

2025

ANNUAL REPORT



CONTENTS

History	Page 4
McYESS	Page 6
Our Mission	Page 7
Our Vision	Page 8
Philosophy	Page 9
The Student as an Equal Part of the School Community	Page 11
Social Development	Page 12
Student Attendance	Page 15
Staff Attendance	Page 17
Staff Retention	Page 18
Staff Qualifications	Page 19
Workforce Composition	Page 22
SACE Stage 2	Page 25
NAPLAN Results	Page 26
Surveys	Page 28
Finance Report	Page 36

HISTORY

Pinnacle College, formerly known as Burc College, is a non-denominational private school offering a comprehensive curriculum to co-educational Primary and Secondary students of diverse faiths and ethnicities across three campuses:

Elizabeth East	Golden Grove	Gilles Plains
<i>Foundation - Year 6 Co-ed</i>	<i>Foundation - Year 6 Co-ed</i>	<i>Foundation - Year 6 Co-ed</i>
<i>Year 7- 10 Boys Only</i>	<i>Year 7- 10 Girls Only</i>	
<i>Years 11-12 Co-ed</i>		

Founded by the MCYESS Foundation, Pinnacle College serves parents seeking a high-quality education delivered within a nurturing, disciplined environment that actively promotes multicultural values and principles. The College began modestly in 2005 at Gilles Plains, with limited resources and staff, but quickly exceeded expectations and grew rapidly. This growth enabled the governing body to open a second campus at Elizabeth East in 2010. Like Gilles Plains before it, the Elizabeth East campus started small and steadily expanded its enrolments, year levels, and facilities year on year. In response to continued demand, a third campus opened at Golden Grove at the start of 2019.

Beyond this physical growth, the College has achieved notable success across academic and extracurricular areas, including sport, the Premier's Reading Challenge, the Australian Mathematics Competition, the International Competitions and Assessments for Schools (ICAS), and South Australian Primary Schools Sports Association tournaments.

We firmly believe children reach their fullest potential when they genuinely enjoy their school experience and feel valued and supported — a conviction that drives our commitment to making Pinnacle College a place defined by happiness, security, and care. Today, we cultivate an innovative, inclusive environment that fosters excellence in learning while celebrating diversity. Our aim is to equip students with the skills and opportunities they need to become confident, contributing members of society. We recognise the boundless potential within each of our students, and take pride not only in helping them excel, but in guiding them to become leaders in the fields they choose to pursue.



MCYESS

Multicultural Youth Education Support Services (McYESS) was founded on December 18, 1995, as a non-profit organization dedicated to offering educational, accommodation, and counseling services for young individuals in Australia.



McYess Ltd

Multi Cultural Youth Education Support Services Limited

McYESS actively promotes cultural events, organizes lectures, and facilitates various social activities, alongside its involvement in global humanitarian aid initiatives. Central to its mission is empowering young people to enhance their self-esteem and confidence, thereby enabling them to establish a strong presence 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 every student can learn — the only variable is the time it takes. We hold ourselves accountable for teaching each learner, and we expect every student to succeed. We are committed to fostering a nurturing environment in which every child feels valued and grows in self-esteem. At Pinnacle College, diversity is regarded as a strength, and students are expected to understand and respect the differences among them. We place great value on close ties between children, staff, parents, and the wider community, and we believe strong parent participation is essential to a child's education. Pinnacle College is dedicated to developing each student's intellectual, social, emotional, and physical capacities within an atmosphere of equal opportunity — creating a space where children are free to be themselves and to develop their full potential in the way, and at the pace that suits them best.

The following assumptions underpin the philosophy at Pinnacle College:

- ▶ 'Knowing' is a process, not a product;
- ▶ The curriculum should offer a range of learning experiences;
- ▶ The curriculum must be adapted to each child's developmental level.

Ongoing success fosters a positive self-image, which in turn enables a child to embrace challenging learning experiences rather than retreat from them. This approach builds awareness of what each child already knows and what they still need to learn in order to progress and achieve further. It calls for teachers who emphasise a child's successes and who bring a consistently positive approach to learning and development.



THE STUDENT AS AN EQUAL PART OF THE SCHOOL COMMUNITY

The Pinnacle College community is made up of teachers, students, and parents, each holding specific rights and corresponding responsibilities within it. Students, in particular, are entitled to be treated with dignity and respect at all times, and can rightly expect that those responsible for their education engage in careful, considered, and proper planning on their behalf.

SOCIAL DEVELOPMENT

Pinnacle College operates on the premise that students are capable of regulating their own behaviour provided reasonable and clearly articulated limits are established.

The College's approach to maintaining behavioural standards, both within individual classrooms and across the school more broadly, is grounded in the principle of logical consequences. This approach proceeds from the assumption that students understand the consequences attached to inappropriate or unacceptable conduct, and that such consequences represent a direct and logical extension of the behaviour in question. Where a particular behaviour is recurrent, staff are encouraged, in the first instance, to address the matter with the student through a counselling process.

Should the behaviour persist, parents will be engaged, and where necessary, appropriate support services will be enlisted.

Education at Pinnacle College extends beyond the delivery of curriculum, as curriculum development in isolation does not, of itself, ensure students' social, emotional, or academic development. Rather, it is the constructive interaction between students, their peers, and staff, together with the relationships fostered with parents and families, that underpins the provision of an excellent education. At Pinnacle College, these relationships are characterised by care, support, and nurture, in pursuit of an excellent educational outcome for every student.

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.**

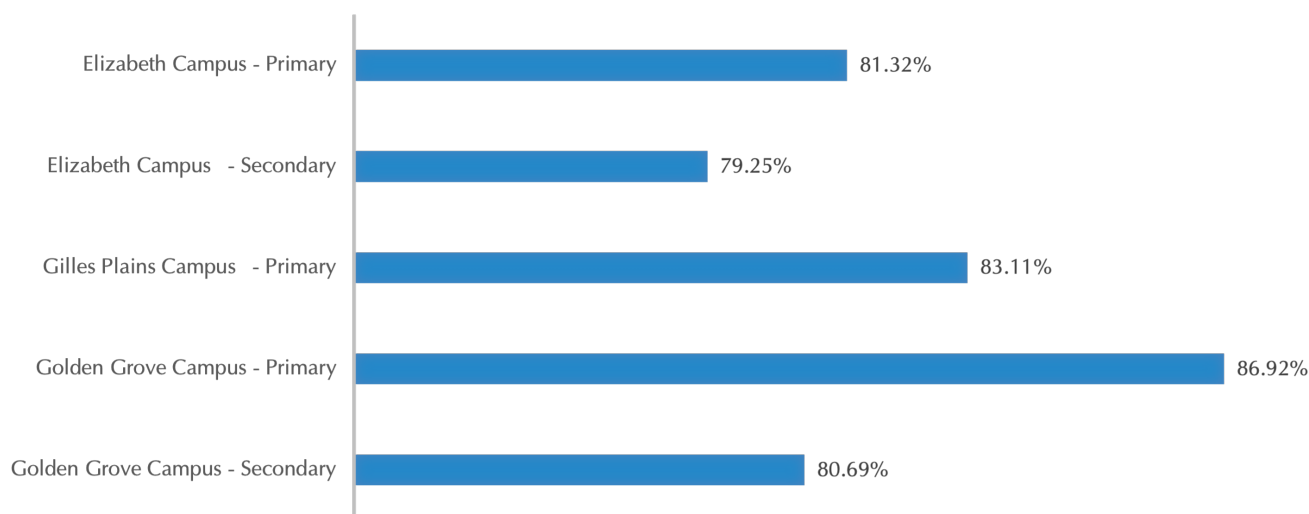
**The average
attendance rate
of all students at
Pinnacle College
for 2025 was
82.26%**

STUDENT ATTENDANCE

Non-attendance Process: Parents/guardians can phone, email, text or put leave through Veracross parent portal to let the College know that the student will not be attending. At 10.20 am, all parents/guardians of students with unexplained absence are contacted /sent an SMS.

Campus by campus attendance data:

STUDENT ATTENDANCE



Elizabeth East	
Primary	
Foundation	67.16%
Year 1	78.89%
Year 2	91.29%
Year 3	75.63%
Year 4	85.28%
Year 5	86.13%
Year 6	88.78%
Secondary	
Year 7	83.76%
Year 8	84.56%
Year 9	82.48%
Year 10	76.29%
Year 11	75.32%
Year 12	62.86%

Golden Grove	
Primary	
Foundation	80.31%
Year 1	84.49%
Year 2	85.19%
Year 3	90.38%
Year 4	89.90%
Year 5	87.54%
Year 6	90.01%
Secondary	
Year 7	86.96%
Year 8	79.54%
Year 9	86.29%
Year 10	78.82%
Year 11	73.96%
Year 12	62.80%

Gilles Plains	
Primary	
Foundation	78.53%
Year 1	78.73%
Year 2	88.27%
Year 3	80.14%
Year 4	82.86%
Year 5	84.97%
Year 6	89.36%

**2025 Total Staff
Attendance dropped
slightly from
95.5% in 2024.**

STAFF ATTENDANCE

Staff Attendance	
Total Teacher Attendance	94%
Total Admin Attendance	96%
Total Staff Attendance	95%
Average Lost Time Rate	11.2 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. 2025 Total Staff Attendance dropped slightly from 95.5% in 2024.

STAFF RETENTION

Staff Retention	
Total Number of Employees	151.6
Total Employees Who Left	14
Staff Retention Rate	90.8%

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 retention dropped from 94.2% in 2024.

STAFF QUALIFICATIONS

Pinnacle College Teacher Qualifications

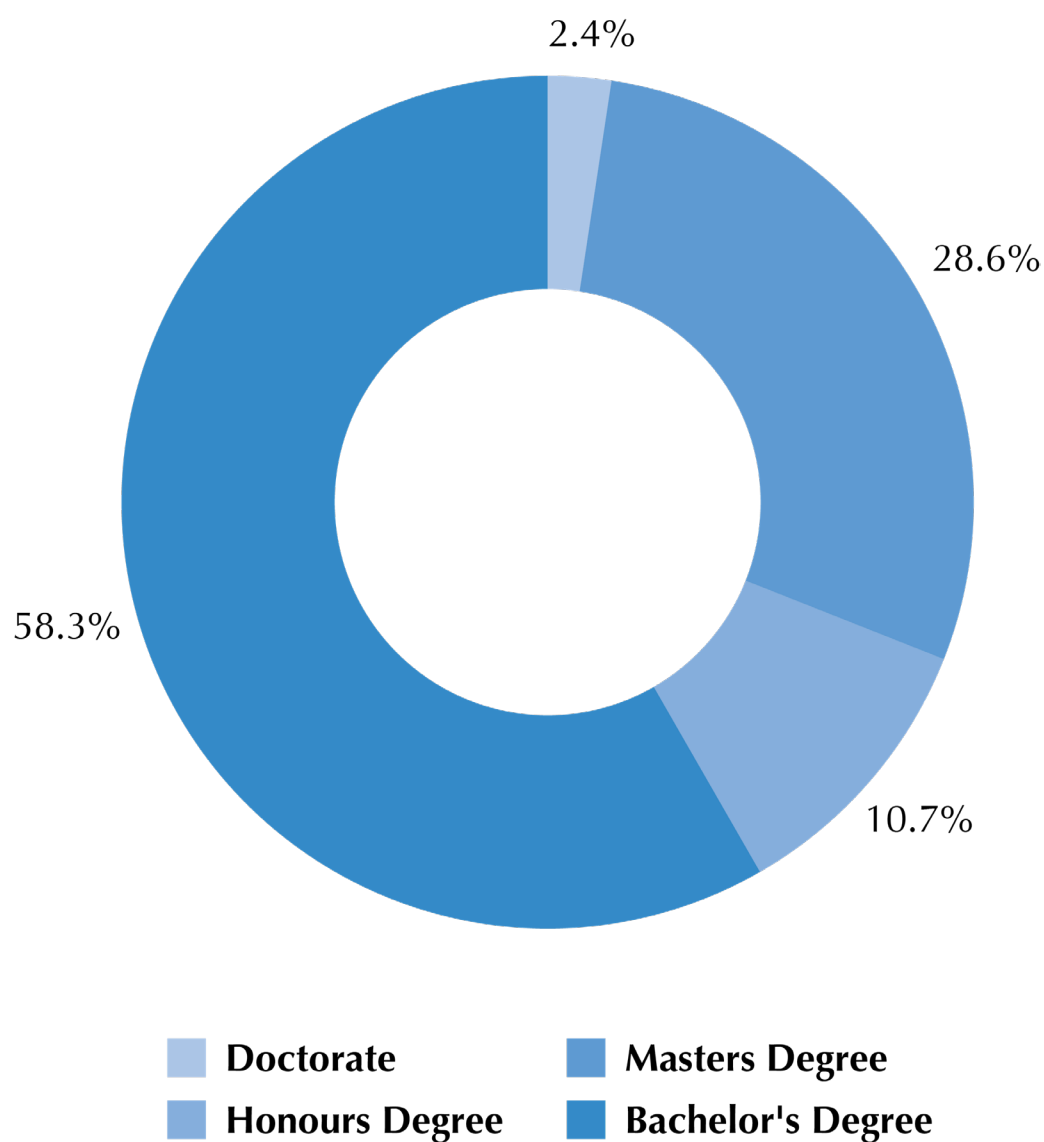
Pinnacle College places a high priority on providing all staff with professional development opportunities. Both teaching and general staff are provided with an annual allowance to undertake professional development. Pinnacle College's teacher development guidelines align teacher professional development with the Australian Institute for Teaching and School Leadership (AITSL) standards.

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

Total Teaching Staff	84	100%
Doctorate	2	2.4%
Master's Degree	24	28.6%
Honours Degree	9	10.7%
Bachelor's Degree	49	58.3%
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

At the end of 2025, the Pinnacle College workforce was comprised of 155 staff, including 82 teachers, 65 general staff, and 8 executive staff.

Total staffing at Pinnacle College was comprised of the following:

Employee Category	% of Staff
Teaching Staff	53%
Non-Teaching Staff	42%
Executive	5%

Pinnacle College is an equal opportunity employer, employing 65% female and 35% male staff in 2025.

Pinnacle College employs a wide variety of age groups, with the average age for staff being 38.6 years.

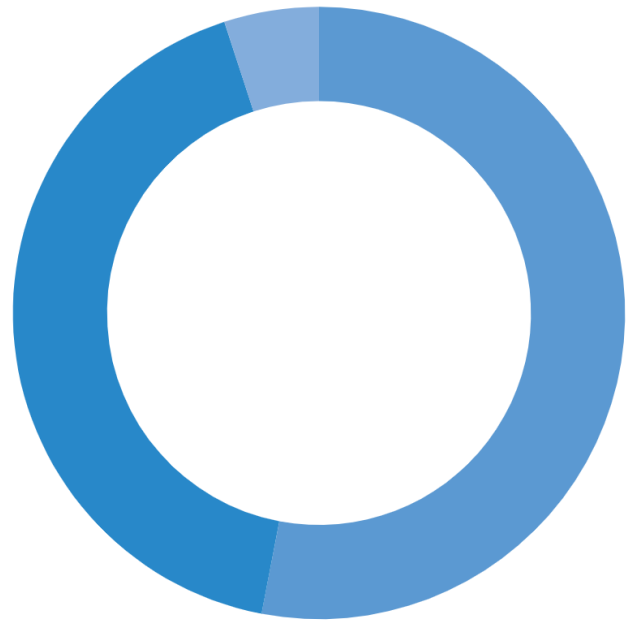
Pinnacle College's employee average length of employment slightly decreased from 5 years in 2024 to 4.9 years in 2025.

The length of tenure across the school in 2025 was as follows:

Years of Service	% of Staff
1-3	59%
4-6	19%
7-9	6%
10+	16%

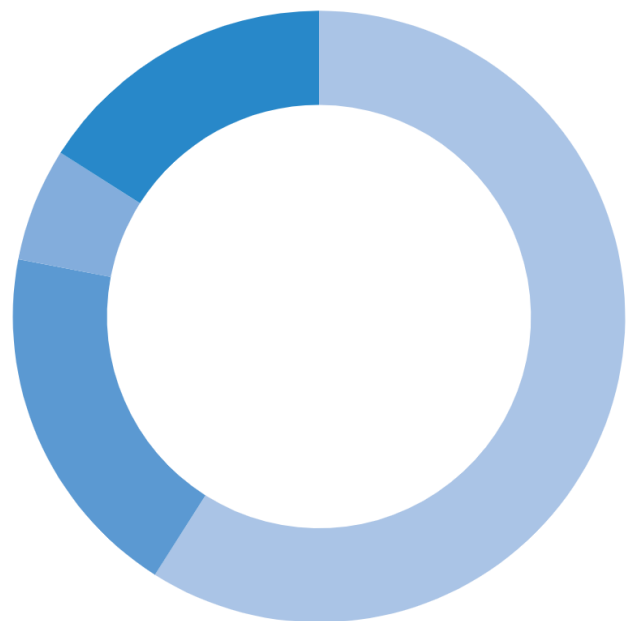
Pinnacle College's recruiting approach aims to find a balance between employing staff with existing experience, and hiring high quality graduates from university. The average teaching salary level in 2025 was 8 out of 10.

Employee Category



- Teaching Staff (53%)
- Non Teaching Staff (42%)
- Executive (5%)

Years of Service



- 1-3 Years (59%)
- 4-6 Years (19%)
- 7-9 Years (6%)
- 10-12 Years (16%)

Our top-performing student achieved an excellent ATAR of **98.35**, and 15.15% of the graduating cohort achieved an exceptional ATAR of **95 or above**, placing them among the top achievers in the state

SACE STAGE 2

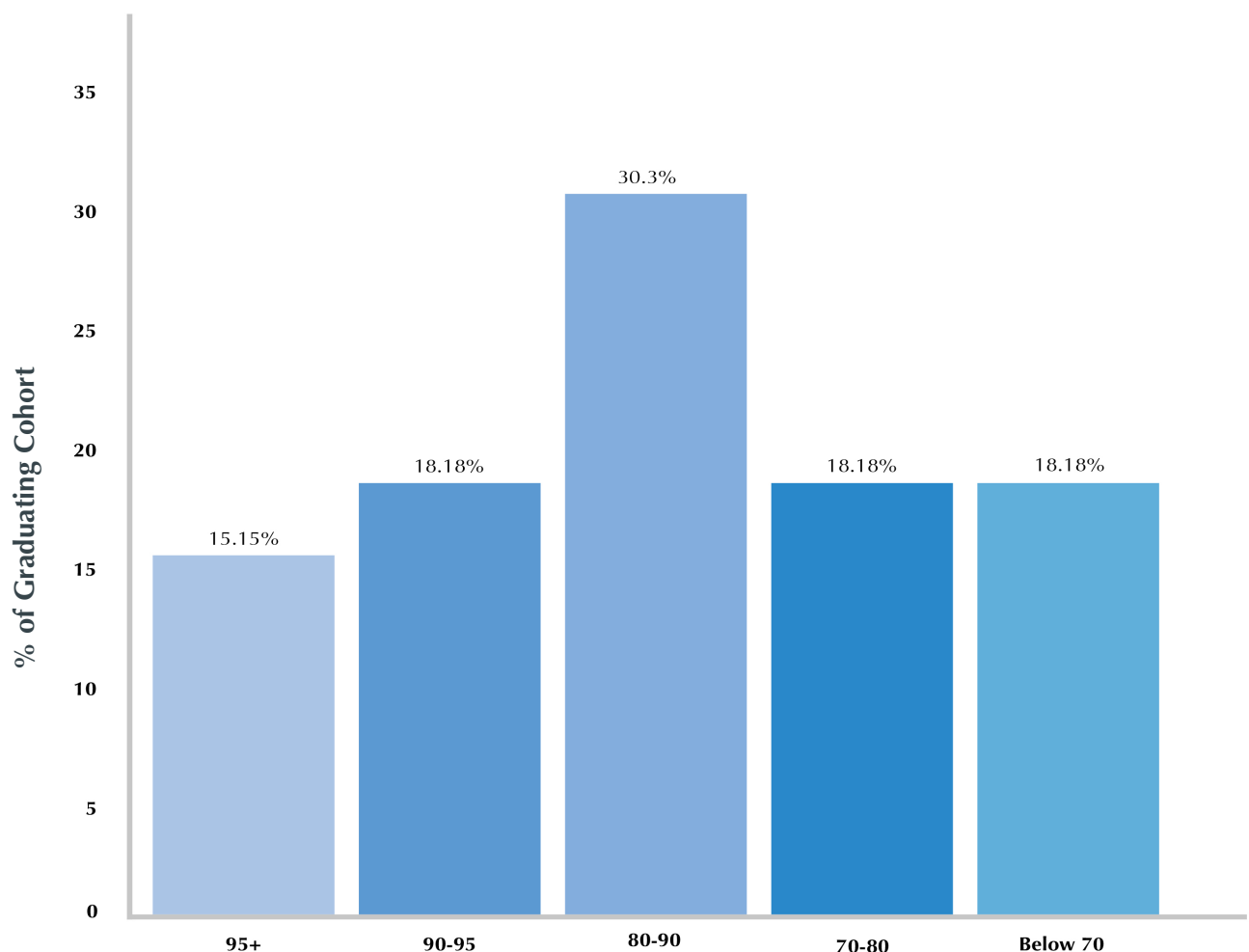
2025 ATAR Scores

Pinnacle College has once again achieved outstanding results in this year's ATAR outcomes! Our top-performing student achieved an excellent ATAR of 98.35, and 15.15% of the graduating cohort achieved an exceptional ATAR of 95 or above, placing them among the top achievers in the state. A further 18.18% scored between 90–95, and 30.30% between 80–90, demonstrating the academic strength across our cohort.

In total, 81.82% of our students — more than four in five — achieved an ATAR above 70, showcasing the dedication, perseverance, and hard work of our students, teachers, and families.

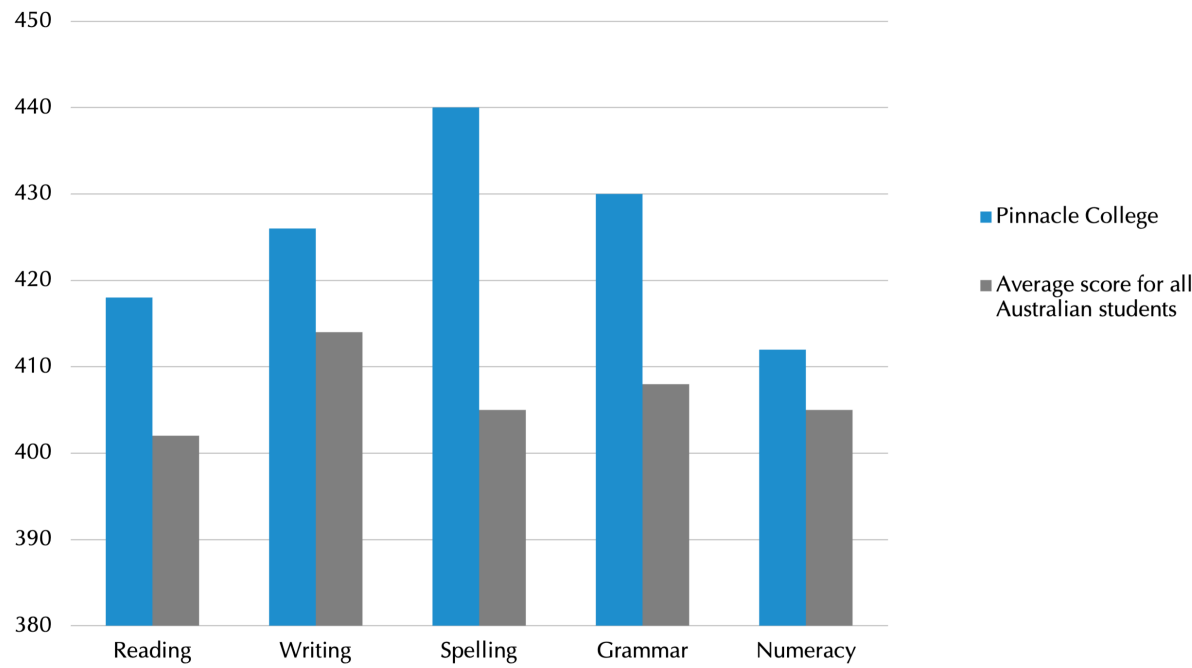
This remarkable achievement reflects Pinnacle College's commitment to excellence and our students' determination to aim high and succeed.

2025 ATAR Results - Distribution by Score Band

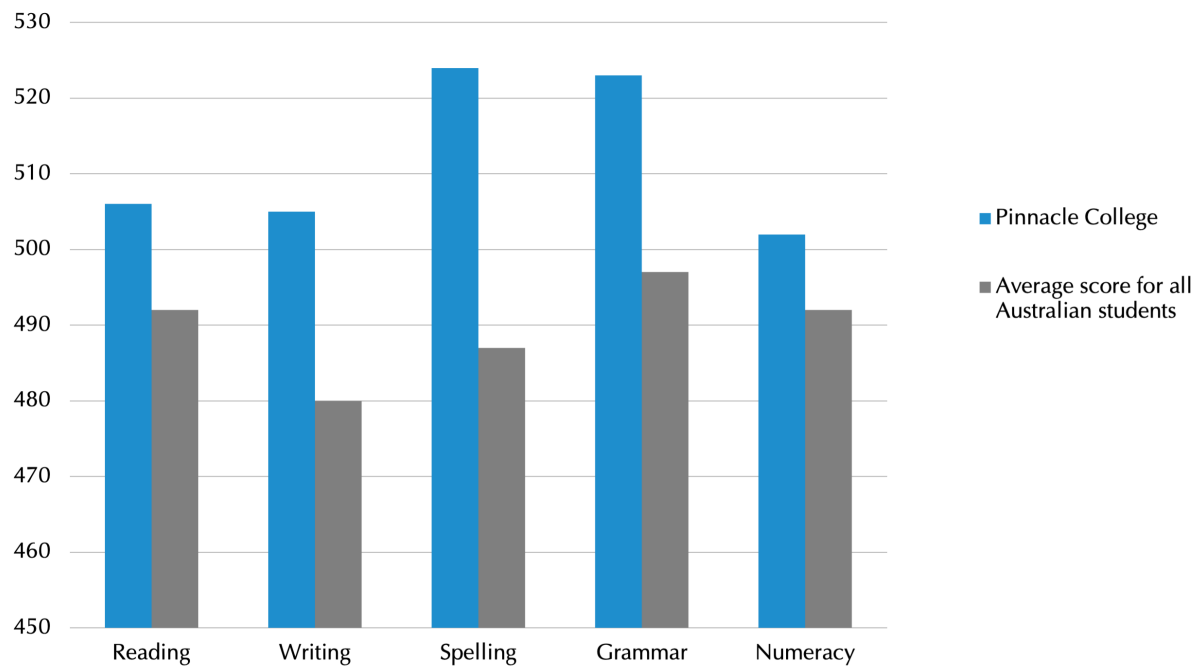


2025 NAPLAN RESULTS

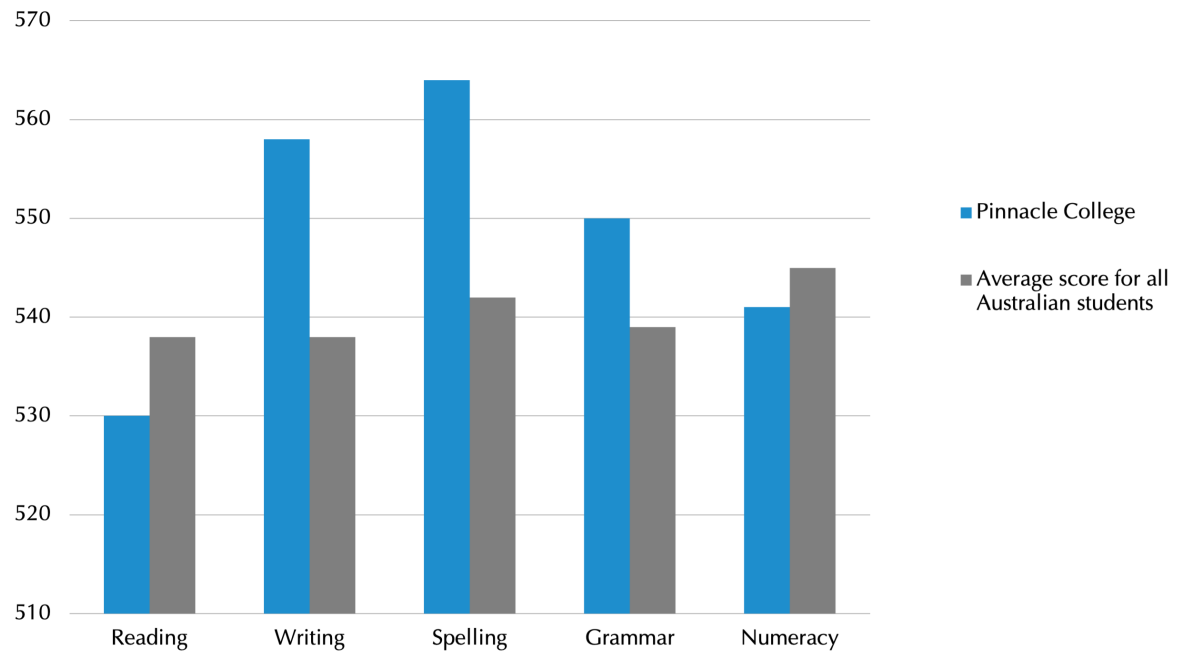
Year 3 Pinnacle College Students compared to National Scores



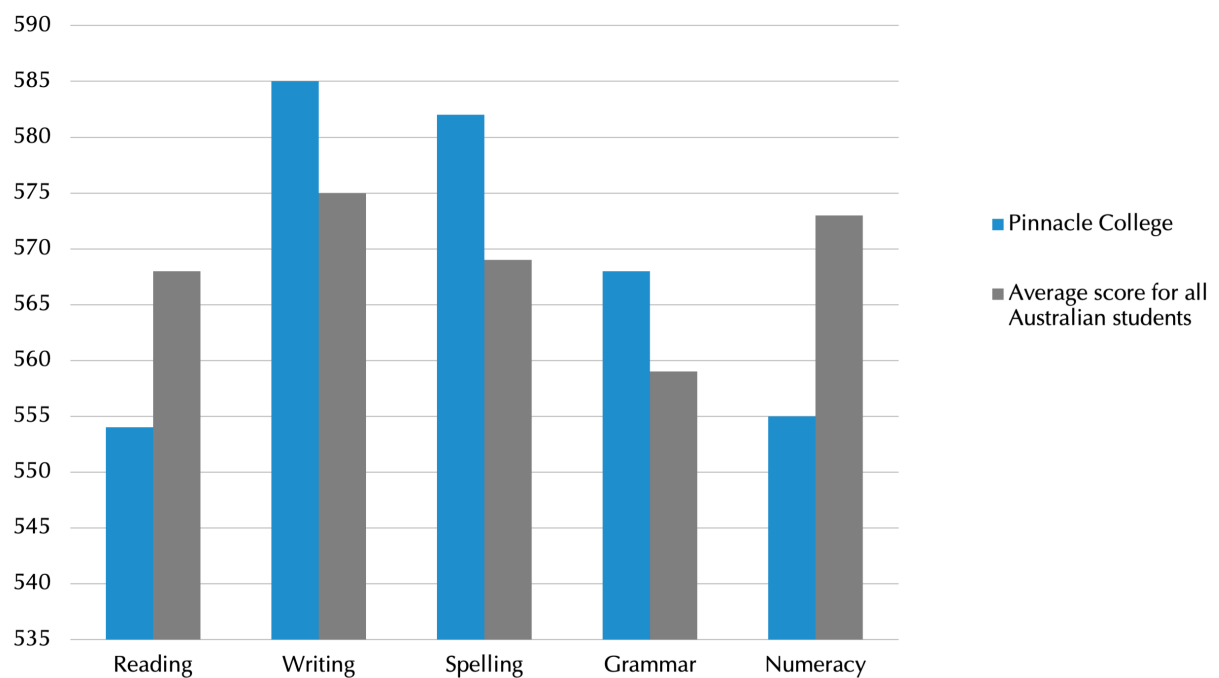
Year 5 Pinnacle College Students compared to National Scores



Year 7 Pinnacle College Students compared to National Scores



Year 9 Pinnacle College Students compared to National Scores



The average NAPLAN participation for Australian students was 95%. The average NAPLAN participation for Pinnacle College students was 98%.

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.

Every year, Pinnacle College gathers feedback from parents, students, and staff through comprehensive surveys. These evaluations assess various aspects of the institution, including academic quality, physical facilities, and administrative effectiveness. The insights gained from these responses are then utilized to implement positive changes across the campus.

In 2025, the school partnered with the Australian Universal Federation (AUF) to conduct this assessment. The questionnaires featured 25 questions for parents, 30 for students, and 35 for the staff. An overview of the survey outcomes, along with supplementary details, has been provided in the next pages.



Staff Satisfaction Survey

The dataset reflects substantial participation from the staff body, ensuring a highly reliable overview of the current institutional climate. The survey explored a wide array of domains, with a notable emphasis on teaching and learning methodologies, as well as the overarching well-being of both students and employees.

Key Areas of Strength

Reviewing the aggregated staff responses reveals several highly positive trends that highlight the dedication of our workforce and the security of our environment:

Student Safety and Inclusion



The absolute highest-rated aspect of the survey is the belief that the school provides a deeply secure environment for students. Furthermore, staff strongly agree that students from diverse backgrounds and cultures are treated with absolute equality across the institution.

Instructional Agility and Resources



Faculty members expressed immense confidence in their own teaching practices, noting they successfully utilize a wide variety of strategies and activities to facilitate student learning. They also reported having excellent access to the necessary technological tools required to perform their roles effectively.

Institutional Pride



Staff indicated a robust sense of community, with a solid majority stating they are distinctly proud to work at this institution.

Areas for Growth

While the overarching feedback is positive, parents clearly identified a few specific academic and developmental areas requiring administrative focus:

Enrichment for Advanced Learners



The most prominent area identified for academic improvement is the need for more effective strategies and programming to enrich gifted and talented students.

Staff Recognition and Feedback



The feedback suggests that employee well-being could be improved by establishing better systems for professional recognition. Staff expressed a desire for their daily efforts to be more adequately acknowledged and for performance feedback to be provided on a more regular basis.

Internal Communication



Finally, responses highlight an opportunity for structural enhancement regarding institutional communication. Staff indicated that communication flows between the general staff body, campus management teams, and the senior executive head office are currently not as efficient or consistently strong as they need to be.

Parent Satisfaction Survey

The survey consists of 25 questions covering areas such as communication between the school and parents, management, student life, student support, curriculum, and extracurricular activities.

Reviewing the combined results, the overall average reveals a broadly positive reception from the parent body, indicating a general satisfaction with the broader institutional environment.

Strengths

The most highly praised aspects of the school revolve around communication, physical safety, and student security:

Effective Family Communication



The standout strength across the survey is the communication strategy. Parents strongly agree that the administration successfully utilizes a wide variety of methods to keep the community consistently informed and engaged..

Safe and Welcoming Campus Environment



Physical safety and campus aesthetics are highly regarded. Parents feel deeply confident that the institution provides a secure setting, frequently noting the welcoming ambiance and the well-maintained condition of the buildings and grounds.

Favorable Cyberbullying Metrics



Interestingly, one of the lowest-scoring survey items asked if children experience cyberbullying. In the context of this specific question, a low score is a significant positive indicator, demonstrating that parents largely feel their children are not facing digital harassment while attending the school.

Areas for Growth

Reviewing the aggregated staff responses reveals several highly positive trends that highlight the dedication of our workforce and the security of our environment:

Extracurricular Offerings



The most prominent area identified for improvement is the selection of programs available outside of traditional classroom hours. Parents expressed a clear desire for a richer, more varied menu of extracurricular options to keep students engaged.

Personal and Social Development



The feedback suggests that the school could benefit from implementing more dedicated strategies to help develop students' interpersonal, social, and life skills alongside their standard academic coursework.

Student Motivation and Teaching Expectations



Finally, responses highlight an opportunity for enhancement regarding daily academic life. Parents indicated that there is room to improve how motivated their children feel to learn, as well as a need to ensure the overarching quality of teaching consistently meets community expectations.

Student Satisfaction Survey

The dataset reflects robust participation from the student body, ensuring a reliable overview of the current school climate. The questionnaire predominantly focused on matters relating to student wellbeing and the direct teaching and learning experience, allowing us to gauge both academic engagement and social-emotional development.

Key Strengths

Reviewing the aggregated student responses reveals several highly positive trends within our learning environment:

Clear Expectations



Students reported a very strong understanding of the school's expectations regarding their behavior.

Academic Standards



A significant majority of students recognize that their teachers expect high standards of learning and achievement, fostering a culture of academic rigor.

Encouragement



Students consistently indicated that they feel actively encouraged by staff to always try their absolute best.

Identified Areas for Growth

While many aspects of the student experience are positive, the feedback clearly highlights specific areas where the administration and faculty will focus future improvement efforts:

Peer Dynamics and Respect



The data indicates that mutual respect among students and the management of general bullying remain areas of concern that require targeted intervention and enhanced support programs.

Homework Balance



Students expressed that the volume of assigned homework may not always feel suitable for their respective year levels, suggesting a need to review our homework policies to ensure a healthy academic balance.

Extracurriculars and Resources



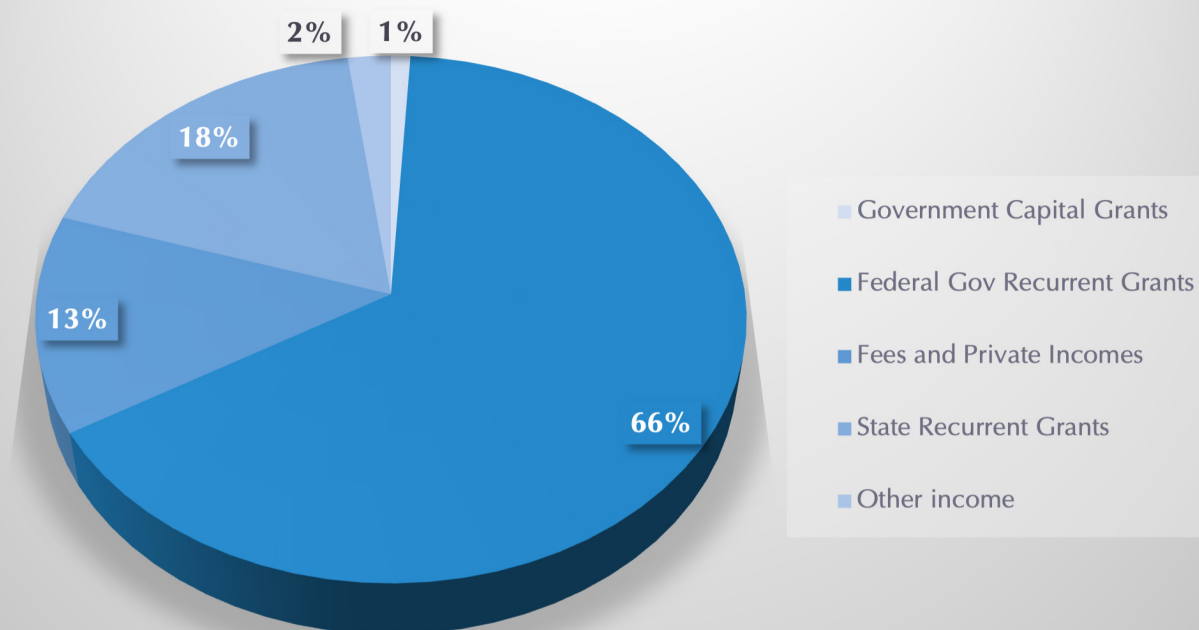
Similar to the parent feedback, students desire a broader range of extracurricular activities. Additionally, there is a noted need to improve the quality of materials and tools provided to support daily learning.

FINANCE REPORT

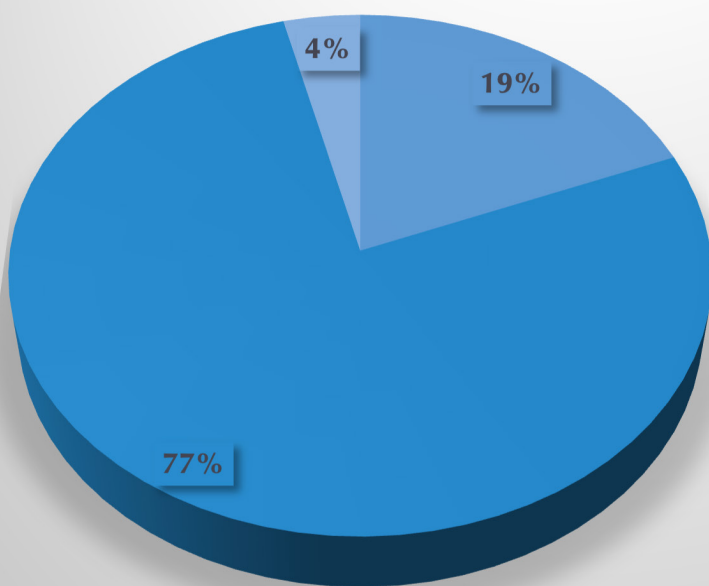
Pinnacle College Financial Information 2025

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

Pinnacle College Income



Pinnacle College Expenses



- Non Salary Expenses
- Salary, allowance and Related Expenditure
- Buildings and PE related expenses

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

☎ 08 8367 9022 Ext. 2

✉ elizabetheast@pinnacle.sa.edu.au

Gilles Plains Campus

52-56 Wandana Avenue

Gilles Plains SA 5086

☎ 08 8367 9022 Ext. 3

✉ gillesplains@pinnacle.sa.edu.au

