



PRINCE  
ALFRED  
COLLEGE

2022  
Annual Report





RECONCILIATION WEEK  
BE BRAVE MAKE CHANGE

QUESTION

# Our purpose

We nurture each boy to develop into young men of character and purpose, who contribute positively to society.

# Our beliefs

At Prince Alfred College, we nurture and develop Princes Men.

Men who are enterprising, know what they stand for and value their roles and contributions.

Men with compassion, who care and support others.

Men with empathy and humility who value diversity, spirituality and the beliefs of others.

Men who form strong 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 who will make a positive contribution to society.

Fac fortia et patere. Do brave deeds and endure.

## **OUR MAJOR AFFILIATIONS**

Uniting Church in Australia

International Baccalaureate Organisation

International Boys' Schools Coalition

Association of Independent Schools South Australia (AISSA)

# Chair of Council and Headmaster Report

Whilst the commencement of the 2022 school year was, again, interrupted by COVID-19, Prince Alfred College enjoyed a successful year.

The mid-point of the year was marked by the smooth transition to our new Headmaster, Mr David Roberts. We would like to acknowledge the considerable legacy left by Mr Bradley Fenner, in all areas of College life, over his eight-year tenure and, on behalf of the College, wish him well for the future. Mr Fenner provided exceptional support throughout the transition which aided in the first six months being highly productive. Thank you to the College community, including our students, current parents and Old Scholars, for being so welcoming and ensuring our Headmaster could quickly understand our values and what makes our community so unique.

A key area of focus has been guiding renewed academic rigour across the College with early work on a new approach to learning framework underway.

We would like to welcome to the College, Mrs Rachel Marchetto, Director of Admissions, as a member of the College Executive. Rachel joined us from Calrossy Anglican School, Tamworth, NSW and prior to that was a Preparatory School teacher at Sydney Church of England Grammar School, SHORE. Other key appointments in 2022 include Mr Phil Noble, who was promoted to Director of Boarding, Mr Martin McKinnon who was promoted to Director of Teaching and Learning, and Mr James Mower, who was recruited externally, as Assistant Director of Teaching and Learning IBDP, all of whom made considerable impact in their new roles.

Despite early interruption for our Senior boys, our 2022 ATAR results were pleasing. The mean ATAR score was 83.03 and the median was 86.20. Our SACE cohort should be commended on achieving a median of 85.45 which is amongst our best in the last 20 years. Our IBDP cohort had an exceptional year, matching the record College average result of 40 points, which equates to an ATAR of 97.90. Congratulations to the 33 students who obtained 54 merits between them in 2022.

Our enrolment numbers continue to grow in a sustainable way with 1,146 students enrolled R-12 at the start of 2022 and our Boarding House is at capacity with 150 boarders in residence. We were pleased to welcome back a number of our international boarders to the College following two years of disruption due to COVID-19.

Taking a longer-term strategic view, the Council and the Executive undertook consultation for the development of the College Master Plan with Architects AJC – this project explores our physical spaces. In addition, the Executive commenced the PAC 2033 project which explores our approach to teaching and learning and what will be needed to prepare the next generation of boys for a rapidly changing workforce, and society more broadly. We look forward to sharing the output of this piece of work in 2023.

We would like to acknowledge and thank the College Council members for their wisdom, dedication and support, and to thank them for their significant contribution over the course of the year. The Chair of Council Mr Richard Hockney has provided exceptional leadership of the Council throughout 2022 and was instrumental in the smooth transition to the new Headmaster.

Our 2022 Secondary School leaders Carl Arnold (College Captain), Hughen Wissman and Josh Tamke (Vice-Captains) and the Preparatory leaders Jack McKinnon (Captain) and Jack Amber (Vice-Captain) were exceptional role models and we thank them for their leadership throughout the year.

Finally, we would like to express our thanks to the Executive and all the staff for their efforts and dedication throughout 2022, as well as the parents, friends, Old Scholars, and supporters who have contributed so much to the College community.



**Richard Hockney**  
*Chair of College Council*



**David Roberts**  
*Headmaster*



# 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.

Mr Peter J Myhill Moderator of the Uniting Church in Australia,  
Presbytery and Synod of SA Representative

*Chair:* Mr Richard F Hockney

*Deputy Chair:* Mr David McGown

*Treasurer:* Mr David T Sanders

*Headmaster:* Mr David Roberts

*Members:* Prof Nigel G Bean  
Mr David Henchcliffe  
Mrs Sophie Rayner  
Dr Janet Young



*College Council*  
Back row (l to r): David Henchcliffe, David Sanders, David McGown, Nigel Bean  
Front row (l to r): Sophie Rayner, Richard Hockney, David Roberts, Janet Young  
Absent: Peter Myhill, Bradley Fenner (Semester 1)

# Council Committees

The Council operated four main committees, Infrastructure, Finance and Audit, Risk and Compliance and College Advisory Committee with the following members:

## INFRASTRUCTURE

*Chair:* Professor Nigel Bean

*Members:* Mr Steve Bacon, Mr Alan Daws, Mr Peter Duffield, Mr Bradley Fenner (Semester 1), Mr David Roberts (Semester 2), Mr Daniel Goldsworthy, Mr Jayson Gough, Mr David Henchcliffe, Mr Craig Nicholls

## FINANCE AND AUDIT

*Chair:* Mr David Sanders

*Members:* Mr Steve Bacon, Mr Bradley Fenner (Semester 1), Mr David Roberts (Semester 2), Mr Thomas Huxtable, Mr David McGown, Mr Tim Sandow

## RISK AND COMPLIANCE

*Chair:* Mr David Henchcliffe

*Members:* Dr Jayme Bennetts, Ms Anne-Louise Heim, Mrs Sophie Rayner, Dr Janet Young

*Coordinator:* Mr Ming Chen

*Observers:* Mr Steve Bacon, Mr Greg Atterton

## COLLEGE ADVISORY COMMITTEE

*Chair:* Mr David Hallett

*Members:* Mrs Alison Benecke, The Rev Dr Adrian Brown, Mrs Estelle Chapple, Mr David Hassell, Mr Nicholas Heard, Mr Thomas Huxtable, Mr Craig Hole, Mr Alan Letcher, Mr Andrew McCauley, Mr Craig Nicholls, Mrs Belinda Pizzino, Mr Craig Tasborski, Mr Mark Waters, Dr Janet Young

The role of Minute Secretary of the College Council and the Infrastructure and College Advisory Committees is held by the Headmaster's Executive Assistant, Nicki Paterson. Minutes for the Risk and Compliance Committee are taken by the Deputy Headmaster's Executive Assistant, Naomi de Wit, and the Minutes for the Finance and Audit Committee are taken by Director of Finance, Craig Tasborski.





# 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 are regarded as a breach of the College's enrolment policy.

**Student attendance in 2022 is summarised in the table below:**

<b>Year Level</b>	<b>% Attendance</b>
Reception	92%
Year 1	92%
Year 2	92%
Year 3	91%
Year 4	91%
Year 5	91%
Year 6	90%
Year 7	91%
Year 8	87%
Year 9	88%
Year 10	90%
Year 11	86%
Year 12	87%
<b>Whole School</b>	<b>90%</b>

# NAPLAN Testing

In the NAPLAN testing in 2022, the College mean scores were above the state and national mean for all students in all areas. The overall results in the 2022 NAPLAN testing, along with numbers of students absent or withdrawn from testing is shown in the adjacent table.

## Students at or above national minimum standard:

	Year 3	Year 5	Year 7	Year 9
Reading	100%	100%	98%	95%
Writing	100%	100%	100%	92%
Spelling	100%	100%	99%	95%
Grammar & Punctuation	100%	100%	95%	95%
Numeracy	100%	100%	100%	100%

## Absent:

Reading	0	1	1	5
Writing	0	1	1	4
Spelling	1	2	3	6
Grammar & Punctuation	1	2	3	6
Numeracy	1	2	3	7

## Withdrawn:

Reading	0	0	4	6
Writing	0	0	5	5
Spelling	0	0	5	5
Grammar & Punctuation	0	0	5	5
Numeracy	0	0	5	5



# Year 12 Results

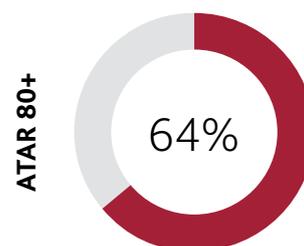
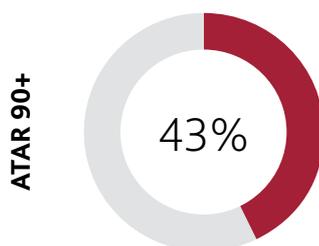
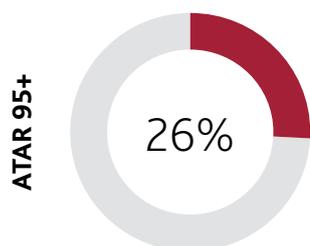
The graduating students of 2022 performed strongly in their Year 12 studies and the median ATAR score of 86.2 contained many commendable performances.

Congratulations to our Dux, Allan Hsi (SACE), who achieved an ATAR of 99.85 with merits in Chemistry and Biology; and to our Proxime Accessit, Aedan Bolwell (IBDP), who received an ATAR of 99.75 and achieved six merits.

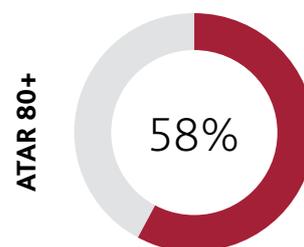
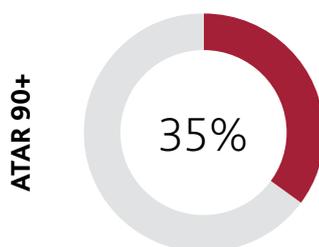
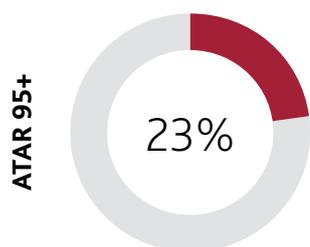
26% of students received an ATAR of at least 95 and we inducted 33 in the College 'Over 95' club.

54 merits were obtained by 33 students with Merits being awarded in 29 separate subjects or courses, demonstrating academic excellence across the full subject range.

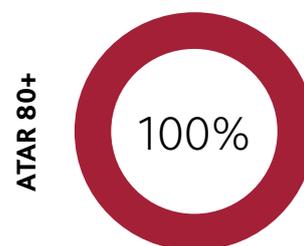
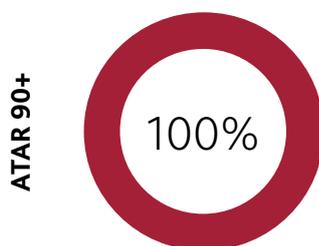
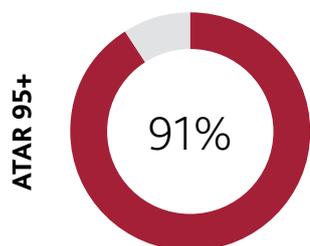
## SACE and IBDP combined ATARs



## SACE ATARs



## IBDP ATARs





## 2022 YEAR 12 POST SCHOOL DESTINATION DATA

Course	Number of Students
Agricultural Science	1
Architecture / Design / Contemporary Art	10
Philosophy / Politics and Economics	1
Aviation	1
Business / Commerce / Finance / Economics / Marketing (as part of Business degree)	38
Construction Management	5
Education / Teaching	2
Engineering (inc. pathways / flexible entry options)	9
Health Science including Human Movement, Outdoor Education	3
Information Technology / Computer Science	5
International Relations	1
Law / Legal	16
Marketing / Communication / Media / Journalism / Creative Industries	4
Medicine / Dentistry / Medical Radiation / Paramedic / Medical Science	8
Physiotherapy	1
Psychology / Social work	1
Science (General, Biotechnology, Enviro, Vet and Advanced)	9
<b>TOTAL offers</b>	<b>115</b>

Data sourced from the SATAC website (South Australia) which shows the number of offers to preference received.

# Teacher Standards and Qualifications

Prince Alfred College places great importance on supporting staff to participate in professional development initiatives. Professional development is enabled by annual operating budgets and the allocation of funds from a number of endowments, principally the Brian Webber Fellowships and the Max Lawton Boys Education Fund.

Both teaching and non-teaching staff undertook a diverse range of development activities which deliver on the second theme in the College's 2021-2024 strategic plan of 'Research informed education'. Professional development undertaken by teachers is mapped against AITSL standards, on the College's bespoke digital platform. Over 200 separate Professional Learning endeavours were logged on this platform in 2022.

Teaching staff participated in two full days of formal in-house professional development, one each at the beginning of Terms 2 and 3. Regrettably, this was less than previous years due to the loss of three days at the beginning of the academic year due to COVID-19. The COVID-19 pandemic has greatly impacted professional learning offered outside of the College as well. In the latter half of 2022, face-to-face conferences began to re-emerge; in some areas, after multiple years. Our educators attended a significant number of such conferences, including History, Geography and Boarding, at a national level. The College's relationship with the premier global alliance of boys' schools, the International Boys School Coalition (IBSC) was strengthened; principally with four delegates (three Secondary, one Preparatory) attending the Coalition's international conference in Dallas, USA. Two of these delegates' (one Secondary, one Preparatory) attendance was pertaining to their 16-month Action Research programs with the IBSC.

Eight members of the teaching staff are currently undertaking a Master of Education, through the strong relationship we have with the University of Adelaide, with several nearing completion. Notable too, were the emergent connections with ResearchED, a global network that seeks to place actionable research in the hands of classroom teachers. The relationship with ResearchED, being entirely consistent with our College objective 'to use the best evidence-based research to improve our educational practice in all areas', is one being developed for the long term.

The following table itemises qualifications of teaching staff across the College:

<b>Qualifications of Teaching Staff</b>	<b>% of Staff</b>
Bachelor Degree	98%
Bachelor Degree with Honours	16%
Doctorate	1%
Graduate Certificate	9%
Graduate Diploma	31%
Master's Degree	33%
Undergraduate Certificate	7%
Undergraduate Diploma	9%

# Workforce Composition

In 2022, the College workforce, incorporating the Early Learning Centre, comprised 419 staff, including 261 teachers\* and 158 non-teaching staff. Kent Town Swim employed an additional 28 staff members.

The total staffing model was comprised of the following:

<b>Employee Category</b>	<b>% of Staff</b>
Teaching Staff**	53%
Early Learning Centre	8%
Boarding Staff	3%
Executive	1.5%
Non-teaching staff	34.5%

\* (this included all Prep and Secondary Teachers, Outdoor Educators, Boarding, Library, OHSC and ELC staff)

\*\* (this included all OHSC and School Assistants working directly with students)

The growth in numbers of teaching staff continued to reflect strong enrolment figures and the number of specialists in subject areas. The College welcomed 10 new teachers at the commencement of 2022 having farewelled 8 teachers at the end of 2021, including the Director of Teaching and Learning, Mr Ben Evans, who returned to the UK to take up the position of Deputy Head (Academic) at Wellington College.

The internal appointments of Mr Martin McKinnon as Director of Teaching and Learning and Mr Phil Noble as Director of Boarding, both commencing from 2022, are evidence of sound succession planning for our staffing at the College.

In June 2022, we farewelled Mr Bradley Fenner and his wife, Barbara, and welcomed Mr David Roberts and his family to the College as Headmaster.

Additional specialist sports coaches, music and performing arts tutors are engaged by the College to support the delivery of the co-curricular program.

The College continues to offer specialist positions to support the academic and pastoral care of all students. The curriculum delivery is led by Director of Teaching and Learning and supported by dedicated Assistant Directors of Teaching and

Learning in Preparatory, Middle Years, IB and SACE. Our pastoral care structure includes a dedicated Dean of Students, Year Level Co-ordinators and the role of Deputy Head of the Preparatory School to oversee the design and delivery of all pastoral care programs. In 2022 the new position of Aboriginal Program Co-ordinator was introduced.

The College employs dedicated counselling support in the Preparatory and Secondary schools. In 2022, the College expanded the pastoral support with the appointment of an additional Chaplain, Andrew Kieselbach. Our Chaplains continued to provide support services at the Wambana campus.

The College currently employs 45% male staff and 55% female. Within the 2022 teaching cohort, 49% of the staff were male and 51% female. The College has a very healthy blend of age representation across both the teaching and non-teaching staff. One staff member identifies as being Aboriginal / Torres Strait Islander.

The length of tenure across the College in 2022 was as follows:

<b>Years of Service</b>	<b>% of Staff</b>
1-5 years	44%
6-10	23%
11-15	19%
15 plus years	14%

The College celebrated the tenure of our committed long-term staff with an event in October 2022 – recognising those who have completed 20 years or more service to the Prince Alfred College community.

# Satisfaction with the College

## STUDENT SATISFACTION

An indication of student opinion is gained from the independently conducted 2022 Year 12 Student Exit Survey. There were 34 completed student surveys, representing a 23% return rate, with an overall satisfaction score of 80% (up 1% on 2021).

Highest rated areas of average satisfaction included: the co-curriculum (97%), resources and facilities (89%), and the learning environment (84%). Our best practice areas included around 96% agreeing that our buildings and grounds are well presented (3% neutral); 97% agreeing that Prince Alfred College offers students opportunities to be involved in an extensive selection of co-curricular activities (3% neutral); and 85% agreeing staff are accessible and open to [student] concerns (12% neutral and 3% disagreed). Around 70% of students agreed that Prince Alfred College offers a broad and relevant curriculum (20% neutral and 9% disagreed). Overall, around 82% of students agreed that, at Prince Alfred College, each student is encouraged to achieve to the best of their ability (11% neutral, 6% disagreed).

## PARENT SATISFACTION

An indication of parent opinion is gained from the independently conducted 2022 Year 12 Parent Exit Survey. There were 93 completed parent surveys, representing a 35% return rate, with an overall satisfaction score of 83% (down 4% on 2021). Parent satisfaction in 2022 was 5% higher than those from comparable schools (those with >1,001 students).

Around 88% of parents agreed that Prince Alfred College's values are reflected in the behaviour of staff and boys (8% neutral and 4% disagreed), 87% agreed the College has a very welcoming and supportive culture (8% neutral and 5% disagreed), and 87% agreed that each student is encouraged to achieve to the best of their ability (7% neutral and 7% disagreed). Pleasingly, in all practice areas, the College continued to achieve a satisfaction score above 4/5, indicating an 'educator of choice' in all areas assessed.



# Financial Results Year Ending 2022

The Prince Alfred College consolidated operating deficit for the year ending 31 December 2022, before capital donations, was \$1.02m.

2022 presented a number of challenges that had a significant impact on the College:

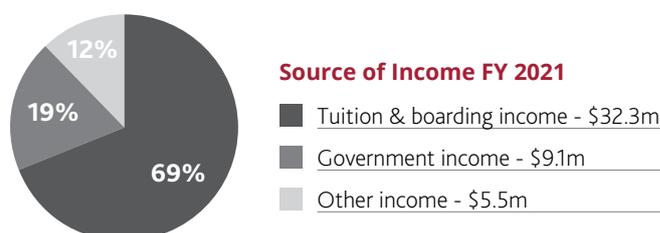
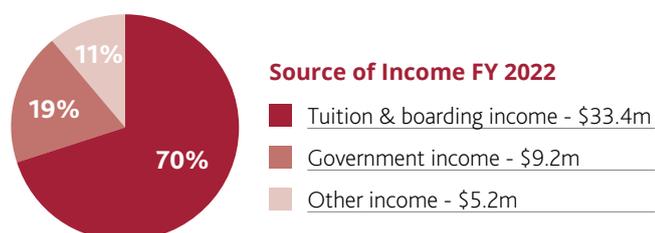
- Through the year, we incurred additional costs as we sought to provide classroom teachers when staff were on extended absences due to COVID-19;
- COVID-19 and other factors continued to have an impact on enrolments which resulted in a shortfall in tuition and boarding income. However, towards the end of 2022 we saw an increase in enrolment enquiry which supported strong enrolments at the start of 2023. This was partially offset by a favourable variance in our Government funding income;
- Inflation in the second half of 2022 had a significant impact on our variable operating costs. The increase in costs were well above the budgeted increase assumed when setting the 2022 budget.

The College key performance indicator ratio of EBITDA (Earnings before Interest, Tax, Depreciation and Amortisation) / Total Income was 4.0% against the College Council target of 10%.

Highlights for the 2022 financial year included:

- The performance of the Early Learning Centre was above expectations;
- Savings on interest costs;
- The investment in the new HR and Payroll Platform to be rolled out in 2023; and
- The upgrades to the Technology classroom space, and the continuation of the works to finalise the Hockey pitch renovation due for completion July 2023;

The College remains in a sound financial position supported by strong enrolments and underpinned by a robust financial governance structure.





## The Foundation

The College established the Foundation on 11 February 1974 to assist the College to maintain or acquire land or buildings, and attract and encourage bequests and gifts. The Foundation is an Incorporated body managed by a Board and has various membership levels to reflect levels of donation.

The Foundation has also established the TG Waterhouse Society in recognition of living bequest donors and continues to actively promote this form of philanthropy, though most bequest enquiries remain confidential to donors.

The Foundation Scholarship Fund was established by a Trust Deed and its committee award scholarships and oversee management of perpetual funds in conjunction with the Endowment Fund.

The Foundation also has relationships with the Australian Sports Foundation for gifts to sport projects, and with the Australian Universities & Schools USA Foundation which enables philanthropic gifts from members of the College community located in the United States of America.

In 2022, the College published its inaugural Impact of Giving Report, celebrating the transformative impact of philanthropy across all areas of College life.



# Endowment Fund

The College established an independent Endowment Fund on 1 January 1981 to manage the existing assets that had been bequeathed to the College in the past and as a vehicle to manage future bequests. Dequetteville Nominees Pty Ltd is the investment body of the College where funds are held in Trust and invested to benefit the College.

The College Council appoints Directors to the Board of Dequetteville Nominees Pty Ltd.

During the year, there were four Directors of Dequetteville Nominees who were responsible for investing the assets of the Fund on behalf of the College, under the terms of the Investment Policy and Investment Charter as approved by Council.

Directors included current Chair of Council, Mr Richard Hockney, past Chairs of Council, Dr Ben Tidswell and Mr John Keeves and the Treasurer of the College Council, Mr David Sanders.

The Investment Committee of Dequetteville Nominees meets quarterly to assess the fund performance and review investment markets.

The committee is appointed by the Directors with the approval of the College Council. The Investment Committee consists of each of the Directors and two independent investment professionals. The Committee operates under the Investment Charter approved by Council. Dequetteville Nominees Pty Ltd 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 with 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 Endowment 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 in prior years. Total capital donations since 2010 approximate \$46.5 million, including a contribution towards the recently built Boarding House of approximately \$16 million.

**Richard Hockney**  
*Chair of College Council*

**David Roberts**  
*Headmaster*



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