

ANNUAL REPORT

2022



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HISTORY

Pinnacle College (formerly known as Burc College) is a non-denominational private school offering a comprehensive curriculum. As a co-educational school, the College caters for Primary and Secondary School students of all faiths and ethnic backgrounds at three campuses:

- ▶ Elizabeth East (Foundation – Year 12)
- ▶ Golden Grove (Foundation – Year 10)
- ▶ Gilles Plains (Foundation –Year 6)

Pinnacle College was established by McYESS Foundation for parents who desire a high standard of education for their children in a caring, disciplined environment, where multicultural values and principles are actively supported and nurtured. Pinnacle College was first established in Gilles Plains in 2005, a small school with limited facilities and staff. Beyond the expectations of such a small and new school, Pinnacle College expanded so rapidly that the governing body was able to establish and open its second campus in Elizabeth East in 2010. Similar to Gilles Plains, Elizabeth Campus started with a small group of students and every year increased the number of its year levels, students, and facilities. Due to continued growth, a third campus in Golden Grove commenced its operation at the start of 2019.

Apart from its physical growth, the College has also exhibited significant success in academic areas such as sports, Premiers Reading Challenge, Australian Mathematics Competition, International Competitions and Assessments for Schools (ICAS), and South Australian Primary Schools Sports Association Tournaments.

It is our belief that children can reach their full potential when they love their school and when they feel they are respected and cared for. That is why we have determined that one of the distinctive factors of Pinnacle College is to have a happy, safe, and nurturing environment. Pinnacle College now offers an innovative and inclusive environment for excellence in learning where diversity is celebrated. We strive to provide for our students the skills and opportunities needed to grow into confident, contributing citizens. We believe in the endless potential that our students have and take pride in supporting them to not only be the best they can be, but also become leaders in the variety of exciting fields that they may wish to pursue.



MCYESS

McYESS (Multicultural Youth Education Support Services) was established on the 18th of December, 1995 as a non-profit organisation to provide education, accommodation and counselling services for young people in Australia.



McYess Ltd

Multi Cultural Youth Education Support Services Limited

McYess promotes cultural events and facilitates lectures and other social activities, while organising and participating in world humanitarian aid programs. One of its chief aims is to guide and encourage young people in increasing their self-esteem and confidence in order to establish a firm standing in society.



OUR MISSION

Our mission is to foster academic and creative excellence in a respectful and nurturing educational environment. We strive to support student wellbeing and provide meaningful learning experiences that develop socially responsible and resilient life-long learners. Through collaboration and leadership, our students will engage in, and contribute to the community, both locally and globally.

OUR VISION

At Pinnacle College, we celebrate diversity and uniqueness in an innovative and inclusive learning environment. Our vision is to equip students with the confidence and skills to reach their potential and meet the challenges of the future as global citizens, leaders and innovators.

PHILOSOPHY

Pinnacle College is a place where all students can learn – the only variable can be the time. We have obligations to teach every learner and expect all students to learn. We believe in fostering a nurturing environment in which each child feels special and grows in self-esteem. Pinnacle College is a school where diversity is strength and students are expected to understand and respect differences. We value close ties among children, staff, parents, and the community and believe in strong parent participation in their children's education. Pinnacle College is a school devoted to the development of each student's intellectual, social, emotional and physical capacities in an atmosphere of equal opportunity. We create an environment for children to allow them to be themselves and to develop their full potential in the way and at the pace appropriate to them.

The following assumptions are basic to the philosophy at Pinnacle College:

- ▶ 'Knowing' is a process, not a product;
- ▶ The curriculum should contain different learning experiences;
- ▶ The curriculum must be adapted to the child's development level.

On-going successes will encourage the development of a positive self-image, which will in turn allow the child to accept challenging learning experiences without retreating from the learning setting. It encourages an awareness of what each child knows and what he/she needs to know in order to accomplish and achieve further. This requires teachers who emphasis the successes a child achieves and necessitates a positive approach to learning and development.



THE STUDENT AS AN EQUAL PART OF THE SCHOOL COMMUNITY

The school community is comprised of teachers, students and parents. All have specific rights and responsibilities.

In particular, students are entitled to be treated with dignity and respect. They have a right to expect careful and proper planning from those responsible for their education.

SOCIAL DEVELOPMENT

The school operates on the premise that students can control their behaviour when reasonable limits are set. The school uses the principle of logical consequences as its approach to maintaining controls within the classroom and school as a whole.

The basic assumption is that the child is aware of the consequences for inappropriate or unacceptable behaviour and that these consequences are a logical extension of their behaviour. When a particular behaviour is of an on-going nature staff are encouraged to resolve the student's issue in a counselling setting. Should the behaviour continue, the parents may be involved and if necessary, support services will be requested.

Education at Pinnacle College goes beyond the curriculum, as changes and developments in curriculum alone do not guarantee social, emotional or academic growth. It is the constructive interaction between students, peers and adults, and their relationships with parents and teachers that is the basis for excellent education. At Pinnacle College these relationships are nurturing, supportive, and caring, with the hope of **an excellent result in each student's education.**

**The average
attendance rate
of all students at
Pinnacle College
for 2022 was
82.51%**

STUDENT ATTENDANCE

Non-attendance Process:

Parents or guardians can phone, email or text to let the College know that the student will not be attending. At 10.20 am, parents or guardians of students with an unexplained absence recorded are contacted via an SMS and/or phone call.

Campus by Campus Data:

Elizabeth Campus (Primary)	86.84%
Elizabeth Campus (Secondary)	85.26%
Gilles Plains Campus (Primary)	83.12%
Golden Grove Campus (Primary)	84.34%
Golden Grove Campus (Secondary)	73.00%

Elizabeth East	
Primary	
Foundation	84.22%
Year 1	85.58%
Year 2	87.60%
Year 3	86.34%
Year 4	83.71%
Year 5	90.51%
Year 6	90.14%
Secondary	
Year 7	84.28%
Year 8	88.69%
Year 9	85.87%
Year 10	81.40%
Year 11	86.61%
Year 12	84.77%

Golden Grove	
Primary	
Foundation	83.63%
Year 1	83.82%
Year 2	82.88%
Year 3	83.93%
Year 4	83.73%
Year 5	86.86%
Year 6	85.69%
Secondary	
Year 7	82.89%
Year 8	82.88%
Year 9	50.00%
Year 10	84.62%

Gilles Plains	
Primary	
Foundation	84.04%
Year 1	82.37%
Year 2	84.05%
Year 3	83.73%
Year 4	76.80%
Year 5	84.97%
Year 6	85.79%

**2022
attendance
remains
impacted by
COVID-19**

STAFF ATTENDANCE

Staff Attendance	
Total Teacher Attendance	94.2%
Total Admin Attendance	94.7%
Total Staff Attendance	94.4%
Average Lost Time Rate	12 days

The staff attendance figure is an indicator of the time required to be at work that is actually spent at work. A larger percentage figure indicates that less time is spent away from work due to illness, carers leave, compassionate leave, etc. It does not account for staff on long term leave for reasons such as a long term workplace injury, or planned leave such as parental leave and long service leave. Average Lost Time Rate is the average number of unplanned leave days each employee took during the year. 2022 attendance was significantly impacted by leave related to COVID-19.

STAFF RETENTION

Staff Retention	
Total Number of Employees	111.9
Total Employees Who Left	20
Staff Retention Rate	82.1%

Staff who are employed on a casual basis and those on temporary or replacement contracts to cover those on leave are not included in this calculation.

STAFF QUALIFICATIONS

Pinnacle College Teacher Qualifications

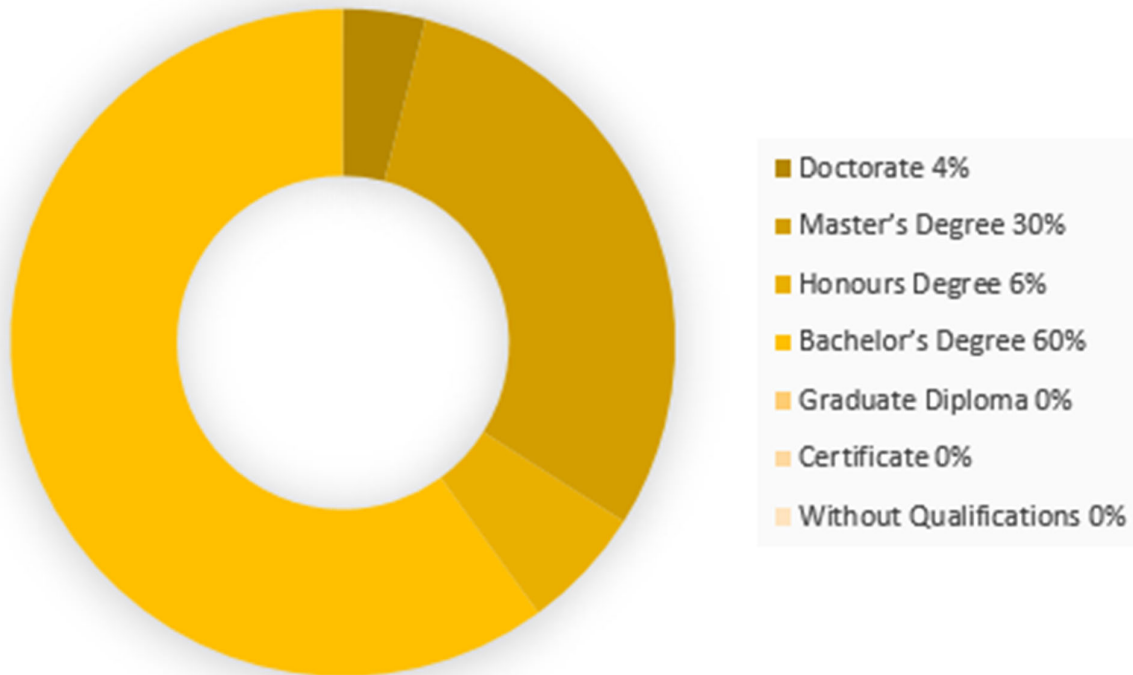
Pinnacle College places a high priority on providing all staff with professional development opportunities. Both teaching and non-teaching staff are provided with an annual allowance to undertake professional development.

The following table lists the highest qualification held by teaching staff across Pinnacle College's three campuses:

Total Teaching Staff	67	100%
Doctorate	3	4%
Master's Degree	20	30%
Honours Degree	4	6%
Bachelor's Degree	40	60%
Graduate Diploma	0	0%
Certificate	0	0%
Without Qualifications	0	0%

STAFF QUALIFICATIONS

Highest Qualification Attained



**Pinnacle College's
teacher development
guidelines align
teacher professional
development with the
AITSL standards**

WORKFORCE COMPOSITION

In 2022, the Pinnacle College workforce was comprised of 110 staff, including 67 teachers and 43 non-teaching staff.

Total staffing at Pinnacle College was comprised of the following:

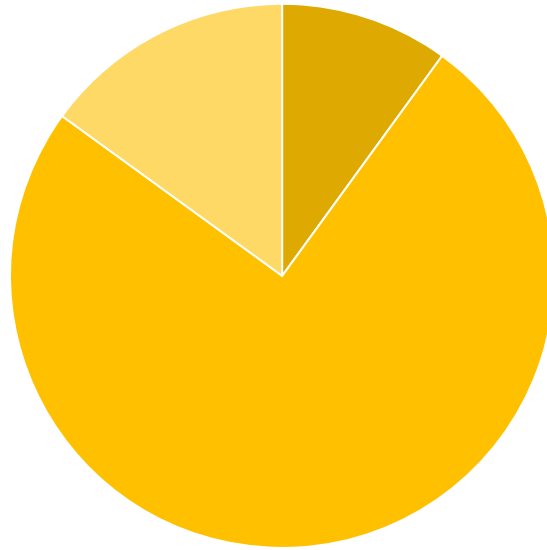
Employee Category	% of Staff
Teaching Staff	59%
Non-Teaching Staff	37%
Executive	4%

Pinnacle College is an equal opportunity employer, employing 61% female and 39% male staff in 2022. Pinnacle College employs a wide variety of age groups, with the average age for staff being 38.6 years.

Pinnacle College's employee average length of employment increased from 4.4 years in 2021 to 4.3 years in 2022. The length of tenure across the school in 2022 was as follows:

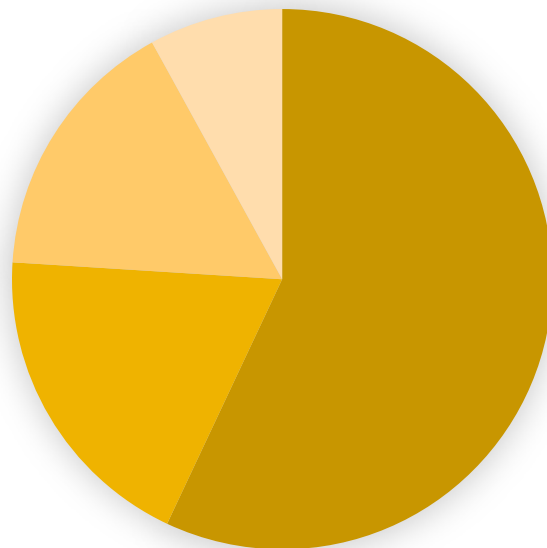
Years of Service	% of Staff
1-3	57%
4-6	19%
7-9	16%
10-12	8%

Pinnacle College's recruiting approach aims to find a balance between employing staff with existing experience, and hiring high quality graduates from university. Our teaching staff continue to gain experience and the average teaching salary level in 2022 was 7.8 out of 10



■ Teaching Staff 59% ■ Non-Teaching Staff 37% ■ Executive 4%

Employee Category



■ 1-3 57% ■ 4-6 19% ■ 7-9 16% ■ 10-12 8%

Years of Service

90%

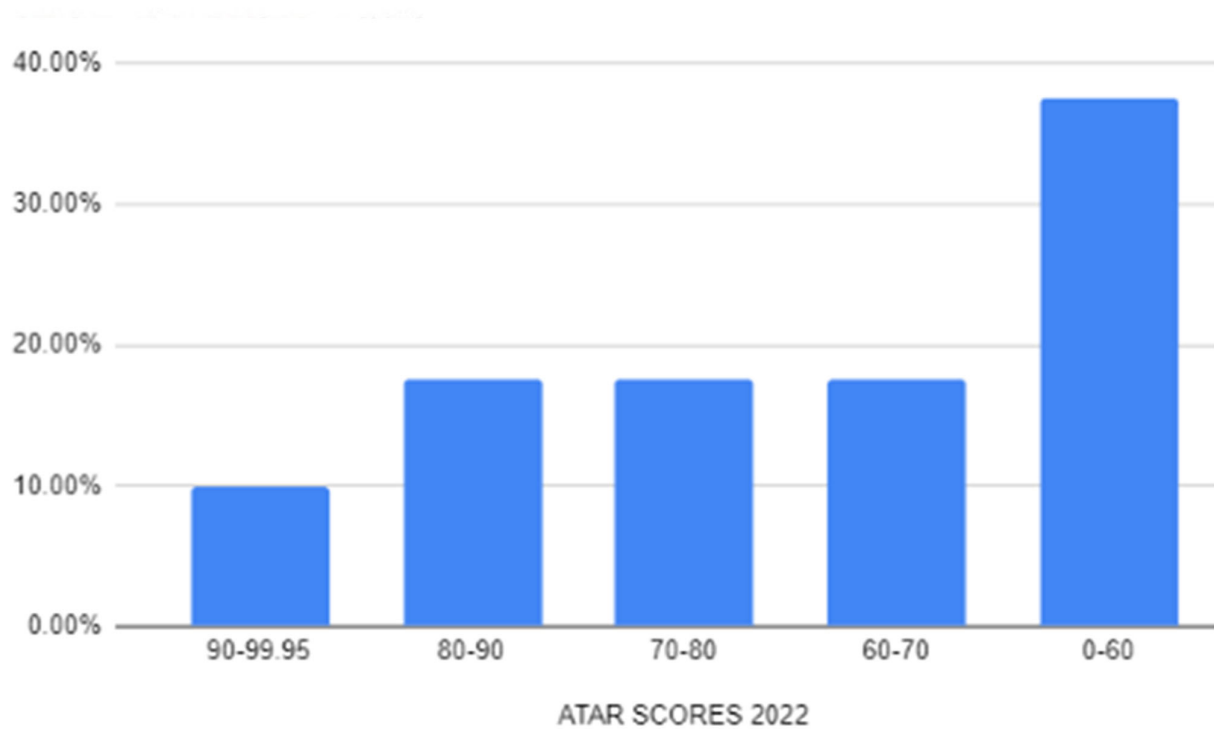
**of students
attained an**

**ATAR score in
2022. We have
been keeping this
consistency since
offering SACE at
Pinnacle College.**

SACE STAGE 2

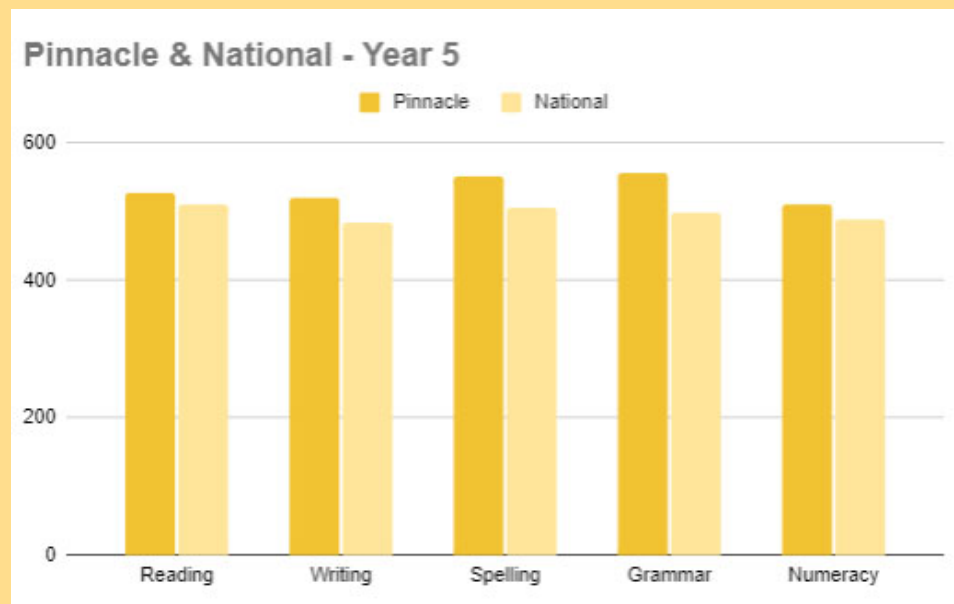
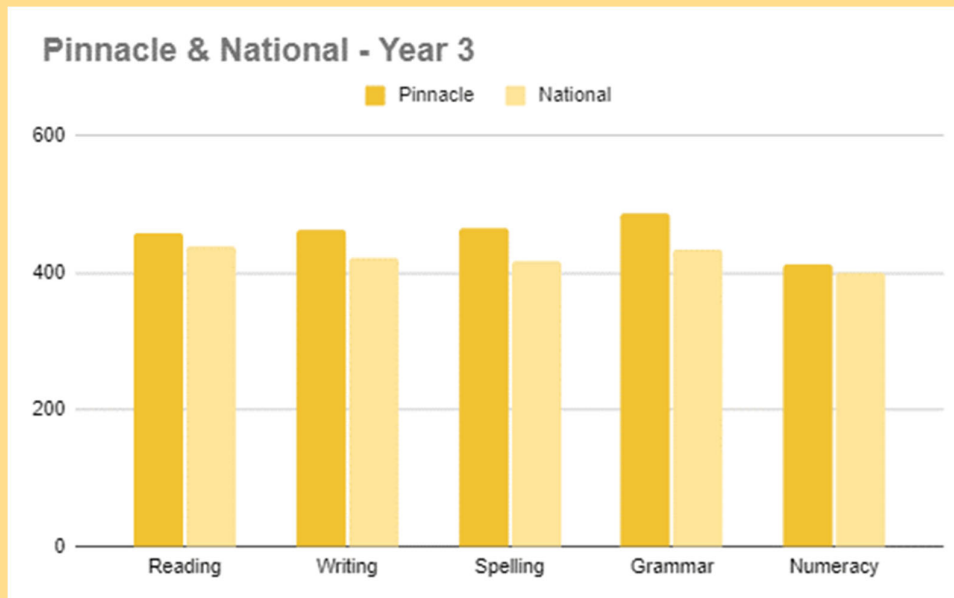
2022 ATAR Scores

The 2022 Pinnacle College graduates ATAR scores by percentage of students are graphed below

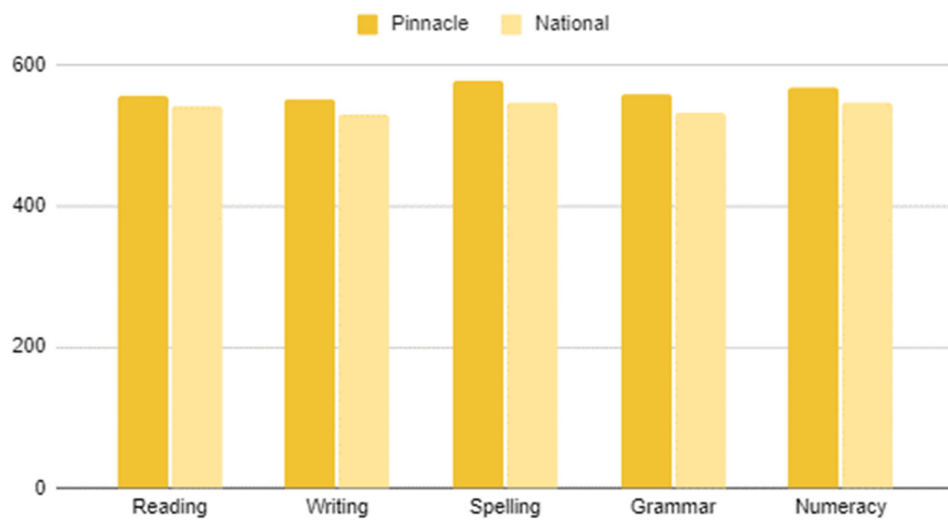


NAPLAN 2022

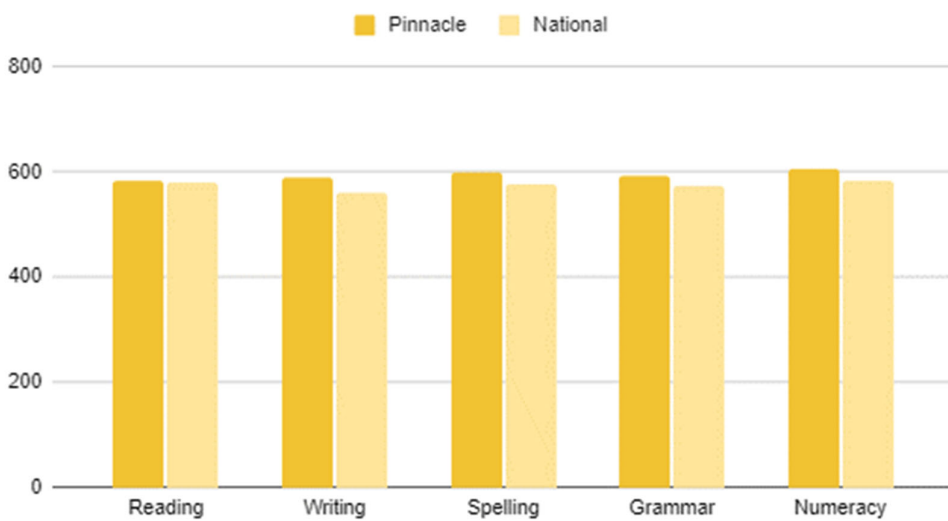
The 2022 NAPLAN results indicate that the school surpasses the national averages in all year levels and across all domains. Upon closer analysis of the data, it becomes more evident that the school excels significantly in certain domains compared to students nationwide. It is worth mentioning that while the school consistently outperforms the national average, the gap narrows considerably in Year 3 Numeracy and Year 9 Reading.



Pinnacle & National - Year 7



Pinnacle & National - Year 9



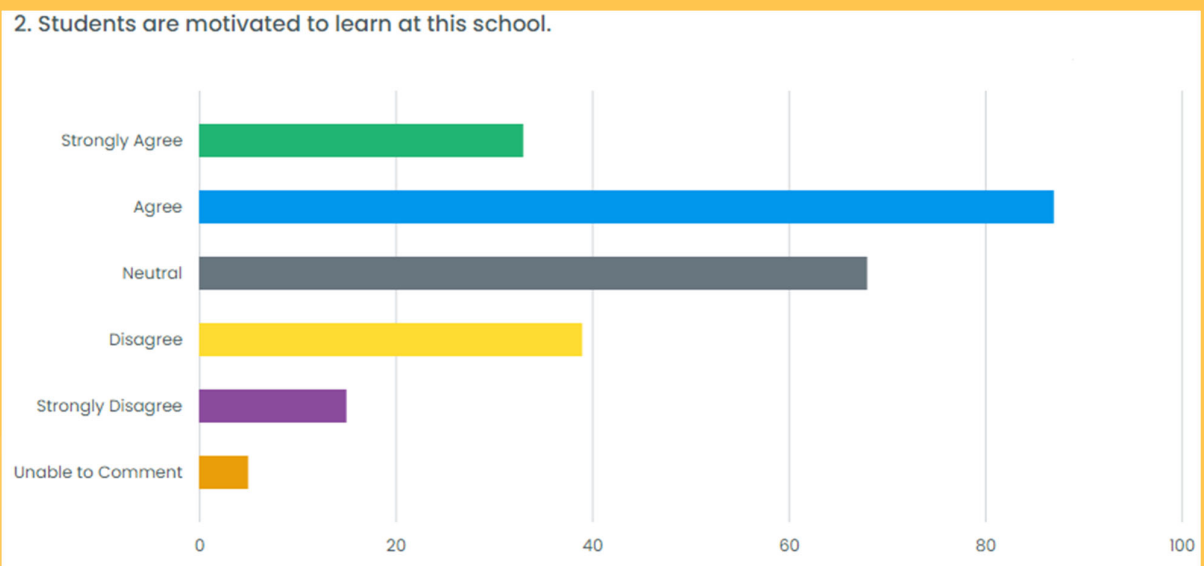
SURVEYS

Pinnacle College is committed to treating students, parents, and staff with dignity and respect. Through the survey process, Pinnacle College provides its stakeholders with regular opportunities to share their opinions, empowering them to contribute to the school's strategic decision making.

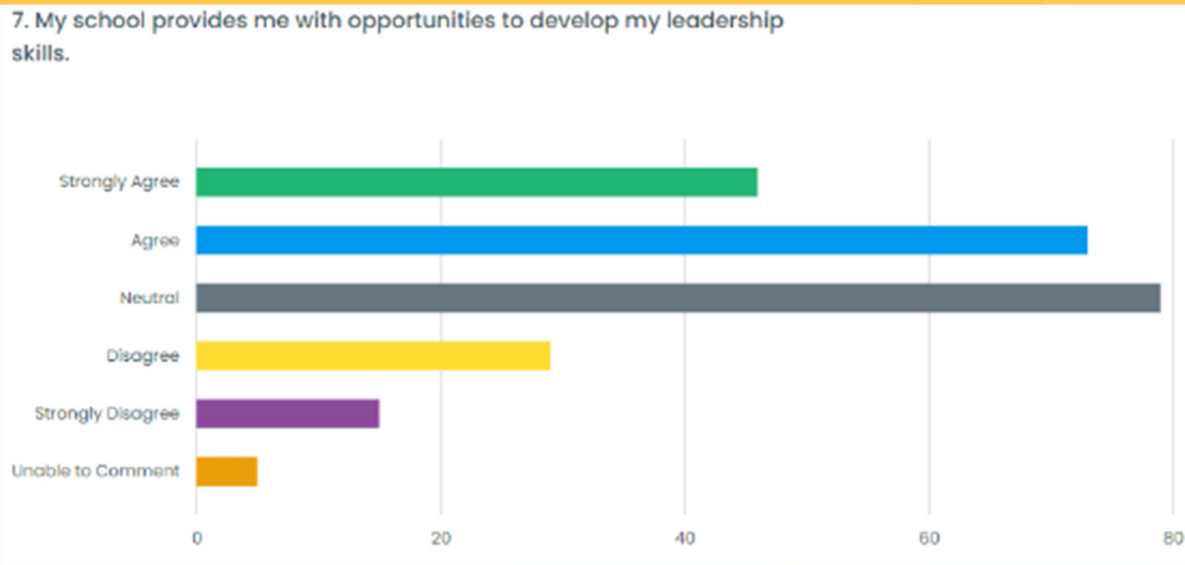
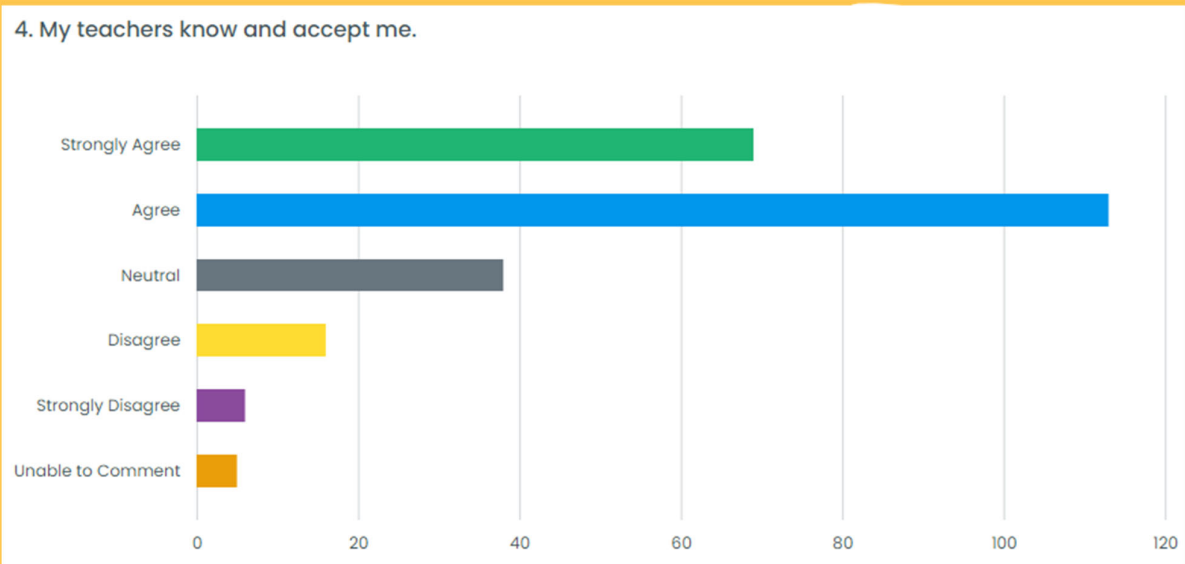
Student Satisfaction Survey

After analysing the students responses, it has come to our attention that in general more than 65% of the students are in the strongly agree and agree zone to many questions. According to the students, the strong fields are acceptance by teachers, feeling part of school and motivated, having a safe environment, being treated fairly, receiving feedback from the teachers, behavior management system, and teachers' fairness. The data also suggest that the strongly disagree and disagree responses are around 10-15% except when it comes to the question of school's support's in terms of leadership skills of the students.

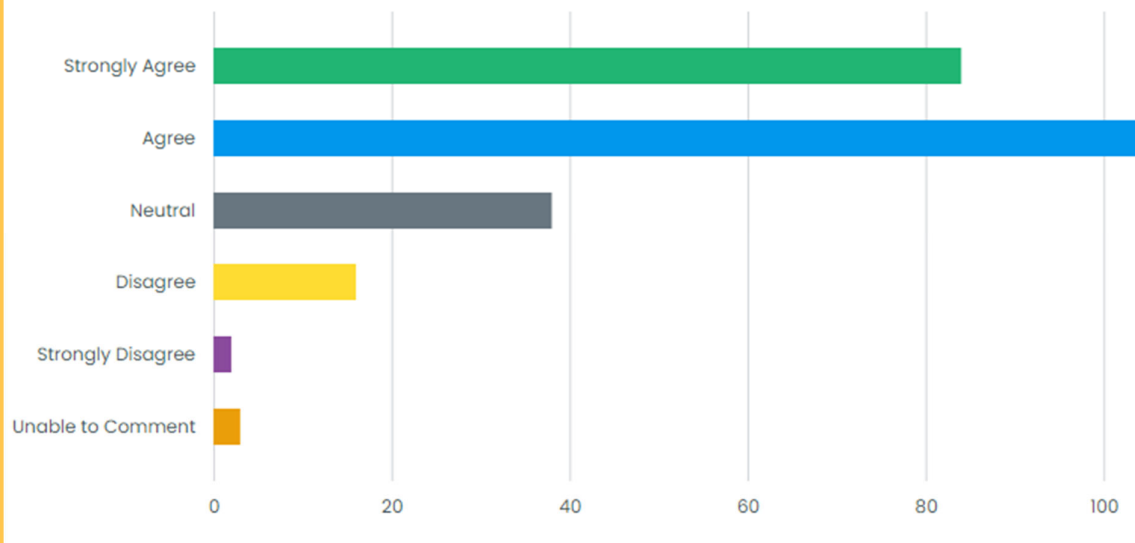
2. Students are motivated to learn at this school.



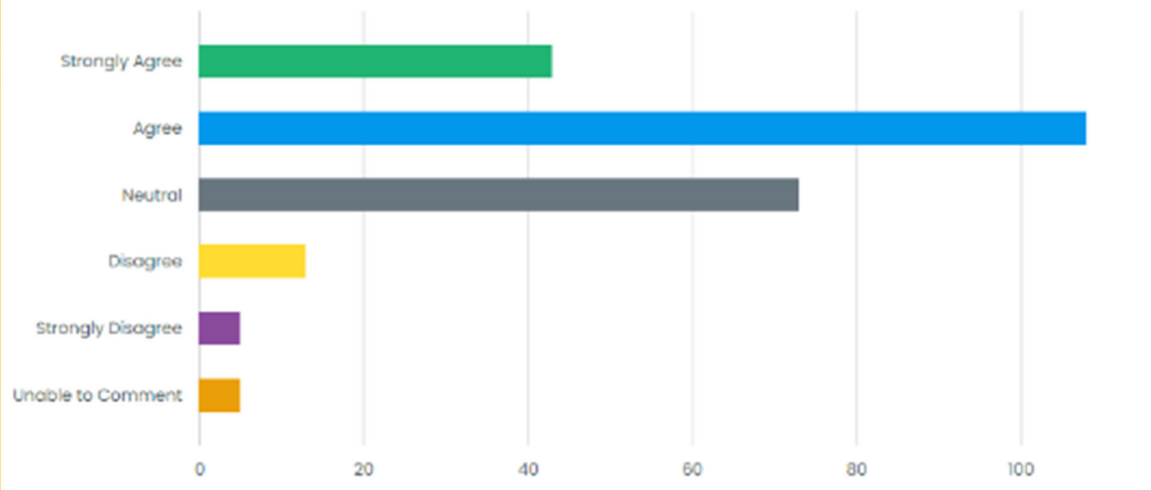
Student Satisfaction Survey



8. I understand my school's expectations for student behaviour.



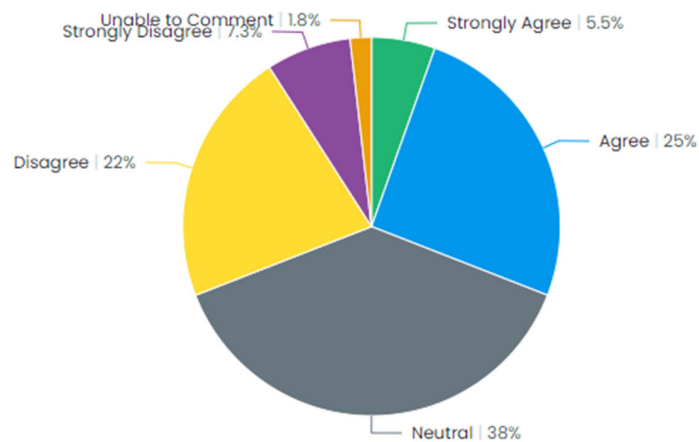
19. I understand what I have been taught.



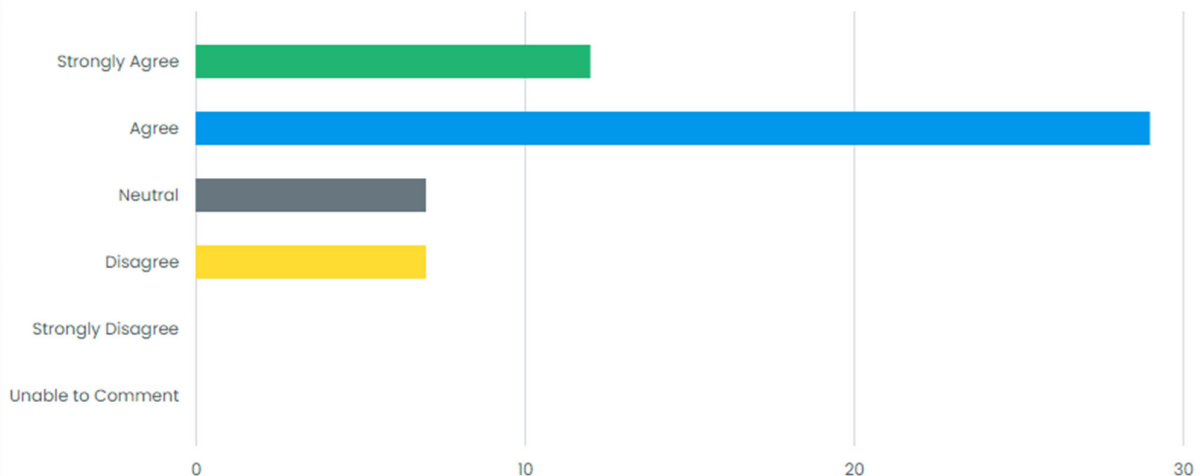
Staff Satisfaction Survey

The staff survey consists of 40 questions about students, communication, management team, curriculum related matters, wellbeing and extra-curricular. The strongest areas which are more than 75% satisfaction occurred are that the school is a safe place, positive relationships between students and teachers, teaching staff uses a variety of technics and proud of working at Pinnacle. Additionally, the staff are also satisfied with access to technology, well behaved students, behaviour management policy, and taking prompt actions when a problem occurs. On the other hand, according to the staff, building and grounds, co-curricular activities, support for special needs of students are the areas need improvement.

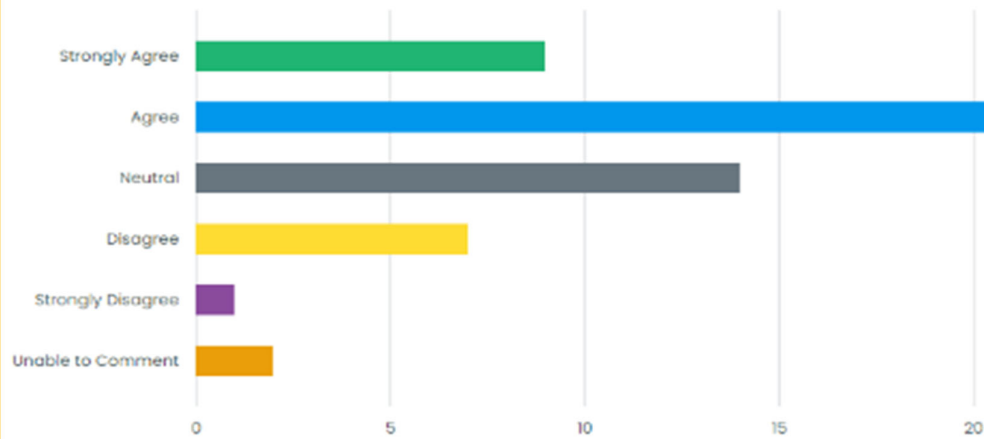
3. There is a broad range of co-curricular offerings at this school.



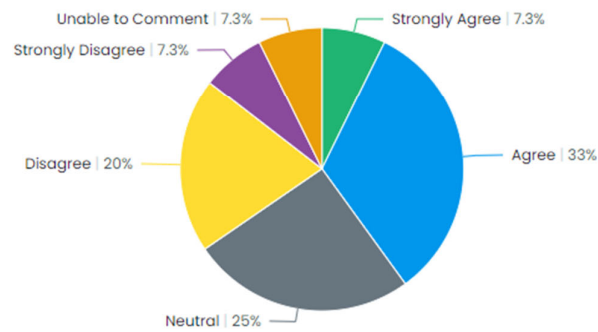
4. I have access to the technology I need to do my job properly.



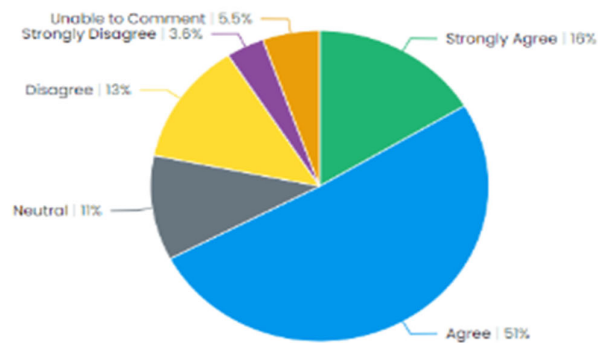
9. The discipline in this school follows established codes of practice.



13. Our school's programs effectively meet the special needs of students (such as limited English, learning disabilities).



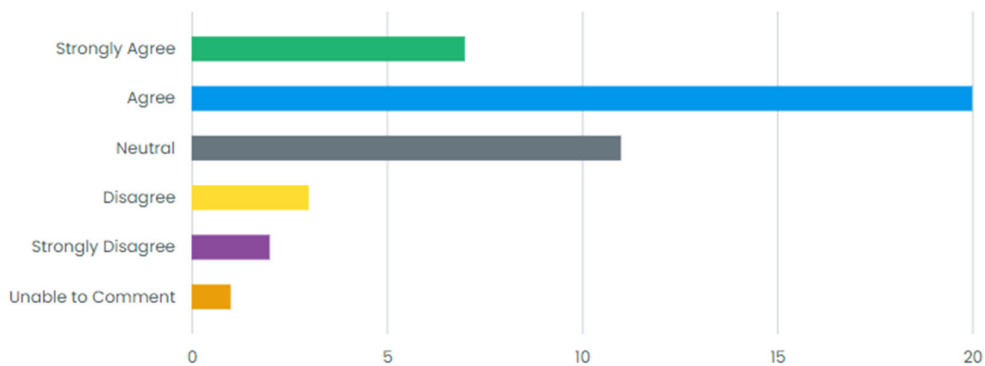
15. Staff take prompt action when problems occur.



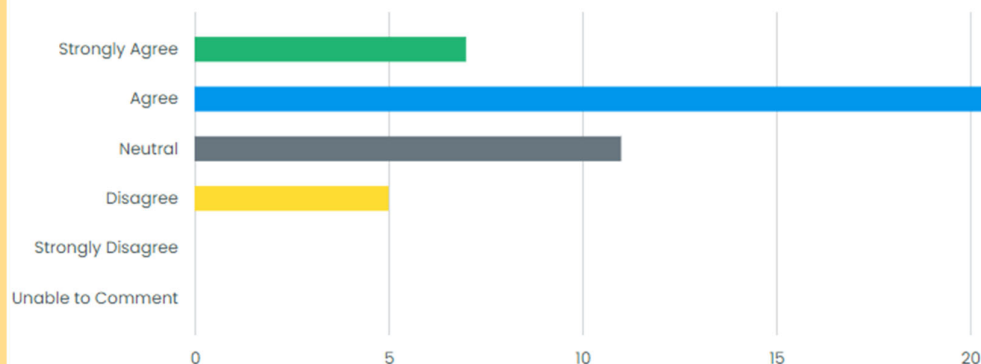
Parent Satisfaction Survey

The survey consists of 25 questions for the communication between the school and parents, management, student life, student support, curriculum and extra-curricular activities. The parents are quite happy to have a safe place, communication tools, approachable staff and welcoming environment. The data highlights that the following areas should be improved, bullying, school grounds, co-curricular activities, programs for developing social and personal skills.

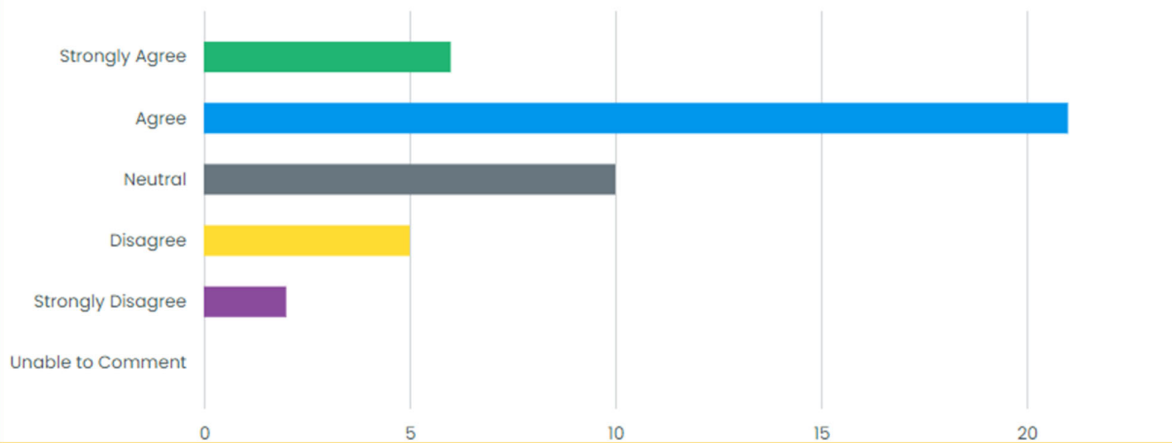
2. The quality of teaching at this school is excellent



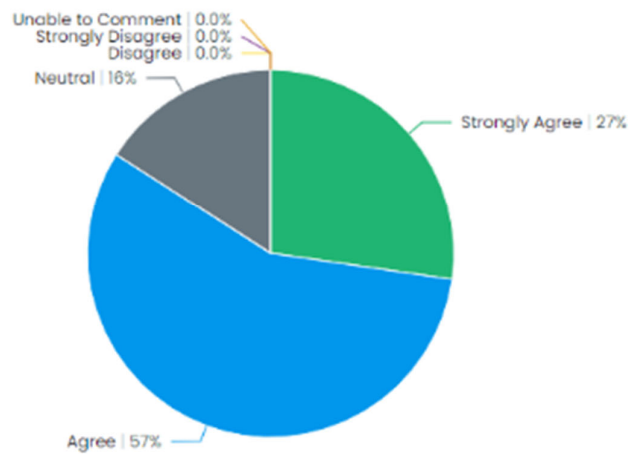
5. Teachers provide excellent help and support for students when it is needed



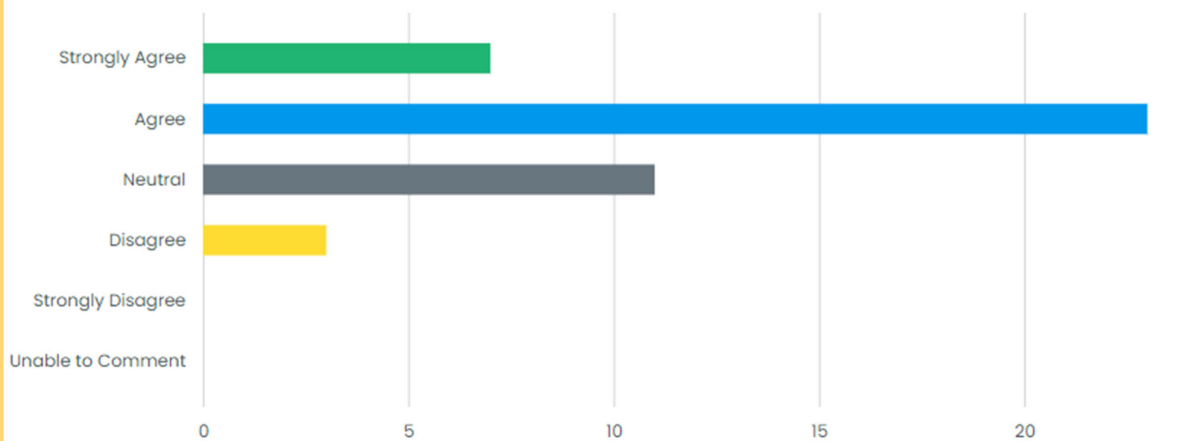
9. The school is successful in the development of the students' social and personal skills



18. There are excellent opportunities for contact with teachers at this school



24. Overall, I am very satisfied with my decision to send my child/ren to this school



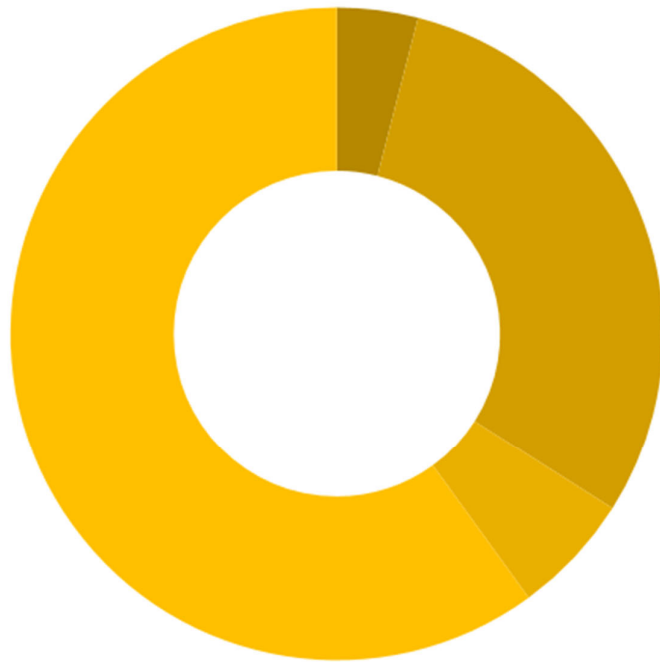
FINANCE REPORT

Pinnacle College Financial Information 2022

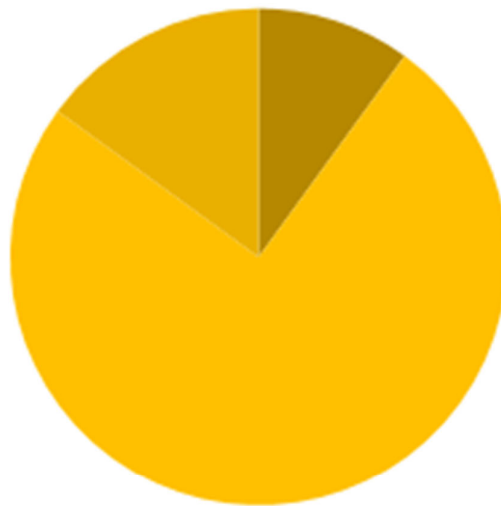
Please find below financial summaries of the College's revenue and expenditure items presented in graphical formats.

Pinnacle College Income

- Government Capital Grants 3%
- Federal Gov Recurrent Grants 61%
- Fees and Private Incomes 12%
- State Recurrent Grants 21%
- Other income 2%



Pinnacle College Expenses



- Non Salary Expenses 21%
- Salary, allowance and Related Expenditure 74%
- Buildings and PE related expenses 5%

Golden Grove Campus

150 Bicentennial Drive
Golden Grove SA 5125
08 8367 9022 Ext. 1
goldengrove@pinnacle.sa.edu.au

Elizabeth East Campus

10 Anderson Street
Elizabeth East SA 5112
P. 08 8367 9022 Ext. 2
elizabetheast@pinnacle.sa.edu.au

Gilles Plains Campus

52-56 Wandana Avenue
Gilles Plains SA 5086
P. 08 8367 9022 Ext. 3
gillesplains@pinnacle.sa.edu.au

