



PRINCE
ALFRED
COLLEGE



Annual Report 2020



Our beliefs

- At Prince Alfred College we believe men have unique skills, talents and abilities.
- We believe it is their differences, not their similarities that need to be nurtured.
- We recognise that their traditional roles and responsibilities are changing.
- As a consequence, they need clarity, flexibility and a clear sense of purpose.

Our goal is to nurture and develop Princes Men:

- Men who know who they are, work hard and value their roles and contributions.
- And at the same time to develop men with kindness, who care and support others.
- Men with empathy, humility and a respect for diversity, spirituality and the beliefs of others.
- Men who form strong networks 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 and a capacity to contribute to a better world.

Prince Alfred College, the world needs more good men.

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, 2020 was an extraordinary year. Yet, in spite of the challenges brought by the global pandemic, the College has much to celebrate and be grateful for.

I am incredibly proud of the way the whole PAC community faced the many challenges last year. I am extremely grateful that we have a Council, Headmaster, Executive and staff who universally focused on ensuring that, under the circumstances, the boys had the best possible experience, parents were treated fairly and the school remained on solid footing.

Enrolment numbers remain strong, with just over 1,100 students enrolled at the start of the year. The College also saw an increased number of boarders occupying the new Boarding House, which provides world-class accommodation to around 150 boys. 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 2020, ensuring continuity of care for our boarders during the pandemic.

The Council has continued its focus on improvements to academic outcomes. While 2020 posed a number of particular challenges, including a period of remote working, interruption to exams and other programs, our Year 12 results remained strong. These pleasing improvements are the result of sustained efforts of the academic

teaching teams, under the leadership of Director of Teaching and Learning, Ben Evans.

At the end of 2020, we farewelled our Deputy Headmaster and Head of Secondary School, Dr John Kinniburgh, who has taken up a headship at Toowoomba Grammar School. We thank John for his significant contribution to the College and to the wellbeing and success of its boys, and wish him, and his family, every success in the next stage of their lives.

We also acknowledge the outstanding work of the College's COVID Response Team, ably led by John Kinniburgh, which ensured that the College was always on the front foot in navigating the challenges of COVID.

The co-curricular program, and particularly interschool competitions, faced periods of interruption as a result of the pandemic, yet the standard of play remained high. The College won three State titles, with a number of undefeated runs in other sports. Notable successes were the College's first Debating triumph in the Intercollegiate fixture against St Peter's College in 17 years, as well our first ever win in the Water Polo, following an undefeated season.

The second half of the year saw the Council resume the important responsibility of developing the College's new Strategic Plan, to cover the period 2021-2024. Significant community consultation informed a number of exciting new directions around diversity and inclusion, service and sustainability, which will complement the mainstays of the College's operations and activities. We look forward to developing these areas further as the Plan progresses. I would like to acknowledge my colleagues for their wisdom, dedication and support, and to acknowledge their significant contribution over the course of the year.

Finally, on behalf of the Council, I would like to express my thanks for the efforts of the Headmaster, the Executive and all the staff for their efforts and dedication over 2020, as well as the parents, friends, Old Collegians, 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 2020 was as follows:

Professor Nigel Bean

Mr John Keeves

Mr David McGown

Ms Amanda McIlroy

Dr Janet Young

Mr Bradley Fenner (Headmaster)

Mr Peter Myhill (Representative of the Moderator of the Uniting Church in Australia, Synod of South Australia)

The Officers of the College Council were:

Chair: Mr Richard Hockney

Treasurer: Mr David Sanders



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

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 John Keeves, Mr David McGown

Risk and Compliance

Chair: Ms Amanda McIlroy

Members: Mr Steve Bacon, Mrs Michele Bardy, Dr Jayme Bennetts, Mr Ming Chen, Ms Anne-Louise Heim, Mr David Henchcliffe, Mrs Sophie Rayner

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 Richard Hockney, Mr Thomas Huxtable, Mr Craig Hole, Mr John Jovicevic, Mr Andrew McCauley, Mr Craig Nicholls, Mrs Lisa Rasheed, 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

2020 was dominated by our response to the world wide COVID-19 pandemic. Having commenced the year in the usual way, and in the belief and expectation that the virus reported in far-off countries would quickly come under control, events changed quickly and dramatically as we moved through first term.

We commenced the year again with an enrolment of a little over 1,100 students, a very similar number to our previous record enrolment. The success of last year's completion of our new boarding facility could be seen in the fact that our Boarding House was full from the beginning of the year, with an increased capacity. We were very close to capacity in the Secondary School and Preparatory School numbers had stabilised.

Whilst our 2019 Year 12 results were not quite at the same level as the previous year, they remained well in advance of our average in the years prior to that. In NAPLAN results, comparisons indicated an average improvement over the three years leading up to last year of 40 places amongst schools across the State, placing us in the top bracket in schools. In the co-curricular area, our teams continue to be highly competitive in

their various sporting programs. Whilst our Intercollegiate competition with St Peter's College was reasonably evenly shared across the different sports, we were State champions in three sports and were undefeated in a couple of others where a final championship was not determined. Highlights included our Water Polo team's undefeated season and providing our first ever Intercol win and our first Intercol triumph in Debating for 17 years. We also saw significant further expansion of our House activities and competition program, which has been extremely well-supported and well-received by students.

In the Performing Arts, our team has shown great ingenuity and initiative in organising performances under difficult circumstances. We have seen further growth and diversity in our music program, whilst our drama program continues to grow, both in the curricular and co-curricular area.

Whilst our building program was put on hold for the time being, this enabled us to plan for a number of forthcoming projects, including: development of the Bureau of Meteorology site to the east of the Boarding House, building above

the Dining Hall to expand the Library and provide more classrooms, development of the current car park space adjacent to the back drive, and ongoing development of classrooms and playground areas in the Preparatory School.

At the governance level, the major event for this year has been welcoming our new Chair of Council, Mr Richard Hockney. I would like to express my and the College's appreciation to Richard for his leadership this year. As well as his enthusiasm and passion for everything related to Prince Alfred College, Richard brings a unique blend of corporate and business acumen together with a focus on the culture of the organisation and an overriding strategic focus to this most important of roles. It is a pleasure to work with Richard and I look forward to his ongoing dynamic and values-driven leadership.

The end of 2020 saw the departure of our Deputy Headmaster and Head of Secondary School, Dr John Kinniburgh. Conscientious, principled, decisive, and blessed with wisdom and perspective, John has always kept the needs of the students uppermost in decision-making. A natural leader, it was no surprise when

Toowoomba Grammar School identified him as the right person to lead them into the future from 2021. John leaves us with our appreciation and best wishes for the next stage in his life and that of his family, wife Jo and children Charlie, Eliza and Archie.

I wish to make a few observations about our experience of COVID-19 this year and more particularly our response to the various conditions and restrictions that have been imposed to bring the virus under control. I think we have all been very grateful to live in a state that has managed this so well and I think we should acknowledge the quality of the leadership that we have seen in this regard. Gathering the best advice and evidence, and then acting in a rational, measured but decisive fashion for the good of the community.

I would like to acknowledge the outstanding work of our COVID-19 Response Team, so ably led by John Kinniburgh. As more than one staff member has commented to me, we have had the right man leading our response at this time. As a school, with responsibility for a large number of boys and young men, we have always erred

on the side of caution, but we have also tried to ensure that we have maintained the life of the College.

On the day that we returned to school after our brief period of remote learning, the sheer delight at being back together again was almost palpable. And then, as the weeks and months went by and we progressively resumed all our regular activities, you could see the appreciation from all involved. I have never seen such enthusiastic, committed and focused training as occurred in second term. And then, when fixtures and performances resumed in the third term, we were all reminded of the benefits of healthy competition and performance.

But most importantly, what has been very much in evidence upon our return to regular school, is the value of social interactions that schools provide. Whilst we have learnt a good deal about remote learning and the value of doing certain activities online, it is clear that nothing will replace the experience of being part of a vibrant, dynamic and purposeful institution such as ours.

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 2020 is summarised in the table below.

Year Level	Attendance Rate
Reception	96%
Year 1	94%
Year 2	95%
Year 3	95%
Year 4	96%
Year 5	94%
Year 6	92%
Year 7	92%
Year 8	92%
Year 9	92%
Year 10	91%
Year 11	92%
Year 12	90%
Whole School	93%





Year 12 Results

We are pleased to report on the academic performance of our graduating students from 2020.

The graduating students of 2020 performed strongly in their Year 12 studies and the median ATAR score of 84.73 contained many commendable performances.

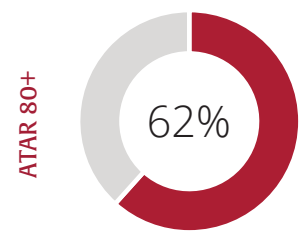
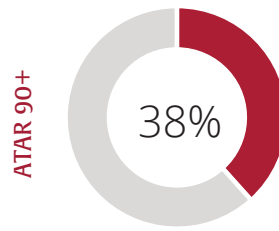
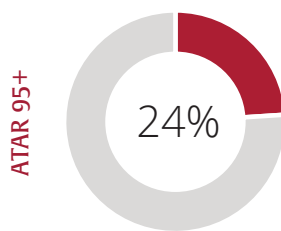
We are pleased to confirm Bill Chen and Ryan Li as joint Duces, both with an ATAR of 99.55. Jason Gong is Proxime Accessit, gaining an ATAR of 99.45. Most importantly, we are aware of many of our 2020 Year 12 students who have achieved their goals in terms of their results and in gaining entry to the course or pathway of their choice and we wish all of 2020's leavers the very best for future endeavours.

24% of students received an ATAR of at least 95 and we inducted 35 in the College 'Over 95' club.

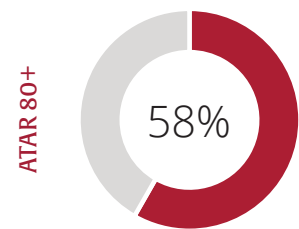
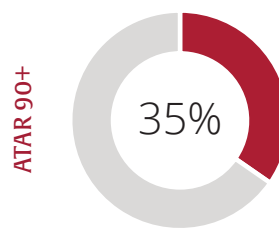
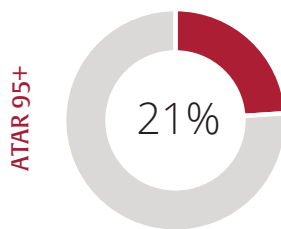
51 merits were obtained by 34 students, bringing the number of merits awarded in the last three years to 166. This contrasts with 150 merits awarded during the previous three years (2015 - 2017), an increase of almost 10.67%. Merits were awarded in 34 separate subjects or courses in 2020, demonstrating academic excellence across the full subject range.

NAPLAN exams were not held in 2020 due to widespread disruption to schools caused by the coronavirus pandemic.

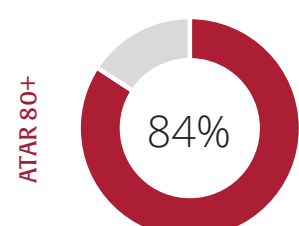
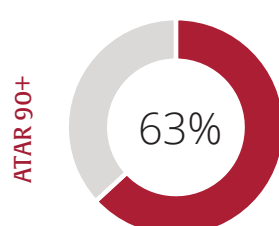
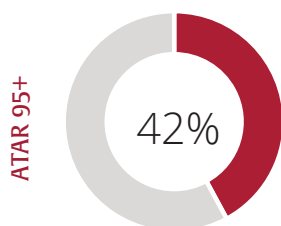
SACE and IBDP combined ATARs



SACE ATARs



IBDP ATARs





2020 Year 12 Post School Destination Data

SATAC Courses Applications	125
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 high performing teaching staff and teams”. All professional development undertaken by teachers is mapped against AITSL standards and needs to align with the core elements of the College’s strategic plan.

Throughout 2020 teaching staff participated in six days of formal professional development, held at the College which covered a range of topics including first aid, the philosophy of pastoral care, the use of academic data in assessing student performance and informing teaching practice, together with a range of targeted education specific workshops.

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 two intensive sessions held at the College. In 2020, the College had over 14 staff members undertaking further studies through the Masters program.

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 greatly impacted professional learning and its delivery and 2020 saw the emergence of online professional learning as a platform. As a result, there was a decrease in staff participation in professional learning overall at the College during the year.

Throughout 2020 College staff logged over 2400 hours of professional learning, with the majority being allocated in the

Secondary school teaching staff (865 hours) the Preparatory School (756 hours) and the ICT Team (208 hours).

In 2020 the College continued with its own tailored in-house leadership development program where participants completed a 6 month program focussed on enhancing leadership skills and practices. The program culminated in the submission of a formal paper and presentation to peers. The program was a great success and will continue to be held in the future.

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	4%
Graduate Certificate	3%
Graduate Diploma	42%
Master's Degree	34%
Undergraduate Certificate	8%
Undergraduate Diploma	23%

Workforce Composition

In 2020 the College workforce, incorporating the Early Learning Centre, comprised 387 staff, including 244 teachers* and 143 non-teaching staff. Kent Town Swim employed an additional 31 staff members. The total staffing model was comprised of the following:

Employee Category	% of staff
Teaching Staff**	53%
Early Learning Centre	10%
Boarding Staff	5%
Executive	2%
Non-teaching staff	30%

* (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 from 2019 continued to reflect strong enrolment figures and the number of specialists in subject areas. The College welcomed 15 new teachers at the commencement of 2019 having farewelled 9 teachers at the end of 2019.

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 2020 we welcomed Mr John Stewart as the Head of Preparatory School and Mr Zac Savage as Director of Boarding.

The College employs dedicated counselling support in the Early Learning Centre, Preparatory and Secondary schools. In 2020 the College Chaplain continued to provide support services at the Wambana campus.

The College currently employs 46% male staff and 54% female. Within the 2020 teaching cohort 53% of the staff were male and 47% 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 2020 was as follows:

Years of Service	% of staff
1-5 years	56%
6-10	24%
11-15	11%
15 plus years	9%

Satisfaction with the College



Student satisfaction

An indication of student opinion is gained from the independently conducted 2020 Year 12 Student Exit Survey. There were 51 completed student surveys, representing a 35% return rate, with an overall satisfaction score of 76%. Highest rated areas of satisfaction included: the learning environment, resources and facilities and the co-curriculum, with 92% of students agreeing that Prince Alfred College offers students opportunities to be involved in an extensive selection of co-curricular activities (8% neutral). Around 75% of students agreed that Prince Alfred College offers a broad and relevant curriculum (12% neutral; 14% disagreed), while 88% agreed that the classrooms and physical environment were conducive to learning (8% neutral; 4% disagreed). Overall, 77% of students agreed that, at Prince Alfred College, each student is encouraged to achieve to the best of their ability (18% neutral; 6% disagreed).

Parent satisfaction

An indication of parent opinion is gained from the independently conducted 2020 Year 12 Parent Exit Survey. There were 98 completed parent surveys, representing a 42.8% return rate, with an overall satisfaction score of 83%. 87% of parents agreed that PAC values are reflected in the behaviour of staff and boys (8% neutral and 5% disagreed), 84% agreed PAC has a very welcoming and supportive culture (12% neutral and 4% disagreed), and 85% agreed that at PAC each student is encouraged to achieve to the best of their ability (10% neutral and 5% disagreed). Other best practice areas included: resources and facilities, co-curriculum, the learning environment, leadership and direction, the curriculum, teaching standards, pastoral care/wellbeing, parent engagement, reporting, and learning and extension, while student transition and parent communications were identified as areas for improvement.

Financial Results Year Ending 2020

The Prince Alfred College consolidated operating deficit for the year ending 31 December 2020, before capital donations, was \$1.48m.

Although the College commenced 2020 with continued strong enrolments the COVID-19 pandemic proved to have a significant impact on College operations and its financial performance. During the peak of the pandemic the College faced many challenges: we were forced to transition to a remote-learning environment for Preparatory, Middle and Senior Schools, our OSHC/Vacation Care programs, Kent Town Swim and RED Centre operations were shut down with little notice and our Early Learning Centre was required to remain open as part of the Commonwealth Government's "free-childcare" initiative. Further to this, College Council made a commitment to provide financial relief to the PAC community by reducing Boarding and Consolidated Charge fees for all families. This support, along with the decreased campus activity, had a significant detrimental impact on College revenue of approximately \$2m.

As a result of this revenue downturn, the College key performance indicator ratio of EBITDA (Earnings before Interest, Tax, Depreciation and Amortisation) / Total Income was 5.41% against the College Council target of 10%.

The College adapted well during this period as did the many staff who were adversely impacted through the pandemic. Expenses were generally well managed across the board

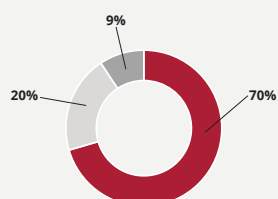
with no budget variances, both favourable and unfavourable, expected to have a material impact moving forward.

Other highlights for the 2020 financial year included:

- The Early Learning Centre performed strongly with increased student numbers which resulted in a favourable budget variance, despite facing COVID challenges in the first half of the year;
- Interest cost savings were realised with Boarding House debt levels remaining lower than anticipated;
- The College Capital Program continued with major projects for the year including the demolition of the old Boarding House, redevelopment of the Health Centre and Senior Art Department and acquisition of the former Bureau of Meteorology site on The Parade West.

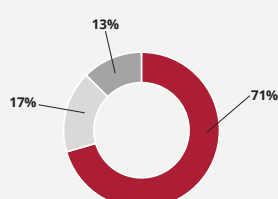
The College continues to be in a strong financial position underpinned by increasing enrolment and sound financial management.

Source of Income - FY 2020



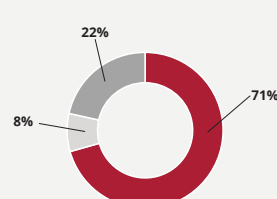
■ Tuition & Boarding Income - \$30m
■ Government Income - \$8.7m
■ Other Income - \$4m

Source of Income - FY 2019



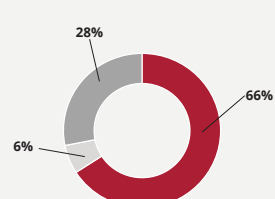
■ Tuition & Boarding Income - \$31.5m
■ Government Income - \$7.6m
■ Other Income - \$5.6m

Source of Expenditure - FY 2020



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

Source of Expenditure - FY 2019



■ Employee Benefits - \$30.2m
■ Depreciation & Amortisation - \$2.8m
■ Other Expenses - \$13m

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.

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 has three funds to which donations can be made to support the College.

The Building and Library Funds contribute to projects at the request of College Council and are authorised by the Foundation Board through the Headmaster.

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 Independent Schools USA Foundation which enables philanthropic gifts from members of the College community located in the United States of America.





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 \$30 million, including a contribution towards the new Boarding House of approximately \$16 million.

Richard Hockney
Chair of College Council

Bradley Fenner
Headmaster



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