



THE KING'S COLLEGE
Be exceptional

ANNUAL REPORT

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170 Bertram Rd,
Wellard WA 6170
PO Box 450,
Kwinana WA 6966

Phone
+61 8 9411 4100
Fax
+61 8 9411 4145

Email
info@tkc.wa.edu.au
Web
tkc.wa.edu.au



Welcome

The King's College is a K-12 Christian School established in 1986. Since 1991 the College has been situated on twenty-six acres, giving ample room for growth and development. It has a long-standing reputation for providing a broad-based education for young people and is known for its pastoral care, high academic standard and traditional values. Part of The King's College's core identity is its partnership with Freeway Church. It's original leadership and values come from this partnership. The spiritual oversight from Dr Gerry McCoy continues to give inspiration and direction for growth to The King's College Board and college managements.

The partnership between parents and teachers is important in setting the relational context in which our children may learn and grow. Learning is a natural, life-long human activity - and so life-long learning and growing are valued, encouraged and modelled at The King's College.

As a Christian community and part of the Freeway Church ministry, The King's College educational philosophy reflects the principles and guidelines of the Bible.

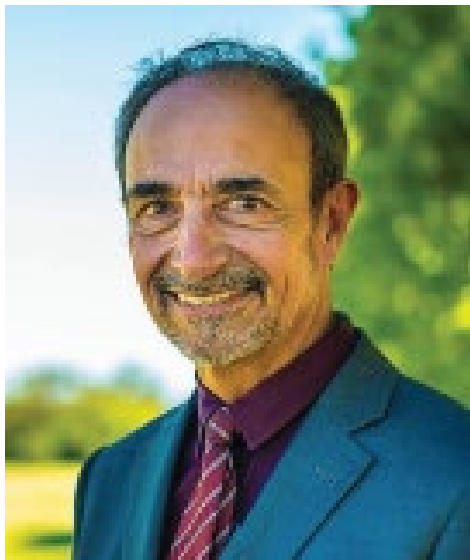
The focus of The King's College is to provide quality Christian education to all students. The school is centred on Gospel values whereby all members treat each other with honour, compassion, honesty, respect, inclusivity, and self-control. The school community works together to nurture the whole development of each child and to provide pastoral care for each person. Christian education is an integral part of our school life and this is apparent in the liturgical life of the school and our commitment to 'Learning through Christ'.

The King's College has a strong emphasis on catering to the students' needs and talents, offering a variety of experiences and learning opportunities and well established programmes to develop the whole person. Our staff provides stimulating focusing on literacy, numeracy and Christian Education. Early Intervention programs are a feature of the school's education strategy, through the use of Performance Indicators in School (PIS), Observation Surveys, ESL intervention, Levelled Literacy Intervention and the establishment of an Intervention Team within the school. The King's College implements the specialist programs in the areas of The Arts, Science, Asian Languages (LOTE), Physical Education and Library. The integration of ICT within the school and classroom is a strong component of the learning experiences within the College.





Principal's Report



The King's College: A safe environment where we are free to discover who we really are. That's exceptional!

It is a privilege to partner in the lives of students and parents knowing that we are providing exceptional care and outstanding opportunities for every student, every day. We want to help our students dream big dreams and have a positive, empowering vision for their lives. We want them to know God and partner with Him in achieving an exceptional future.

One of the greatest needs that parents identify is the need for their children to learn free from distractions and to feel safe. When students feel safe, their learning improves, parents are happier, and students grow in confidence. The King's College will provide a safe environment where there is zero tolerance of bullying, harassment and intimidation.

At The King's College, we believe that it is every teacher's right to teach and every student's right to learn free from distractions. We believe that every student, parent and staff member has a right to feel safe. As a result, we uphold a culture of safety so that students, parents and staff operate in an environment of respect.

We have developed our vision for the College based on a foundation of respect. We have created a visual model called 'The King's Arrow' which is proudly displayed in the Reception area. It identifies our focus on physical and psychological safety and customer service through adding value to everything we do.

Through the principles encapsulated in 'The King's Arrow', we want to give our students the organisational skills, vision, disciplines and motivation to catch every wave of opportunity that is presented to them. God has a wonderful plan for each of our lives and students have the potential to achieve extraordinary things. I believe that the only hindrances to achieving these dreams are limiting thinking and lack of confidence. We want to build that confidence through our culture of safety.

Parents want open, clear and consistent communication in a timely manner on their child's progress, academically as well as in behaviour. We will provide that through our culture of service. As communication is vitally important to us and we want to serve you, I invite parents and carers to contact the College so we may better assist you.

The King's College is positioned to help our students, parents and staff to have a growth mindset and take hold of every opportunity in creating the positive future that God has for us.

Orlando dos Santos



About The King's College

Vision

To be an exceptional Christ centered learning community.

Mission

The mission of The King's College is to train students in areas of knowledge that will allow them to understand clearly, to think deeply, to judge wisely, and to have the courage to build their lives on the enduring principles and convictions of Biblical truth as they engage an innovative and digitally-based global community.

Our history

The King's College's roots date back to 1986 when it was established by Dr Gerry and Ps Maureen McCoy, who are the Senior Ministers of Freeway Church. The original location was Sloan's Cottage, a National Trust building in Leda. The College then moved locations to a building in Medina in 1987, where facilities were shared with Freeway Church. In 1991 The King's College moved to its present facilities on Bertram Road, Wellard.

From its first day, The King's College has a rich history of delivering quality Christ-centered education just as it does today. Over time we have evolved to meet growing academic, musical, technology, and a variety of other needs.

The King's College now offers education from Pre-Kindergarten (Age 3) to Year 12.

The partnership between Freeway Church and The King's College continues to remain strong.

Institutional purposes

As a Spirit filled evangelical independent school, The King's College is dedicated to the preparation of young men and women for lifelong learning, effective leadership and Christ like servanthood.

To fulfil its mission, The King's College is committed to:

- provide instruction, nurture, and enrichment for personal and intellectual development within a Spirit-filled ethos;
- instil in the student's recognition of the authority of Scripture in all areas of life and provide a solid knowledge of the Bible;
- encourage the development of a Biblical and balanced Christian faith and theology; increase awareness and appreciation of the heritage of the Christian community and the Spirit-filled community of faith in particular;
- to foster respect, honour and appreciation for the Judeo-Christian foundations, national heritage, history, including its original inhabitants and the achievements of the Australian nation since Federation
- equip students with the skills to pursue further education and in preparation for entry to the various professions, vocations, ministry and evangelism;
- cultivate within students a spirit of thoughtful inquiry and reflective discernment in the quest for knowledge and truth;



- enhance spiritual development by encouraging students in personal prayer and the spiritual disciplines;
- increase student's biblical knowledge of moral and ethical standards and encourage a lifestyle based on Scripture;
- prepare students for servanthood in the community with sensitivity to the rich ethnic and cultural diversity and varied needs of the world;
- make personal and professional development possible for students through quality educational delivery systems;
- stimulate awareness for the need for continuous lifelong personal and professional development and provide such opportunities; and
- operate in an efficient and effective manner so as to be a good steward of the resources God has entrusted to it.



Institutional Objectives

In harmony with the missions and institutional purposes of the school, The King's College expects certain outcomes to be demonstrated by its graduates. These foundational outcomes are enlarged upon by the specific measurable objectives articulated in each academic program offered by the institution. The combination of these institutional objectives for each student and the specific objectives for each academic program provides a basis for assessing a student's progress and the institution's effectiveness in fulfilling its mission.

Staff and Graduating students will:

- evidence a commitment to the Lordship of
- Jesus Christ; evidence the fruit of a Spirit-filled lifestyle and mindset;
- evidence the recognition of the authority of Scripture in their lives;
- demonstrate foundational knowledge of Scripture and the ability to apply its principles to
- life; evidence a commitment to the biblical mandate of evangelism and the ability to share
- their faith; evidence a commitment to the Church and to serve in it;
- demonstrate the ability to effectively communicate in both written and oral
- form; evidence analytical reasoning skills with the ability to interpret and
- integrate knowledge; demonstrate the ability for research in preparation for post-secondary level;
- and manifest a commitment to lifelong learning and growth.

College Affirmation

Every student is expected to uphold the principles and expectations of The King's College. All students are expected to take full responsibility for their appearance, behavior and possessions to assist in every way possible with the smooth functioning of the College on a day-to-day basis.



Partnerships

University of Western Australia

In 2018 the College commenced a partnership with the University of Western Australia. In partnership with the University of Western Australia, The King's College hosts a community choir for the staff and associates at UWA. Around 40 staff enjoy this incredible well-being initiative run by Michael Battersby and Sarah Brittenden (Manager of the Conservatorium of Music).

This runs for six weeks at lunchtime on the College grounds in Term 1 and 3, and in Term 2 and 4 in Kwinana at the Darius Wells Community Centre/Library for the local Kwinana community.

We put on a concert at the end of each series. Many people are so engaged and excited about joining together to sing. It has brought incredible solidarity with both these communities and a great profile for the school across our city.

Members of The Board

The Board is appointed pursuant to the Constitution which vests responsibility for selecting and appointment of Members in the Board of Elders of Freeway Church. The Principal is an ex-officio member of The Board. All Board Members are required to sign and agree to uphold the College's Statement of Faith and Affirmation.

College Board		College Executive	
Chair of Board	Matthew Cheney	Principal	Aaron Guppy B.A., P.Grad.Dip.Sc.Ed., M.Ed.
Deputy Chair	Anthony Whiteaker	Strategic Development Manager	Ps Mihael McCoy LLB, BA, GDLP, GCCM, MAICD
Treasurer	Richard Pannell	Deputy Principal	Jodie Matenga BSc GradDipEd MEd(Hons)
Secretary	Uwe Thiel	Business Manager	Iwan Labuschagne GradDipCA
Board Member	Rod Pearson	Operations Manger	Tammy Fenwick Dip Mgmt
Board Member	(Andrew) Roy Tan	Head of Curriculum	Hazel Pannell BA, BEd, Grad. Dip, MEd (Leadership)
Board Member	Keith Newby	Head of Secondary	Simon Karginoff MSc MEd MAppPsych PhD
Board Member	Vacant	Head of Primary	Mitchel Lucas B. Ed (Primary)
		Acting Head of Student Services	Erin East B.Sc, Dip Ed



The Role of The Board

The first and primary duty of The Board is to ensure that the College's fundamental principles embodied in its Objects, Core Values and Ethos are carried out and implemented.

The Constitution clearly states that The Board has the ultimate responsibility for all matters pertaining to governance and the oversight of the College's operations. Operational responsibility is designated to the College Executive, namely, the Principal and Executive team.

Community Governance Model

The Board operates on a Community Governance model reflecting the unique dynamic as a Christian education community borne out of the Church community. This model shall be effected through policy governance and "wise rule". The Board does not have a management function but rather undertakes a Community Governance role based on consensus and guided by the Vision, Core Values and the Spirit's leading in the community. A principal function of the Board is to develop policies and procedures that are effective and based on sound governance principles. Such principles are to be consistent and cohere with Holy Scripture and the Statement of Faith.

The Board is responsible for and should determine all matters relating to policy and practice. It has overall responsibility to ensure that the College is well-managed and that its operations are successful. It must do all things necessary to ensure that the College meets its Vision, Mission and Objects as set out in the Constitution (see Annexure "B" attached).

Without limiting the generality of the Board's role, its principal functions in relation to the College are to:

- Determine the vision, purpose and priorities of the organization;
- Set strategic organizational objectives and priorities aligned with the vision and purpose;
- Support the Principal and Executive in management of the organization and in developing plans that align with the vision, purpose and strategic objectives;
- Monitoring and evaluating the degree of success against these plans and objectives;
- Act as an interface between the College and its key stakeholders, namely, the Church, parents, families, students, the wider community;
- Selection and Appointment of the Principal ("Principal") and other members of the College Executive as outlined by the Constitution;
- Determine policies governing the operations and setting out Executive limitations;
- Responsibility for developing and approving the Financial Master Plan;
- Set and approve the annual budget;
- Approve material expenditure outside the budget;
- Approve all items of capital expenditure in excess of \$1,000 that are not included in the pre-approved Budget;



- Conduct an annual review of The Board's own performance and externally conducted Appraisals as appropriate;
- Conduct an annual review of the College in fulfilling its Vision, Mission and Strategic Planning goals;
- Review the performance of the Chair, Principal and Business Manager;
- Establish and oversee the powers and functions of The Board sub-committees such as the Executive Committee, the Finance Committee, the Strategic Planning Committee and any other sub-committees established.

Custodianship and the concept of "Wise Rule"

As custodians of the College, The Board's approach shall be one of "wise rule". "Wise rule" is that exercise of oversight as it relates to the "kingly" function as modeled by Christ.

The Board is not to be involved in the College's day to day operations and management but is to provide sound principles for operation that bring honour and glory to God's Kingdom being "salt" and "light" to the community. It is the College Executive's role to manage the College in accordance with the strategic planning goals and priorities established by The Board and under its direction.

School performance indicators

Workforce distribution

The King's College has a total of 61 employees, with 75 per cent of the workforce female and 24 per cent male. A list of staff and their qualifications is provided within this report.

Count and Full Time Equivalence of Staff

	FULL TIME		PART TIME		TOTAL STAFF
	Women	Men	Women	Men	
Executive Team	4	4	0	1	9
Teaching	8	7	19	0	34
Peripatetic Music Teachers	2	1			3
Education Assistants	5	0	3	0	8
Administration	4	1	2	0	7
Grounds and Maintenance		1		1	2
Chaplain	1	0	0	0	1
Total	22	13	24	2	61



Staff qualifications

Staff Qualifications			
Qualifications	No. of Staff	Qualifications	No. of Staff
Advanced Diploma	1	Diploma (VET)	5
Bachelor	22	Graduate Certificate	2
Cert III (VET)	6	Graduate Diploma	10
Cert IV (VET)	1	Masters	7
Chartered Accountant	1	Masters (Hons)	1
Diploma (CIArb)	1	PhD	2

2018 maintained a very low staff turn-over. The significant growth cycle at the College continues to be a feature of its employment activity reflected in the appointment of a Deputy Principal. All staff members are appointed for a probationary twelve-month period whilst they undertake an appraisal process. The College employed eight new staff members in 2018.

Professional learning

Professional learning in 2018 was mostly organised around the use of internal staff experts delivering courses to their colleagues. This approach, combined with greater choice to maximise personal professional relevance, conforms to best practice as outlined by the Australian Institute for Teaching and School Leadership (AITSL).

There was a strong focus on staff learning in behavior management and staff wellness. The development of teacher skills using the learning components was prioritised as these allow new pedagogical approaches to class activities and greater levels of differentiation in the classroom. All staff also completed a Microsoft skills course to ensure they maintained their effective use of learning technology.

The training of all existing staff members in Christian worldview through a ministry development evening was completed.

One member of the School Leadership Team (Hazel Pannell) participated in two-week leadership tour to Canada as part of an approach to build College leadership, explore new and innovative pedagogy and practices, network with other Christian schools, and attend the Christian Schools Canada Leadership Conference in Ottawa.

Staffing Changes

We farewell:

- Joanne Thomas, who retired, having been the Former Principal of the College, valued Arts teachers and pillar of the College since 1 July 1996.
- Aaron Guppy who had been the Principal and ELC teacher since 1 January 2010.
- Simon Karginoff who had been the Head of Secondary and a secondary English/HASS teacher since 1 January 2011.
- Hitendra Rao who had been a secondary Science teacher.



Students

Curriculum

At The King's College, we believe a school should be an environment that is challenging and intellectually rewarding. It should be a time for students to consolidate their academic abilities in preparation for their transition into tertiary studies or their chosen vocation.

All courses meet the requirements of the WA Curriculum and provide the necessary intellectual rigour to prepare students for their future. All courses are developed within the context of a Christian Worldview. Part of this development is catering for individual needs in the College's extensive programs for Inclusive Education, and academic extension. The streaming of secondary students in English, Science, Mathematics and HASS provide activities to meet the individual needs of students and give scope for extension programs in each of the learning areas.

ADVANCED ACADEMIC PROGRAM

Commencing in 2019 students in Year 10 have the opportunity to be part of the Advanced Academic Group aimed to boost skills, knowledge and academic performance in conjunction with extending students' academic work. This program focuses on preparing students in the rigours of ATAR targeting Chemistry, English Literature, Mathematics Specialist, and Physics.

VOCATIONAL AND EDUCATION TRAINING IN SCHOOL (VETIS)

The King's College offers two fully accredited VET courses to students in Year 10. The Certificate II in Sport and Recreation, and the Certificate II in Music Industry increase students' knowledge and skills and are recognised as part of their Western Australian Certificate of Education (WACE). In Year 11 and 12, students have the opportunity to complete the Certificate II in Business as part of the College's focus on VET and WACE.

Increasingly, Secondary Education paths of study and school attendance need to be flexible and responsive to particular students' interests, abilities and needs. When schools manage this effectively, the result is a higher engagement rate and improved educational outcomes. In 2018 The King's College continued to expand its VET opportunities in partnership with registered training organizations (RTOs) such as South Metro TAFE.

SPORTING OPPORTUNITIES

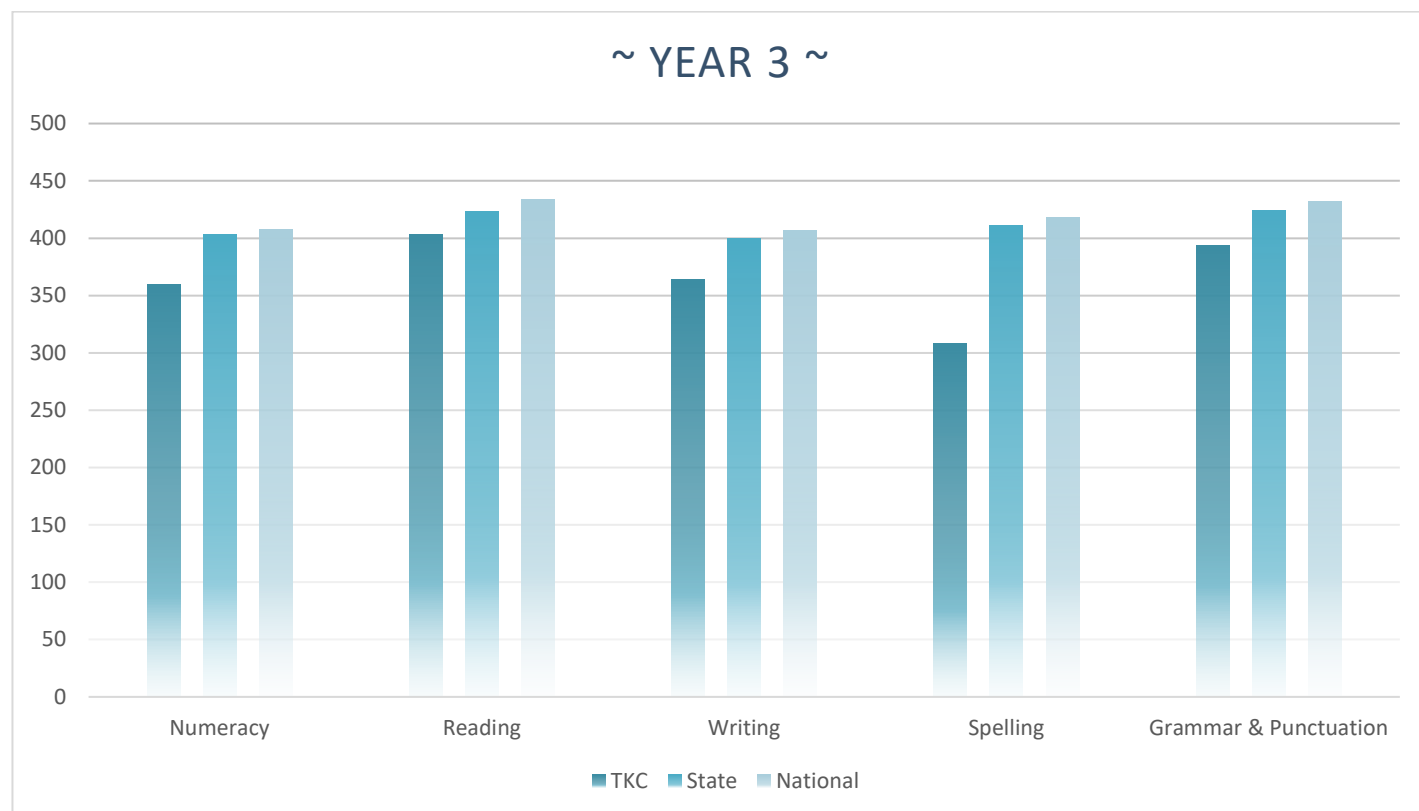
- Swimming/athletics carnivals
- Interschool swimming
- Interschool athletics
- Basketball team
- Netball teams
- AFL Team



NAPLAN 2018

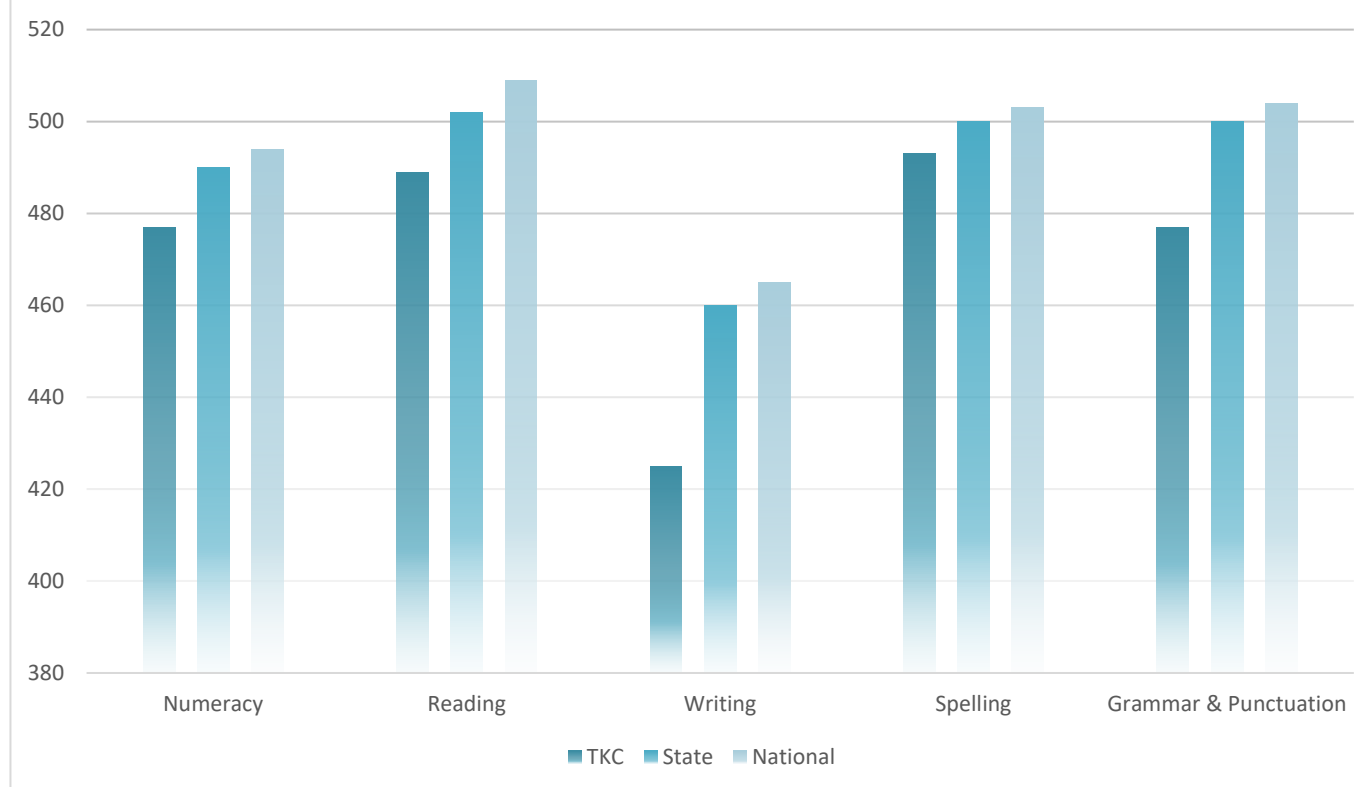
Each year, students in Years 3, 5, 7 and 9 sit the National Assessment Programme – Literacy and Numeracy (NAPLAN) test. In-depth information about the outcomes achieved by The King's College students is included in this report. It breaks down the figures to show the results by year group and discipline, and how students have progressed over time. It also enables a comparison between The King's College and other schools. The proportion of students at or above the minimum national standards is outlined in the table below.

The mean performances for The King's College, State and National:

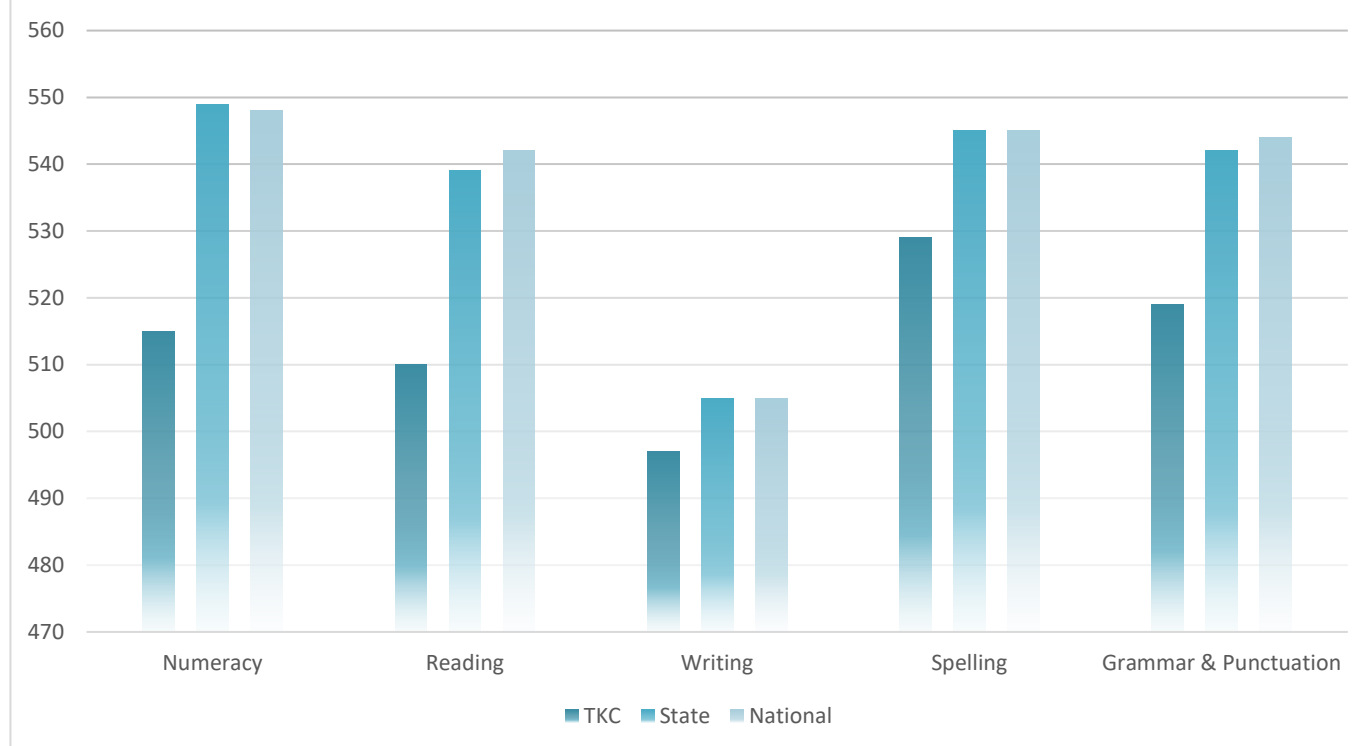


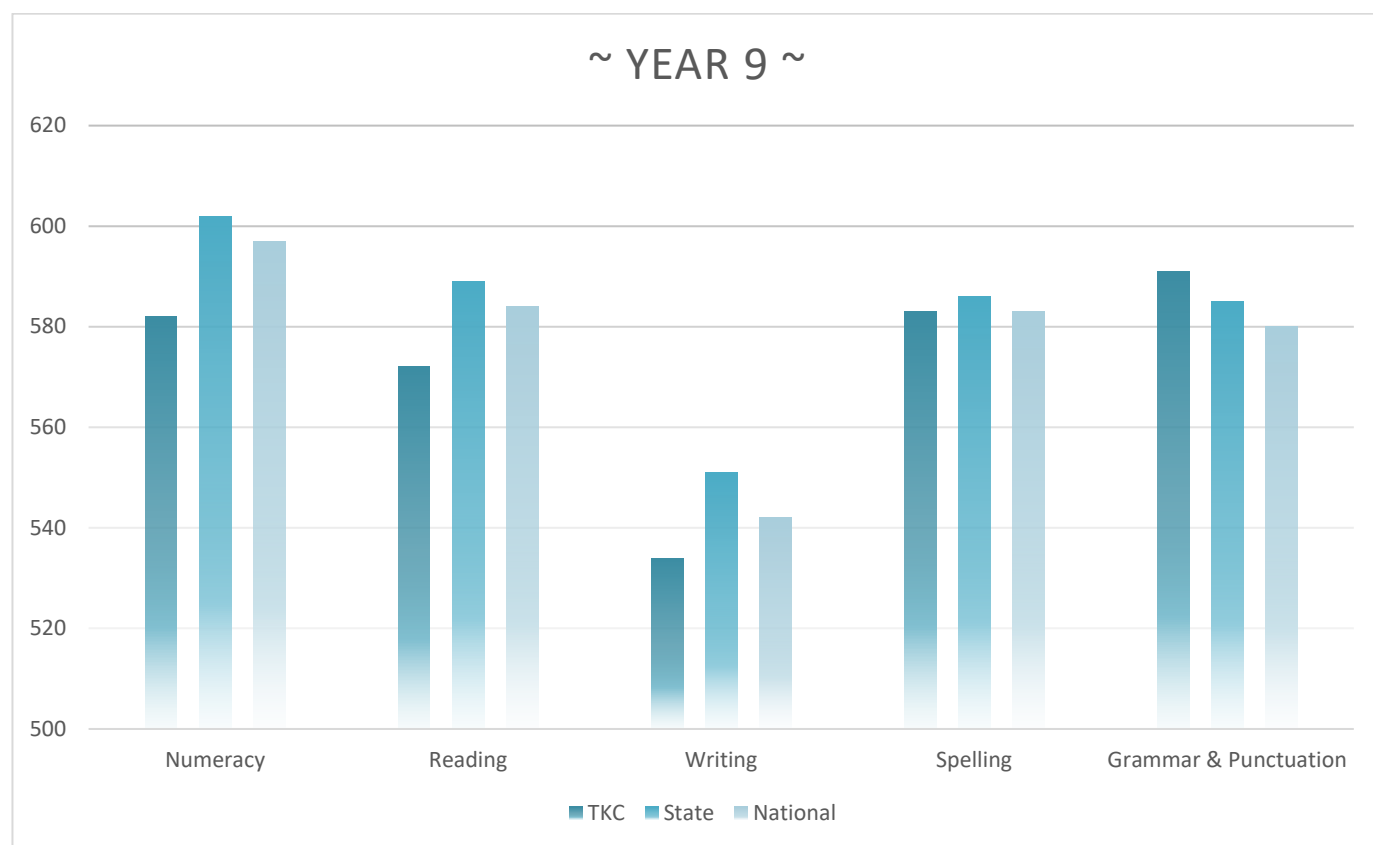


~ YEAR 5 ~



~ YEAR 7 ~





OLNA 2018

OLNA is designed to enable students to successfully meet the Western Australian Certificate of Education (WACE) requirement of demonstrating the minimum standard of literacy and numeracy. Results for Years 10 to 12 students are outlined below.

2018 Leavers: ATAR results, Vocational Education and Training, and 2019 destinations

The King's College had 92% of its student graduate with a WA certificate of education. Of the 25 students, 6 students decided to use the ATAR pathway for entrance into their desired pathway.

YEAR 12 ATAR RESULTS

The following outlines the accomplishments of our 2018 graduates.

- The top performing subjects:
 - Chemistry
 - English
 - Ancient History
- Students offered university positions
 - 1st preference 24%
 - Total preferences 32%

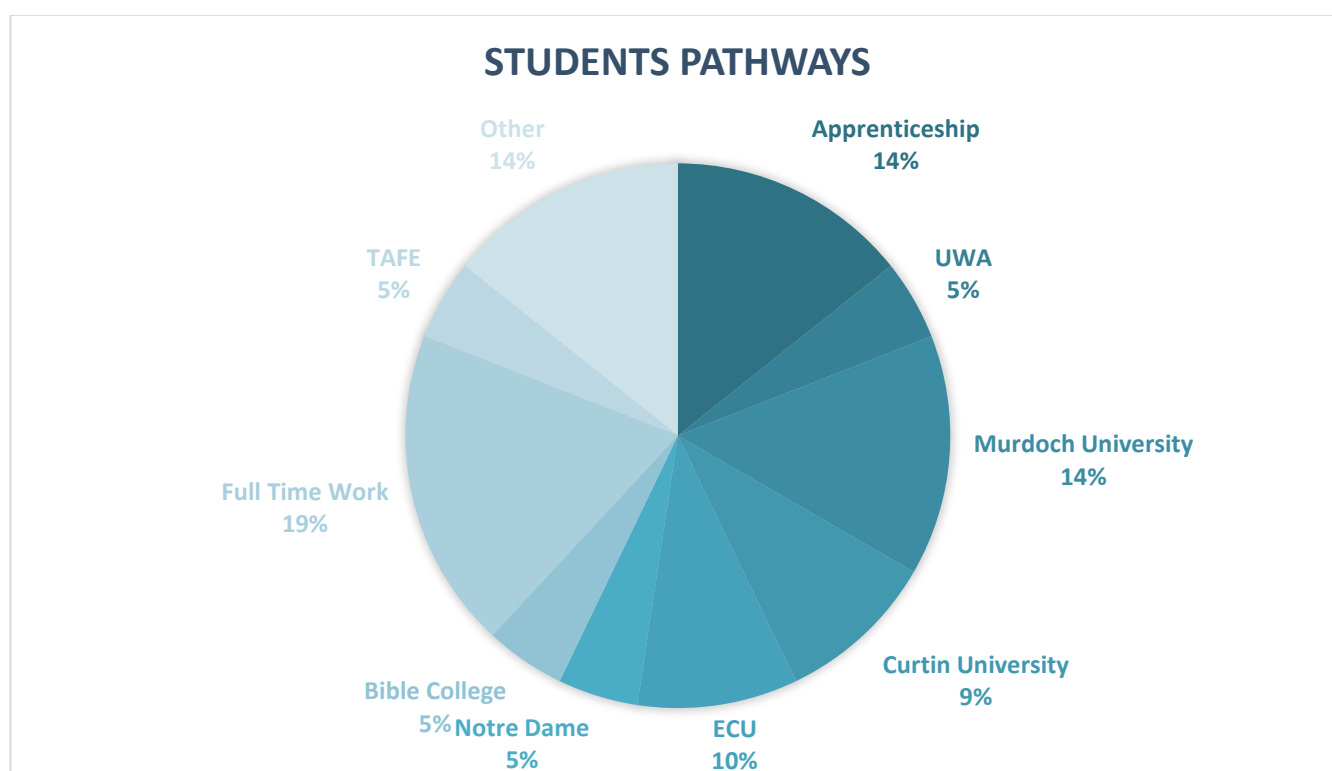


VET STUDIES

Gender of Student	Number of qualifications achieved by full time eligible Year 12 students in 2018		
	Certificate II	Certificate III	Certificate IV
Female	3	2	2
Male	6	0	4
Persons	9	2	6

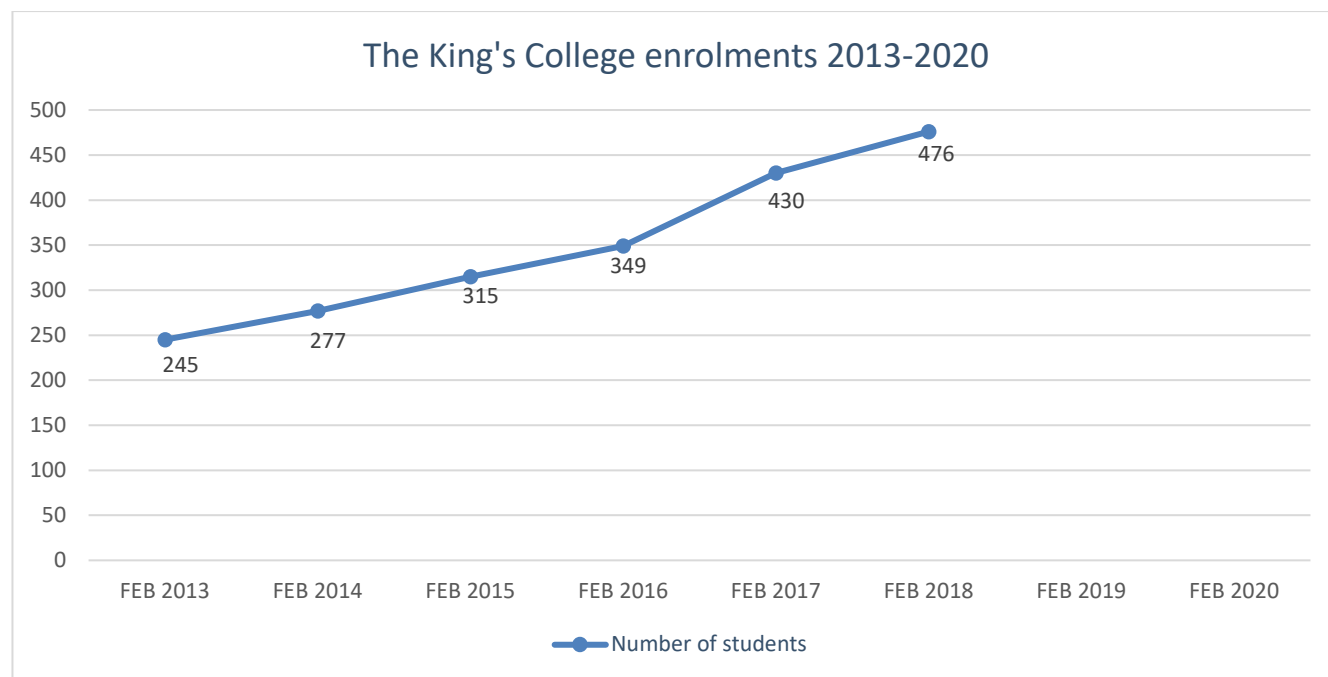
Of the 25 Year 12 students in 2018, 17 students achieved a Certificate II or higher.

DESTINATIONS





Enrolments



Student attendance

Student Attendance Percentages	
Year level	Percentage of Attendance
Pre-Primary	93.29%
Year 1	93.74%
Year 2	91.10%
Year 3	94.33%
Year 4	92.95%
Year 5	94.31%
Year 6	91.40%
Year 7	94.01%
Year 8	89.31%
Year 9	91.42%
Year 10	89.36%
Year 11	90.71%
Year 12	90.11%



Culture

CREATIVE CLUB

This engaging program encompasses Year 5 to 11 students in the Chapel Crew (the worship team that leads the school in worship and devotions each week at Primary and Secondary Chapel). The Music Prefects run the devotional training sessions, lead others in prayer and connect time, and select the songs we sing at school. Currently, the club engages over 100 students in this ministry.

CHOIRS

The Primary and Secondary choirs are finding their particular sound and feel and have been working very hard as they have an intense trifecta of performances weeks including Easter, Anzac services, Mother's Day event and presentation night.



KING'S WORKSIP ACADEMY

2018 was the inaugural year for the King's Worship Academy. This initiative sought to develop the College's culture of worship and music along with build community partnerships to develop the focus of VET qualification while maintained a Christ-centred educational focus. The King's Worship Academy has been such a breath of fresh air to ministry teams from across our city with students representing 20 different churches. We've been so blessed to have our Year 11 and 12 students represent the College student body at this VET training initiative and they are demonstrating great leadership and maturity amongst the other adult learners. They are working towards a Certificate III and/or Certificate IV in Music Industry and are actively involved in school events and mentoring younger students as part of their portfolio of evidence

EXTRA CURRICULA ACTIVITIES

- Fire and Emergency Services Cadets
- Duke of Edinburgh
- Cooking Club
- Sowing Club
- Chess Club
- Table Tennis Club
- Study Skills Sessions
- EXO Day

Parents and Friends

The King's College has a range of support to fundraise to benefit current and future students and the community. Parents generously volunteer their time and expertise to collaboratively develop and initiate a range of functions and initiatives to support the School.



In addition, parent and College collaboration was enriched through:

- Assemblies
- Mother's and Father's Day celebrations
- Open Night
- Fortnightly TKC Magazine
- Presentation Night
- The College Website
- ClassDojo communication app
- Parent-teacher interview during Term 2
- Parent information evening: Year 10 subject selection
- Year 7 Information evening on the one-to-one program
- Parent/student activities
- Carols in the park

Parents, Students and Teacher Satisfaction

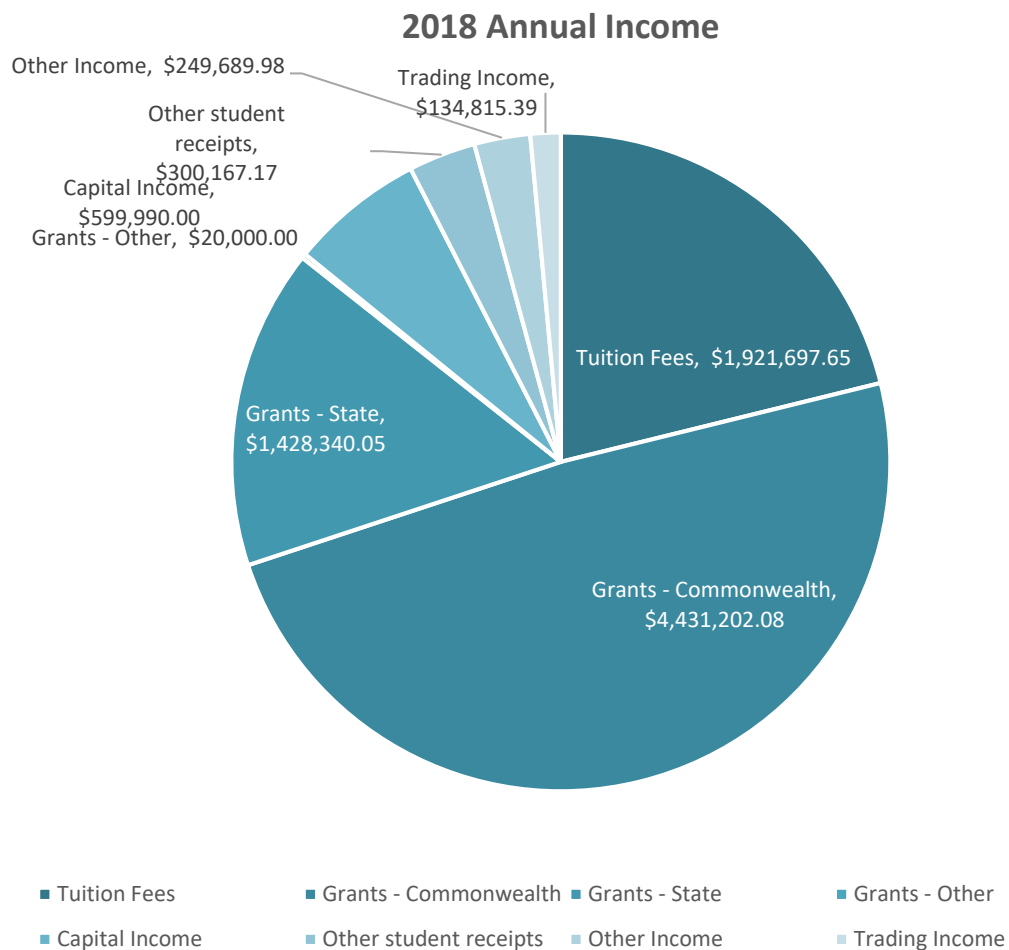
Annual Report Summary for The Kings College For the 2018 Calendar Year Endeavour Community Relations and Development pty Ltd

Sourced from statistical and written and interview data.

Overall Satisfaction	75%	School Welfare/Pastoral Care	82%
Quality of Teaching	78%	Facilities and Resources	86%
Academic Standards	72%	Communication	75%
School Values	85%	Overall Reputation	85%
School Leadership	70%		

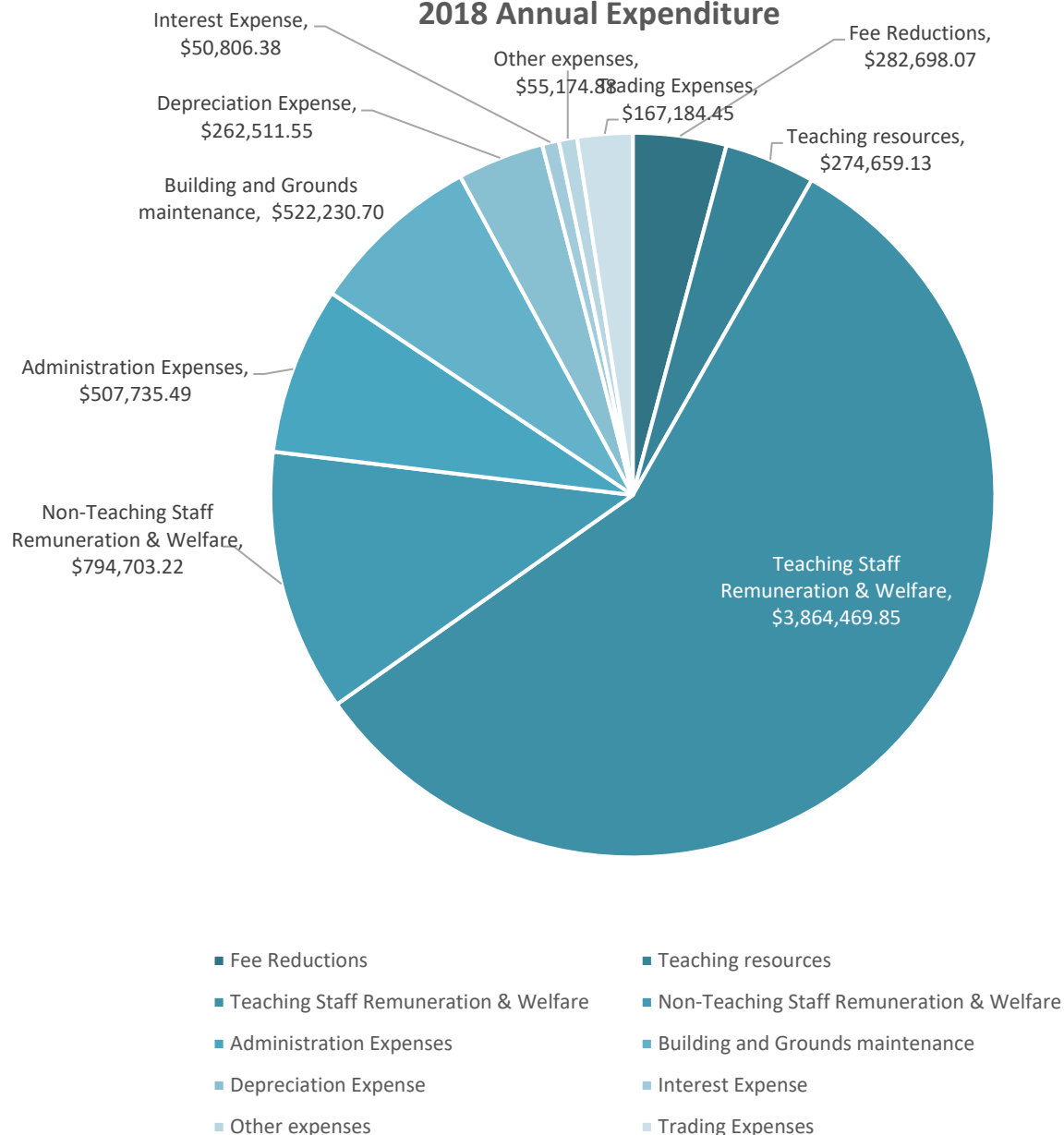


Financial Information





2018 Annual Expenditure





College Facilities

Building commenced on the new Secondary complex establishing the major building project for The King's College in 2018. Its name - Meryl J Butler Center – was announced in October and was dedicated to one of the College's founding members. The center will provide a much needed expansion to the secondary Science department as well as expanding the secondary facilities in English, HASS and Mathematics to provide for the increased enrolments and growth of the College.

The King' College has been dedicated to developing the school's facilities through a building program to meet the needs of the College. Learning is based around cluster classroom facilities. These consist of:

- Freeway Church auditorium, including an 800 seat capacity
- Administration building
- Early Learning Centre
- Primary School
- Bryan Hall
- In 2019, the Meryl J Butler Center



These developments provide our staff and students with wonderful resources to maximize learning opportunities



