



THE KING'S SCHOOL ANNUAL REPORT 2011



THE KING'S SCHOOL WEST RAND



Annual Report: 2011

This annual report serves to provide feedback to ACSI (Association of Christian Schools International), the King's School West Rand Board of Directors and the parents of our school on our current status as an independent internationally accredited South African Christian Education Institution.

This annual report consists of 4 sections:

1. Background school information
2. School Improvement Plan for 2011
3. Progress Report on Continuous School Improvement
4. Appendices (Available on request)
 - a. MacGyver Sheets for 2011
 - b. Philosophy of Education Tutorials 2011
 - c. ACSI Accreditation Annual Report 2011
 - d. Headline News: The Father's Heart posters 2011
 - e. Annual Statement of Financial Practices

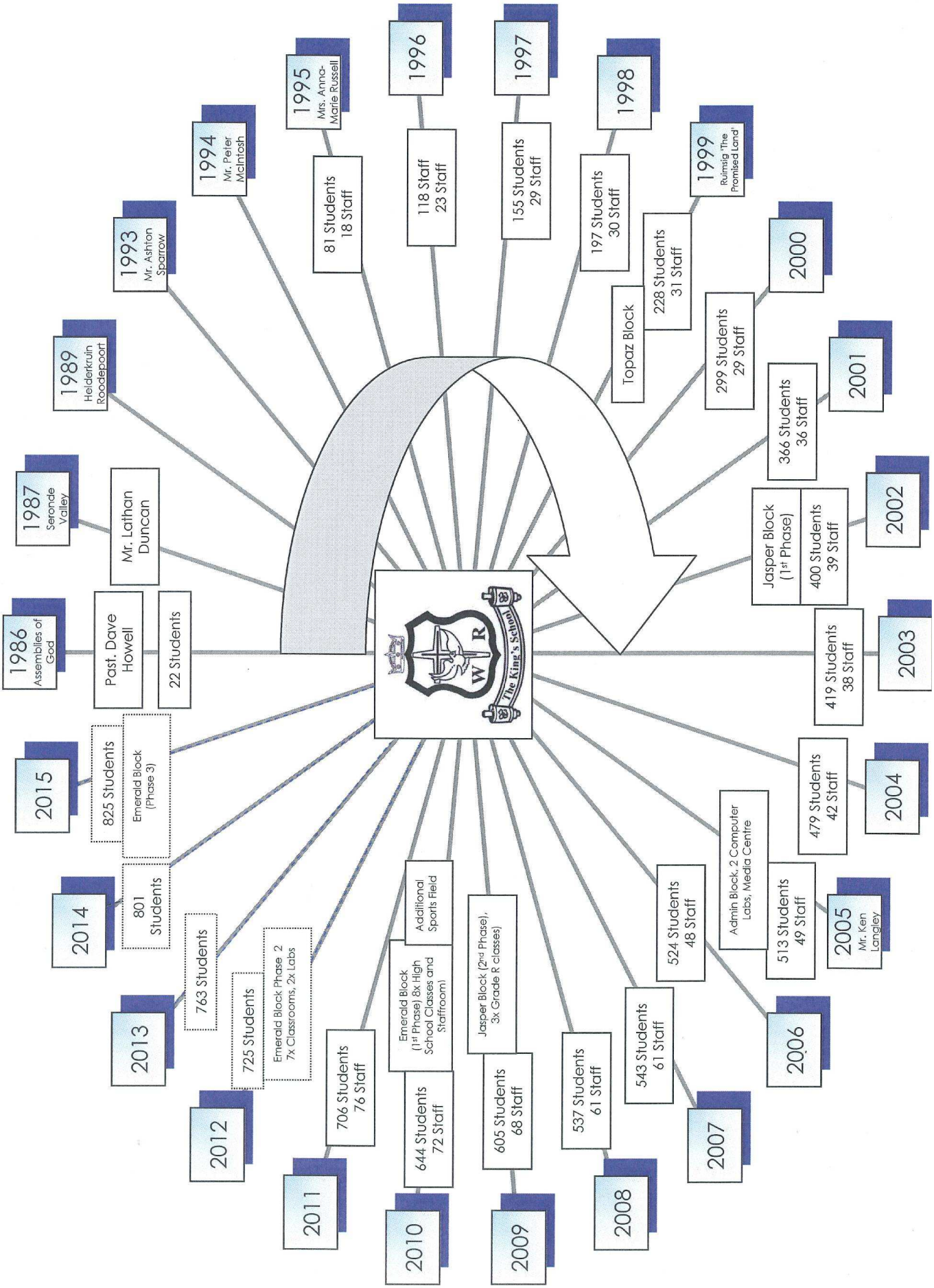
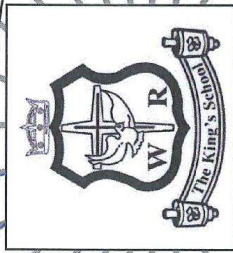
1. BACKGROUND SCHOOL INFORMATION

The King's School West Rand is an independent Christian school catering for Grade RR (4 years old) to Grade 12 (18 years old) and is situated in Ruimsig, Gauteng in the Republic of South Africa.



The current enrolment at the school is 706 students, having grown steadily since being established on these premises in 1999, when the enrolment was just over 200 students. Over the years, the school has increased in favour in the community and waiting lists have swelled. However, despite the opportunity to expand rapidly and immediately, the Board of Directors made a strategic decision to grow the school in smaller incremental amounts over several years. This would amount to an increase of ± 35 students every year for 5 years.

Before 1999, the school occupied premises first in Krugersdorp Assemblies of God church, then on a campground facility and lastly in a suburban rented property. The diagram on the next page reflects the journey of the school since being founded in 1986. (It also indicates a projection of development into 2015)



The school has adopted the Carver model of Policy Governance. The Chairman of the Board of Directors, Mrs. Gwyn Hannington has served the school in this position since 2003. Her competence and expertise have been recognised by ACSI and last year Mrs. Hannington was appointed to the Executive Board of Directors for ACSI South Africa.



At The King's School, the remaining Directors are:

- Mr. Stuart Agnew
- Mr. Kenneth Badenhorst
- Mr. Kobus Coetsee
- Mr. Nick Delport
- Mr. Ken Langley (Principal), and
- Mrs. Josie Robertson (a founder member of the school)

The faculty of teaching staff has grown to 53 in 2011. This includes 7 learnership teachers, pre-service teachers who are working towards their teaching qualification. They are employed by the school to be mentored by qualified teachers and to operate as assistant teachers in the classes. This year has been the first year that the school has appointed a full teacher who progressed through its own learnership programme to qualify as a teacher and receive a faculty position with us.

2. SCHOOL IMPROVEMENT PLAN FOR 2011

The School Improvement Plan for 2011 arose out of a combination of all the discussions held at a strategic planning meeting held on 17 July 2010 with the Board of Directors and also resolutions adopted at the Management Conference held from 16-18 September 2010.

ITEM	PLAN OF ACTION	TIMELINE	WHO IS RESPONSIBLE	ACTION MONITORING
PROJECTED STUDENT NUMBERS	To grow the school by one additional class and increase enrolment from 640 (2010) to 672	Mostly finalised by beginning of academic year but ongoing for incidental vacancies	Marlene du Preez (Admission Secretary) Carl Reis (Vice-Principal) Ken Langley (Principal)	Board of Directors: <ul style="list-style-type: none"> • 14 February • 9 May • 20 June • 12 September • 14 November
BUILDING PLANS	To build 6 additional classrooms and 2 Laboratories	March 2011 – December 2011	Building Committee (Chair: Kobus Coetsee)	Board of Directors: <ul style="list-style-type: none"> • 7 February • 9 May • 12 September
CULTURAL DEVELOPMENT	To promote a love for music by creating additional opportunities for students to attend music tuition	2011 and 2012	John Theunissen (VP: Extra-Mural) Erika Delpont (HOD: Pre-School)	Ken Langley – Extra-Mural (reports 5X per year) and staff hiring plan
STAFF ENRICHMENT	Foster spiritual formation of staff through: <ul style="list-style-type: none"> • On-site training (MacGyver sessions) • Philosophy of Christian Education – Professional Development Course 	January 2011 – November 2011	Ken Langley	Professional Development Portfolio Moderation (31 October 2011) and Tutorial moderations each term
STAFF COMPLEMENT	To continue addressing the shortage of suitably qualified Christian teachers by appointing intern teachers (2 extra in 2011, from 6-8 learnerships). To appoint a full-time librarian.	January 2011	Ken Langley	Board Chairman (Staffing Schedule)
SPIRITUAL FORMATION	To introduce a standard, uniform Scripture Memory programme that can be implemented from Grade RR to Grade 12	January 2011	Ken Langley Carl Reis Ina Pelsler	Morning Devotions (Staff), Assembly Programme, High School Life Orientation Assessment

COMMUNITY ENGAGEMENT	To foster an opportunity to create a broader impact on education in South Africa by engaging in quality assurance testing for Umalusi (See page 17)	March 2011, July 2011, September 2011	Ken Langley	Board of Directors: <ul style="list-style-type: none"> • 14 February • 9 May • 20 June • 12 September • 14 November
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3. **PROGRESS REPORT ON CONTINUOUS SCHOOL IMPROVEMENT**

At the end of 2011, we look back and reflect on the stated plans of action listed in the CSIP (Continuous School Improvement Plan). What follows is an analysis of these goals and a candid evaluation of the progress on each.

3.1 **Projected student numbers**

In 2009, the School's Board of Directors made the strategic decision to begin a phased introduction of a 3rd class per grade. This was as a result of the rapidly growing waiting list for our school, the desire to offer a higher level of competitiveness in our sports programme and obedience to our founding belief of providing affordable education to as many Christian families in our area as possible. By introducing a third class per grade, we were able to maintain our policy decision of having a maximum of 22 students per class, rather than adopting a model of fewer classes with greater student numbers.

Going in to 2011, we planned to grow into the new Grade 3 class and therefore budgeted on an enrolment of 672 students (an increase of 28 students from 644 in 2010).

As we moved into the end of the year, however, we received unprecedented interest in our pre-school Grade RR, and after a lengthy deliberation, the Board of Directors made the decision to introduce, in addition, a 3rd Grade RR class for 2011.

This decision was only made in November 2010, almost 2 months after the budget for 2011 had been finalised. The resultant additional revenue that has been generated in 2011 proved to be a magnificent example of God's perfect provision in terms of funding our building project.

Enrolment for 2011, at 706 students, was 34 students over budget, and also allowed for the employment of an additional teacher and assistant teacher for the new pre-school class.

Reflection on Progress: Exceeded expectations

3.2 Building Plans

Once the school had made the all-important decision a few years ago to expand its enrolment by phased introduction of new classes, it also became necessary to plan a phased expansion of the existing classroom facilities.

2011 had been earmarked as a 'building year' – a time of preparation of additional classrooms to accommodate the swelling number of students coming through from lower grades.

We had calculated that the minimum requirement at this stage would be 6 new classrooms and 2 laboratories, and that construction would need to begin by March 2011 in order for the facilities to be ready for use in January 2012. But it soon became evident that local government building approvals were going to cause crucial delays to the project.

An additional complication materialised when the school experienced difficulties in obtaining an extension on its building loan from the bank. Banks had simply become far more cautious in loaning money during this global recession and our application was subject to several new conditions.

What an opportunity for prayer and trusting God for his intervention! And once again we experienced God's faithfulness and his favour towards the school. The Johannesburg City Council final approvals were granted in late September and the construction project was immediately launched and fast-tracked for completion in early 2012.

The additional revenue supplied from the extra Grade RR class now proved to be critical, as it provided some of the shortfall of funds created by the impasse with the bank loan. Much of the project costs could consequently be funded out of accumulated surplus rather than an extension on our credit facility.

At the time of writing, construction has progressed rapidly, but occupation of the new facility will only be possible in February next year. The greatest challenge we have faced during the building project has been in conducting classes in close proximity to the work site, but teachers and students have adopted a positive attitude to the temporary discomforts.

The original building plans were altered to include a new Art Studio and boys and girls change-rooms. These are welcome additions as they are going to fill an urgent need.

JULY 2011



AUGUST 2011



SEPTEMBER 2011



OCTOBER 2011



NOVEMBER 2011



Reflection on progress: Delayed, partial achievement at this stage

3.3 Cultural development

In our strategic planning meeting in July 2010, the Board of Directors had expressed a wish to promote cultural development more strongly in the school, particularly in the area of music. The school management they developed a consolidated thrust towards heightening our focus in the area of performing arts.

Several initiatives have been launched during the course of this year to meet this strategic objective.

- Since the beginning of the year, the school contracted with an existing Music School, Andante Music School (www.kswr.org.za), to offer tuition in voice training and selected musical instruments from our premises. In its year of inception, growth has been slow but steady, with 8 students registered at present.
- A new addition to the Pre-school curriculum in 2011 has been a programme called Be Sharp Beetles (www.besharpbeetles.co.za), a revolutionary approach of using music and movement to stimulate development in young children. This Music Education programme develops children from birth to eight years of age. It uses lessons specifically written to include a variety of music and song styles, cultures and languages.



- A brand new innovation at The King's School this year has been the staging of a Whole-School Production. Alice in Wonderland, with a cast of almost 400 primary school students, was staged in September of this year. Every student in the primary school (as well as a few from the High School) was involved in the production, and rehearsals were scheduled during teaching time with individual classes. By all accounts, the event was a resounding success, both for the occasion itself and for the educational value for the students.



- A High School choir has been launched in the final school term of 2011 and is currently preparing for performances at school events early next year.

Reflection on progress: Partially achieved and ongoing

3.4 **Staff Enrichment**

The King's School is committed to presenting all curricula within a Biblical Worldview framework.

Our desire is for our graduates to be able to think Christianly about all of their life experiences and knowledge. This is why we are so deliberate about Biblical Integration – the application of a Biblical Worldview to every area of learning.

As we train young minds in the Sciences, Literature and the Arts, we want them to actively evaluate each subject against the standard of God's absolute truth, and align their thinking and conduct with his purposes.

Unfortunately Christian experience today has often dismissed this kind of intelligent, rational analysis of academic content.

But, as John Stott says, "God has revealed himself in **words** to **minds**. His revelation is a rational revelation to rational creatures. Our duty is to receive his message, to submit to it, to seek to understand it and to relate it to the world in which we live.'

If we were to understand the degree to which the systems of our modern world are geared towards hollow, deceptive philosophies like self-actualisation and moral relativism, we would realise the importance of Biblical integration in the academic programme. Harry Blamires, in his book *The Christian Mind*, says:

A Christian mind is a mind trained, informed, equipped to handle data of secular controversy within a framework of reference which is constructed of Christian presuppositions. The Christian thinker challenges current prejudices ... disturbs the complacent ... obstructs the busy pragmatists ... questions the very foundations of all about him and ... is a nuisance.

Looking back over the past few years, our greatest success stories in the training of a Biblical Worldview have come via teachers with a skill of sharing their vibrant, authentic, life-application faith with students.

However, our experience has been that it is important, across the faculty, to maintain a disciplined, conscious awareness of presenting lessons in a manner that promotes critical thinking and evaluation of learning outcomes within a Biblical framework.

In light of this, we instituted a weekly in-service training session for teachers, our MacGyver sessions, where we examine key Biblical integration and Spiritual Formation strategies for teachers. Each session is accompanied by a hand-out to enable deeper reflection and (possibly) use in a class set-up as well. (Please refer to Appendix A for MacGyver sheets for 2011.)

The King's School furthermore regards its teachers as lifelong learners who are required to be students in a formal study programme of Philosophy of Christian Education. This year's professional development course has been 'The Cause of Christian Education'. Every teacher at The King's School is expected to read the text (which the school supplies), *The Cause of Christian Education*, by Richard Edlin (1998) and to complete and submit for moderation four tutorials based on the reading material. (Please refer to Appendix B for Philosophy of Education Tutorials.)

This is the second year since the inception of our school's programme of professional development pertaining to the Philosophy of Christian Education. Although it obviously remains a time-consuming and rigorous task for the teachers, it has been very effective in shaping our teaching body's understanding of philosophy of Christian Education and highlighting how our educational philosophy differs from a secular mindset.

Reflection on progress: Achieved, ongoing

3.5 **Staff Complement**

It has been natural to see the teaching body grow with the growing number of children over the last 6 years. However, from time to time, it has also been necessary to recruit individuals for more specialised positions. At the Strategic Planning meeting of 17 July 2010, it was identified that the school would need a full-time librarian in the new year (up until then the position was handled as a part-time responsibility for the Primary School computer teacher). The Librarian position was therefore filled by Mrs. Judy Potgieter who had vacated the HOD: Intermediate Phase position

to take up this new role. This appointment has proved to be very valuable with 2688 volumes now accessioned into the library and 3337 books having been loaned by students this year, a significant increase since 2010.

Schools across South Africa are facing an incredible challenge of teacher recruitment as fewer and fewer graduates are entering the profession and many qualified teachers are leaving the profession for the corporate environment. In order to address this predicament, The King's School launched its learnership programme 3 years ago. Young school-leavers who are studying for a teacher's qualification are employed by the school as learnerships to:

- Assist with the sports programme
- Gain experience by observing competent senior teachers;
- Act as assistant teachers alongside mentors; and
- Fulfill duties as locum teachers when required.

For the King's School, an added advantage to the learnership programme was that interns could grow in their understanding of the Biblical Worldview of Christian Education, something which is not taught at any of South Africa's teacher training facilities. Through intensive training of learnerships, as well as exposure to practical implementation of Biblical Worldview within the school's operations, we have been able to emphasize that Christian education is fundamentally different to the secular approach taught at teaching colleges.

Going into 2011, it was planned to recruit 2 additional learnerships to bring the total number of these pre-service teachers to 8. The two new recruits were Amy Botha (High School) and Christina Phiti (Pre-School).



This was also a time of celebration for the school's learnership programme as we saw our first learnership, having completed her formal studies, graduate at the end of 2010 and receive a full-time teaching appointment. Mrs. Monica Behrens was appointed to the brand new Grade RR class which had been created (as if just for her at this time) due to the strategic decision to expand the pre-school.



Reflection on progress: Achieved, learnership programme ongoing

3.6 **Spiritual Formation of Students**

Spiritual Formation of students is regarded as one of the pillars of education at The King's School. We strive to create opportunities for God to transform our students progressively into the likeness of Christ by:

- Training them to rely on Jesus to show them how to live while he pours his life into them;
- Helping them to translate the reading and understanding of God's Word into a moment-by-moment, day-by-day practical outworking of this knowledge (rather than simply using the Bible to enrich their private devotional and religious experience); and
- Enabling them to receive guidance from a mentor on how to live as a Christ-follower.

The school identified a weakness in our current focus, which was the absence of a co-ordinated, whole school scripture memory programme. Consequently, we designed the following programme to enable a unified dialogue in God's Word through the course of the year.

	PRAY LIKE THIS	MEMORISE LIKE THIS
TERM 1	Our Father, who art in Heaven.	Week 1: The Lord's Prayer Week 2: James 1:17 Week 3: New Testament Books (Matt – Col)
	Hallowed be Thy name.	Week 4: Is 55:8,9 Week 5: Phil 4:4-8 Week 6: New Testament Books (1 Thess – Rev)
	Thy Kingdom come. Thy will be done on earth as it is in heaven.	Week 7: Is 61:1 Week 8: Rom 12:1, 2 Week 9: Old Testament Books (Gen – Jer) Week 10: Matt 6:33
TERM 2	Give us this day our daily bread.	Week 2: Ps 16:5, 6 Week 3: Matt 4:4 Week 4-5: Old Testament Books (Lamentations – Malachi)
	And forgive us our trespasses. As we forgive those that trespass against us.	Week 6: 2 Chron 7:14 Week 7-8: Mic 6:8 Week 9: Eph 4:32
TERM 3	Lead us not into temptation.	Week 1-2: Heb 12: 1-3 Week 3: 2 Pet 1: 3, 4 Week 4: Prov 3: 5, 6 Week 5: New Testament Books
	But deliver us from the evil one.	Week 6: Zeph 3:17 Week 7: ACTS Prayer Week 8: Phil 2:5-11 Week 9-10: Recap Term 1
TERM 4	For Thine is the Kingdom, the power and the glory, forever and ever.	Week 2: Ps 46: 10 Week 3: 2 Cor 3: 18 Week 4: 1 Pet 1: 24 – 25 Week 5-6: Recap Term 2 Week 7-8: Recap Term 3 Week 9-10: Recap all

This standard, uniform Scripture Memory Programme was implemented from Pre-school to Grade 12 in 2011. It has been based on The Lord's Prayer and was aimed at drawing our entire community together to study Scripture. Parents, teachers and students were exposed to the programme every week through the school's newsletter, posters (The Father's Heart) and in lessons and assemblies. (Please refer to Appendix D for Headline News posters.)

Every school day, all the staff gather together for a 20-minute devotional meeting where we come together as a corporate entity to praise God, hear from his Word and pray for his guidance. During the course of this year, we structured all our devotions around the Scripture Memory verses so that teachers would be reminded of the programme and that all of our discussions would also centre around what the students were meditating on.

Since 2011 was the first year that we had attempted a single, whole-school memory programme, we were cognisant of the fact that we might experience some teething problems. Subsequently we have identified some of the areas that we have then discussed at our Management Conference for the next cycle of the Improvement Plan.

Reflection on Progress: Partially achieved, ongoing

3.7 Community Engagement

In the course of 2010, the Board of Directors spoke of fostering opportunities to create a broader (and hopefully national) impact on South African education. Considering the enormous challenges faced by schools in our nation regarding leadership and governance, curriculum delivery, teacher selection and recruitment and availability of resources, it was felt that a school such as ours could make a useful contribution towards dialogue and training in these areas.

The vehicle for this community engagement arose in the form of an opportunity for the Principal, Mr. Ken Langley to become involved in the national quality assurance programme for independent schools under the auspices of Umalusi.



Umalusi (www.umalusi.org.za) is the body responsible for regulating quality assurance of all private education institutions by means of desktop and site visit evaluations for each school. The

South African Government has given Umalusi the mandate to monitor the standards of every national independent school in our country.

The extent of our own school's involvement was for our Principal to operate as an Evaluator and Moderator in the following instances:

- March 2011:** Site visits to 6 accreditation candidate schools in Gauteng (top performing schools)
- July 2011:** Desktop evaluation for approximately 30 accreditation candidate schools in Kwa Zulu Natal, Western Cape and Free State.
- September 2011:** Site visit moderation for 6 underperforming schools in Gauteng and Conference address for school Principals in the Northern Province on 15 September.

One of the great benefits for us as a school in this process was the opportunity to learn from others' experiences, both positive and negative. We were able to gain insight into exemplary school programmes, highly effective management structures and innovative bridging strategies to address our unique societal inequalities.

However, even more than these opportunities, our involvement with Umalusi quality assurance has afforded the opportunity for us as a school to display generosity. Not in the form of financial assistance or provision of resources, but in the sense of sharing our expertise in certain areas, lessons from our own experience and offering encouragement to persevere amidst difficult challenges. This has been highly satisfying - occasions of sharing Living Water in a dry and weary educational sector.

Although the majority of schools on the national programme are secular, these are also excellent openings to challenge educational leaders to consider the underlying philosophy of their current systems and be aware of hollow and deceptive philosophies.

On 15 September, our Principal was invited to address the Umalusi annual conference of School Principals in Limpopo Province on the subject of quality assurance and its importance.

Reflection on progress: Achieved, ongoing