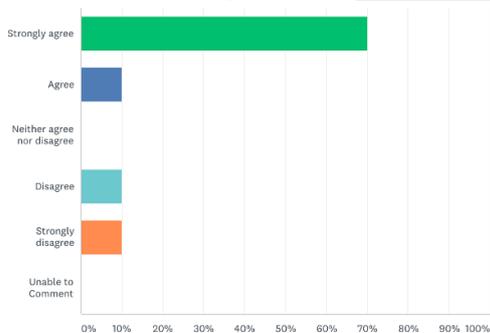
Teachers at this school are keen to help students of all abilities.



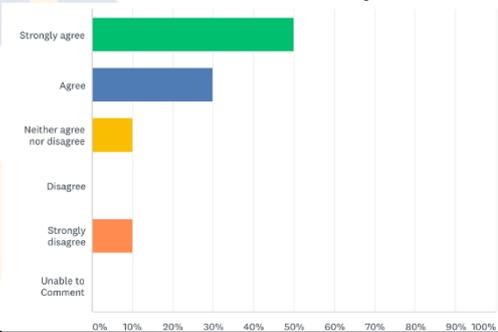
Teachers provide excellent help and support for students when is needed.



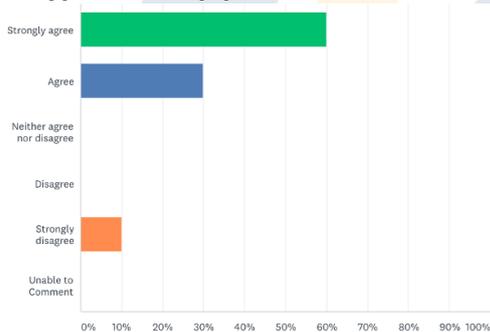
The school is a safe place in which to learn.



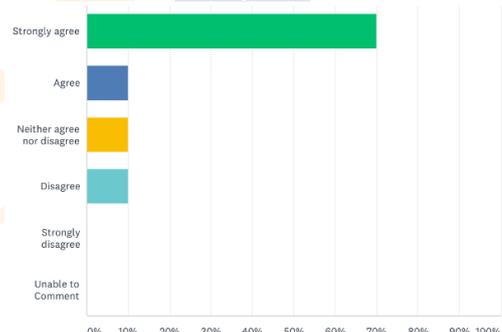
The discipline at this school follows established and well-known procedures.



The school uses a broad range of communication types to keep parents informed.



I am happy to recommend the school to other parents.



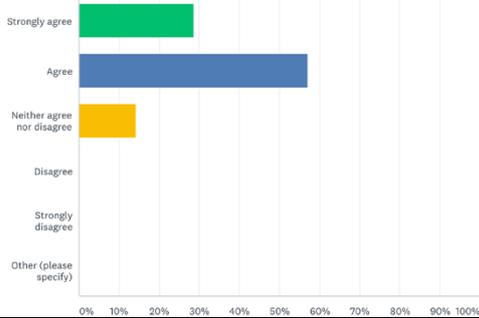


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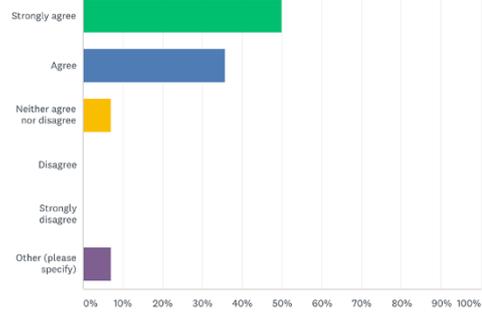
Wisdom through Faith & Knowledge

Staff Satisfaction Survey 2019

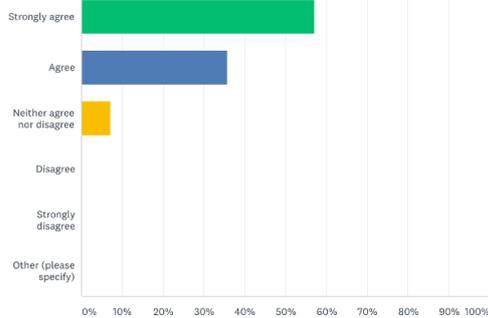
The Principal/Senior Management team has a clearly articulated vision for the school.



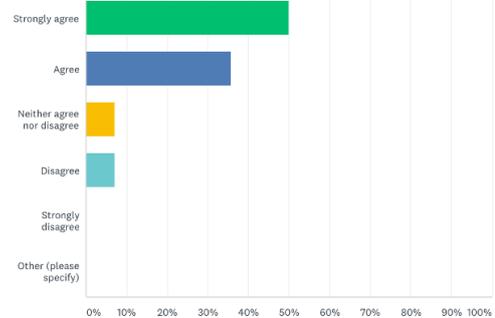
Staff take prompt action when problems occur.



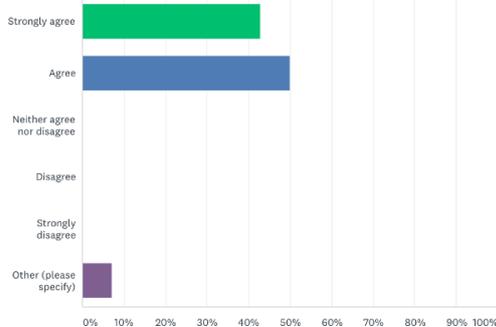
This school is a safe place for students to learn.



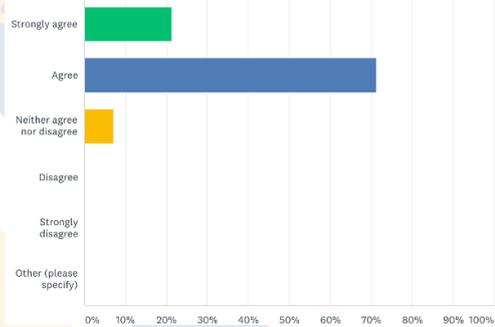
The school clearly communicates its expectations for student behaviour.



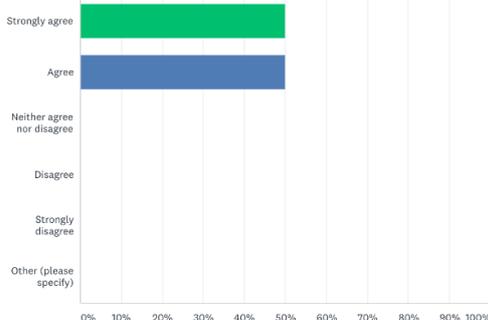
There is open communication between staff and parents at this school.



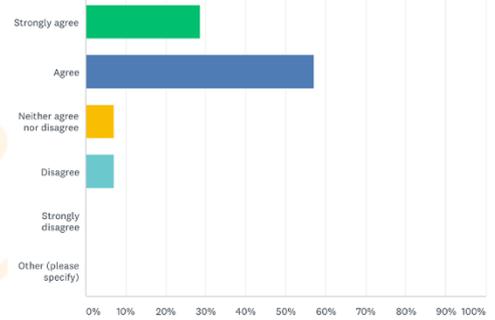
Students are motivated to learn at this school.



Administrators, teacher and other staff treat each other with respect.



The school offers appropriate professional development opportunities for staff.



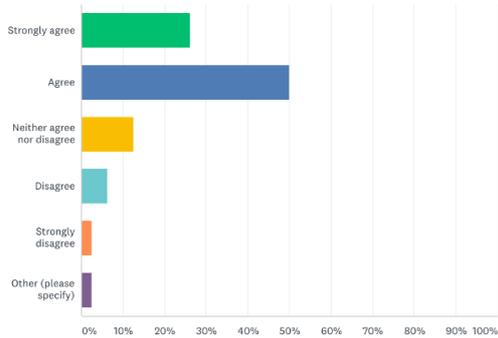


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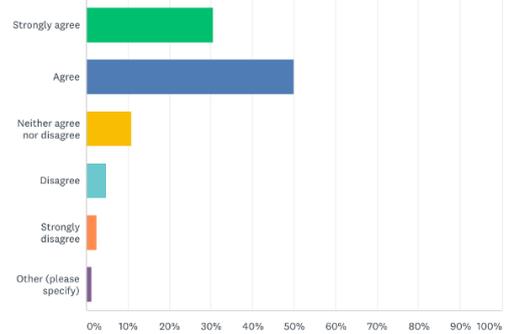
Wisdom through Faith & Knowledge

Middle School Student Satisfaction Survey 2019

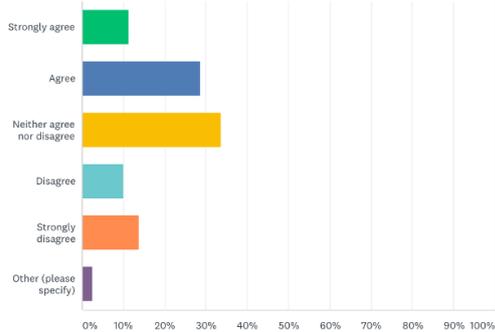
I am encouraged to try my best at my school.



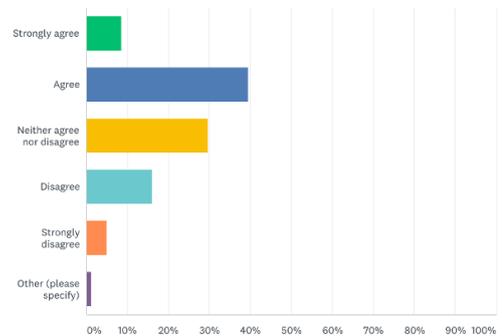
I understand my school's expectations for student behaviour.



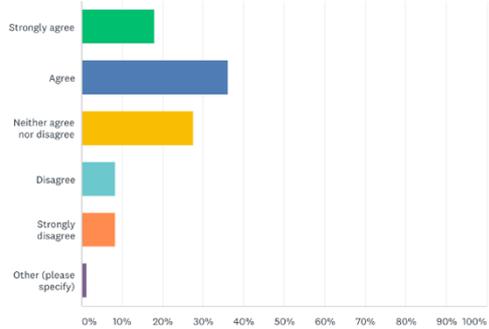
I am treated fairly at this school.



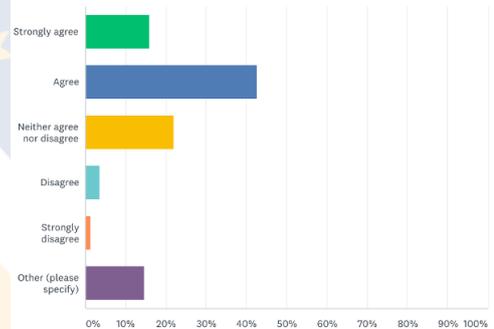
My school provides excellent learning resources.



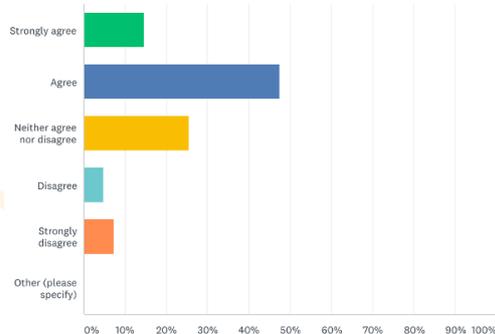
I am proud to a part of this school.



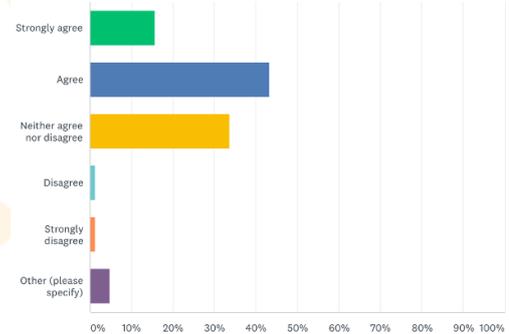
My teachers explain things clearly.



My school is a safe place in which to learn.



I understand what I have been taught.



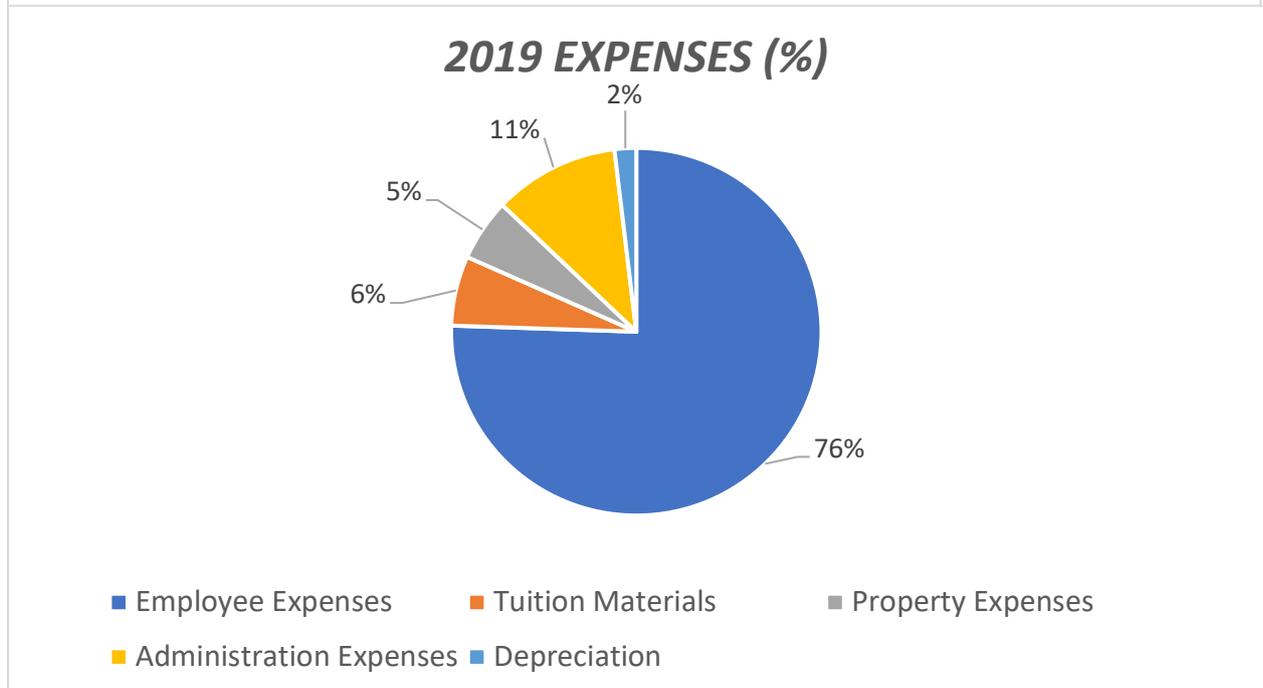
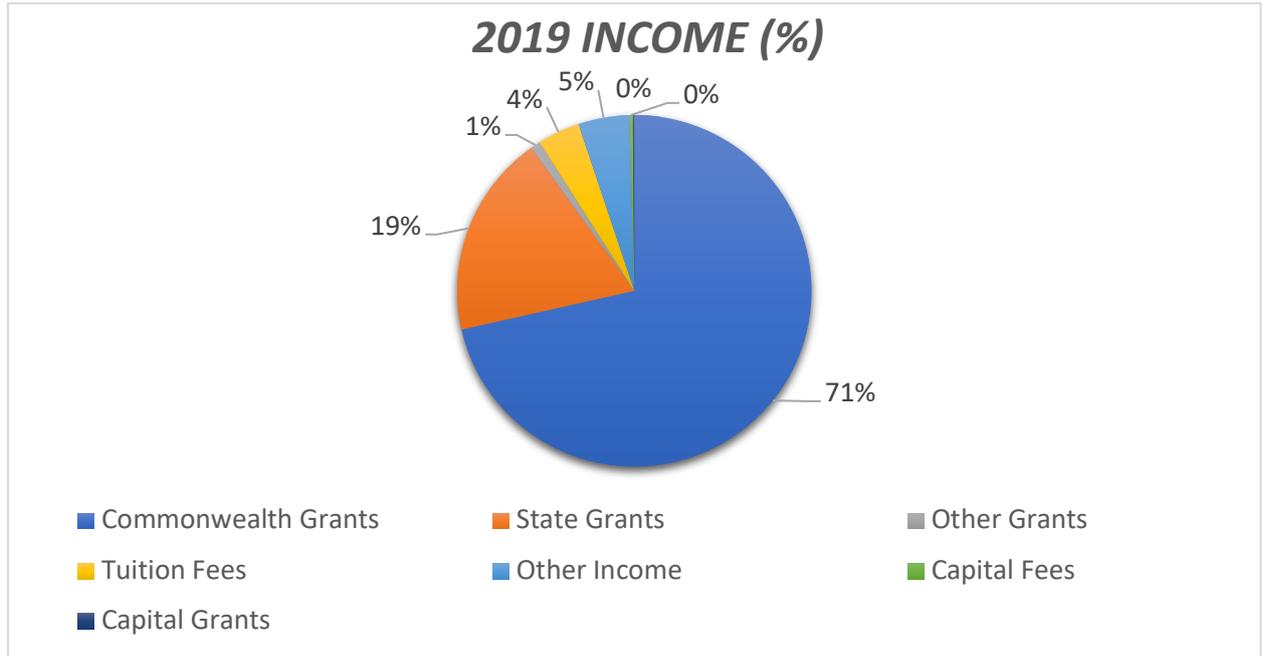
Financial

The abridged Financial Statements for Playford College are presented on this page.
The College accounts were duly audited and certified that the financial report presents fairly the results of its operations for the year then ended.

PLAYFORD COLLEGE LIMITED

ABRIDGED FINANCIAL STATEMENTS FOR 2019

STATEMENT OF INCOME & EXPENDITURE FOR THE YEAR ENDED 31 DECEMBER 2019



Workforce

The growth of Playford College in 2019 is clearly reflected in the workforce. At the end of 2018, the College workforce consisted of 19 teaching staff and 7 non-teaching staff.

The College has continued to grow its workforce this year.

2019 Staffing

	Headcount	FTE	Absenteeism
Teaching staff	23	20.9	3.0%
Non-Teaching Staff	14	9.7	3.0%
Total	37	30.6	3.0%

Playford College employed no indigenous staff in 2019

Teacher Qualifications

Numbers of Teachers	Qualifications
1	Doctorate of Education
5	Masters of Education/Teaching
1	Graduate Diploma in Teaching & Learning
1	Graduate Diploma in Teaching
7	Bachelor of Education
2	Bachelor of Education (Early Childhood)
4	Bachelor of Teaching
2	Special Authority to Teach

Professional Development

Playford College strongly supports professional development for staff members. Professional development is organised and paid for by the College and in 2019, as in previous years, there were over 30 hours of professional development provided by the College. Some of the professional development opportunities our staff engaged in during 2019:

- First Aid Training, including CPR, Asthma and Anaphylaxis training for all staff
- Robyn Dunbar from Tabor University – Literacy Learning
- School visit: Elizabeth Grove Primary School
- ACER: Progressive Assessment
- Lions Quest Training
- Desreee Gilbert from AISSA: Differentiation
- Mary Pickett from AISSA: Transition from Provisional to Full Registration