



annual report 2013

vision purpose values

Prince Alfred College is a single sex boys day and boarding school, with students from Reception to Year 12.

Our Vision

Inspiring excellence

Our Purpose

Prince Alfred College exists to develop men who will engage in the world with confidence and compassion. We are a community that seeks to challenge and inspire students and maximise the academic and all-round potential of every boy.

Our Values

- We value the pursuit of academic excellence, personal wellbeing and achievement.
- We believe that our vision and purpose is achieved through the pursuit of excellence in teaching, innovation, leadership and teamwork and an appreciation of Christian principles.
- We appreciate that the schooling experience is enriched by an international concept of curriculum, teaching and learning and sense of citizenship.
- We make every endeavour to develop a well-rounded young man. This holistic experience fosters and nurtures the intellectual, physical, social, emotional and spiritual capabilities of each boy.
- We know that boys grow into confident and compassionate men by developing independence, self-discipline, integrity, and a sense of self-worth and social responsibility.
- We recognise the importance of sustaining and developing the College as a community of students, parents, staff, old scholars and friends of Princes, who have shared responsibilities in the education process.

Our Affiliations

Prince Alfred College is affiliated with the Uniting Church in Australia, which advocates accessible and equitable education. It encourages excellence in education to fully develop everyone's God-given gifts and talents.

Prince Alfred College is an International Baccalaureate World School. We provide challenging and rigorous IB and SACE programs. We aim to nurture inquiring and caring young men who will create a better world through intercultural understanding and respect.

Prince Alfred College is a member of the International Boys' Schools Coalition (IBSC) which aims to ensure best practice in teaching and learning in boys' schools around the world.

from the chair of council

The implementation of the new Strategic Plan 2013-2015 was a key focus for the College Council in 2013. There are many exciting initiatives in the plan to which Council believes will ensure Prince Alfred College remains as a leader in boys' education.

Ms Kathy Gramp joined the Council as a new member early in the year and has already made a significant contribution. The College is fortunate to have a person of Kathy's experience, commitment and intellect on its Council.

The opening of the RED Centre in April was a grand occasion. The centre will serve the school community for many years and is already a key feature of the College. It is proving to be a great asset not only to students and staff but also to the Old Scholars, the various sporting clubs and the patrons of Kent Town Swim. Council wishes to thank everybody concerned with the construction and management of the RED Centre.

It was with great regret that I accepted the resignation of the Headmaster Mr. Kevin Tutt in November. The College and Community will miss Kevin's leadership and Council thanks Kevin for his extraordinary commitment to

Prince Alfred College over the past 16 years. Kevin is taking on a mighty challenge to build and lead a school for underprivileged children in Cambodia. It speaks volumes about the quality of the man that he would leave the College to take on this role. The Council wishes Kevin the greatest success in Cambodia and looks forward to watching his new school become a reality.

I wish to thank all Council members sincerely for their ongoing contribution throughout the year, for work done not only at the Council level but on all the sub-committees. I also thank the members of the sub-committees who are not members of Council and others who generously donated their time and expertise.

My thanks are also extended to Mr David Hallett as Chair of the Advisory Committee and the members of that committee for their diligent work during the year.

Mrs Margaret Gleaves deserves a special thank you for her continuing hard work as Council Minute Secretary.

Lastly, thank you to the Headmaster and the College Executive. The excellent working relationship that exists at Executive level allows the Council to fully engage with management in governing the College.

2013 marks the end of my tenure as Chair of the College Council. I wish to thank all those who have provided me with support and wise counsel, in particular the Headmaster, all my Council colleagues, Mrs Margaret Gleaves and members of the Executive.

Mr John Keeves takes up the role of Chair from January 2014. I have no doubt that he will lead the Council with great distinction and I wish him all the best in the role.



college governance

The governing body is the Prince Alfred College Council. New approaches to governance have been incorporated in recent years, since a review held in 2004. An annual retreat sets goals and priorities for the year.

Prince Alfred College is governed by a constitution which provided for membership in 2013 as follows:

Prof Nigel Bean
Ms Kathy Gramp
Mr Richard Hockney
Mr John Keeves
Mr David Sanders
Dr Ben Tidswell
Ms Karen Tierney (retired end of 2013)
Mr Kevin Tutt (Headmaster)

The Rev Rob Williams (Moderator of the
Uniting Church in Australia, Synod of
South Australia - retired September 2013)
Dr Deidre Palmer, Moderator (from November)

The Officers of the College Council were:
Chair - Dr Ben Tidswell
Deputy Chair – Mr John Keeves
Treasurer – Mr David Sanders



meeting attendance

2013 Prince Alfred College Council	Council Meetings	Meetings Attended
Bean, Nigel	9	8
Gramp, Kathy	8	6
Hockney, Richard	9	7
Keeves, John	9	9
Palmer, Deidre	2	2
Sanders, David	9	6
Tidswell, Ben	9	9
Tierney, Karen	8	6
Tutt, Kevin	9	9
Williams, Rob	6	4

brief biographies

01

Nigel Bean has been Professor of Applied Mathematics at the University of Adelaide for the last ten years and is also Director of Research in the School of Mathematical Sciences. Prior to being appointed Professor, Nigel ran a commercially-funded mathematics-based contract research and consulting centre within the University. He was on the Governing Council of a local primary school for six years, with the last three years as Chairperson. Nigel also spent three years on the Board of the not-for-profit peak body of scientists, the Federation of Australian Scientific and Technological Societies (FASTS), now known as Science and Technology Australia. Nigel attended Prince Alfred College from 1972-1983, had one son graduate in 2012 and has another son in Year 11. He has been on the Council since 2009.

02

Kathy Gramp has had extensive executive experience with an ASX company and currently serves on the boards of Silver Chain Group, Masonic Homes Ltd, Adelaide Convention Centre and the Governor's leadership Institute of SA. Key areas of expertise include finance and accounting, corporate governance, risk, stakeholder engagement, strategy and change management. Kathy has over 15 years of board experience across many sectors including Commercial Radio and Digital Media, Community Health, Aged Care and Disability, Retirement Living and Property Development, Finance Sector, Business Tourism, Government Emergency Services and the Wine Industry. Kathy and her husband Tim have two boys at PAC, one in Junior school and one in Middle School, and support The Friends of Music through Tim Gramp Wines

03

Richard Hockney attended Prince Alfred College from 1973-1981. He graduated from the Advance Management Program at Harvard University in 2006, and holds a Bachelor of Business, majoring in Marketing, from the University of SA and a Graduate Diploma from the Securities Institute. Richard has worked in the banking and finance industry for over 24 years, holding various senior leadership positions in Adelaide, Melbourne, Sydney and the UK and was the State General Manager of Westpac from May 2009 to December 2013. Richard has now established a consultancy business.

04

John Keeves is a corporate lawyer who specialises in securities law, mergers and acquisitions and governance. He is National Head of the Transactional and Advisory Practice Group at Johnson Winter & Slattery, a member of the Takeovers Panel and the Companies Auditors and Liquidators Disciplinary Board, and Chairman of the Business Law Section of the Law Council of Australia, having previously been National Chairman of the Corporations Committee of the Business Law Section. John is an Old Scholar, son of an Old Scholar and a parent of one former and one current PAC student.

05 **Deidre Palmer** is the Moderator of the Uniting Church, Synod of South Australia, and was formerly a counsellor in the field of child sexual abuse. Her professional qualifications include a PhD in Religion and Education from Boston College, and a Master of Religious Education from Duke University. She has lectured in the field of Christian education and is widely published in leading academic journals.

06 **David Sanders** is a Fellow of the Institute of Chartered Accountants in Australia and partner in the Assurance practice at Ernst & Young. David attended Prince Alfred College from 1982 to 1986 and was one of a family of six boys that attended the College. He is a parent of four boys, each of whom are enrolled at PAC with the eldest commencing in 2014.

07 **Ben Tidswell** attended Prince Alfred College from 1964 to 1975 and graduated from the University of Adelaide in 1981 with a Bachelor of Dental Surgery. He undertook a Postgraduate Diploma in Forensic Odontology (Dentistry) in 1994/5 at the University of Adelaide, and a Postgraduate Certificate in Oenology in 2003/4 at the Waite Campus University of Adelaide. Ben was employed in a general dental practice for 14 years in the United Kingdom and Australia (1980-94), and is currently managing Director of Tidswell Group of Companies (1994-). A member of the PAC Foundation Board from 1995 to 2006, Ben is a current PAC Foundation Trustee, and has been a member of Council since 2007.

08 **Karen Tierney** graduated as a social worker in 1980. She has worked in a variety of State and Federal Government positions, in direct service delivery, policy and management roles. Karen currently works in a management role with the Department of Human Services, Centrelink, assisting with the Workforce Participation agenda. Karen is a parent of Patrick Kirwan who was a student at PAC from 2006 to 2010, and an active member of the Uniting Church in South Australia.

09 **Rob Williams** is a Minister of the Word in the Uniting Church in Australia. He is the Moderator of the UCA's Synod of South Australia and Chairperson of the Presbytery of South Australia. Ordained in 1980, he has served the church in both rural and urban congregations within South Australia as well as on numerous UCA committees, councils and boards. He has a keen interest and skills in pastoral care and provides a tangible link between the Council and the Uniting Church.

council committees

The Council operated three main committees, Finance and Audit, Risk and Compliance and Building with the following members:

Building

Chair: Professor Nigel Bean

Members: Mr Dimitri Aretsis, Mr Alan Daws, Mr Peter Duffield, Mr Charles McKenzie, Mr Craig Nicholls, Mr Kevin Tutt

Finance and Audit

Chair: Mr David Sanders

Members: Mr Steve Bacon, Dr Ben Tidswell, Mr Kevin Tutt

Risk and Compliance

Chair: Mr John Keeves

Members: Mr Steve Bacon, Ms K. Gramp, Ms Rosina Hislop, Mr Frank Lancione, Ms Karen Tierney, Mr Ken Watson

The College **Advisory Committee** was established under the new Constitution with the membership as follows:

Chair: Mr David Hallett

Members: The Rev Dr Adrian Brown, Mr Graham Burfield (retired May 2013), Mr Richard Hockney, Mr Craig Hole, Mr Frank Lancione, Mr Andrew McCauley, Mr Craig Nicholls, Mr Greg Perks, Mrs Lisa Rasheed, Ms Karen Tierney, Mrs Rachel Walsh, Dr Janet Young and John Jovicevic (from November 2013)

The role of Minute Secretary of the College Council and the Committees above is held by the Headmaster's Executive Assistant, Mrs Margaret Gleaves.

strategic plan

The Strategic Plan for 2013-2015 to guide the development of the College to 2015 was developed in late 2012 and launched at the beginning of the 2013 school year.

The Strategic Plan for 2013-2015 outlines the plans for Prince Alfred College over the next three years in six main areas:

- Learning and Achievement
- Wellbeing and Character
- Participation and Engagement
- Community and Culture
- Communication and Connection
- Space and Place

Strategic Plan Implementation in 2013

Direction 1, Learning and Achievement:

Strategic Priorities:

1.1 Ensure a highly professional teaching staff

All new staff participated in a formal probation review, and informal feedback has been provided to other staff throughout the year. We have continued to reinforce the development of a performance and development culture by empowering teams to work collaboratively on quality teaching and learning. Neil Andary has been meeting with, and listening to, key stakeholders to nurture authentic relationships and the culture of distributive leadership. Feedback from staff around more efficient use of meeting times and workloads has been listened to with professional learning in meetings and workshops being held in Term Four and will progress through 2014. Kelvin Sparks and Terry Learmonth have been actively involved in professional learning to apply AITSL standards, and staff meetings held to update staff. PAC is trialing Appretio with 10 volunteer teachers which is an online professional standards measurement tool developed by AISNSW.

1.2 Create a Centre of Excellence in Teaching and Learning

Dialogue is progressing around the construct of a Centre for Teaching and Learning (CTL). Information is being gathered through conferences, workshops and research to further specify structural components and effective practices. To support the development of the CTL the appointment of a Director of Professional Learning (expanding the responsibilities of a current Director) will be made in 2014. Commercial partnerships have been developed and engaged to provide hardware and software facilities for staff and external educators to access state of the art professional learning.

Two new Assistant Directors of Teaching and Learning with extensive relevant experience have now been appointed to share the curriculum leadership in the ELC and Preparatory School. A coaching program is currently being refined that codifies a range of coaching styles to fit different needs and purposes. Once this is finalised it will be shared with staff and more formal programs developed.

Mrs Sue Gerschwitz has been appointed to lead a review of provisions for gifted and talented learners across the Preparatory and Middle Schools. Ms Kathy Kupke has been reappointed in a teaching and learning role in implementing play based curriculum in Reception and supporting the growing Junior Primary team.

Direction 2, Wellbeing and Character:

2.1 Implement the Student Wellbeing Framework across the College

A vision and framework for Wellbeing is complete and shared with the College and community during the end of 2013 presentation events. The framework offers a powerful visual presence that will assist us in sharing our message to the wider community, and will be extensively implemented in 2014. The Three Schools have already begun implementing the framework.

The College continues to receive international recognition of the wellbeing program being implemented in the Preparatory School. We had two staff invited to Singapore to help generate an online wellbeing workshop for IB staff globally. We have also been asked to share our framework and developments to the IB community at the opening of workshops held at PAC in January 2014. Last year we hosted over 500 staff from the Asia Pacific region. Sean Watt, Deputy Head of the Preparatory School, is contributing to a wellbeing research project being undertaken by the International Boys' Schools Coalition.

Student leadership programs have been introduced in the Prep School through the introduction of weekly roundtable conversations. 2014 will see these enhanced across the College with a heightened representation of the SRC in the Middle School and the responsibility of the Chaplain and the Deputy Heads of School – Prep, Middle and Senior.

Direction 3, Participation and Engagement

3.1 Create a Health and Sports Centre of excellence

The RED Centre is now open and fully operational. Our records indicate that: -

- There have been 485 boys use the pool during the afterhours swim slot.
- The gym is used by an average of 66 boys per week in the morning training session (with a high of 107 boys per week) and a further 100 boys per week in the evening session (with a high of 162 boys per week)

Kent Town Swim has seen continuous growth since opening and is now a profitable enterprise.

An excess of 700 children are attending the centre every week and we are already on track to achieve the budget set in 2014.

Old scholar and staff use has been pleasing with current old scholar membership in excess of 170 and growing.

3.2 Strengthen the House System

David de Lacy has developed a structured House program which promotes a renewed sense of House spirit and competition. The House activities in 2013 included:

- Athletics carnival
Middle and Senior School
- Lunchtime Basketball competitions
Senior School
- Lunchtime Volleyball and Futsal competitions
Middle and Senior School
- Swimming carnival
Middle and Senior School
- Lunchtime sports competition
Middle and Senior School

David de Lacy was successful in gaining support from the House Captains and College staff to support his vision of a revitalized House competition.

3.3 Improve Service learning programs

This Strategic Action is scheduled for implementation in 2014. In preparation for this work, Rev Mark Dickens will assume a 0.5 role as Director of Service Learning and work in partnership with the Deputy Heads of the Three Schools to implement a coherent service learning program within the context of the Wellbeing Framework.

3.4 Strengthen the Boarding experience

Throughout 2013 two surveys were conducted to gauge the satisfaction of the students and parents with their boarding experience. The first survey was conducted early in 2013 (March) where all new students were surveyed in order to gauge the success of the boarding program, their satisfaction with their transition into the Prince Alfred College boarding community and any issues that they feel they wanted to raise. The survey sought feedback on catering, accommodation, academic concerns and pastoral care issues. Overall the majority of responses were very

positive, with some suggestions in regards to food and mentoring. There were also some responses which responded negatively to the condition of the boarding houses (lack of air-conditioning featured high in this area). Late in 2013 (November) the departing Year 12 students were asked to respond to an online, anonymous survey as part of an exit interview approach. Overall the responses were very positive.

As part of an ongoing process, the new Head of Boarding (Darren Roylett) received positive feedback about his performance in the role throughout 2013 and the performance of his team of boarding staff from the Boarders Parents Consultative Committee which met at the commencement of each term in 2013.

Given the increase in international enrolments, the decision was made to spread the boys throughout the general population of the boarding house rather than use a separate International student boarding wing. The wing that was formerly known as the International Student Transition wing is now housing Year 12 IB students and provides a positive environment for the increased rigour of the IB.

2014 boarding enrolments are at full capacity with 138 students.

Direction 4, Community and Culture:

4.1 Develop mutually beneficial relationships with Girls' Schools, Industries and relevant organisations.

4.3 Develop programs to enhance our engagement in the international arena

Mrs Joanna Cardinal has been appointed to a Project Teaching and Learning Role to enhance the planning and delivery of Language B across the College.

There were many interactions with girls' schools throughout 2013. These included leadership awareness and training days, co-curricular activities, Maths days, socials, music and general curriculum sharing. PAC boys participated in joint activities with Seymour College, Wilderness School, Walford Anglican School for Girls, and St Peters Girls School.

We have been working with the University of South Australia with the aim of building a

partnership that offers the College access to the best graduates, the opportunity to showcase our practice and be at the cutting edge of action research within the teaching community. Phase 1 "will provide opportunities for students [university] to observe theory being enacted in practice, engage in dialogue with teachers about their practice and provide PAC and UniSA faculty to build a collaborative partnership."

Council for International Schools (CIS) accreditation has been put on hold; however, a consultant has provided a proposal to support the College in this 10 year process.

Direction 5, Communication and Connection:

5.1 Develop and implement a

Communication Strategy

A review of Communications was completed by consultant Gary Jaffer at the end of Term Two in 2013. Craig Burton, Manager Marketing and Communications is now implementing the 29 recommendations.

5.2 Improve our Knowledge

Management Systems

The College recently appointed an Information Systems Manager (Beau Muzik) to oversee the development of TASS in 2014. A proposal detailing several areas in which we plan to improve our efficiency in TASS is currently underway. In-house training for staff re the use of those modules has been provided. This will be developed further in 2014.

A review of how resources (teaching and non-teaching) are shared throughout the College has begun, and one of the key initiatives involves the development of a new SharePoint portal hosted in the cloud at the College's Office 365 tenancy. This portal will replicate (and synchronise) data saved to the shared drive on the College's internal network, and that data will then be accessible to staff and students from outside the network. The work involved in creating the portal and migrating the data has commenced and will be complete by the beginning of the 2014 school year, giving staff and students better access to essential resources than has ever been possible before.

No decision has been made with respect to Knowledge Management Systems; however investigations into what is required have commenced. The vast array of different information and the multiple formats, in which that data currently exists, makes this an extremely complex issue and whilst the initial indications are that storing in pdf format will be the most effective, there is much research to be done before a decision can be settled on. There is greater capacity in TASS than is currently being used and the recent appointment of the Information Systems Manager will be key to seeing TASS better used in this regard.

Direction 6, Space and Place:

6.1 Enhance the financial and operational sustainability of the College.

An Operations Plan (2013 – 2015) for School Services has been developed. This comprehensive document sets the strategic direction and priorities for school services, and complements the College Strategic Plan. The document includes:

- Vision
- Purpose
- Values
- Six operational strands for school services, Facilities and Infrastructure, Financial Sustainability, Resource Provisioning, Enhancing Efficiencies, Communication, Staff Wellbeing and Professional Development
- Actions
- Measurements
- Responsibilities
- Timelines

The development of the Operation Plan involved engaging with all School Services staff, ensuring they all had an opportunity to contribute. A draft document was created and reviewed by all staff before the plan was finalized. A regular review process will be developed to ensure timelines are being met.

6.2 Plan for the development of a new boarding house

A draft building concept and Master Plan have been prepared by Alan Daws and a Finance Plan is currently being developed.

6.3 Provide a safe and sound environment for the College community

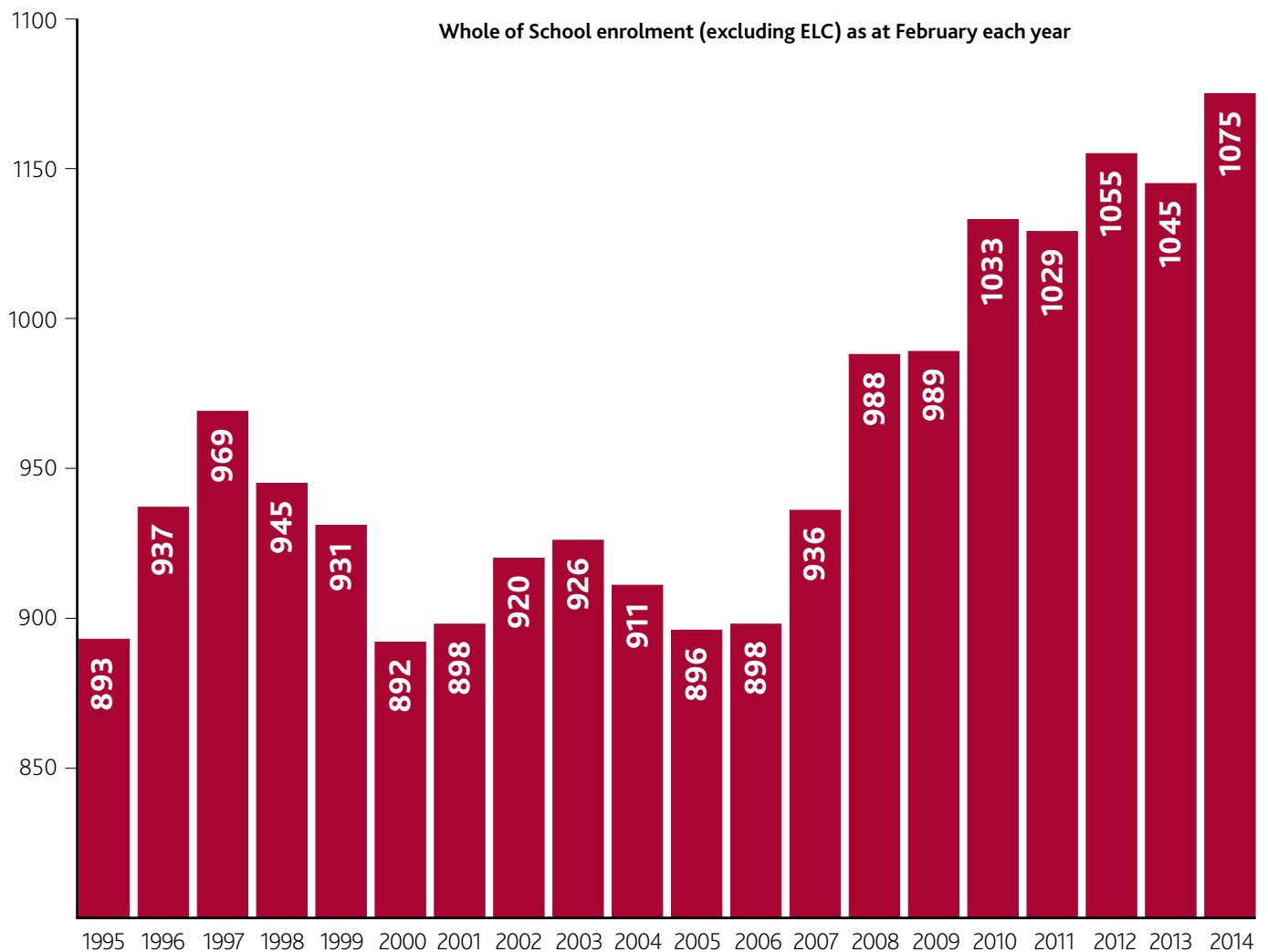
Additional car parks have been created by removing the student car park in The Parade West for use by Kent Town Swim staff and clients, and 8 extra car parking spaces adjacent to the ELC have been provided.

6.4 Improve and upgrade College facilities

- The ELC re-development action has been completed, on and as scheduled.
- Project Manager confirmed completion prior to Christmas, as at December 10 2013
- There was no cost or resourcing overruns.
- The discovery of some asbestos delayed aspects of the construction. However, Project Manager Alan Daws believed that while that tightened our schedule, we would still be complete by Christmas. This has proved correct.
- While the asbestos removal costs encountered during July / August were not specifically budgeted, the impact did not produce significant cost overruns.
- Safety measures and processes for staff and students were effective and disruption kept to a minimum. Isolated contractor breaches of time, location and noise expectation were dealt with expeditiously and effectively.
- No staff, parent, student or community issues have been recorded regarding this action to this point.

from the headmaster

2013 was a successful year for Prince Alfred College.



The student enrolment from R-12 at the end of 2013 totalled 1051. While the majority of students were from metropolitan Adelaide, there were 135 middle and senior school students from rural South Australia, Northern Territory and Victoria in the boarding house, a small number of indigenous students and 50 international students across the College.

The Three Schools model of Preparatory School (Reception to Year 6), Middle School (Years 7, 8 and 9) and Senior School (Years 10, 11 & 12) introduced in 2009 was strengthened last year with the implementation of the MYP to Year 9. The College's association with the International Baccalaureate Organisation, running the Primary Years Program, the Middle Years Program and the Diploma Program sets us apart, as one of few schools across the country offering all three programs. In addition the College offers the SACE program for senior students in Years 11 and 12. The College also operates an Early Learning Centre for 140 2-4 year olds on a site adjacent to the main campus.

Further to the academic program, the College has continued to embrace a broad co-curricular experience. This includes an extensive program in sport, music, community service and student leadership. Outdoor education is a strong component of the Princes educational program. Students from Years 4 to 8 enjoyed camps at Scotts Creek and Wambana. The Year 9 Extended Stay, in which students spend four weeks in an experiential learning program at the Wambana campus on Yorke Peninsula is a highly successful program, enhanced with the boys returning home on the Tall Ship 'The One and All'.

We continued to offer a very extensive sports program. The College fielded teams in rowing, cricket, tennis, badminton, swimming and water polo in summer, while in winter teams participated in football, soccer, rugby, hockey, basketball, squash, table tennis and athletics. Over 90% of students chose to play for school teams in the SAAS competition. The school also allows opportunities for high level performance in club sport and state/national teams.

Highlights of the 2013 year include the First VIII winning the Head of the River, and the PAC Boat Club being awarded Champion SA Rowing School of the Year for the second year in a row. The College's 1st VIII crew also came second in Division 1 at the Melbourne Regatta on the Yarra River, in November. The Open 'A' Tennis team represented School Sport Australia in the International Schools Federation Tennis Challenge held for the first time in Australia at Albury-Wadonga in May. The team finished 12th overall (4th in 2011). The team was also back in Albury-Wadonga in November to defend its 2012 School Sports Australia National Teams Challenge title.

The Prince Alfred College First XI Hockey Team was runner-up in the State Schoolboys Hockey Knockout final and the First XVIII Football Team was once again runner up in the SANFL State Knockout Cup football final. The U/16 XV Rugby Union side was runner-up in the SA Schools Rugby Union final. The First XI Cricket side was runner-up in the SAAS 1-day Knock-out final and a semi-finalist in the Messenger Bowl T/20 competition. Three PAC Squash teams won grand finals.

Students from Prince Alfred College represented Australia in hockey, rowing and tennis; and there were State representatives in football (two players drafted to the AFL), athletics, cricket, badminton, water polo, rowing, squash, swimming and rugby.

In addition, teams competed in chess, a regular debating competition, mooted and public speaking. The PAC Senior and Junior Chess teams were State champions for the second consecutive year and represented the

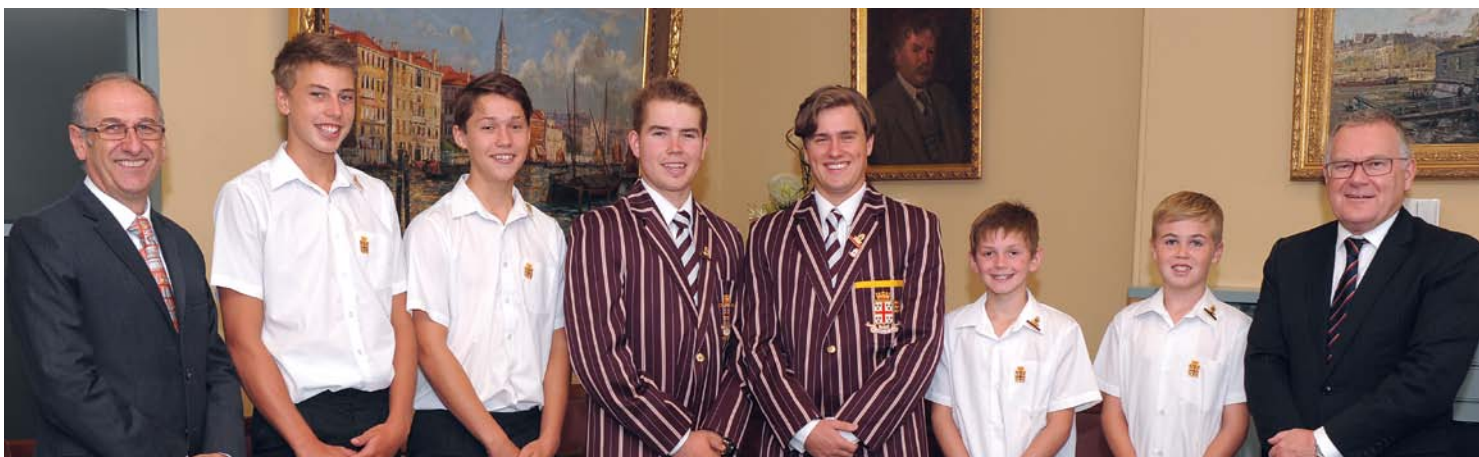
state at the national championships. A feature of our sporting and cultural activities program is the annual intercollegiate contests against St Peter's College. PAC was victorious in tennis, rowing, hockey and chess in 2013.

The Prince Alfred College music program continues as a major strength, with particular strength in big bands and concert bands. In 2013 a record six big bands competed at the Mt Gambier Generations of Jazz festival, the Schools Band and Orchestra Festival, at which 4 Gold awards were achieved, and enjoyed public performances at the Norwood Live. Over 50% of the student body participates in the co-curricular music program to some degree.

There were a number of opportunities for international tours. Tours in 2013 included a Father/Son service and action tour to Nepal in October, a cultural tour to France in July, an indigenous cultural tour to the United States of America in November/December, an outdoor challenge tour to New Zealand in December and a basketball tour to USA in December 2013/January 2014.

The Community Service Program at Prince Alfred College has an international and local focus supporting the notion that as global citizens we can make a difference at many levels.

During 2013 the boys were actively involved in resourcing support programs such as the 40 Hour Famine, Legacy, SCOSA, Meals on Wheels, Cancer Council, Ronald McDonald House, World's Greatest Shave, Movenember, Opportunity International, Uniting Church appeals and the appeal to support cyclone victims in the Philippines.



Community Service is a significant focus of the Wambana program in Year 9, with students involved with five major community service programs in which they:

- assist people with disabilities in the Yorke Peninsula Leisure Options program.
- provide leadership and mentoring to Primary School students through involvement with the Warooka Community Garden.
- help protect and improve the ecological health and long term sustainability of the coastline and marine environment with Coast Care.
- conduct research conducting surveys of the Hooded Plover on beaches in the Innes National Park.
- work alongside local residents to remove introduced weed species and to plant out endemic species in the Hardwicke Bay Revegetation Program.

Further action programs included participation in the Kickstart for Kids breakfast and mentoring program, Youth Ambassadors for the Cancer Council of SA, the Mentoring Mates program in which Year 11 students worked with Preparatory School boys, and the Outreach Camp for intellectually disabled held at the Scotts Creek Outdoor Centre. Groups of students attended a Development and Poverty Conference and the United Nations Youth Parliament.

The Preparatory School Community Action program continues to grow, with many events now firmly embedded in the calendar. The philosophy of action and compassion is helping to develop our boys into active citizens at an early age. The boys are encouraged to work on community projects outside of school and rewarded with a Community Action badge if they complete 20 hours service.

The School participated in the Walk a Mile in My Boots for the Hutt St Centre and the Relay for Life raising awareness and vital funds. Gifts are donated as part of the Christmas Nativity to support the work of Uniting Communities. The boys also responded with empathy to natural disasters organising a sausage sizzle to support the Uniting Church NSW Bushfire appeal and a "Giving Thanks" appeal to support the Red Cross Philippines Disaster Appeal.

There are other activities which are organised in year group levels such as Year 5 Giant Sale and the Junior Primary Walk-a-thon for Uniting World.

There was an extensive leadership program in 2013. The Prefects were appointed at the beginning of Term 4, 2012. In addition, an initiative to enable the appointment of two additional College Prefects during Term 1 2013 was begun. 2013 Captains and Vice-Captains of the College, the Middle School and Preparatory School were commissioned at the final assemblies of the 2012 school year. This group of student leaders was joined by House Captains, Student Representative Council members, Boarding House, Sports, Music, Chess, Careers and activity leaders across the three schools. These groups represented over 100 students in key leadership roles within the College. Prior to appointment a leadership seminar was held for students nominating for leadership positions in the Middle School. Appointed leaders received a minimum of one structured mentoring session per fortnight. They led and designed multiple College assemblies, service projects, cross-age learning activities, College Tours and student social events.

The school community was enriched by regular assemblies and chapel services as well as special assemblies for the whole school community. A special feature is the Old Old Boys Assembly at which our guests are men who first attended the school 60 or more years ago. Other events that enhance community spirit include celebration of Boarder's Day, the annual school service, and regular "Grandies Club" events at which grandparents are guests. The broader College community sees an active Parents and Friends Association and a very large and supportive Old Scholars Association.

One distinctive feature of Prince Alfred College is the Potts-Baker Institute, which offers students the opportunity of experiencing the satisfaction and advantages of learning, mastering and applying mathematics. To this end the centre conducted a range of activities including:

- Supporting students in the pursuit of extra-curricular projects in the area of mathematics.

- The production of teaching and learning materials for mathematics at all levels of schooling.
- The facilitation of professional development programs for teachers that ensure the materials produced are understood and implemented in the best way possible for an individual school.
- Contributing to the research literature.
- The development of projects that offer teachers the chance to continually grow in their ability to solve problems using mathematics.
- The development of projects (e.g. eduKart) that offer students the chance to develop mathematical and scientific ways-of-thinking and solve problems by working on tasks with an authentic purpose.

The areas of Science, Technology, Engineering and Mathematics are keys to success in the ever more rapidly changing world our students will find themselves in. This is the second year that Prince Alfred College has had a dedicated role of STEM Coordinator placing ourselves at the forefront of teaching and learning developments.

Activities this year included:

- Development of new Units of Inquiry in the Preparatory School.
- Year 7 and 8 trialling new units of work for the Australian Academy of Sciences about the Science of Toys, The Circle of Life, and Rock, Paper, Scissors.
- Year 8 participating in the Aurecon Bridge Building competition.
- Working together with staff from our sister colleges of Walford and Seymour in the development of a Year 8 Rocks unit including a museum visit.
- Year 10 representatives engaging with three days at the SA Space School, competing in the second round of Science and Engineering Challenge (UNSW/ATSE) and/or working with like-minded students from around the state in UniSA's Engineering Week at Mawson Campus.
- Sponsoring an old red's fourth year Mechanical Engineering Project.

student attendance

Student attendance in 2013 is summarized in the table below.

Year Level	% attendance
Reception	94.6%
Year 1	94.6%
Year 2	93.9%
Year 3	95.1%
Year 4	96.0%
Year 5	96.0%
Year 6	95.5%
Year 7	94.7%
Year 8	92.7%
Year 9	95.6%
Year 10	95.0%
Year 11	95.5%
Year 12	94.3%
Whole School	94.9%



NAPLAN testing

Student Outcomes in standardised National Literacy and Numeracy testing (NAPLAN)

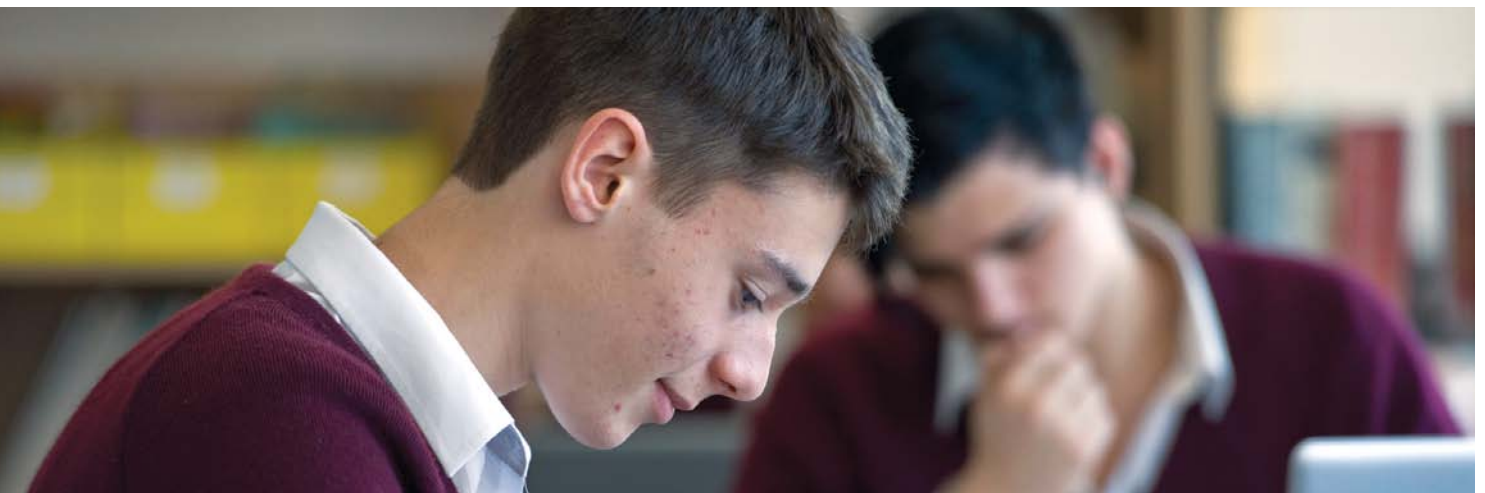
In the NAPLAN testing in 2013:

- The College mean scores were above the state and national mean for all students in all areas but for Year 3 Spelling and Year 3 Grammar & Punctuation;

The overall pattern of results in the 2013 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
Numeracy	100%	96%	100%	99%
Reading	99%	100%	100%	99%
Writing	100%	96%	96%	96%
Spelling	97%	94%	99%	99%
Grammar & Punctuation	99%	98%	97%	96%
Absent				
Numeracy		1	2	2
Reading		2	1	2
Writing	1	2	1	3
Language Conventions		2	1	2
Withdrawn				
Numeracy	2	1	2	
Reading	2	1	2	
Writing	2	1	2	
Language Conventions	2	1	2	



year 12 results

Year 12 Results

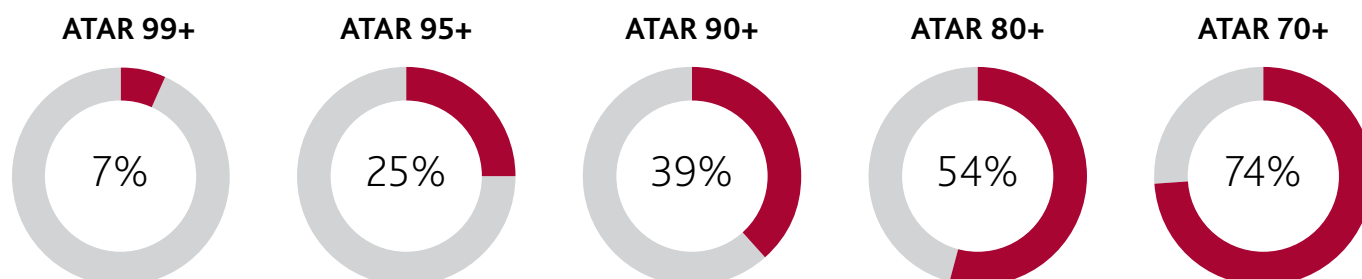
Year 12 students undertake studies in either the South Australian Certificate of Education (SACE) or the International Baccalaureate Diploma (IB). In 2013 the IBD pathway was taken by 19 students while 102 chose the SACE. Academic results in the 2013 South Australian Certificate of Education (SACE) and the International Baccalaureate Diploma (IB) were outstanding.

Two students from PAC achieved a maximum ATAR of 99.95 while 29 (25%) students were in the top 5% of the State with an ATAR over 95, 45 (38.7% were placed in the top 10% and 63 (54.31% in the top 20% of the State.

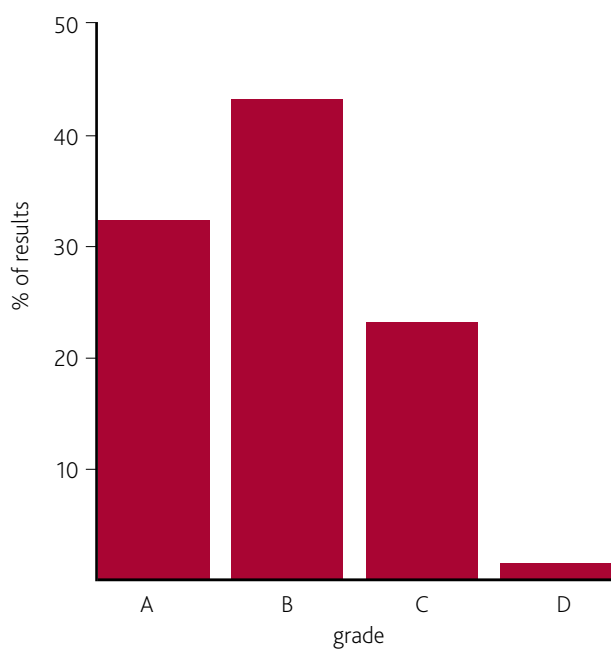
The median Australian Tertiary Admissions Rank (ATAR) for those students undertaking the SACE and obtaining an ATAR was 78.05; 6.1% achieved an ATAR of 99.00 or more, 15.96% achieved 95.00 or more, 26.80% achieved an 90.00 or more and 45.36% of students achieved an ATAR over 80. There were 21 merits from students undertaking the SACE. 21 boys completed their SACE with some VET credits.

All International Baccalaureate Diploma students successfully completed this qualification achieving a median ATAR of 97.35. Two students achieved an ATAR of 99.95, 14 achieved 95 and over, while the remainder achieved 90 or more. There were 24 merit scores achieved in a range of subjects.

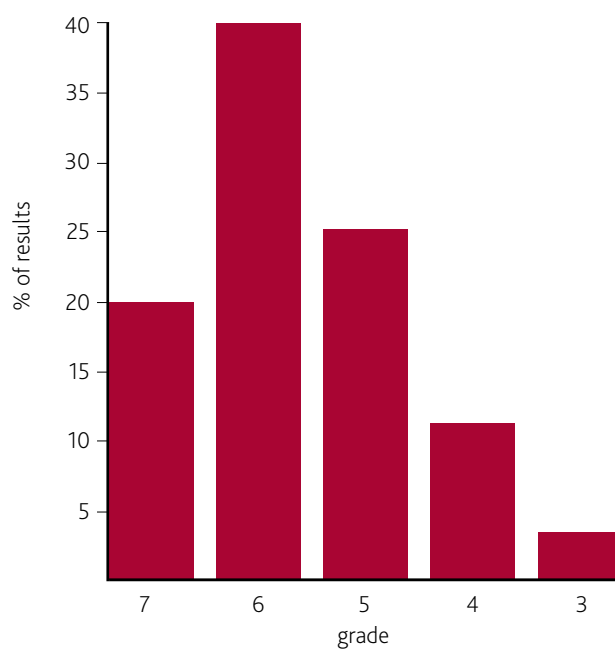
SACE and IBDP ATARs



SACE Grade Distribution

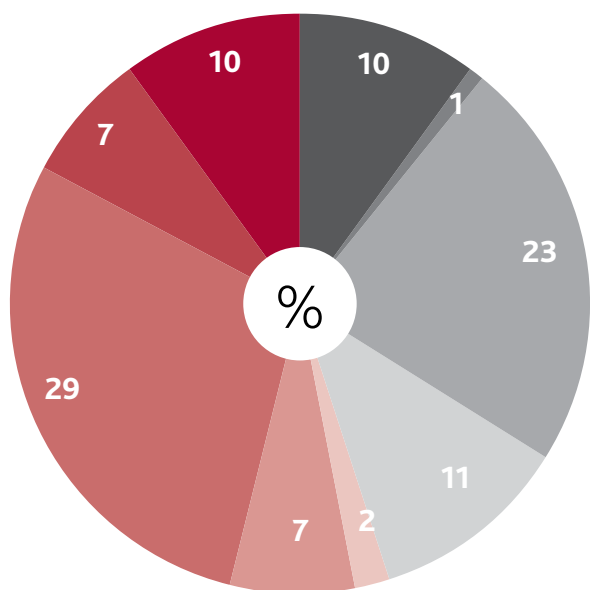


IBDP Grade Distribution



Post school destinations

The vast majority of students seek a place at a South Australian Tertiary Institution. The courses of study undertaken by the 2013 Year 12 cohort are shown in the table below.



2014 Fields of Education

■ Arts and Communications (Marketing, Media, Journalism, International Relations, Language, Music)	10%
■ Aviation	1%
■ Business (Accounting, Commerce, Finance, Economics, Innovation/Entrepreneurship/Management)	23%
■ Design (Architectural and Product Innovation)	11%
■ Education	2%
■ Engineering	7%
■ Health Sciences (Medicine, Pharmacy, Physiotherapy, Podiatry, Surgery and Health Science)	29%
■ IT/Computing	7%
■ Law	10%

*Clockwise

teacher standards & qualifications

The school is proud of its highly qualified staff, as is reflected in the table below. Teachers qualifications are shown on the staff list included in the annual Chronicle.

Qualifications of teaching staff	% of staff
Undergraduate degree	92%
2nd undergraduate degree	20%
Undergraduate diploma / certificate	23%
2nd Undergraduate diploma / certificate	4%
Postgraduate diploma / certificate	46%
2nd Post graduate diploma / certificate	8%
Postgraduate Masters / Doctorate	23%
2nd Postgraduate Masters / Doctorate	2%

In 2013, the College provided extensive support for professional development of staff, given the extension of the IB Middle Years Program into Year 10 and planning for the external verification of the Program in 2014, as well as the ongoing refinement of the skills needed for the SACE Research Project. Particular emphases included moderation, critical and creative thinking skills, and the introduction of the MYP Personal Project and refinement of the supervision of the IB Extended Essay.

During the year a number of staff completed various levels of training in first aid as is summarised below.

First Aid Training	Number of staff
Basic First aid	42
Senior First Aid	67
Wilderness First Aid	11
Advanced First Aid	1

All teachers satisfied the requirements of teacher registration, including completing child protection training and having conducted a criminal history check.

workforce composition

In 2013 PAC's workforce comprised 335 employees, including 135 teachers and 198 non-teachers.

Indigenous – nil

The school provides the following specialist staff to support students and the academic program:

- School Chaplain
- Educational Psychologist
- Director of Teaching and Learning – ELC - Year 12
- Assistant Director of Teaching and Learning – MYP
- Assistant Director of Teaching and Learning – SACE
- Assistant Director of Teaching and Learning – IBD
- Assistant Director of Teaching and Learning – PYP
- Learning Support Teachers and School Assistants (7)
- Careers Advisor



satisfaction with the school

Parent satisfaction

An indication of parent opinion is gained from the 2013 Year 12 Parent Exit Survey. This survey was conducted online, with all Year 12 parents invited to respond. There were 65 completed surveys, representing 50% of the parent group.

The results of the 2013 Exit Survey indicate that past issues are being addressed by the College, and there is significant satisfaction amongst the parents.

85% of parents believed that PAC met the academic needs of their son, 92.5% believe their son was happy at Princes, and 85% believe it was the right decision to enrol their son at PAC.

Student satisfaction

Students have the opportunity to express their opinions and wishes through their subject teachers, pastoral (home group) teachers and Year Level Coordinators. In addition, the Student Representative Council (SRC) provides another student driven forum in both the Middle and Senior School. In the Preparatory School there is a weekly wellbeing meeting, where a representative from each class from Year 2 -6 brings issues to the table for discussion and follow-up. The level of student satisfaction can be gauged by the fact that only relatively minor matters demanding attention were raised at such meetings. The attention of this forum turned more to outreach, service and empathy for others rather than inward-looking concerns about the school.

Teacher satisfaction

Organisational development initiatives to enhance a high performance development culture continue to be a strategic focus to support performance and satisfaction levels. The College continues to review and improve programs that support the achievement of these goals through ongoing performance development processes, staff induction and mentoring, recruitment of high calibre staff, leadership development programs and professional learning. Feedback from new staff to PAC is positive and highlights the privilege of working at the College. The National Standards for Teachers and the National Performance Framework has also created a formal structure for professional to reflect and drive their performance.

Satisfaction of teaching and non-teaching staff is determined from the performance development process, informal and formal forums/meetings, through staff meetings, through exit interviews and generally through the work of the Director of Organisational Development and with the support of the Executive. In general staff morale and satisfaction is positive with significant efforts directed at improving the well-being and recognition of staff. The principles of distributive leadership are still being embedded and provide for opportunities for all staff to contribute to the leadership of the College. Coaching programs, as a tool to enhance the development of staff, is also progressing and staff involved are receptive to this model of feedback and development. There is an ongoing strong commitment to professional learning and growth, and providing excellent facilities to also support a working environment conducive to producing outstanding outcomes.

risk & compliance

Members of the Executive hold responsibility for risks that are contained in the Risk Register under the following headings:

- Educational
- Physical Infrastructure
- Financial
- Human Resources
- Legal and Regulatory
- Reputation
- Market / Environment
- Information Technology
- Health and Safety
- Strategy and business development
- Corporate Governance

Executive members report annually to the Risk and Compliance Committee. This reporting reviews incidents, updates the assessment of risks and the controls in place to mitigate those risks, as well as identifying future actions to further improve the treatment of risk.

A Compliance Register of items with which the College must comply has been compiled from numerous sources to identify items from legislation, regulation, national and international standards, in addition to PAC internal requirements derived from controls of the Risk Register. The Compliance Register allows checking and certification that requirements are met.

Systems have been established by which compliance breaches are reported and communicated to Executive and the Risk and Compliance Committee. In addition, there is an annual review system. All people responsible for compliance items are required to report on their compliance with each item in the register.

financial results

year ending 2013

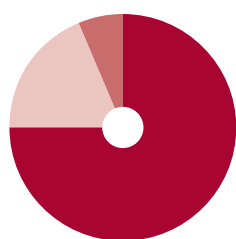
Prince Alfred College consolidated operating surplus for the year ending 31 December 2013 was \$265,555. This result represents an unfavourable variance of \$204,330 when compared to the budgeted consolidated surplus for the same period.

The key financial indicator ratio of EBITDA (Earnings before Interest, Tax, Depreciation and Amortisation) / Total Income was 5.50%. The College remains committed through the five year forecast to delivering an EBITDA result of 10%.

The 2013 year end result was affected by an unfavourable variance in student numbers at the start of 2013. However, by December 2013, student numbers were back in line with budget expectations. The impact of this unfavourable enrolment at the start of 2013 for the full year was \$124,000.

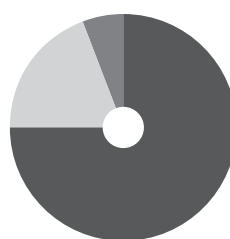
Overall expenses for 2013 were in line with budget with an unfavourable variance of \$120,000 reported at year end. The most significant impact on this result was an unfavourable variance of \$96,000 in electricity charges due to both increased usage with the introduction of the RED Centre and to an increase in unit costs.

In 2013 the College received \$958,265 in capital donations. In May the College opened the RED Centre for use by the College and the College community. Donations for the final stages of construction for the RED Centre came from the Foundation and amounted to \$673,500. The Foundation Library Fund also contributed \$27,765 as part of the Library redevelopment currently underway. A further \$257,000 was contributed by the Prince Alfred College Building Fund to assist with the redevelopment of the Tennis Courts in the Preparatory School.



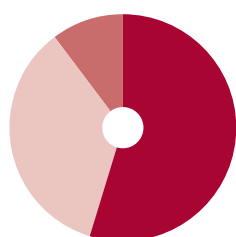
Source of Income - FY2013

- Tuition & Boarding Income - \$21.6m
- Government Grants - \$5.4m
- Other Income - \$1.8m



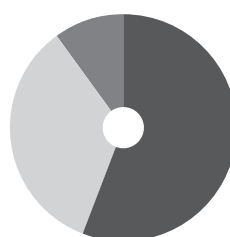
Source of Income - FY2012

- Tuition & Boarding Income - \$21.0m
- Government Grants - \$5.4m
- Other Income - \$1.6m



Source of Expenditure - FY2013

- Tuition Expenses - \$15.7m
- General Operations Expenses - \$10.0m
- Boarding Expenses - \$2.9m



Source of Expenditure - FY2012

- Tuition Expenses - \$15.2m
- General Operations Expenses - \$9.2m
- Boarding Expenses - \$2.7m

the foundation

The College established the Foundation on 11th 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 the College Council and authorised by the Foundation Board through the

Headmaster. Scholarships are awarded by the Scholarship Fund and its perpetual investments and disbursements to the College are directed by its own committee established by the Foundation through a trust deed.



endowment fund

The College established an independent Endowment Fund on 1st 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.

Today the Fund operates under a Corporate Trustee model with Dequetteville Nominees Pty Ltd being the Trustee of the Fund. The College holds the shares in Dequetteville Nominees Pty Ltd.

The College Council appoints directors to the board of Dequetteville Nominees Pty Ltd.

There are three directors of Dequetteville Nominees who are 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. Current directors include two past Chairs of Council, Dr Ben Tidswell and Mr Bruce Spangler, 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 the three 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 when investment returns are above the CPI. 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 15 years, with the highlight being the completion of the RED Centre. Total Capital donations over that period amount to around \$30million.

Dr Ben Tidswell
Chair of Council

Kevin Tutt
Headmaster





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