



Southern Vales
Christian College

**SCHOOL
PERFORMANCE
INFORMATION
2022**



SCHOOL CONTEXT

Southern Vales Christian College is a Christian College serving the Southern region of Adelaide. There are two campuses, one at Morphett Vale and one at Aldinga. The College is a non-denominational Christian, coeducational school. The covering church and governing authority is Harvest Church. The primary ministry is to support Christian families in the education, upbringing and nurturing of their children. We have a strong emphasis on Christian character development through our Pastoral Care, Welfare and Christian Studies programs. Our College has entered its fourth decade and we are committed to the present and developing for the future.

The dedicated staff strive for high standards in learning and teaching and the learning environments provide access to the latest methodologies which are integrated across the whole curriculum. Southern Vales Students are self-directed, critical thinkers who take ownership of their educational journey and persevere to achieve their personal best. The College is a vibrant environment with a multitude of events and interactions occurring regularly each day throughout the course of the school year.



STAFF STATISTICS

The staff numbers for 2022 (from the Census):

Total FTE for all staff	65.8 (Excluding ELC and OSHC)
Total FTE teaching staff	43.7 (Excluding ELC and OSHC)
Total FTE non-teaching staff	22.1 (Excluding ELC and OSHC)
Total number of staff employed	102 (Including OSHC & ELC Staff)

School Composition

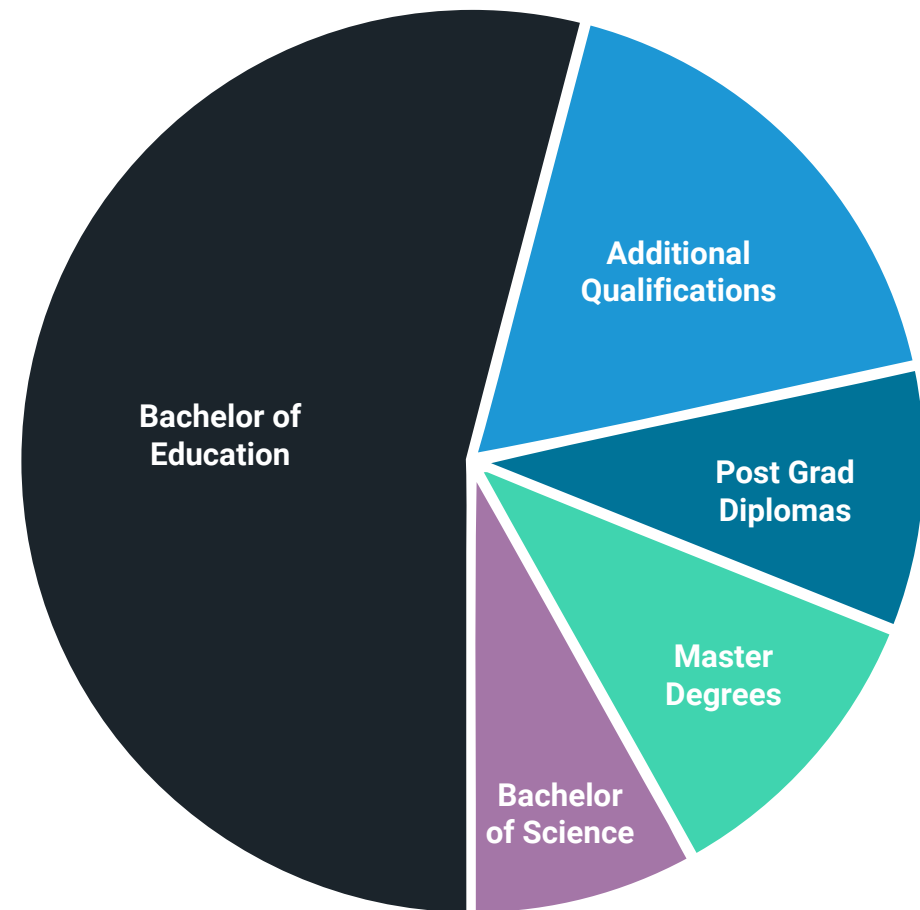
Southern Vales Christian College enjoys a range of ethnic backgrounds amongst its teaching staff including Australia, English, Irish, South African, New Zealand, Phillipian, Malaysian and Columbian. The College has one Indigenous Australian staff member.

TEACHER QUALIFICATIONS

The highest educational qualifications of teaching staff are represented in the graph.

In addition to these formal qualifications, all teachers complete required training in Responding to Risks of Harm, Abuse and Neglect – Education and Care and First Aid. All teaching staff hold the necessary qualifications for Teacher Registration in South Australia, including a Working With Children Check.

QUALIFICATION LEVEL





STUDENT OUTCOMES

SACE PERFORMANCE DATA

In 2022 students continued to excel at SVCC. We are grateful to God for the privilege of seeing young people excel academically in an environment where God is glorified.

We value our parents who entrusted us with the honour of seeing their children grow. Our teacher dedication and care has been instrumental in seeing our students continue to excel.

TOTAL NUMBER OF YEAR 12 STUDENTS	31
SACE COMPLETION (%)	100
NUMBER OF STUDENTS RECEIVING AN AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)	24
NUMBER OF STUDENTS OFFERED UNIVERSITY PLACES VIA ALTERNATIVE ENTRY PATHWAYS	15
NUMBER OF STUDENTS ENTERING AN APPRENTICESHIP	1
NUMBER OF STUDENTS SEEKING EMPLOYMENT	5
DUX ATAR SCORE	97.8
NUMBER OF A+ GRADES	7
PERCENTAGE OF STUDENTS WHO RECEIVED ONE OF MORE A GRADE	39.22
PERCENTAGE OF SUBJECTS WHICH WERE B GRADES	36.93

VOCATIONAL EDUCATION AND TRAINING

Students engaged in the following courses:

- Certificate I in Hospitality
- Certificate II in Electrotechnology (Career Start)
- Certificate II in Kitchen Operations
- Certificate III in Christian Ministry and Theology
- Certificate III in Commercial Cookery
- Certificate III in Electrotechnology (Electrician)
- Certificate III in Hospitality

CERTIFICATE	STUDENTS WITH COMPLETED UNITS OF COMPETENCY	UNITS OF COMPETENCY
Certificate I	6	20
Certificate II	17	26
Certificate III	12	63
Certificate IV or Greater	0	0
TOTAL	35	109

TERTIARY EDUCATION DESTINATIONS

Bachelor of Architectural Design	Adelaide
Bachelor of Science (Marine Biology)	Flinders
Bachelor of Mathematical Sciences (Honours)	Flinders
Bachelor of Psychological Science/Criminology	Flinders
Bachelor of Applied Social Science (Counselling)	Flinders
Bachelor of Finance	Flinders
Bachelor of Media and Communications	Flinders
Bachelor of Paramedicine	Flinders
Bachelor of Psychology (Honours)	Flinders
Bachelor of Science (Physics) (Honours)	Flinders
Bachelor of Creative Industries	Flinders
Bachelor of Medical Science	Flinders
Bachelor of Sport, Health and Physical Activity	Flinders
Bachelor of Nursing	Flinders
Bachelor of Information Technology	UniSA

POST SCHOOL DESTINATIONS

- * 15 graduates gained university placements
- * 5 graduates gained employment
- * 1 graduate gained entry into an apprenticeship



STUDENT OUTCOMES

Student attendance is a key performance measure of the Federal Government and is required in order to fulfil requirements under the Commonwealth's funding legislation. Although Southern Vales Christian College records student attendance daily, the following tables represent an 18 week period (Semester 1) as required by DEEWR.

Morphett Vale	Total Male		Total Female		Indigenous Male		Indigenous Female		
	Actual	Possible	Actual	Possible	Actual	Possible	Actual	Possible	
Foundation	531	617	572	634	69	88	0	0	
Year 1	556	623	902	977	0	0	84	89	
Year 2	844	928	1116	1284	0	0	0	0	
Year 3	747	801	495	569	0	0	0	0	
Year 4	722	801	1288	1424	0	0	77	89	
Year 5	600	711	913	1001	0	0	0	0	
Year 6	831	906	1212	1335	0	0	78	89	
Year 7	1553	1691	1422	1602	0	0	0	0	
Year 8	1429	1587	1556	1780	0	0	0	0	
Year 9	631	712	1309	1512	0	0	0	0	
Year 10	989	1104	1388	1602	0	0	0	0	
Year 11	1034	1246	1075	1246	0	0	0	0	
Year 12	541	620	600	711	0	0	0	0	
Totals	11008	12347	13848	15677	69	88	239	267	
Combined Actual Attendance			25164		Combined Possible Attendance			28379	
Average Attendance Percentage			88.67%						

Aldinga	Total Male		Total Female		Indigenous Male		Indigenous Female		
	Actual	Possible	Actual	Possible	Actual	Possible	Actual	Possible	
Foundation	555	617	997	1099	0	0	0	0	
Year 1	697	788	730	860	0	0	0	0	
Year 2	782	841	567	674	0	0	0	0	
Year 3	727	800	904	1068	0	0	73	89	
Year 4	1122	1246	554	623	0	0	0	0	
Year 5	306	355	809	890	0	0	0	0	
Year 6	556	621	488	533	79	89	0	0	
Year 7	920	1042	865	979	0	0	67	89	
Year 8	756	928	449	534	0	0	0	0	
Year 9	455	534	1103	1335	73	89	75	89	
Year 10	703	844	1100	1246	0	0	0	0	
Year 11	237	267	828	979	0	0	0	0	
Year 12	294	354	453	533	0	0	0	0	
Totals	8109	9237	9848	11353	152	178	215	267	
Combined Actual Attendance			18325		Combined Possible Attendance			21035	
Average Attendance Percentage			87.12%						

NAPLAN PERFORMANCE

NAPLAN 2022

% at or above National Standard

YEAR 3	ALDINGA	MORPHETT VALE
Grammar	100%	100%
Numeracy	100%	100%
Reading	100%	100%
Spelling	100%	100%
Writing	100%	100%

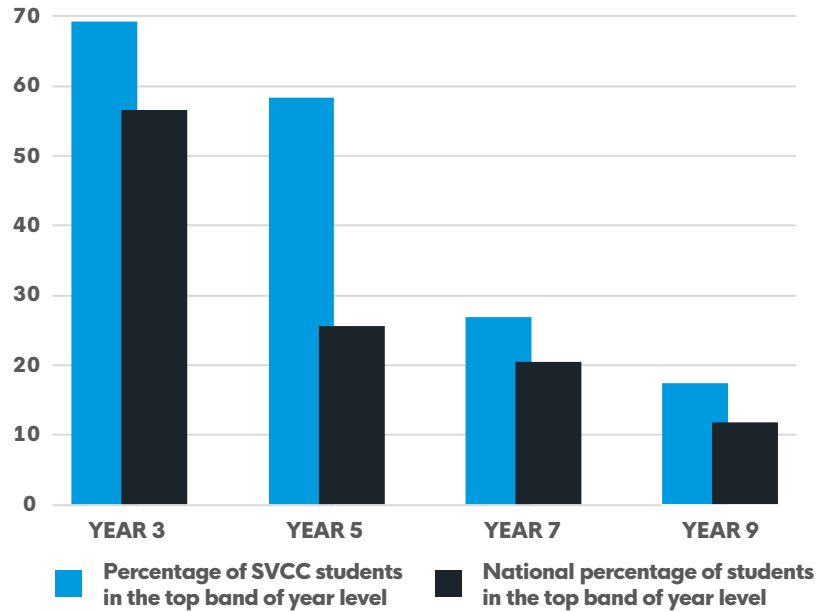
YEAR 7	ALDINGA	MORPHETT VALE
Grammar	100%	93%
Numeracy	94%	97%
Reading	100%	100%
Spelling	100%	93%
Writing	100%	100%

YEAR 5	ALDINGA	MORPHETT VALE
Grammar	100%	100%
Numeracy	100%	100%
Reading	100%	100%
Spelling	100%	100%
Writing	92%	100%

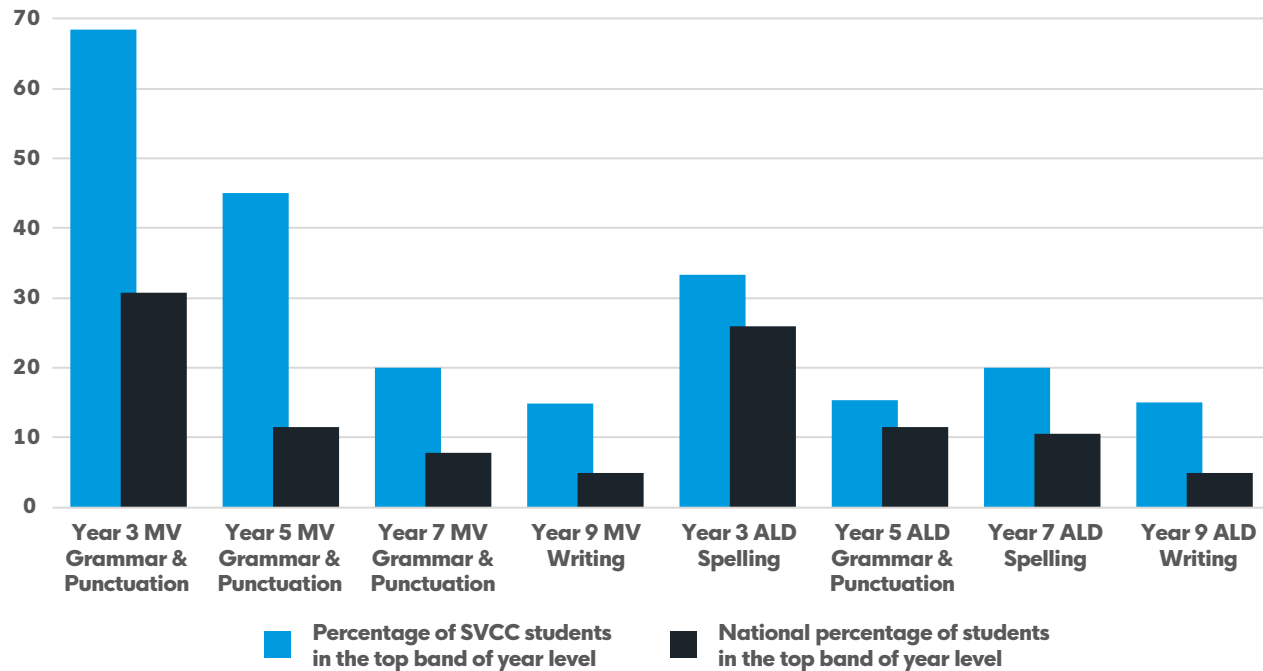
YEAR 9	ALDINGA	MORPHETT VALE
Grammar	100%	89%
Numeracy	95%	96%
Reading	100%	92%
Spelling	100%	96%
Writing	100%	85%

NAPLAN PERFORMANCE

HIGHEST BAND PERCENTAGES



HIGHLIGHTS





WELLBEING PROGRAMS

“Every teacher is a teacher of wellbeing”. We know from current research that healthy relationships and a sense of safety are the most critical elements of a positive wellbeing. Social/emotional wellbeing includes self-awareness, self-management, social awareness, relationship skills and responsible decision making (casel.org).

RESTORATIVE PRACTICES

Restorative Practices assists teachers, students and parents to build, maintain and restore relationships.

We officially began our Restorative Practices Journey in August of 2022, staff were blessed with a Professional Development Session run by Olivia Kearney and Chey Clinton. Staff were introduced to the Restorative Practices approach and learnt about things such as affective statements, affective questions, impromptu conferences, circle time, formal conferences, natural and logical consequences.

Amanda and Les then did some further professional development with staff in Dec, 2022.

ELEVATE EDUCATION

Elevate Education were invited to present sessions on study skills and exam preparation once again this year. While we were able to have the initial early February sessions for Years 7-9 students, due to COVID restrictions we were not able to have the original face to face later sessions for older groups. We have found the face-to-face presentations most beneficial and so opted for a later date in the year when this could occur. The Elevate sessions continue to be run progressively for Secondary years to ensure that the students receive a broad content of learning that allows them to build on skills learnt each year and not have a repetition of the same sessions.

The written feedback given by students after each session is very positive.

The final session on “Ace Your Exams” was well received by the Year 11 and 12 students and we hope to see the benefits and impact of strategies learnt in these sessions evidenced by increased grades in our SACE Exams results. Secondary teachers had a staff training online session with Elevate to ensure the Exam preparation skills were also passed on to teachers. Elevate Education offered free parental online sessions in the year and quite a few SVCC parents attended.

SECONDARY

Genesis

The Genesis “Be Ready” sex education program that is normally run over a one-week period at the end of the year to incorporate Year 7 – 11 students was cancelled due to COVID restrictions, and the Genesis staff not being vaccinated. We will be looking at possible alternatives for the end of 2022 and rely now on the health lessons that cover some of the content.

RAP

The Road Safety Awareness program session for Year 11 students that is run by a combined group from the Fire Brigade and Police Force was cancelled due to COVID restrictions. In this program, students are challenged by driving behaviours in a very real and graphic way. A guest speaker who had recovered from an accident but whose life will always be affected gives a testimony which allows students to see the reality of the consequences of being in an accident. The RAP program has been used by SVCC for many years now and will continue to be an important presentation to our Year 11 cohort next year. Student and teacher feedback has been very positive. The RAP program was rebooked for an early 2022 session.

PRIMARY

Lunch time Clubs

Lunch time clubs have continued to run at both campuses. Students are given agency to come up with their own club ideas and run them on a weekly basis. Clubs have consisted of: bubble club, drawing club, lego club, Bible club, soccer club and much more.

Cubby Building

Cubby Building continues to be a popular lunch time activity. It's exciting to see the students from different age levels working together to create cubbies. This is in designated areas of the school yard with rules that ensure there is fairness and responsibility. The cubbies are used every day by the students.

Social Skills/Wellbeing Program

A variety of social skills and wellbeing programs run across our primary classes. Classroom teachers are responsible for running these as part of their Health Curriculum. At times the Diverse Education staff also run small groups for those students requiring more intensive assistance. The tables below give an overview of the wellbeing initiatives run across the primary classrooms in 2022.

EXTENDED LEARNING

EXTENDED LEARNING 2022

During 2022, Rebecca Varnas took on the role of Extended Learning Coach (F-12) for Term 1 and first half of Term 2. Donna Smith, who was previously involved in Extended Learning, then took over this position. Donna has trained debating teams, been involved in implementing a whole school project for extended learning and is trained in teaching Philosophy. She also had the opportunity to teach a philosophy lesson at the Australasian MENSA conference in the Gold Coast. Donna has a keen interest in Extended Learning and enjoys assisting in extension and support for selected students. This role is one day per week and Donna works at each campus once every fortnight.

PASSION PROJECTS

Passion Projects were taken on by selected students in 2022. These projects give students who require extension an opportunity to conduct an individual project based on an area of passion. Students work to identify areas of interest and form an inquiry question to research. Over several weeks, students experiment, research and collect information on their area of passion to put together a presentation for their peers and family.

From the Aldinga campus, the following students completed a Passion Project: Samuel Santana (Year 3), Sofia Santana (Year 4), Harry Lehmann (Year 4), Joshua Hothleuf (Year 5), Eliana White (Year 5), Oscar Mayne (Year 6) and Lily Stewart (Year 6).

The following students completed a Passion Project from the Morphett Vale campus: Maria Bird (Year 2), Annabelle Quiniones (Year 3), Amity Lynch (Year 4) and Indiana Magarey (Year 4).

Some of the interesting questions these students investigated for their Passion Projects were:

- How has the participation of women in professional sports changed over time?
- How are Australian rocks unique and what are they used for?
- How did warships influence the outcomes of World War 2 and what were the affects on the human race?
- How do professional netball players maintain health and fitness and prepare for games?

INDIVIDUALISED EDUCATION PLANS FOR GIFTED STUDENTS (IEPS)

In 2022, six IEPs were written for students that required an individualised plan to set goals, plan for differentiation and highlight essential modifications. The IEPs are written in consultation with full educational psychologist report, teachers, parents and with the student if they are old enough. This plan gives everyone a clear plan to support our gifted learners with their education.

EXTENDED LEARNING ENRICHMENT PROGRAMS

OLIPHANT SCIENCE AWARDS

We had many students enter the Oliphant Science Awards and their projects were on display at the Science Alive event held at the Adelaide Showgrounds. Entries covered a range of categories such as Science Writing, Models, Posters and Multimedia. Congratulations to Ashleigh-Jade Fourie (Yr 5 in 2022) and Reya Burns (Yr 4 in 2022) who won awards for their outstanding entries. Reya received a Highly Commended recognition for her model on the remains of ancient glaciers. Ashleigh won the first place award for Models and Inventions (Year 5-6) for all of South Australia and the Rowe Scientific Emerging Talent Award (2 given for Primary students in SA). Amazing work by some incredible students!

DEBATING SA

Several Primary students took part in the Debating SA schools events with the support of teachers and coaches. They were able to improve their speaking, debating, researching, and presenting skills through this program. We had 3 debating teams at Aldinga and 2 at Morphett Vale. Our Year 7 Aldinga team made the finals and our Year 5 Morphett Vale team placed second. Thank you to our coaches Jacqui Lovett, Ashleigh Pirie, Sally Harper and Amanda Bone.

INTERSCHOOL CHESS TOURNAMENTS

2022 saw the continuation of the Interschool Chess Tournaments. When Covid restrictions lifted, we continued to host the event. Our students were keen competitors and showed improvement throughout the year. Students were fortunate to have specialist Chess coaching on two occasions: Mato Jelic from Chess Schools SA came and coached them for 2 half days.

MATHS ENRICHMENT PROGRAM

Mr Brian Wong provided a withdrawal program which enabled many of our gifted Maths students to be challenged through specialised coaching and Maths Competitions. It is worthy to note that our Year 3 student Amy Bizzmire placed in the top 1% of Australian students in the renowned Australian Mathematics Competition.

Extended Learning provides students with an opportunity to explore their own personal interests and passions. We hope to inspire future learning where students are motivated and self-directed learners.

EARLY LEARNING CENTRE

OUR CENTRE CONTINUES TO FLOURISH!

For our ELC community, 2022 was a year of many achievements, milestones reached, and strengthening of our Preschool Program. We had the honour to celebrate our 5th Birthday which allowed us to gather back as a community for first time after a couple of years of pandemic isolation. It was a time for joy and reconnecting that brought us back to bonding with our ELC community. The centre's enrolments continued to grow throughout the year, maintaining a steady number of students. We continued to prioritize a diverse and inclusive environment, welcoming children from various cultural backgrounds and abilities. Our aim was to provide a safe and nurturing space for children to grow, learn, and develop their skills.

Working in partnership with our government agencies like the Education department and the Inclusion Agency Gowrie SA, allowed us to develop and implement a Strategic Inclusion Plan (SIP) to overcome inclusion barriers, continue to obtain funding for an Additional Educator, and develop and implement an Innovative Solution Project and access to Universal Preschool Access funding. Those and other minor strategies implemented provided an excellent education and care service during 2022.

HIGH-QUALITY PRESCHOOL PROGRAM.

Preschool Reform Funding Agreement. From Term 1 2022, for the first time SVCC ELC received the recently renewed Preschool Reform Funding (known before as Universal Access National Partnership) to strengthen the delivery of preschool and better prepare children for the first year of school. This funding supports the delivery of 15 hours of preschool a week – 600 hours a year – for all children in the year before they start school.

Since the opening of our centre and with a vision of delivering a high-quality curriculum, Southern Vales Christian College has been quite supportive employing ELC Early Childhood Teachers above government requirements so the educational program could be consolidated and implemented in a professional manner, with a deep understanding of the Early Years Learning Framework, supporting children's wellbeing, learning and development.

With the funding, the SVCC ELC continued employing Early Childhood Teachers to maintain high standards for play-based learning while being able to renew resources, invest in professional development and other essentials to aid the ongoing improvement of our preschool program. Children grew and learnt through play and inquiry interactions along with the Christian values we know are such an important start in children's education. Early Childhood Teachers continued using the Early Years Learning Framework to inform their teaching practice while ensuring children participated in a high-quality preschool play-based learning, equipping them with vital skills to transition into school and setting them on a path for life success.



EARLY LEARNING CENTRE

INCLUSION QUEST

At SVCC ELC our program, daily interactions, pedagogical reflections and planning for learning were driven by inclusive practices. We understand each child is unique and has its own learning and development journey, therefore their individual characteristics and needs drove ELC staff to provide each of them with support to participate in all events, regardless of race, gender, disability, medical or any other need. Creating an inclusive environment allowed teachers and educators to effectively support children presenting barriers to inclusion.

Implementing an Innovative Solutions Support (ISS) project was one of the strategies in our ELC's 2022 Strategic Inclusion Plan to overcome the barrier to children's challenging behaviours and educator's limited knowledge about inclusion. Through the project, our centre received \$7.940 to cover the cost of engaging a consultant to mentor educators and build their capacity to support the emotional needs of children and address challenging behaviour. The consultancy agency Gowrie SA, provided us with a year-long plan to work directly with teachers and educators, observing their interactions with children and bringing understanding about children's behaviour based on attachment theories. Those were some of the achieved outcomes of the project as we identified the reasons behind children's behaviour:

- Developed consistent responses to children's behaviour that fit with the Southern Vales Early Learning Centre philosophy and were embedded in everyday practices across the service.
- Identified what was communicated through behaviour and developed plans to support children navigating their emotions, especially those children with complex needs e.g. early milestones of social and emotional intelligence, ASD, language delays, other developmental delays.
- Worked collaboratively with families and support their understanding of their child's behaviour through developing and implementing one-to one parent-teacher meetings. The strategies allowed parents to understanding the importance of developing emotional literacy and design own emotions/behaviour guidance strategies.

STAFFING

A constant drive for improvement and a vision for a high-quality educational program kept leadership and the group of teachers and educators on an ongoing critical reflective journey. Through the year, we had the privilege to welcome a new Early Childhood Teacher and two Educators that have without a doubt, synchronised with the ELC Philosophy, working in harmony with staff, parents, and children. Existing and new members of the ELC team showed skill and devotion to their teaching call by stablishing nurturing and safe connections with all members of the community. They supported individual and group needs in a warm, effective, and timely manner, overcoming the challenges of the pandemic that reached out SVCC staff and families.

PARENT INVOLVEMENT

We were blessed to host families that are in tune with the SVCC and centre's philosophy, trusting teachers and educators and sharing their dreams and expectations for their children in their learning and development journey. We are thankful for their understanding and support through the challenges of staff being absent and children having to quarantine.

"Thank the Lord because he is good. His love continues forever."
1 Chronicles 16:34 ICB

PRIMARY DEVELOPMENTS

REFLECTIONS ON 2022

The end of 2022 was celebrated as a time of welcoming our families back onto our school premises and re-establishing our community. Covid mandates were eased then lifted. Families started to reconnect face to face with the school, from the everyday routines of listening to reading and attending assemblies, to attending events such as Student Led Conferences, the Primary Presentation Assemblies, and our Arts Extravaganza. Even with flood damage in the church, the appreciation by the parent community towards the incredible work of the teaching staff was tangible, creating a joyful, positive atmosphere.

We are very grateful to God for the incredible provision of teaching staff in Term 1 due to the vaccine mandates. Such a situation has never been experienced before in the history of the Primary school and it should not go unaddressed as a time where God moved on our behalf. All classes were staffed with capable teachers who were able to deliver the curriculum with excellence. This was especially important during @Home Learning in the first half of the year when families were in isolation.

SUCCESSES IN THE PRIMARY SCHOOL

2022 was a year of accomplishment in the Primary School. As we were still in a time of restrictions and “doing things differently”, we entered many competitions to enrich our student’s learning program, with great success.

Debating – Our Year 5 MV team placed Second and our Year 6 Aldinga team made the finals.

Ethics Olympiad – Our Ethics Olympiad team entered an Australia wide competition, tackling deep ethical issues. We were very proud to place second in such a big competition.

Accelium Olympics – The Accelium Olympics is an online problem solving through gamification. The Upper Primary placed second in Australia and seventh in the world.

Oliphant Science Awards – Thousands of students enter the prestigious Oliphant Science awards each year. Well done to Estelle Santiesteban Caballero, Reya Burns, Jahno Fourie and Elijah Hutchinson for winning Highly Commended awards. A special mention to Reya Burns for winning the Rowe Scientific Regional award. A very special mention to Ashleigh Fourie, for winning the second highest award for the whole competition – the Rowe Scientific Emerging Talent Award.

NAPLAN RESULTS

We celebrate the outstanding results of our Year 3 and 5 students in NAPLAN in 2022. The implementation of Seven Step Writing resulted in a lift in our writing results, with the average student placing in the second highest band, well above the national average. Our results in Maths, Reading Comprehension and Language Conventions are a reflection of the hard work of teachers to continue delivering a high standard even during restrictions. We can be proud of our results in the Primary.

LITERACY AND NUMERACY

We were blessed to have Suzanne Harvey as the Maths Coach, implementing new initiatives throughout the year with both staff and students. Brian Wong was also instrumental in enriching gifted student’s learning and provided a great encouragement to our community through Maths competitions and advising learning.

Successful programs in Literacy continued to be implemented such as Seven Steps writing and Jolly Phonics. A need to refresh Phonics arose from the review of the Australian Curriculum 9.0, which commenced research. Handwriting was also reviewed in 2022.

WELLBEING IN THE PRIMARY

Wellbeing was of great importance during a time of lockdown, isolation and restrictions. In the first two terms teachers increased engagement in Dojo to include families in school life, especially our new Foundation students. We continued to be intentionally inclusive and have parent interviews and events online. Growth Mindset continued to be a priority in classroom teaching practice as well as daily “check ins” and exit pass strategies to monitor wellbeing. When restrictions lifted Lunch Time Clubs were reinstated. Students took great agency over these as they initiated clubs they had been talking about for several terms. A very successful club worth mentioning is the “Feeling Blue” Club designed by Year 5 student Summer Hoff, which is a friendship bench for any student who feels lonely. Our Student Leadership Issachar was reinstated and initiated class projects at each year level. This involved the community and presenting their efforts at assembly.

PROFESSIONAL DEVELOPMENT

UNDERSTANDING BY DESIGN

Understanding by Design has always been in the forefront of our approach to education at SVCC. It is a concept based approach to learning, with students engaging in an inquiry approach. There was a recommitment of teams working together face to face after working remotely since 2020. Professional Development was also re-established together as a staff in one space. Professional Development was undertaken to continue the development of units of work, which is at the core of our teaching practice at SVCC. Teachers were also required to meet with the Head of Primary each term to share units and critique their effectiveness.

STUDENT AGENCY PROJECT

2022 saw the culmination of our Student Agency Project, rolling out our six Graduate Qualities of a learner with staff. As a school we encourage: Curiosity, Kindness, Ethical, Grit and Problem. The previous years of research resulted in these qualities being chosen, which assist students to have the disposition for being a successful learner and to engage in Education 4.0, the new world of education. The best fit to make it authentic was to match units of work and become Essential questions embedded within the units. The culmination with AISSA was a Learning Expo at Pultney Grammar with many schools attending across the sector, where we showcased our work. A very big thanks goes to the Student Agency team for all their years of service to this project.

LEARNING IMPACT PROJECT

2022 saw the commencement of Learning Impact Project, Led by Professor Dr Charles Leadbeater (UK) and residing advisor to AISSA Dr Michael Bunce (UK). It is again a great privilege to have global thinkers speak into our understanding of education in the college, with understandings about futures in education unpacked to reveal new thinking and possibilities. The biggest understanding in this project is the importance of engaging, rich learning to improve student wellbeing. Towards the end of 2022 the project was defined as a Year 7 initiative to refresh our middle school and give purpose agency in learning to our students.

REVIEW OF VERSION 8.4 OF THE AUSTRALIAN CURRICULUM

The Australian Curriculum informs each teacher what to teach. 2022 saw a nation wide review into version 8.4, where each teacher was asked to feedback about the curriculum for their own year level. It was then reviewed and revised and changes were made public. Changes were then considered by staff and 2023 was flagged as a year of implementation.



GRADUATE QUALITIES









In 2022 we completed the four-year Student Agency Project through AISSA Association of Independent Schools in South Australia (AISSA). Charles Leadbeater, an international authority on innovation and creativity, and lead advisor to the OECD and the UK Department for Education's Innovation Unit facilitated the Student Agency Lab. Our Agency team had the privilege of working with Charles on practice-based research where we worked within the "real world" contexts of our school to rigorously investigate aspects of student agency and to make recommendations to the wider educational community. Our project contribution included in the production of a Podcast which was released internationally, and our research has been featured in a report. The project culminated with the development of Southern Vales Christian College Graduate Qualities.

SVCC Graduate Qualities articulate the skills, qualities, and dispositions that the College aims to foster in all our students in order to equip them for the changing global demands. Our graduate qualities are based on the core values and mission of the College.

CURIOSITY

"I can wonder about many ideas to open worlds and opportunities."



-  What if...?
-  I wonder...?
-  What is interesting...?
-  What can I explore...?
-  What does it connect to...?
-  What questions do I have...?
-  What are the problems...?
-  What does it mean...?

Looks like	Sounds like	Feels like
<ul style="list-style-type: none"> Exploring Trying new things Pondering Investigating Seeking out Meeting new people Developing new skills Thinking in new ways Stretching my knowledge 	<ul style="list-style-type: none"> Wonderings Questions Ideas Sharing it with others Connections "What a surprise!" "Awesome" "Wow" "I really want to know" "What's next" "How does that work?" "What if I do this?" 	<ul style="list-style-type: none"> A hungry mind Motivation Joy A mental itch that must be scratched A desire to explore Being puzzled Emerging in an interest Fulfilling a desire to know A positive emotion







AGENCY: Having curiosity sparks my interest to learn. It drives me to create my own questions and take initiative.

Design Thinking Skills: identifies problems, makes meaning

ETHICAL

"I can think and act with honesty, fairness and integrity."



-  What is the right choice...?
-  What other points of view are there...?
-  What is the truth...?
-  What is the evidence...?
-  Have I been honest...?
-  Are there facts & proof...?

Looks like	Sounds like	Feels like
<ul style="list-style-type: none"> Making the right choice Listening Reflecting Decision making Understanding Facts and proofs Adhering to truth Identifying and analysing conflicting moral interests Unbiased benefit to all parties Working to standards Morals 	<ul style="list-style-type: none"> Listening to others points of view Dialogue Discussion Reasoning Communicating "What is right here?" "What matters the most?" "What are all the facts?" "What kind of person do I want to be?" 	<ul style="list-style-type: none"> My conscience Fair Empathy Sincerity Honesty Respect Integrity Truthful Justice Equity Loyalty Inclusiveness Acceptance

AGENCY: Being ethical empowers me to make decisions that are honest, fair and have integrity.

Design Thinking Skills: uses moral principles as a gauge for deliberation, uses scientific understanding/methods, facts and proofs

GRIT

"I can be persistent and determined when working towards a goal."



-  Have I tried the power of YET...?
-  Do I have a fixed mindset...?
-  Do I have a growth mindset...?
-  How can I improve...?
-  What do I need to persevere...?
-  How can mistakes help me...?
-  What goals can I set...?
-  What challenges can I embrace...?

Looks like	Sounds like	Feels like
Sustained, consistent effort toward a goal even when there is struggle or a temporary failure. Bouncing back after a struggle Pursuing goals Adapting to new information Taking responsibility Not quitting Redo Searching for answers Debugging problems	Aha moments "What about?" Positive self-talk "Have you tried?" Getting unstuck "I can" "I will" "I can't do this YET!" "I'll try"	Optimism Believing in myself Resilience Sweat Not stopping, no matter what Tenacity Perseverance Diligence Effort Self-discipline I'm on a mission! Commitment Being brave

AGENCY: Having grit empowers me to accomplish what I set out to do, even if it gets hard.

Design Thinking Skills: tests solutions, adapts to emerging needs, finds parameters

COLLABORATION

"We can work together to achieve our goals for the benefit of all."



-  What is our goal...?
-  What role can I take to help solve our problem...?
-  What do we need to do this...?
-  How much time will it take...?
-  Can I share my thoughts effectively...?
-  Do I listen carefully to other's ideas...?
-  How do we improve what we are doing...?
-  Does our presentation show the depth of our understanding...?

Looks like	Sounds like	Feels like
"We" not "me" "We - ours - us" Talking and listening together Ownership of my part Time management Using digital platforms Finding out Developing new skills A final product Managing myself	"How can we solve this?" "Try this!" "What do you think?" "What a great idea!" "Your strengths help me" "My strengths help you" "How long will this take?" "I'll do that!" "Can I help with..." "How can we improve this?" Asking good questions Conversations Negotiating	Two minds are better than one Counting on each other Learning from each other Understanding each other Accountability Connection & inclusion Appreciation One person talks at a time Respect for each other and all ideas Managing emotions

AGENCY: Being collaborative empowers us to work effectively together to achieve our goals.

Design Thinking Skills: sharing and refinement of ideas, problem solving, designing, prototyping, testing, evaluating, recording and presenting

KINDNESS

"I can walk in another's shoes"



- What's it like for another person...?
- How do I show I care...?
- What encouraging word can I say...?
- How can I make a difference...?
- What spark of kindness is possible here...?
- How can I show I care...?
- Should I stop thinking about myself here...?

Looks like

An unselfie!
 Treating people how you want to be treated
 Smiling
 Saying "Hi!" and wave
 Lending my things
 Listening
 Letting people go first
 Setting a good example
 Emotional Intelligence (EQ)
 No bullying
 No loneliness
 More "we" less "me"
 Being nice

Sounds like

"I am a person who cares"
 Encouraging words
 "Thank you!"
 "Can I help you?"
 "Play with us"
 "You can go first"
 "Share with me"
 "I really like that..."
 "Try it with me"

Feels like

Getting into another person's heart
 A brightened day
 Walking in another's shoes
 Stepping out of my own skin
 Seeing other perspectives
 Selflessness
 Generosity
 Gratefulness
 Compassion
 Caring
 Forgiveness
 Keeping my cool
 Sticking my neck out
 Anxiety disappearing
 Contagious!

AGENCY: Being kind empowers me to make the world a better place.

Design Thinking Skills: uses empathy in ideation stage to create products etc that help improve people's lives

PROBLEM SOLVER

"I can identify and solve a range of 'ungoogleable' problems."



- What is the problem...?
- What are the causes of the problem...?
- Who, what, where, why, when and how did the problem happen...?
- What are the barriers to solutions...?
- If I choose this solution, what is it I am going to get that I do not want, and can I live with it...?
- How can the chosen solution best be turned into action...?

Looks like

Listening to all parties/stakeholders involved with the new problem
 Asking open-ended questions
 Deep conversations
 Gathering facts
 Seeking expert opinion including God's wisdom and perspectives
 Experimenting and testing ideas in new ways and situations
 Active learner
 Lines blurred between the real-world and school

Sounds like

"There are many solutions to every problem!"
 "For every problem there is a realm of possibilities."
 "What do I need to know to solve this new problem?"
 "Drats! That did not work. What shall I try next?"
 "Yes!!" "Aha!"
 "Oh, I get it now! I can see how this works and can now solve the issue."

Feels like

Adventurous
 Willing to try new things
 Creative ideas
 Open-minded
 Innovation - initiate future thinking?
 Productive struggle and learning from failure
 Risk-taking (accept challenges)?
 Light-bulb moments
 Connecting new ideas
 Engaged
 Self-driven

AGENCY: Being a problem solver empowers me to find solutions.

Design Thinking Skills: investigates parameters of problems, develops ideas & alternatives, devise approach to solving, design coherent solution, test solutions & give feedback



OUT OF SCHOOL HOURS CARE

2022 OSHC started into the new year with a bang...but unfortunately it was Omicron that was the cause. January Vacation Care was updated as we ran home based events. The program was welcomed with good numbers attending both campuses which the essential workers appreciated. Our OSHC staff worked above and beyond maintaining strict regulatory practices which thankfully enabled both services to run throughout the holidays.

In Out of School hours Care (OSHC) we continued to hear what the children were asking for in the developing of the OSHC program at both campuses. The above excursions were enjoyed, balanced with simple ball sports, games, crafts, our "mud kitchen" and nature play activities.

Through an innovative way of embedding Student Agency, initiated in conjunction with the Head of Primary, we've continued to see OSHC children develop and grow in confidence within the OSHC framework "Being, Belonging and Becoming." This has helped them greatly in transitioning to OSHC. Our verse: "His mercies are new every morning," comes from **Lamentations 3:22-23**

*The steadfast love of the Lord never ceases
His mercies never come to an end
They are new every morning
Great is His faithfulness.*

This has been implemented by the heading on the wall: "A New Day." Children design activities for the questions "How can I play?", "How can I serve?", "How can I rest?" which are displayed on a poster or through a photo. As children come into the OSHC room, they choose what they will do from the display. Their creations, collections, pictures for that day are valued by clipping them onto our "Our Play, Our Day, Our Say" display wall.

The Assessment and Rating process has been delayed due to Covid restrictions across the Sector. We have used this time to review practices and put the above new practices into place.

The transitioning of ELC students into the OSHC program continues to be well received by families. The older children interact well, and the ELC children relish having others from ELC at OSHC too.

OSHC has continued in providing excellent service at both campuses for the needs of our SVCC families during the term as well as at vacation Care.

MATHS COACHING

2022 was the third year of the implementation of the role of Primary Maths Coach at SVCC. The amount of time given increased from 6 lessons in 2021 to a full day in 2022. The focus in the first weeks of schooling was looking at activities and ways to teach Mathematics for @Home learning. As most primary teachers and students had to stay home the first two weeks of school, activities that could be accessible to those at home and ways to make Maths engaging were the priorities.

Once teachers and students were back in the classroom, the focus for the first semester was implementing Southern Vales' Overarching Goals in Mathematics in primary teachers' Understanding by Design overviews. Teachers were scaffolded on how to write a yearly number and algebra overview using the comprehensive set of transferrable goals to create a solid Mathematics teaching and learning program in that strand. Teachers then wrote overviews using the Overarching goals in Mathematics for the strands: measurement and geometry; and statistics and probability. The second semester's focus was creating a resource list for each year level based on the Australian Curriculum version 9 and looking at digital tools teachers could use in their Mathematics program.

Due to changes in staffing, I worked alongside new teachers in primary classes, introducing warm up activities and plenary tasks that complemented the units of work being taught for that year level. I also supported teachers in class as they ran their Maths activities with their students.

Maths Pathway, an individualised maths learning program, continued to be used in Year 5 Morphett Vale and at both campuses in Year 6. Due to the Year 4/5 composite class at Aldinga, it was decided that Maths Pathway will not be implemented in their class until the following year when students were older. Instead, they continued to use their understanding of mathematical concepts in engaging real-world scenarios.

Throughout the year, I was able to attend a Professional Development in Mathematics as well as continuing with the AISSA Leading Change in the Teaching of Primary Maths workshops. By attending these sessions, I was able to use what I learnt into equipping Primary staff members individually in their planning and in termly Staff Meetings.



PRIMARY STEM

The STEM focus at SVCC has continued to gain momentum with students participating in a range of fun and challenging activities over the last 12 months.

A highlight was our Year 5 and 6 Lego League team, very narrowly missing out on qualifying for the regional finals in Melbourne. The top 2 teams (out of 16) went through to the final and our team (competing against students in years 6-9) achieved the second highest score for the programming part of the competition. Their Innovation Project, which was a model and presentation on harnessing wind and solar energy for cargo planes, was well presented but didn't quite achieve the marks to tip us into the final.

The day was filled with fun, clever problem solving and lots of parent support. Next year we'll have to come to the competition a little more prepared for all eventualities (only 2 weeks to organise an interstate school excursion if we qualify!).

At school, students have been involved in many different projects and lessons that utilise design thinking and the reusable STEM kits for model building.

Teachers have been equipped to introduce new ways of using familiar robots, such as the BeeBots, to teach coding principles such as planning, testing and debugging. Purchasing an additional six of these BeeBot robots has enabled classes to operate in smaller groups, giving students more opportunity to engage.

The school iPads are utilised for many apps, Scratch JR being a highly popular and excellent app for animating a story where students can program actions.

STEM lunchtime clubs have given Primary students a fun opportunity to design, create and play with various STEM projects and activities.

Overall, students have continued to grow in their knowledge and experience of the wonders of STEM and enjoy the many facets of this fascinating and important educational area.

PROGRAMS WHICH DIRECTLY IMPROVE STUDENT OUTCOMES

We seek to provide varied opportunities for our students to learn and develop.

EXCURSIONS

- Flinders University Assessment Centre
- Flinders University River Journey
- University visits to Yr12s – Tabor, Flinders, Adelaide, UniSA.
- Senior School Tertiary and Jobs Expo • Science & Engineering Challenge
- Flinders University Visits
- Careers Expo
- GRIP leadership Convention
- Adelaide Zoo
- Visit local producers and farms
- CSIRO
- Central Market
- Outdoor Education, Surfing, Mountain bike riding, Rock climbing and Kayaking
- Botanic Gardens / Belair National Park
- Apple Store
- Chemical Murder Mystery
- AAMI Stadium Tour
- Bushwalk, Onkaparinga Gorge
- Maritime Museum
- SA Art Gallery
- Willunga Historical School & Court House • Adelaide Oval
- SACE Art Show

STUDENT LEADERSHIP

- National Compass Schools Conference
- GRIP Student Leadership Conference
- Peer Support Training
- Global Leaders Convention
- Student Leadership Forum
- Halogen Leadership Conference
- College Captains
- Issachar Class Captains
- Aldinga Campus Leaders
- Sports House Captains
- Class Meetings
- Bible Master Class

SPORTS

- Interschool sporting competitions
- SACSA Interschool competition
- SAPASA Interschool competition
- SVCC Primary Sports Day
- SVCC Secondary Sports Day
- Cross Country Championship
- Touch Rugby
- Netball Carnival
- Football Carnival
- Soccer Carnival
- Basketball Carnival
- Out of School Hours Soccer Competition
- Out of School Hours Netball Competition

CLUBS

- Music
- Aldinga Band
- Choir
- Art & Worship
- Gardening
- Junior Primary Fun
- Card Making
- Girls Club
- Library
- Robotics
- Chess
- Beading
- Computer
- Prayer Group
- Tournament of the Minds
- Proverbs 31
- Cubby Club
- Craft Club
- Boys Fun Club • Smoothie Club

CAMPS

- Outdoor Education Aquatics Camp
- Adare Camp, Victor Harbor
- Mylor Baptist Camp
- Narnu Farm, Hindmarsh Island
- Woodhouse Campsite
- Outdoor Education, Kuitpo Forest

WELL BEING

- Chaplains
- Peer Support
- Genesis Education
- SMG
- Elevate Education
- Year 12 Encouragement Lunches
- Year 12 Peer devotions with younger year levels
- Lunchtime clubs
- What's the Buzz
- Cyber Safety Lessons
- Social Thinking – We Thinkers Program

CO-CURRICULAR ACTIVITIES

- APEX Teenage Fashion Awards
- Debating SA
- Tournament of the Minds
- Oliphant Science Competition
- Hosting Southern Region Chess Tournaments
- National Culinary Challenge
- Elysium Olympics
- Ethics Olympiad
- Book Week
- Science Week
- Maths Week
- Grandparents & Grandfriends Day online
- Nexus Week
- PJ Reading Night
- Primary IT Night

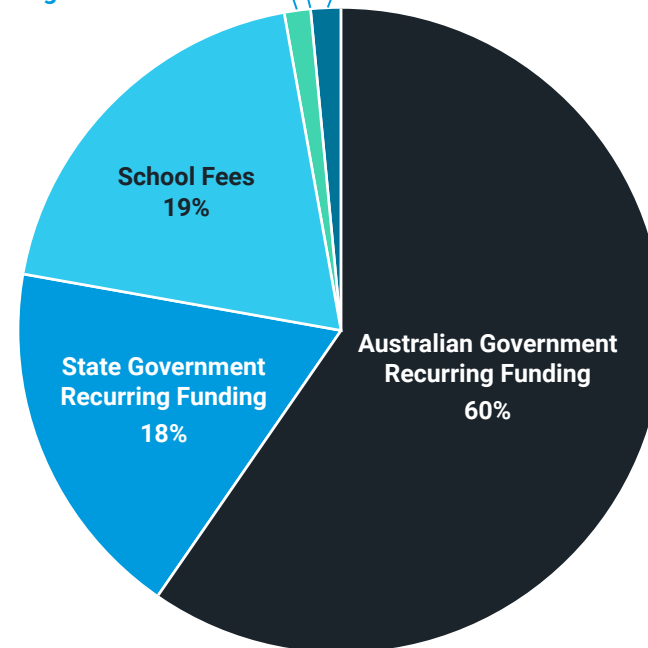


SCHOOL INCOME BY FUNDING SOURCE

2022 INCOME

Australian Government Recurring Funding	\$6,391,206
State Government Recurring Funding	\$1,945,963
School Fees	\$2,078,915
Trading Activities	\$132,280
Capital Donations	\$6,947
Other Revenue	\$159,598
Total Gross Income	\$10,714,909

Capital Donations 0%
Trading Activities 1%
Other Revenue 2%



SATISFACTION DATA

PARENT SATISFACTION

Feedback from parents is sourced both formally and informally. In 2022 families indicated a high level of satisfaction that their child is safe, cared for and respected at the College. Parents were very pleased with the way the College managed the Covid regulations and requirements. The College's approach to dealing with bullying and the College's ongoing zero-tolerance approach towards bullying received high satisfaction ratings from families. Families indicated that their child/ren experience a sense of belonging at the College and that the College has a warm atmosphere and is a supportive environment. The overwhelming message from feedback is positive, supportive, and appreciative. The feedback is helpful, affirming, and included some constructive ideas on various matters. Parents are generally very complimentary of teachers. There was consistent recognition of the dedication and the commitment of the teaching staff in ensuring students were cared for. Parents felt well informed and believed that they could access information from the College if they required it.

STUDENT SATISFACTION

Students are asked to provide feedback and reflections on the College facilities, staff, academic standards and wellbeing support programs. Students highlighted that they felt very supported by staff both in Academic and Well Being programs. Students acknowledged the efforts of teachers in showing care and supporting them with their learning, underpinned by a friendly and caring environment. Students emphasised the friendly feel of the College and mentioned they felt that the facilities were adequate for the size of the College. Students felt confident that they could speak to College personnel if they required specific information. Secondary students were able to participate in the Parent-Teacher-Student Interview nights and Primary students participated in Student led conferences which gave them an opportunity to be heard and to understand procedures and processes better. These opportunities enabled teachers and parents to support students, as they are able to focus on learning strategies specific to that student. The Principal, Heads and Coordinators of Schools have an open-door policy and are available for students to speak to. The Student Chaplains also derive indicators of student satisfaction from their interaction with students, both in group settings or one-on-one interactions.

STAFF SATISFACTION

Staff acknowledged that there was a strong faith-based unity amongst colleagues resulting in support for each other and dedication to learning and student wellbeing. Staff were very positive about the nature of the student body and are committed to serve the students. Ready access to Professional Development is greatly appreciated by staff. Staff identified as strengths: the Christian nature of the College; the community feel and the supportive leadership and parent community. Staff also value the strong relationships with their colleagues.





**Southern Vales
Christian College**

08 8488 0000

admin@svcc.sa.edu.au

PO Box 70, Morphett Vale 5162 SA

Morphett Vale Campus 140 States Road

Aldinga Campus 240 Aldinga Beach Road

svcc.sa.edu.au

[@SouthernValesChristianCollege](https://www.instagram.com/SouthernValesChristianCollege)