



The King's School

ANNUAL REPORT 2013

Educational and Financial Reporting

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EDUCATIONAL REPORTING

POLICY

The King's School will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Australian Department of Education, Science and Training. This reporting will include public disclosure of the educational and financial performance measures and policies of the School, as required from time to time.

PROCEDURES

Annual Report

Procedures for implementing the policy include:

- Identification of the staff member responsible for coordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required.
- For each reporting area, identification of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report.
- Determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness.
- Preparation of the report in an appropriate form to send to the Board of Studies.
- Setting the annual schedule for:
 - delivery of information for each reporting area to the coordinator
 - preparation and publication of the report
 - distribution of the report to the Board of Studies and other stakeholders.

Requests for additional data

From time to time the Australian Government, through the Minister for Education, Science and Training, and the NSW Government, through the Minister for Education and Training may request additional information. To ensure that such requests are dealt with appropriately, the School will identify the staff member responsible for coordinating the School's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form.

DEST Annual Financial Return

The School will identify the staff member responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEST in an appropriate form.

Dr TF Hawkes

Headmaster

The King's School

REPORTING AREA 1

A Message from Key School Bodies

A) A MESSAGE FROM THE KING'S SCHOOL COUNCIL

The King's School is committed to the development of all-round excellence within its student body. This was clearly demonstrated throughout 2013 with the School enjoying significant success academically, in the co-curricular area of life and through its general contribution to national debates on education.

2013 saw the School enjoying a fine set of HSC results with the School being ranked 38th in the State. King's has now been ranked in the Top 50 schools in four of the last six years. This result means that King's, despite being a non-selective boys' school, has outperformed several of the 47 selective schools in NSW. No more was this apparent that in Mathematics where King's was ranked 14th. 110 boys out of 202 gained at least one Band 6. Five boys were named in the 'Best in Subject' lists: Music, Studies of Religion, Earth and Environmental Science, Geography and Software Design and Development. Some 16 boys were named in the Honours List for gaining 90% or more in ten or more units.

In the co-curricular area of life, King's has emerged as one of the leading Visual and Performing Arts schools in the State. Our HSC Drama results are among the best of any school and the School's musical *Xanadu – The Musical* played to enthusiastic audiences over a three week period. In addition, the play, *You can't take it with you*, also played to packed audiences and reinforced the School's strength in the performing arts. Perhaps one of the most significant areas of growth at King's in recent years has been in music. The School's various choirs, orchestras, concert bands and marching bands have performed at a level that frequently sees them invited to perform in some of the major entertainment venues in Sydney.

In sport, the School has also remained strong, with our 2013 School Captain, Jack McCalman, being selected to Captain the Australian Schoolboy rugby union side. There were many other significant successes that reinforce King's as being a strong sporting school.

The real magic of King's rests in the relationship between student and teacher. The quality of this relationship is such that the student body is not just challenged academically, but inspired to grow in wisdom and good character. Assisting in this regard has been the School's unique *Boys to Men Program* in Year 10. Within the *Boys to Men Program*, a variety of essential life-skills are taught such as cooking, cleaning, car maintenance and the management of financial affairs. In addition, the School's Cadet and Duke of Edinburgh programs contribute to the development of leadership skills and resilience.

A significant amount of charity work was engaged by the School, including support for the school it built in Bangladesh for 400 students and its support of Aids orphanages and schools in Uganda and Rwanda.

In closing, the School Council is pleased King's is fulfilling its mission of being a Christian community that seeks to make an outstanding impact for the good of society through its students and by the quality of its teaching and leadership in education.

Dr R Mackay
Chairman
Council of The King's School

B) A MESSAGE FROM THE SCHOOL CAPTAIN

I never cease to be humbled by the privilege of being a student at The King's School. I don't think there are many boys who take a King's education for granted or who are not enormously grateful for the sacrifice made by parents to ensure that their sons receive a quality education.

Being at King's has afforded me an opportunity to develop myself academically. The School's strong showing in the HSC results gives ample testimony to King's being a school that is able to realise academic potential and encourage boys to seek the limits of their ability.

The strength of the School's academic program is matched by its performance in a wide range of other areas including music, drama and sport. It is good that our success in these areas is found in more than one area. We had winning GPS rowing crews. We became GPS tennis Premiers. We had strong performances in swimming, basketball, cricket, shooting, equestrian, cross country, football, rugby and snowsports. The School's performance in athletics is particularly worthy of mention, with King's producing several national champions.

One of the most exciting things that students of The King's School enjoyed in 2013 was the completion of the project to renovate the first of our boarding houses. This heralds an ongoing program that will roll out over several years, at the end of which, all Day Houses and Boarding Houses at The King's School will be completely rebuilt.

In addition, 2013 saw the completion of the Science Centre. This magnificent building will do a great deal to support Science, always an area of strength at King's, and will provide an opportunity for Kingsmen to partner with various research institutions to give an opportunity to understand what it means to engage in authentic research.

I am pleased to close my report by saying that morale in the School is high with Kingsmen showing a warm appreciation for their School.

Hugh Taylor
2014 School Captain
The King's School

REPORTING AREA 2

Contextual Information about the School

The King's School Parramatta is Australia's oldest independent school and perhaps its best known. Founded in 1831 by command of King William IV of England, King's was established as a boys' school that would provide Australia with its next generation of leaders. Situated on 300 acres of beautiful parkland in the demographic centre of Sydney, King's has also endeavoured to give educational leadership by contributing richly to educational and social debate. Its teaching resources, particularly in the area of boys' education, boarding and the developing of leadership skills, are used around the world.

An academically strong school, King's has a reputation for adding value, with over 80% of its students characteristically going on to university or college. The School has an outstanding gifted and talented program affording the best features of an academically selective school (enriched teaching and sound scholarship designed to realise academic potential), with the best features of a non-selective school (a balanced education and the capacity to improve a boy's academic standards).

King's is in high demand because it offers academic excellence with character development. For example, a unique four year training course in leadership is undertaken by Kingsmen in the Senior School. Crown Princes, leaders of Political Parties, authors, actors, Christian thinkers, military leaders and a wide range of leaders in many other professions have been educated at King's. It is a school committed to the development of good character and those values that are consistent with a caring, Christian community.

King's is a member of the 'Great Public Schools' (GPS) and is one of the leading sports and performing arts schools in the land with many of its students going on to international prominence. A K-12 day and boarding school, King's combines the fine traditions of the past with a modern and contemporary curriculum.

King's accepts boys from four years of age and upwards. The Prep is a boy heaven where fun and exploration combine with serious scholarship to prepare a boy for secondary school. Year 7 is the first year of secondary school and a major point of entry. There are about 360 boarders at King's and about 1140 day students.

Within society, there is often talk about a school either being good academically and at things such as music, drama and chess, or it can be good at the rather more physical pursuits such as sport and cadets. The limitations of this "either – or" thinking have never been allowed to impinge on our thinking at King's. We believe it is entirely possible to excel in both domains of educational activity.

In this, 2013 has been an encouraging year, with The King's School producing excellent academic results as well as some wonderful sporting results. There were also many fine cultural and philanthropic initiatives taken throughout the year – enough to encourage the School community that we are making good progress in our mission to:

Be a Christian community that seeks to make an outstanding impact for the good of society through its students, and by the quality of its teaching and leadership in education.

Leadership in education is expressed in our high profile in the media and a strong contribution to educational debate on matters such as NAPLAN and the “My School” website. The mission of The King's School is to enrich and edify people on both sides of the school gate.

More specific details about the School may be seen at the My School website at <http://www.myschool.edu.au>.

Among staff, ongoing training has occurred in the areas of first aid, occupational health and safety and in child protection. Of particular note, was the introduction of a life-skills course for students in Year 10. The *Boys to Men* program is an iconic educational initiative that seeks to ensure that a King's education remains relevant not just for a year or two, but for life.

There remains within The King's School, a desire to pursue excellence. The leadership role the School takes in educational debate within Australia is significant and marks King's as one of the most exciting and innovative schools in the country.

Dr TF Hawkes
Headmaster
The King's School

REPORTING AREA 3

Student Performance in National and Statewide Tests and Examinations

YEAR 12 - HIGHER SCHOOL CERTIFICATE RESULTS

From the 202 students (including one Year 11 student accelerated in Modern History and History Extension) who sat HSC exams at The King's School in 2013, there were a total of **299** Honour Roll credits earned from **110** students who achieved 90% or more in at least one subject.

In 2 Unit courses:

2013 – 233 marks of 90% or above in Band 6
2012 – 222 marks of 90% or above in Band 6
2011 – 171 marks of 90% or above in Band 6
2010 – 136 marks of 90% or above in Band 6
2009 – 208 marks of 90% or above in Band 6
2008 – 220 marks of 90% or above in Band 6
2007 – 119 marks of 90% or above in Band 6
2006 – 119 marks of 90% or above in Band 6

In Extension courses:

2013 – 66 marks of E4 (45/50 or above)
2012 – 56 marks of E4 (45/50 or above)
2011 – 46 marks of E4 (45/50 or above)
2010 – 42 marks of E4 (45/50 or above)
2009 – 32 marks of E4 (45/50 or above)
2008 – 47 marks of E4 (45/50 or above)
2007 – 35 marks of E4 (45/50 or above)
2006 – 24 marks of E4 (45/50 or above)

DISTINGUISHED ACHIEVEMENT AT THE 2013 HSC EXAMINATIONS:

| | |
|------------------------|---|
| Brett He | 1st in the State for Music 2 |
| Henry Simpson | 2nd in the State for Studies of Religion II |
| David Macintyre | 3rd in the State for Earth and Environmental Science |
| Samuel Read | 6th in the State for Geography |
| James Payor | 10th in the State for Software Design and Development |

Scoring 90 marks or above in 10 or more units at the HSC: 16 boys

| | | |
|------------------|---------------|----------------|
| Phillip Anthony | Patrick Hao | Uday Soni |
| Joel Cheung | Brett He | Dilan SriDaran |
| Christopher Chiu | Matthew Jacob | Michael Turner |
| Zachary Croker | James Payor | Joel Winney |
| Rohit Duggal | Samuel Read | |
| James Green | Henry Simpson | |

Table 6 illustrates the number of students who achieved Bands 4, 5 and 6 compared to those at the lower end (Bands 1-3). In thirty out of thirty-one 2 Unit subjects, students performed above the State level.

Table 6: Higher School Certificate Examination results – 2 unit courses

| Subject | Number of Candidates | Bands 4-6 | | Bands 1-3 | |
|------------------------------------|----------------------|-----------|-------|-----------|-------|
| | | TKS | State | TKS | State |
| Agriculture | 14 | 79% | 55% | 21% | 45% |
| Ancient History | 19 | 74% | 61% | 26% | 39% |
| Biology | 44 | 100% | 68% | 0% | 32% |
| Business Studies | 59 | 97% | 66% | 3% | 34% |
| Chemistry | 37 | 100% | 73% | 0% | 27% |
| Design & Technology | 7 | 100% | 78% | 0% | 22% |
| Drama | 28 | 100% | 84% | 0% | 16% |
| Earth & Environmental Science | 15 | 100% | 72% | 0% | 28% |
| Economics | 36 | 94% | 68% | 6% | 32% |
| Engineering Studies | 10 | 100% | 67% | 0% | 33% |
| English Standard | 18 | 11% | 33% | 89% | 67% |
| English Advanced | 176 | 94% | 86% | 6% | 14% |
| English ESL | 8 | 100% | 59% | 0% | 41% |
| Geography | 52 | 88% | 65% | 12% | 35% |
| Industrial Technology | 28 | 100% | 60% | 0% | 40% |
| Information Processes & Technology | 9 | 89% | 67% | 11% | 33% |
| Legal Studies | 28 | 100% | 70% | 0% | 30% |
| Mathematics General | 107 | 93% | 42% | 7% | 58% |
| Mathematics | 47 | 98% | 77% | 2% | 23% |
| Modern History | 50 | 100% | 77% | 0% | 23% |
| Music 2 | 6 | 100% | 99% | 0% | 1% |
| PDHPE | 38 | 97% | 59% | 3% | 41% |
| Physics | 51 | 90% | 66% | 10% | 34% |
| Senior Science | 15 | 73% | 68% | 27% | 32% |
| Software Development & Design | 9 | 100% | 65% | 0% | 35% |
| Studies of Religion II | 22 | 95% | 75% | 5% | 25% |
| Visual Arts | 16 | 100% | 88% | 0% | 12% |
| French | 9 | 100% | 90% | 0% | 10% |
| German | 5 | 100% | 82% | 0% | 18% |
| Latin | 4 | 100% | 94% | 0% | 6% |
| Primary Industries | 11 | 82% | 60% | 18% | 40% |

Table 7 below illustrates the number of students who achieved Extension Bands E3 and E4 (35 or more marks out of 50) compared to those at the lower end (Bands E1 and E2). In 7 out of 8 extension subjects, students performed above state level.

Table 7: Higher School Certificate Results – Extension Units

| Subject | Number of Candidates | Bands E3-E4 | | Bands E2-E1 | |
|-------------------------|----------------------|-------------|-------|-------------|-------|
| | | TKS | State | TKS | State |
| English Extension 1 | 42 | 100% | 88% | 0% | 12% |
| English Extension 2 | 6 | 100% | 78% | 0% | 22% |
| Mathematics Extension 1 | 41 | 100% | 84% | 0% | 16% |
| Mathematics Extension 2 | 18 | 100% | 87% | 0% | 13% |
| History Extension | 11 | 73% | 74% | 27% | 26% |
| Music Extension | 4 | 100% | 98% | 0% | 2% |
| French Extension | 1 | 100% | 97% | 0% | 3% |
| Latin Extension | 3 | 100% | 97% | 0% | 3% |

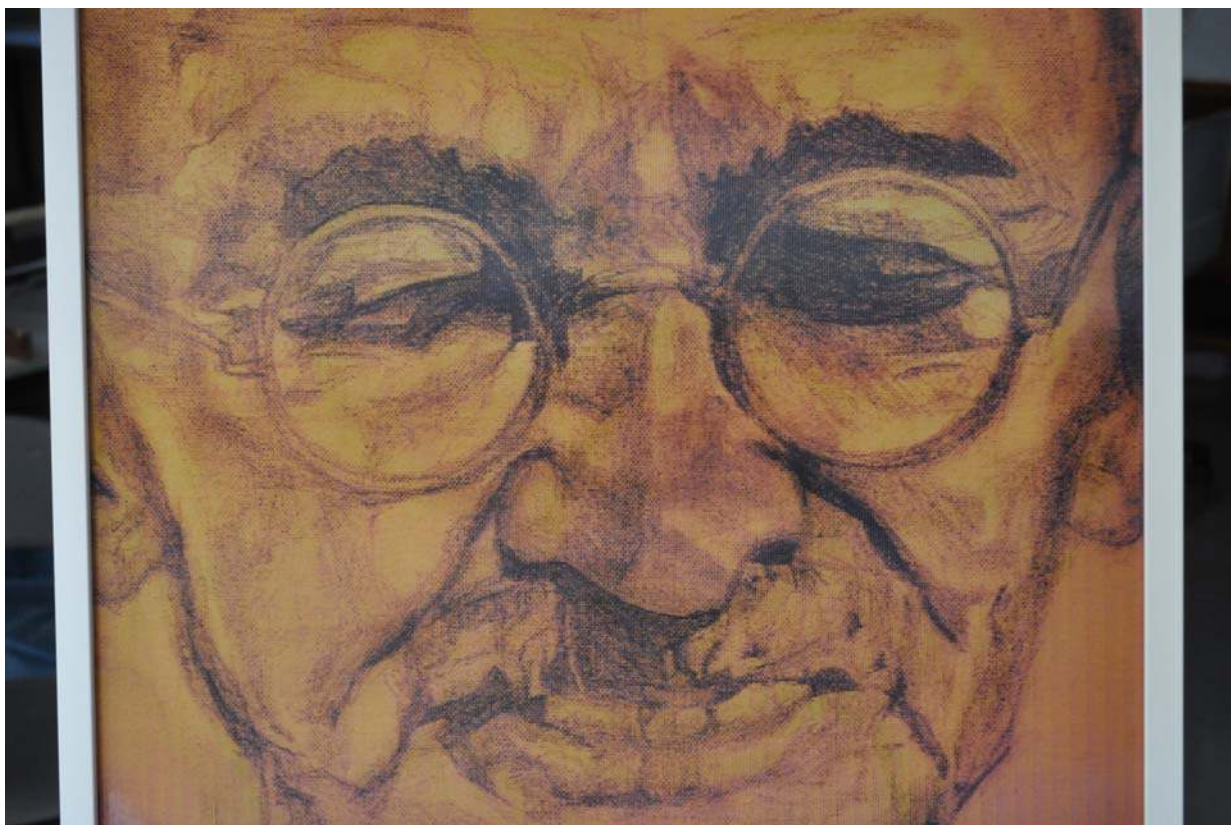
Congratulations to the following Year 12 boys on being nominated for outstanding projects:

Practical Examinations - Nominations

| | |
|-----------------------|---|
| Thomas Fulton-Kennedy | Nomination for InTech |
| Edward Fedotov | Nomination for Encore – Performance |
| Brett He | Nomination for Encore – Performance and Composition |
| Mitch Smith | Nomination for Encore – Composition |
| Benjamin Stacy | Nomination for Encore – Performance |
| Daniel Alevras | Nomination for OnStage – Individual |
| Joshua Clarke | Nomination for OnStage – Individual |
| Calum De Silva | Nomination for OnStage – Individual and Group |
| Scott Jenkins | Nomination for OnStage – Group |
| Angus Macqueen | Nomination for OnStage – Group |
| Daniel Olsson | Nomination for OnStage – Individual |
| Cameron Ragg | Nomination for OnStage – Individual |

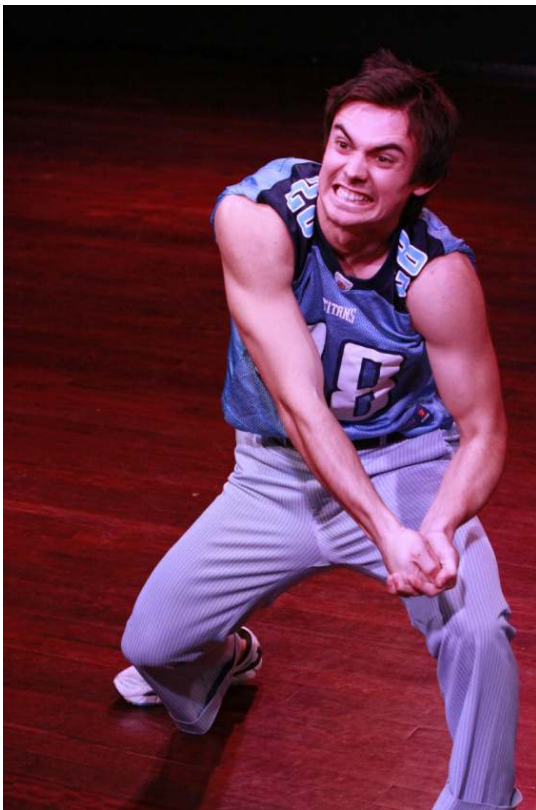
Practical Examinations - Selections

| | |
|---------------|--------------------------|
| Jonathan Tong | Selection for ArtExpress |
|---------------|--------------------------|



Edward Bonner
Joshua Clarke
Ethan Gordon
Oliver Morassut
James Thomas

Selection for OnStage – Individual and Group
Selection for OnStage – Group
Selection for OnStage – Group
Reserve Selection for OnStage – Individual
Selection for OnStage – Group



SENIOR SECONDARY OUTCOMES

Of the 202 students who sat the HSC in 2013, thirteen (13) boys (6%) undertook vocational or trade training through TAFE-delivered VET courses. All these boys attained a Year 12 Higher School Certificate as well as attaining the VET qualification for their courses.

In addition, eleven (11) boys (5%) undertook Primary Industries within the School curriculum, attained Year 12 Higher School Certificates that included the examination for Primary Industries as well as attaining the VET qualification for their course.

COMPARISON OF UNIVERSITY ENTRANCE RANKS 2006-2013

In 2013, 198 students qualified for an ATAR. Using the Australian Tertiary Admissions Rank to analyse our HSC Candidature, sixteen (16) of our students (8%) gained an ATAR of 99 or over and 127 (64%) of our students gained an ATAR over 80. This compared favourably with results over the previous years:

| ATAR | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | No of students |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|----------------|
| ≥ | % | % | % | % | % | % | % | % | |
| 99 | 1 | 4 | 5 | 5 | 3.5 | 1.5 | 8 | 8 | 16 |
| 95 | 11 | 10 | 19 | 20 | 15 | 18 | 26 | 25 | 49 |
| 90 | 23 | 21 | 36 | 34 | 27 | 33 | 41 | 41 | 82 |
| 80 | 53 | 48 | 57 | 68 | 56 | 57 | 60 | 64 | 127 |
| 70 | 69 | 69 | 71 | 81 | 72 | 78 | 77 | 80 | 159 |
| 60 | 86 | 81 | 82 | 91 | 84 | 88 | 88 | 91 | 181 |
| 50 | 91 | 87 | 93 | 95 | 93 | 96 | 93 | 96 | 191 |
| Students | 177 | 188 | 177 | 173 | 172 | 193 | 183 | 198 | 198 |
| ATAR Median | 80.90 | 79.00 | 83.95 | 85.45 | 82.25 | 84.30 | 86.80 | 85.3 | |
| ATAR Mean | 77.21 | 75.83 | 79.25 | 81.95 | 78.25 | 80.30 | 81.08 | 82.85 | |

SCHOOL PERFORMANCE IN NATIONAL TESTS

The King's School has performed well in State-wide tests and examinations sat in both the Prep and the Senior School. The results demonstrate that students at The King's School perform well above the State average in the National Assessment Program – Literacy and Numeracy (NAPLAN).

Performance on The King's School's NAPLAN results are documented on the MySchool website: <http://www.myschool.edu.au>.

JJ Walkden-Brown
Director of Studies

REPORTING AREA 4

Professional Learning and Teacher Standards

PROFESSIONAL LEARNING

All teaching staff attended five days of compulsory professional learning activities. These days focussed on:

- WH&S Training
- Pedagogy
- IT
 - Apple Tablet Workshop
 - Microsoft
 - Samsung
- Pastoral Care
- Manual Handling
- Fire Safety, Extinguishers and Emergencies
- CPR, Anaphylaxis, Asthma, Diabetes, Epilepsy and Concussion
- Child Protection
- Bullying Policy, Anti-Bullying Procedures

In addition to the five compulsory days of professional learning, the following professional learning activities were undertaken by staff in 2013.

| TITLE | COURSE DETAIL | NO. OF COURSES ATTENDED | NO. TEACHERS ATTENDED |
|--------------------|--|-------------------------|-----------------------|
| MATHEMATICS | T3 Conference, Philadelphia USA | 1 | 1 |
| | Engaging Computer Tasks for Years 9 and 10 | 1 | 1 |
| | The AIS Maths Conference | 1 | 2 |
| | AAMT 2013 - Mathematics Launching Futures | 1 | 1 |
| | Breakfast with Dan Meyer/Lunch with Dan Meyer | 1 | 2 |
| | HODs Maths Day | 1 | 2 |
| | Build Better Programs with Program Builder | 1 | 1 |
| | MANSW Conference | 1 | 3 |
| | TTA - Learn about Technologies and Philosophy of Flipped Learning in Maths | 1 | 1 |
| | TOTAL | 9 | 14 |

| TITLE | COURSE DETAIL | NO. OF COURSES ATTENDED | NO. TEACHERS ATTENDED |
|--------------------------------|---|-------------------------|-----------------------|
| ENGLISH | Google Apps for Education - Sydney Summit | 1 | 1 |
| | Inside HSC Marking | 1 | 2 |
| | Be Calm Program | 1 | 1 |
| | Connected Learners | 1 | 1 |
| | IBSC Regional Conference | 1 | 1 |
| | Smooth Sailing - English 7-10 | 1 | 1 |
| | Brainwaves (Big Day Out) | 1 | 1 |
| | The Aust. Curriculum: New thinking and Learning | 1 | 1 |
| | Exploring the New 2015 HSC Prescription Text List | 1 | 1 |
| | Imaginative Writing and Creativity | 1 | 1 |
| | Julius Caesar (Module C) | 1 | 1 |
| | Building Student Leadership | 1 | 1 |
| | Advanced Comparative Study | 1 | 1 |
| | TOTAL | 13 | 14 |
| SCIENCE | USYD Faculty of Education and Social Work | 1 | 1 |
| | Pre-Conference Workshop - Aust Guidance etc. | 1 | 1 |
| | AIS RTO Network Day | 1 | 1 |
| | AIS - Thinking of Leadership Role? Day 1 | 1 | 1 |
| | Planning and programming for the new syllabus | 1 | 1 |
| | AIS - Thinking of Leadership Role? Day 2 | 1 | 1 |
| | Game Sense Conference 2013 | 1 | 1 |
| | Science to engage their future (TTA) | 1 | 1 |
| | TOTAL | 8 | 8 |
| BUS. STUDIES /ECONOMICS | The Road Ahead with iPads (AIS) | 1 | 1 |
| | Business Studies Professional Dev. Day | 1 | 1 |
| | 2013 EBE NSW Annual Professional Dev Conference | 1 | 1 |
| | Edu Tech - Brisbane | 1 | 1 |
| | iBooks Author | 1 | 1 |
| | TOTAL | 5 | 5 |

| TITLE | COURSE DETAIL | NO. OF COURSES ATTENDED | NO. TEACHERS ATTENDED |
|-----------------------|--|-------------------------|-----------------------|
| INDUSTRIAL ARTS | Hands on technology workshops | 1 | 1 |
| | Industrial Arts Head Teacher and Teacher Adv Conf | 1 | 1 |
| | TOTAL | 2 | 2 |
| GEOGRAPHY | HSC Examination Review 2012 | 1 | 1 |
| | Wetland Ecology | 1 | 1 |
| | Connected Learners | 1 | 1 |
| | Differentiating the Curriculum for Diverse Learners | 1 | 1 |
| | Mastering and Integrating Geographical Tools | 1 | 1 |
| | AIS - Middle Leaders | 1 | 1 |
| | Differentiating the Curriculum for Diverse Learners | 1 | 1 |
| | AIS Student Wellbeing Conference | 1 | 1 |
| | Mastering and Integrating Geographical Tools | 1 | 1 |
| | AIS - Thinking of Leadership Role? Day 1 | 1 | 1 |
| | Building Student Leadership | 1 | 1 |
| | GTA NSW Annual Conference (Inst of Teachers) | 1 | 2 |
| | AIS - Thinking of Leadership Role? Day 2 | 1 | 1 |
| | Geospatial of the Aust Curriculum | 1 | 2 |
| TOTAL | 14 | 16 | |
| HISTORY/LEGAL STUDIES | Legal Studies State Conference | 1 | 1 |
| | Connected Learners | 1 | 2 |
| | Equipping Teachers for Modern History - WW1 | 1 | 2 |
| | HTA State Conference | 1 | 1 |
| | Lessons from HSC Marking- Deconstructing the content | 1 | 2 |
| | TOTAL | 5 | 8 |
| DRAMA | Drama NSW State Conference | 1 | 1 |
| | AIS Drama Conference | 1 | 2 |
| | TOTAL | 2 | 3 |

| TITLE | COURSE DETAIL | NO. OF COURSES ATTENDED | NO. TEACHERS ATTENDED |
|------------------|---|-------------------------|-----------------------|
| LANGUAGES | MLTA NSW Conference 2013 "Growing Languages" | 1 | 1 |
| | Growing Languages MLTA NSW Conference | 1 | 1 |
| | Choose Me - AIS (Part 1) | 1 | 1 |
| | Middle Leaders | 1 | 1 |
| | German Extension Workshop | 1 | 2 |
| | Symposium: A Silk Road Sage | 1 | 1 |
| | Choose Me - AIS (Part 2) | 1 | 1 |
| | French Extension Workshop | 1 | 1 |
| | Heritage Chinese Stage 6: Workshop 1 and 2 | 1 | 1 |
| | Extension Course Workshop - AIS | 1 | 1 |
| | Heritage Chinese Stage 6: Workshop 1 and 2 | 1 | 1 |
| | TOTAL | | 11 |
| BIBLICAL STUDIES | "Studies of Religion Conference" | 1 | 2 |
| | Firing up Biblical Studies | 1 | 4 |
| | Archbishop's SASCA Day | 1 | 4 |
| | TOTAL | 3 | 10 |
| ESS | Integrating iPads into your classroom | 1 | 1 |
| | Interactive Forum for SLDs | 1 | 2 |
| | iPad for Educators | 1 | 1 |
| | 2013 Autism/Asbergers Seminar | 1 | 1 |
| | The App Guide to Language and Literacy | 1 | 2 |
| | TOTAL | 5 | 7 |
| MUSIC | Connected Learners | 1 | 1 |
| | How is the Orff approach relevant etc. | 1 | 2 |
| | A Focus on HSC Music | 1 | 1 |
| | TOTAL | 3 | 4 |

REPORTING AREA 5

Teacher Attendance and Retention Rates

ATTENDANCE AND RETENTION RATE

In 2013 the average daily staff attendance rate was 97.2%. The proportion of staff retained by the school from 2012 is approximately 96.4%.

TEACHING STANDARDS

Details of all Teaching Staff

| CATEGORY | NUMBER OF TEACHERS |
|--|--------------------|
| Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or | 114 |
| Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or | 1 |
| Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context (Manual, page 39) | 0 |

Note: The teacher in the second category has been employed due to his expertise in his subject. He works directly under the supervision of a qualified teacher, and is currently undertaking study to complete his teaching requirements. He has registered with the NSW Institute of Teachers and currently has conditional accreditation.

RG Chandler

Director of Staff Development

REPORTING AREA 6

Workforce Composition, including Indigenous

WORKFORCE COMPOSITION

The King's School has a total number of 114 teaching staff made up of 103 full-time teaching staff and 11 part-time teaching staff.

Data on teaching numbers can be seen at <http://www.myschool.edu.au>. As well, there are a number of staff who hold responsible positions (eg. Headmaster) and who do not teach Board of Studies curriculum courses.

There are 19 people who provide secretarial/admin support to academic staff, which includes 9 IT staff. As well, we have approximately 50 people employed to look after the large grounds, work in the laundry and support boarding staff in the running of boarding houses.

INDIGENOUS STAFF

In 2013, there was no indigenous staff employed at The King's School.

RG Chandler

Director of Staff Development

REPORTING AREA 7

Student Attendance and Retention Rates in Secondary School

STUDENT ATTENDANCE RATES

Average Year Level Attendance

| YEAR LEVEL | TOTAL ATTENDANCE (%) |
|---------------------------------------|----------------------|
| Kindergarten | 98.46 |
| 1 | 98.47 |
| 2 | 98.60 |
| 3 | 99.04 |
| 4 | 98.36 |
| 5 | 98.81 |
| 6 | 98.59 |
| 7 | 98.17 |
| 8 | 97.74 |
| 9 | 97.49 |
| 10 | 97.06 |
| 11 | 97.52 |
| 12 | 98.11 |
| Total average for whole School | 98.19 |

Management of Non-Attendance

Rolls are marked by teachers throughout the day. Parents are required to contact the School if their son is not attending on any given or part of a day. If a student's absence is identified in the morning and a parent has not notified the School, the School will contact parents to confirm their son's absence. After two consecutive days away from School, the School will require a medical certificate.

Boys are required to report to the Staff Centre if they are late, or leaving the School for an appointment during the day. They must return to the Staff Centre upon arrival back at School from their appointment. Parents are required to give their son a note if their son will be leaving the School during the day for an appointment or sign their son's Diary advising of the same.

Staff at front desk at the Staff Centre of the School carefully monitor students during the school day through the use of the Denbigh system and regularly communicate between the Health Centre and other departments for class absences.

The Denbigh system allows us to monitor the days absent and number of late entries on the student files.

Reports on all the students' movements during the school week are given to both day and boarding Housemasters each week.

Dr AM Parry
Deputy Headmaster

ACTUAL STUDENT RETENTION RATES

96% of students who completed Year 12 at the School in 2013 completed Year 10 at The King's School in 2011.

In 2013, 207 students completed Year 12 at the School. In 2011, 212 students completed Year 10.

Three students left at the conclusion of Year 10 in 2011 to attend other schools and one to post school occupation. Retention rates over the last two years have been steady. Based on information provided, students who leave at the end of Year 10 or later, choose to attend other schools in Australia and overseas, undertake apprenticeships or University Foundation Courses.

Students who left the School at the end of Year 12 following the HSC examinations usually proceeded to tertiary education at University.

The wide range of backgrounds and geographical locations of boarding and day families at The King's School means that there can be significant movement in a cohort due to changes in family circumstances, overseas transfers or changes in employment. There is an increase in enrolments in middle and senior years as more students become attracted to the residential experience offered by the School.

BR Hilliard
Registrar

REPORTING AREA 8

Post School Destinations

Year 10, 2013

Eleven boys left either during the year, or at the end of Year 10. One student returned to school overseas, one left for family reasons, two for financial, two changed schools, while two left to complete their senior studies elsewhere.

Year 11, 2013

Nine boys left during Year 11, 2013. Two relocated overseas, five others withdrew to attend other schools and two left to post school positions.

Year 12, 2013

207 boys sat the HSC in 2012. 177 or 85.5% received an offer to University that included 7 overseas students. Those remaining boys have received apprenticeships or work placements.

BR Hilliard
Registrar

Mrs J Pearce
Archivist

REPORTING AREA 9

Enrolment Policies and Characteristics of the Student Body

The King's School Enrolment Policy

The King's School is a comprehensive boys' K-12 boarding and day school providing an education underpinned by religious values and operating within the policies of the NSW Board of Studies. All applications are processed in order of receipt and consideration is given to the applicant's support for the ethos of the School, siblings already attending the School and other criteria determined by the School from time to time.

Once enrolled, to maintain enrolment, students are expected to:

- support the School's ethos
- demonstrate appropriate effort, attitude and behaviour
- comply with the School rules

Procedures

- 1 All applications will be processed within the School's enrolment policy.
- 2 The School will consider each applicant's supporting statement and interview responses regarding their ability and willingness to support the School's ethos.
- 3 The School will consider each applicant's educational needs. To do this, the School will gather information and consult with the parents/family and other relevant persons.
- 4 The School will identify any strategies that need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
- 5 The School will inform the applicant of the outcome.

Student population

In July 2013, the School had 1,529 students. Of the 1,173 in the secondary school (30%) 350 were boarders and (70%) 823 were day students. The Preparatory (primary) School had two boarders in a total enrolment of 356. As The King's School is a comprehensive day and boarding school, students come from a wide range of geographic locations and backgrounds, including language backgrounds other than English, and overseas students.

BR Hilliard
Registrar

REPORTING AREA 10

School Policies

STUDENT WELFARE POLICIES

The School believes that every student has the right to a safe, supportive and caring environment which:

- Minimises the risk of harm and ensures that students feel secure.
- Encourages students to be intellectually able, spiritually aware, socially responsible, emotionally mature, physically healthy and culturally enriched.
- Provides student welfare policies and programs which develop a sense of self-worth and foster personal development.

To ensure that all aspects of the School's mission meet the welfare needs of our students the following policies and procedures are in place.

1. CHILD PROTECTION POLICY

The School policy statement encompasses:

- Legislative requirements
- Roles and responsibilities
- Reporting and investigating
- Reportable conduct
- Investigation processes
- Documentation

Parents may request a copy of the *Child Protection Policy* by contacting the Deputy Headmaster.

2. SECURITY POLICY

The School has a range of policies and procedures relating to security including:

- Procedures for the security of the grounds and buildings
- Use of the grounds and facilities
- Emergency procedures

A Risk Management Committee meets regularly to ensure the safety and security of all students.

A more detailed description of security policies and procedures is found in the Staff Handbook and the Student Handbook.

The minutes of the Risk Management Committee meetings reside with the Deputy Headmaster.

Parents may request a copy of these documents by contacting the Deputy Headmaster.

3. SUPERVISION POLICY

The School has a range of policies and procedures relating to supervision including:

- Duty of care
- Risk management
- Levels of supervision for on-site activities
- Guidelines for supervisors

A more detailed description of these policies and procedures can be found in the School Handbook and the Student Handbook.

4. CODES OF CONDUCT POLICY

The School has a range of policies and procedures relating to Codes of Conduct including:

- Roles and responsibilities for staff and students
- The pastoral system
- Anti-bullying policy and strategies
- Student leadership programs

A Code of Conduct for boarding students has been developed and implemented.

A more detailed description of such policies and procedures is found in the:

- Staff Handbook
- Student Diary
- Student Handbook

5. PASTORAL CARE POLICY

The School has a range of policies and procedures relating to pastoral care including:

- The pastoral system involving Housemasters, Year Coordinators, Tutors School Counsellor and School Chaplain
- Availability of, and access to, special services such as counselling outside the School
- Health care procedures
- Critical incident policy

A Student Support Team meets each fortnight to review students considered to be at risk.

A more detailed description of such policies and procedures is to be found in the:

- Staff Handbook
- Student Handbook
- School Diary
- Minutes of Heads of Department meetings
- Minutes of Student Support Team

6. COMMUNICATION POLICY

The School has a range of formal and informal strategies to facilitate communication between the School, the student, the home, the Housemaster and the Year Coordinator.

Documentation relating to these communication policies are found in the:

- Staff Handbook
- Student Handbook
- School Diary
- School Prospectus, and on the School Intranet

MN Powys
Director of Boarding

PARENTS' AND/OR STUDENTS' GENERAL COMPLAINTS AND GRIEVANCES RESOLUTION PROCEDURE

The following procedure provides a mechanism by which parents and/or students can seek to have a complaint or grievance addressed.

The procedure is not intended to be overly prescriptive nor to impose unreasonable time limits upon any party. It does seek to raise parents' and/or students' awareness that the School acknowledges that such issues do arise from time to time, and the following describes the arrangements that should be observed in order to assist parents and/or students to resolve them.

The School will seek to ensure that any complaint or grievance is resolved at the earliest opportunity and in a timely manner. However, reasonable periods of time must be allowed for discussion at each level of the procedure.

Level 1 – Local

- 1 The complaint or grievance must initially be dealt with, as close to its source as possible, with graduated steps for further discussion and resolution at higher levels of authority.
- 2 Any complaint or grievance that arises shall, where possible, be settled by discussion at its source between the parent and/or student concerned and the responsible staff member, eg Housemaster, subject teacher, Year Coordinator, Head of an Academic Department, etc. Should it be inappropriate for one of these staff members to be approached, eg that person is the perceived source of the complaint or grievance, then the parent and/or student should approach that staff member's supervisor or manager or another senior member of staff.
- 3 The parent and/or student shall notify the senior staff member, preferably in writing, as to the substance of the complaint or grievance, request a meeting with the senior staff member for bilateral discussions and state the remedy sought.

Level 2 – Higher Internal

- 4 Every opportunity should be given to resolving the complaint or grievance at the Local Level before the matter proceeds to Level 2. A more senior staff member approached to commence the Level 2 process needs to satisfy him or herself that the Local Level process has been exhausted.
- 5 If the matter is not resolved at the Local Level, then the parent and/or student may raise the matter with the more senior staff member eg Deputy Headmaster, Head of Preparatory School, Bursar. At this stage the parent and/or student must make a written submission if they have not already done so. The more senior member of staff will then convene a meeting involving the parent and/or student concerned, and other staff deemed necessary by the senior staff member to progress the matter.
- 6 At the conclusion of the discussions, the senior member of staff may make a finding him or herself as to a suitable outcome or refer the matter to the Headmaster to determine. In either eventuality, the parent and/or student must be provided with a written response as to the findings of the senior member of staff in respect of the complaint or grievance.

Level 3 – Final Internal

- 7 In the event that the matter has not been referred to the Headmaster and the parent and/or student do not agree with the outcome at the Higher Internal Level, they may make a further written submission to the Headmaster requesting that he review the matter. At this stage, the parent and/or student should provide reasons why the Headmaster should review the outcome of the earlier procedure together with any new and additional information that may be available. The Headmaster may take whatever action he deems appropriate, eg convening meetings, interviewing staff etc. in order to determine the matter. Upon the conclusion of the Headmaster's deliberations on the matter he will inform the parent and/or student in writing of his determination of the complaint or grievance.

Level 4 - External

- 8 If the parent and/or student remains dissatisfied then it is acknowledged that they may be entitled to seek assistance from an external person or other appropriate authority. Should that action be taken by the parent and/or student, then the School may also seek external advice in respect of the matter.

The School will review this procedure on a regular basis and any suggested improvements should be forwarded to the Headmaster. It is not intended that this procedure exceed any statutory obligation upon the School.

Complaints or grievances that form the basis of more serious allegations will be dealt with in accordance with the relevant School policy and the School's legal obligations.

KJ Lee
Deputy Bursar

REPORTING AREA 11

School Determined Improvement Targets

A) A report on the 2013 priority areas

i) Academic

- The School was keen to maintain its strong academic reputation by finishing in the Top 50 HSC Schools in the land. This was a considerable challenge given that we are a non-selective school and there are about 46 selective schools in the State. So, the School was delighted when it finished 38th in the HSC Honours List.
- Various initiatives have been implemented to help improve handwritten extended responses to learning tasks. Feedback is encouraging.
- The School-wide drive on spelling and writing skills was undertaken with significant use being made of the School's intranet in order to provide the community with spelling lists and tips on writing skills. Our NAPLAN results would suggest that significant progress has been made in these areas.

ii) Staff

- The new Head of the Prep School has settled in well and already a number of initiatives have been introduced that will impact positively on teaching and learning at the Prep.
- In our Senior School, the new Director of Studies has also settled in well and is managing the School's academic program very effectively.

iii) Administration

- A single School-wide database was selected and trialled successfully. This database will become operational in 2015.

iv) Buildings

- The renovation of the first of our boarding houses was completed with students enjoying the new facility at the start of the year.
- Work progressed throughout the year on the School's largest building project ever – the new Science Centre. It is anticipated that this Science Centre will be ready for operation in early 2014.
- The conversion of an old boarding house into two day houses also began in 2013. It is anticipated that this building will be ready for use at the start of Term 2, 2014.
- Plans for the renovation of the old Science Centre have been put on hold until the completion of the building projects detailed above.

v) Marketing

- Work began on putting together a new Prospectus for the Senior and Prep Schools. This project has taken a little longer than anticipated because of the importance of aligning the Prospectus with the School's website. It is anticipated that this task will be completed early in 2014.

vi) Planning

- A new Five Year Plan was successfully introduced. This Plan is now available both on the School's website and in print form.
- The King's School Preparatory School was successfully registered by the Board of Studies.

B) A report on the priority areas for school improvement in 2013

i) Academic

- Top 50 finish in the HSC.
- Ongoing work in improving secondary students' capacity to handwrite extended responses to learning tasks.
- An ongoing drive to improve spelling and writing skills will continue and will be monitored using NAPLAN results.
- Put in place 'The Future Project' – a student/industry partner program in scientific research.

ii) Staff

- Plan for the succession of Senior staff particularly in the School's Development Office.
- Train staff in the use of the School's new database.

iii) Buildings

- Complete the construction of the new Science Centre.
- Complete the conversion of an old boarding house into two day houses.
- Plan for the renovation of the old Science Centre.

iv) Marketing

- Maintain overall School enrolments in excess of 1,550 students.

Dr TF Hawkes
Headmaster

REPORTING AREA 12

Initiatives Promoting Respect and Responsibility

Being a Christian school, The King's School takes seriously its requirement to develop pro-social skills within its students, including the development of respect and responsibility.

The School is committed to providing an educational environment in which students feel valued and secure. To achieve this end, the School will seek to create a school-wide culture that:

- Allows students to flourish free from discrimination, harassment or any form of bullying.
- Does not tolerate, condone or trivialise bullying behaviours.
- Is aware of what constitutes bullying behaviour.
- Provides support to the victims of bullying.
- Deals firmly with bullies so that they either stop their bullying or leave the School.

The methods used by the School to discourage bullying will vary from time-to-time, with new initiatives being introduced when thought appropriate. The measures that have been used to discourage bullying at The King's School include, but are not limited to:

- Employing a suitable range of sanctions to deal with and discourage bullies. These sanctions include suspension and expulsion.
- Putting up signage about the School to promote a bully-free environment.
- Printing anti-bullying policies in student diaries and on the School's website.
- Promoting a bully-free environment in assemblies, chapel, tutor periods, Year-level meetings and House meetings.
- Promoting a bully-free environment in the staff handbook, in School policy documents and in occasional articles in publications such as *The King's Herald*.
- Promoting a bully-free environment in PDHPE classes.
- Undertaking confidential Year-level surveys of student well-being and bullying behaviour and following up on identified bullies and victims.
- Undertaking House surveys on boarder well-being.
- Designing an online assessment of a student's personal feelings related to bullying.
- Conducting exit interviews.
- Ensuring effective pastoral support for students through the appointment of Tutors, Year-level Co-ordinators and Housemasters.
- Incorporating instruction about the School's anti-bullying stance in the *Learning Leadership* tutorial material used by students in Years 8-11.
- Incorporating anti-bullying guidelines in the Preparatory School's code of behaviour for students.

- Incorporating anti-bullying guidelines in the *Duty of Care* training program for boarding staff.
- Employing Chaplains and School Counsellors who have specialist skills in helping both victims of bullying and identified bullies.
- Having a prefectorial team that supports the School's anti-bullying policy and who students feel free to inform about any bullying.
- Instituting a "Captain's Court" to deal with grievances that students want handled by their peers rather than by staff.
- Instituting a Student Support Team to monitor the well-being of students at risk.
- Training staff to detect bullying behaviours.
- Encouraging staff to adopt classroom management techniques that discourage opportunities for bullying behaviours.
- Employing staff who model tolerance, empathy and acceptance of individual differences.
- Encouraging staff to take their supervision duties seriously so that there is a pervasive sense of staff presence when they are on duty.
- Reviewing the School's anti-bullying policy from time-to-time, in order to ensure that it remains effective and relevant.

A wide range of social service projects, both locally and even overseas, also acts to promote respect and responsibility in students. These include fully funding a school in Bangladesh and helping to build an extension to an AIDS orphanage in Uganda.

Respect and responsibility are typically qualities that are reported on in a Senior School student's report.

Dr TF Hawkes
Headmaster

REPORTING AREA 13

Parent, Student and Teacher Satisfaction

The School has an “open door policy” with parent involvement welcomed. Regular parent/teacher meetings, together with a wide range of other parental gatherings including those of the Parents’ Auxiliary, and a wide range of other parent groups related to Houses, sports and the performing arts, mean there are many opportunities for parents to interact with the School and share their thoughts about those initiatives which they would like to see undertaken.

Parents as well as students are encouraged to contact their son’s Tutor when necessary, and also their Year Coordinator and Housemaster. The House system within the School is particularly strong and provides an excellent means of pastoral support for students. It is often the first point of contact for parents who have any concerns.

Use is made by parents not only of face-to-face interviews, but email and telephone conversations as well as letters or notes in their son’s diary if they should wish to communicate with the School. Occasional surveys of parental opinion are undertaken.

Student satisfaction is monitored with use being made of initiatives such as:

- A survey completed by boarders to monitor their well-being and to gather their feedback
- An exit survey for Year 12 students
- Bullying and well-being surveys

Feedback from these surveys indicates that the School community is overwhelmingly pleased with the educational and pastoral offerings of the School.

Those students who might be struggling in some way are often helped by the Student Welfare Committee or by the School Counsellor who meet regularly with the Headmaster to update him on relevant pastoral matters. The School Chaplain plays a similar role with the orbit of his care often extending to include families of the School as well as students.

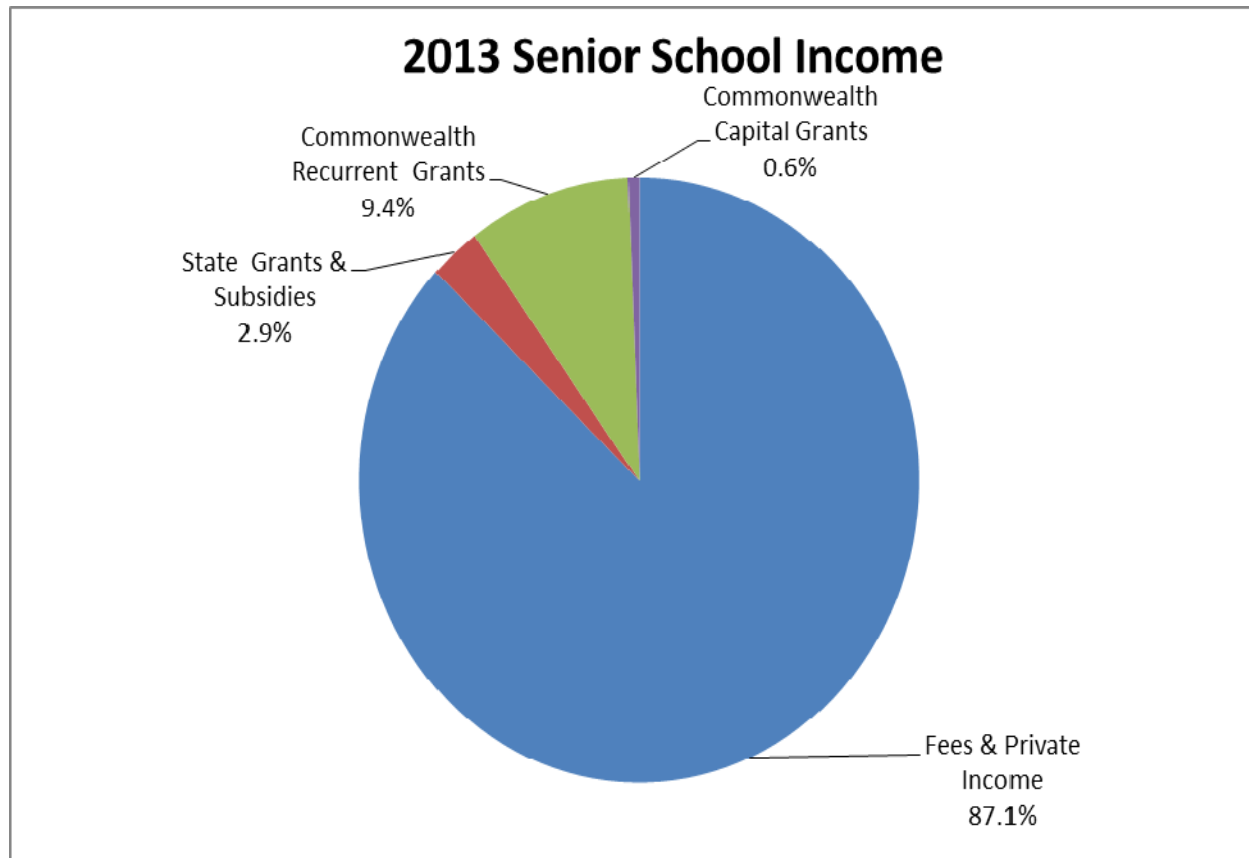
Regular meetings between the Headmaster and the School Monitors (prefects) also serve as a useful means to gauge the well-being of the School. There is regular weekly feedback to the School Executive from Housemasters as well.

The King’s School enjoys a strong sense of community. Attendance at an inter-school sporting event will bear testimony to an excellent school spirit within The King’s School.

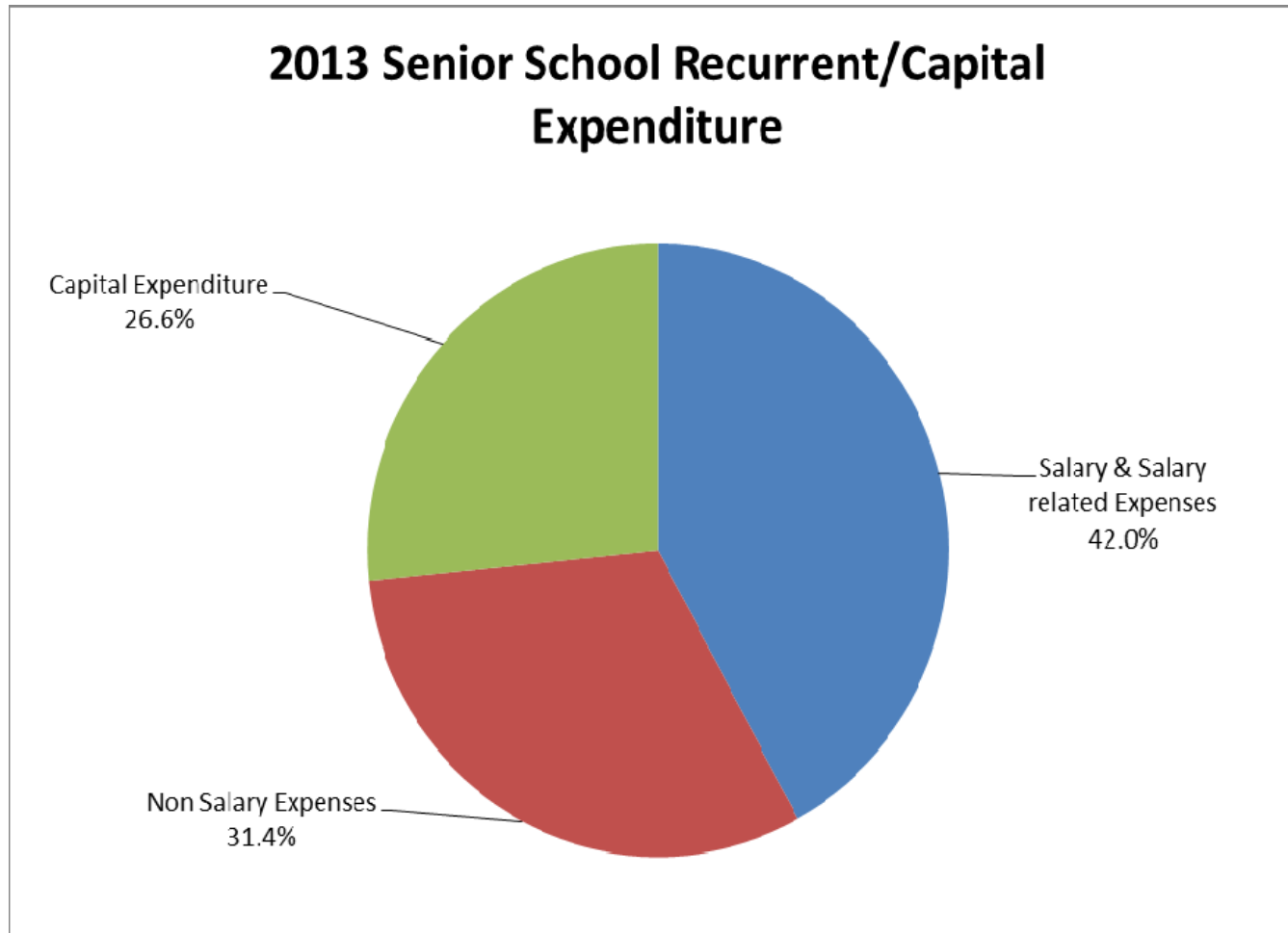
Dr TF Hawkes
Headmaster

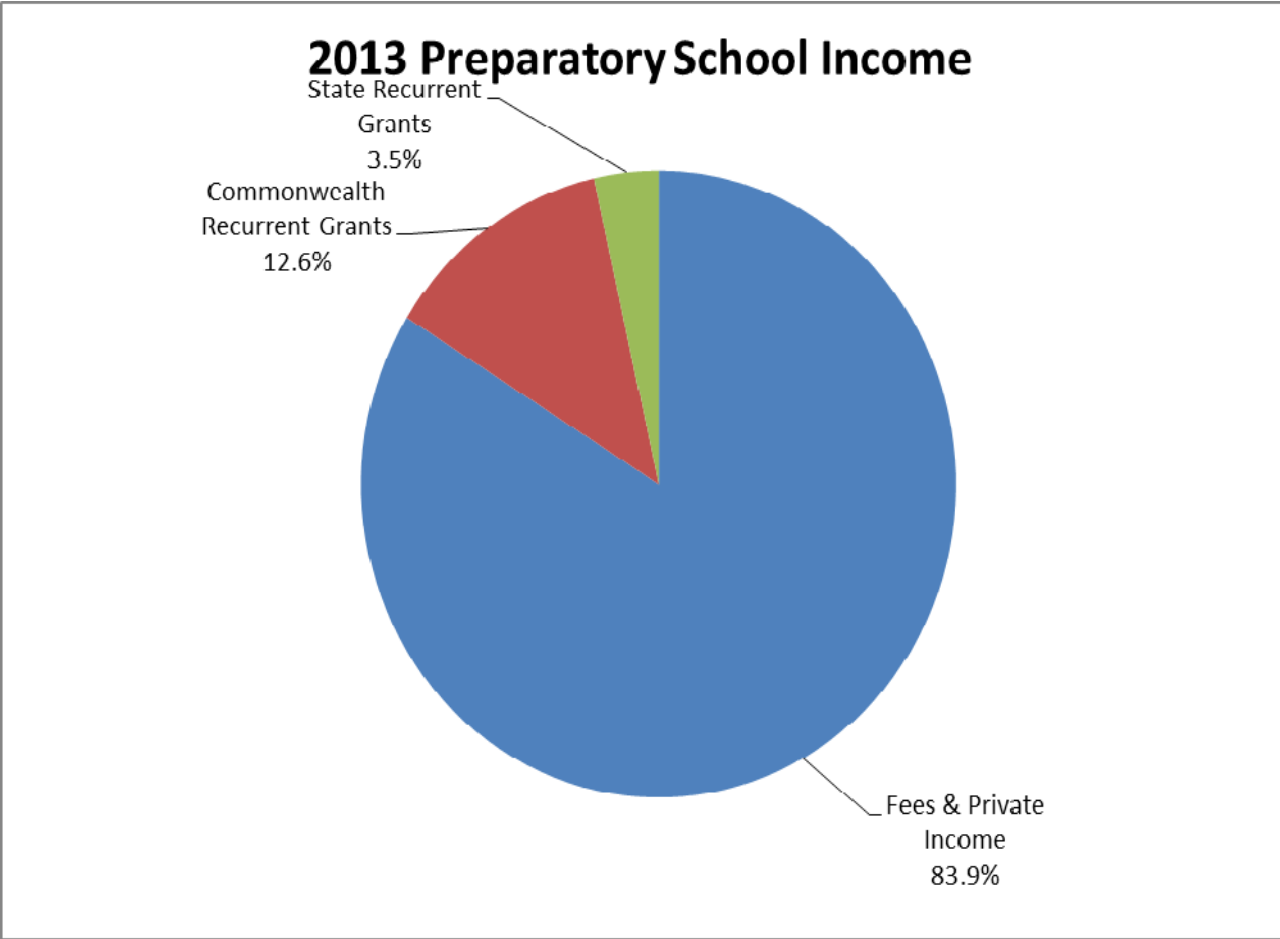
REPORTING AREA 14

Financial Reporting

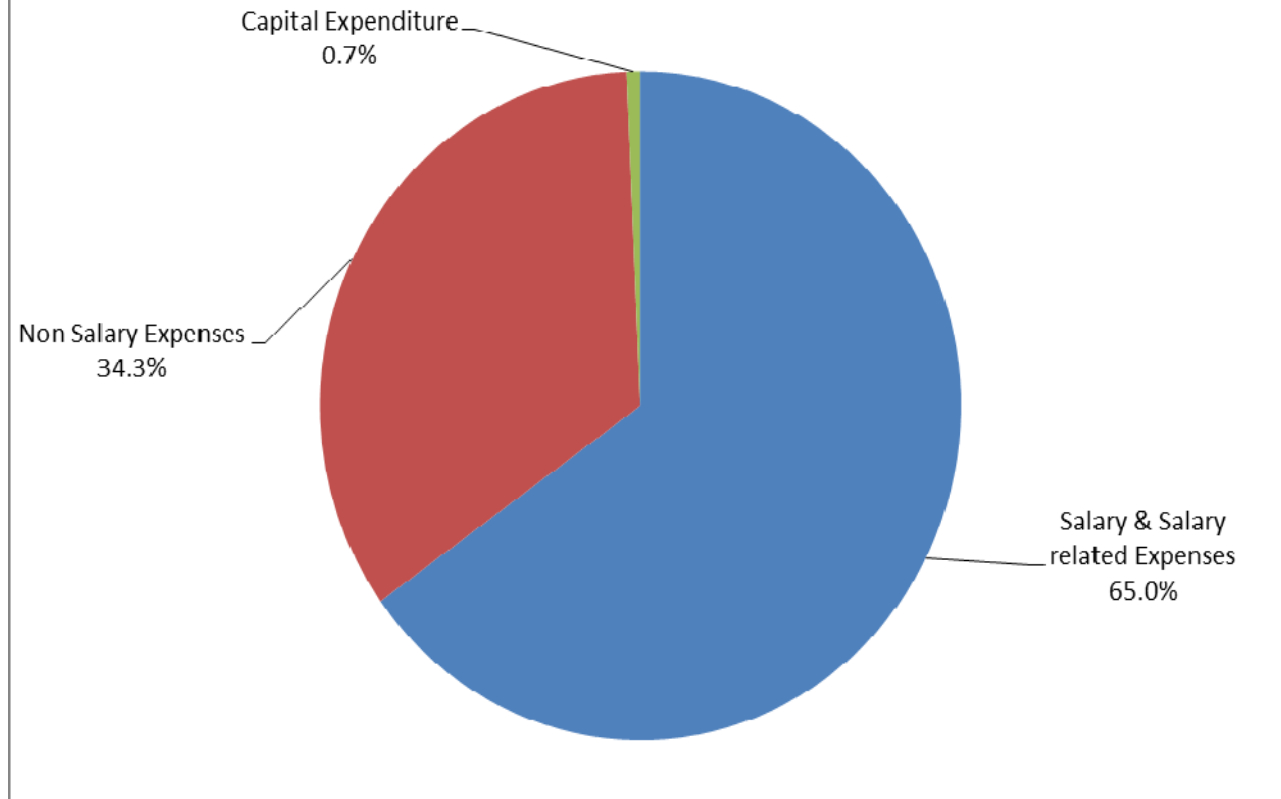


2013 Senior School Recurrent/Capital Expenditure





2013 Prep School Recurrent/Capital Expenditure



GB Dornan
Bursar

APPENDIX A

Anti-Bullying Policy



ANTI-BULLYING POLICY



The King's School anti-bullying policy has five sections:

| | | |
|---|---|-----|
| 1 | What is Bullying? | P3 |
| 2 | Cyber Bullying | P4 |
| 3 | How does The King's School discourage bullying? | P6 |
| 4 | What should you do if you are being bullied? | P8 |
| 5 | How to help a son who is being bullied | P10 |

Access to the Anti-bullying Policy

- The King's School Anti-bullying policy can be viewed online. Go to www.kings.edu.au and follow the links.



01

What is Bullying?

- Bullying is the deliberate intention to harm someone who does not have the power to stop it.

- Bullying, harassment or any form of discrimination, is immoral and can be unlawful because it interferes with the right of a person to feel safe and valued as a member of a community.

- Bullying takes many forms. It can be:
 - Face-to-face such as fighting, pushing, taunting, insulting, embarrassing, intimidating and invading personal space, AND Behind-the-back such as writing threatening or offensive messages, sending distressing emails and writing anonymous notes that are hurtful.
 - Done individually such as a person mocking or teasing someone, AND It can be done as a group by such means as social exclusion or hate group recruitment.
 - Physical, AND Psychological.
 - Sexual harassment which involves behaviours such as unwanted sexual touching, inappropriate joking, exposure, making sexual advances or demeaning someone due to their sexual orientation, AND Racial harassment which involves behaviours such as social exclusion, teasing,

taunting and threats based on another person's race.

- The causing of hurt by traditional methods such as punching, kicking and spreading hurtful rumours, AND The causing of hurt by contemporary means such as cyber bullying, sexting, engaging in identity theft or by trashing someone on social networking sites.

The key features of bullying are that it:

- causes hurt and distress,
- is repeated,
- involves the use of power in an unfair way.

Bullying need not always be done by the older or stronger. "Bullying up" is bullying done by the smaller, the younger and the weaker, who either use anonymous means to bully, such as cyber bullying, or overt means to bully, knowing that any retaliation would make the provoked person look like they are the bully.

Symptoms of Bullying

For behaviour to be classified as bullying, it needs to involve repeated actions that are designed to cause hurt. Not having friends or not being popular

isn't necessarily a sign that a person is being bullied. It may simply mean a person lacks inter-personal skills. There is a difference between bullying behaviour and what can be described as normal interpersonal conflict.

The symptoms associated with bullying include, but are not limited to; not wanting to go to school, anger, tears, depression, low self-esteem and a raft of psychosomatic symptoms such as headaches and stomach aches. Bed-wetting and sleeplessness can also be symptoms of bullying, particularly in the young. Withdrawal and reluctance to 'join in' can be a warning sign, as can truancy, misbehaviour and aggressive behaviour. Cuts, bruising, torn clothing, requests for extra food or money as well as a decline in academic performance can also be clues that a student may be suffering from bullying.

- **Any form of bullying is unworthy of a Kingsman and against all that The King's School stands for. Those who are identified as bullies will be dealt with firmly and may be expelled from the School.**

02

Cyber Bullying

Cyber bullying is causing hurt via modern technologies such as the Internet and other forms of social media, and through the use of smart phones and other mobile devices.

Cyber bullying is a growing problem in society. Modern technologies empower the individual, even the most unlikely of individuals, with an immense capacity to cause harm. It is also an attractive means of bullying for it can, under certain conditions, be carried out with relative anonymity.

Cyber bullying can be particularly damaging because of the capacity it has to humiliate, hurt and harm a person in front of a huge 'audience'.

A dangerous feature of cyber bullying is that it can be done quickly and easily. On an impulse, a person can create emotional havoc for another and do so before the voice of reason hints at the inappropriateness of the action.

A further problem with cyber bullying is that the bully is often unaware of the extent of the harm they are causing because cyber bullying seldom occurs face-to-face. The feedback is muted by distance so that the bully is protected from an understanding of the awfulness of their behaviour.

Cyber bullying represents unlawful activity that may result in police laying charges. Cyber bullying has been linked

to depression, self-harm and even suicide.

Examples of Cyber bullying:

- Sending hateful or threatening comments or pictures via MSN, mobile phone or the Internet and by social networking sites such as MySpace and Facebook.
- Using modern technologies to engage in the social exclusion of someone and in hate group recruitment.
- Posting rude, explicit or embarrassing messages or pictures about someone on the Net.
- Stealing someone's identity in order to harm them in some way.
- Putting pressure on a person to send revealing or compromising pictures of themselves.
- Covertly filming, recording or taking a picture of someone and posting the images on the Net to cause hurt.
- 'Outing' and disseminating confidential information about someone.
- 'Flaming' and multi-messaging to clog up a person's electronic system and to cause them distress.
- Using aliases and pseudonyms in chat rooms and on social networking sites in order to harass and upset.
- Engaging in cyber-stalking and the invading of privacy.
- Referring to your school in a negative or disparaging way on the Net.

Sexting

Another expression of cyber bullying is sexting.

Sexting is taking sexually explicit photos and making them available for others to see via a carriage service such as mobile phone or computer.

Sending explicit images of anyone, including yourself, is a crime if you are under the age of 18 years. If the person in the picture is under 16 years, it can be a very serious crime resulting in charges of paedophilia.

Cyber anonymity

Students need to remember that something sent electronically can never be entirely removed even with a press of the 'delete' button. The image may emerge at any stage in their future life and lead to serious consequences.

Using pseudonyms, passwords and avatars does not protect the identity of a cyber bully. Technologies exist to identify those who mis-use modern technologies to harm others.

- **Do not engage in cyber bullying.**
- **Do not post any image or comment that is designed to cause hurt. It is morally wrong and in many cases, it is also illegal.**



STUDENTS NEED TO REMEMBER THAT SOMETHING SENT ELECTRONICALLY CAN NEVER BE ENTIRELY REMOVED EVEN WITH A PRESS OF THE 'DELETE' BUTTON.

It should also be noted that even if cyber bullying is engaged in while not at school, the matter will be taken up by the School because the moral welfare of its students is of importance to The King's School as is anything that brings the School into disrepute.

Students can protect themselves from some forms of cyber harm by noting the following advice:

1. Never tell anyone, even your friends, your passwords, private details or access codes.
2. When speaking to someone you do not know on the Net, be aware they may not be who they say they are.
3. Be aware that there are predators who use the internet to lure young people into inappropriate sexual relationships. Others use tricks, such as pretending to be a bank, to get the victim to share their confidential financial details. This usually results in identity fraud and the stealing of money.
4. Never tell people you do not know well what your address is, or how they can meet up with you.
5. Always be careful what you say or what you show a person in confidence on the Net for it is never guaranteed to remain confidential. The information may be sent on to others.
6. Know that the most frequent use of

the Net is for illegal activities such as scams, pornography and gambling.

Finally, if you find yourself the victim of cyber bullying, keep the evidence and report the bullying to an appropriate adult. It is generally best not to respond to the cyber bully, or give them any satisfaction they have caused you hurt. If you do respond to the bully, do not do so while hot with anger. This can result in mutual cyber bullying which means both parties become guilty of bullying.

● **One's "digital footprint" may be accessed many years after material is posted online and used by others, eg. prospective employers and the media.**

03

How does The King's School discourage bullying?

Bullying is totally against the mission and purpose of The King's School. The School is committed to providing an educational environment in which students feel valued and secure. To achieve this end, the School will seek to create a school-wide culture that:

- Allows students to flourish free from discrimination, harassment or any form of bullying.
- Does not tolerate, condone or trivialise bullying behaviours.
- Is aware of what constitutes bullying behaviour.
- Provides support to the victims of bullying.
- Deals firmly with bullies so that they either stop their bullying or leave the School.

The methods used by the School to discourage bullying will vary from time-to-time, with new initiatives being introduced when thought appropriate. The measures that have been used to discourage bullying at The King's School include, but are not limited to:

- Employing a suitable range of sanctions to deal with and discourage bullies. These sanctions include suspension and expulsion.
- Putting up signage about the School to promote a bully-free environment.
- Printing anti-bullying policies in

student diaries and on the School's website.

- Promoting a bully-free environment in assemblies, chapel, tutor periods, Year-level meetings and House meetings.
- Promoting a bully-free environment in the staff handbook, in School policy documents and in occasional articles in publications such as *The King's Herald*.
- Promoting a bully-free environment in PDHPE classes.
- Undertaking confidential Year-level surveys of student well-being and bullying behaviour and following up on identified bullies and victims.
- Undertaking House surveys on boarder well-being.
- Designing an online assessment of a student's personal feelings related to bullying.
- Conducting exit interviews.
- Ensuring effective pastoral support for students through the appointment of Tutors, Year-level Co-ordinators and Housemasters.
- Incorporating instruction about the School's anti-bullying stance in the *Learning Leadership* tutorial material used by students in Years 8-11.
- Incorporating anti-bullying guidelines in the Preparatory School's code of behaviour for students and in their statement of students' rights and responsibilities.

- Incorporating anti-bullying guidelines in the *Duty of Care* training program for boarding staff.
- Employing Chaplains and School Counsellors who have specialist skills in helping both victims of bullying and identified bullies.
- Having a prefectorial team who support the School's anti-bullying policy and who students feel free to inform about any bullying.
- Instituting a "Captain's Court" to deal with grievances that students want handled by their peers rather than by staff.
- Instituting a Student Support Team to monitor the well-being of students at risk.
- Training staff to detect bullying behaviours.
- Encouraging staff to adopt classroom management techniques that discourage opportunities for bullying behaviours.
- Employing staff who model tolerance, empathy and acceptance of individual differences.
- Encouraging staff to take their supervision duties seriously so that there is a pervasive sense of staff presence when on duty.
- Reviewing the School's anti-bullying policy from time-to-time, in order to ensure that it remains effective and relevant.



AN "ANNUAL REPORT ON BULLYING AT THE KING'S SCHOOL" WILL BE PREPARED SUMMARISING THE QUANTITATIVE DATA DRAWN FROM RECORDS KEPT AND SURVEYS UNDERTAKEN AT THE SCHOOL.

The effectiveness of these strategies rests with ALL members of the School's community.

To assist the Headmaster to assess the success or otherwise of the anti-bullying strategies being pursued, an "Annual Report on Bullying at The King's School" will be prepared that summarises the quantitative data drawn from records kept and surveys undertaken at the School. The Annual Report will contain a section on the conclusions that can be drawn from that data along with comparisons against previous years' conclusions to enable an understanding as to whether bullying is being reduced or is increasing.

To assist the Headmaster in preparing the Annual Report on bullying, the School's Student Support Team will have their responsibilities expanded to include the preparation of that Annual Report. The Team will also be responsible for reviewing anti-bullying measures and making recommendations to amend these with the aim of reducing instances of bullying.

The Student Support Team is Chaired by the School Chaplain and will be comprised of representatives from the School's Pastoral Support Service areas, the Senior School and the Preparatory School. The Team will be assisted by the Deputy Bursar in preparing the

Annual Report, which will be submitted to the School Council each year.

The King's School reserves the right to alter the means and ways by which it discourages bullying. If any should like to suggest an improvement in the way bullying might be discouraged at The King's School, they are invited to send their suggestions to the Deputy Headmaster or the Head of the Preparatory School.

04

What should you do if you are being bullied?

If you are being bullied, it is important that you talk to an adult who is in a position to help you.

There can be a reluctance to report bullying because of a fear of being labelled a 'dobber' and going against an unwritten code of student behaviour. This concern is understandable but must not prevent you from reporting bullying behaviour. Most students dislike bullying and would support your attempts to stop it.

Some students may not want to report bullying because they feel it might only make matters worse. Again, this fear is understandable, but most teachers are trained in ways to help victims of bullying in a manner that protects the victim.

It can take courage to challenge the bully, to expose them for who they are and to play a part in improving our community by ridding it of bullying behaviour. The King's School expects its students to show this courage and not tolerate bullying as a bystander or as a victim.

Our school motto "fortiter et fideliter" means "bravely and faithfully" and that is what is expected of Kingsmen – that they be brave and faithful in getting rid of any bullying they encounter. Everyone at The King's School should be committed to

making the School a safe and happy community.

If you are being bullied, you must tell a responsible adult who has the capacity to help. Options include:

- Parents, guardian or adult relatives.
- Teacher, Coach, Housemaster, Year Coordinator, Tutor.
- Counsellor, Chaplain.
- Headmaster, Deputy Headmaster, Head of the Preparatory School or any member of the School Executive.

Others who can be informed include:

- Monitors, Prefects, House or School Captain.
- Doctor or Nurse at the School's Health Centre.
- Matron.

If needed, further help can be obtained from:

- Kids Helpline – 1800 551 800
- Lifeline – 131 114
- Salvo Youth Line – 9360 3000
- Websites:
 - www.bullyingnoway.com.au
 - www.kidshelp.com.au

REMEMBER

The King's School is committed to providing a safe and happy learning environment. Therefore, the School



IT CAN TAKE COURAGE TO CHALLENGE THE BULLY, TO EXPOSE THEM FOR WHO THEY ARE AND TO PLAY A PART IN IMPROVING OUR COMMUNITY BY RIDDING IT OF BULLYING BEHAVIOUR.

I will be pleased to know if there are
I any bullying behaviours that are
I undermining this goal.

If you are being bullied, you are encouraged to do the RITE thing:

R = RECOGNISE

you have the right to feel safe and to operate in an environment free of bullying.

I = INFORM

the bullies that you want them to stop. Do this in a polite but firm way.

T = TELL

a responsible adult about the bullying.

E = EVALUATE

the situation. If it does not improve, seek further help.

- When bullied, try not to get angry or show that you are angry. If your anger is obvious, the bully has the satisfaction of knowing that they have controlled your emotions.
- Admit to imperfections. It can send positive messages about you having a realistic understanding of yourself.
- Use non-offensive humour. Bullying can be blunted by a good laugh. The capacity to laugh at yourself can

create a bonding with a group that might otherwise remain hostile.

- Review your own behaviours and body language. If you look like a victim you can become a victim. Squared shoulders and a smile can do much to deter a bully.
- Avoid trouble spots. There are always places that are high-risk areas for bullying. Avoid them.
- Develop your 'emotional quotient'. This includes the ability to read body language, to sense mood, to be intuitive and empathetic. Such skills not only make you less of a target, they can enable you to see where a situation may be heading. Early detection of possible bullying can provide options for avoiding it.
- Surround yourself with good friends. Those with strong friendships are usually less of a target for bullies.
- If bullied, try not to retaliate for this can often inflame the situation.
- If you are being bullied, remind yourself that it is the bully who has the problem, not you. Try to think through what inadequacies the bully might have that causes them to behave this way. Understanding a bully is a great way to begin to solve the problem.

Don't be a victim

Victims can attract bullying behaviour. This is not to excuse bullying or condone it in any way. It is to suggest that victims

can sometimes reduce their chances of being a target if they:

- Maintain good self-esteem.
- Work on fitting in, getting involved and making a rich contribution to the School.
- Model kindness, thoughtfulness and respect.
- Don't catastrophise situations out of all proportion.
- Develop an ability to deal with:
 - Failure and success
 - Threats and fear
 - Rejection and disappointment
 - Anger and hurt
- Try and maintain good physical fitness, it can help with resilience.

Having noted the above, it is vital that anyone who is a victim of bullying recognise that they have been wronged. They must report the matter and not suffer in silence.

IF YOU ARE BEING BULLIED TELL SOMEONE.

05

How to help a son who is being bullied

Introduction

The most important thing a parent can do to help a son who is being bullied is to provide love and reassurance and to support them in their quest to solve the problem. A report of bullying by a son should always be taken seriously.

Parents can take comfort that the bully-free world they want for their son is also wanted by the School. Therefore, parents are invited to contact the School should they become aware that their son is being bullied. The School appreciates being able to partner with parents in solving bullying problems.

Finding out

Sometimes, a son can be reluctant to tell their parents that they are being bullied. Creating a culture of openness within the home can help. Solutions can be as simple as having evening meals together, without the distraction of the television, and making it a regular habit to enquire how a son is feeling.

It can be useful to use an intermediary such as an older sibling, grandparent or close friend in order to find out if a son is being bullied. Use can also be made of the family doctor, child psychologist or School counsellor.

What can parents do to reduce the chances of their son being bullied?

There are a number of things parents can do to reduce the chances of their son being bullied. These include:

- Developing their son's 'emotional quotient' (EQ). Sons who have been brought up without many brothers and sisters, or who spend a lot of time playing alone in front of the TV or computer screen, may need extra training in how to deal with the bumps and bruises of living in a community with others. They need to be trained in behaviours that others find attractive. They need to learn the social graces of sharing and of adapting behaviours that are appropriate to an occasion. This is particularly true of some cultures who may not fully understand the behavioural codes thought attractive to the predominant culture of the School.
- Teaching their son how to react when they are being bullied. The main message is that:

THEY MUST TELL SOMEONE

- Instituting good management systems in the home that monitor the presence, or otherwise, of cyber bullying. This includes, but is not limited to:
 - Making sure their son knows about the various forms of cyber bullying and how to identify them.
 - Reminding sons not to share personal details, passwords, security or access

information with anyone, even their closest friends.

- Advising their son that if they suffer from cyber bullying, to save the information and report it to the proper authorities.
- Becoming more computer literate and knowing about such things as privacy settings and net filters.
- Occasionally Googling their son's name to see what is being posted about him online.
- Encouraging their son to conduct himself properly in "Cyberia" and to ensure that his "digital footprint" is one he, and his parents, would be proud of.
- Reminding their sons of the deceit and scams that are prevalent on the Net.
- Encouraging computer use in an open family area, so that there is effective monitoring of online activity.
- Partnering with the School. When some parents hear that their son has been bullied they can get very angry. This is entirely understandable. However, this anger can become destructive if it spills over and alienates those agencies that can help, such as the School. The King's School abhors bullying and, as shown in Section 3 of the School's anti-bullying policy, takes active steps to try and reduce bullying.
- Avoiding over-protective parenting. Most King's parents are wonderful

FOR YOUNGER CHILDREN, KNOW YOUR CHILD'S PASSWORD AND OCCASIONALLY MONITOR HIS SOCIAL NETWORKING SITES. THEY SHOULD BE AWARE YOU WILL DO SO.



at parenting. However, a few parents engage in over protection or 'helicopter parenting'. These parents can be difficult to work with as they are prone to 'bubble wrapping' their son and to catastrophising hurt. Sons readily pick up on this behaviour and can become adept at feeding their parents yet more tales of horror to gain extra sympathy and attention.

- Avoiding premature judgement. Sometimes parents will react angrily to facts reported by their son, but on investigation by the School, these 'facts' are sometimes not accurate. It is wise to test facts before making judgements.
- Being patient. The School is committed to investigating a bullying allegation in a manner that protects the rights of all involved, including the bully. This is not the School failing to take immediate action to punish someone, it is the School exercising procedural fairness. It is also important to let the School look into the matter rather than challenging the bully directly, or the parents of the bully.
- For younger children – know your child's password and occasionally monitor social networking sites. They should be aware you will do so.
- Being supportive. Dealing with a son who is a bully can be particularly

difficult for a parent. Some will support the School, others will not and will sometimes exhibit those same behaviours that have landed their son in trouble as a bully. On the other side of the equation are parents that are outraged because their son has been bullied. This can lead to the School being sandwiched between two sets of angry parents. Support and understanding is sought from parents of alleged bullies and alleged victims when the School is investigating an accusation of bullying.

- resources about bullying can be found at:

- - www.ncab.org.au (National Centre Against Bullying)
- - www.bullyingnoway.com.au
- - www.cybersmart.gov.au
- - www.kidshelp.com.au

Further advice on this topic is to be found in the information in Section 4 of the School's anti-bullying policy, titled: 'What should you do if you are being bullied?'

Finally

The King's School is committed to providing a safe and secure environment for its students. In order to achieve this end, the School will review its anti-bullying policies and procedures from time to time. If there are any within The King's community who would like to recommend improvements to the School's anti-bullying policy, you are welcome to send your ideas to the Deputy Headmaster or the Head of the Preparatory School.

Dr Tim Hawkes
Headmaster



THE KING'S SCHOOL

ACADEMIC EXCELLENCE WITH CHARACTER DEVELOPMENT



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