



PRINCE  
ALFRED  
COLLEGE



Annual Report 2021





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# Our purpose

We nurture each boy to develop into young men of character and purpose, who contribute positively to society.

# Our beliefs

At Prince Alfred College, we nurture and develop Princes Men.

Men who are enterprising, know what they stand for and value their roles and contributions.

Men with compassion, who care and support others.

Men with empathy and humility who value diversity, spirituality and the beliefs of others.

Men who form strong and enduring relationships.

Men with a sense of duty, honour and integrity.

Men with courage and emotional strength.

Men with a good sense of humour, confidence and self-reliance.

Men with purpose who will make a positive contribution to society.

*Fac fortia et patere.* Do brave deeds and endure.

## Our Major Affiliations

Uniting Church in Australia

International Baccalaureate Organisation

International Boys' Schools Coalition

Association of Independent Schools South Australia (AISSA)

# From the Chair of Council

In many ways, 2021 was a very successful year for Prince Alfred College, despite the ongoing impacts of the COVID-19 pandemic.

A key area of focus for the Council was the development and adoption of the College's new Strategic Plan, 2021-2024, which was officially launched on 24 June in the Piper Pavilion. The Strategic Plan builds on the strong foundations of the previous Plan, including continued commitment to academic excellence and development of our Princes Men.

It also incorporates clear directions that emerged from a comprehensive consultation process, involving staff, students, Old Scholars and parents. These outward-looking initiatives, including community engagement and service; promoting diversity and inclusion, and sustainability in all its forms, have all found expression in our new plan, along with a commitment from the College to take a leadership role in these areas. We look forward to sharing with you our progress against these key strategic directions in due course. We are grateful to everyone who supported the new Strategic Plan through their involvement in the consultation process, to facilitators Kathy Carruthers and Jane Jeffreys, and to the College Executive and Council for their considered input and guidance.

The other major focus for the Council in 2021 was the oversight of a comprehensive selection process to appoint the next Headmaster of Prince Alfred College. We congratulate, Mr David Roberts, current Deputy Headmaster of Newington College in

Sydney, on his appointment to this key role, commencing at the start of Term 3 2022. David will replace Mr Bradley Fenner, who will retire at the end of Term 2 after an outstanding eight years with the school. We look forward to celebrating Bradley's significant contribution to the College, as well as welcoming David to our community, in 2022.

In other highlights, enrolment numbers remain strong, with just under 1,125 students enrolled at the start of 2021, including full numbers in the College's Boarding House. It is testament to the dedication of our boarding staff, and to the College's commitment to our boarding community, that our Boarding House remained open during 2021, ensuring continuity of care for our boarders during the pandemic.

The Council has continued its focus on improvements to academic outcomes. While 2021 posed a number of particular challenges, including a period of remote working, interruption to exams and other programs, our Year 12 results remained strong, as did our NAPLAN results, with our best ever results accorded in Years 3 and 5. Notably, our International Baccalaureate Diploma students achieved the College's best results ever, with a median ATAR of 98.23 and a mean ATAR of 97.44.

These pleasing improvements are the result of sustained effort from the

academic teaching teams, under the leadership of Director of Teaching and Learning, Ben Evans. Ben concluded his time at Princes at the end of 2021 to take up an academic leadership position at Wellington College, UK. We thank Ben for his significant contribution to the College and wish him every success in his new role.

We were pleased to welcome Head of Secondary School and Deputy Headmaster, Mr Greg Atterton, at the beginning of 2021. Despite challenging circumstances, Greg has already made a significant impact on the Secondary School, bringing clarity and purpose to the role, as well as involving himself across all aspects of Secondary School life.

I would like to acknowledge my Council colleagues for their wisdom, dedication and support, and to thank them for their significant contribution over the course of the year.

Finally, on behalf of the Council, I would like to express my thanks to the Headmaster, the Executive and all the staff for their efforts and dedication over 2021, as well as the parents, friends, Old Scholars, and supporters who have contributed so much to the College community.

**Richard Hockney**  
**Chair of College Council**







# College Governance

The governing body is the Prince Alfred College Council, pursuant to the Prince Alfred College Incorporation Act 1878 and a constitution adopted pursuant to that Act.

The Council's membership for 2021 was as follows:

Chair	Mr Richard F Hockney
Deputy Chair	Mr David McGown
Treasurer	Mr David T Sanders
Headmaster	Mr Bradley T Fenner
Members	Prof N G Bean
	Mr David Henchcliffe
	Ms Amanda McIlroy
	Dr Janet Young



**Left to Right:** Peter Myhill, Bradley Fenner, Amanda McIlroy, Richard Hockney, David Henchcliffe, David McGown, Janet Young.  
**Absent:** David Sanders, Nigel Bean.



# Council Committees

The Council operated four main committees, Infrastructure, Finance and Audit, Risk and Compliance and College Advisory Committee with the following members:



## **Infrastructure**

Chair: Professor Nigel Bean

Members: Mr Steve Bacon, Mr Alan Daws,  
Mr Peter Duffield, Mr Bradley Fenner,  
Mr Daniel Goldsworthy, Mr Jayson Gough,  
Mr David Henchcliffe, Mr Craig Nicholls

## **Finance and Audit**

Chair: Mr David Sanders

Members: Mr Steve Bacon, Mr Bradley Fenner,  
Mr Thomas Huxtable, Mr David McGown,  
Mr Tim Sandow

## **Risk and Compliance**

Chair: Mr David Henchcliffe

Members: Dr Jayme Bennetts, Ms Anne-Louise Heim,  
Mrs Sophie Rayner, Dr Janet Young  
Coordinator: Ming Chen  
Observer: Steve Bacon, Greg Atterton

## **College Advisory Committee**

Chair: Mr David Hallett

Members: Mrs Alison Benecke,  
The Rev Dr Adrian Brown, Mrs Estelle Chapple,  
Mr David Hassell, Mr Nicholas Heard,  
Mr Thomas Huxtable, Mr Craig Hole,  
Mr Andrew McCauley, Mr Craig Nicholls,  
Mrs Belinda Pizzino, Mr Mark Waters, Dr Janet Young

The role of Minute Secretary of the College Council and the Committees above is held by the Headmaster's Executive Assistant, Ms Sarah-Jane Arnold.



# From the Headmaster

2021 did not see the level of interruptions and modifications to our program and activities that we had in 2020. Whilst still having to deal with some COVID-related restrictions, we were able to resume most school activities and events, and particularly enjoyed welcoming guests back to the College.

We commenced 2021 with another record enrolment of around 1,125 students, with the Secondary School at 98% capacity and a full Boarding House. I say full, but I need to acknowledge again the particular challenges associated with our international students, who completed almost two years without being able to return home, with the majority staying here again for the forthcoming summer holidays. I would like to acknowledge the outstanding work of the staff who have supported them, particularly our boarding staff under Phil Noble's leadership.

Our 2020 Year 12 results were at a similar level to the previous year and represented a strong performance by the cohort. Our NAPLAN results have again been strong across the board, with the best ever results accorded in Years 3 and 5. Our adoption of a new learning management system, SEQTA, is

assisting us both in recording and also communicating programs of work and student performance across all year levels.

It has been an excellent year for us in the co-curricular area, which saw us dominate in a number of sports and achieve state or association champion status in eight sports, indicating the quality of leadership and coaching that we enjoy across a range of sports. In the performing arts, our bands were again recognised through a dominant performance and winning several divisions in the state bands competitions. We had our first Year 12 Drama class in many years and have also seen some excellent performances in both the curricular and co-curricular programs.

At the governance level, the major event was the adoption of a new Strategic Plan. Both through the launch event, and also in subsequent feedback, our strategic directions appear to have resonated well with our community, which is not surprising, since we gathered a good deal of feedback from our community to assist in formulating this plan.

As well as building on the key directions from our previous Strategic Plan, including commitment to academic



excellence and a focus on the development of our Princes Men, we identified a strong desire amongst our community to see the College taking a leading position on current directions in education and in society in general. There was both an awareness of our position of influence and also an acknowledgement that a leading school should aim to lead in everything that we do. We have already made significant headway on progressing the key strategic directions, about which we will report further to our community over time.

A major focus for the Council in 2021 was the oversight of a comprehensive selection process to appoint the next Headmaster of Prince Alfred College, to commence when I complete my time in the middle of 2022. Council Chair Richard Hockney and his team left no stone unturned in finding the best person for this position, and I congratulate Mr David Roberts, current Deputy Headmaster of Newington College in Sydney, on his appointment.

The major facilities development this year has been the provision of an enhanced library and three additional classrooms in the Secondary School. I commend the library staff under Library Manager Ana Grieve for the way

they have coped with their temporary relocation to the McBride Room in the RED Centre and also for their input into the planning process, which has seen an excellent outcome in this new facility.

Amongst our departing staff at the end of 2021, I acknowledge our Director of Teaching and Learning, Ben Evans, whose impact on our academic program, and indeed on the College as a whole, has been profound. Over the past six years, Ben led the transformation of our academic structures, systems and processes, and most importantly our academic philosophy and culture. Moreover, he has played the major part in building and promoting the College's intellectual culture and capital, which is his major legacy.

I would also like to acknowledge our Chaplain Rev Mark Dickens, who this year dedicated half his time in a special Church placement providing pastoral support to people on Kangaroo Island who had been affected by the bushfires. In taking on this role, Mark set a wonderful example of community service and support for all of us.

We had a very positive Year 12 group under Captain Mitch Searle and Vice Captains Thomas Malik and Thomas

Searles, for the excellent leadership they have offered. I think we were all impressed at the Valedictory Assembly and Valedictory Dinner to hear the young men giving the keynote speeches speak openly about their feelings and emotions at this important juncture in their lives as they finish their school days.

Our staff across all sections of the College deserve a special commendation for their fine work during the course of 2021. For the teachers, new modes of operation, including the use of our new learning management system, always present challenges and I commend staff for their hard work and forbearance in ensuring that this has gone as well as it has.

We welcomed Head of Secondary School and Deputy Headmaster Mr Greg Atterton at the beginning of 2021 and he has done a superb job in this most challenging of roles. His focus on building strong relationships, his involvement in all aspects of the life of the Secondary School, his experience and his principles have all seen him make a significant impact on the Secondary School.

**Bradley Fenner**  
**Headmaster**

# Student Attendance

All students are required to maintain full attendance during the school term as a condition of enrolment.

Parents are required to notify the relevant sub-school if students will be absent from the College.

Students should not be away from the College during the school term for any reason other than medical or family emergency, without the prior consent of the respective Head of School. Unauthorised absences will be regarded as a breach of the College's enrolment policy.

Student attendance in 2021 is summarised in the table below.

Year Level	Attendance Rate
Reception	96%
Year 1	95%
Year 2	95%
Year 3	95%
Year 4	96%
Year 5	95%
Year 6	96%
Year 7	94%
Year 8	94%
Year 9	94%
Year 10	94%
Year 11	92%
Year 12	92%
<b>Whole School</b>	<b>95%</b>





# NAPLAN testing

In the NAPLAN testing in 2021 the College mean scores were above the state and national mean for all students in all areas. The overall results in the 2021 NAPLAN testing, along with numbers of students absent or withdrawn from testing is shown in the following table.

## Students at or above national minimum standard

	Year 3	Year 5	Year 7	Year 9
Reading	100%	98%	100%	93%
Writing	100%	98%	98%	89%
Spelling	100%	98%	99%	97%
Grammar & Punctuation	100%	98%	99%	97%
Numeracy	100%	98%	99%	100%

Absent	Year 3	Year 5	Year 7	Year 9
Reading	0	0	1	2
Writing	0	0	1	1
Spelling	0	0	1	1
Grammar & Punctuation	0	0	1	1
Numeracy	1	0	1	1

Withdrawn	Year 3	Year 5	Year 7	Year 9
Reading	2	3	1	0
Writing	2	3	1	1
Spelling	2	3	1	1
Grammar & Punctuation	2	3	1	1
Numeracy	2	2	1	1

# Year 12 Results

We are pleased to report on the academic performance of our graduating students from 2021.

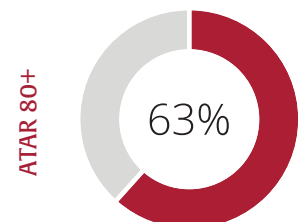
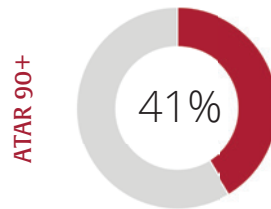
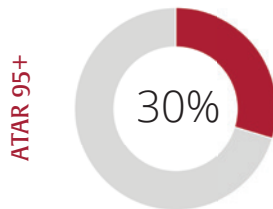
The graduating students of 2021 performed strongly in their Year 12 studies and the median ATAR score of 87.50 contained many commendable performances.

We are pleased to confirm IBDP student Dylan Holland as Dux of School, with an ATAR of 99.95, and SACE student Dinan Perera who is Proxime Accessit, with an ATAR of 99.9. Most importantly, we are aware of many of our 2021 Year 12 students who have achieved their goals in terms of their results and in gaining entry to the course or pathway of their choice and we wish all of the 2021 leavers the very best for future endeavours.

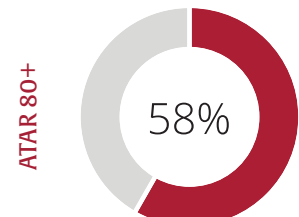
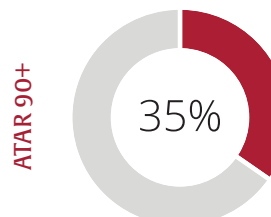
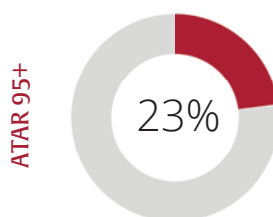
29.7% of students received an ATAR of at least 95 and we inducted 46 in the College 'Over 95' club.

66 merits were obtained by 35 students, bringing the number of merits awarded in the last three years to 169. Merits were awarded in 29 separate subjects or courses in 2021, demonstrating academic excellence across the full subject range.

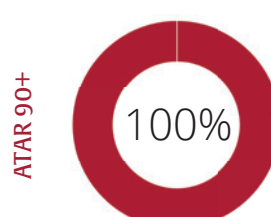
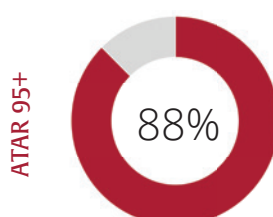
## SACE and IBDP combined ATARs



## SACE ATARs



## IBDP ATARs







## 2021 Year 12 Post School Destination Data

<b>SATAC Courses Applications</b>	<b>125</b>
Offers made*	123
Agricultural Science	5
Architecture/Design/Contemporary Art	2
Arts/Advanced/Politics	2
Business/Commerce/Finance/Economics	37
Construction Management	4
Education/Teaching	4
Engineering (Mechanical + pathways/flexible entry options)	17
Environmental Policy & Management	1
Health Science including Human Movement, Outdoor Education	13
Information Technology/Computer Science	4
International Relations	1
Law/Legal	11
Marketing/Communication/Media/Journalism/Creative Industries	4
Maths	1
Music	2
Nursing/Midwifery	1
Medicine/Dentistry/Medical Radiation/Paramedic	1
Physiotherapy	2
Psychology/Social work	6
Science (General and Advanced)	4
Viticulture/Oenology	2
(DOUBLE DEGREES)	(21)
TOTAL offers	123

# Teacher Standards and Qualifications

Prince Alfred College places great importance in supporting all staff to participate in professional development initiatives

Both teaching and non-teaching staff undertake a diverse range of development activities which deliver on our strategic goal to “Develop teacher effectiveness by sharing best practice in education to improve outcomes for students”. All professional development undertaken by teachers is mapped against AITSL standards and needs to align with the core elements of the College’s 2021-2024 strategic plan.

Throughout 2021 teaching staff participated in six days of formal professional development, held at the College delivered both face to face and online to adhere with COVID-19 requirements. Staff continue to be active contributors to the education sector, undertaking roles as SACE Assessors, IB workshop leaders and trainers and hold positions on specialist associations. Our teaching staff regularly present in their areas of academia, however the COVID-19 pandemic has greatly impacted professional learning and its mode of delivery. In 2021 our staff actively participated in a range of online professional learning programs to support ongoing professional development. Our educators attended a significant number of National and State Conferences, attended several IBSC Programs, and specialist seminars linked to pastoral care. Our Chaplain also delivered an accredited Mental Health First Aid inhouse in 2021.

Many staff members are currently engaging in formal tertiary studies through our established Memorandum of Understanding with the University of Adelaide which has seen the College support staff to undertake a Master of Education study pathway. This study has included intensive sessions held at the College. In 2021, the College had 11 staff members undertaking further studies through the Masters program.

The following table itemises qualifications of teaching staff across the College:

Qualifications of Teaching Staff	% of Staff
Bachelor Degree	98%
Bachelor Degree with Honours	18%
Doctorate	3%
Graduate Certificate	9%
Graduate Diploma	33%
Master's Degree	28%
Undergraduate Certificate	7%
Undergraduate Diploma	11%



# Workforce Composition

In 2021 the College workforce, incorporating the Early Learning Centre, comprised 368 staff, including 227 teachers\* and 141 non-teaching staff. Kent Town Swim employed an additional 29 staff members. The total staffing model was comprised of the following:

Employee Category	% of staff
Teaching Staff**	56%
Early Learning Centre	11%
Boarding Staff	4%
Executive	2%
Non-teaching staff	27%

\* (this included all Prep and Secondary Teachers, Outdoor Educators, Boarding, OHSC and ELC staff)

\*\* (this included all OHSC and School Assistants working directly with students)

The growth in numbers of teaching staff continued to reflect strong enrolment figures and the number of specialists in subject areas. The College welcomed 7 new teachers at the commencement of 2021 having farewelled 6 teachers at the end of 2020, along with Dr John Kinniburgh who departed as the Head of Secondary School / Deputy Headmaster to take up the appointment of Headmaster at Toowoomba Grammar School.

Additional specialist sports coaches, music and performing arts tutors are engaged by the College to support the delivery of the co-curricular program.

The College continues to offer specialist positions to support the academic and pastoral care of all students. The curriculum delivery is led by Director of Teaching and Learning and supported by dedicated Assistant Directors of Teaching and Learning in Preparatory, Middle Years, IB and SACE. Our pastoral care structure includes a dedicated Dean of Students, Year Level Co-ordinators and the role of Deputy Headmaster in Preparatory to oversee the design and delivery of all pastoral care programs. In 2021 we welcomed Mr Greg Atterton as the Head of Secondary School / Deputy

Headmaster.

The College employs dedicated counselling support in the Early Learning Centre, Preparatory and Secondary schools. In 2021 the College Chaplain continued to provide support services at the Wambana campus.

The College currently employs 46% male staff and 54% female. Within the 2021 teaching cohort 54% of the staff were male and 46% female. The College has a very healthy blend of age representation across both the teaching and non-teaching staff. One staff member identifies as being Aboriginal / Torres Strait Islander.

The length of tenure across the College in 2021 was as follows:

Years of Service	% of staff
1-5 years	42%
6-10	22%
11-15	18%
15 plus years	18%

Of significance in 2021 was the retirement of Mr Phil McLaughlin, who provided over 36 years of outstanding service as a Technology Teacher to the College.

# Satisfaction with the College



## Student satisfaction

An indication of student opinion is gained from the independently conducted 2021 Year 12 Student Exit Survey. There were 53 completed student surveys, representing a 34% return rate, with an overall satisfaction score of 79%. Highest rated areas of satisfaction included: the learning environment, resources and facilities and the co-curriculum, with 94% of students agreeing that Prince Alfred College offers students opportunities to be involved in an extensive selection of co-curricular activities (4% neutral, 2% disagree). Around 66% of students agreed that Prince Alfred College offers a broad and relevant curriculum (28% neutral; 6% disagreed), while 87% agreed that the classrooms and physical environment were conducive to learning (11% neutral; 2% disagreed). Overall, 91% of students agreed that, at Prince Alfred College, each student is encouraged to achieve to the best of their ability (8% neutral).

## Parent satisfaction

An indication of parent opinion is gained from the independently conducted 2021 Year 12 Parent Exit Survey. There were 98 completed parent surveys, representing a 50.3% return rate, with an overall satisfaction score of 87%. 96% of parents agreed that PAC values are reflected in the behaviour of staff and boys (1% neutral and 3% disagreed), 92% agreed PAC has a very welcoming and supportive culture (6% neutral and 2% disagreed), and 91% agreed that at PAC each student is encouraged to achieve to the best of their ability (4% neutral and 5% disagreed). Pleasingly, in all practice areas, the College achieved a satisfaction score of 4.5, indicating an 'educator of choice' in all areas assessed.

# Financial Results Year Ending 2021

The Prince Alfred College consolidated operating surplus for the year ending 31 December 2021, before capital donations, was \$1.26m.

The College came through the events of 2020 in a strong financial position with continued strong budgeted enrolments for the start of 2021. Government restrictions as a result of COVID continued to impact on the operations of the College particularly in Boarding where we remained opened throughout the year to support our International Students and where, with Australia's borders remaining closed for 2021 our enrolled International students were unable to commence their schooling. This resulted in a significant shortfall in tuition and boarding income as well as additional cost of operations. This impact was partially offset by a favourable variance in our Government funding income.

The College key performance indicator ratio of EBITDA (Earnings before Interest, Tax, Depreciation and Amortisation) / Total Income was 8.47% against the College Council target of 10%.

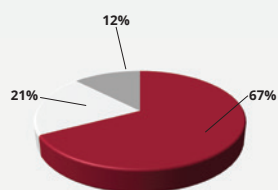
The College continued to meet the challenges of COVID as did the many staff who were adversely impacted during this period. Expenses were generally well managed across the board with no budget variances, both favourable and unfavourable, expected to have a material impact moving forward.

Other highlights for the 2021 financial year included:

- The Early Learning Centre performed strongly;
- Interest cost savings were achieved;
- The investment in the student management system SEQTA and the new HR and Payroll Platform expected to be implemented at the end of 2022; and
- The College Capital Program continued with major projects for the year either completed or underway including the Library extension and classroom redevelopment, Preparatory classroom renovations and the continuation of the Parade West streetscape development.

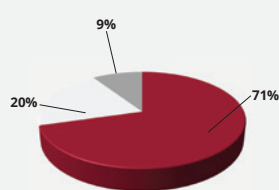
The College continues to be in a strong financial position supported by strong enrolment and sound financial governance systems.

Source of Income - FY 2021



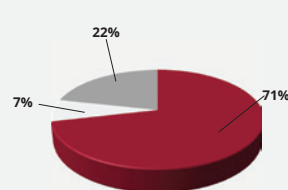
■ Tuition & Boarding Income - \$30m  
■ Government Income - \$9.1m  
■ Other Income - \$5.5m

Source of Income - FY 2020



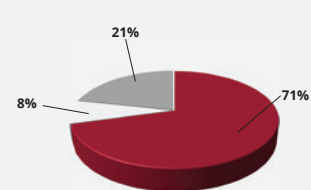
■ Tuition & Boarding Income - \$30m  
■ Government Income - \$8.7m  
■ Other Income - \$4m

Source of Expenditure - FY 2021



■ Employee Benefits - \$32.6m  
■ Depreciation & Amortisation - \$3.3m  
■ Other Expenses - \$9.8m

Source of Expenditure - FY 2020



■ Employee Benefits - \$31.4m  
■ Depreciation & Amortisation - \$3.5m  
■ Other Expenses - 9.6m



# The Foundation

The College established the Foundation on 11 February 1974 to assist the College to maintain or acquire land or buildings, and attract and encourage bequests and gifts. The Foundation is an Incorporated body managed by a board and has various membership levels to reflect levels of donation.

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The Foundation has also established the TG Waterhouse Society in recognition of living bequest donors and continues to actively promote this form of philanthropy, though most bequest enquiries remain confidential to donors.

The Foundation Scholarship Fund was established by a Trust Deed and its committee award scholarships and oversees management of perpetual funds in conjunction with the Endowment Fund.

The Foundation also has relationships with the Australian Sports Foundation for gifts to sport projects, and with the Australian Universities & Schools USA Foundation which enables philanthropic gifts from members of the College community located in the United States of America.

*Photo: Tom Roschi*





# Endowment Fund

The College established an independent Endowment Fund on 1 January 1981 to manage the existing assets that had been bequeathed to the College in the past and as a vehicle to manage future bequests.

Dequetteville Nominees Pty Ltd is the investment body of the College where funds are held in Trust and invested to benefit the College.

The College Council appoints Directors to the Board of Dequetteville Nominees Pty Ltd.

During the year, there were four Directors of Dequetteville Nominees who were responsible for investing the assets of the Fund on behalf of the College, under the terms of the Investment Policy and Investment Charter as approved by Council.

Directors included current Chair of Council, Mr Richard Hockney, past Chairs of Council, Dr Ben Tidswell and Mr John Keeves and the Treasurer of the College, Mr David Sanders.

The Investment Committee of Dequetteville Nominees meets quarterly to assess the fund performance and review investment markets.

The committee is appointed by the Directors with the approval of the College Council. The Investment Committee consists of each of the Directors and two independent investment professionals. The Committee operates under the Investment Charter approved by Council. Dequetteville Nominees reports monthly to Council at its regular meetings and

the accounts are audited along with the College financial report each year.

The Investment Policy approved by Council outlines investment risk, asset classes, and allocations to asset classes that the Investment Committee should adhere to and is very clear on a strict policy of distributions to the College. Distributions can only occur from reserves which are built up to the extent investment returns exceed CPI when applied to the Endowment Fund asset base.

In this way the corpus of the fund remains intact to ensure current and future generations of students benefit from the bequests the College is most fortunate to receive. The Endowment Fund together with the Foundation, has enabled the College to undertake the vast building works completed over the past 10 years. Total capital donations over that period approximate \$35 million, including a contribution towards the new Boarding House of approximately \$16 million.

**Richard Hockney**  
**Chair of College Council**

**Bradley Fenner**  
**Headmaster**



**PRINCE  
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