



PLAYFORD
— COLLEGE —



2025 ANNUAL REPORT

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TABLE OF CONTENTS

02	VISION AND MISSION	→
03	MESSAGE FROM LEADERSHIP	→
06	MESSAGE FROM THE CHAIRMAN OF THE BOARD	→
08	FAITH AT PLAYFORD COLLEGE	→
12	REMARKABLE ACADEMIC PROGRESS	→
13	REMARKABLE PHYSICALLY	→
14	REMARKABLE STAFF	→
15	REMARKABLE SCHOOL COMMUNITY	→
16	REMARKABLE WIDER COMMUNITY	→
19	REMARKABLE COMMUNITY HUB	→
20	CAMPS AND EXCURSIONS	→
21	WORK FORCE	→
22	SCHOOL BUDGET	→
23	SCHOOL GROWTH	→
24	SATISFACTION SURVEYS	→

VISION AND MISSION

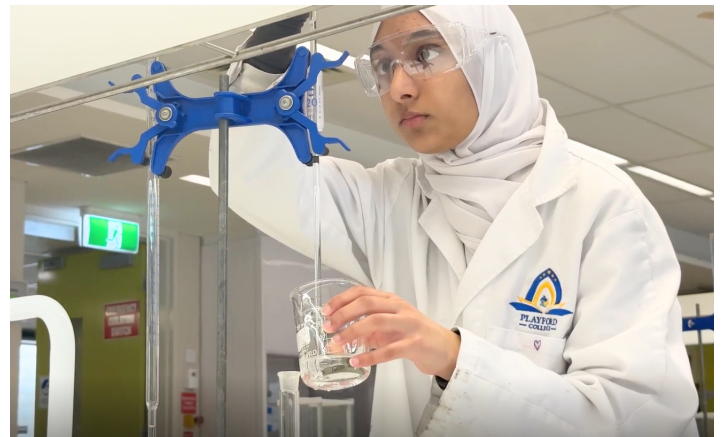
Vision

Playford College is an Islamic independent co-educational school nurturing young Australians holistically, responding to their spiritual, academic and physical needs, while providing opportunities to reflect the teachings of the Holy Prophet and the Ahlul Bayt in our contemporary society.



Mission

As a community that is rooted in the Islamic tradition, we aim to contribute to our local and wider communities, through providing experiences that nurture holistic development. Thus, we consider the spiritual, mental and physical dimensions of our existence. We seek to illuminate the world by applying the teachings of the Holy Prophet and the Ahlul Bayt.



MESSAGE FROM LEADERSHIP

In 2025, Playford College celebrated another remarkable year. Remarkable means unusual, extraordinary, or striking enough to get your attention to evoke admiration. For us, that describes Playford College.

Most remarkable was the learning and teaching program. The progress of students academically, spiritually, socially and physically was evident through the school's assessment procedures but also in objective measures like SACE (South Australian Certificate of Education) and NAPLAN (National Assessment Program-Literacy and Numeracy).



Chris Riemann
Principal

Rachael H Makki
Deputy Principal



The College was proud to announce that all Year 12 students gained their SACE. Moreover, the Year 12 results were remarkable because the Dux of Playford College received a raw ATAR of 99.90 and the Proxime Accessit, 99.35. Furthermore, 4 students gained an adjusted ATAR of 99.95. These were outstanding results for a young school in the northern suburbs of Adelaide.

Learning progress in schools does not only happen because of the attitude and achievement of students and the support of families but the biggest factor is the staff. Playford College was blessed in 2025 to maintain and recruit staff who were dedicated, knowledgeable, professional, passionate, caring and student focussed. The culture of learning and the precious relationship between students and staff was a joy to witness.

Also remarkable were the provision of renovated Primary and state-of-the-art Secondary facilities. These enhanced resources were facilitated by the supportive and visionary Playford College Board of Directors. For a young school which opened in 2017, Playford College was pleased to be able to offer modern and appealing buildings, grounds and facilities to our students, families and staff. The Board of Directors, under the leadership of Dr Abdul Musa, was forward thinking, diligent, hardworking and dedicated in looking to the future while maintaining its role of governance and overseeing finance.



As an Islamic school, Playford College believed that an imperative component of school life during 2025 was the development and nurture of faith. Faith was celebrated through daily prayer, halaqas (gatherings or study circles to learn about Islam and the Qur'an), classroom devotions, Illumination lessons (religious education), Qur'an reading and memorisation and the celebration of many events on the Islamic calendar. This comprehensive and remarkable approach and dedication to faith, nurtured our young Muslim Australian students with their identity. Significant events included Hajj re-enactment, Prophet Muhammad's birthday week, Muharram program and Ramadan celebrations.



The co-curricular and extra-curricular program in 2025 was remarkable. Playford College participated in many interschool sporting opportunities with great success and sportsmanship. The PE/Sports program was strong in Primary and Secondary and the range of sports was often supported by expert staff and new resources with extra funding from the Sporting Schools initiative.

Likewise, the engaging learning beyond the classroom with incursions, excursions and camps was exceptional. Observing Year 3s holding guinea pigs, Year 4 students cooking fish at a campfire in a First Nations/Indigenous way, Year 5s riding a horse for the first time, Year 6s being challenged to overcome their fears. Year 7s understanding democracy while in Canberra, Year 8s surfing and body boarding in the sea, Year 9s appreciating Kangaroo Island, Year 10s learning to water ski, Year 11s sharing great activities in the Adelaide Hills and Year 12s preparing for the gruelling year ahead at their Retreat were a joy for us. The skills learned were significant, as were the opportunities to grow teamwork, resilience, courage and safe risk taking. During 2024, we were always grateful for the impressive support of our families who helped with homework, supported uniform and punctuality at drop off and collection of students, attended meetings and checked school posts via the newsletter and other social media. The partnership between home and school remained strong. Highlights for us included the well-attended Mothers' and Fathers' Days breakfasts and classroom visiting. Once again, the College Iftar Dinners and Primary End of Year Celebration were popular events. Attendance at the Year 6 and Year 12 Graduations was excellent.

The Playford College staff regarded colleagues as family and team members. This strong culture encouraged our impressive staff to 'go out of their way' to support, encourage, challenge and give every opportunity to each student while also looking after colleagues. The Administration, Finance, Business, Maintenance, SSO and IT staff were very much part of the family. We were sad to say 'Goodbye' to a few staff but thrilled with the new staff who will join Playford College in 2026.



MESSAGE FROM THE CHAIRMAN OF PLAYFORD COLLEGE BOARD

Dear Parents, Staff, and Students

It is my privilege to present the Playford College Annual Report for the 2025 academic year, reflecting on a period of growth, achievement, and continued commitment to excellence within our school community.

By the grace of Allah (swt), during the past year, Playford College has remained steadfast in its mission to provide a holistic education that nurtures not only the academic success but also student character and wellbeing, spiritual growth and a strong sense of social responsibility while nurturing pride in our students' heritage and confidence in their Australian Muslim identity.

The Board of Playford College maintains a collaborative relationship with the school leadership to ensure the provision of a safe, supportive, and high-quality educational environment. The strong and respectful partnership between the Board and the leadership team has been instrumental in advancing the College's strategic priorities.

Academic outcomes in 2025 were outstanding. The College congratulates the Class of 2025 on their exemplary achievements across both academic and co-curricular areas. Year 12 Dux attaining a raw ATAR of 99.9 and four students achieving an adjusted ATAR of 99.95 was remarkable. These results are particularly noteworthy given that this represents only the fourth graduating Year 12 cohort of the College. In addition, NAPLAN outcomes demonstrated strong student performance. Their success contributes significantly to strengthening Playford College's standing as a centre of educational excellence within the Elizabeth community.



Dr Abdul-razaq Musa
Board Chairman



While recognising these achievements, the Board remains focused on continuous improvement. The College is committed to responding proactively to change, pursuing new initiatives, and addressing emerging needs to ensure sustained growth and development. This forward-looking approach will support the College in maintaining its position as a dynamic and innovative educational institution.

Infrastructure development continues to be a priority. During 2025, several key projects were completed, including the construction of the entry pergola and student walkway, the development of the Boys' Ablution (Wudu) facilities, and the refurbishment of the Deputy Principal's and Primary teacher prep room. These improvements enhance both the physical environment and the overall educational experience, supporting students' academic, spiritual, and social development.

The Board and leadership are also mindful of ongoing challenges, particularly those associated with the limitations of the current campus footprint. These constraints impact the College's capacity to expand and to develop additional facilities such as a larger library, resource centre, and indoor sporting facilities. The College is actively engaging with the City of Playford, Federal and State representatives, and neighbouring institutions to explore viable solutions to these challenges.

Community engagement remains a cornerstone of the College's success. Events such as the annual Mother's and Father's breakfasts continue to strengthen partnerships with families, whose involvement and support are highly valued and contribute meaningfully to the College's achievements.

On behalf of the Board, I extend my sincere gratitude to all members of our school community for their contributions and continued trust. I also acknowledge the valued service of my fellow Board directors. Together, we will continue to shape a future defined by excellence, integrity, and opportunity for all.

As we look to the future, School Board remains committed to upholding the values of excellence, integrity, and inclusivity. We pray that Allah (swt) continues to guide and bless our efforts in advancing the mission and vision of Playford College.

Your Sincerely

Dr. Abdul-razaq Musa Chairperson,
Playford College Board



FAITH AT PLAYFORD COLLEGE

The word that best captures Playford College in 2025 is remarkable: a year whose ordinary days kept turning out to be worth remarking upon. What follows is an account of that year, and of the many smaller moments within it in which our students grew in knowledge, character, and nearness to God.

Our Mission and Philosophy

At Playford College, our mission remains a holistic education grounded in the Islamic tradition. Our God-centred philosophy, the Flower of Faith, continues to root all teaching and learning, drawing our community of educators and students toward growth in knowledge, character, and a deeper relationship with God.



Abraham Al-Zubeidi
Head of Illumination



His vision becomes real through our pedagogical model, the Tools of Gardening. We begin with God, deliver knowledge with purpose, open space for inner reflection, and tend each student's growth, spiritually, intellectually, and emotionally. Education here is not transactional; it is transformative.

Our character development program, the Journey to Simurgh, continues to help students recognise their education as part of a longer, lifelong journey to God. Through this lens, learning becomes an act of worship, shaped by reflection, self-awareness, and moral formation.



Across 2025 we continued to align our curriculum, pedagogy, and assessment with these values. Our classrooms remain rooted in Islam while attentive to contemporary life. Our practice of Halaqa, inspired by the Prophetic tradition of sacred dialogue, invites thoughtful conversation and reflection on the questions our students actually carry. Assessment is understood not only as academic measurement but as a checkpoint along a spiritual and educational path. The Qur'an remains central to our approach, with sustained attention to recitation, memorisation, and understanding, refined each year to deepen students' engagement with the divine message.

Student Growth and Progress

Throughout 2025, students at Playford College continued to grow in knowledge, character, and faith. Guided by the Flower of Faith, our approach supports the whole student: spiritually, intellectually, emotionally, and socially.

In Illumination, the year was marked by remembrance and hope, and by the spoken and written word as a vehicle for both. Students gave speeches, wrote and recited poetry, and led reflection at school gatherings, finding language for their inner states and their aspirations toward God. When our Secondary students gathered for the day of Imam Mahdi (peace be upon him), they shaped the question themselves: in a world that can feel hopeless, what does it mean to remain hopeful? Their speeches and poems turned that question into a shared meditation on collective healing and the future, while a reflection from the Illumination team on remembering oneself and remembering God framed the day as a preparation for the awaited return.

Students also demonstrated remarkable progress in voice and leadership. Across the year they hosted assemblies, presented to their peers, led recitation, and competed in Qur'an memorisation and recitation, taking real ownership of the occasions that matter most in the life of the school.

Our sacred club continued to play a vital role in this growth, through the relationships built around shared meals, assemblies, and the many gatherings of the year, where students felt seen, heard, and supported in their personal journeys.

Together, these developments reflect a deepening of our students' faith, a maturing of their self-awareness, and a growing capacity to walk toward God with sincerity and insight.

Celebrating Faith and Community

At Playford College, the calendar is more than a schedule. It is a sacred rhythm that anchors our journey to God, and in 2025 it gave the school one remarkable gathering after another, enriched throughout by the visiting scholars whose presence reminded us that in the Islamic tradition knowledge is not merely transferred but embodied, lived, and shared.

Our year opened in the spirit of awaited hope with the day of Imam Mahdi (peace be upon him). Across the primary school, buddy classes made bracelets together, decorated cookies and muffins, and gathered for an assembly hosted by our Year 4 students, where Year 2 presented Our Leader, our senior primary students spoke about Imam Mahdi (peace be upon him), and Year 4 shared their own poems. The day closed, as it should, with the Du'a al-Faraj, the whole community dressed in the green and white of longing and hope.



Ramadan drew the community together in worship and gratitude. The school shared iftar dinners that brought students, families, and staff to one table, a reminder that fasting is both a personal discipline and a communal one that softens and unites the heart. For a week of the month we were blessed by the visit of Sheikh Dehnavi, who taught across the primary and secondary years and spoke at three assemblies. He had a particular gift with our youngest students, drawing them in with warmth, humour, and play, and the way he recited alongside them helped them memorise surahs by ear, including Surah al-Qadr with our Year 1 students.



Our Hajj Day invited students into the rites of pilgrimage. Primary students, dressed in white, moved through a simulation of the journey that millions undertake each year, the junior years in the morning and the upper years into the evening, remaining until the maghrib prayer. In the secondary school, the day centred on a Qur'an competition in memorisation and recitation, with medals for the winners and a memorable Year 12 halaqa. Throughout, students reflected on submission, sacrifice, and the longing for nearness to God, before sharing biryani together at the close.



For the days of Eid al-Ghadir, the school welcomed Sheikh Saadi, who led a Year 12 workshop and halaqa sessions with our Year 7, 8, and 9 students. The occasion was marked warmly across the school, hot chocolate among the small joys of the day, as students reflected on loyalty to the guidance of the Ahl al-Bayt (peace be upon them).



Our Muharram commemorations honoured the eternal lessons of Karbala: courage, justice, and loyalty to the truth. Sayyid Ali Imran joined us for a four-day program of commemoration and reflection, and also delivered workshops for our Year 10 students during his visit. Through his sessions and the students' own speeches, poetry, and reflection, they met the story of Imam Husayn (peace be upon him) not as distant history but as a living call to stand for God.

As Arbreen approached, the school gathered in the prayer hall for assemblies across the junior primary, upper primary, and secondary years. Students offered speeches and recitations, our Year 3 students gave a heartfelt performance, and the school received art and poetry submissions reflecting on the meaning of the day. Fruit was shared with our primary students, and our secondary students carried the raised fist of Arbreen as their emblem.



To celebrate the birth of the Holy Prophet (peace be upon him and his family), the whole school came together for one of the most joyful days of the year. There were recitations, including from Brother Ehsan Danish and our own students, nasheed that lifted the assembly, food stalls, a sports tournament, and a recreation of the moment of revelation in the cave of Hira that gave teachers room to be wonderfully creative. Families filled the school through our Community Hub, and the atmosphere, by every account, was remarkable: decorated, warm, and unmistakably alive with love for the Prophet (ﷺ). The question beneath the celebration was the one we return to each year; how will you walk in the footsteps of the Prophet?

The year's commemorations closed with Fatimiyah week and the visit of Sheikh Chaer, who spent two days with the school, speaking with students across the year levels: on prayer with our Year 5 and 6 students, on akhlaq with Year 7, and on personal growth and leadership with our senior students. His visit also included a session for parents, as the school reflected on the example of Sayyida Fatima al-Zahra (peace be upon her).

Our commitment to formation extended to our educators as well. Professor Abdalla joined staff for a professional learning session on kindness, a fitting echo of the Prophetic character at the heart of all we do.

These faith-based experiences are not additions to school life. They are the heart of it, essential pathways in each student's journey to God, where learning is worship and community is a place of transformation. Through them, our students came to see their school for what 2025 showed it to be; a remarkable place to grow toward God.



REMARKABLE ACADEMIC PROGRESS

2025 Achievements

Playford College students experienced remarkable progress during 2025. This academic progress was measured in many ways including:

Remarkable Year 12 results where all students achieved their South Australian Certificate of Education (SACE). The Dux of the College received the highest raw ATAR ever by a Playford College student with an outstanding score of 99.90.

We were also so proud of four Year 12 students who gained an adjusted ATAR of 99.95 and were thrilled that all students who applied for University had a high enough ATAR to gain a place.

Pleasing progress with Progressive Achievement Tests (PAT) data.

The increasing number of Secondary students who gained Scholarships based on their remarkable results with assessments throughout the year.

The increasing number of Secondary students who were accelerated in certain subjects.

The successful completion of university subjects during Year 12.

Excellent progress with reading levels and writing skills.

2025 HIGH ACHIEVERS
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Fatima Azhar
99.90 RAW ATAR
DUX
Merits - English & Chemistry

Mohammed Falfaly
99.35 RAW ATAR
Proxime Accessit

PLAYFORD COLLEGE

PLAYFORD COLLEGE CLASS OF 2025 RESULTS

- 57A band results
- 5 High Distinctions in Extension Studies
- 99.9 TOP RAW ATAR
- 100% SACE Completion

19% of students are in the top 10% of the state

55% of students received a selection rank of over 80

35% of students are in the top 20% of the state

PLAYFORD COLLEGE

2025 OUTSTANDING RESULTS
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Fatima Azhar
99.95
DUX

Mohammed Falfaly
99.95

Jacob Salavatian
99.95

Abdullah Kabi
99.95

Ranim El Hsein
97.20

Redha Rikaby
97.20

Abrar Jaber
97.00

Sofia Jafari
91.30

PLAYFORD COLLEGE

REMARKABLE PHYSICALLY

In 2025, Playford College continued to strengthen its commitment to the physical development of students through an enriching and diverse Physical Education program. Across both Primary and Secondary schools, students actively engaged in a wide range of sports that not only developed their athletic skills but also fostered teamwork, resilience, and a love for healthy competition. Throughout the year, students enthusiastically participated in sports such as basketball, soccer, netball, AFL, volleyball, and cricket, among many others. The breadth of sports offered ensured that every student could find a physical activity they enjoyed, encouraging participation and excellence across all levels. One of the highlights of the year was Playford College's outstanding performance at inter-school sporting events. Notably, our students competed in the prestigious Bachar Houli Cup, an AFL competition designed for Islamic schools.

Our Primary and Secondary Sports Days continued to be special. With vibrant house colours, enthusiastic participation, and excellent organisation, both days were true celebrations of physical effort, unity and fun.

For the first time Playford College was represented at the Harmony Cup on the Gold Coast. This week long sporting event enabled our students to represent South Australia against Muslim students from other states.

We were also grateful for the continued support of the Sporting Schools program, funded by the Australian Government, which enabled us to offer specialist coaching and equipment to enhance the student experience. In addition, we sincerely appreciated the leadership and energy brought by student mentors from Sports College SA, who served as role models and motivators throughout the year.

Through these initiatives, Playford College has proudly built a culture where physical education is valued, celebrated and continually improving, part of the remarkable journey that reflects our holistic approach to student development.



REMARKABLE STAFF

Playford College students, families and colleagues were blessed by our remarkable, dedicated, passionate, nurturing, inspiring, resilient, hard working and collegial staff during 2025. Highlights, like the remarkable Year 12 and NAPLAN results do not happen without quality teachers. The College continued to celebrate the Admin, Finance, HR, SSO, Maintenance and Transport teams who supported the teachers to deliver the curriculum effectively.



REMARKABLE SCHOOL COMMUNITY

Playford College parents appreciated their relationship with the staff and assisted with punctuality to school, homework, correct uniform and attendance at parent/teacher interviews and other gatherings. Fathers and mothers were celebrated at their special days with classroom visiting and a delicious breakfast. Numbers to these events are increasing significantly every year.



REMARKABLE WIDER COMMUNITY

Playford College continued to celebrate the support of the wider community in the life of the school, including:



- Remarkable politicians and community leaders who visited in 2025. We were delighted to welcome Premier Peter Malinowskas, Mayor Glenn Docherty, local members Matt Burnell and Lee Odenwalder, other MPs Tony Piccolo and Mira El Dannawi and Councillors Marilyn Baker, Akrim Arifi, Chantelle Karlsen and Zahra Bayani during Book Week to read to our Primary students.
- Final year Speech Pathology, Occupational Therapy and Social Work students from Flinders University who supported students in the school and families at the Community Hub.
- The City of Playford Mobile Library which visited every 2 weeks.
- The impressive support for the Community Hub was extensive and included Migrant Recourse Centre, Aquadome, parenting pathways AnglicareSA, Hippy Australia, Uniting Communities, New and Emerging Communities (UC), Community Connections (UC), Morella Community Centre, Sets program (UC), STTARS, The One Box, Playgroup SA, Flinders Uni, Talking Matters, Toy Well Toy Library, Words Grow Mind, Green Adelaide, Family Connect, Good360, Save the Children, Library Services (City of Playford) and Oz Harvest. These agencies supported our families financially, socially, culturally and helped prepare them for future opportunities in the wider community.
- CITE (The Centre of Islamic Thought and Education) at UniSA continued to influence the teaching of Islamic pedagogy within the staff and were appreciated. Our 30 staff members attended the CITE Conference in Perth, reflecting the University's ongoing commitment to professional learning and engagement in Islamic education.
- The College appreciated the continued relationship with, and support from, Northern Adelaide Senior College.
- The Association of Independent Schools SA continued to provide excellent advice in many aspects of school life.
- The University of Adelaide and Playford College were proud to offer places in the 2025 Children's University program. Students completed 30 hours of learning in subjects they enjoy, at their own pace, while recording their progress in a Children's University Passport.

REMARKABLE FACILITIES

The College continued its remarkable restoration of the Durrington Road site to modernise a 1970s government school into a visually appealing and functional facility for the students and staff, including:

-
- The impressive upgrade of the Library created more room, attractive spaces and extra areas for books and resources.
- The upgrade of the student walkway and enlarged verandahs created an impressive and welcoming entrance to the school.
- The renovation of the Primary boys' toilet created a more hygienic space.
- The new Sports Shed enabled Primary and Secondary sports equipment to be stored and accessed properly.
- The installation of solar panels on the Secondary buildings was environmentally and fiscally responsible.
- The bituminising of the service area on Dauntsey Road allowed for safer access.
- The upgrading of the main carpark enabled more staff to park safely.
- The upgraded Secondary Teachers' Resource Room with improved facilities, modern aesthetics, and a more functional working environment for staff.
- The upgrade Nature Play Area, creating a more engaging outdoor space for younger students to play, explore, and connect with nature.
- The construction of the Boys' Wudhu Area, providing boys with a dedicated and practical ablution facility.
- Purchasing a brand new 12-seater school bus, strengthening the College's transport capacity and enhancing the existing bus fleet.



REMARABLE FACILITIES

- Completing fencing at the Kiss and Drop Area to improve student safety, site security, and traffic management.
- Renovating the Primary Teachers' Prep Room with modern finishes, improved facilities, and increased seating capacity.
- Renovating the Deputy Principal's Office, creating a more professional and functional workspace.
- Completing a major renovation of the Imam Mahdi Building, including upgraded epoxy flooring, painting, classroom modifications, and additional storage spaces for teachers and SSOs to better support teaching and learning activities.
- Painting the Prayer Hall and selected school woodwork building features, improving presentation and overall amenity.
- Commenced construction of the Girls' Wudhu Area in 2025, with the project to be completed in early 2026.



REMARKABLE COMMUNITY HUB

The Community Hub delivers a range of structured programs that support the educational, social, and wellbeing needs of families within the community. These programs are delivered in partnership with external organisations and volunteers to ensure accessible and culturally responsive support.

The Hub runs early childhood playgroups, including an Islamic playgroup that supports Muslim families in a safe and inclusive environment. These sessions focus on early learning, school readiness, and strengthening parent-child relationships.

For adults, the Hub provides English classes, parenting support, and practical skill-building workshops to build confidence and independence. Wellbeing sessions are also offered, including pain management programs that support participants to better understand and manage chronic pain through education and self-management strategies.

Additional programs include sewing electives, nutrition and cooking sessions, and volunteering opportunities such as the toy library and food support initiatives, all aimed at building practical skills and community engagement.

To ensure accessibility, creche support is provided during adult sessions so parents, particularly mothers, can participate fully. The Hub also offers referral pathways and works closely with external services (listed on page 19 of this report) to support early intervention and ongoing family needs.

Overall, the Community Hub provides a holistic range of services that strengthen wellbeing, build skills, and foster connection within the community. Through its ongoing programs and partnerships, the Hub has also contributed to increasing the visibility and recognition of Playford College within the wider community, strengthening trust, engagement, and awareness of the College's role as a community-focused institution.



CAMPS AND EXCURSIONS



Year 6 Camp
Stockport



Year 12 Retreat
West Beach



Year 7 Excursion
Cleland Wildlife Park



Year 11 Excursion
Morialta



Year 1 Excursion
Adelaide Zoo



Year 10 Camp
Murraylands



Year 3 Excursion
Museum



Year 7 Camp
Canberra



Year 4 Camp
Aldinga Beach



Year 9 Camp
Kangaroo Island



Year 2 Excursion
Marine Discovery



Year 8 Camp
Victor Harbor

WORKFORCE

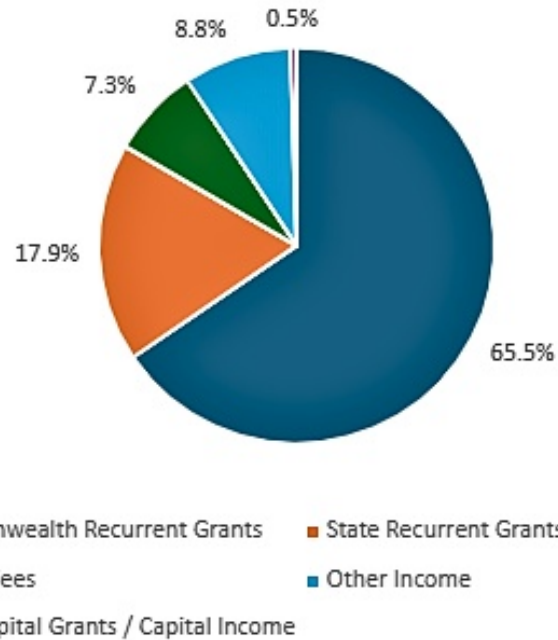
2025 WorkForce		
	Head Count	FTE
Teaching Staff	60	52.8
Non- Teaching staff	61	35.4
Total	121	88.2

Teachers' Qualifications	
Number of Teachers	Qualifications
2	Doctorate PhD in Education
25	Masters of Education
24	Bachelor Of Education
9	Special Authority to Teach

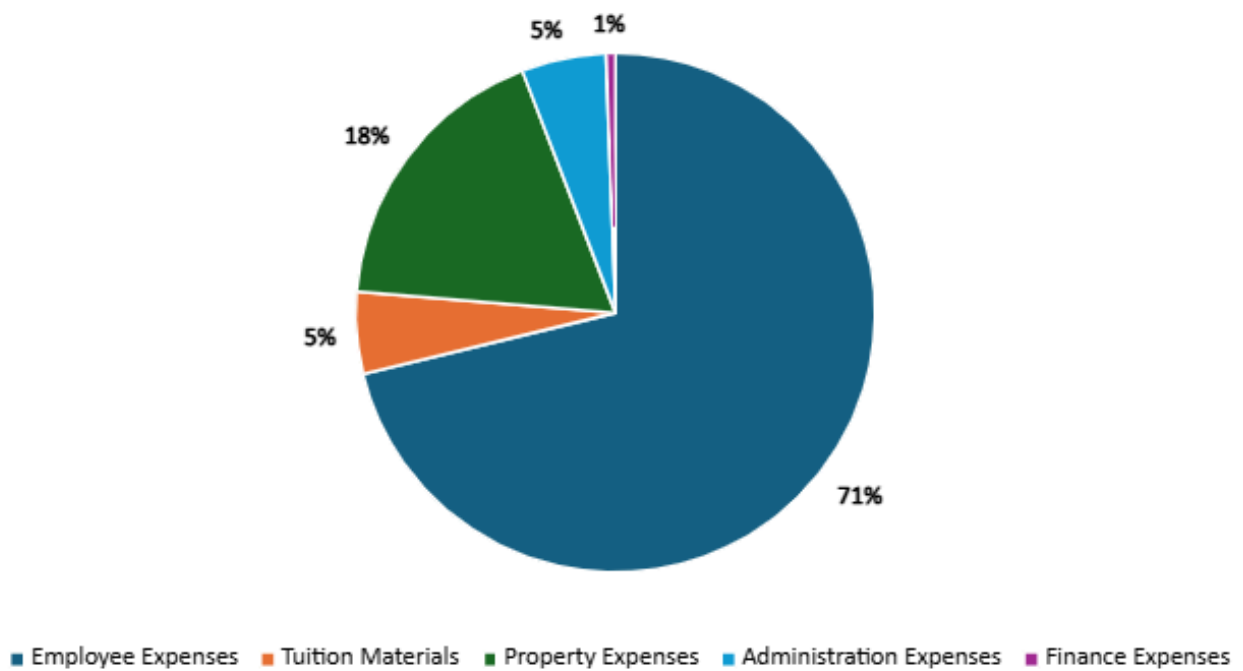


SCHOOL BUDGET

2025 Income (%)



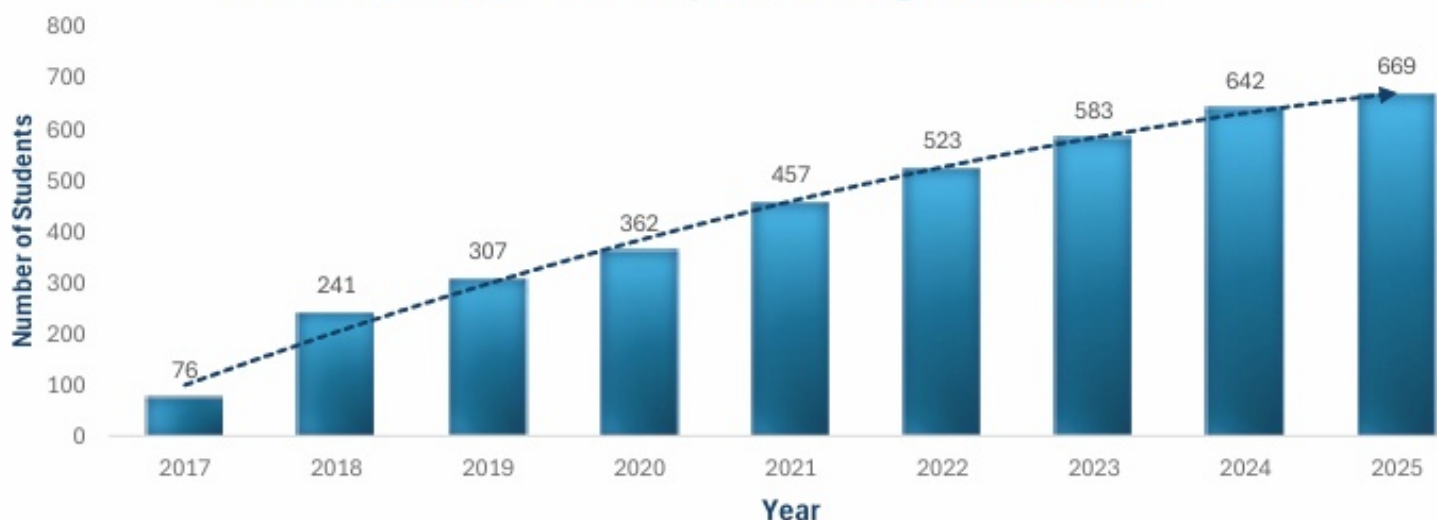
2025 Expenses (%)



STUDENT GROWTH

2025 Enrolments			
Year level	Male	Female	Total
Foundation	16	28	44
Year 1	23	29	52
Year 2	30	32	62
Year 3	35	37	72
Year 4	27	53	80
Year 5	23	25	48
Year 6	20	30	50
Primary Total	174	234	408
Year 7	24	44	68
Year 8	26	22	48
Year 9	17	36	53
Year 10	16	9	25
Year 11	16	18	34
Year 12	10	23	33
Secondary Total	109	152	261
Whole school	283	386	669

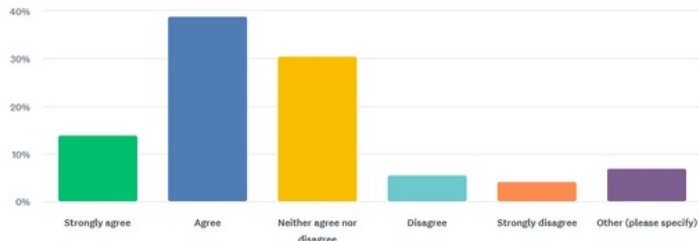
Growth of students at Playford College 2017-2025



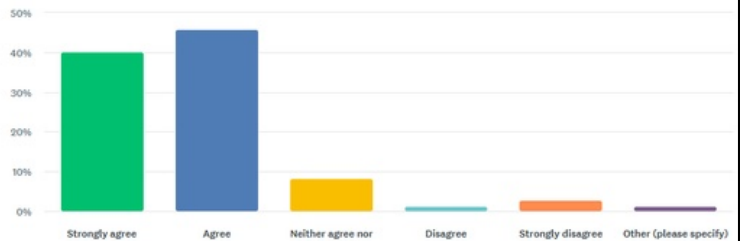
SATISFACTION SURVEY

STUDENT SURVEY RESPONSES

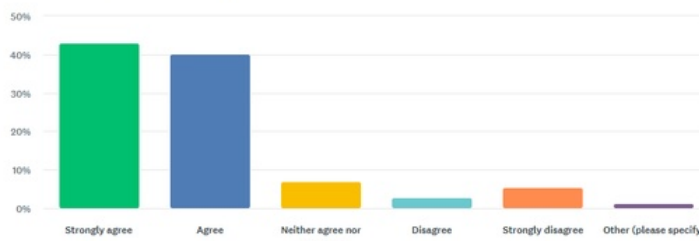
Students respect each other at this school.



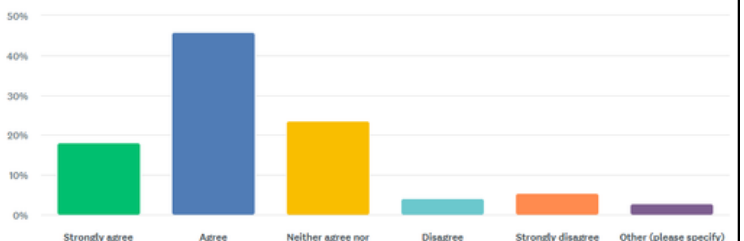
I am encouraged to try my best at my school.



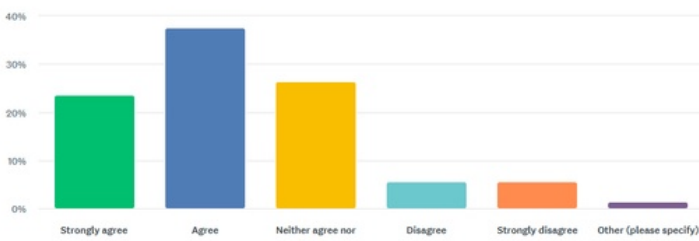
I understand my school's expectations for student behaviour.



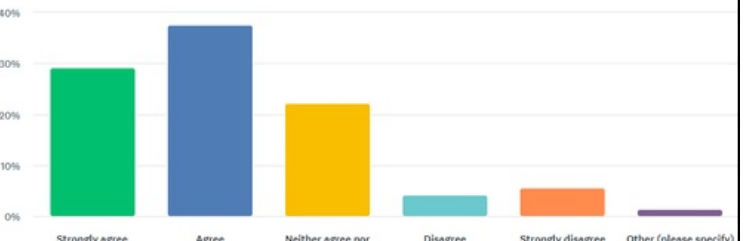
I am treated fairly at this school.



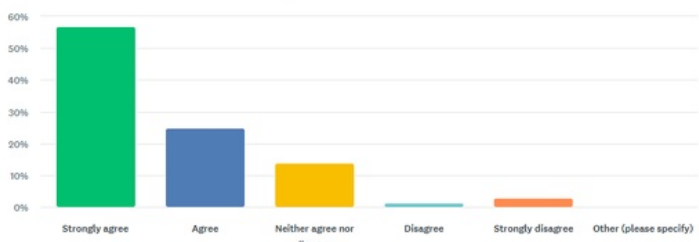
I am proud to be a part of this school.



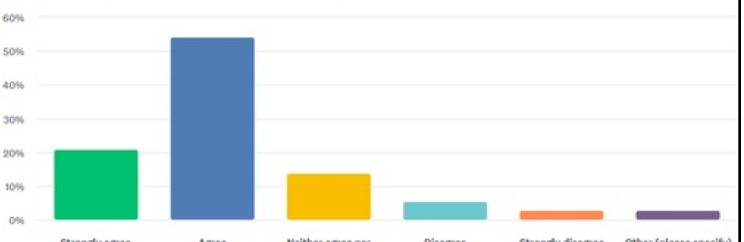
My school provides excellent learning resources.



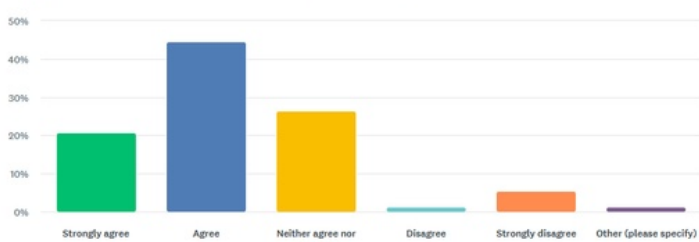
I learn new skills and have fun at camps.



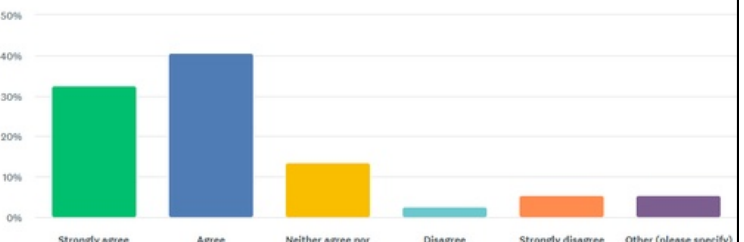
I am making good progress with my learning.



I enjoy the extra-curricular activities Playford College offers.



I enjoy the breadth of elective choices I have.



STAFF SURVEY RESPONSES

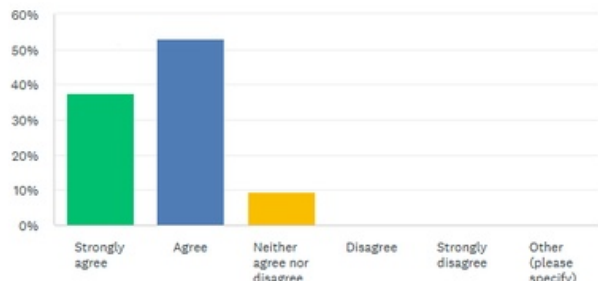
What is my position at the school?

Answered: 32 Skipped: 0



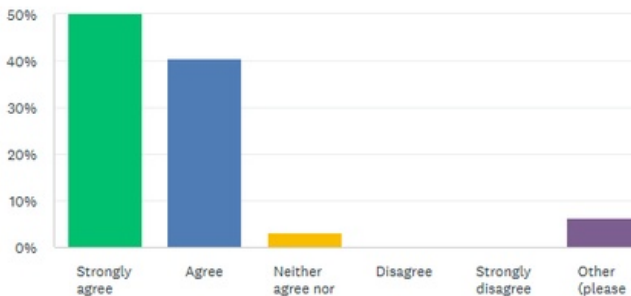
The school clearly communicates its expectations for student behaviour.

Answered: 32 Skipped: 0



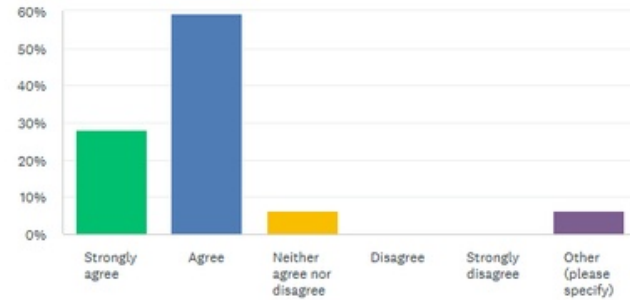
This school is a safe place for students to learn.

Answered: 32 Skipped: 0



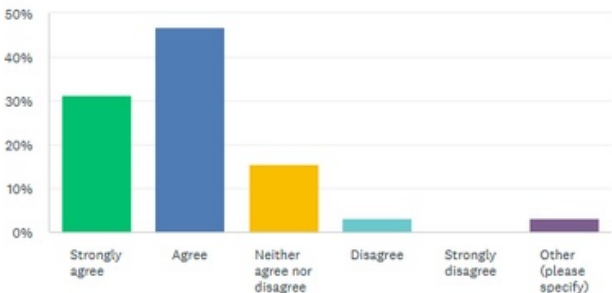
Staff take prompt action when problems occur.

Answered: 32 Skipped: 0



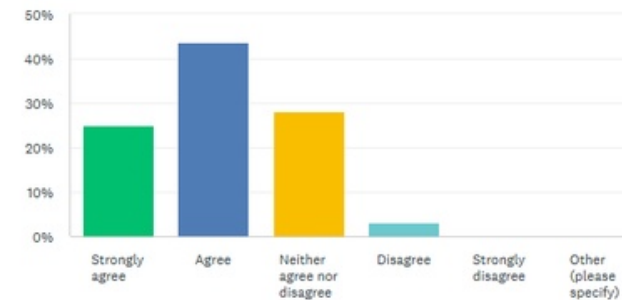
There is open communication between staff and parents at this school.

Answered: 32 Skipped: 0



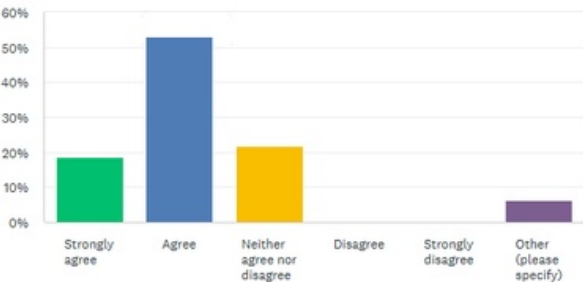
Students are motivated to learn at this school.

Answered: 32 Skipped: 0



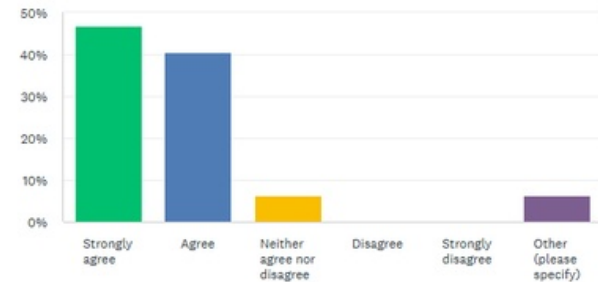
Our school's programs effectively meet the needs of students (such as second language English learners, learning disabilities).

Answered: 32 Skipped: 0



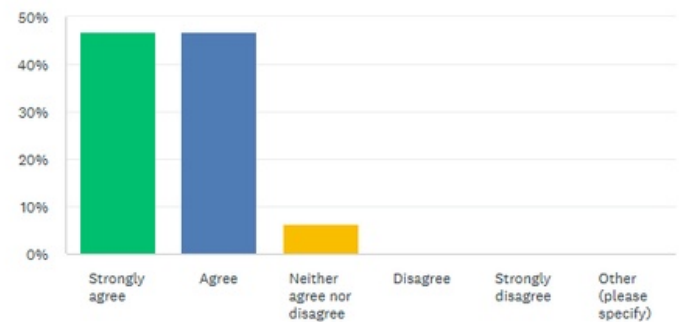
I have access to the technology I need to do my job properly.

Answered: 32 Skipped: 0



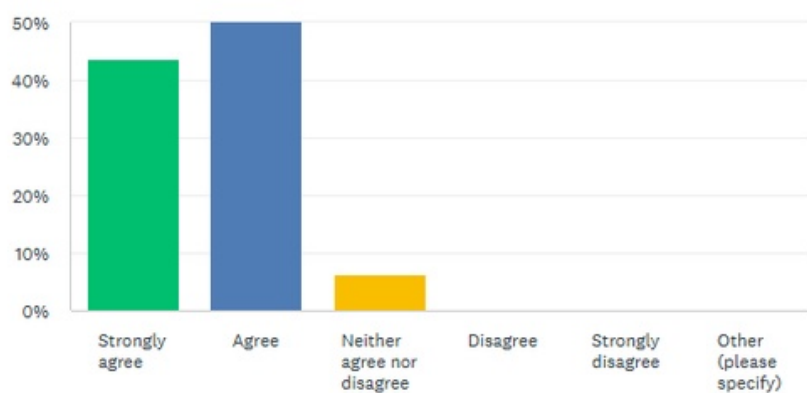
Administrators, teachers and other staff treat each other with respect.*

Answered: 32 Skipped: 0



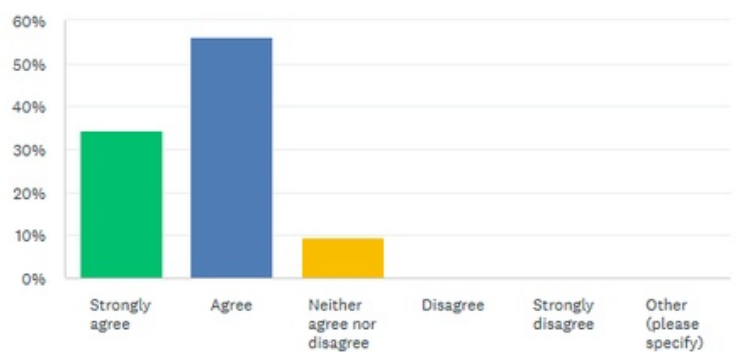
The Leadership team is supportive.

Answered: 32 Skipped: 0



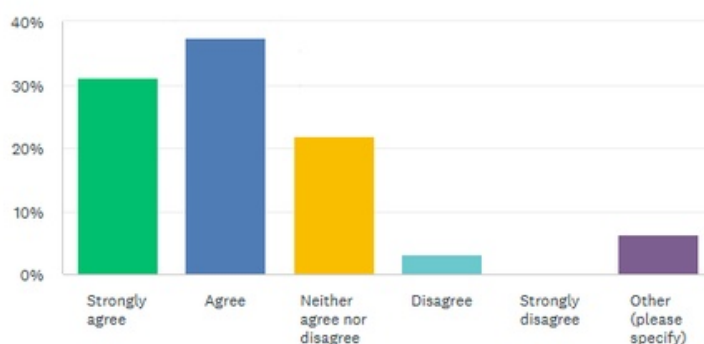
There is a culture of continuous improvement and learning.

Answered: 32 Skipped: 0



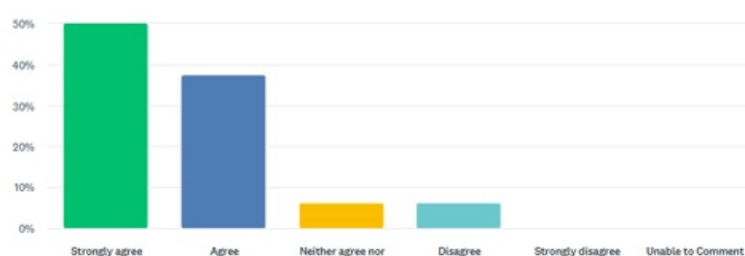
The school offers appropriate professional development opportunities for staff.

Answered: 32 Skipped: 0

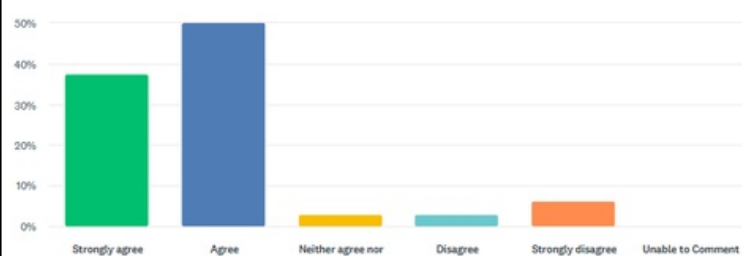


PARENT SURVEY RESPONSES

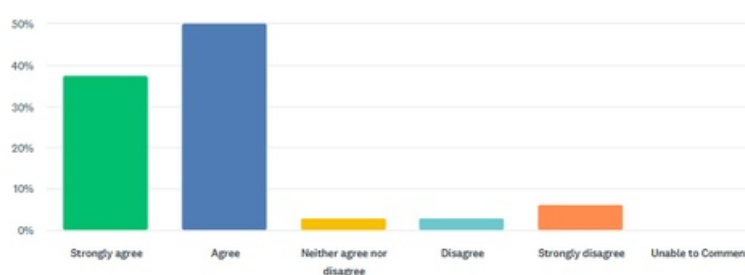
The range of learning areas offered at this school is impressive.



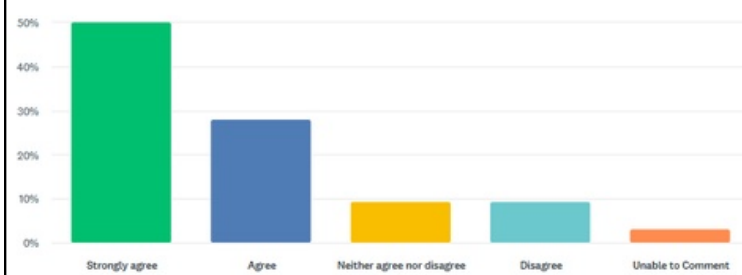
The quality of teaching at this school is strong.



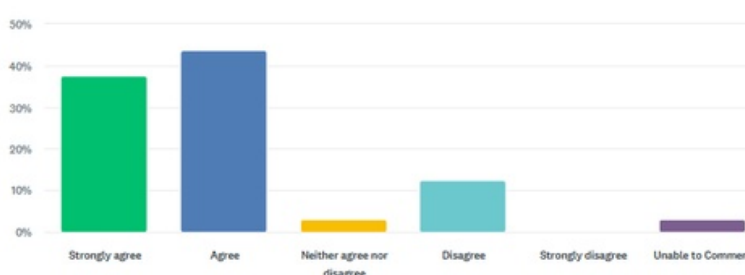
The quality of teaching at this school is strong.



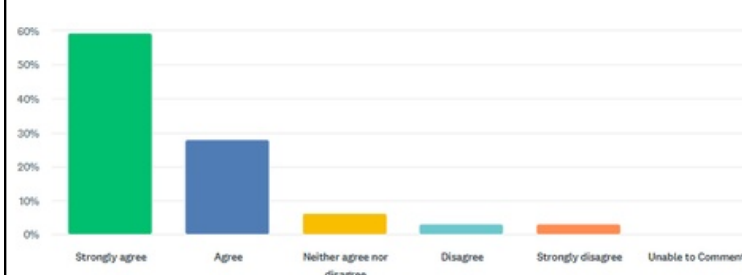
Teachers at this school are keen to help students of all abilities.



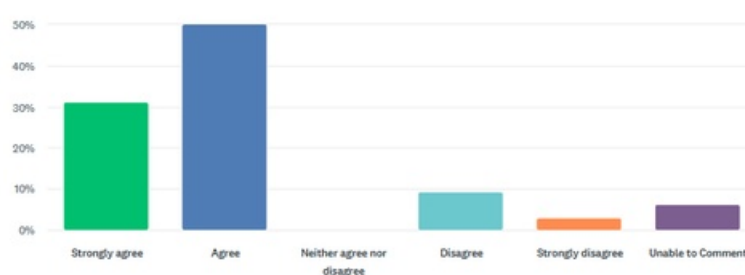
Teachers provide excellent help and support for students when it is needed.



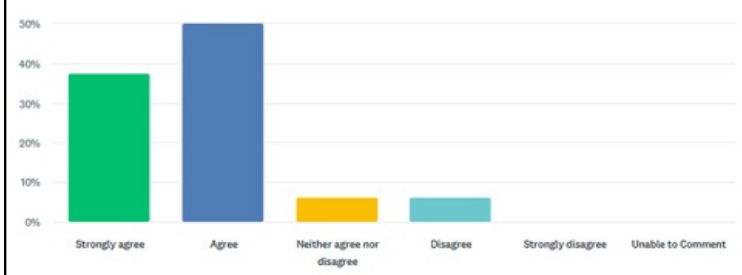
The school is a safe place in which to learn.



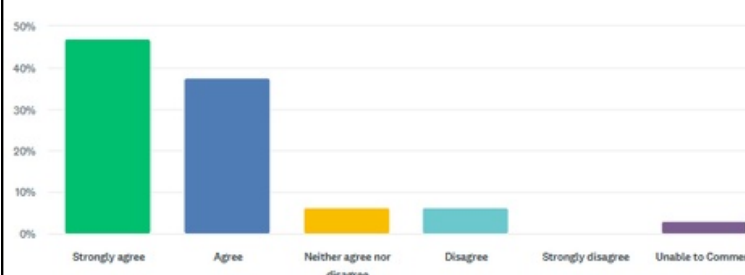
The discipline at this school follows established and well-known procedures.



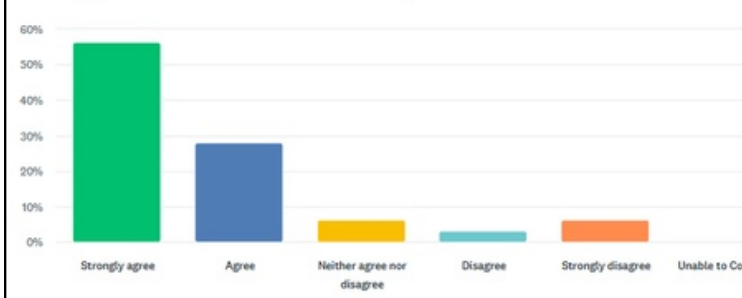
Students have access to high-quality facilities, materials and resources that help them learn.

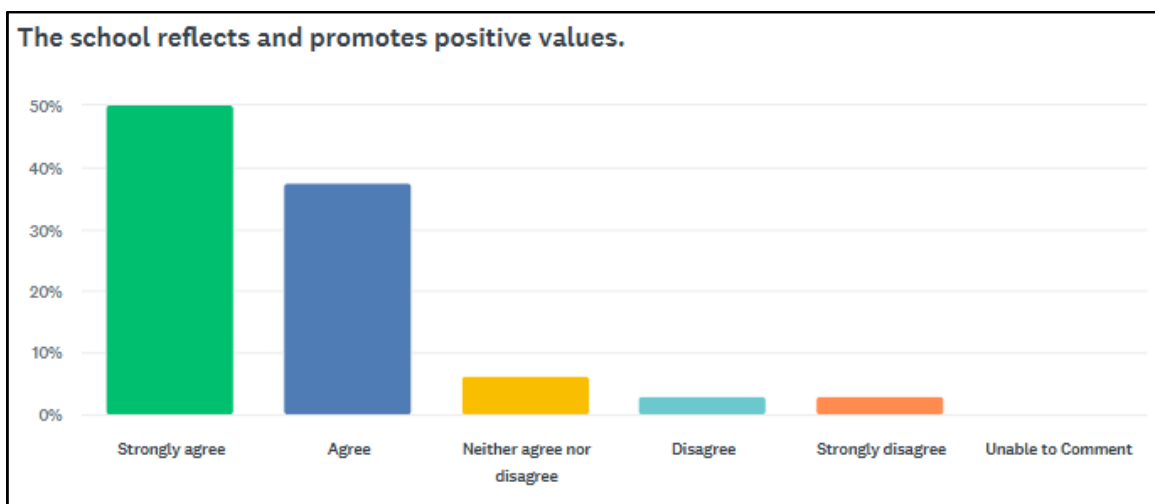
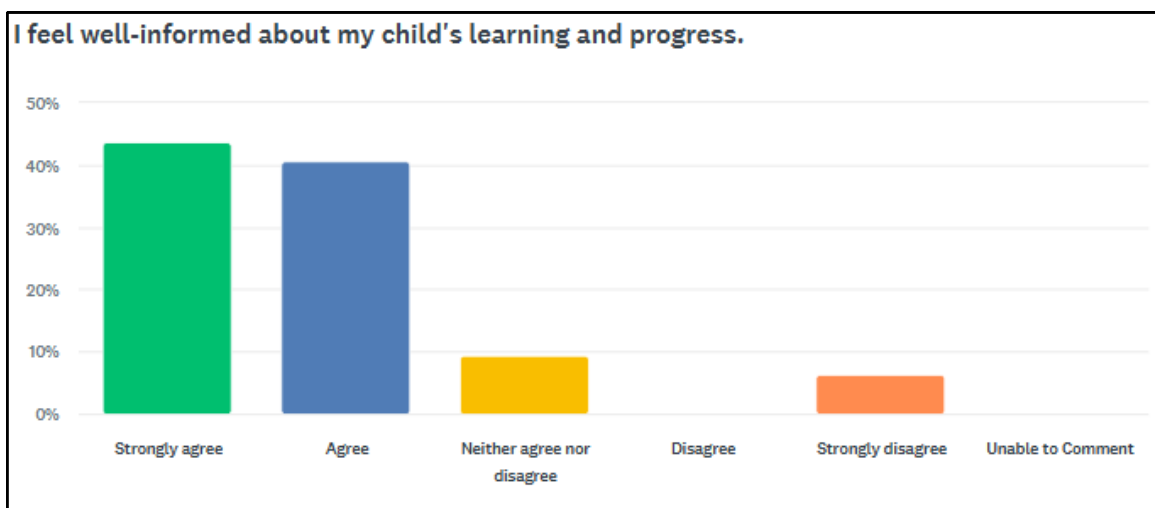
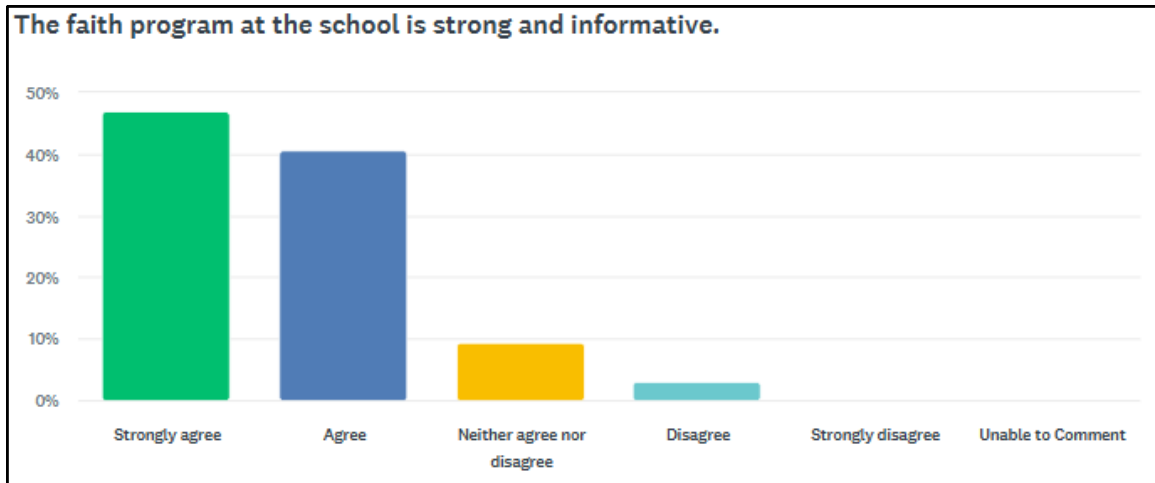


The communication methods (Compass, parent-teacher interviews, newsletters, etc) are effective



I am happy to recommend the school to other parents.







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