

The Kilmore International School



Annual Report 2017



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In accordance with the *Australian Education Act 2013, Australian Education Regulation 2013 and Education and Training Reform Regulations (2007)*, the following School Performance Information for the calendar year 2017 is made publicly available, as a printed document available at Reception and at www.kilmore.vic.edu.au

1. Contextual Information About The School

The Kilmore International School (TKIS) was established in 1989. It is an independent, non-denominational, co-educational boarding and day school for academically motivated students.

Our motto – “Excellentia Academica Persequenda” – means “the pursuit of academic excellence”. Our mission is to encourage each and every student to reach their academic potential.

Classes are offered from Years 3 to 12 with boarding available from Year 6. The curriculum in Years 3 to 10 is based on the Australian curriculum and is designed to challenge capable students.

All students must study a second language from Year 3 and our international students act as mentors to local students in Asian languages such as Mandarin and Indonesian. The curriculum of Years 11 and 12 is the International Baccalaureate Diploma Programme (IBDP).

The students that are currently attending The Kilmore International School are from the following countries: America, Australia, Botswana, Britain, China, Hong Kong, India, Indonesia, Japan, Korea, Malaysia, New Zealand, Singapore, Sri Lanka, Taiwan, Thailand and Vietnam.

TKIS Mission Statement

An International School exists to serve the needs of its students within the wider international community. The aim of this School is to provide, for boarding and day pupils, a general education of excellence in all areas. The School aims to develop, in a disciplined and caring environment, the spiritual, intellectual, cultural, physical and social capacities of all its students, and to encourage and nurture their individual talents and abilities. It further aims to develop a responsibility to the community by demanding high personal standards through encouraging constructive citizenship and consideration for others.

Curriculum

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

2017 Enrolments

	Day students :	Male : Female	Total
	Boarders		
Year 3	22 : 0	13 : 9	22
Year 4	15 : 0	8 : 7	15
Year 5	27 : 0	8 : 19	27
Year 6	21 : 0	13 : 8	21
Year 7	34 : 3	19 : 18	37
Year 8	29 : 7	23 : 13	36
Year 9	37 : 22	24 : 35	59
Pre IB	29 : 59	46 : 40	86
IB I	26 : 50	45 : 31	76
IB II	24 : 34	30 : 28	58
Total	262 : 175	229 : 208	437

2. Teaching Standards and Qualifications

All staff qualifications are published annually in the Yearbook

	4 Year equivalent (VIT)	Masters	PhD	Total staff
Total	54	10	3	54
Percentage	100%	22.4%	8.1%	100%

The student to teacher ratio in 2017 was 9 : 1.

3. Workforce Composition

	Full-time : Part-time	Male : Female	Total
Teaching	41 : 13	28 : 26	54
General Staff	14 : 17	11 : 20	31
Total	55 : 30	39 : 46	85

There were no members of the workforce that identified as Aboriginal or Torres Strait Islander in 2017.

4. Student Attendance Rates

The chart below shows the average percentage attendance of students by year level in 2017.

	% Attendance
Year 3	95
Year 4	96
Year 5	96
Year 6	95
Year 7	95
Year 8	97
Year 9	96
Pre IB	96
IB I	98
IB II	96

Student attendance is entered electronically in Homeroom and at the start of each lesson using the program SEQTA. Unauthorised absences are followed up with a telephone call to parents. Any students arriving late or leaving early sign in and out at Reception where administrative staff then update the attendance roll.

5. Student Outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) Results

The chart below provides the percentage of TKIS students in Years 3, 5, 7 and 9 who are *above* the National Minimum Standard for reading, writing spelling, grammar and punctuation, and numeracy, from 2015 to 2017 based on NAPLAN results:

	Year 3			Year 5			Year 7			Year 9		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Reading	92	100	95	100	100	100	97	97	100	95	96	97
Writing	100	100	100	100	94	100	93	93	97	89	86	86
Spelling	100	100	80	100	94	96	100	93	97	86	96	92
Grammar / Punctuation	100	100	100	100	100	100	97	100	100	86	93	97
Numeracy	92	90	95	100	100	100	100	97	100	100	96	97

Senior Secondary Students

- 26% of students achieved an ATAR of 95+.
- 57% of students achieved an ATAR of 90+.
- More than half of all scores in the IB examinations were 6 or 7 (the maximum score is 7).
- 85% of students received an offer for their first or second course preference.
- Every student has been offered a place at University in Australia or overseas
- 78% of IB graduates received an offer from top Australian universities (Group of Eight).
- 43% of graduates received an offer from Monash University, and 34% received an offer from The Melbourne University.
- The Dux of 2017, Madeleine Lezon, was awarded the George Alexander Foundation Scholarship from the Australian National University to study Law / International Security Studies.
- Eight University Scholarships were awarded.

6. Parent, Student and Teacher Satisfaction

A Year 12 Exit survey is conducted annually using School Survey (<https://www.schoolsurvey.edu.au/>). Positive feedback was received in relation to the following:

- Academic progress and curriculum
- Quality of teaching
- The tutorial program
- School co-curricular activities
- Leadership opportunities
- School policy on bullying
- Peer and staff support
- Pastoral care and wellbeing
- Boarding facilities, supervision and activities

Students were confident that the school prepared them to enter and succeed at university.

Parent and teacher surveys were conducted in Term 4, 2017. Overall there were high levels of satisfaction by parents. In the Parent survey the highest levels of satisfaction were reported in relation to the quality of teaching and learning, academic achievement and recognition, student reporting, co-curricular opportunities and student wellbeing, behaviour and conduct. The main areas for improvement identified were communication with parents and digital learning. All staff were provided with the opportunity to participate in the 2017 survey. The response rate was 40%. Highest levels of satisfaction were with the PD provision and team relationships (faculty and home room).

7. School Income and Expenditure

