

The Kilmore International School



Annual Report 2018



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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 2018 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: USA, Australia, Botswana, Britain, Cambodia, China, Hong Kong, India, Indonesia, Japan, Korea, Malaysia, Myanmar, 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

TKIS is an IB World School and the ethos of the IB Learner Profile is the focus of our educational model throughout the school. The International Baccalaureate Diploma Programme aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

The curriculum at TKIS complies with the Australian Curriculum guidelines and Federal or State requirements for curriculum and assessment. The curriculum in the Primary School (Years 3 to 6) and Middle School (Years 7 to 9) aims to build on and enhance students’ core skills in numeracy and literacy. Disciplinary knowledge and conceptual understanding is developed through challenging courses in the eight learning areas of the Australian curriculum (English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages). Mandarin is taught from Year 3 and English as a Second Language from Year 7. In Years 11 and 12, students study for the International Baccalaureate Diploma, which emphasizes inquiry based, and independent learning, exactly the skills needed to succeed at university. After-school supervised study is available in the Primary and Middle Schools with subject tutorials offered from Year 10.

2018 Enrolments

	Day Students : Boarders	Male : Female	Total
Year 3	18 : 0	10 : 8	18
Year 4	23 : 0	15 : 8	23
Year 5	25 : 0	10 : 15	25
Year 6	26 : 0	8 : 18	26
Year 7	28 : 3	20 : 11	31
Year 8	36 : 7	23 : 20	43
Year 9	27 : 22	30 : 19	49
Pre IB	36 : 47	35 : 48	83
IB I	25 : 47	34 : 38	72
IB II	24 : 35	34 : 25	59
Total	268 : 161	219 : 210	429

2. Teaching Standards and Qualifications

	Bachelor or 4 Year Equivalent (VIT)	Masters	PhD	Total staff
Total	54	10	3	54
Percentage	100%	18.5%	5.5%	100%

The student to teacher ratio in 2018 was 8.4 : 1.

3. Workforce Composition

	Full-time : Part-time	Male : Female	Total
Teaching	46 : 8	23 : 31	54
General Staff	22 : 11	11 : 22	33
Total	68 : 19	34 : 53	87

There were no members of the workforce that identified as Aboriginal or Torres Strait Islander in 2018.

4. Student Attendance Rates

The chart below shows the average percentage attendance of students by year level in 2018.

	% Attendance
Year 3	96
Year 4	95
Year 5	96
Year 6	95
Year 7	96
Year 8	95
Year 9	95
Pre IB	95
IB I	97
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 2016 to 2018 based on NAPLAN results:

	Year 3			Year 5			Year 7			Year 9		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Reading	100	95	89	100	100	100	97	100	100	96	97	100
Writing	100	100	100	94	100	96	97	97	90	86	76	86
Spelling	100	80	89	94	96	96	93	97	100	96	92	93
Grammar / Punctuation	100	100	89	100	100	96	100	100	100	93	97	86
Numeracy	90	95	83	100	100	100	97	100	100	96	97	93

Senior Secondary Students

- 15% of students achieved an ATAR of 95+.
- 53% of students achieved an ATAR of 90+.
- 93% of students received an offer for their first or second course preference.
- Every graduate has been offered a place at University in Australia or overseas
- 81% of IB graduates received an offer from top Australian universities (Group of Eight).

- 43% of graduates received an offer from The Melbourne University, and 34% received an offer from Monash University
- The Dux of 2018, Jack Heanly, was awarded the Melbourne Principal's Scholarship from the University of Melbourne to study Biomedicine.
- Three University Scholarships were awarded.

6. Parent, Student and Teacher Satisfaction

Our Annual Survey was conducted using Lead School Effectiveness Surveys from Independent Schools Victoria. This is a comprehensive survey, analysis and benchmarking service, which provides important information to improve student outcomes and parental satisfaction.

Positive feedback was received in relation to the following:

Academic programme curriculum, Quality of teaching, Learning outcomes, Personal development / leadership, Pastoral care and wellbeing, Transition, School ethos / rules, Maintaining contact, Overall Satisfaction

Students were confident that the school prepared them to enter and succeed at university and rated teaching quality and learning outcomes above the mean for other independent schools.

Parent and teacher surveys were conducted in Term 4, 2018. 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, safety and discipline, and preparation for the next stage of their education. The main areas for improvement identified were communication with parents, personalised learning and digital technologies. All staff were provided with the opportunity to participate in the 2018 survey. Highest levels of satisfaction were with the quality of teaching and learning, provision for learning support, and the co-curricular programme. Improvements were felt to be necessary in digital learning and school facilities.

7. School Income and Expenditure

