

PORTSIDE

CHRISTIAN COLLEGE



College Performance Report 2021

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1. SCHOOL CONTEXT AND PURPOSE

Portside Christian College was established in 1976 as a co-educational, interdenominational school to serve the Western suburbs of Adelaide, South Australia. The College offers an Early Learning Centre, College for Foundation to Year 12, a Trade Training Centre and OSHC for over 700 students, employing 147 staff. Portside Christian College is characterised by strong academic outcomes and a warm and caring Christian community.

The College is governed by Portlife Church with 70% of students from families affiliated with local Christian churches and denominations. The College community is made up of a wide range of cultural backgrounds. All staff are practising Christians. The College is affiliated with Christian Schools Australia, a national network of similar Christian schools and The Association of Independent Schools of South Australia.

The purpose of Portside Christian College is to *Equip Students for Life*, in line with its four guiding values: *Christ Centred Learning, Caring, Serving and Community*. The College vision is to graduate confident students who love God, love people, love life and are equipped to choose a purposeful life for themselves and make a positive difference in the world.

Dr Susan Starling, College Principal, and the Executive Team, have a clear vision for high quality curriculum, teaching and learning from a Christian perspective. They are committed to enabling students to flourish and to building a team of reflective and collaborative academic and administrative professionals.

The College offers the Australian Curriculum from Foundation to Year 10, the SACE in Years 11 and 12 and a range of accredited TAFE certificate courses available from Year 10. The Early Learning Centre has a very high ranking and follows a Reggio Emilia approach which also influences the Early Years. The College also offers OSHC, Vacation Care, bus and canteen services. The College is known for its Science and Technology initiative, especially the conservation and land management program, where student actively care and preserve the Port River mangroves. There have been recent developments in both engineering and the Arts program along with significant facilities development over the past year.

Our 5 Year Strategic Plan is based on the 5 levels of *Schooling by Design*. This framework provides clarity of direction with planned success criteria. The leaders report on progress against goals and evidence of success on a monthly basis. They also participate in the annual review of the plan which guides priorities and allocation of resources.

The College Master Plan, released to the College community in 2020, guides the development of completely new facilities over the next couple of decades around the perimeter of the school site designed to improve open spaces and enhance views over the local Port River. \$3.4 million has been spent on enabling works in preparation for Stage 1, a 3-storey Senior School building along with acquisition of land to build a new and expanded Early Years Centre.

2021 Enrolment Data

The school saw a higher than expected growth in 2021

Total Enrolments (F - 12)	637
Boys	314
Girls	323
Indigenous students	2%

Initiatives Implemented in 2021

1. Mission and Learning Principles

- The Mission and 10 Learning Principles (Schooling by Design), remained foundational philosophy of the College teaching and learning program

2. Curriculum and Assessment

- Implemented Data Walls – collaborative meetings to track and discuss student academic and social and emotional progress with teachers, Inclusion and Wellbeing teams.
- Implemented, assessed and reported on Social and Emotional Learning across F-12 using dispositions.
- Opened *SEQTA Engage* for parents and *SEQTA Learn* for students as part of continuous online reporting
- Utilised *SEQTA Teach* to produce continuous online reporting F-12 and for loading online curriculum content for students.

3. Teaching and Learning

- Effectively utilised SEQTA for online learning during COVID across all year level
- Designed and implemented Year 7 *Encounter* – a successful collaboratively taught Year 7 middle years program
- Saw further development of the Arts across the College and presented the first major production *Matilda* which was acclaimed as being of a very high standard of music, drama and stage craft.
- Teachers utilised SEQTA Teach Coursework
- Developed mobile library service to maintain borrowing during COVID – a great team effort.
- Reviewed student leadership structure- introduced voting for Head and Deputy Head Prefects to replace Action Teams – and House Captains - strongly promoted student voice in election of student leaders

4. People and Culture

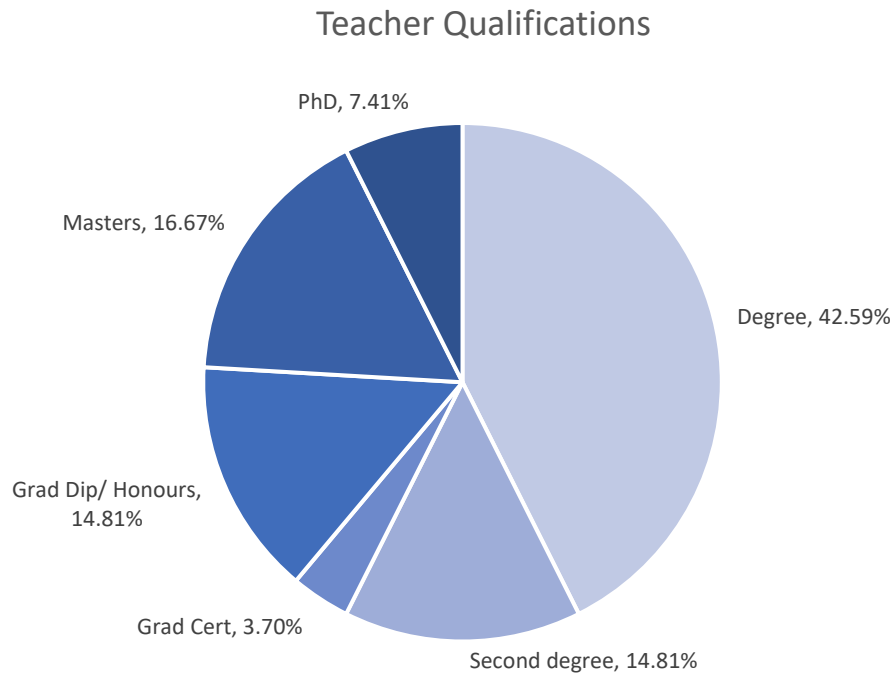
- Adapted gatherings and communication to suit COVID conditions by producing short videos and online workshops for parents and rich and regular parent communication

5. Administration, Policies, Resource Allocation

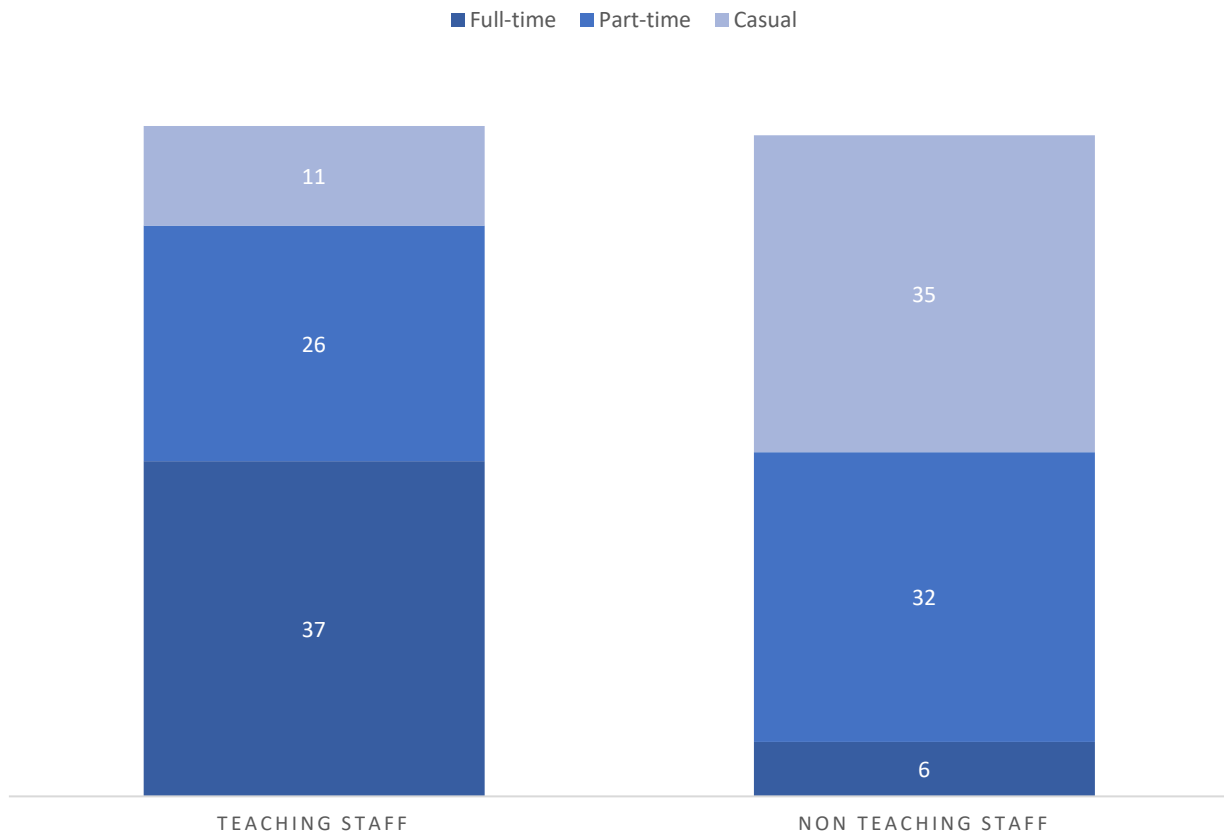
- Developed Technology Suite by combining and renovating existing areas
- Commenced building of multi-purpose courts
- Invested \$210,000 in a challenging nature playground
- Invested more than \$310,000 in IT equipment and new technology spaces
- The College received a State Government Capital Grant of \$209k towards refurbishment of classrooms, classroom furniture and storage, planning of grapevine arbours, purchase of sporting rings for sports courts, outdoor lockers to replace old wooden versions, and new mobile p.a. equipment.
- Moved uniform sales online and repurposed space for technology suite.

2. TEACHER STANDARDS AND QUALIFICATIONS

The qualifications of our 54 teaching staff (exc ELC, LWOP and TRT's) in 2021 are as follows:



3. WORKFORCE COMPOSITION



Teaching Staff	Full-time equivalent	54.20
Non-Teaching Staff	Full-time equivalent	25.80

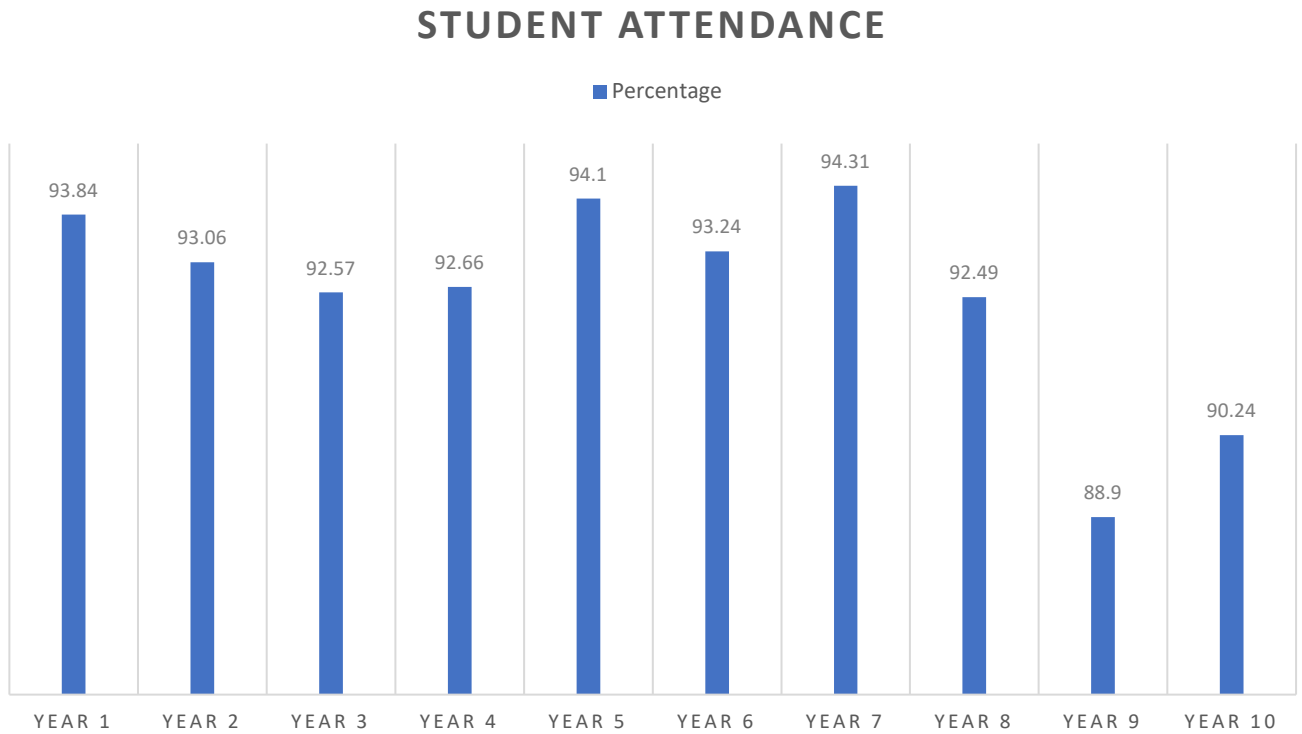


4. STUDENT ATTENDANCE

The College is required to report attendance data twice a year for students in Year 1 to 10. The 2021 average student attendance rate for students in these years was 92.54 %.

Attendance is managed using our learning management software and regular contact with families.

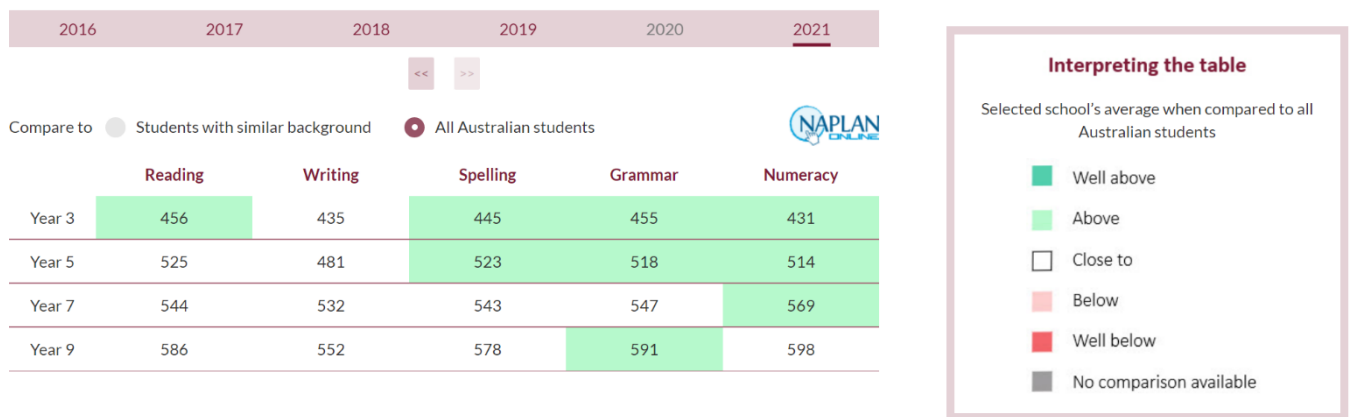
The overall attendance for these year levels is shown below.



Data from STATS Sem 1 and Term 3 data submitted to Department of Education, Skills and Employment.



5. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY and NUMERACY TESTING (NAPLAN)



^{NB} In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic.

Figure 1 - PCC 2021 NAPLAN - source <https://www.myschool.edu.au/school/49834/naplan/results>

6. COMMUNITY CULTURE AND WELLBEING

Portside enjoyed a high level of parent, student and teacher satisfaction in 2021, despite not being able to enjoy our normal community events and gatherings during the year. Despite the many challenges COVID -19 presented in 2021, we were able to maintain a strong focus on teaching and learning due to our sophisticated use of IT. Staff reacted swiftly and skilfully to the changing climate as learning remotely became a new paradigm in education, which also included online videos about social and emotional health and development for students and for parents. Through staff training and the roll out of programs such as Microsoft Teams and See Saw, teachers quickly adapted to the new environment. We fast-tracked the rollout of our Learning Management System (SEQTA), enabling teachers to provide all curriculum content remotely, as required. Thankfully, Portside Christian College had advanced network and internet capabilities, along with a 1:1 device program from Year 1, enabling us to continue teaching and learning with little academic interruption.

Implementation of SEQTA continued, with teachers uploading course content in key learning areas. Previous curriculum work completed on *Understanding by Design*, enabled the quick and easy population of programs for student and parent access. Time was spent refining *Understanding by Design* Units, to create a richer learning experience for students. SEQTA Portal pages were developed from Foundation to Year 7, enabling teachers to communicate key classroom dates and routines to students and families. This proved very popular with parents.

A highly successful Middle Years program, 'Encounter' was introduced in Year 7. Three core teachers were selected to pilot this program, developing a cohesive, integrated curriculum, underpinned by strong middle years pedagogy. Students thrived in an environment where student agency and academic excellence were at the centre of each learning experience and have reported high levels of satisfaction with their Year 7 experience and were clearly engaged.

Despite the challenging context, NAPLAN results in our Junior School showed improvement, as a result of the introduction on a range of targeted, sequential and purposeful instruction programs in English and the continued development of our Mathematics curriculum. In Middle School Numeracy our students continue to perform at or above expected standards and there was significant improvement in our Year 9 Reading results.

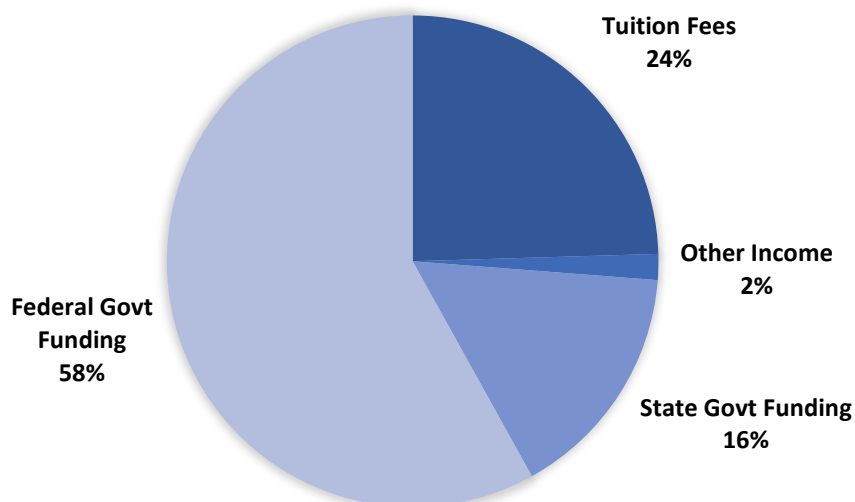
As a Christian community we remained faithful in prayer and dedicated to helping young people know how to navigate challenging times, and to enjoy the hope and purpose we have in knowing our loving God who is there in good times and in bad.



7. SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

The College's finances were audited by independent Chartered Accountants and advisors. In their opinion, the 2021 financial report of Portside Christian College Incorporated, is in accordance with the transitional reporting arrangements for Non-Government Schools under the Australian Charities and Not-for-profits Commission Act 2012, including:

- i) Giving a true and fair view of the entity's financial position as at 31 December 2021 and of its financial performance for the year then ended; and
- ii) Complying with Australian Accounting Standards to the extent described in Note 1 and Division 60 of the Australian Charities and Not-for-profits Commission Regulation 2013.



8. SENIOR SECONDARY OUTCOMES

The Year 12 class of 2021 included 50 students and was the College's thirteenth Year 12 cohort. The highest ATAR achieved was 99.15. 98% of eligible students completed the SACE certificate (State average 98.44%).

**The SACE certificate is achieved when students undertake 200 or more SACE credits with a minimum C minus grade in all compulsory subjects.*

Australian Tertiary Admission Rank (ATAR)

For ATAR eligibility, students are required to take a minimum of four subjects in Year 12 (SACE Stage 2), in addition to the compulsory Stage 2 Research Project subject completed in Year 11.

The ATAR score for a student is a percentile figure, ranging from 0 – 99.95 that indicates how well a particular student has performed relative to other students. For example, a student with an ATAR of 80.0 has performed in the top 20% of the state.

Number of Students	Cohort (%)	ATAR Achieved
5	12%	>=90
12	28.5%	>=80
22	52%	>=70
42	84%	ATAR Eligible
Average ATAR of all eligible students		69.2
Highest ATAR Achieved		99.15

South Australian Certificate of Education (SACE) Stage 2 Grade

Cohort (%)	State Average (%)	Grade Achieved
24.7%	30.4%	A
71.5%	73%	A or B
97.7%	98.5%	A, B or C
Median Grade (n=42)		B **

Research Project (SACE Stage 2) Undertaken in Year 11

Cohort (%)	Grade Achieved
5%	A+
35%	A
43%	B

Subjects not taught at the College undertaken by Year 12 students

In order to provide greater subject selection choices, the College supports students electing to study subjects accessed through other institutions. These subjects are paid for in full by the College.

Subject	Student Number	Campus
French (beginners) (Stage 2)	2	School of Languages
Korean (beginners) (Stage 2)	2	School of Languages
Italian (beginners) (Stage 2)	1	School of Languages

Year 12 Vocational Education Training (VET) Summary

Fourteen (14) VET qualifications were undertaken by 27 of our Year 12 students who incorporated these studies into their year 11 or 12 program in 2020/21.

Certificate III Courses	Full/Partial	Number of Students
Cert III Individual Support (Ageing)	Full	3
Cert III Christian Ministry and Theology	Partial	1
Cert III Early Childhood Education and Care	Full	2
Cert III Make-up	Full	1
Cert III Business	Full	11
Cert III Fitness	Full	1
Cert III Information, Digital Media and Technology	Full	3
Cert III Data and Voice Communications	Partial	1
Cert III Screen and Media	Full	2
Cert III Electrotechnology Electrician	Partial	1
Cert III Air-Conditioning and Refrigeration	Partial	1
Cert III Horsemanship	Full	1
Cert III Music Industry	Full	1
Cert III Retail	Full	1
TOTAL Year 12 students obtaining a Cert III qualification	50%	25

The following eight (5) Certificate II qualifications were undertaken by 5 of our Year 11 and 12 students incorporating these studies into their SACE Stage 1 and 2 program in 2021.

Certificate II Courses	Full/Partial	Number of Students
Cert II in Conservation and Land Management	Full	16
Cert II in Creative Industries	Full	1
Cert II in Electro Technology	Full	2
Cert II in Engineering Pathways (transfer to SB Apprentice)	Full	1
Cert II in Salon Assistant	Full	1
TOTAL Year 11/12 students obtaining a Cert II qualification		21

Year 12 Post School Destinations

Students were successful in achieving the following desired outcomes and pathways. These numbers only represent students who responded to our follow up.

Outcome	Student Number	Destination
University Placement	31	Sociology, Nursing, Animal Behaviour Paramedic, Nursing Physiotherapy, Exercise Sport Science Education (Primary) Education (Secondary) Business Marketing Outdoor Education/Environmental Leadership Business Psychology Engineering Pathway BA Med Studies BA Exercise Sport Science BA Creative Arts (Visual) Mechanical Engineering Engineering Psychology, Criminology Forensic and Analytical Science Interior Architecture Dental Surgery Maths Sciences Science Animal Behaviour
Apprenticeship	5	Entech Electronics PEER Electrician Apprenticeship BAE Apprenticeship Claridge Construction
Ongoing Study (Cert III or higher)	5	Makeup AIE Course Enrolled Nursing Childcare Diploma
Traineeship	1	Maxima
Employment obtained	1	Aged Care
Considering options/ No response	1 7	Year 13 Unknown



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