



# annual report 2015

# our beliefs

## 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.

## 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

The year in review was another solid year for Prince Alfred College. The year was Mr Fenner's first full year as Headmaster, and saw another sound financial result based on strong enrolments, which have been repeated in 2016, and there are good prospects for future enrolments in 2017.

We acknowledge Mr Fenner's outstanding efforts as Headmaster during the year. Mr Fenner has settled in well and during 2015 we began to implement a number of changes, including the appointment of a new Director of Advancement, Director of IT and a new Director of Teaching and Learning, and the implementation of a new academic governance model. The Council looks forward to further improvements in the academic performance of the College flowing from these and other changes.

During the year, one of the key objectives of the Council, in conjunction with the Headmaster and the College Executive, was the development of a Strategic Plan for the College for the period 2016 to 2020. This significant exercise was based on feedback from the College's various stakeholder groups and will, we hope, position the College well for the developments of the coming decades, while building on our strengths and our traditions, including boys' education and the idea of the Princes Man. We expect that some initiatives – such as building the endowed scholarship base of the College – will help to underwrite the future of the College for the generations to come, just as past generations have contributed to the College to help it be where it is today.

In 2015 the Council farewellled Mrs Margaret Gleaves, whose outstanding work as Council Minute Secretary and Executive Assistant to the Headmaster will be long remembered.

Mrs Gleaves served the College for 36 years with great distinction and we wish her well for her retirement. We welcome Miss Shauna Watt to the role and thank her for her efforts during 2015.

At the end of 2015, Dr Ben Tidswell, former Chairman of Council and long-serving member of the Council retired from the Council. I wish to once again thank Dr Tidswell for his enormous contribution to the College.

On behalf of the Council, thank you to the Headmaster, the members of the Executive, the Faculty and Staff for their efforts during 2015.

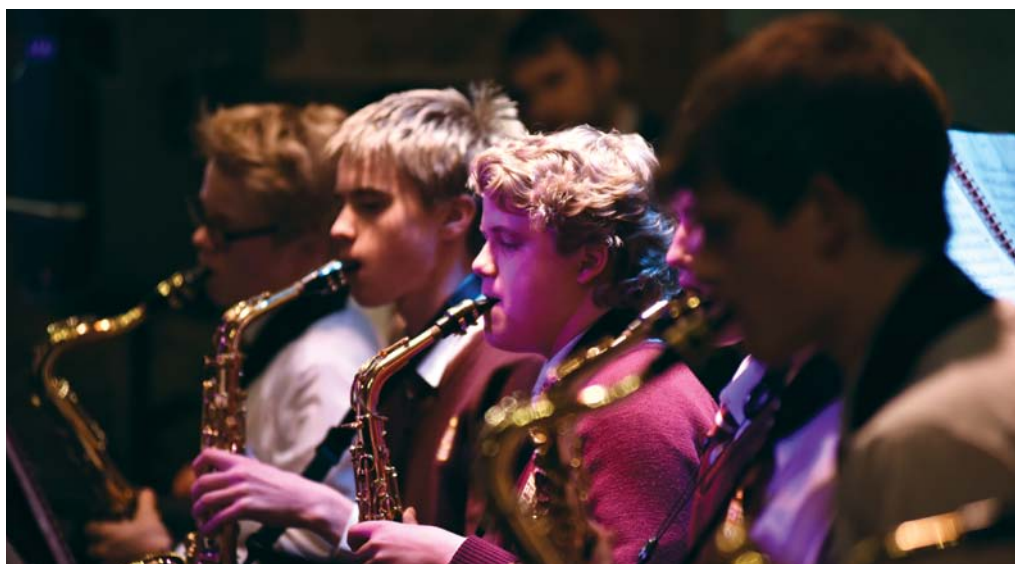
Thank you to the Council Committee members, and my colleague Council members, for their tireless efforts and invaluable contributions to

the College. The College is fortunate to have such a talented and dedicated Council.

Thank you also to the Old Scholars, the Grandies Club, Friends of Prince Alfred College, the Foundation and the College's other supporters. The College simply could not operate as it does without the voluntary contributions of so many people, all of whom deserve due recognition.

Most importantly, we thank all the parents who entrust their children to us.

In these trying economic conditions, we have endeavoured – and will continue to endeavour – to keep education at Princes as affordable as possible, while providing the quality of education, co-curricular programs and facilities that our parents expect.



# 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 2015 was as follows:

Prof Nigel Bean  
Mrs Joanne Fox  
Ms Kathy Gramp  
Mr Richard Hockney  
Mr John Keeves  
Mr David Sanders

Dr Ben Tidswell  
Mr Bradley Fenner (Headmaster)  
Dr Deidre Palmer (Moderator of the Uniting Church in Australia, Synod of South Australia)

The Officers of the College Council were:

*Chair:* Mr John Keeves  
*Deputy Chair:* Mr Richard Hockney  
*Treasurer:* Mr David Sanders





# 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 Aretzis, Mr Alan Daws, Mr Peter Duffield, Mr Charles McKenzie, Mr Craig Nicholls, Mr Bradley Fenner

## **Finance and Audit**

*Chair:* Mr David Sanders

*Members:* Mr Steve Bacon, Mr John Keeves, Dr Ben Tidswell (part year), Mr David McGown (part year), Mr Bradley Fenner (part year)

## **Risk and Compliance**

*Chair:* Ms Kathy Gramp

*Members:* Mr Steve Bacon, Ms Rosina Hislop, Mr Richard Hockney, Mr Frank Lancione, Mr Ken Watson (part year), Mr Ming Chen (part year)

## **Prince Alfred College Council Advisory Committee**

*Chair:* Mr David Hallett

*Members:* The Rev Dr Adrian Brown, Mr Richard Hockney, Mr Craig Hole, Mr John Jovicevic, Mr Frank Lancione, Mr Andrew McCauley, Mr Craig Nicholls, Mr Greg Perks, Mrs Lisa Rasheed, Ms Sharon Reynolds, Ms Karen Tierney, Dr Janet Young

The role of Minute Secretary of the College Council and the Committees above is held by the Headmaster's Executive Assistant, Mrs Margaret Gleaves (part year) and Miss Shauna Watt (part year).

# from the headmaster

2015 has been another positive year in the life of Prince Alfred College. We commenced the year with the second highest enrolment in the school's history and the likelihood of further future growth. After some years of steady growth in the Preparatory School, this is translating into increasing numbers in the Middle and Senior Schools.

This was the final year of our 2013-15 strategic plan, which saw us implement by the end of the year all the key elements of the plan. The establishment of the Hartley Institute to support professional development for all of our staff, as well as staff from other schools, and the implementation of a comprehensive performance review program for all of our staff, were the final pieces in the previous plan.

2015 therefore saw the College Council and Executive working on a new strategic plan, which is to run from 2016 to 2020. Assisted by external facilitators Kathy Carruthers and Jane Jeffries, the College community was surveyed and then focus groups from different sections of the community were engaged to address particular issues and questions. The result is a comprehensive strategic plan, dividing our activities into six main areas of strategic focus.

One of the areas we are focusing on is the consolidation and improvement of our academic results across all levels of the College. Whilst our 2015 results saw a small but significant improvement on the previous years, we are seeking further progress in this regard. A number of strategies for achieving this were introduced during 2015, including the re-structure of our academic leadership in the Middle and Senior Schools. The appointment of a new Director of Teaching and Learning, together with nine Academic Leaders for the respective subject areas, has established clear

accountabilities and responsibilities for driving the academic progress of the College.

Our Co-Curricular Program has continued to see very good results across the board, with both very high levels of participation and some outstanding achievements by our top teams in the respective sports. Amongst a range of achievements, I note the following:

- Our first tennis team won both its Intercollegiate match against St Peter's College, and the SA Schools' Championship, as well as placing second in the Primary Division and fourth in the Secondary Division of the National Championships.
- Our first rugby team was undefeated for the first time, winning both the Intercol and the State Championship.
- Our football team won the schools' competition and the Intercollegiate fixture convincingly.
- Our chess team was undefeated and easily won the Intercollegiate competition.

Our Outdoor Education program has continued to be a strength of the College, with successful camps being run at our Scotts Creek and Wambana centres. For Wambana this year, we developed a review program, to gather comprehensive feedback from students and parents, together with a detailed review meeting involving a staff member, each participant and their parents. We also introduced Outdoor Education as a senior secondary academic subject.

The Performing Arts Program saw some fine achievements again by our Band Program, under the direction of Andrew Newhouse, with a number of excellent concerts and some outstanding performances in competition. The appointment of an overall leader for Performing Arts for the beginning of 2016, in Glen Mears, should see further growth in this area.

Our Boarding Program continues to flourish, as the largest boys' boarding program in South Australia. We have remained at capacity, or close to it, and our boarders have enjoyed an excellent program of activities on the weekends.

We have seen further growth in the spiritual life of the College, under the leadership of Chaplain, Rev Mark Dickens. We have consolidated, and are working on developing further, our relationship with Wesley Kent Town Uniting Church. The historical connections here are strong and we are keen to see more College services taking place in this historic church. In addition, Mark again led a student team, together with a group from St Peter's Girls' College, to Cambodia for a service project in December 2015.

Our Building program has focused on the commencement of the new dining hall/cafeteria located in the undercroft beneath the Frederic Chapple Library. The demolition of the former uniform shop opened up the site and construction is now well under way. Completion of this project will allow us to expand the back oval and improve the landscaping along the back of the main building.

Major staffing appointments during 2015 included Special Education Needs Coordinator Damien Coats, Director of Property Services Mark Dorian, Director of ICT Services Paul Griffiths and Director of Advancement, Ross Scrymgeour. All these appointments have worked out very well and we look forward to the ongoing contribution to the College. In addition, we appointed Director of Teaching and Learning, Ben Evans, for the beginning of 2016, together with the Academic Leaders mentioned above.

The appointment of Director of Advancement, Ross Scrymgeour, has seen greater leadership and coordination within the areas of marketing, communications, admissions, fundraising and community groups' liaison.

We commenced the quiet phase of a major campaign to support our current building project, the dining hall/cafeteria, and to prepare for the construction of a new boarding facility.

We have also commenced the development of a new campus Master Plan, to guide developments on the campus for the foreseeable future. Various sections of the College community are being consulted through this process, which is being guided by an architectural firm specialising in master plans.

One of the key areas of focus in our new strategic plan is boys' education, reflecting our desire to be at the forefront of boys' education and to be acknowledged accordingly. I attended the Annual Conference of the International Boys Schools Coalition in Cape Town, South Africa, in the middle of the year. This provided opportunities for networking with other leading boys' schools, as well as hearing about the latest developments in the education of boys.



# 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 2015 is summarised in the table below.*

<u>Year Level</u>	<u>% attendance</u>
Reception	92.20
Year 1	93.30
Year 2	93.85
Year 3	95.00
Year 4	93.13
Year 5	94.33
Year 6	94.85
Year 7	94.93
Year 8	95.43
Year 9	95.78
Year 10	93.63
Year 11	94.98
Year 12	97.50
<b>Whole School</b>	<b>94.53</b>





# NAPLAN testing

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

In the NAPLAN testing in 2015 the College mean scores were above the State and National mean for all students in all areas but for Year 5 Spelling.

The overall pattern of results in the 2015 NAPLAN testing, along with numbers of students absent or withdrawn from testing, is shown in the opposite table.

### 2015 - Students at or above national minimum standard

	Year 3	Year 5	Year 7	Year 9
Reading	100%	99%	100%	99%
Writing	100%	98%	96%	93%
Spelling	96%	99%	99%	97%
Grammar & Punctuation	98%	96%	100%	98%
Numeracy	96%	100%	100%	100%
<b>Absent</b>				
Reading	0	0	2	0
Writing	0	2	0	1
Spelling	0	1	0	1
Grammar & Punctuation	0	1	0	1
Numeracy	0	0	2	0
<b>Withdrawn</b>				
Reading	5	2	0	4
Writing	5	2	0	4
Spelling	5	2	0	4
Grammar & Punctuation	5	2	0	4
Numeracy	4	2	1	4



# year 12 results

Year 12 students undertake studies in either the South Australian Certificate of Education (SACE) or the International Baccalaureate Diploma (IBDP).

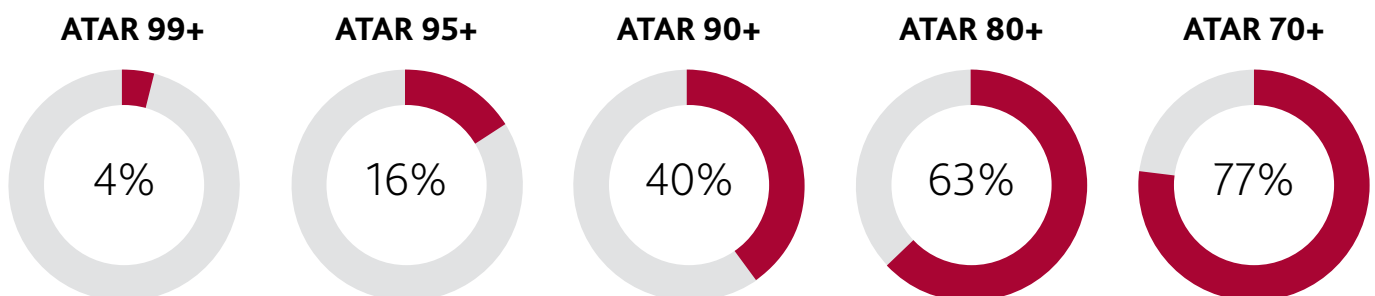
2015 was a successful year culminating in commendable results for our Year 12's which saw 4% being represented in the top 1% of the State, 16% in the top 5% and 62.4% in the top 20% of the State.

One student achieved a maximum ATAR of 99.95 and 20 students achieved an ATAR of over 95.

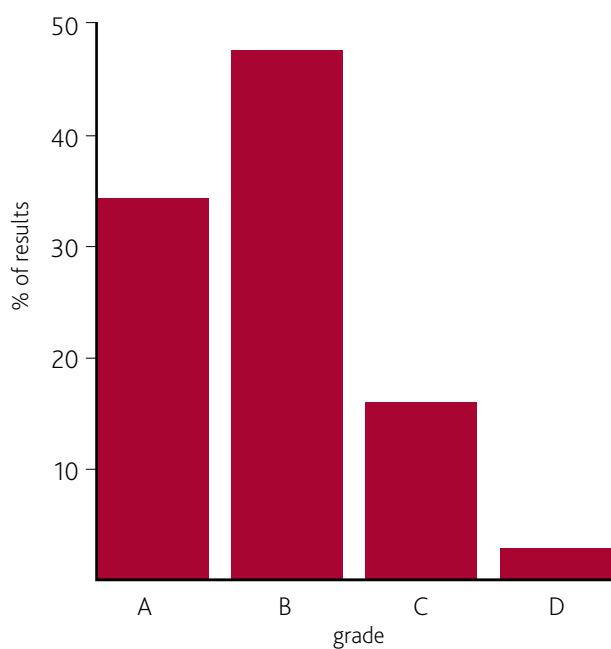
Our SACE students achieved 17 merits across 11 subjects and our IBDP students were awarded 22 merits across 9 subjects.

97 Year 12 students successfully completed their South Australian Certificate of Education (SACE) and 31 students were awarded the International Baccalaureate Diploma.

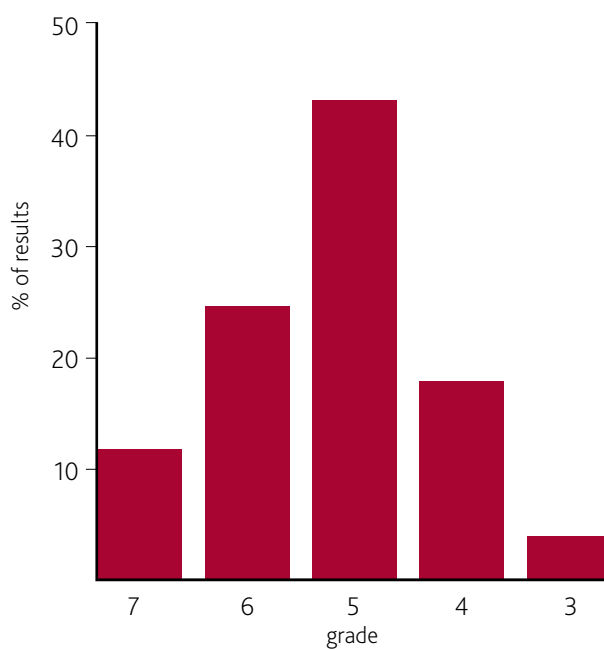
## SACE and IBDP ATARs



## 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 2015 Year 12 cohort are shown in the table below.

Students	Course
21	Business/Commerce/Finance
17	Health Science ( <i>Advanced, General, Human Movement, Physiotherapy, Podiatry, Pharmacy</i> )
15	Science ( <i>General, Agricultural Science, Veterinary Science, Geospatial</i> )
12	Engineering
8	Law ( <i>5 Double Degrees</i> )
7	Architecture/Design
6	Psychology
5	IT
3	Maths and Computer Science
2	Nursing
2	Media
2	Arts ( <i>Including one Arts/Economics Degree</i> )
1	Environmental Policy Management
1	Medicine ( <i>Direct Entry</i> )
1	Education
1	International Relations
1	Social Work
1	Construction Management ( <i>Including Economics</i> )

# teacher standards & qualifications

The College has a significant commitment to providing all staff with professional learning opportunities.

Professional learning takes place both internally and through external providers. All teachers wishing to renew (full) Registration or Provisional Registration for a further term are required to undertake 60 hours of professional learning referenced to the National Professional Standards for Teachers within the current 3-year term of their registration. Teachers must provide evidence of professional learning for these sessions and its connection to the Standards. It is also the responsibility of the teacher to keep a record of, and evidence for, professional learning that is undertaken externally.

A number of our staff also deliver professional learning sessions for the IB as workshop leaders and trainers.

Non-teaching staff also have access to professional learning that is relevant to their role and fits within their development plan.

Examples of professional learning included:

- IB Workshops
- SACE meetings and seminars
- Developing principles and practices for peer classroom observations
- Principles of Effective Moderation
- Boosting Immunity
- Critical Thinking
- Australian Curriculum
- Inquiry Review and Transdisciplinary Learning
- Reporting Requirements, Australian Curriculum Achievement Standards
- Developing Aboriginal Cultural Competencies
- Well Being

Qualifications of teaching staff	% of staff
Undergraduate degree	95%
2nd undergraduate degree	22%
Undergraduate diploma / certificate	25%
2nd Undergraduate diploma / certificate	5%
Postgraduate diploma / certificate	42%
2nd Post graduate diploma / certificate	8%
Postgraduate Masters / Doctorate	20%
2nd Postgraduate Masters / Doctorate	2%

The following table indicates the number of staff who completed a form of first aid qualification:

First Aid Training	Number of staff
Basic*	49
Senior First*	55
Advanced*	3
CPR	10
Wilderness / Remote	12
Lifesaving	23
Asthma	6
Anaphylaxis	7
Mental Health	7

\*(or equivalent)



# workforce composition

In 2015 the College workforce comprised 351 employees including 120 teachers and 231 non-teachers.

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

- Director of Teaching and Learning – ELC – Year 12
- Assistant Directors of Teaching and Learning:
  - Primary Years Program
  - Middle Years program
  - South Australian Certificate of Education (SACE)
  - International Baccalaureate Diploma (IBDP)
- Academic Leaders in faculty subject areas.
- Learning Support Teachers and School Assistants
- College Chaplain
- Careers Advisor
- Special Education Need Coordinator
- Counsellors
- Well-Being Coach



# satisfaction with the school

## Parent satisfaction

An indication of parent opinion is gained from the 2015 Year 12 Parent Exit Survey. This survey was conducted online, with all Year 12 parents invited to respond. There were 40 completed surveys, representing 30% of the parent group.

The results of the 2015 survey indicated there is considerable satisfaction among parents, there are still some issues for the College to address.

Whilst the number who responded was small, 67% of parents who responded believed that PAC met the academic needs of their son. 90% believe their son was happy at Princes, and 76% believe it was the right decision to enrol their son at PAC.

## Teacher satisfaction

Organisational development initiatives to enhance a high performance development culture continue to be a strategic focus to support performance and satisfaction levels of all staff. The National Professional Standards for Teachers and the National Performance Framework has also created a formal structure for professionals to reflect and drive performance improvement, and aspirations to be the best they can be. This will provide the framework for the performance review and development process that we are currently implementing.

An Organisational Health Survey is conducted annually to elicit feedback from staff on the 'health' or culture of the College, and to provide feedback on what we are doing well and what we can improve. The results have been presented to Council and will inform the development of the next strategic plan's Organisational Development initiatives and programs. The College's Consultative Committee will be consulted to assist in the development of programs that are relevant and motivational for all staff.

A leadership review and restructure saw nine Academic Leaders appointed under the direction of a new Director of Teaching and Learning, following the retirement of the incumbent. This new structure will provide the leadership and support of the faculties and ultimately improve academic focus and outcomes.

Similarly, the leadership of the three schools has been reviewed and a new model will be rolled out in Term 3 2016. The role of Head of Three Schools proved to be too broadly spread to allow the needs of all four programs and staff to be met. The Head of Preparatory and Head of Secondary have now been created to alleviate this issue.

In general staff morale and satisfaction are positive with further strategies now underway to address areas of concern, including decision-making processes, workload, performance review and development and staff recognition.

## Student satisfaction

Students have the opportunity to express their opinions and wishes through their subject teachers, pastoral care teachers and Year Level Coordinators. In addition, student views are expressed through the Student Representative Council (SRC) and Middle School Student Forum. The level of student satisfaction can be gauged by the fact that only relatively minor matters demanding attention were raised at such meetings. In the Preparatory School there is a weekly Captains' meeting, where representatives bring issues to the table for discussion and follow-up. In addition, two email addresses are provided to allow boys to share concerns about their well-being and offer suggestions to improve their School experience ([wellbeing@pac.edu.au](mailto:wellbeing@pac.edu.au) / [msuggestions@pac.edu.au](mailto:msuggestions@pac.edu.au)). The Preparatory, Middle and Senior Schools responds to suggestions and concerns through the appropriate member of staff as determined by a Case Management team. Student satisfaction surveys are completed at the end of the Year 9 Extended Stay Program.

# financial year ending 2015 results

The Prince Alfred College consolidated operating surplus for the year ending 31 December 2015 was \$1.64m. This result represents a favourable variance of \$0.45m 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 10.6%. The College Council targets an EBITDA ratio of 10%.

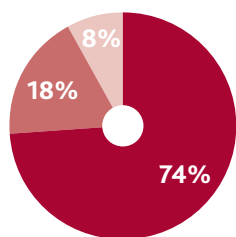
The positive year end result was driven by an increase in Government income due in part to favourable enrolments for the start of Term 3,

strong income generation from the Early Learning Centre and an increase in other income, including interest and rental income, along with favourable variances to budget in the delivery of our ISTP program.

Consolidated expenditure was slightly ahead of budget due to increases in staffing costs in the area of teaching and learning, along with increases in depreciation, amortisation and other finance and legal costs. These increases were partially offset by significant reductions in interest costs due to the repayment of College debt ahead of plan, as well as favourable budget variances in administration costs.

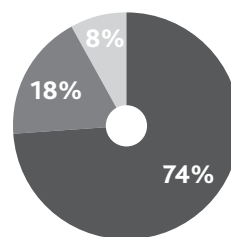
Other matters which had a material impact on the 2015 results include:

- Trading Income activities continued to perform ahead of budget in 2015
- An increase in the provision for Doubtful Debts of \$56,000
- Increase in Property, Plant & Equipment, with 2015 Capital Expenditure exceeding \$1.1m
- Increased costs associated with recruitment of key staff and associated systems to support the management of our Risk and Compliance framework across the College



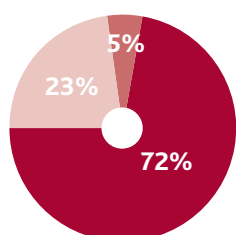
**Source of Income - FY 2015**

- Tuition & Boarding Income - \$25.9m
- Government Income - \$6.1m
- Other Income - \$3.3m



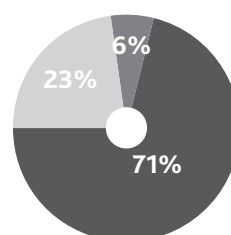
**Source of Income - FY 2014**

- Tuition & Boarding Income - \$24.6m
- Government Income - \$5.9m
- Other Income - \$2.5m



**Source of Expenditure - FY 2015**

- Employee Benefits - \$24.2m
- Depreciation & Amortisation - \$1.9m
- Other Expenses - \$7.6m



**Source of Expenditure - FY 2014**

- Employee Benefits - \$22.5m
- Depreciation & Amortisation - \$1.8m
- Other Expenses - \$7.3m



# 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 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.





# 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, the current Chair of Council, 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 the four 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 15 years. Total Capital donations over that period amount to around \$30million.

**John Keeves**  
*Chair of Council*

**Bradley Fenner**  
*Headmaster*









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