

King's College



Annual Report

For the Year 2009.

Chairman's Foreword

The past year has seen significant development, continued challenge, and real progress in the operation and educational activities of King's College. We acknowledge that in his goodness, God has enabled us to advance our vision for excellence in Christian education and the development of a well equipped and strong school.

A major milestone for the College in 2009 was the completion and opening of our new Auditorium. The Gwen & Edna Jones Auditorium is named after our major donor, from the Trust of that name. This wonderful facility is the result of many years of planning and the efforts and support of parents and Council. It was opened in time for the school production and our end of year functions. In addition, under the Federal Government's BER grant scheme, work commenced on new classrooms, multi-purpose areas and a new school library.

As we continue to invest in bricks and mortar and exciting new facilities that will provide an excellent environment for learning, we also continue to invest in a rich culture of learning and faith that will serve our current students and the generations to come.

To achieve our aims, there is a continual theme of working out our vision on a day to day basis through providing a truly Christian education, pursuing excellence in the classroom, training and developing our staff. We seek to grow and maximizing the use of our God-given resources, and to enhance the school's profile and reputation within our community. Most of all, we aim to equip and grow our students to achieve their best, to consider their place in God's plan, and to serve others. These are the foremost goals we are committed to achieve.

This report reflects the good accomplishments of our students and the strengths of our programs. It is also testament to the hard work, gifting and dedication of our teachers and support staff, under the able leadership of our Principal, Mr Benfell.

It is a great pleasure to endorse this annual report for 2009 on behalf of the School Council.



Joel Hayward
Chairman

Principal's Perspective

We are pleased to present this brief report on various aspects of the school's work and achievements. The outline of the report follows the guidelines established by the Commonwealth for schools, and we hope it provides a useful picture for parents of important aspects of King's. There is much more to school life than these statistical type approaches, and we invite readers to refer also to the College website at www.kingscollege.com.au. Further information is available on the Commonwealth *MySchool* website, which is easily accessed through Google.

We are proud of the school's attainments for our students, and readers are welcome to contact the College for further information.

In order to understand the dynamic of the school and how its educational policy serves our families, there are some important aspects to emphasise. King's students continue to show strong levels of mastery across all levels of the school, Primary & Secondary, as established objectively by results in the VCE exams, and the annual NAPLAN tests at Grades 3 and 5, and Years 7 & 10. King's has a 'non-selective' enrolment policy, in the sense that we do not 'screen out' students because they may be lower achievers when they enter King's. With this in mind, the higher levels of achievement reflect well our staff and curriculum. It is a matter of thanksgiving for us that many children and young people are benefitting from our programme, by improving in their literacy and numeracy, and in fact are generally happy in their work. It continues to be the case that significant numbers of students have been enrolled at King's precisely because their families seek improved levels of achievement and security for them.

The school is continuing to develop its facilities and resources for teaching in all areas. Curriculum development and staff training are vital to keep teachers ahead of contemporary issues and strategies.

The College offers a rich environment of sports and cultural activities to our students, with high levels of take up by students, for involvement in teams, interschool sports days, sports training squads, and cultural events. Over 80 secondary students want to take part in the school production, and this figure is repeated most years! Public speaking continues as a strong growing experience for all Grade 5 & 6 students. Special tuition in small groups prepares them for a wide range of events where they compete in the public Eisteddfod.

Music in the school has become a real strength, as more students follow advanced courses through to VCE level. Increased numbers of students are involved in instrumental lessons, with the result that bands and instrumental groupings for performance and enjoyment are increasing as well. The new Auditorium building has strengthened motivation towards quality performance for many young people and children.

With the on-going BER programme, additional funds have come into the school to expand the facilities, and consequently the school programmes. A new library is under construction, and will be completed during 2010. Further classrooms and other teaching areas will also become available next year. The Commonwealth computer funding is also adding to the range of the school's digital technology, and this also is impacting in our classrooms and on students' engagement in learning.

We look forward to another good year in 2010.

Neil Benfell,
Principal

Staff Information

Summary of staff Professional Development:

Average time spent per teaching staff member (full time equivalent) in 2009 is estimated at least 25 hours.

This includes VCE staff at special courses and preparation Seminars

Investment in Staff Development is approximately \$18, 984

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Staff Numbers & Retention.

At the beginning of 2009 there were 17 full time teachers employed, and 14 part time teachers.

At the end of 2009 there were 16 full time teachers, and 13 part time teachers.

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Staff numbers, Retention and Attendance.

During 2009, 6 new staff were employed.

The average tenure of all teaching staff employed at the end of 2008 was 6.9 years.

The longest serving teacher had served 18 years.

The average attendance of all teaching staff was 93.19%, including staff on Long Service Leave and extended sick leave.

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Staff Qualifications:

Those with a three year qualification, Dip Ed. Or similar 6%

Those with four year qualifications, such as B.Ed., or B.A., or B.Sc., Dip.Ed., etc 71%

Those with Five year qualifications, or higher, Such as Double Degrees, Masters Degrees etc 23%



Student Statistics

Student Attendance and Retention 2009

Total teaching days students are required to attend:

Prep 178; Grades 1 – 6 187; Years 7 – 9 187; Year 10 175; Year 11 170; Year 12 149.

Student average attendance rate Primary 91.3 % of the days the school was open.

Secondary average attendance rate 92.2 % of days the school was open.

VCE students attended 89.4% of days the school was open.

Students retained in 2009 for Years 9 – 12 completion 38%, (unusually small Y12 group 09)

Student Achievement in Senior School

Students enrolled in VCE passing VCE	100%
Highest Study Score (Maximum Possible 50)	49.18
Study Scores of Greater than 40	12.7% of students; (State average 8.9%)
Percentage of ENTER Scores above 70	44%
Percentage of ENTER Scores above 80	44%
Percentage of ENTER Scores above 90	11%
Highest ENTER Score for student body	98.95

Destinations of Departing Students Years 10 – 12, 2009.

Tertiary Education, 6 out of 16.

Deferred entry to Tertiary Education 0.

Into the workplace 3

Graduated to another Provider 0.

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Student Performance against National Benchmarks

The Commonwealth has established achievement benchmarks for students in the important mastery areas of literacy and numeracy. King's College participates in the National Assessment in Literacy and Numeracy (NAPLAN) testing programme at Grades 3 and 5, and Years 7 and 9. *A summary of these achievements for 2009 is as follows:*

Grade 3

The King's Grade 3 cohort of students rated a mean score higher than the whole of Australia mean scores in all the tested areas of Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.

In Grade 3, 100% of students were above the National Bench Marks in Writing and Spelling, and 96% were above in Reading, Numeracy and Grammar.

Grade 5

The school's Grade 5 cohort rated a mean score at or higher than the whole of Australia mean scores in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.

In Year 5 100% of students tested were above the National Bench Marks in all areas tested.

Year 7

The Year 7 students rated a mean score higher than the whole of State mean scores in Reading Writing, Spelling, Grammar and Punctuation, and Numeracy, well above the State mean.

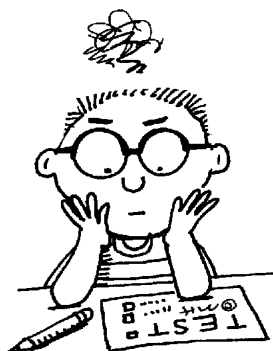
In Year 7, 100% of students were at or above the Benchmarks in all areas tested.

Year 9

The Year 9 students rated a mean score at or higher than the whole of State mean scores in Reading Writing, Spelling, Grammar and Punctuation and Numeracy.

In Year 9, 95 % of students were above the National Bench Marks in all tested areas, except mathematics. In maths, 95% of students were above the benchmarks and 5% (one student) below.

We also recommend viewers to access the Commonwealth ACARA website, *Myschool*.

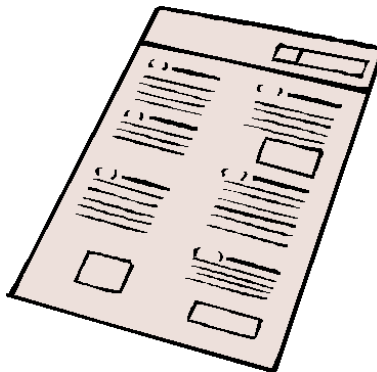


The Percentage of change in the percentage of children achieving National Benchmarks, from previous year.

Every Year Group of students varies from year to year in its student composition. The following comparisons and results should therefore be read with caution, because like is not necessarily being compared with like! Similarly, where the total student numbers in a Grade or Year Level are quite low, the percentages of students below the Benchmarks might seem unduly high, when in fact only one or two students may be involved. We point out that with student numbers averaging below 30 in most cohorts, just one or two students below the benchmark can push the statistics by up to 7-8%! In a large group of students in one year level, 2 or three students might register as only 2% or less.

Shown below are the percentage of students in Years 3, 5, 7 and achieving scores above the National Benchmarks , in the NAPLAN tests (AIM Tests in 2007).

		2006	2007	2008	2009
<i>Grade 3</i>	<i>Reading</i>	87	100	100	96
	<i>Writing</i>	100	100	100	100
	<i>Numeracy</i>	97	100	100	96
<i>Grade 5</i>	<i>Reading</i>	84	97	100	100
	<i>Writing</i>	94	100	100	100
	<i>Numeracy</i>	100	100	100	100
<i>Year 7</i>	<i>Reading</i>	100	100	92	100
	<i>Writing</i>	100	100	96	100
	<i>Spelling</i>	100	100	96	100
	<i>Numeracy</i>	96	97	100	100
	<i>Writing</i>			100	100
<i>Year 9</i>	<i>Reading</i>	<i>n/a</i>	<i>n/a</i>	100	100
	<i>Maths</i>			100	95



Improvements in the School and its Programmes during 2009.

A substantial improvement in facilities which became available during 2009 is the Gwen and Edna Jones Auditorium. This 380 seat theatre caters for music, assemblies, musical productions, drama, dance, and a host of gatherings, enriching the School cultural, spiritual and musical life for students from Preps to Year 12. The building cost approx \$1,500,000.

The school's collections of musical instruments grew during 2009, in percussion, woodwind and brass, increasing the range of experiences for students.

The number of students receiving instrumental tuition increased sharply, adding to the quality of school musical performances.

Major areas of the school's vehicle access areas and student play areas were resurfaced and brought into a much improved condition. This resulted from the *ride in our schools programme*, operated by the Commonwealth government.

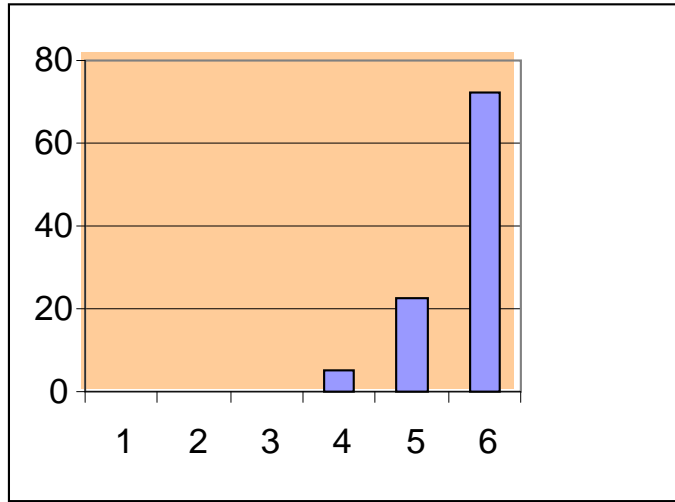
Extensive internal refurbishment of Primary learning areas was undertaken including painting, renewal of floor coverings.

Upper Primary teachers took part in an extensive Professional Development programme (PLANN), to extend their understanding of the use of digital technology in the teaching literacy and numeracy.

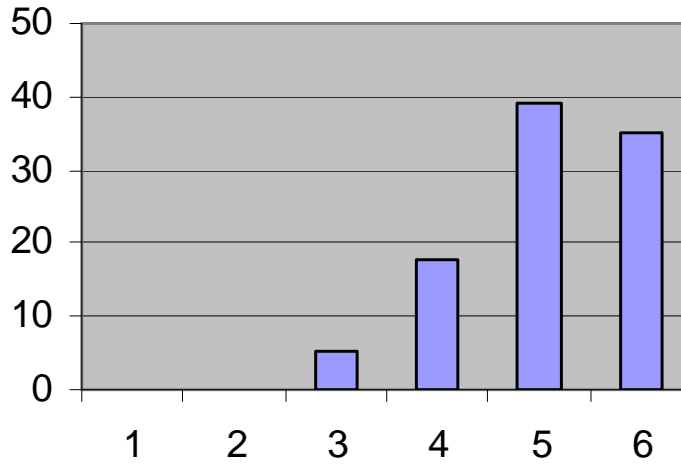
An extensive new area was added to the Sports Centre of the College, including a mezzanine floor and new change rooms for students. The additions also include much improved storage facilities, allowing for better management of expensive sports equipment.



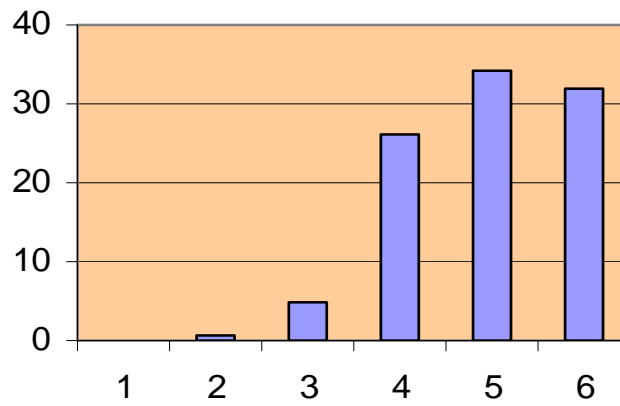
Responses to Annual Satisfaction Surveys



Percentage of Parents' satisfaction levels on a scale of 1-6, with 6 as the highest possible score.



Percentage of Student satisfaction levels on a scale of 1-6, with 6 as the highest possible score, (Grade 4 - Y12).

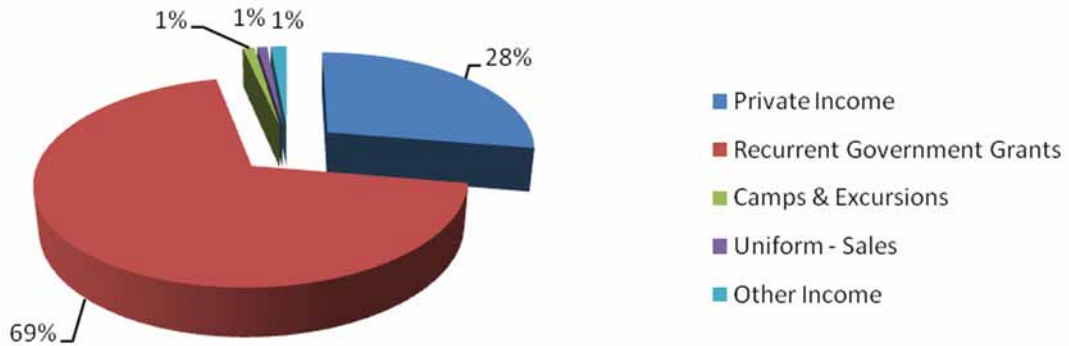


Percentage of Staff satisfaction levels on a scale of 1-6, with 6 as the highest possible score.

Summary Financial Information 2009

Income

Total Operating Income \$ 3,301,389



Expenditure

Total Operating Expenditure \$ 3,074,648

