At Investigator College, we are committed to building and maintaining a learning organisation and ethos to:

- Operate an exemplary, independent, and innovative Christian College in a complementary multi-campus environment.
- Provide the College Community with the opportunity to recognise and develop their talents.
- Offer a contemporary and relevant curriculum that is wholly consistent with the goals of a comprehensive R-12 framework.
- Partner with College families in maintaining a learning environment built on respect for the individual, achievement of excellence and demonstration of Christian values.
- Maintain a learning environment that is dynamic, responsive and capable of serving the needs of the College community.
- Be distinguished by the quality and performance of the staff as a professional team.
- Maintain a Board of Directors committed to achieving best practice in school governance.
- Maintain a College with which parents, students, staff and alumni are proud to be associated.
It is with pleasure that I present the Investigator College Annual Report for 2009, a year that can only be described as an extraordinary year.

It was a year that brought us extremes – the ongoing drought and a Global Economic Crises balancing an injection of 3.65 million dollars into our College from the Federal Government BER [Building the Education Revolution] program. Despite these extremes and the difficulty at times to maintain equilibrium, our Board has continued to govern prudently and with outstanding foresight.

The growth in Investigator College over the past 12 months has been strong and, for the staff and Board of the College, it represents the culmination of many years’ hard work in striving to develop an excellent educational institution that is the school of choice for families on the South Coast. Indeed the reputation of the College is such that we now draw from a wider geography.

OVERVIEW – OUR COLLEGE COMMUNITY ...

Investigator College commenced the 2009 school year with an enrolment of 703 students. This represented a 9% increase on our 2008 closing enrolment. Pleasingly at the August Census our enrolment was 731. This result is reward for the Board’s vision and confidence in the education provided by the College and has come about through the dedication of a professional teaching and non-teaching staff. The strategy to run with smaller class sizes, thus providing ‘growing capacity’ at Victor Harbor Campus has proven successful.

It is also pleasing to note that whereas in past years the population base of the South Coast has been described in this report as ‘transient’, anecdotal evidence again indicates a slowing trend. Alternatively this may indicate parental satisfaction and a valuing of places held by their children, particularly given the waiting lists in many of our Junior School classes.

STUDENTS

<table>
<thead>
<tr>
<th>Campus</th>
<th>Year</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victor Harbor Campus</td>
<td>R-6</td>
<td>182</td>
</tr>
<tr>
<td>Victor Harbor Campus</td>
<td>7-10</td>
<td>120</td>
</tr>
<tr>
<td>Goolwa Campus</td>
<td>R-6</td>
<td>209</td>
</tr>
<tr>
<td>Goolwa Campus</td>
<td>7-12</td>
<td>220</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>731</strong></td>
</tr>
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(Census August 2009)

STAFF

<table>
<thead>
<tr>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td>Senior Staff</td>
<td>7</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td>51</td>
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<tr>
<td>Administration Staff</td>
<td>9</td>
</tr>
<tr>
<td>Support Staff</td>
<td>5</td>
</tr>
<tr>
<td>Volunteers</td>
<td>47</td>
</tr>
</tbody>
</table>

As has become our custom, the Annual Report for 2009 will address the Mission Statements that form the framework for the work of the Board through the Principal.

Investigator College remains committed to fulfilling these Mission Statements.

Don Grimmett
CEO / Principal
1. Operate an exemplary, independent and innovative Christian College in a complementary multi-campus environment.

Investigator College continues to be proud of its achievements in a range of academic, cultural, social and sporting arenas. In providing a caring educational environment in which students can concentrate on the important business of learning, the College continues to recognise that this does not happen in isolation. It is only through partnership with parents, volunteers, community groups and individuals that the College can excel.

Further, Investigator College’s setting on two campuses, while having untold benefit and potential, poses daily challenges for staff, students and families.

- The establishment of a microwave link (150 Mb) allowing students and staff to access video conferencing between campuses. It is the case that more and more, students will be able to access learning via the internet and from either or both campuses without having to travel. The link also provided increased capacity for data transfer between campuses

- Increased access to computers through the Digital Education Revolution (DER) to a ratio of 1:2 and moving to 1:1 by the beginning of 2012 for Years 9-12.

**INNOVATION ...**

A key innovation for investigator College is the development of our Currency Creek Sustainable Classroom. As a result of an application to the Federal Government for funding under the Building Educational Revolution (BER) program, the College received a grant to establish an eco-classroom on this site.

Key design features of this facility include:

- Stand alone solar power system
- Environment friendly Biolyxitix Waste System
- Permaculture and Aquaculture
- Passive solar design
- Geo exchange system using solar energy stored in the ground to heat in winter and as heat rejection in summer.

2009 has been a significant year in that it was the first year that Year 11 students have been based at the Victor Harbor Campus. This was indeed a significant milestone, particularly for the Victor Harbor community.

Following 12 months of operation, Investigator College has grown considerably in its maturity and awareness of the issues and challenges involved in working out of two COMPLEMENTARY campuses.

**COMMUNICATION ...**

Some of the key communication innovations have included:

- Development of online courses of study for students
STAFF APPRAISAL AND PROFESSIONAL DEVELOPMENT ...

In 2009 our Staff Appraisal and Professional Development programs saw strategic refinement and consolidation. This is a critical area of development and continuous improvement, particularly in light of the recent discussion on teacher standards and accountability. It is only through a process of self-examination which is moderated and validated by an external evaluator that a teacher can hope to improve his/her effectiveness in the classroom.

In addition, Investigator College is committed to providing the very best Professional Development for our teaching and non-teaching staff. As the College grows, we are in a better position to attract excellent presenters and trainers to the South Coast.

INDEPENDENCE ...

Investigator College continues to consider recent moves by the State Government to alter legislation around the operation of Independent Schools in South Australia. The College considers such proposed legislation as a threat to what it means to be ‘independent’ and together with the AISSA is seeking to define the essential characteristics of an independent school in response to increased State Government (bureaucratic) accountability requirements.

Provide the College Community with the opportunity to recognise and develop their talents.

Investigator College has developed a unique and diverse range of programs and special interest pursuits.

In 2009 these activities included Sporting, Cultural and Community programs:

SPORT
- SAPSASA Sporting Teams
- Surf Carnival at Horseshoe Bay
- Junior and Senior Sports Days
- Camping and Outdoor Education programs
- Snow Trip
- Duke of Edinburgh Kayaking Expedition
- Junior and Senior SACSA (SA Christian Schools Athletics) Carnivals
- Cross Country
- SACSA Football, Soccer and Netball
- Fleurieu Cup Basketball Championships
- Beach Volleyball Competition
- Touch Football Competition
CULTURAL
- Central Australia Trip
- Canberra Trip
- Senior Drama Production
- College Musical Production
- Japanese Exchange programs
- Japan Trip
- Autumn Concert
- Interschool Debating

COMMUNITY
- Easter Chapel
- Grandparents’ Days
- Senior School Formal
- Year 12 Valedictory Dinner
- Year 6 Graduations
- R-6 Christmas Celebrations
- Presentation Evening
- Ark Project – Turtle rescue
- Port Elliot Show
- College Tours
STEP - Student Extension Program for Years 7 - 10

- Aero modelling
- Academy of Excellence (by invitation)
- Chapel Band
- Chess
- Construction
- Craft
- Environment Action
- Food for Fun
- Football Umpiring
- Golf
- Gym/Fitness
- Indoor Sports
- Music
- Musical Production
- Outdoor Sports
- Plastic Model Making
- Sailing
- Slot Car Racing
- St John’s First Aid
- Surfing
- Tennis
- Walking

3. Offer a contemporary and relevant curriculum that is wholly consistent with the goals of a comprehensive R-12 framework.

Investigator College continues to develop and refine its curriculum and methodologies. This is an ongoing task for schools and represents a fundamental and critical charge for great schools. Recent Federal and State Government requirements have highlighted the importance of excellent pedagogy delivering sound, tested and recognised curriculum.

As an independent provider of R-12 education in the State of South Australia, Investigator College is required to be registered. Following a visit by the Non-government Schools Registration Board, Investigator College was commended on its curriculum and assessment documentation.

Under the leadership of our Director of Teaching and Learning Mr Andrew Panozzo, particular innovation and development has occurred in the following areas:

- Investigator College continues to be at the forefront of development of the new SACE ready for Stage 1 introduction in 2010.

- Our Junior Schools have continued to embrace and develop the Inquiry Based Learning (IBL) pedagogy as an underpinning philosophy and practice across the subject areas.

- Our Vocational and Work education programs have continued to lead the way providing relevant and innovative training to our young people. The Doorways to Construction [D2C] program continues in partnership with the Construction Industry Training Board [CITB] and provides young men and women with the opportunity to learn some of the basic skills in the building industry.

- Preparations for the delivery of the New SACE.
- Preparations of the delivery of National Curriculum.
KEY STUDENT OUTCOMES

In fulfilment of Investigator College’s responsibility under the Australian Government Schools Assistance (Learning Together through Choice and Opportunity) Act 2004, the following data is submitted:

1. Student attendance

The average student attendance rate for Investigator College in 2009 was 85%. This figure is lower than previous years due to illness including the swine flu epidemic.

2. Benchmark Results

Our students and teachers are to be congratulated on the results of the 2009 NAPLAN tests. The following benchmarks were achieved:

<table>
<thead>
<tr>
<th>SPELLING</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Year 3 students</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5 students</td>
<td>94%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7 students</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 9 students</td>
<td>95.9%</td>
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<th>GRAMMAR AND PUNCTUATION</th>
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<tr>
<td>Year 3 students</td>
<td>90%</td>
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<td></td>
</tr>
<tr>
<td>Year 5 students</td>
<td>88.6%</td>
<td></td>
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<tr>
<td>Year 7 students</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Year 9 students</td>
<td>93.7%</td>
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<table>
<thead>
<tr>
<th>WRITING</th>
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<tbody>
<tr>
<td>Year 3 students</td>
<td>96%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Year 5 students</td>
<td>91%</td>
<td></td>
<td></td>
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<tr>
<td>Year 7 students</td>
<td>96.2%</td>
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<tr>
<td>Year 9 students</td>
<td>94%</td>
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<table>
<thead>
<tr>
<th>READING</th>
<th></th>
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<tbody>
<tr>
<td>Year 3 students</td>
<td>95.5%</td>
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<tr>
<td>Year 5 students</td>
<td>92%</td>
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</tr>
<tr>
<td>Year 7 students</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 9 students</td>
<td>98.2%</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NUMERACY</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Year 3 students</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5 students</td>
<td>96%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7 students</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 9 students</td>
<td>100%</td>
<td></td>
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</tr>
</tbody>
</table>

Once again this is a significant achievement for a small school community.

Our teaching staff continue to use the data derived from the NAPLAN in conjunction with other data to design learning programs each year.

3. Change in Benchmark Results

The change in proportion of students achieving the national benchmarks in Reading, Writing and Numeracy between 2008 and 2009:

<table>
<thead>
<tr>
<th></th>
<th>Spelling (%)</th>
<th>Grammar &amp; Punctuation (%)</th>
<th>Writing (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>2009</td>
<td>2008</td>
<td>2009</td>
</tr>
<tr>
<td>Year 3</td>
<td>100%</td>
<td>98.4%</td>
<td>100%</td>
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<td>Year 5</td>
<td>95.4%</td>
<td>88.6%</td>
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</tr>
<tr>
<td>Year 7</td>
<td>100%</td>
<td>98.1%</td>
<td>100%</td>
</tr>
<tr>
<td>Year 9</td>
<td>94%</td>
<td>90%</td>
<td>93.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Reading (%)</th>
<th>Numeracy (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>2009</td>
<td>2008</td>
</tr>
<tr>
<td>Year 3</td>
<td>100%</td>
<td>95.5%</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.9%</td>
<td>92%</td>
</tr>
<tr>
<td>Year 7</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>Year 9</td>
<td>94.7%</td>
<td>98.2%</td>
</tr>
</tbody>
</table>
4. **Outstanding Year 12 results**

The 2009 Year 12 results were outstanding. Students, almost without exception, received their first or second choice of tertiary/TAFE course or vocational pursuit. ‘Raw’ TER scores were equally outstanding. Our highest raw TER was 98.85 - the highest reported score on the South Coast. Equally important, the results are a culminating of a consistent upward trend since 2006. Several of our students were also recipients of prestigious external scholarships.

The average TER for those seeking tertiary entrance was:

- % of TER scores of 90 or higher: 18%
- % of TER scores of 80 or higher: 41%
- % of TER scores of 70 or higher: 59%
- % of TER scores of 60 or higher: 82%
- % of TER scores of 50 or higher: 100%
- % of TER scores below 50: nil

Subject attainment Levels (percentage of total compared with South Australian state average):

- A 17.3% (State average 20.5%)
- B 44.1% (State average 35.3%)
- C 34.1% (State average 28%)
- D 3.9% (State average 10.9%)
- E 0.6% (State average 5.2%)

As always, our programs continue to be refined and developed with the goal of achieving best-practise standards consistent with local, national and international levels.

Investigator College remains resolute in its determination to provide care for all students within a safe and secure environment, for it is only when students are secure in their learning environment that they are able to approach learning with confidence and without distraction. Confident learners are then able to take risks and ask difficult questions without fear.

The College continues to make full use of community resources including counselling and other professional services. It is unfortunate that this is a growing need that does not enjoy growing services.

The responsibility for caring pastorally for students at Investigator College falls in the first instance with the home group and class teachers. It is these teachers who, during the course of the year, get to know the students, advocate for them and become critical points of contact. These staff members are the first ‘port of call’ where a student is having issues or just needs a chat. They also provide security for the students and are the initial point of contact for parents and caregivers.

Investigator College is a single college consisting of four sub schools. This structure allows the College to ensure a small community/family feel to each sub school while maintaining the economies of scale only available to larger schools.

Each sub school of the College has its own Head of School who is responsible for the day to day operation of the school, leading the teaching staff in ensuring excellent pastoral care and well being of our students.
Our Heads of School in 2009 were:

- **Mr Mark Tenny** – Head of Junior School (R-6) Victor Harbor Campus
- **Mr David Marks** – Head of Middle/Senior School (7-11) Victor Harbor Campus
- **Mr Jim Dunbar** – Head of Junior School (R-6) Goolwa Campus
- **Mr Clint Giggins** – Head of Middle/Senior School (7-12) Goolwa Campus

Mr Tenny joined the Leadership Team at the commencement of 2009 and has established himself as a passionate and committed leader. These key individuals together with **Mrs Rose Noack** (SACE Coordinator) and **Mrs Belinda Delyster** (who provides key contact for the well being of our Year 12 students) make up the Pastoral Leadership team.

**CHAPLAINCY**

There can be little doubt as to the commitment of Investigator College to establish best practice in the area of Pastoral Care for our students. The College benefits greatly from pastoral programs developed at both campuses in conjunction with local churches and support groups. In particular, the critical input of our two Chaplains – **Adam Low** (Goolwa) and **Suzanne Turner** (Victor Harbor) has been a highlight of our work in this area in 2009.

More formally Investigator College is an active participant in a range of Anglican Church networks and committees including: Australian Anglican Schools Network, the South Australian Provincial Educational Council and the South Australian Anglican Schools System.

**STUDENT LEADERSHIP**

All students at Investigator College are encouraged to participate in leadership. Whether that be as an upfront worship leader or showing leadership on the sports field, this is a critical developmental aspect encouraged in all students.

As a College we continue to encourage students to develop their confidence and skills in the art of leading others. As a Christian College, we seek to develop the biblical concept of ‘servant leader’ in each of our students.

Opportunities for formal student leadership in 2009 included:

- House Leadership
- Student Representative Council
- Christian Leadership

**STAFF TRAINING**

Investigator College has maintained its commitment to staff training in the areas of:

- Mandated Notification for all staff
- Basic First Aid for all staff
- Senior First Aid for Administration and selected teaching staff
- Anaphylaxis allergy training
- Epilepsy Seizure training
- OHS&W induction and training
Maintain a learning environment that is dynamic, responsive, and capable of serving the needs of the College community

Investigator College celebrated the success of our Class of 2009 Year 12 students as they moved to different vocational, learning and work pathways in 2010. The College has developed strong relationships with Business Associations on the South Coast. In particular the Victor Harbor Business Association in its monthly networking meetings has hosted groups of Investigator students. At these meetings some 50 of our senior students have spoken to the local business owners talking about their skills, passions and hopes for their future careers on the South Coast.

Rather than an ‘educating of the masses’ for the world of work, Investigator College has been strategic in the development of these relationships in an effort to provide individual service for businesses looking for quality part time workers and for students searching for apprenticeships and vocational training. This approach (described as our ‘boutique’ approach) has proved very successful and indeed is addressing the needs of the College community.

5.

The Investigator College community congratulate the Class of 2009 on their successful transition into a range of learning pathways...

Jane Hare
Bachelor of Education (Junior Primary/Primary) / Bachelor of Arts at Flinders University

Lara Higgins
Bachelor of Finance & Accounting at Flinders University

Amber Hillenbrand
Administrative Assistant at a local business

Natalie Hinge
Apprenticeship in Hairdressing

Rachael Jackson
Bachelor of Nursing at Flinders University

Natasha Lambert
Bachelor of Medical Science at Flinders University

Ben Martin
Apprenticeship in Horticulture & Turf Management course at TAFE

Daniel Newman
Bachelor of Business at Flinders University (deferred)

Danielle Payne
Bachelor of Social Work & Social Planning at Flinders University (deferred)

Veronica Perry
Bachelor of Applied Science (Human Movement & Health Studies) at University of South Australia

Rachel Pyner
Year of the Son, Tabor College, Adelaide

Zoe Quarrington
Bachelor of Media at University of Adelaide

Shane Rix
Bachelor of Medical Science at Flinders University

Paul Ryan
Bachelor of Medical Science at Flinders University

Lewis Saundersen
Certificate III in Music at the Elder Conservatorium of Music, University of Adelaide

Hannah Stineke
Psychology at University of Canterbury, New Zealand (deferred)

Joshua Spencer
Planning to join SA Police

Matthew Strother
Bachelor of International Tourism at Flinders University

Hayley Vanderkamp
Bachelor of Design (Visual Communication) at University of South Australia

Ashley Walker
Planning to study at TAFE in automotive industry

John Webster-Cooper
Diploma of Children’s Services (Early Childhood Education & Care) at TAFE

Christopher Wright
Bachelor of Civil & Structural Engineering / Bachelor of Civil & Environmental Engineering (combined degree) at University of Adelaide

“...I know what I am doing,” [says God], “I have it all planned out - plans to take care of you, not abandon you, plans to give you the future you hope for.” Jeremiah 29:11 (TM)
Be distinguished by the quality and performance of the staff as a professional team.

There is little dispute as to the contribution a passionate and skilled staff team can make to a successful school. At Investigator College this is indeed the case.

While we are blessed with excellent individuals on staff, it is when these skilled individuals work as a professional team that extraordinary things happen.

During 2009 this has been demonstrated by:

- Staff Attendance: 98%
- Staff retention: 96%
- Staff qualifications:
  - 1 Doctoral Degree
  - 5 Masters Degrees
  - 5 Post Graduate Degrees
  - 37 Bachelor Degrees
  - 23 Graduate Diplomas
  - 13 Diplomas

Expenditure and Teacher participation in Professional Learning, Training and Development

In 2009 there was 100% participation by the teaching staff in professional learning. There was a range of professional learning undertaken involving the whole staff, year levels, learning areas and individual teaching staff.

In 2009, $1668 per teacher was spent on professional learning.

Sabbatical Leave

Our Principal/CEO, Mr Don Grimmett took Sabbatical Leave during Term 2, 2009. During his time away, Mr Grimmett travelled to Boston Massachusetts to attend the Art of Leadership Course at Harvard University. Mr Grimmett reports that this was a very rich learning time and an opportunity to gain a more global (if American) view of education, policy development and leadership.

‘I came away from the 10 days encouraged and inspired by the wonderful discussions and insights gained. In particular, I came away from my time overseas with the firm view that our little school on the South Coast of South Australia is not doing too badly on a global scale – in fact we are doing really well.’
Main themes in the 2009-10 report:

- Consolidating our place in the South Coast community
- Staged growth at Victor Harbor and innovation at Currency Creek
- Achieving financial and administrative independence

**Our place in this Community...**

The primary task for any School Board is to provide to the governance and infrastructure that the organisation requires. To be effective in that role, a Board must be clear and confident about the product it offers and the most cost efficient and effective means available for delivering its services.

The Investigator College Board affirms the vital mission statements that all stakeholders in this organisation share because these continue to indicate our shared ethos and corporate sense of purpose. Through regular review by the Board Policy and Governance Committee, these important directional statements are updated providing the plan for getting to where we want to be in the community for the greater benefit of our children and to the satisfaction of the Association.

**Our points of difference...**

To be successful in business, one first needs to learn the lessons of survival – crawling before walking might make a good analogy. For all of us there comes a time not only to walk, but also to run, to test ourselves and to face new challenges as we strive for excellence. In real terms this means our Board must continue to plan not only to deliver on core learning and social values, but we must understand also the importance of our main points of difference. Here I refer to that essential balance of life skills and core Christian values that our children need in order to grow into effective members of their society; to lead rich and fulfilling lives and to achieve their highest potential as they step out into an unpredictable world.

Investigator College has seen pleasing growth and consolidation in recent years, during which the Board has continued to act as effective custodians and managers of our primary resources, most particularly the staff we employ and the facilities and amenities we build and operate. It is our aim to maintain a safe, equitable and healthy working and learning environment in which teaching, learning and social development can all occur in a fulfilling and harmonious experience for everyone who participates in the life of the College, staff and students alike.

**Growth at Victor Harbor and Goolwa - innovation at Currency Creek**

Capital Development during 2009 was clearly focussed on Federal Government “Building Education Revolution” (BER) projects. The first - an exciting multi-purpose facility at Victor Harbor and our less visible but equally innovative and exciting Eco-Science facility situated at our Currency Creek waterfront site.

The Currency Creek project has the potential to place Investigator College in a unique and attractive position as leaders and champions of the living environment and it will provide a place where other schools might come, learn and share in this eye-opening and mind-challenging eco-science experience.
Not so long ago, the available pathways between
senior school years and the world of work were starkly
defined and well known to us all, but that is no longer
the case. School Boards today must plan for a wide
variety of vocational options to be available to school
leavers.

In recent years Investigator College has been highly
successful in building a
cost-effective interface
and pathway between
the school and the Victor
Harbor Business Association. Indeed we will shortly have
to install larger facilities in
our Boardroom to house the
growing collection of awards
and trophies which our
College has won for initiatives
at the school-work interface!

One of the great social and
demographic benefits of this
partnership is to be found in
the growing ranks of young
people committed to remain
in our community, strengthen
our economy and maintain the demographic balance
so important to any healthy and growing society.

Throughout 2009, the work of the Investigator College
Board has been supported by four committees:

1. Finance Committee
2. Policy and Governance Committee
3. Performance Review Committee
4. Executive Board

On behalf of the College community, the Board wishes
to acknowledge and thank the following individuals
who together create the dynamic learning environment
for our children.

- The Principal/CEO, Mr. Don Grimmett and Personal
  assistant, Mrs. Alice Hendy
- The teaching and non-teaching staff – a cohesive
  and inspiring team of dedicated professionals
- Parents and Friends Committees and volunteers at
  both campuses.
- Members of the Board for their dedicated support
  and efforts during 2009
- Our wonderful parents and students.

As our formal review cycle for parental satisfaction is a
biannual process, parents will have the opportunity to
respond to a formal review towards the end of 2010.
In the meantime, the College encourages parents
and caregivers to discuss any aspect of the College’s
operation with the Principal or with a member of the
Leadership Team.

As ever, we acknowledge and thank God for His
hand of blessing on Investigator College, and we
pray His continued guidance as He leads us on.

Don Grimmett
CEO/Principal

Geoff Penhall
Chairman of the Board
2009 at a glance...

**OUR COMMUNITY**

**STUDENTS**
- Victor Harbor Campus R-6 182
- Victor Harbor Campus 7-10 120
- Goolwa Campus R-6 209
- Goolwa Campus 7-12 220
- (Census August 2009) Total 731

**STAFF**
- Senior Staff 7
- Teaching Staff 51
- Administration Staff 9
- Support Staff 5
- Volunteers 47

**KEY STUDENT OUTCOMES**

**Student attendance**
The average student attendance rate for our College in 2009 was 85%. (This figure is lower than previous years due to illness including the swine flu epidemic.)

**Benchmark Results**
The following benchmarks were achieved:

**SPELLING**
- Year 3 students 100%
- Year 5 students 94%
- Year 7 students 100%
- Year 9 students 95.9%

**GRAMMAR AND PUNCTUATION**
- Year 3 students 90%
- Year 5 students 88.6%
- Year 7 students 100%
- Year 9 students 93.7%

**WRITING**
- Year 3 students 96%
- Year 5 students 91%
- Year 7 students 96.2%
- Year 9 students 94%

**READING**
- Year 3 students 95.5%
- Year 5 students 92%
- Year 7 students 100%
- Year 9 students 98.2%

**YEAR 12 RESULTS**
- 61.5% of all results being either ‘A’ or ‘B’ (State average was 55.8%)
- 4.5% of results were ‘D’ or ‘E’ level (State average 16.1%)

**FINANCE**

**Sources of Income**
- Commonwealth Government 60%
- State Government 17%
- Tuition Fees 17%
- Other 6%

**Expenditure**
- Teaching 67%
- Administration 19%
- Depreciation 5%
- Interest 3%
- Cleaning 2%
- Grounds 2%
- Maintenance 2%
A caring, Christian community, open to all, encouraging excellence and providing a path for lifelong learning...

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