



Southern Vales
Christian College

SCHOOL PERFORMANCE INFORMATION 2021





SCHOOL CONTEXT

Southern Vales Christian College is a ELC to Yr 12 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.

We encourage, challenge, and inspire each student to learn, develop in character, understand the world in which they live and develop. As a Christian school, we seek to work with parents and guardians to develop principled, thoughtful, and analytical young people prepared to take a purposeful place in the community.

Providing an inclusive and nurturing learning experience in a community where inquisitive minds are encouraged to grow, and children can thrive in a faith-based environment dedicated to their individual educational needs.

Southern Vales Christian School provides a safe, caring and encouraging school environment in which all students can thrive. We aim to cooperate and partner together with families in the education of their precious children.

Staff Statistics

The staff numbers for 2021 (from the Census):

Total FTE for all staff	63.8 <i>(Excluding OSHC Staff)</i>
Total FTE teaching staff	42.6
Total FTE non-teaching staff	21.2
Total number of staff employed	104 <i>(Including OSHC Staff)</i>

School Composition

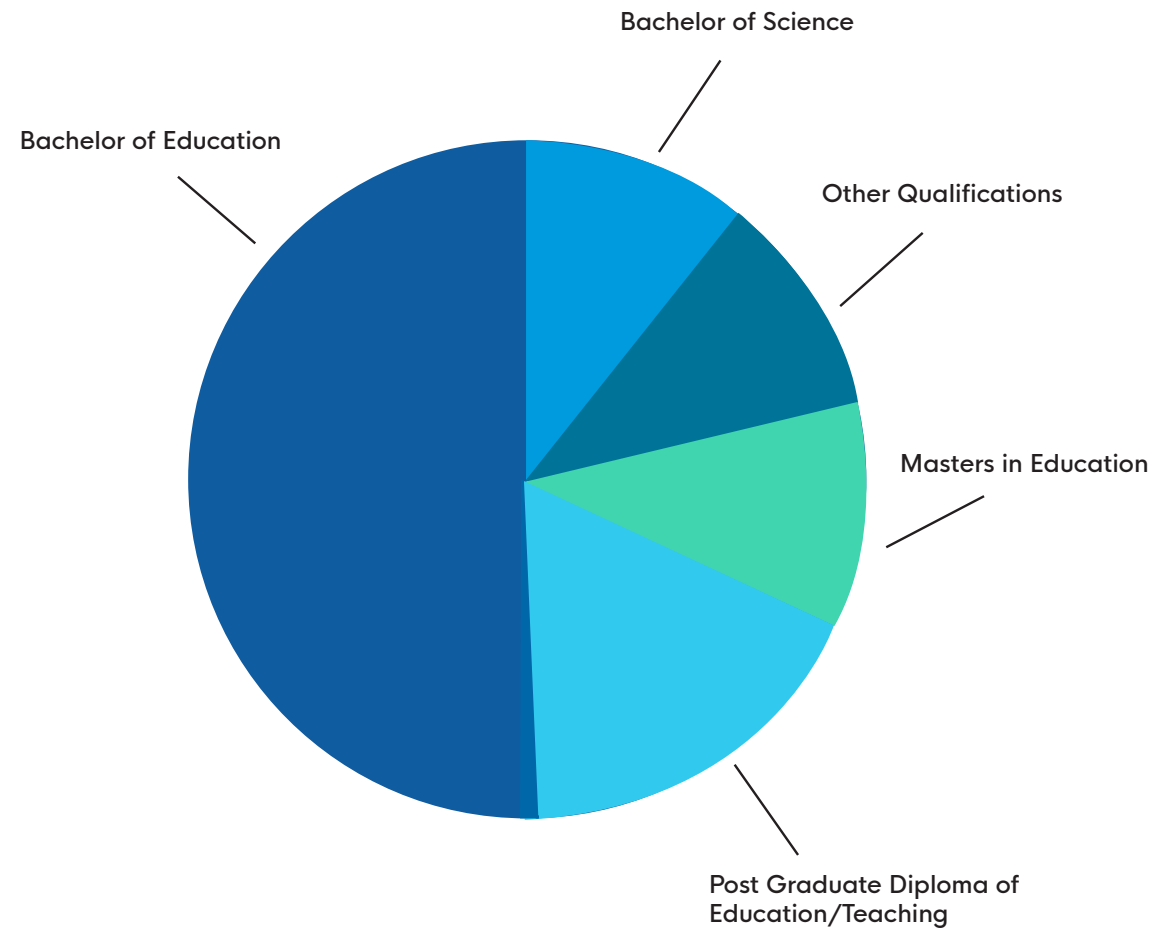
Southern Vales Christian College enjoys a range of ethnic backgrounds amongst its teaching staff including Australia, English, Irish, South African, New Zealand, Philippian, Malaysian and Columbian. The College has one Indigenous Australian staff member.

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 2021, despite an unprecedented series of events, 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.

TOTAL NUMBER OF YEAR 12 STUDENTS	33
SACE COMPLETION (%)	100
NUMBER OF STUDENTS RECEIVING AN AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)	21
NUMBER OF STUDENTS OFFERED UNIVERSITY PLACES VIA ALTERNATIVE ENTRY PATHWAYS	12
NUMBER OF STUDENTS ENTERING AN APPRENTICESHIP	2
NUMBER OF STUDENTS SEEKING EMPLOYMENT	5
DUX ATAR SCORE	98.1
NUMBER OF A+ GRADES	6
PERCENTAGE OF STUDENTS WHO RECEIVED ONE OR MORE A GRADES	90
PERCENTAGE OF SUBJECTS WHICH WERE B GRADES	48

Vocational Education and Training

Students engaged in the following courses:

- * Certificate I in Hospitality
- * Certificate III in Hospitality
- * Certificate III in Retail
- * Certificate III in Christian Ministry and Theology

CERTIFICATE	STUDENTS WITH COMPLETED UNITS OF COMPETENCY	UNITS OF COMPETENCY
Certificate I	30	136
Certificate II	6	33
Certificate III	9	52
Certificate IV or Greater	0	0
TOTAL	45	221

TERTIARY EDUCATION DESTINATIONS

Bachelor of Veterinary Technology	Adelaide University
Bachelor of Arts (Music)	Adelaide University
Bachelor of Medical Studies	Adelaide University
Bachelor of Science (Advanced)	Adelaide University
Bachelor of Media (Photographic Imaging)	Adelaide University
Bachelor of Engineering (Civil)	Flinders University
Bachelor of Science (Animal Behaviour)	Flinders University
Bachelor of Business Management	Flinders University
Bachelor of Creative Industries (Film & TV)	Flinders University
Bachelor of Social Work	Flinders University
Bachelor of Science (Biodiversity & Conservation)	Flinders University
Diploma of Nursing	Flinders University
Bachelor of Parademic Science	Flinders University
Bachelor of Health Sciences	Flinders University
Bachelor of Education (Primary)	Tabor College
Bachelor of Education (Primary)	Tabor College
Bachelor of Ministry	Tabor College
Bachelor of Business (international Relations)	UniSA
Bachelor of Aviation (Pilot)	UniSA
Diploma of Graphic Design	Tafe SA
Bachelor of Art Therapy	Ikon Institute



NAPLAN PERFORMANCE

ALDINGA

YEAR 3

Writing – 100% at or above National Standard

Reading – 100% at or above National Standard

Grammar & Punctuation – 100% at or above National Standard

Spelling – 100% at or above National Standard

Numeracy – 100% at or above National Standard

YEAR 5

Writing – 100% at or above National Standard

Reading – 100% at or above National Standard

Grammar & Punctuation – 100% at or above National Standard

Spelling – 100% at or above National Standard

Numeracy – 100% at or above National Standard

YEAR 7

Writing – 100% at or above National Standard

Reading – 94% at or above National Standard

Grammar & Punctuation – 100% at or above National Standard

Spelling – 100% at or above National Standard

Numeracy – 88% at or above National Standard

YEAR 9

Writing – 95% at or above National Standard

Reading – 100% at or above National Standard

Grammar & Punctuation – 100% at or above National Standard

Spelling – 100% at or above National Standard

Numeracy – 100% at or above National Standard

MORPHETT VALE

YEAR 3

Writing – 100% at or above National Standard

Reading – 100% at or above National Standard

Grammar & Punctuation – 100% at or above National Standard

Spelling – 100% at or above National Standard

Numeracy – 94% at or above National Standard

YEAR 5

Writing – 100% at or above National Standard

Reading – 100% at or above National Standard

Grammar & Punctuation – 96% at or above National Standard

Spelling – 96% at or above National Standard

Numeracy – 96% at or above National Standard

YEAR 7

Writing – 95% at or above National Standard

Reading – 100% at or above National Standard

Grammar & Punctuation – 95% at or above National Standard

Spelling – 100% at or above National Standard

Numeracy – 95% at or above National Standard

YEAR 9

Writing – 90% at or above National Standard

Reading – 94% at or above National Standard

Grammar & Punctuation – 90% at or above National Standard

Spelling – 94% at or above National Standard

Numeracy – 94% at or above National Standard

Naplan 2021

% at or above National Standard

YEAR 3	ALDINGA	MORPHETT VALE
Writing	100	100
Reading	100	100
Grammar & Punctuation	100	100
Spelling	100	100
Numeracy	100	94

YEAR 5	ALDINGA	MORPHETT VALE
Writing	100	100
Reading	100	100
Grammar & Punctuation	100	100
Spelling	100	96
Numeracy	100	96

YEAR 7	ALDINGA	MORPHETT VALE
Writing	100	95
Reading	94	100
Grammar & Punctuation	100	95
Spelling	100	100
Numeracy	88	95

YEAR 9	ALDINGA	MORPHETT VALE
Writing	95	90
Reading	100	94
Grammar & Punctuation	100	90
Spelling	100	94
Numeracy	100	94





Programs Which Directly Improve Student Outcomes

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).

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.

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 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. Online sessions were provided for training Secondary teachers and informing parents.

PRIMARY

Lunch Time Clubs

Students can apply to run their own lunch time club, they excitedly collect their materials and enjoy mixing with students from other year levels as they do something they enjoy together.

Mud Kitchens

New mud kitchens were purchased for both campuses, students have spent hours creating ‘yummy delights’. Team work, creativity, turn taking and responsibility are just a few of the characteristics that they are developing.

Cyber Safety Sessions

Sessions were presented to our Year 3–6 students by the Southern District Community Engagement Section from the Sturt Police Station.

Outdoor Break Time Activities

Outdoor building blocks have been a huge hit at Aldinga, hardly a day goes past that they aren’t used. Also, good quality, long lasting sand pit equipment is used daily by a variety of age groups.

Cubby Building

It’s been 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 their is fairness and responsibility. The cubbies are used everyday by the students.

Social Skills/Wellbeing Program

Amanda Carter, SVCC Occupational Therapist ran a variety of programs across our primary classes. Classroom teachers have completed a survey and provided an overwhelmingly positive response to these programs and the benefits within their classroom. These programs included:

- * *ALERT program*
- * *‘Social Thinking’ We Thinkers Series*
- * *What’s the Buzz – Early Learners*
- * *What’s the Buzz – Primary Learners*



Programs Which Directly Improve Student Outcomes

LEARNING DEVELOPMENTS

NEW PRIMARY INITIATIVES

Many new student initiatives were introduced across the Primary in 2021. It was a time to think creativity and seek new opportunities for our students that they could participate in regardless of any restrictions.

Accelium Olympiad – SVCC students placed second in Australia and seventh in the world. A very impressive results in our first year of participation. The Olympiad involves online tournaments of strategy games. It helps to develop strategic thinking skills, self-awareness, focus and persistence.

Ethics Olympiad – A team of students from Year 4/5 engaged in the space of Philosophical thinking. The Olympiad promotes respectful, creative and rigorous discussion of ethics among students within and across school communities.

Year 6 Celebration Night – The purpose was to honour and celebrate the Year 6 students at the end of their primary schooling. An opportunity to reward them for their hard work.

Prime Minister's Spelling Bee – Nominated students competed against other Australian schools online. Students aim for accuracy, to beat the clock and finish ahead of their competitors.

NAPLAN – Held online for the first time for all Primary students, we were so proud of our students who adapted to this new format in a calm and resilient manner.

CONTINUED LEARNING OPPORTUNITIES FOR STUDENTS

Our Primary school continues to offer so many opportunities for our students to shine in their areas of strength.

Debating: We were thrilled once again to have several teams involved in the inter-school debating competition. Students developed in their confidence, team work, rebuttals and research skills.

Chess: Chess Club ran once a week at each campus and once each term, against other schools.

Programs Which Directly Improve Student Outcomes

EXTENDED LEARNING

Passion Projects: As part of our Extended Learning Program, some students were given the opportunity to thoroughly research an area of passion and present this to their peers.

Math Competitions: Several maths competitions were run providing an opportunity to be involved in real-world problem solving, philosophical thinking and rich learning tasks.

Oliphant Science Awards: These awards provide students with an opportunity to expand their scientific literacy, by showing interest and understanding in the world around them and engaging in discussions about science. It is an annual competition for South Australian school students that aims to support, encourage and celebrate science education.

PROFESSIONAL LEARNING OPPORTUNITIES FOR TEACHERS

Turning Data into Action

Turning Data into Action was an AISSA initiative which trained teachers to drill down into student results and then plan for effective implementation of the teaching and learning program. It assisted teachers to develop the skill of deep data analysis.

Design Thinking

Teachers were trained in Design Thinking by Louka Parry, a well known educational leader. Design Thinking supports our Understanding by Design approach curriculum as it opens up real world learning opportunities for students.

Student Agency

Our three year initiative with Charles Leadbeater gave us the opportunity to understand what dispositions students need to become capable, independent learners who are highly engaged at school. The Student Agency (ALab) team shadowed students, examined case studies and considered the question:

What qualities do students need to manage themselves independently during COVID-19?

The role of Extended Learning Coach (F-Year 12) was taken on by Rebecca Varnas at the beginning of 2021. Rebecca has a Masters in Gifted Education and is passionate about providing opportunities for growth and engagement to students who are identified as gifted and talented.

OLIPHANT SCIENCE AWARDS

We were very excited to be entering over 20 entries this year to the 2021 Oliphant Science Competition. With student agency at the forefront of each entry, students had the opportunity to pursue a topic and entry of interest. This year we have a range of Multimedia, Posters, Photography, Models and Board Games entries which have been completed with outstanding effort and consideration.

INTERSCHOOL CHESS TOURNAMENTS

2021 saw the continuation of the Interschool Chess Tournaments with Southern Vales Christian College hosting several events when possible in line with COVID-19 restrictions. Our students excelled at each event.

PASSION PROJECTS

Passion Projects were taken on by selected students in 2021. In Term 4 we celebrated the presentations of Passion Projects at both campuses.

Rubie-Faith in Year 2 at Aldinga followed her passion for gymnastics and researched the journeys that Olympic athletes take to get to the games. Her comparison of three athletes demonstrated similarities and differences in their journey and she concluded that those who train harder have more success.

Aubrey in Year 2 at Morphett Vale wanted to investigate how she could implement sustainable practices in her own home to reduce food scrap waste that goes into the green bin. Her mini research project involved collecting data on food waste, analysing it, and sorting the best solution for its disposal. Aubrey decided on purchasing an in-ground compost bin for her home using worms to help biodegrade its contents. From here, she collected more data on how the introduction of the compost bin helped reduce food waste in her household – her results were impressive, reducing waste from 2kg a week to 200g!

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

Programs Which Directly Improve Student Outcomes

LEARNING SUPPORT

The Learning Support Team continues to support students across the years and across curriculum areas in a variety of contexts. Support occurs class-wide as well as in small groups or 1:1 both in and outside the classroom. The range of support mechanisms is varied and flexible to meet the needs of specific students.

INTERVENTION PROGRAMS

Literacy

The SSP program (Speech, Sound, Pics) has continued to be used as a literacy intervention program in the Primary School. Small groups of eligible students attend a SSP group 3-4 times a week to work on their phonemic awareness, spelling and reading skills. Teachers also teach some of the basic aspects of the program in class so that students are transferring their skills in their daily lessons.

Maths

Maths Intervention groups using the Maths-U-See program have continued to run in The Hub at both campuses. Students who attend these groups are gaining the foundational numeracy concepts that they need to improve their skills and make further progress.

SOCIAL SKILLS GROUPS

Social Thinking: We Thinker's Curriculum

The "Social Thinking: We Thinker's Curriculum" by Michelle Garcia Winner and co is a 10-week social skills curriculum that teaches the 'why' behind behaviours. This program has been provided in class in Semester 1 to Years 1's at both campuses and is well received by students and Teachers at both campuses. Topics include "Thinking Thoughts and Feeling Feelings", "The Group Plan", "Thinking with Your Eyes", "Body in the Group", "Whole Body Listening", "Expected and Unexpected Behaviours", "Hidden Rules", "Smart Guess", "Flexible and Stuck Thinking", "Size of the Problem and Sharing an Imagination".

ALERT Program

The Alert Program (or Engine Program) is a 4-week program focused on teaching students self-regulation skills required for maintaining a 'Just Right' state for learning, being friendly and feeling happy. Students are then taught how to STOP and THINK to identify whether they are feeling as if they have a slow, fast or just right engine by looking at their bodies warning signs. This program has been provided in class to the Year 2 students at both campuses in Semester 1 and has been well received by students and teachers.

Zones of Regulation

The Zones of Regulation is a curriculum designed to foster self-regulation and emotional control. It uses coloured zones, blue, green, yellow, and red, placed in a horizontal line to help children visually see how their bodies become more heightened through each zone, and provides the language to use to communicate the feelings they might be experiencing in that state of arousal. By using this colour association, young children or children with disabilities can find it easier to identify and communicate their emotional state, and therefore, can be supported to select what tools or strategies they might need to help them within that state. In 2021 the program was run with our Year 3/4 class at Aldinga in Semester 1 and with our Year 2 class at Aldinga in Semester 2.

Confident Minds

The Confident Minds Curriculum is a program which uses the idea of mindsets and the theory that our quality of thoughts will directly relate to the feelings that follow. Big concepts, like healthy relationships, empathy, compassion, problem-solving, emotional intelligence, and well-being are broken down into "bite-sized", teachable chunks to help students and young people re-set unhelpful thinking patterns and build a confident, growth mindset. This program was delivered to our Year 5 class at Aldinga and both Year 5/6 classes at the Morphett Vale campus.

VISION SCREENING

The Year 1 students from both campuses were given the opportunity to have free vision screening in May by local optometrist, Viki Nikas from VisionHub Optometrists. These screening tests help us to catch any possible sight or track problems with students early on in their schooling journey.

SUPPORTING TEACHERS

Caitlin and Val have continued to support teachers with planning curriculum and assessment tasks to engage students with learning difficulties/disabilities. This area of support is one that is growing as teachers work hard to cater for the needs of all the students in their class.

The Learning Support Team continue to be flexible in their approach to ever-changing demands, expanding their knowledge of disabilities and learning difficulties.

2022 STAFF CHANGES

Pauline Koopman and Karen Hughes retired at the end of 2021 after many years of wonderful service to the students at SVCC. To cater for the increase in student needs, support hours have risen and therefore many new SSO's have been employed to cover required hours for 2022.



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SVCC

SVCC



PROGRAMS WHICH DIRECTLY IMPROVE STUDENT OUTCOMES

We seek to provide varied opportunities for our students to learn and develop. Some activities were carried out online due to COVID-19 restrictions.

Excursions

- Flinders University Assessment Centre
- Flinders University River Journey
- Senior School Tertiary and Jobs Expo
- Science & Engineering Challenge
- Flinders University Visits
- 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

- Primary Sports Activities
- 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

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

Co-Curricular Activities

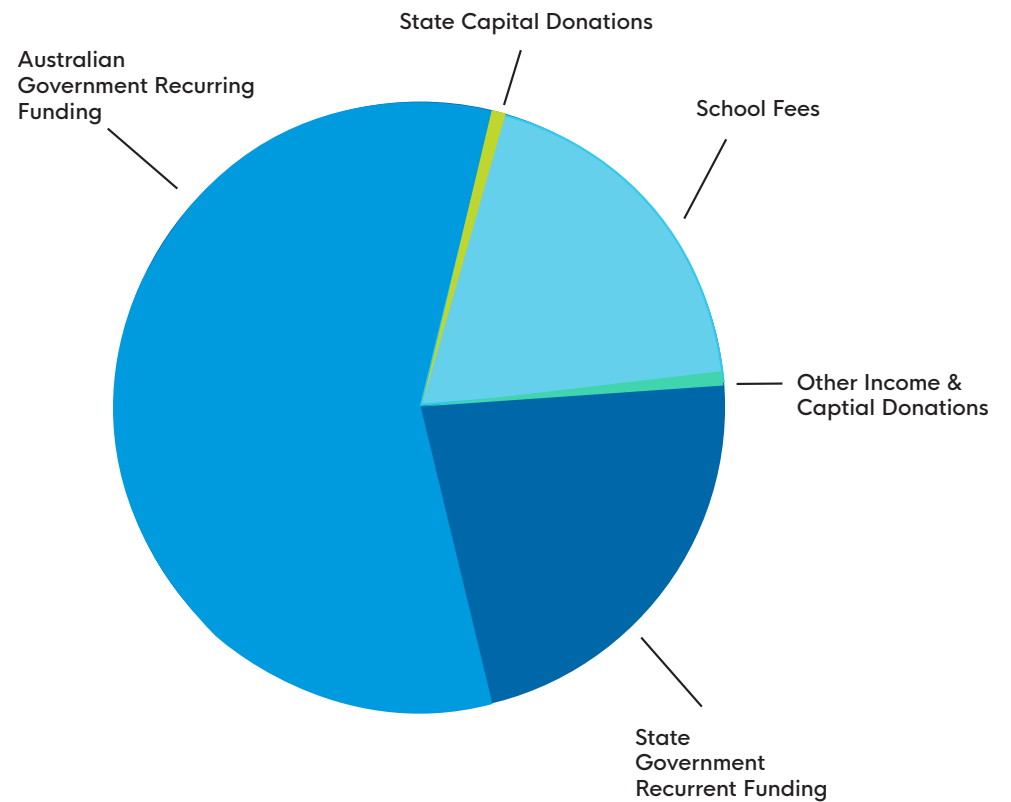
- APEX Teenage Fashion Awards
- Debating SA
- Tournament of the Minds
- Ethics Olympiad
- Oliphant Science Competition
- Hosting Southern Region Chess Tournaments
- Book Week
- Science Week
- Maths Week
- Grandparents & Grandfriends Day online
- Nexus Week
- PJ Reading Night
- Primary IT Night



SCHOOL INCOME BY FUNDING SOURCE

2021 Income

Australian Government Recurring Funding	\$5,879,381
State Government Recurring Funding	\$1,621,938
Fees, Charges & Parent Contributions	\$1,999,494
Loans and Leases	\$269,771
Capital Donations (Building Fund)	\$15,022
State Capital Donations	\$137,162
TOTAL Gross Income	\$9,922,768



SATISFACTION DATA

Southern Vales Christian College uses both formal and informal means as well as feedback from staff, students, and teachers regarding their satisfaction to assist in the school's development for strategic planning and school improvement.

Parent Satisfaction

Southern Vales School places a high priority on the relationship between the College and its parent body. An emphasis is placed on the partnership that parents and the College play in the education process. Regular involvement and participation in the community events and in the processes of supporting and reporting student learning is typical of parents of Southern vales Christian College. Also, the voluntary contributions to the school gives a clear indication of the number of parents that think well and appreciatively of the school.

Student Satisfaction

Student satisfaction can be inferred from the attitude of friendliness that is characteristic of Southern Vales Christian College. Classrooms and playgrounds are places of positive interaction and happy engagement with each other and with staff. Each graduating class shares their perception of the value of their experience at SVCC. indicate a deep appreciation for the relationships that have been forged and for the opportunities that have been provided through being a student.

Staff Satisfaction

The staff of Southern Vales Christian College are dynamic and diverse. They diligently apply themselves to develop and present engaging and challenging learning experiences in the courses they deliver and frequently involve themselves in a range of extra-curricular activities to extend the learning and life opportunities of their students. They enjoy rich and productive professional relationships which are overlaid and undergirded by personal friendship and Christian fellowship. Within the pressures of a demanding role staff satisfaction is high. Our staff believe in the worth of their work and the quality of the effect they have on the students and each other. This is evidenced from the number of long term staff, the relatively low turnover rate.



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