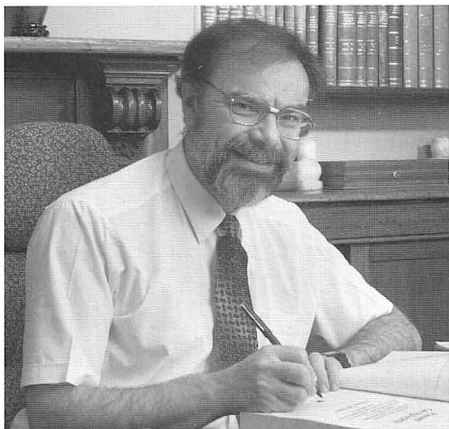


The Headmaster's Annual Report 2002



Typically, our speech nights at Prince Alfred College are wonderful occasions to focus on the great achievements of our boys over the past year. This year, it is my intention to place these achievements into a wider perspective. To do that, I want to introduce you to two boys who have come to PAC from other schools. Neither is a real person, although I interviewed them both — in other words, these two boys are slightly exaggerated composites of boys I interview every day who want to change schools and move to PAC.

A short anecdote about Tom and Sam...

That anecdote brings me to the ways Prince Alfred College is different from other schools, and the ways we seek to provide the best possible educational experience for the boys and young men in our care, because that is our rationale for our existence.

At Prince Alfred College, we released a Strategic Plan early last year. It was designed to answer just the types of questions that confront Tom and Sam. After a long and wide process of consultation, a consensus emerged that the directions outlined in our Strategic Plan would be the best way for us to position our school as Adelaide's best environment to nurture the individual educational needs of boys and young men — without compromise. The Strategic Plan has provided the direction for everything we have done at Princes this year, as it will next year and beyond.

Strategic Plan Implementation

The strategic plan, Princes Towards 2010, that was published last year continues to shape the direction of Prince Alfred College. Since the document was published, some of the changes achieved include the following:

Significant improvements and expansion of computing facilities.

Thorough review of reporting to parents, with new report formats for both Preparatory and Secondary Schools currently being designed.

Enhancement of school pride and identity with the opening of 'Our Princes Men' gallery, celebrating the achievements of our Old Scholars.

Significant upgrading of facilities at Scotts Creek Outdoor Centre.

Upgrading of boarding facilities, including installation of a wireless computing network and installation of air conditioning in Hartley and Bayly wings.

Air conditioning all general classrooms in the school, K-12.

Deepening of links with overseas partner schools, especially in China and the UK.

Strengthening of links with Uniting Church girls' schools in Adelaide through measures such as sibling discounts and attendance of girls at our boarders' chapel services.

Full independent review and evaluation undertaken of the boarding house, with significant organisational changes as well as expansion being implemented for the start of 2003.

Planning for future directions in ICT, including Web-CT and VPNs (virtual private networks).

Planning towards the possible implementation of a Three Schools structure.

Development of a school master plan.

Expansion of foreign languages with the introduction of German and Spanish.

Significant enhancement of provisions for Gifted and Talented students, including the appointment of a Gifted and Talented Education Co-ordinator, establishment of a Gifted Learning Centre, and introduction in 2003 of two multi-level classes for students who would benefit from a more individualised independent learning environment.

Appointment of an Overseas Students Co-ordinator to enhance the welfare and meet the needs of our overseas students.

Appointment of a Youth Minister to enhance the spiritual and moral formation of our students.

Re-emphasis of the Dimensions of Learning framework.

Extensive curriculum planning to emphasise open-endedness, creativity, problem-solving, moral and ethical values, critical thinking and constructivist learning.

Introduction of the more contemporary and smart school uniform.

Reconstruction of the tuck shop and the opening of Café Princes.

Introduction of anti-harassment measures such as the Electronic Bully Board and establishment of the student-led Anti Harassment Group.

Display of posters articulating the School's Five Core Values in every classroom of the school.

Three exciting new building projects are in various stages of planning and implementation, as outlined later in this report.

In addition to the construction projects currently underway, consultation is on track to develop a master plan for the entire Kent Town campus that will see significant upgrading of all our general purpose classrooms for boys in Years 6 to 12, completion of a network of covered elevated walkways, and further enhancement of the facilities for younger boys in Years 2 to 5. Central to this master plan is upgrading facilities to allow more space and flexibility in learning spaces, to integrate IT with everyday classroom practice, and to address the specific academic and pastoral needs of pre-adolescents and early adolescents more effectively in line with contemporary educational thinking.

The Strategic Plan re-stated PAC's enduring mission in these words:

Prince Alfred College is dedicated to equipping its students with the abilities needed to become men of discernment who value integrity, excellence and Christian faith in all aspects of life, and who will serve in the world as confident, competent and compassionate adults.

The Strategic Plan also articulated our vision for the coming decade:

Our vision is to provide a superior education that prepares our students to be highly ethical global citizens who think creatively, reason critically, communicate effectively and learn enthusiastically throughout life.

The Strategic Plan will provide us with a school where in a world of change, every student, without exception, gets the chance to succeed.

Since Prince Alfred College was founded in 1869, that has always been our priority. A few years ago, the commentator Richard Mitchell wrote about another school of the kind which

Tom and Sam may have attended before PAC. He caustically described the education there as "the consolidation of the mundane through the accumulation of the trivial". At PAC, we believe that the formation of young people is too important for this type of approach.

The world today is unlike the world at any previous time in human history. By this comment, I am not referring to wars or recent terrorist events, because sadly human history has always shown a preference among some people for inhumanity over humanity, for violence over love, and for self-centredness over the teachings of Jesus that challenge us to put the needs of others before our own. The changes I am referring to are fundamental global shifts such as the exponential growth of international networking, the changing nature of work and employment, the accelerating need for innovation and creativity, the information explosion and the vast implications of longer life expectancies that have hardly even begun to be considered. We have five year olds in the school today who can confidently expect to be alive more than a century from today. The expectation is that Prince Alfred College will prepare these students for a world whose shape we cannot even begin to imagine.

Schools tend to be very conservative institutions where change can be difficult. And yet, if Prince Alfred College is to prepare young men to enter a world that is changing, then the school also must change. We cannot afford to be left behind by a world that is shifting day by day, minute by minute.

One of the changes that has clearly brought profound benefits for our students has been the introduction of the Headmaster's Awards for Effort. This system, introduced in term 1 of 2000, measures and recognises the efforts made by boys in their studies, irrespective of their level of absolute achievement. Our priority is encouraging a 'personal best' performance from every boy in the school.

When the system of recognising effort was introduced in term 1 of 2000, 64 boys (fewer than 10% of the Secondary School population) received awards. By the end of last year, 198 boys (32% of boys in the secondary school) received awards. In the most recent presentation earlier this term, 250 boys (38% of boys in the secondary school) received awards. There can be no doubt that this initiative has fundamentally transformed and improved the learning culture here at PAC by 'mainstreaming' academic effort in a way that benefits every boy in the school.

Effort Awards

The system of recognising boys' efforts in the secondary school, through the awarding of Headmaster's Awards for Effort, seems to be going from strength to strength. One of the frequent themes of newspaper articles on education is the alleged attitude among boys that it is "not cool" to work hard and make an effort. Like all schools, our prizes and incentives have traditionally only appealed to the top four or five percent of boys because they were based on achievement. Therefore, in early 2000, we introduced a system of certificates to recognise the efforts shown by boys. The concept was that regardless of the marks they obtained, boys who worked to their personal best and who received straight '1's for their effort grade, ought to be recognised. Gold Awards are presented to boys who earn grade 1 for effort in every subject, Red Awards are presented to boys who earn grade 1 for effort in all but one subject, and White Awards are presented to boys who earn grade 1 for effort in all but two subjects. The statistics for Effort Awards presented in 2002 are shown on the following page:

	Term 1	Term 2	Term 3
Year 8	47%	32%	44%
Year 9	31%	26%	32%
Year 10	29%	34%	38%
Year 11	43%	36%	34%
Year 12	47%	46%	45%
Overall Total	39%	35%	38%

This is a most pleasing improvement, as effort grades are awarded according to strict criteria to ensure that there is no "grade inflation". It is now generally recognised that the awards system has resulted in a fundamental change in the learning culture of the Secondary School and has overcome much of the "tall poppy syndrome" that afflicts adolescent boys in most schools. This benefits not only the boys who receive awards, but the entire class because of the improvement in the tone of the classroom. With a significant proportion of our students making maximum effort, we have "mainstreamed" academic effort, and the achievers can no longer be dismissed as a marginal fringe.

This is a considerable achievement as effort grades are awarded on a strictly criterion-based system and judged independently by each teacher.

It is pleasing to see that PAC's culture of excellence extended once again to our Year 12 results in last year's SACE and IB examinations. Yet again, our Year 12 results in 2001 were outstanding. 100% of our students were successful in gaining their SACE or IB Diploma. Furthermore, 67% of our students earned results that placed them in the top 20% of the state, 38% were in the top 10% of the state, 31% were in the top 5% of the state, while 11% of our students were in the top 1% of the state. There were 68 merit scores, the second highest number in the school's history; in fact, 8.6% of all PAC results were merit scores compared with about 2% state-wide. As I have stated many times previously, I believe that the true measure of a school's academic effectiveness is how well it can raise the results of boys in the mid-range of ability into the top end of results, and it is pleasing to see PAC continuing the tradition of doing so well in this area.

Year 12 Results

The Joint Dukes of the School in 2001 were Edward Brockhoff and Peter Mathews, both of whom gained the maximum TER of 99.95% with a highly creditable score of 43 (IB) and 88.75 (SACE) respectively. Also in the top 0.1% of the state were Gregory Carmody, Thomas Morgan, Joseph Crosby and Thomas Evans, making a total of 6 students. The high calibre of the 2001 cohort is shown by Bond University's offer of two full plus one half scholarship to PAC boys for 2002 entry; these scholarships are highly prestigious and eagerly sought.

The Malpas Prize for Science was awarded to Gregory Carmody. The Longbottom Prize for Mathematics was awarded jointly to Thomas Evans and Joseph Crosby, while the Colton Prize for Arts and Languages was awarded jointly to Thomas Morgan and Tom Farrant.

Altogether, 43 boys received a TER score that placed them in the top 10% of the state. Of this number, 27 were boys attempting the SACE and 16 were boys attempting the IB Diploma. As the total IB Diploma cohort in 2001 was only 20 boys, it shows that 80% of PAC boys attempting the IB Diploma came in the top 10% of the state. The evidence suggests that a growing number of boys, especially those who are highly motivated, may well benefit by considering enrolling in the IB Diploma for their studies in Year 11 and 12.

Considerable attention has been given this year to enhancing the curriculum for boys in the middle years of schooling, which we define as Year 6 to Year 9 inclusive. Since the

beginning of 1999, our curriculum for all boys in Year 6 to Year 10 has followed the framework of the Middle Years Program (MYP) of the International Baccalaureate Organisation (IBO). Last year, some frustrations emerged with aspects of the MYP. Two particular concerns were the onerous assessment demands made on students in Year 10, and lack of flexibility in some curriculum areas. A thorough consultative review of middle schooling at PAC was initiated to ascertain the best way forward.

Following the review, an application was made to the IBO to allow PAC to achieve the outcomes of the MYP by the end of Year 9, freeing Year 10 to prepare our students better for the two senior pathways of either SACE or IB Diploma.

Unfortunately, the IBO did not approve our application to complete the MYP by the end of Year 9, even though the written regulations appear to allow it, and many other schools in Australasia have had four-year MYPs approved. In view of this disappointing response from the IBO, and because of our priority to provide the very best curriculum possible to meet our boys' needs, PAC has taken the decision to discontinue its formal affiliation with the IBO MYP at the end of this year.

This decision is not as drastic as it may at first sound. It will give us the freedom to continue doing all the good things that have benefited boys in the MYP, while allowing our teachers the flexibility to use their creativity and initiative to enhance this provision.

The New Middle School Curriculum

From 2003, PAC will shape its own middle schooling curriculum to span Years 6–9. This curriculum will continue to be inspired by the philosophies and approaches of the IBO MYP, specifically embracing the MYP's eight curriculum areas, a global perspective, a constructivist approach to learning, an interdisciplinary framework and a focus on community service.

PAC will develop its own model for a Year 10 curriculum that constitutes a solid introduction into the teaching methodology of senior schooling. The Year 10 program will meet the specific and individual needs of the boys we have in Year 10 at PAC in a way that the MYP is incapable of achieving. PAC's Year 10 introduction to senior schooling will provide a firm foundation for studies in Years 11 and 12 for both the SACE and IB Diploma programs, in line with world best practice.

In the new Years 6 to 9 curriculum, PAC will explore various options of external and, if possible, international monitoring of student outcomes to mark the end of middle schooling for boys in Year 9. We will continue to allow teachers to attend MYP professional development activities conducted by the IBO where these support our curriculum. PAC will issue its own credential at the end of Year 9, independently of the IBO.

It is important to note that PAC reaffirms its commitment to the Primary Years Program (PYP), which is the curriculum followed by all boys at PAC in Kindergarten to Year 5, and to the IB Diploma program as an optional alternative to SACE in Years 11 and 12. Naturally, PAC will continue to be identified as an 'IB World School' and will continue to use the IB logo.

Our commitment to meeting every boy's individual needs is one of the things that distinguishes Prince Alfred College from many other schools in Adelaide. We aim to produce creative, competent and compassionate individuals, not clones. A small sample of the initiatives and new opportunities we have offered to our students this year illustrates the point:

English

This year the English Faculty increased its access to ICT through the establishment of a specialist English computing area, which provides students with access to a class set of networked computers

and specialist English resources. This has proved especially beneficial to the development of a new PAS English Communications course with its developing focuses upon digital media and electronic publication.

2002 also saw the establishment of a literacy support area equipped with networked computers. This area will be the focus for the development of approaches to teaching and learning which utilises ICT in the delivery and support of boys' literacy.

Science

A major focus for Science in 2002 has been the planning, design and commencement of the upgrade of our Science laboratories. The new design maximises the available space, allows the consolidation of storage and preparation facilities, provides readily accessible computer facilities and incorporates covered outside walkways with spacious entrances and foyer areas. Staff and students will appreciate the provision of air conditioning and data projectors in a better integrated and more colourful environment. Even more important are the improved opportunities provided for the use of state of the art technology in data logging, access to internet, data management and presentation in Science lessons.

Our students have continued to excel in National and State Science competitions. For the second year in a row, PAC boys dominated the Science Olympiad results for South Australia. Edward Heddle and Edward Willson received silver medals in Chemistry and Michael Taylor was awarded the silver medal in Biology. Only nine medals are awarded in South Australia and no other school had more than one student receiving medals, so for students from one school to be awarded three medals was a most pleasing achievement. Edward Willson was the only student from a rural area to win a medal. This success builds upon last year's achievement when three PAC boys also won gold medals in Biology and Chemistry, and bronze in Physics. Stephen Ghabriel and David Mao were awarded plaques in recognition of sharing the equal top mark in South Australia for the National Chemistry Competition. Jonathon Tamblyn (Physics), Ashby Martin (Engineering and Computer Science) won prizes in the Oliphant Science Competition. Numerous students won high distinctions in the National Science and Chemistry competitions, and numerous merits in both SACE and International Baccalaureate examinations.

Mathematics

2002 represented the first year of full operations of our centre of excellence in mathematics — the Noel Baker Centre for School Mathematics — under the direction of Mr Anthony Harradine. Several exciting initiatives are underway to enhance the teaching of mathematics and provide new directions in mathematics learning, many of which are already attracting keen interest from other schools, not only in Australia but also overseas.

The LUMAT project continues to provide teachers across the state with quality professional development and learning materials that are developed within PAC for the use of our students. The Baker Centre acted as a consult to the EMTUT project in Queensland, a derivative of LUMAT. Late in 2002, The Baker Centre launched the LUMAT-NSW, which is the extension of the project that has been run here since 1999, providing teachers in Sydney with the benefits of this PAC-inspired project for the first time.

During 2002, the Noel Baker Centre brought both Associate Professor Doug Clarke and Barry Kissane to South Australia to speak with our primary school teachers about mathematics education. A large number of primary school teachers from outside the school were invited to attend and many took up the offer. Also in 2002 the Centre launched the project *SeniorSchoolCensus-online*. This project supports the teachers and students of Year 11 and Year 12 in the teaching and learning of statistics. Funded by money from a number of bodies (sourced by the Centre) it is a truly unique project. The website www.censasonline.net provides details.

In the Australian Mathematics competition, which almost half a million students entered, Princes boys once again achieved excellent results. Over 70% of Princes students received a credit award or better, while 19 boys achieved results that placed them in the top 2% of the state. In the SA School

Mathematics Competition for SPE Prizes, PAC students achieved the most awards overall of any school in the state, winning 28 awards.

In the South Australian Schools Mathematics Competition, PAC took the most awards of any school in the state. In the Mathematical Association of South Australia Quiz Night, one of our senior teams won Best Overall award and another the Best General Knowledge award, while one of our Junior Teams also won the Best Mathematics award.

Languages

The introduction of the International Baccalaureate Diploma program more than six years ago, and more recently of the IB Middle Years Program (MYP) and the IB Primary Years Program (PYP), has enhanced the notion of internationalism at PAC, and introduced a greater awareness of Australia as an integral part of the global community. Consequently, an expansion of our languages program was required to reinforce the school's commitment to providing a globally relevant educational experience. Two years ago, we introduced IB Ab Initio Spanish into Years 11 and 12, and this year, Chinese and French were introduced into Year 3 and Year 4. Responding to requests from parents of potential new students, German from Year 3 to Year 8 was also introduced, which in years to come will extend to Year 12. Finally, Mandarin Chinese is now taught from Kindergarten onwards because we believe that this language and its character writing system stimulate not only the intellect, but also the artistic ability of our students.

In order to make their language learning more meaningful and have students experience a culture where the language is spoken, we have been offering our language students the opportunity to travel to France and China every three years. Apart from visiting major French and Chinese cities students take language classes for one to two weeks where native teachers not only help the students to improve their language skills but also to understand better the cultures of the respective countries. In China, we have two partner schools and over the past few years student and teacher groups of these schools have made a return visit to PAC. In February 2003 we will host a return visit by students and staff from Jinan in Shandong Province.

Music

The annual musical production for Prince Alfred College and Seymour College Guys and Dolls was performed in the PAC school hall on three evenings, 23rd, 24th and 25th May. The high quality of the production drew many favourable comments, and it was pleasing to see 67 boys and 14 PAC members of staff and Old Scholars taking part; the student figure represents more than 10% of the secondary school. Particular thanks go to the Director, Michael Steer, who managed once again to draw an extraordinary standard of performance from the students in the cast and crew.

The Sunday Recitals have continued to provide a platform for our solo performers, studying in the single studies program. It is a tribute to their teachers that so many take part and demonstrate considerable improvement throughout the year. The annual keyboard concert was held in the Prince Philip Theatre in August with over sixty students demonstrating their solo, duo and ensemble skills on keyboard and piano. Subsequently, two concerts were held for the piano graduation in November

Performances in the community are very important both for the musicians and for those beyond Princes to understand the support and levels our musicians are reaching. One of the highlights for the Senior Concert Band was the annual 'Art of Jazz' concert with Don Burrows at Norwood Town Hall in August. The Intermediate Band played for such events as the 'Helping Hand' Fair in North Adelaide and for the Year 10 Graduation in November. The Chapel Choir continues to sing for weddings and services at Kent Town Uniting Church, and have been invited to sing at Pilgrim Church next year. A number of choristers sang in the State Opera's production of 'El Nir the Year 10 Graduation in November. The Chapel Choir continues to sing for weddings and services at Kent ToAn initiative from the Music Council this year was the 'Rock Spectacular' — a series of performances by our leading bands around the campus at Friday assemblies. Michael Bethune and Sam Knight organised the bands, including their own, to perform, demonstrating to the school that this art form is taken seriously and the musicians involved are very dedicated. Their group 'Silent Planet', assisted by Mr Anthony Harradine and film maker Jordan Allen, was also involved in the

making of a film for the awareness of suicide campaign, organised by Pizza Hut. Winning 2nd prize overall, the boys also won the 'best video' category.

Humanities

Over 100 hours of field work have been conducted by Geography teachers this year across all year groups. The most notable of these was the week long Kangaroo Island Field Study for Year 11. The investigative learning, leadership and teamwork skills developed on this camp represent a unique experience that is unrivalled by any other school in South Australia.

For the fourth year in a row, PAC boys dominated the results of the annual national AMP Economics Competition, which was entered by 22,000 students this year. Of the 32 awards presented at the ceremony, 15 were presented to boys from PAC. Year 12 student Matt Will was placed third in the state with three other PAC boys achieving high distinctions just behind him. At the Year 11 level, PAC students were awarded 9 of the 10 commendations with Tim Codrington being placed first in the state and Brett Selga second.

PAC boys once again achieved excellent results in the Australian Geography Competition with 45% of boys participating achieving a credit award or higher. In fact 15% of our boys achieved a high distinction, placing them in the top 3.5% of participants nationally! Similar results were also achieved in the AsiaWise competition with 40% of all boys achieving a credit or better. Graham Buxton, Chris Davies and Tristan Clements all made the state final of the National History Challenge.

Charles Aust and Matthew Rackham were placed second and third respectively in the national Spirit of Weary Dunlop Competition, which is supported by the Sir Edward Dunlop Medical Research Foundation.

Information Technology

Thirty Year 10 students undertook the International Computer Driving Licence (ICDL) as part of their Computer studies this year. The ICDL is an internationally recognised, standardised assessment that establishes a benchmark of computer skills. To gain certification, candidates were required to pass 7 practical tests in which they had to receive greater than 80%. The areas covered included basic computer operation, practical use of the standard application programs and use of the internet. As an added bonus, the ICDL is also recognised by the Australian National Training Authority, which equates it as equivalent to Certificate I in Information Technology, normally awarded through TAFE. SSABSA also acknowledges the ICDL by awarding 1 unit towards SACE. The result is that students achieve 'tri-accreditation'; three separate credentials upon successful completion of the ICDL.

Due to the success of this program, commencing in 2003, all students in Year 8 will undertake the ICDL to be completed by the end of their Year 9. It will also be available to students in the Preparatory School with the ultimate goal for the certificate to be completed before entering the Secondary School.

Physical Education

Physical Education has continued to grow in stature and participation over the last few years. PE is compulsory in Years 8-11, but can be chosen as a subject in Years 11 and 12 — in fact Year 11 for a semester as a SACE subject, and Year 12 as a full year PAS subject.

In the year 2000 there was one SACE class and one PAS class of nine students. Last year there was one SACE class and one PAS class of 11 with 6 As and 5 Bs and one merit; a first for the school. This year there were two SACE classes and a PAS class of 20 students. In 2003 there will be three SACE classes and two PAS classes.

Visual Arts

In the artistic sphere Ben Murray (Year 12) was the Australian winner of the Red Cross National Poster Exhibition. Ben's poster was displayed at the national exhibition in Melbourne. Joshua Baldwin, who won the 2001 Jack de Vidas Art Prize, subsequently had several examples of his work displayed at a special exhibition of art excellence at the International Baccalaureate's Curriculum and Assessment Headquarters in Cardiff, Wales.

Gifted and Talented Program

Under the direction of Mrs Robyn Collins, establishing the new Gifted and Talent Education program this year has been a mixture of discovering the already considerable array of opportunities available to high ability boys, and building on them to provide an ongoing and cohesive pathway through the school for these boys. Providing this support in the school has attracted both national and international interest, as educators look for new initiatives in supporting gifted students in their schools.

Gifted boys at PAC have been involved in a successful new strategy, the REACH program, which focuses on the social and emotional aspects of being gifted, encouraging boys to develop a healthy self-esteem and self-concept. Identification of gifted boys in the school enables a plan to be developed which encourages them toward reaching their full potential. The establishment of multi-level classes for individually-oriented learners in 2003, which will focus on the unique learning needs of gifted students, provides another educational option for these boys.

Boarding House

It has been a very busy, exciting and successful year in the boarding house. The year started with 105 boys but with four new boys joining us for the second semester, we became over-full and extra bed space had to be created. All staff have completed a Certificate Course in Residential Care produced by The Australian Residential School's Association (TARSA), which has enhanced the professionalism of our staff and the quality of care given to our boarders. Boarders put the spotlight on rural Australia with an inspiring, moving and memorable performance at a school assembly as part of the Year of the Outback. Country field days continue to be most successful, offering the opportunity to meet with old scholars and inform new families of the wonderful qualities of boarding life at PAC.

Boys are now able to access the internet from their own room through a wireless network system, which is now operational in both Fiddian and Hartley Wings. Air-conditioning has been installed in all three buildings, much to the delight of the boys. With new carpets, curtains, kitchen floor coverings and seating in bright, colourful materials and the repainting of walls a new look, Hartley Wing will present an exciting new home for the boys upon their return next year. A computerised security system, which gives piece of mind for all, has been installed in each of the three wings of the boarding house. As a result, access can only be gained to individual 'units' with the use of a personalised swipe card.

Information Technology Infrastructure

The main thrust of Information and Communication Technology during 2002 has continued to be the expansion of the computer network into most parts of the campus and beyond into the wider community in the form of a virtual campus.

Local Area Network: At the start of the year, new iMacs were installed for Preparatory staff and students in 12 classrooms and Hewlett Packard machines in 5 classrooms. A new multimedia centre was established in the Clipsal Innovation Centre (CIC) and a control technology suite created. There are now three computer suites in the CIC: Multimedia, Art/Design and Control Technology. The original Senior School computing centre under the Assembly Hall was extended and extensively refurbished during the summer break as a specialist Information Technology Centre. A small computing centre was established for learning support while a large classroom was converted to the English computing room. Power to the room was upgraded and cabling installed. Optical fibre now links this room to the rest of the network. In the boarding house, approximately thirty private machines are now linked to the rest of the school with a wireless network.

Virtual Campus: A WebCT trial server has been running all year and the Online Learning Staff Group has focused on examining the potential of this system. WebCT is widely used in tertiary institutions to provide online courses. Several trial courses already have students enrolled. An Adelaide company, Edugateway, co-ordinated a network audit as the first stage of moving towards Virtual Private Network (VPN) access to the network. A decision to proceed with the VPN Edugateway proposal

was made and work has commenced on the VPN. When the project is completed, staff and students will be able to access WebCT courses and personal network folders from anywhere on the internet.

Pastoral Care and Outreach

The PACCC has enjoyed its best ever year in terms of funds raised for worthy causes — over \$5000 raised for charity as well as a significant non-cash contribution. The leadership displayed by so many Year 11 boys in this regard has been exemplary and epitomises much of what we hope to develop in the young Princes Man. The Year 10 Outdoor Education program was also the best ever with boys experiencing the hardships, challenges and joys of the outdoors in diverse environments ranging from snowfields to coastal lagoons. The Year 9 Men's Health course once again reinforced the rapport between boys and staff established through an open, honest and caring learning environment. The formation of the AHS (Anti Harassment Society) is an indication of the boys' keenness to make PAC a school free of bullying and harassment.

This year saw the first group of boys in Year 10 complete their Personal Best Projects for the Middle Years Program. A large number of these received perfect scores of 7, many by boys who have not shone in other ways in the school. They have set an excellent example for the years to follow. The Boys' Education Reference Group continued to offer a forum where boys, staff and parents can meet to discuss issues on masculinity and boys' education. Of course, much of the success of the secondary school has occurred in quiet and unnoticed ways. Pastoral care exists in the day-to-day work and efforts of boys and teachers as they strive for excellence in all they do.

At the end of his studies at the conclusion of last year, our School Vice-Captain Tom Farrant was selected to participate in the Uniting Church About Face Program. Tom spent two and a half weeks working with the Aboriginal community at Jabiru in the Northern Territory. He was selected on the basis of his willingness to build relationships and understandings with Aboriginal people. Early this year, Tom returned to the school to address a full school assembly on his experiences, showing pictures and discussing his insights.

Curriculum

There have been many successes and initiatives in the curriculum area. Major reviews were undertaken into the Middle Years curriculum, reporting, and Gifted and Talented Education. A new and more holistic and effective end-of-year review committee system was created to assess each boy's progress and monitor their subject selections for the following year. For the first time boys in year 8 were able to choose to study two modern languages, in addition to English. Our Board of Studies approved the incorporation of the International Computer Drivers' License as a standard qualification for all boys to aim for by the end of Year 9. Significant progress was made to improve the coherence between the curriculum programs across the years from Kindergarten to Year 12, and this process will be extended in 2003. In another initiative, special newsletters were produced to support the IB Diploma and SACE programs in Year 11 and Year 12. Work has begun on producing a new curriculum program for Year 10 that will more effectively prepare boys for study in the senior years. An inservice program for students on Study Skills was begun for Year 11 and Year 12 to complement skill development already undertaken in the classroom. For the first time this year, prizes are now awarded for the top students in each subject in both SACE and the IB Diploma at years 11 and 12. The new Theme and Team approach to staff professional development saw the creation of groups for Early Childhood Education, Boarding, the PYP, Career Education, Online Learning, Information Literacy Across the Curriculum, Science and Technology and Reporting. A large number of curriculum materials have been added to the school website to improve communication of essential information to the whole school community. Significant revisions were made to the textbook ordering system in 2002 that have helped streamline the process for all involved. Recognition of the quality of our staff is evident in the appointment of several staff as examiners of IB Diploma subjects to complement the many who are already part of SACE Examination teams. Other members of staff have been invited to lead workshops at conferences on the PYP, Middle Schooling and both the SACE and IB Diploma programs and subjects. PAC has also again been recognised by others as a leader in teaching and learning by being invited to host visits by other educators from across Australia, as well as numerous student teachers.

Development Office

Throughout the year the extended Princes community has been invited to visit the school on many occasions convened by the Development Office. Reunions have been held for old scholars who completed their school days 20, 30, 40 and 50 years ago. Furthermore, the Vintage Reds luncheon, a gathering for old boys aged sixty and over, is now well established as the largest old scholars' event after the Annual Dinner. Over 400 of our grandparents attended the annual Grandies' Day and a day trip to Scotts Creek was also enjoyed by many. Old scholars, PAC parents, staff, grandies and friends of the school, numbering over 200, have all supported the Foundation's Mini Magic Lottery by volunteering to join the selling roster. Proceeds from the fundraising venture will contribute to the development of computing facilities for the boys. The red and white Mini that has become a familiar site at the school will be claimed at the draw on Monday, 9 December.

Eight new panels were added to 'Our Princes Men Gallery' at the launch conducted on Founders' Day in September. Old scholar achievements in the fields of Law, Mathematics, Epicureanism, Brave Deeds (POWs), Football, Physics and School Service are featured in the new panels. The Gallery has proven to be an inspiration to our students and has been appreciated by the wider community as a fascinating reflection of the school's vision.

Marketing and Public Relations

The television advertisement produced by old scholars, Michael Pemberton and Steve Whitham, which features identities from 'Our Princes Men Gallery', has been extremely well received, not only within the Princes community but in the general public. As part of an integrated campaign, strong enquiry for enrolments has been generated and attendances at the Meet the Headmaster tours have set new records. The advertisement can be viewed on the PAC website.

The sibling discount scheme between PAC and the Uniting Church girls' schools, and a new shuttle bus service that is to be in operation from early 2003, help to support our PAC families' choice of single sex schooling for their sons.

Country field days have provided the opportunity for Princes to meet the rural community, old scholars and prospective PAC families. The Director of Admission, Meg Craven, Head of Boarding, Grant Davis, the Director of Development, Karin Dunsford, the Development Officer, David Cornish, and the Deputy Head of Boarding, Mr Craig Bowyer, have visited the South-East, Eyre Peninsula, the Riverland, Alice Springs, Broken Hill and Darwin during the year. Enquires for boarding places and enrolments are continuing to grow.

Enrolments

Enrolments continue to grow steadily, contrary to the overall trend of Adelaide's demographics. At the beginning of 2000, PAC's enrolment comprised 909 boys. We began this year with 952 students, the first time we have had more than 950 for many years, even though we lost a record number of students at the end of last year in the graduating Year 12 class. Current enrolment has grown further to 981, compared with 942 at this time last year and 928 at this time in 2000. We have more boys in the Secondary School today than we have had for a decade. The boarding house is now full and although we will expand the number of beds for the beginning of 2003, we already have a waiting list for places.

Of course, to provide an excellent education it is helpful to have excellent facilities. Two important building projects are currently underway. Construction is now nearing completion of a large new multi-purpose building that will be the centrepiece of the Preparatory School from the beginning of next year. On the ground floor there will be a new library, resource centre and audio-visual area, and the upper level will house three classrooms, clustered around an octagonal IT hub of shared computers that is specially designed to integrate computers with everyday classroom teaching. We will be the first school in Adelaide to build classrooms that reflect tomorrow's teaching practices by totally integrating computers with everyday teaching in this way.

Our second building project comprises the complete renovation of our science laboratories. We will transform the layout by placing the wet areas around the edges of each laboratory and have a carpeted 'theory area' in the middle. Moreover, the laboratories will be rearranged around a central computer area, supplementing trolleys of mobile computers, to make the integration of computers into everyday science teaching a reality. Construction is well underway, and I have been told that phase 1 will be ready for the start of 2003, while the entire project should be completed by the beginning of second term next year.

Aside from these two major projects, many important capital improvements have been put into place this year:

Capital Improvements

A number of significant capital improvements have been undertaken in the school.

Secondary School

The Senior Computing Centre, situated beneath the Hall, was completely refurbished and re-equipped, including new layout and benches, repainting, new carpet, and new computers.

Two refurbished and enlarged new offices were provided adjacent to the Senior Computing Centre.

All general classrooms were fitted with reverse cycle air conditioning.

Rooms 30 and 31 were completely refurbished, one to become a classroom to cater for increased numbers of students, and the other to become a combined Learning Centre and Office for the Co-ordinator of Gifted and Talented Education, Mrs Robyn Collins — a new position created this year.

Classrooms on the bottom level of the double and triple blocks were repainted.

New desks and chairs were provided for the Year 8 classrooms surrounding the quadrangle in the Memorial Building.

All other desks and chairs throughout the secondary school were repaired or replaced to ensure they were clean and in good working order.

The power supply to Café Princes was upgraded.

Two new photocopiers were provided, one for the secondary staff room and the other for the print room.

Preparatory School

The old Year 5 classroom block was demolished to make way for construction of the new building containing Library / Information Resource Centre, Computing Hub and three classrooms.

A new playground for Little Princes and Reception/Year 1 classes was installed, including redesigned climbing equipment, a creek and bridge, all-weather surfaces, gardens, etc.

All remaining non-air conditioned classrooms were fitted with reverse cycle air conditioning.

Four classrooms (Year 5 and Year 6) were equipped with new desks and chairs.

The Tuckshop had some minor renovations.

A new emergency evacuation alarm system was installed to be compatible with that in the Secondary School.

Boarding House

Air conditioning was installed to 1st floor of Hartley Wing, meaning that all three boarding wings now have air conditioning.

An upgraded security system was installed.

Information Technology

20 new ACER Pentium 4 multi-media computers were installed in the Clipsal Innovation Centre

10 new Hewlett-Packard Pentium 3 computers were installed in the newly renovated Senior Computing Centre to supplement 20 identical computers relocated there from the Clipsal Innovation Centre.

The Preparatory School was equipped with an additional 12 new iMac and 5 Hewlett-Packard Pentium 3 computers.

The school's intranet network was extended to include the Geography Room, room 14 (formerly room 15), the Gifted and Talented Learning Centre (formerly room 31), the Senior Computing Centre, three more offices in the Preparatory School, the boarding house and the Headmaster's residence.

General Upgrading

A data projector was installed in the Chapel.

To support the air conditioning and other new power needs, a significant upgrade of the school's electricity supply was needed. Consequently a new transformer and distribution board was installed beside the main driveway entrance to the school from The Parade West, and new power supplies were installed to the Preparatory School and to the Science building of the Secondary School.

Upgrading of the projection room in the Hall was undertaken, using money donated by the P & F late last year.

From the point of view of many of our boys, perhaps the most important events of the year were the major intercol wins. For many of our sports, 2002 was a vintage year, but unfortunately time this evening permits me to highlight only a few. In rowing, our 1st VIII rowers won every regatta of the season, and then went to the nationals in Victoria where they gained first place to become Under 19 Men's champions. Then at the Head of the River, they won comfortably to record our first back-to-back win in 60 years — the last time this happened was in 1941 and 1942. More than that, at the Head of the River, PAC teams won the 1st VIII, the 2nd VIII, and the 1st IV, the first time one school has scooped all the elite events. The only elite events we didn't win were the girls' events!

The football was probably our strongest winter Intercol result. Our Firstst XVIII won the intercol by 19-18-132 to 10-8-68, one of the highest winning margins for many years. But more than that, we won the 1sts, 2nds, 3rds, 10A and 10B matches, a good reflection of the healthy state of football at PAC at the moment. The victory of the 2nds was especially encouraging, as Saints went into the match as an undefeated team all season — but that was because they hadn't played PAC!

Then, on 26th September, the PAC athletics squad made history, winning the Achilles Cup for the first time in PAC's long history, and breaking Saints' stranglehold on the event for the past 32 years. To give you an idea just how hard our boys worked that day, 61% of all PAC performances were personal bests — THAT is the true spirit of young Princes Men!

Other Co-Curricular Highlights

Princes remains at the forefront of independent schools in the breadth and quality of its program of sports and activities.

As mentioned above, early in the year our First VIII Rowing crew completed a remarkable and historic season remaining undefeated in all schoolboy races in South Australia. The crew's outstanding domestic season culminated in it winning its second successive Head of the River at the Public Schools Regatta. Following this the VIII competed at the Australian Championships at Lake

Nagambie in Victoria and won the Under 19 Australian Championship, the first time an eight from the school has achieved this level. The crew consisted of Hamish Adamson (bow), James R. Thomas, Aaron Woolston, John Hough, Matthew Rackham, Daniel Masters, Mackenzie Jarvis, Todd Jones (stroke) and Jordan Welden-Iley (coxswain).

We have recently welcomed Mr Daren Potts to Prince Alfred College as our new Director of Rowing and we are confident that he, along with the coaching staff, will continue to bring rowing success to the school.

In a change to the traditional pattern, Intercollegiate Cricket and Tennis moved to the end of the summer sports season, and despite not tasting success this time, the rescheduling of these events from the hectic post Year 12 exam time seems to have been a logical and beneficial one. Relegated to Division 2, for only the second time in the school's history, our Drive Tennis team responded in true Princes style by recently winning the premiership at this level and will be rejoining Division 1 in 2003. Our Swimming team also had a fine season being runners-up at both the State Schools and Independent Schools Championships. The team won the Tony Donoghue Memorial Trophy for Intercollegiate Swimming for the third year in a row.

Many of our boys compete in sports outside of the mainstream program and a number of them deserve our heartiest congratulations. Dylan Greeff became State Under 17 Triathlon Champion and Matthew Rex was selected in the Under 19 South Australian Sports Institute Cycling Squad, while a school Golf team was placed third in the State Schools Teams Championships. In athletics, Ben Collette (Year 12) won a silver medal for the Under 18 Men's decathlon in the Australian Young Athletics Nationals. In January, Ben won gold at the State Multi-Levels Championships. Alexander Bubner (Year 8) competed at the National Under 13 Little Athletics Titles, winning two gold, a silver and a bronze medal, the best South Australian effort.

During the winter the school had some outstanding team successes. As mentioned above, our First XVIII Footballers won the annual Intercollegiate Match in fine style on a glorious winter's day. Indeed, all Princes teams from Year 10 upwards had victories against our traditional rivals, St Peters College, and we look forward with confidence to the future. The Open Soccer team won its first Intercol since 1990 with a score of 3-1 in a dominant display and boasting a new modern strip. Our basketballers had a fine season beating several schools for the first time in a decade, culminating in a nail-biting see-sawing intercol match that will be remembered for many years to come. Our rugby union team, rebuilding after the sad passing of stalwart Mr Peter Layton, acquitted itself remarkably well, while the hockey players had considerable success through the year levels with a large number of Princes boys representing the State. The school has established a hockey link with Haileybury College, Melbourne, with the demise of the Wesley exchange.

Wonderful opportunities for boys to travel locally, interstate and overseas exist within the school's co-curricular program and these tours afford great learning experiences for our young men. A salient example is the relationship which we have been able to establish with Loretto School in Scotland whereby two of our 2003 Year 10 students, Tom Moffat and Matthew Simounds, will spend a term with them attending classes and playing Cricket in their First XI. The success in the Australian Championships of a Flag Football team from Princes resulted in it travelling to Mexico City late in September, a truly memorable experience for the boys concerned.

While our chess players did not quite achieve their usual lofty heights this year, the annual Intercollegiate match proved to be one of the most exciting events of the year with young Mahesh Umaphathisivam, the Under 14 State Chess Champion, claiming victory on his board in the dying seconds of the contest to allow the team to claim a draw against a very talented St Peters College team. We are once again indebted to Mr Richard Thorne for his tireless and continued support for Chess across the school. Boasting 12 teams and nearly 60 speakers, the school's debating program is outstanding. Our Open A team capped off a stellar season by winning the South Australian A Grade Championship with George Raptis being named Captain of the State team and George Georgiadis Best Speaker in the South Australian team.

Perhaps nothing epitomises Princes true spirit, however, more than the magnificent victory of the school's athletics team in the Annual Achilles Cup meet. St Peters College had been victorious in this event for over 30 years but a large group of dedicated and talented students, capably organised and mentored by Mr Rob Coulls, this year claimed a euphoric victory, a credit to all concerned.

One of the sad aspects of the end of each school year is that we must farewell some teachers who have had a significant impact on many young lives here at the school. From the Preparatory School, we acknowledge the work of Mr Dwayne Todd who has been here for five years, and Miss Leisa Moore, who has taught our younger boys Art since 1983. Mr Todd is moving to Sydney where he will teach at Scots College, and we wish him every happiness as he embarks on this most significant move. We acknowledge with gratitude the work of both Mr Todd and Miss Moore in the Preparatory School.

In the Secondary School, two of our teachers will take some well earned long service leave, Mr Murray Thompson for one term and Mrs Pam Freeman for two terms. Three other teachers will each take one year's leave; Mr Chris Moir will take parenting leave, Mrs Judith Hodgson will take leave to do some work editing books and Mr David Wiese will enjoy a well-earned break after having assumed the headship of our science faculty this year. Mr Wiese has had an especially busy year, because co-ordinating the faculty has also involved extensive planning for the new science laboratories. Mr Wiese has been with us for ten years, and Mrs Hodgson for twenty, so we will miss them very much next year.

Several teachers who have been with us for only this year, or part of the year, are leaving us, and I refer here to Mr Ken Grady, Mr John Coggins, Ms Helen Mathie and Mr Lee Harrison. In their short time with us, these four teachers have had significant impacts on our boys, and we extend to them our very best wishes for the various paths in which the future will take them.

Dr Chris White has been with us for four years and during that time has made a significant contribution in establishing Philosophy as a subject in addition to his teaching commitments in other areas, especially English. We extend to him our very best wishes as he leaves us to take up the position of Workshop Resource Manager at the International Baccalaureate Curriculum and Assessment Centre in Cardiff, Wales.

We are very sorry to lose one of our longest standing members of staff, Mr Bob Holloway, who came to Princes in 1981, before any of the boys in the Secondary School were born. During his long career at PAC, Mr Holloway served as Head of Science and developed an awesome reputation as a hockey coach; in fact, during his 20 years at the helm of PAC hockey he conceded only three ISSA matches. Fittingly, he was presented with the Australian Sports Medal for his contributions to hockey in this hall just last year. Mr Holloway has taken leave this year, and we are sad to be losing him now, though genuinely appreciative of all he has done for the boys at this school.

And yet, as I said earlier, we must look forward. There is a real sense in which Prince Alfred College is moving confidently into the future as a school which is committed to "transforming young boys into exceptional men". We are firmly dedicated to Princes retaining its place as one of the best schools in Australia, and certainly the best in Adelaide, to meet the total educational needs of boys and young men without the compromises accepted in some other schools.

It was reassuring to have that position affirmed late last year when we were named one of Australia's 10 best schools by The Australian newspaper because of our sustained excellence in so many areas. Then in October this year, we were named yet again by the Australian as

one of Australia's top 10 schools, this time because of our initiatives in meeting the specific needs of boys. The Australian has only presented these awards for two years, and to be named as one of Australia's top 10 schools on both occasions, and for excellence in quite different areas, is a most encouraging measure of the strength of PAC I think.

The low achievement of boys relative to girls is a concern to many parents and educators in Australia at present, and my anecdote about Tom and Sam earlier this evening served to highlight some of those concerns. However, statistics show very clearly that boys at PAC — almost uniquely among boys in Australian schools at present — are most certainly not underachieving. For the sake of the majority of boys who attend other schools, we can hope that the PAC model of boys' education will receive wider recognition and attention as a result of this award by The Australian newspaper.

As we look towards the hopefully bright future of a new year, I want to conclude this evening by looking backwards in order to look forwards. Thirty years ago, almost to the night, the then-Headmaster of Prince Alfred College, Mr Geoffrey Bean, delivered a speech night address much like this one tonight. In some ways it seems that Mr Bean may have been a prophet, because his words come before bombings in Bali, before terrorist attacks in New York, before sieges in Moscow — indeed, before so many of the challenges that cause fear for the future among young people today. Mr Bean's words were these:

“As we look forward to the problems and uncertainties of the years ahead, I believe that most of us can see how totally inadequate would be any education that was purely secular and vocational. Boys are going to need, more than ever before, a cultural and spiritual education, and the opportunity in a rather shiftless world, to feel that they belong to a community that promotes the ideal of service and respect and loyalty to one's fellow men. Therein lies the justification for our independence; therein is the ground for our gratitude that our school was founded by Christian laymen and ministers... We can be proud of the truly worthwhile achievements of the men who have been educated in this School during its 102 years of life.”

If we change that figure of 102 years to 132 years, then we can proclaim with confidence that our commitment to young men and boys today at PAC is just as firm and just as passionate as Mr Bean so eloquently and succinctly described it.

In this context, I would like to take this opportunity to express my sincere gratitude to the wonderful staff of the College and to the School Council for their energy, wisdom and support in helping to make PAC the outstanding school that it is. For all of us who are part of the PAC community, we share a genuine privilege in being here that we should never take for granted. God has been very gracious to PAC this year, and for this we should all be thankful and rejoice as the season approaches to celebrate the birth of His son.