



KING'S COLLEGE

Christian Education Kindergarten to Year 12



2017 ANNUAL REPORT

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ABN: 94 006 314 030

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CHAIRMAN'S REPORT

Joel Hayward
College Council Chair

King's College is, by its very nature, a future-oriented organisation.

In any organisation a clear vision is a key driver of certainty in direction and confident decision making. As they say, vision drives decision. This is especially true when the nature of the organisation's work involves the intensive, day to day, formation of young lives. The work of King's College in educating our children is a long-term, positive investment in the future.

The Bible reminds us "where there is no vision, the people perish" signalling the truth that near-sightedness can easily lead us down the wrong path. With this thought in mind, the Council worked with our College Principal, Mr Allister Rouse during the 2017 school year to review our strategic vision and aims, culminating in the release of our Strategy 2022 document to the college community. This is a five-year planning document helping to provide clear direction for the future and is the first in a number of planned initiatives.

This process of vision renewal has provided strong encouragement, both from a governance and operational perspective, and helps ensure our continued commitment to providing an excellent K-12 Christian education to Warrnambool and surrounds.

2017 marked the first year for our new Principal, Allister Rouse, who quickly established his positive leadership within the college during 2017. The Council extends our thanks to Allister for his wisdom, insight and quiet, but confident leadership.

This year also saw our Royal Court subdivision finalised and a good number of blocks being sold. Our thanks is also extended to all those who helped to bring this project to completion.

The other key driver of King's College is the strength of community supporting the school. Many work quietly, volunteer and serve to support the work of the college and this is a great testament to the goodwill that exists across all facets of our extended community.

2017 saw several changes in Council membership. Rev Toby McIntosh and Mrs Brydie Green both joined Council, whilst Rev Ben Johnson retired. The Council is greatly appreciative of the input of Rev Johnson to Council and the life of the school over many years. As Council, we continue to consider it a privilege and calling to serve the School community and we are excited as we work out the implementation of our renewed strategic direction for King's College. We continue this work in dependence upon the Lord.

There is much to be encouraged by in the life of King's College as we look to the future. It's my pleasure to commend this Annual Report to our readers.

Joel Hayward
College Council Chair

PRINCIPAL'S REPORT

Allister Rouse
Principal

One of the things I appreciate about our school is the community that is King's College. Our parents, staff and students who celebrate the accomplishments and who have steadfastly prayed for the College over many years to achieve what we have today.

As we look to an abundant future at King's College, we continue to devote our vision and mission to God in our classrooms, programmes and community. As I reflect on 2017 at King's College, I am continually amazed at how much we have achieved together.

Strategy 2022

Our intention is that this plan will assist the College in best meeting the needs of the current generation of students and assist them in preparing for multiple pathway options in a global marketplace.

The strategy details contemporary education trends and expectations with a focus on meeting the individual needs of each student. Strategy 2022 outlines the need to understand how learning best occurs, how Christian worldview impacts learning both within and outside the classroom and how to develop teaching staff to be the best educators they can be.

The Strategy also considers how we can continue to best equip people to know Christ, know their purpose and live fulfilling lives. As we do this, we embed a focus on mission and service into our curriculum and culture, providing students with opportunities to use their gifts and talents to serve communities, cities and nations.

Middle School Pedagogy

Students in Year 7 to 8 are now able to choose the type of computing device they bring to school (BYOD) to support their learning. In keeping in line with modern education trends, all students in Year 7 to 12 are now required to bring a device to school. Previously, students in Year 7 had to purchase an iPad, but now have other, more cost effective options such as a Chromebook.

In Year 7 and 8, to support the BYOD program, we have introduced the Pearson Places digital platform and e-books for use in Mathematics, English, Science and Humanities. This product has proven to be excellent value as it encourages student engagement in teaching and learning in the upper Middle School.

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Facilities

An internal makeover of facilities has seen painting of administrative offices and corridors, the installation of a new staff kitchen, installation of new blinds and carpet in offices, staff room and some classrooms.

Internal and external upgrades yet to be completed:

- Five classrooms and corridors to be re-carpeted
- Painting of classrooms
- Re-development of reception area and entry
- Plans for redevelopment are underway for the front entrance, bus bay and landscaping

The PTFA have supported the development of current facilities by funding initiatives such as the newly installed LED sign. The PTFA have offered continuous support voluntarily in the efforts of community events and working bees. This year the PTFA have committed to \$10,000 over 3 years dedicated to Junior School playground improvements.

Publications and Branding

Our College's new corporate branding has distinguished itself from our local competition brings contemporary modern approach.

During this process, we commissioned a photographer to capture the highlights of King's College and what it means to be a King's student. The purpose of the photography has been to improve publications, including a brand new website and artwork around the school.

I'm thankful to the wonderful team here at King's College, in particular the Executive Leadership Team, who without their input and support, much of this could not have been achieved. Most of all, I am thankful to God for all He is doing in the life of King's College.

Allister Rouse

Principal

SCHOOL PERFORMANCE INFORMATION



A DYNAMIC LEARNING ENVIRONMENT

Staff Attendance

Average attendance rate for King’s College teaching staff: 94%
Average number of days absent for King’s College teaching staff: 8

Staff Retention

Proportion of teaching staff retained in a program year from the previous year for King’s College: 98%

Teacher Qualifications

Doctoral/Masters/Degrees/Diploma (or equivalent): 100%

Professional Learning

Number of teachers participating in professional learning activities: 100%
All teaching staff participate in ongoing learning throughout the year. Individual needs are identified through the Staff Development Reviews.

The professional learning consists of involvement in the College in-house professional learning programs which focus on teachers routinely sharing practice and strategies in team meetings and exploring new teaching and learning practices. The College also provides staff with access to rich and varied external professional learning opportunities that broadens teacher understanding of innovation in learning, current educational research and thinking and effective learning practices.

All teachers in the College are registered with the Victorian Institute of Teaching.

Average expenditure per teacher on professional learning:
\$540 per teacher (N.B. This does not include ‘in house’ professional learning, e.g. staff meetings, curriculum meetings etc).

Student Characteristics

	Male	Females	Total
King’s College K-12	128	148	276

Student Attendance

Attendance rolls are marked at every lesson and teachers follow up any unexplained absences.

Year Level	Average %	Year Level	Average %
Prep	93.90	7	90.40
1	92.56	8	95.15
2	91.50	9	93.87
3	94.50	10	93.50
4	92.05	11	92.46
5	91.63	12	94.72
6	90.87	All students	92.85%

SCHOOL PERFORMANCE INFORMATION



FLEXIBLE PATHWAYS AND ACADEMIC FOCUS

NAPLAN Results

Last year’s National Assessment Project - Literacy and Numeracy (NAPLAN) results were very encouraging, with our students Years 3, 5, 7 and 9 performing well against relevant minimum band levels. Please find below the percentage of students in Years 3, 5, 7 and 9 achieving the minimum national standards in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy for 2017 and 2016.

2017 NAPLAN Results King’s College

Year Level	Min Std Band	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	2	100%	100%	100%	100%	100%
5	4	100%	100%	100%	100%	100%
7	5	100%	90%	100%	100%	100%
9	6	100%	100%	100%	100%	100%

2016 NAPLAN Results King’ s College

Year Level	Min Std Band	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	2	100%	100%	99%	100%	100%
5	4	100%	100%	100%	100%	100%
7	5	100%	100%	100%	100%	100%
9	6	100%	100%	100%	100%	100%

Senior Secondary Outcomes

2017 Year 12 Results

Top ATAR: 95.5

Percent of students achieving an ATAR score of 90 and above: 9%

Percent of students achieving an ATAR score of 80 and above: 18%

Percent of students achieving an ATAR score of 70 and above: 27%

Percent of students achieving an ATAR score of 40 and above: 82%

Percent of satisfactory VCE completions: 100%

VET Qualifications

Number of students undertaking a VET qualification (most over two years): 6

Number of students gaining a VET qualification in 2017: 4

Tertiary Applications and Offers

Total completed Year 12 (actual number): 11 Tertiary Applications (actual number): 7

University Offers: 95%

TAFE/VET Offers: 2%

Any Tertiary Offer 97%

Australian Catholic University

Teacher Education- Primary

Deakin University

Biomedical Science

Criminology / Psychological Science

Forensic Science/ Criminology

Federation University

Arts/ Education

Monash University

Medicine – School Leaver Entry

SATISFACTION SURVEYS



Staff Satisfaction Surveys

In 2017, the Staff of the College participated in an online survey conducted by MYP Corporation.

The Staff Satisfaction Survey measured staff perceptions of the work environment in 16 key areas including:

Organisation; Teamwork; Procedures; Recognition; WH&S; School Leadership; Empowerment; Equality; Staff Engagement; Training/PD, Team Leadership; Communication; Work/Life Balance; Resources; Career Advancement and General.

The Survey contained 45 statements with possible responses ranging from 'Strongly Agree' to 'Strongly Disagree'.

Overall, the results were exceptionally positive as King's College staff rated 10 out of the 15 key areas as 'Excellent' and 10 out of the 15 key areas as 'Good', with an overall satisfaction score of 83%.

Student Satisfaction Surveys

Student satisfaction surveys were conducted in 2017

- a. King's College Middle School (Years 5 and 6)
- b. King's College Middle School (Years 7 and 8)
- c. King's College Senior School (Years 9 and 10)
- d. King's College Senior School (Years 11 and 12)

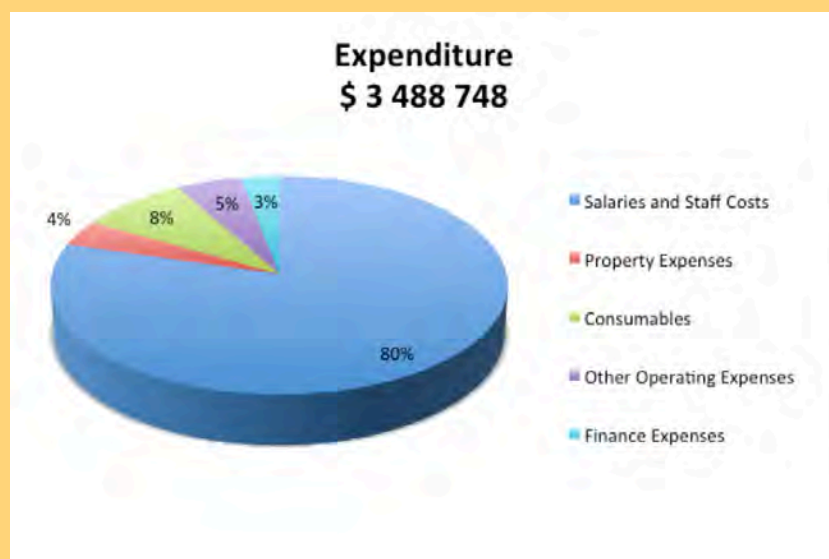
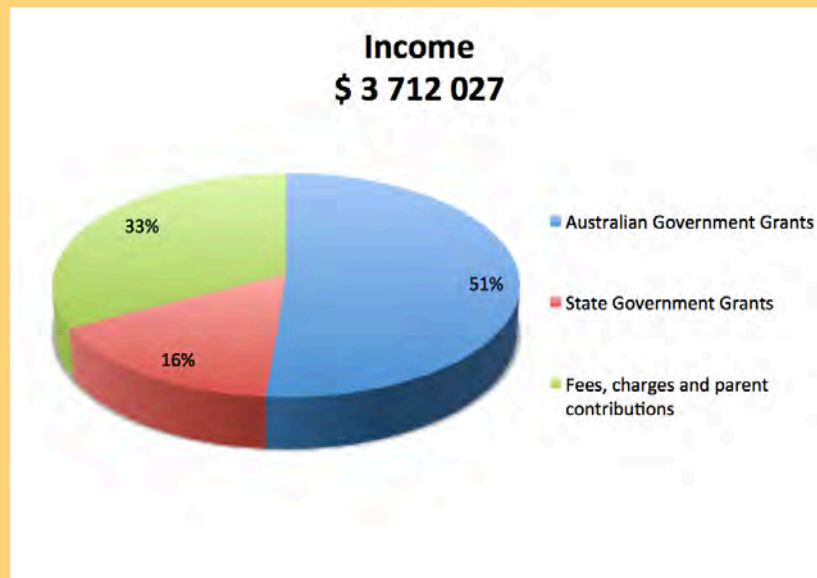
- King's College achieved an average score of 3.68 out of 5 (Good)
- 77 students out of a total of 115 students in Middle School and Senior School participated
- Students rated 16 key areas as 'Good'

Parent Satisfaction Surveys

Parent satisfaction surveys were conducted in 2017 capturing feedback from parents from Prep to Year 12

- King's College achieved an average score of 3.81 out of 5 (Good)
- 136 parents participated
- Parents rated 15 key areas as 'Good' and 1 key area as 'Excellent'

TOTAL INCOME AND EXPENDITURE





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