

2017

ANNUAL REPORT



pinnacle
college

Pinnacle College

Pinnacle College 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 two campuses:

- Gilles Plains (Reception –Year 6)
- Elizabeth (Reception – Year 12)

2005 is the year when Pinnacle College was established in Gilles Plains, a small sized school with limited facilities and staff. Beyond the expectations being a young and new school, Pinnacle College expanded so quickly, that the governing body had to buy a land in Elizabeth East in 2009. In the same way Pinnacle College Elizabeth Campus started as a very small sized campus in 2010 and every year doubled the number of its students and facilities. Since its foundation, Pinnacle College has added an additional year level to the curriculum to cater for its developing students.

Apart from the physical growth, the college also has exhibited a big growth and success in academic areas such sports, Premiers Reading Challenge, Australian Mathematics Competition, International Competitions and Assessments for schools (ICAS), South Australian Wrestling Championship and South Australian Primary Schools Sports Association Tournaments.

It is our belief that children can only reach their full potential when they love their schools and when they feel they are loved. That is why we have determined that one of the distinctive factors of Pinnacle College is to have a happy and caring environment.

Pinnacle College was established by McYESS Foundation for concerned 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. The first campus, located at 52-56 Wandana Avenue, Gilles Plains, was first opened on the 27th of January, 2005. Due to continued growth, a new campus was opened in January 2010, located at 10 Anderson Street, Elizabeth East.

2017 was another important year for the history of Pinnacle College. It has been a desire for our school community to open a new campus in the Northern Suburbs for the recent several years. This endeavour has resulted in a good agreement with Pedare College, and Pinnacle College purchased the Junior Campus of Pedare College at 155 Bicentennial Drive, Golden Grove. The third campus of Pinnacle College will be opened in early 2019.

Multicultural Youth Education Support Services (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 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

Pinnacle College strives to establish and maintain a safe and nurturing environment, so that every student may reach their full potential and achieve a high level of academic excellence determined by state and federal standards.

Our Vision

When you enter Pinnacle College you will see a friendly greeting. Our level of pride is displayed by our teachers and staff. Apart from a high standard of education at our well maintained campuses, we aim to develop responsibility in our students, alongside appreciating and valuing different cultures, possessing positive behaviour and a high ethical conscience. We also guide them to accept and learn from the consequences of their choices and actions they have made. Studying in a diverse multicultural community, students have the opportunity to widen their view of the world, this enables students to help each other and be productive both now and in the future.

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, tolerate and respect differences. We value close ties among children, staff, parents, and the community and believe in strong parent participation for their children's education. Pinnacle College is a school devoted to the development of the 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 risk and accept failures 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 emphasize the successes a child achieves and necessitates a positive approach to learning.

Identifying Learning Styles

Each person has his/her own learning style. Some children learn best through visual input while other children learn best through auditory or tactile input. Most children learn using a combination of these modes. It is the school's responsibility to identify the best learning mode in the individual child and teach to that mode while developing the weaker or less used modes. Each child has his/her own developmental growth pattern. As a result each child has different:

- Rates of learning;
- Levels of competencies;
- Readiness to address new learning;
- Social and emotional development.

Differentiated instruction calls upon the teacher's creativity to assess and modify the program to meet the child's individual needs. The teacher's responsibility is to constantly keep in mind that it is his/her role to modify the goals set for the child, the time set for completion and the materials used for instruction. Differentiated instruction does not necessarily mean individual instruction. Differentiation works on the understanding that there are learning experiences that lend themselves to whole group instruction. There are times that a whole group of children who have common needs come together for instruction. It is understood that when a child has a specific need then instruction will be one to one.

The Student as an Equal Participant in 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 on the part of 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 his/her behaviour. When a particular behaviour is of an on-going nature the staff is utilised in a counselling situation. Should the behaviour continue, the parents may be involved and if necessary, support services will be requested.

Summary

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 interaction between children peers and adults, and their relationships with parents and teachers that is the basis for excellent education. At Pinnacle College these relationships are nurturing, supporting and caring and the result is an excellent education for every child.

Value Added Programs

Super Six Comprehension Skills

The school has focused on improving reading comprehension skills. Teachers are to explicitly teach the skills of making connections, predicting, visualizing, summarizing, monitoring and questioning. Teachers use the FOCUS materials from Hawker Brownlow to explicitly teach the skills and use supporting materials to reinforce the skills.

Jolly Phonics and Multi-Lit Program

The junior primary students use the successful Jolly Phonics program to learn their sounds and letters. We have added the Multi-Lit readers to our Foundation to Year 2 Literacy program to ensure parents and students are supported well when students bring home a reader. Together we have seen marked improvements, as we follow the rigorous pace of the Jolly Phonics program which helps students to start reading and writing quicker and the excellent resources of the Multi-Lit readers to support their reading at home.

Goal setting for staff and students

All teachers set SMART goals together with the principal at the beginning of the year. This is reviewed mid-year and wrapped up at the end of the year when the final academic results are in. The goals are based on the literacy and numeracy results from the previous year, PAT results and NAPLAN results (if applicable). LOTE and specialist subject teachers also have to set goals for their teaching.

Students set goals for what they want to achieve by the end of the year in literacy and numeracy together with their teachers. This is so that they focus on their skills and achievements in Literacy and Numeracy.

IPads

In addition to the one class set of IPads, the school has purchased another set for Quran memorization to ease the demand for iPad in the classroom. This has allowed for more classes doing long term projects on the class sets, using the iMovie and other applications.

Electives

With the introduction of electives, every student in Year 4 and 5 were given a choice of three activities that they could take part in for one lesson in the week. The activities are Robotics, Stem Research, Debating and Performing Arts.

This has helped to hone the special skills and interest of our students in the area that they are talented in.

After School Clubs

This year two new clubs were introduced, Cooking Club and Craft and Sewing Club. We now have 14 clubs catering to the student's wide range of interests and talents.

Inter-school Debates

With the aim of exposing our students to inter-school competitions, we have trained students to take part in the Debating SA competitions. Students are trained to deliver their arguments convincingly and with expression. They are also trained to rebut, state facts and use evidence to support their arguments. There were 2 teams sent from Year 5.

Inter-house Sports Day

Students were divided into teams according to their house colors. The events included hover boards, sprints, NFL throws and sack races. Teachers planned all the activities and it was a great way to build camaraderie and teamwork.

Musical

Instead of the regular end-of-the-year concert, we have embarked on presenting a musical, 'The Wizard of Oz.' The musical involves all students from Foundation to Year 5. Each class worked on an excerpt from the musical and the Performing Arts students worked on the main characters. This whole school project comes under the leadership of our performing arts teacher.

Staff Well-being

Staff wellbeing is an important part of a mentally healthy school and is essential for effective teaching and learning. To support this, weekly shared lunches and termly dinners are organized to build solidarity, teamwork and friendship. A professional development session on Mindfulness will be organized to ensure that school staff are mentally healthy, this will have a positive impact on students, work colleagues and the culture of the school.

LITERACY & NUMERACY BENCHMARK

NAPLAN Scores Analysis Based on Year Level

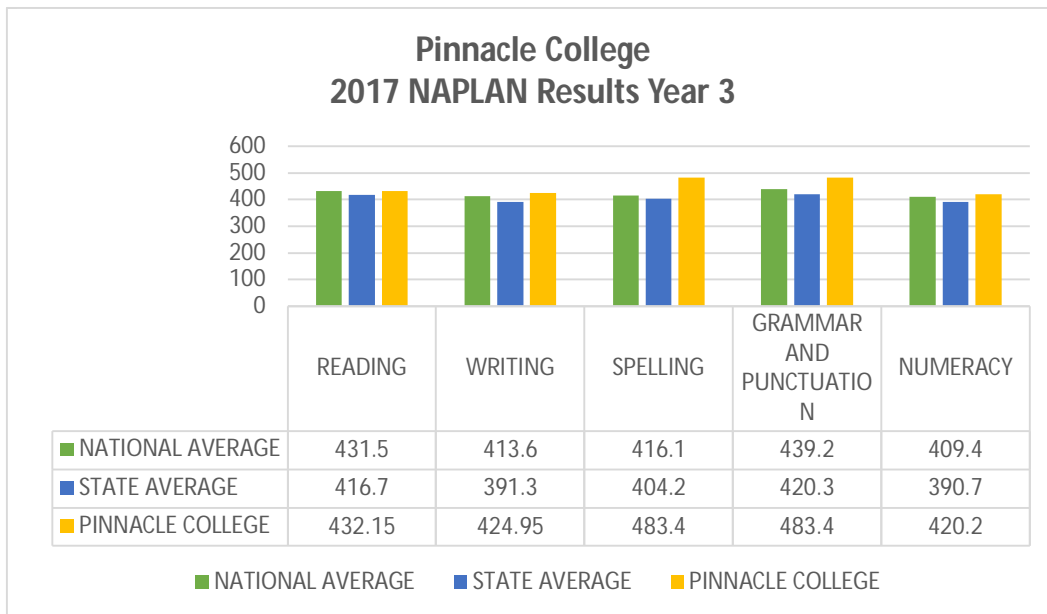
All Year 3, 5, 7 and 9 students across all campuses sat the NAPLAN tests in 2017. The mean results indicate that the performance of the College's cohorts was above that of the state candidature in all five areas: Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

Student Performance in National and State Wide Tests and Examinations

Further details about the performance on NAPLAN are documented on the My School website: <http://www.myschool.edu.au>

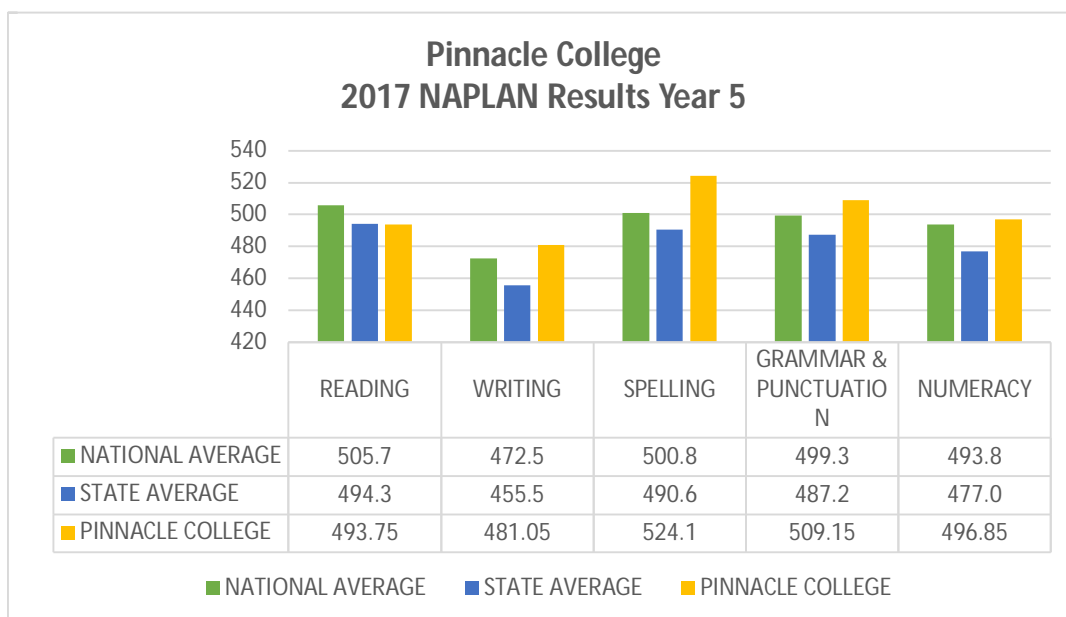
Year 3

In Year 3, the students at Pinnacle College achieved well above national average in all areas. They performed exceptionally well in Grammar and Punctuation and Spelling. All students achieved national minimum benchmark. New strategies used to improve Literacy results include 'Word of the Day' program, Grammar Drills and teaching of the Super Six Skills for comprehension. Enhancing problem solving skills in Mathematics took prominence in our revision program for Numeracy.



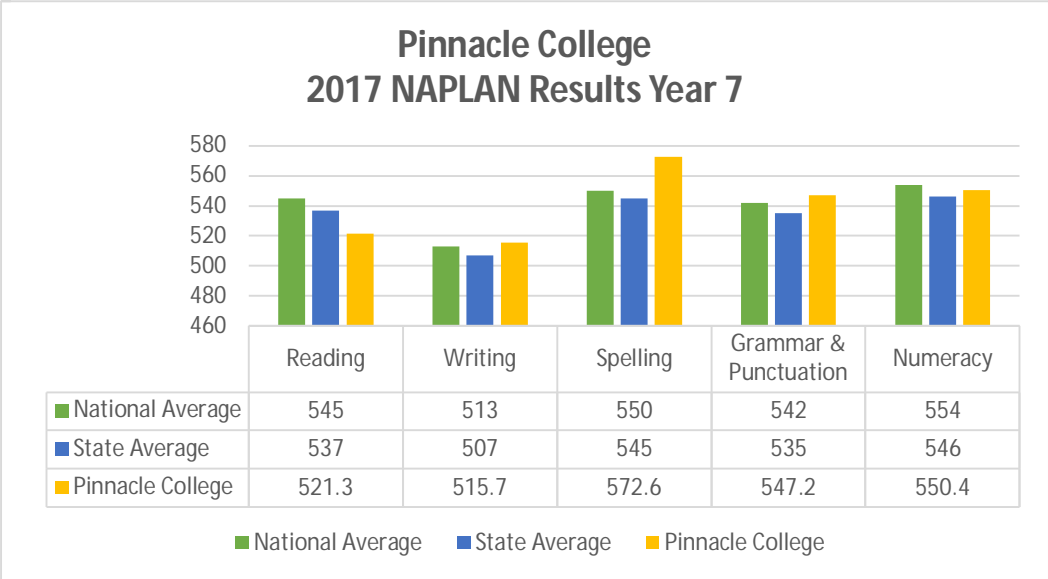
Year 5

In Year 5, the students at Pinnacle College achieved above national average in all subjects. New strategies used to improve Literacy results include 'Word of the Day' program, Grammar Drills and teaching of the Super Six Skills for comprehension. Enhancing problem solving skills in Mathematics took prominence in our revision program for Numeracy.



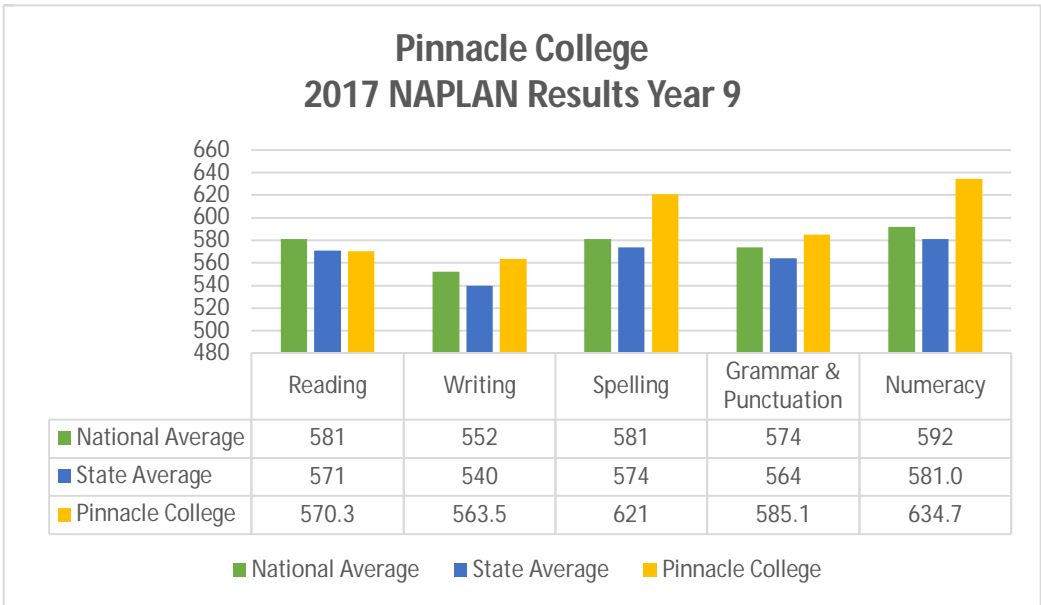
Year 7

When the data over 3 years compared, it appears that there is a general improvement in all areas since 2016. The data also shows the 2015 cohort was significantly ahead almost in each areas. Having said that, 2017 cohort has demonstrated better results in spelling.



Year 9

Year 9 NAPLAN scores also have the similar pattern as the Year 7 NAPLAN results. The results indicate an improvement from 2016 to 2017. Although It wasn't demonstrated in the above graphs, the results show that Year 9 cohort is significantly above in Writing and especially in Numeracy areas compared to the all Australian schools however, reading area is still below the National average despite the greater increase in the results. For more information, Myschool website can be visited.



STUDENT ATTENDANCE 2017

At Pinnacle College we believe that all students need to attend school regularly to attain all the educational opportunities the school has to offer. Regular attendance will allow them to achieve their full potential socially, academically and morally. School attendance is the key to developing the right path to a child's positive values to education, social commitment and future participation in the workforce. Schools are responsible for promoting the regular attendance of students in partnership with parents.

Pinnacle College utilises the SIS program to keep attendance records for all students throughout the day. All teachers including specialist teachers are responsible for the well-being and welfare of the students under their care. Therefore, it is vital for all teachers to take attendance of all students during the period of time that they are responsible for them in order to fulfil the requirements of the Child Protection Policy

Non-attendance Process: Parents/guardians can phone, email or text 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 data:

Elizabeth Campus (Primary)	92.40%
Elizabeth Campus (Secondary)	89.11%
Gilles Plains Campus (Primary)	92.58%

Campus Breakdown

Elizabeth Campus (Primary)		Gilles Plains (Primary)		Elizabeth Campus (Secondary)	
Foundation	90.93%	Foundation	93.22%	Grade 7	92.51%
Grade 1	94.00%	Grade 1	89.37%	Grade 8	90.82%
Grade 2	92.21%	Grade 2	93.42%	Grade 9	91.10%
Grade 3	91.55%	Grade 3	91.29%	Grade 10	89.39%
Grade 4	92.28%	Grade 4	93.87%	Grade 11	86.12%
Grade 5	93.60%	Grade 5	93.26%	Grade 12	84.74%
Grade 6	92.22%	Grade 6	93.64%		

Average attendance rate of all students at Pinnacle College for 2017 is
91.36%

STAFF ATTENDANCE

Elizabeth Campus Teacher Attendance	: 96.9%
Gilles Plains Campus Teacher Attendance	: 95.6%
Total Teacher Attendance	: 96.5%
Elizabeth Campus Admin Attendance	: 96%
Gilles Plains Campus Admin Attendance	: 97.7%
Total Admin Attendance	: 96.6%
Total Staff Attendance	: 96.9%

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 parental leave, long service leave, leave due to a long term workplace injury, or for reasons where a replacement employee has been contracted to fulfil a staff member's duties. Total staff attendance has improved from 96.55% in 2016.

Highest Qualification Attained by Staff	# of Staff	%
Total Staff	65	100%
Doctorate	2	3%
Master's Degree	7	11%
Honours Degree	5	8%
Bachelor's Degree	42	65%
Graduate Diploma	1	2%
Certificate	2	3%
Without Qualifications	6	9%

Highest Qualification Attained by Teachers	# of Staff	%
Total Teaching Staff	45	100%
Doctorate	2	4%
Master's Degree	5	11%
Honours Degree	4	9%
Bachelor's Degree	34	76%
Graduate Diploma	1	2%
Certificate		0%
Without Qualifications		0%

Highest Teaching Qualification Attained	# of Staff	%
Total Teaching Staff	45	100%
Doctorate	1	2%
Master's Degree	5	11%
Honours Degree	1	2%
Bachelor's Degree	25	56%
Graduate Diploma	10	22%
Certificate	1	2%
Without Qualifications	3	7%

The above table shows the highest teaching related qualification obtained by Pinnacle College teaching staff. Teaching staff without a teaching degree are language teachers who hold a Special Authority to Teach from the Teachers Registration Board of South Australia. All Pinnacle College language teachers without a teaching qualification are currently undertaking a university level teaching degree.

Staff Retention

Average number of employees	65
Total employees who left	13
Staff retention	80%

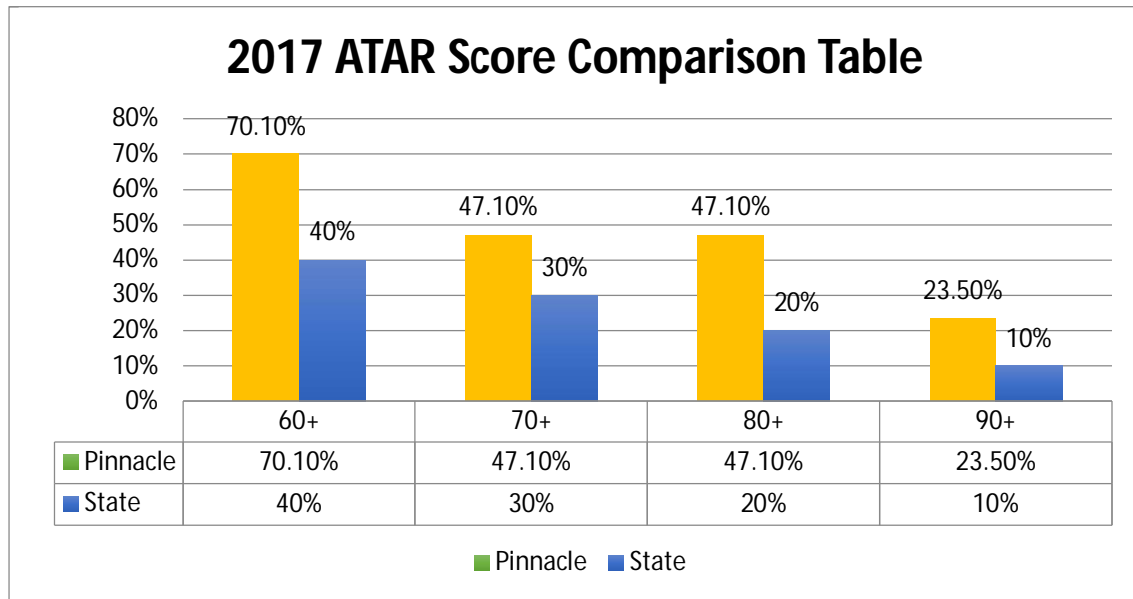
Staff who are employed on a casual basis and those on temporary or replacement contracts to fill in for those on leave are not included in this calculation. Staff retention has improved from 76.8% in 2016.

PD EXPENSES

Professional Development	No. of Teachers	Ratio	PD Expenses	Average
Elizabeth Campus	29.2	70%	61,662,69	2,111,74
Gilles Plains Campus	12.3	30%	28,617.01	2,326.59
Total	41.5	100%	90,270,91	

ATAR Scores

The comparison of 2017 Pinnacle College graduates ATAR scores to state scores is graphed below:

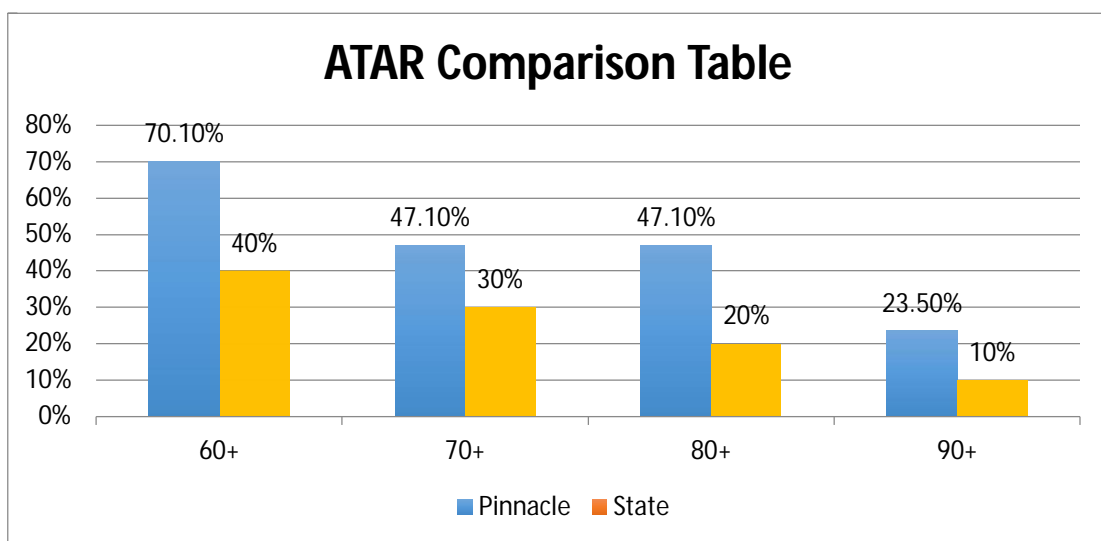


TERTIARY ENROLMENTS

Summary table of tertiary enrolments of PINNACLE College students for 2017 is given below:

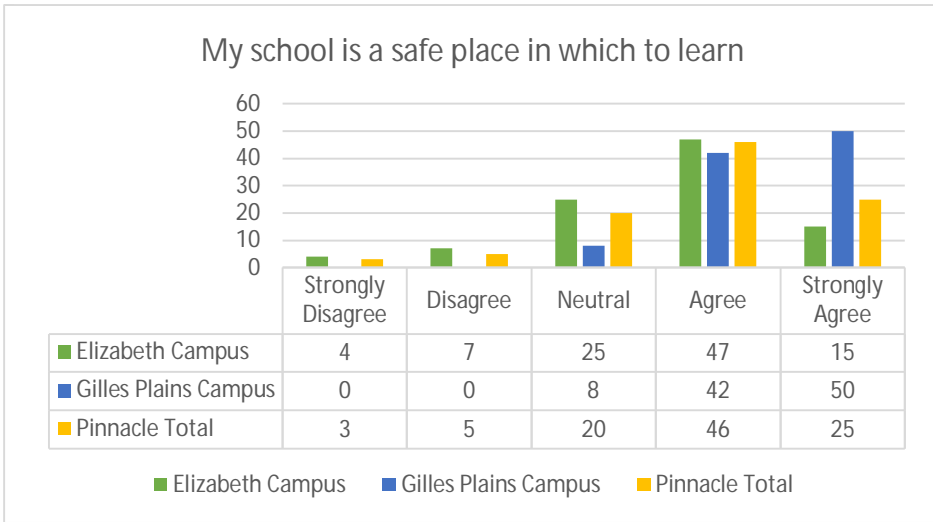
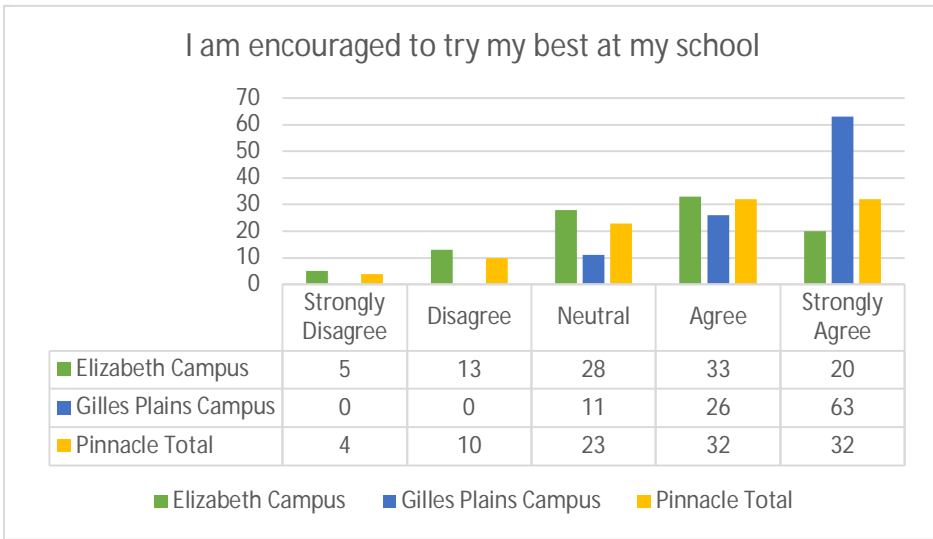
PINNACLE COLLEGE 2017	University Offers	TAFE Offers	Work Force	No Offers	Other
Elizabeth Campus Graduates	15	0	0	2	0
Elizabeth Campus Graduates (%)	88.24%	0.00%	0.00%	11.76%	0.00%

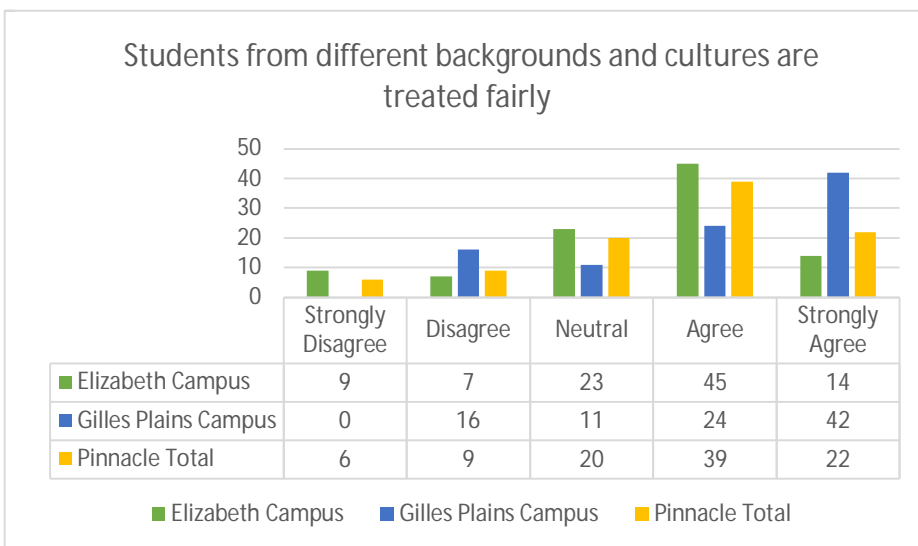
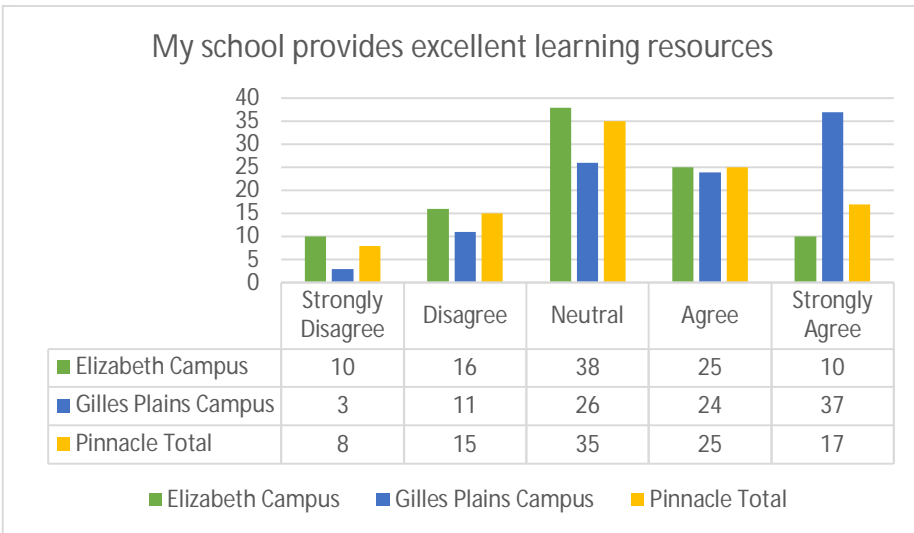
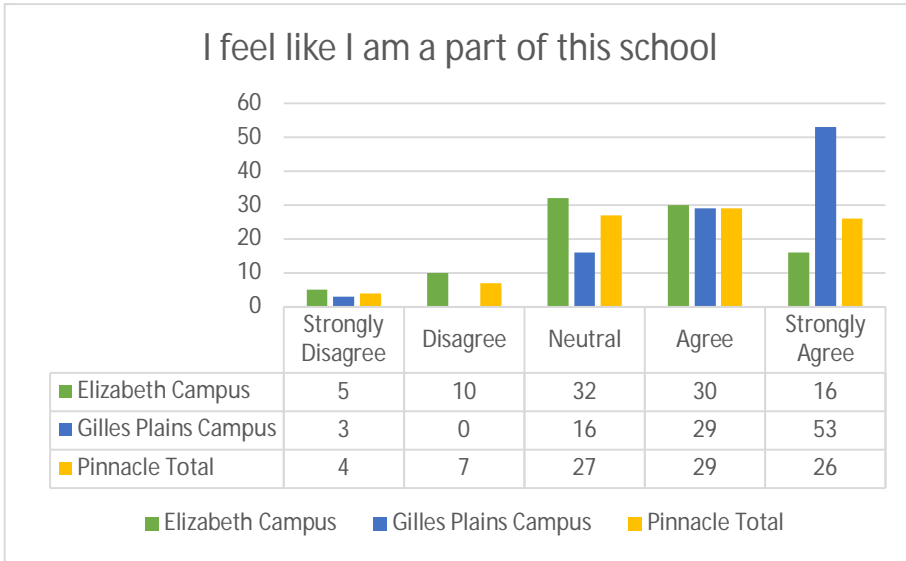
ATAR Comparison Rate:



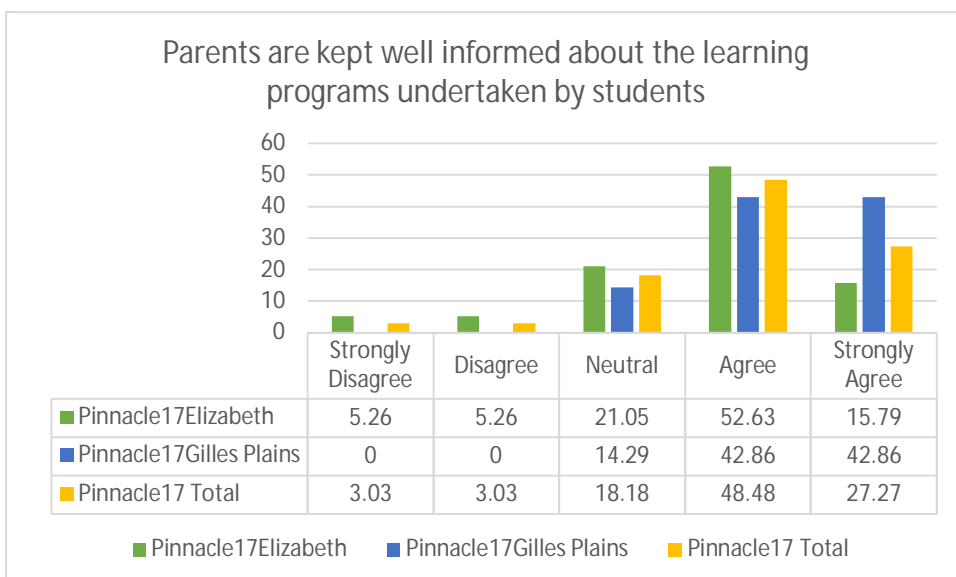
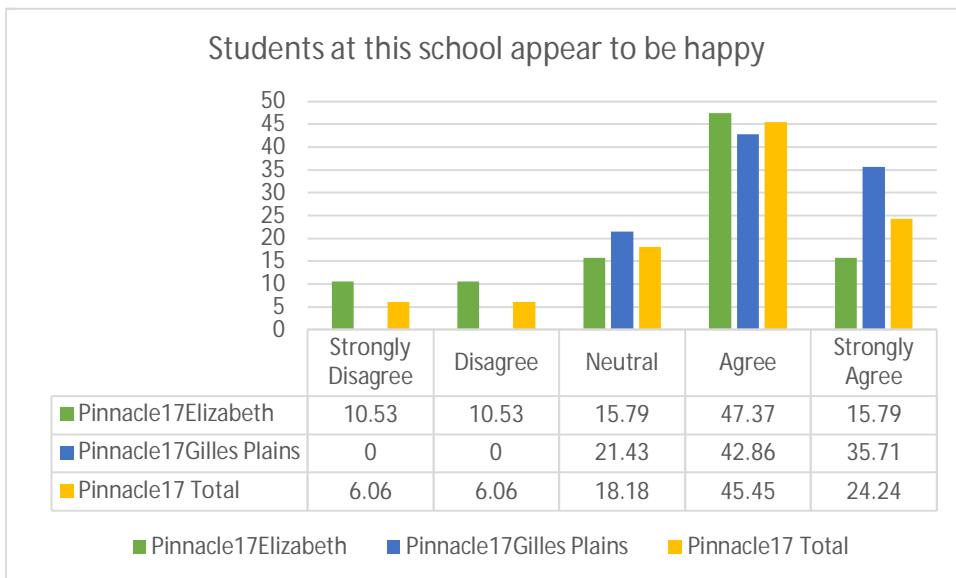
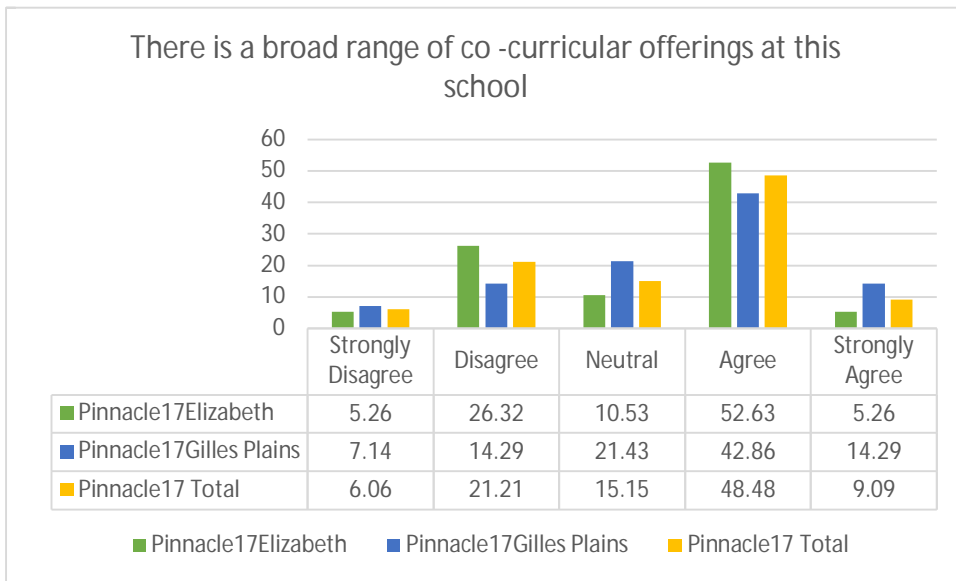
Students Satisfaction Survey Results

The satisfaction level of staff, students and parents is strongly associated with school effectiveness and student achievement. Therefore, one of the most important ways of measuring satisfaction level at Pinnacle College is annual opinion surveys. These surveys are conducted every year to attain valuable feedback from staff, students and parents and their perceptions regarding the quality of education at the College. Moreover, they allow management to identify strengths and weaknesses of the school. Since the surveys provided every year are the same, this is a great opportunity to compare the results over the years and identify any pattern of concern or improvement in a particular area. As a result, the college implements different strategies to improve satisfaction level. Based on previous year’s results, in 2017 Pinnacle College administration has taken stronger initiatives towards Teacher Professional Development and Learning Support from an evidence-based structured approach.

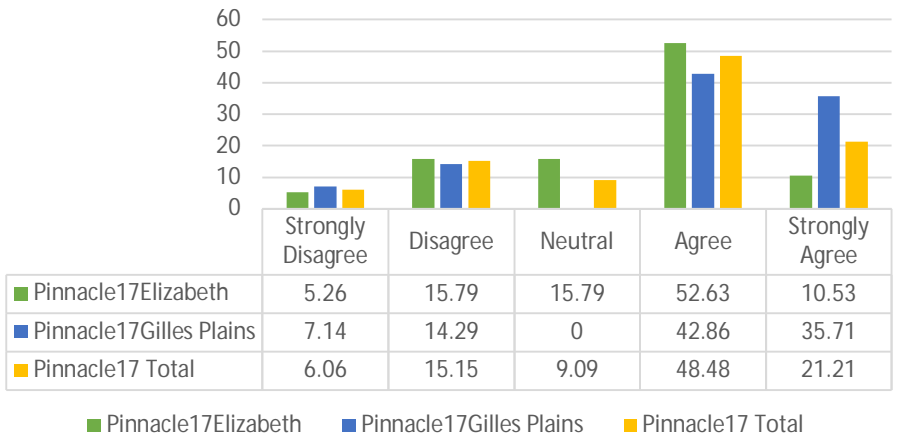




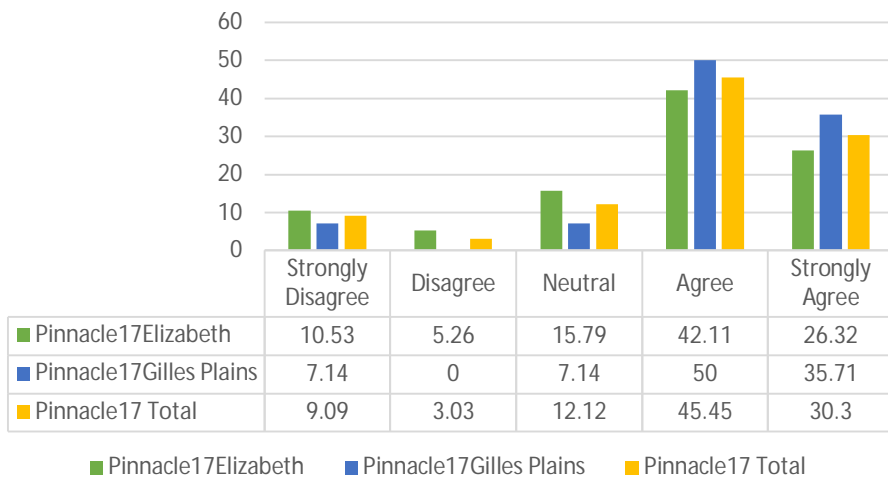
Staff Satisfaction Survey Results



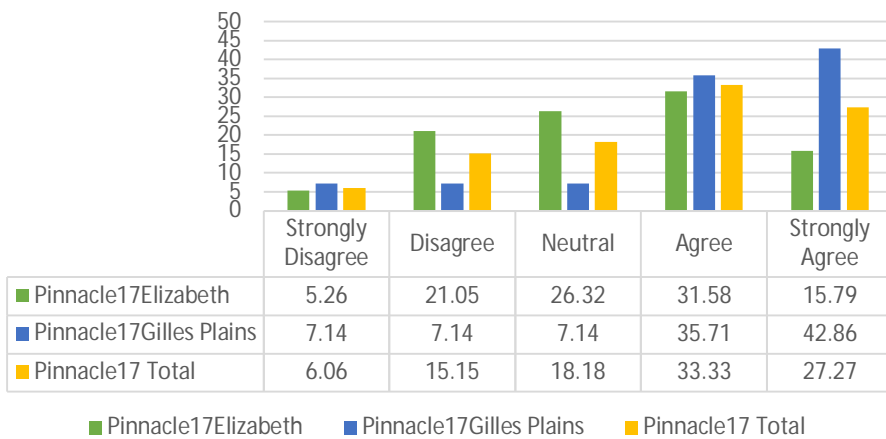
The discipline in this school follows established codes of practice



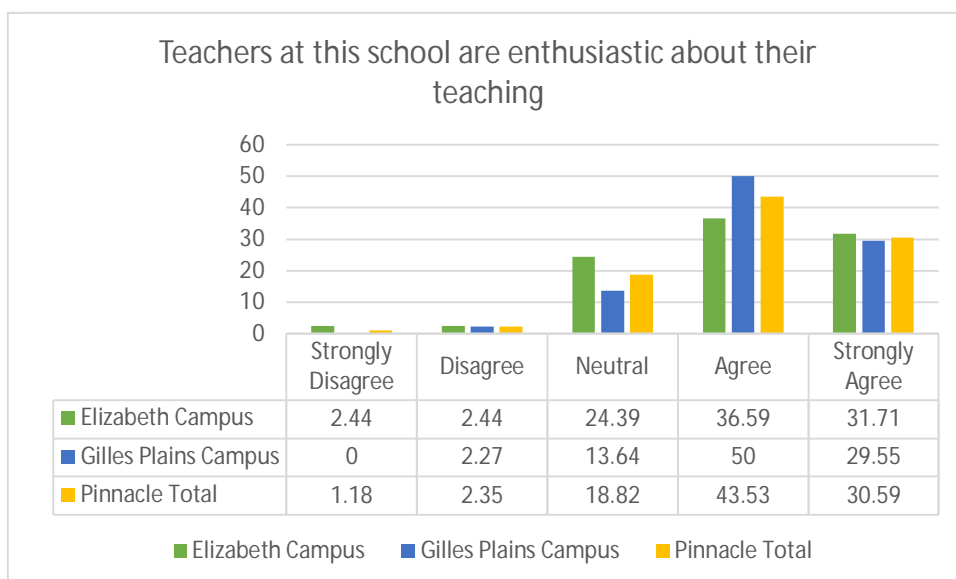
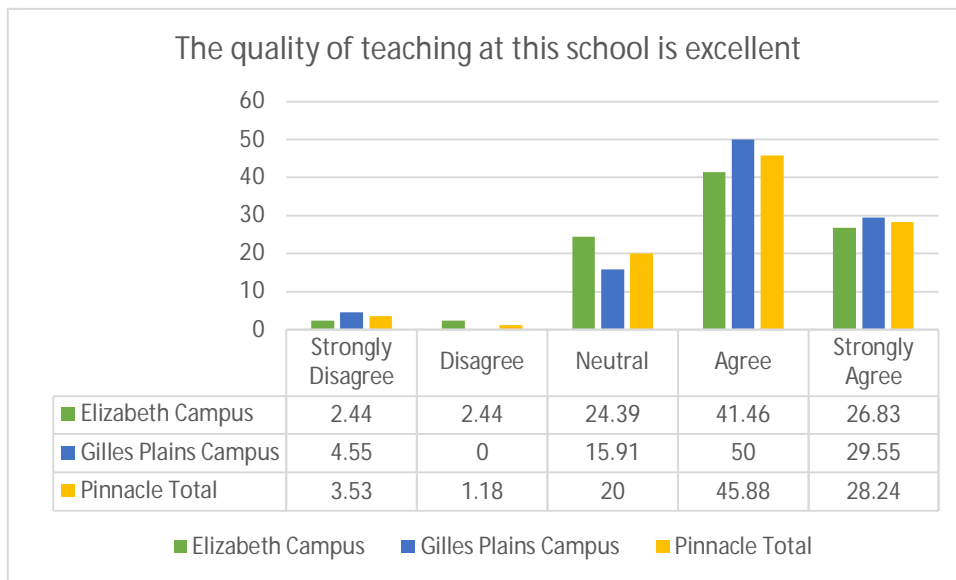
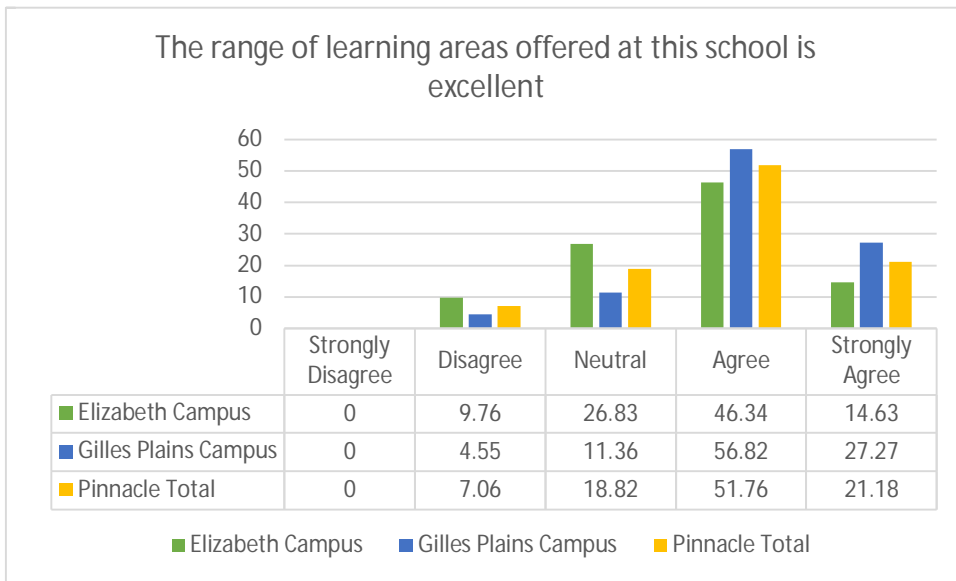
This school is a safe place for students to learn.



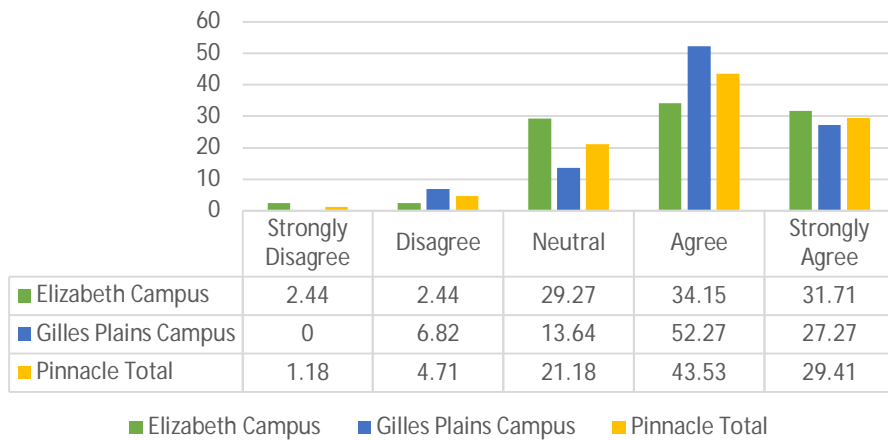
The school clearly communicates its expectations for student behaviour



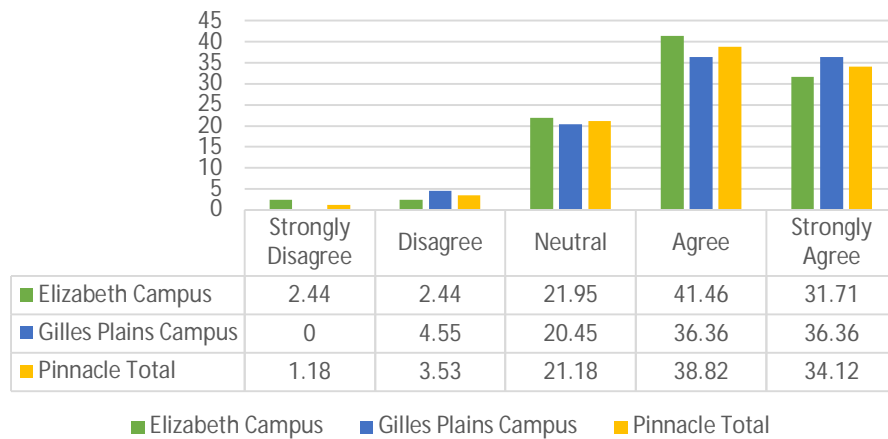
Parent Satisfaction Survey Results 2017



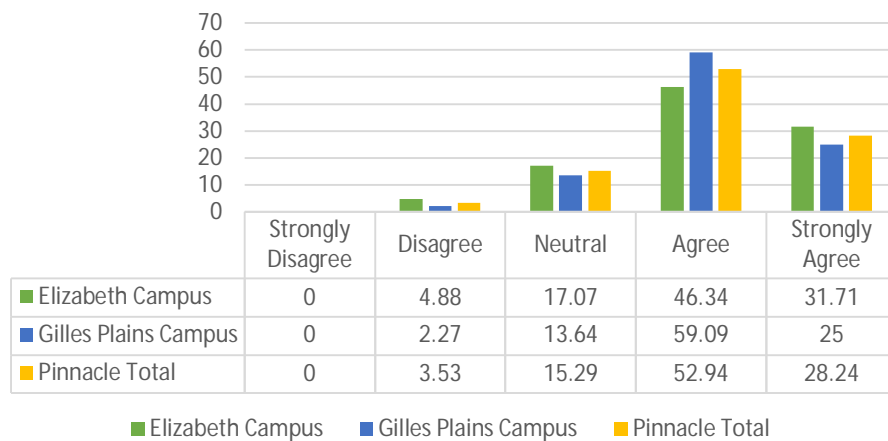
Teachers at this school are keen to help students of all abilities



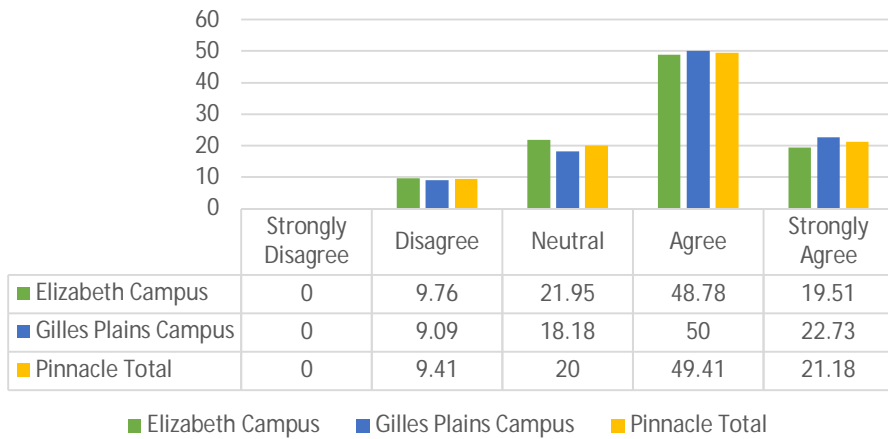
Teachers provide excellent help and support for students when it is needed



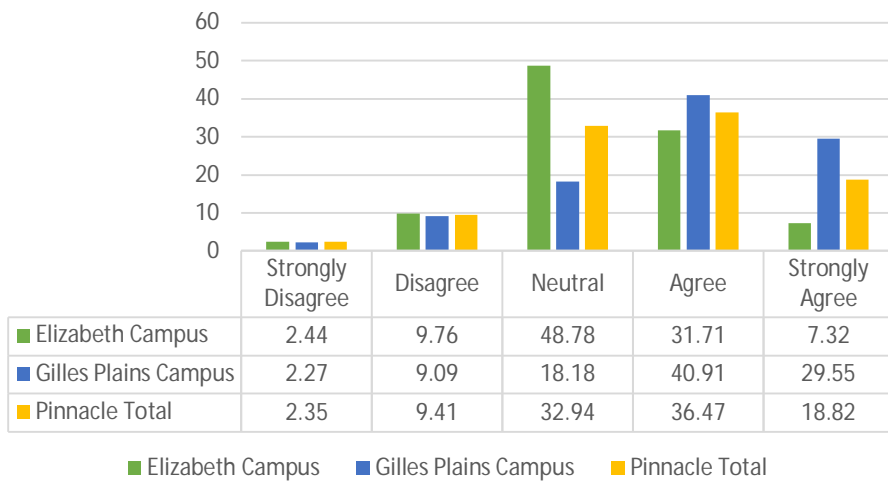
Parents are kept informed of the academic performance of their child relative to the performance of others



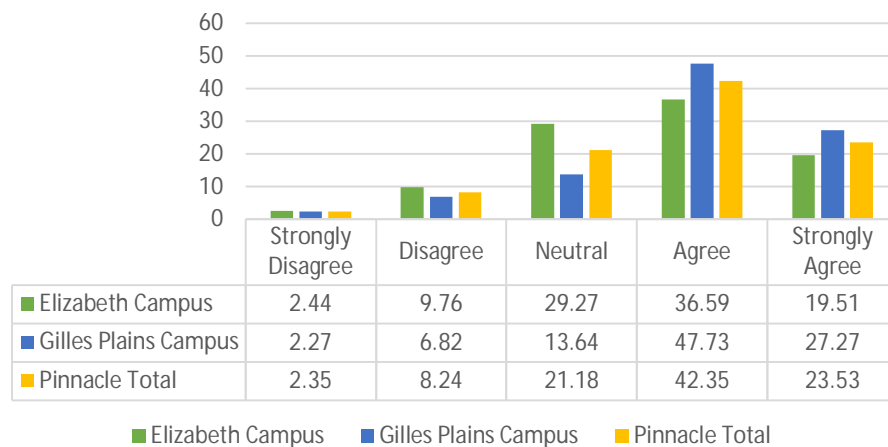
The school is successful in the development of the students' social and personal skills



The behaviour of students at this school is excellent



The discipline in this school follows established and well-known procedures



FINANCE REPORT

PINNACLE COLLEGE FINANCIAL INFORMATION 2017 (BOTH CAMPUSES)

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

