



# **The King's School**

## **ANNUAL REPORT 2016**

### **Educational and Financial Reporting**

# CONTENTS

<b>EDUCATIONAL REPORTING</b> .....	<b>3</b>
<b>REPORTING AREA 1</b> .....	<b>4</b>
A Message from Key School Bodies	4
<b>REPORTING AREA 2</b> .....	<b>6</b>
Contextual Information about the School and Characteristics of the Student Body	6
<b>REPORTING AREA 3</b> .....	<b>8</b>
Student Outcomes in Standardised National Literacy and Numeracy Testing	8
<b>REPORTING AREA 4</b> .....	<b>9</b>
Senior Secondary Outcomes (Student Achievement)	9
<b>REPORTING AREA 5</b> .....	<b>14</b>
Teacher Qualifications and Professional Learning	14
<b>REPORTING AREA 6</b> .....	<b>18</b>
Workforce Composition	18
<b>REPORTING AREA 7</b> .....	<b>19</b>
Student Attendance and Retention Rates and Post School Destinations in Secondary School	19
<b>REPORTING AREA 8</b> .....	<b>21</b>
Enrolment Policies	21
<b>REPORTING AREA 9</b> .....	<b>23</b>
Other School Policies	23
<b>REPORTING AREA 10</b> .....	<b>27</b>
School Determined Priority Areas for Improvement	27
<b>REPORTING AREA 11</b> .....	<b>30</b>
Initiatives Promoting Respect and Responsibility	30
<b>REPORTING AREA 12</b> .....	<b>32</b>
Parent, Student and Teacher Satisfaction	32
<b>REPORTING AREA 13</b> .....	<b>33</b>
Summary Financial Reporting	33
<b>APPENDIX A</b> .....	<b>35</b>
Anti-Bullying Policy	35

# EDUCATIONAL REPORTING

## POLICY

The King's School has procedures in place to maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and the Australian Government Department of Education. This reporting includes participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the School and requirements related to the provision of data to the Minister that is relevant to the Minister's annual report to Parliament on the effectiveness of schooling in the State or data that may be requested by the Minister 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 NSW Education Standards Authority (NESA) 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 NESA through *RANGS Online*.
- The annual schedule for:
  - delivery of information for each reporting area to the coordinator
  - preparation and publication of the report
  - providing annual report requirements in electronic form to NESA on *RANGS Online* by 30 June 2016
  - public disclosure of the annual report within six months after the end of a year by making it available on the School's website and on request, in a form accessible by a person who is responsible for a student who is unable to access the internet.

### Procedures for requests for additional data

From time to time the Australian Government, through the Minister for Education, and the NSW Government, through the Minister for Education, may request additional information. To ensure that such requests are dealt with appropriately, identify the staff member responsible for the collection of the relevant data/information, coordinating the School's response and for ensuring provision of data/information requested by Minister through the specified authority in an online or appropriate electronic format by the due date.

**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

In 2016, The Council of The King's School met ten times in order to govern the affairs of a School that continues to grow. Record enrolments were enjoyed in 2016 and this required a commensurate increase in building stock to accommodate new students.

The year started with the opening of the third of our four newly renovated boarding houses. It is anticipated that the completion of the renovation program will be witnessed at the end of 2017. This will result in King's having renovated all four of its boarding houses, each accommodating 84 students. These houses have been specifically designed to promote a strong sense of community and wellbeing.

The School also opened a new Pavilion at the Preparatory School. This facility has great utility, not just as a Pavilion, but as a place of learning. Council wishes to acknowledge the great assistance given by the Prep Fathers' Association in completing this project.

The 2016 HSC results were outstanding, with the School recording its best results ever. King's was ranked in the top 30 schools and for a non-selective boys' school, this is an outstanding achievement, particularly when there are 47 selective schools in NSW.

We were also pleased to learn that King's was ranked the number one non-selective boys' school in NSW based on the 2015 NAPLAN results. The School achieved first place, not just at primary level but also at secondary level.

Of particular significance, was the re-registering of The King's School by the NSW Education Standards Authority (NESA). The inspectors were highly complimentary of the curriculum offered at King's.

Because 2016 was a year of record enrolments, this necessitated the creation of a fourth class in Year 5 at the Prep. It is anticipated that in 2017, the School will have broken through the 1700 enrolment mark.

King's remains a strong contributor to educational debate and also runs a number of iconic programs including its Boys to Men (B2M) Program, a life-skills course designed to prepare students not just for an exam, but for many decades thereafter. Another iconic program is The Future Project, which is a unique school-industry partnership that results in over a dozen scientists engaging in cutting edge research at King's. At least 10% of this research must be done with students, thus exposing our students to the challenges and joys of innovation and discovery.

In closing, the School Council is pleased King's is fulfilling its mission by 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**

The morale of the student body at The King's School remained high throughout 2016 with the School enjoying great spirit. Events included celebrating the 150<sup>th</sup> year of The King's School Cadet Corps, the Corps currently having a membership of over 700 cadets. Under the leadership of its Commanding Officer, Major Rob Hilliard, the Corps has gone from strength to strength with many new innovations being witnessed, both at Cadet Camp and throughout the training year. It was wonderful to have His Excellency David Hurley to present the unit with new flags at the 150<sup>th</sup> Parade and His Excellency General Sir Peter Cosgrove reviewing our Passing Out Parade thereafter.

As hinted above, leadership remains central to the creed of students at King's. Our Duke of Edinburgh Program ran no less than 10 expeditions and a record number of Kingsmen (44) obtained their Gold Awards this year. Community Outreach also continues to flourish. The co-curricular life of the School remains strong, with music going from strength to strength. We now have a choral program with over 120 boys in the choir and a vast array of bands, choirs and ensembles both at the Prep and the Senior School. In Drama this year, the School was delighted by a production of *The Addams Family* and later in the year by the powerful presentation of Arthur Miller's *The Crucible*.

In terms of HSC results, King's is one of the leading drama schools in the State with no less than 11 OnStage HSC nominations. Whilst in Debating, participation was strong with over 100 boys taking part. The 1<sup>sts</sup> team made the semi-final round of the ISDA debating competition and in Chess the King's A team won the Western Division of the NSW Junior Chess League.

Kingsmen love their sport and although the rugby 1<sup>st</sup> XV narrowly missed out on a premiership, the School was delighted to win the Junior, Intermediate and Senior titles at the AAGPS Athletics Championships. The Senior Premiership, our 7<sup>th</sup> in our last nine years, whilst the Intermediate trophy was our 3<sup>rd</sup> since its inception into the AAGPS in 2012. The Junior trophy was our 8<sup>th</sup> win in the last ten seasons, which augers well for the future.

In closing, I am pleased to report that morale in the School is strong. This results in the student body developing a great loyalty to and affection for their *alma mater*.

**Eddie Poolman**  
2017 School Captain  
The King's School

## REPORTING AREA 2

### Contextual Information about the School and Characteristics of the Student Body

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 Pre-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, 2016 has been an encouraging year, with The King's School producing outstanding 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. We have continued with our life-skills course for students in Year 10, the *Boys to Men* program being 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.

## **CHARACTERISTICS OF THE STUDENT BODY**

Our student body is a pleasing mix of city and country, Australia and overseas, various cultural backgrounds and student ability. Having students of varying ability means that the School has a great opportunity to add value. In this, King's is hugely successful in that it characteristically outperforms many of the State's highly selective schools.

In terms of size and composition, in July 2016, the School had 1657 students. Of the 1247 in the secondary school 342 (26.9%) were boarders and 905 (73.1%) were day students. The Preparatory School had a total enrolment of 410. All were day students.

**Dr T F Hawkes**  
Headmaster  
The King's School

## REPORTING AREA 3

### **Student Outcomes in Standardised National Literacy and Numeracy Testing**

The King's School performed very strongly 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>.

**Mr J J Walkden-Brown**

Director of Studies



# REPORTING AREA 4

## Senior Secondary Outcomes (Student Achievement)

### GRANTING OF RECORD OF SCHOOL ACHIEVEMENT

There were no students in 2016 requiring the issue of a Record of School Achievement (RoSA).

### YEAR 12 - HIGHER SCHOOL CERTIFICATE RESULTS

From the 239 students (including 28 Year 11 students accelerated in a course) who sat HSC exams at The King's School in 2016, there were a total of **372** Honour Roll credits earned from **158** students who achieved 90% or more in at least one subject.

In 2 Unit courses:	In Extension courses:
<b>2016 – 298 marks of 90% or above in Band 6</b>	<b>2016 – 74 marks of E4 (45/50 or above)</b>
2015 – 215 marks of 90% or above in Band 6	2015 – 71 marks of E4 (45/50 or above)
2014 – 196 marks of 90% or above in Band 6	2014 – 63 marks of E4 (45/50 or above)
2013 – 233 marks of 90% or above in Band 6	2013 – 66 marks of E4 (45/50 or above)
2012 – 222 marks of 90% or above in Band 6	2012 – 56 marks of E4 (45/50 or above)
2011 – 171 marks of 90% or above in Band 6	2011 – 46 marks of E4 (45/50 or above)
2010 – 136 marks of 90% or above in Band 6	2010 – 42 marks of E4 (45/50 or above)
2009 – 208 marks of 90% or above in Band 6	2009 – 32 marks of E4 (45/50 or above)

### DISTINGUISHED ACHIEVEMENT AT THE 2016 HSC EXAMINATIONS:

<b>Jimin Cha</b>	<b>1<sup>st</sup></b> in the State for Chinese Continuers
<b>Declan Murdoch</b>	<b>5<sup>th</sup></b> in the State for Geography
<b>Justin Penna</b>	<b>6<sup>th</sup></b> in the State for Modern History
<b>Clement Chiu</b>	<b>6<sup>th</sup></b> in the State for Mathematics Extension 1
<b>Clement Chiu</b>	<b>7<sup>th</sup></b> in the State for Software Design and Development
<b>Dougal Cameron</b>	<b>12<sup>th</sup></b> in the State for Modern History
<b>Casper Lu</b>	<b>14<sup>th</sup></b> in the State for Biology
<b>Cass Lai (Year 11)</b>	<b>16<sup>th</sup></b> in the State for Mathematics 2 Unit

### NSW Board of Studies Honour Roll for scoring 90 marks or above in 10 or more units in the HSC: 18 boys

Arunan Brabaakaran	Shubhang Hariharan	Benjamin Planinic
Andy Cai	Jordan Idiare	Markus Rangan
Dougal Cameron	Casper Lu	Dar En Tang
Clement Chiu	Gareth Mason	Ryan Ting
Ryan Clough	Declan Murdoch	William Tong
Shevan De Silva	Justin Penna	James Tugwell

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 28 out of 30, 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	17	88%	59%	12%	41%
Ancient History	18	94%	58%	6%	42%
Biology	57	100%	65%	0%	35%
Business Studies	75	93%	63%	7%	37%
Chemistry	40	100%	73%	0%	27%
Chinese Continuers	4	100%	95%	0%	5%
Design & Technology	9	100%	77%	0%	24%
Drama	21	100%	83%	0%	17%
Earth & Environmental Science	16	88%	68%	13%	32%
Economics	40	95%	74%	5%	26%
Engineering Studies	16	88%	72%	13%	28%
English Advanced	167	99%	90%	1%	10%
English ESL	14	100%	59%	0%	41%
English Standard	25	36%	49%	64%	51%
French	8	100%	89%	0%	11%
Geography	39	100%	70%	0%	30%
German	2	50%	78%	50%	22%
Industrial Technology	21	100%	53%	0%	47%
Information Processes & Technology	3	100%	63%	0%	37%
Legal Studies	27	100%	70%	0%	30%
Mathematics	93	100%	76%	0%	24%
Mathematics General	95	84%	52%	16%	48%
Modern History	48	98%	73%	2%	27%
Music 2	4	100%	100%	0%	0%
PDHPE	52	92%	62%	8%	38%
Physics	43	81%	66%	19%	34%
Senior Science	18	100%	68%	0%	32%
Software Design & Development	7	100%	68%	0%	32%
Studies of Religion II	21	95%	71%	5%	29%
Visual Arts	10	100%	87%	0%	13%

Table 7 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 6 out of 7 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	35	97%	95%	3%	5%
English Extension 2	7	86%	79%	14%	21%
Mathematics Extension 1	59	95%	79%	5%	21%
Mathematics Extension 2	19	100%	85%	0%	15%
History Extension	6	100%	81%	0%	19%
Music Extension	3	100%	94%	0%	6%
French Extension	7	100%	89%	0%	11%

**Outstanding Individual Performance  
– HSC Nominations for ARTEXPRESS**

Mitch Anseline

Alexander Lim

**Outstanding Individual Performance  
– HSC Nominations for ENCORE (Music Composition)**

Lucas Schembri

**Outstanding Individual Performance  
– HSC Nominations for InTech (Industrial Technology)**

Nicholas Becker

Harry Lefebvre

Hugh Cadell

Angus Macintyre

Daniel Collins

Finn McCullagh

Jock Ferguson

Matthew Orpen

Hugh Fulton-Kennedy

Thomas Roydhouse

Jack Harris

Charles Ryan

Angus Helps

Alexander Law



**Outstanding Individual Performance  
– HSC Nominations for OnStage (Drama)**

Jack Crampton (Group)

Joshua Macqueen (Individual and Group)

Charlie Godfrey (Group)

Michael Maitin-Casalis (Group)

Laith Jammal (Individual)

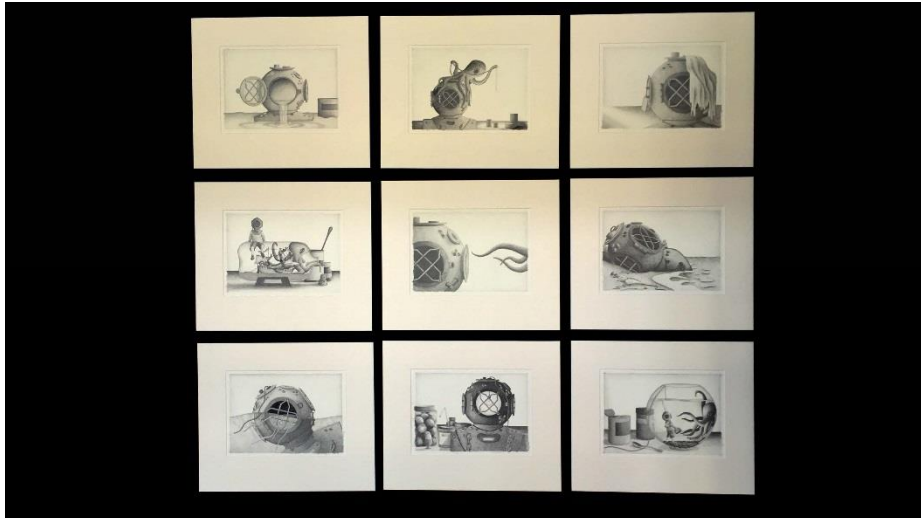
William McDonald (Individual and Group)

Christopher McCarthy (Group)

Jye Perrott (Group)

Finn McCullagh (Group)





*Alexander Lim – ARTEXPRESS*



*Joshua Macqueen, Michael Maitin-Casalis, William McDonald and Jye Perrott - OnStage*

## SENIOR SECONDARY OUTCOMES

Of the 239 students who sat the HSC in 2016, 13 boys (5%) 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. All students who completed Year 12 qualified for the Higher School Certificate.

## COMPARISON OF UNIVERSITY ENTRANCE RANKS 2009-2016

This year, 206 students qualified for an ATAR. Using the Australian Tertiary Admissions Rank to analyse our HSC Candidature, 12 of our students (6%) gained an ATAR of 99 or over and 137 (67%) of our students gained an ATAR over 80. This compared favourably with results over the previous years:

<b>ATAR ≥</b>	<b>2009 %</b>	<b>2010 %</b>	<b>2011 %</b>	<b>2012 %</b>	<b>2013 %</b>	<b>2014 %</b>	<b>2015 %</b>	<b>2016 %</b>	<b>No of students</b>
<b>99</b>	5	3.5	1.5	8	8	1.5	6	6	12
<b>95</b>	20	15	18	26	25	19	22	26	53
<b>90</b>	34	27	33	41	41	35	34	42	86
<b>80</b>	68	56	57	60	64	58	60	67	137
<b>70</b>	81	72	78	77	80	76	75	79	163
<b>60</b>	91	84	88	88	91	91	87	92	189
<b>50</b>	95	93	96	93	96	95	95	97	199
<b>Students</b>	<b>173</b>	<b>172</b>	<b>193</b>	<b>183</b>	<b>198</b>	<b>205</b>	<b>189</b>	<b>206</b>	<b>206</b>
<b>ATAR Median</b>	<b>85.45</b>	<b>82.25</b>	<b>84.30</b>	<b>86.80</b>	<b>85.3</b>	<b>83.15</b>	<b>83.25</b>	<b>87.45</b>	
<b>ATAR Mean</b>	<b>81.95</b>	<b>78.25</b>	<b>80.30</b>	<b>81.08</b>	<b>82.85</b>	<b>80.38</b>	<b>80.53</b>	<b>83.20</b>	

Further HSC Result analysis and comments can be found posted on The King's School internet at: <http://www.kings.edu.au/academic/academic-hsc-results.php>

**Mr J J Walkden-Brown**  
Director of Studies

# REPORTING AREA 5

## Teacher Qualifications and Professional Learning

### PROFESSIONAL LEARNING AND TEACHER STANDARDS

During 2016, The King's School continued its focus on professional learning and the NSW National Professional Standards for Teachers. At King's all academic staff are active participants in their own learning and contribute to a culture of shared professional learning.

Across the School in 2016, nine teachers were Provisional/Conditional accredited, of whom eight gained Proficient Teacher accreditation during the course of the year.

At the higher levels of accreditation, two teachers gained Experienced Teacher accreditation through ISTAA. Each term, the Director of Staff, who is responsible for teacher accreditation, would meet formally with New Scheme Teachers as a group, followed by one-to-one meetings and then with those Heads of Department who supervise New Scheme Teachers and Proficient Teachers (PT) in their Department. New Scheme Teachers were supported and mentored in their collection of documentary evidence each term. These sessions were held to assist PT teachers in using the NSWIT database to record their Professional Development. PT teachers were regularly alerted via email of NSWIT-endorsed courses which might be appropriate for them.

In 2016, King's delivered the following professional development opportunities:

- Remote Area Wilderness First Aid to five teachers.
- Forklift Training to three teachers.

All Aid First Aid Training Pty Ltd were also contracted by The King's School to present the relevant first aid/CPR course to all teaching staff.

### Some specific examples of Professional Learning for 2016

In 2016, professional development for teaching staff focused on two main areas – Pre-Kindergarten to Year 12 teaching staff being involved in Departmental / KLA groups focusing on the implementation of the Australian Curriculum in English, Mathematics, History and Science.

Senior School staff attended the following professional learning opportunities throughout the year:

Course	No. of teachers attended
"A Continuum for Teaching Students from Pre-School to Secondary using the ORFF Approach"	2
2016 HSC Economics PD Day	1
2016 HSC Mathematics Feedback and Advice Day	2
Visual Arts Diary Workshop	1

Course	No. of teachers attended
AIS Advanced Course: Module B – Speeches	1
SASMA Annual Dinner	3
Applying Coaching Psychology for Growth Mindsets	1
Project Zero: Global Connections in the Digital Age	1
AIS Senior Executives Program	1
Teaching Boys in the 21st Century	1
Fostering Student Engagement (online)	1
Next Steps in Gaming for Learning (online)	1
AIS – What is working well in wellbeing?	1
AIS History Conference – Hosted by The King’s School	2
ICPA 44th Annual State Conference 2016	1
NSW Legal Studies Conference 2016	2
ELC Business Studies Teachers Conference	1
Youth Mental Health First Aid	3
IMSLE Institute of Multisensory Language Education	5
SOR Judaism Inservice	1
Building Influence in School Libraries	1
World Educational Leadership Summit	1
Creating a Culture of Thinking	1
GTANSW Annual Conference	1
Inquiry Learning Workshop	2
Assessment that leads to Learning in Science	3
Effective Resources – Stage 6 Chinese Background Speakers	1
AHIS Director of Studies Conference 2016 – Hosted by The King’s School	2
Creating your Experienced Teacher Digital Portfolio	1
Inquiry Learning Workshop	1
ARU Coaching Seminar National 20s	3
Thinking and Learning Conference by Hawker Brownlow	1
Cool Kids Anxiety Program	3
AIS Student Wellbeing Conference	3
STANSW Physics Conference	3
Education Nation	2
Improving STEM Education and Skills Outcomes	1
AIS Advanced Course: Module B – Speeches	1
IBSC Conference	2
Enhancing Your Child Protection Investigation Skills	2
Creating New Connections in Geography	2
LEAP Conference 2016	2
Area of Study: Discovery	1
Using Technology in the Classroom	1
Heads of Sport Conference	1

Course	No. of teachers attended
Leading in Innovation Agenda in Education	1
AIS Learning Leadership	2
Mindset, Management and Managing School Improvement	1
Teaching English and Grammar for Writing/Reading	1
LDA Australia PD	1
Embedding Coding and Computational Thinking Across the Curriculum	1
Heads of Science Network Meeting	1
2016 MANSW National Conference	3
ISRA – SOR Inservice	2
AHISA Directors of Studies Country Conference	1
AIS: Exploring Films as Historical Sources and Alternative History	1
Edcomm 2016 Integral Project Dinner	2
AIS: Student Voice and Choice: Blended Learning in the Library	1
AIS Education Research Symposium 2016	1
AIS Wellbeing and Resilience	1
2016 Devising Theatre Complicite Teacher PD Workshops	1
2016 Science Teachers Chemistry Workshop	4
2016 Science Teachers Physics Workshop	4
The Future of Global Citizenship Education	1

Prep School staff attended the following professional learning opportunities throughout the year:

Course	No. of teachers attended
RSD Workshop	1
Epilepsy Essentials/Emergency Medication for Seizures	1
IPSHA Heads: 2016 Country Weekend	1
The LIEN Assessment	1
Therapeutic Tools and Techniques for Classrooms	1
IPSHA Deputies Meeting with Dr Peter Goss	1
IMSLE: Institute for Multisensory Language Education	5
Making the PYP Happen in the Classroom	4
Language Bites: A Focus on Speaking Skills	1
PS 30: Strategies for Teaching Problem Solving in Maths	1
PYP: The Role of the Co-Ordinator	1
Powering Up Inquiry Learning	1
AAIBS: Inquiry Learning in the Digital Age	1
Positive Education and Wellbeing	1
The Flipped Classroom	1
Differentiation in the Classroom	2



Course	No. of teachers attended
IBSC Conference	1
Art in the Primary Room Classroom	1
AIS Primary Conference	1
2016 Love Learning Conference	1
Creative Approaches to Assessment in Languages	1
Getting the Buzz in Writers Workshop	3
Enhance your Child Protection Skills	1
Linking the PSPE and PDHPE	2
School Nurses Conference	2
Embedding Coding and Computational Thinking across the Curriculum	1
2016 AAEGT National Gifted Conference	1
Making Learning Visible	1
Setting the Scene for a Good Year of Inquiry 2017	1
The Future of Child and Adolescent Mental Health	1

## 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	179
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	0
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

**Mr C P Bradbury**

Director of Teaching and Learning

## REPORTING AREA 6

### Workforce Composition

The King's School has a total number of 179 teaching staff made up of 157 full-time teaching staff and 22 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 (e.g. Headmaster) and who do not teach Board of Studies curriculum courses.

There are 127 people who provide ancillary support, that include support in Administration, Finance, Property, Boarding, ICT and Health Centre services. This number comprises 89 full-time and 38 part-time staff.

In 2016, there were no staff at The King's School who identified themselves as indigenous or Torres Strait Islander. This is not mandatory due to the Privacy Act.

**Mr C P Bradbury**

Director of Teaching and Learning

# REPORTING AREA 7

## Student Attendance and Retention Rates and Post School Destinations in Secondary School

### STUDENT ATTENDANCE

#### Average Year Level Attendance

YEAR LEVEL	TOTAL ATTENDANCE (%)
Kindergarten	93.54
1	97.10
2	97.71
3	97.38
4	97.35
5	96.56
6	96.82
7	97.07
8	97.23
9	96.91
10	96.42
11	93.69
12	96.14
<b>Total average for whole School</b>	<b>96.30</b>

#### Management of Student Non-Attendance in Secondary School

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 via SMS 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 must login or logout with our Staff Centre receptionist through the Synergetic terminal. Parents are required to give their son a note or email [absentees@kings.edu.au](mailto:absentees@kings.edu.au) 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 the front desk at the Staff Centre of the School carefully monitor students during the school day through the use of the Synergetic system and regularly communicate between the Health Centre, Music Department, Educational Support Services, Counsellors, Housemasters and other teachers for class absences.

The Synergetic system allows us to monitor the days absent and number of late entries on student files. Reports on all the students' movements during the school week are given to both day and boarding Housemasters on a daily basis.

Further details regarding the School's policies and procedures on absences can be found in the School's Diary.

**Rev Stephen Edwards**  
Deputy Headmaster

## ACTUAL STUDENT RETENTION RATES

97% of students who completed Year 12 at the School in 2016 completed Year 10 at The King's School in 2014.

212 students completed Year 12 at the School in 2016. 207 completed Year 10 in 2014.

During Year 10, 12 students left in 2016 to attend other schools. 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, overseas or undertake apprenticeships or University Foundation Courses.

**Mr P J Reuben**  
Acting Registrar

## POST SCHOOL DESTINATIONS

Based on the information provided to the School, many of those students who left in Year 10 or 11, 2016, did so due to a change in family circumstances or to pursue vocational training.

Students who left the School at the end of Year 12 following the HSC examination usually proceeded to tertiary education. One student left during Year 12 in 2016 for health reasons.

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.

Tertiary Institution	Number of students
Sydney University	60
UNSW	40
Macquarie University	27
UTS	22
WSU	11
UNE	8
UOW	4
ANU	4
ACU	3
University of Canberra	1
ICMS	1
University of Newcastle	1

**Mr P J Reuben**  
Acting Registrar

**Mrs J Pearce**  
Archivist

# REPORTING AREA 8

## Enrolment Policies

### The King's School Enrolment Overview

The King's School is a comprehensive boys Pre K-12 boarding and day school providing an education underpinned by religious values and operating within the policies of the NSW NESA. 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 which 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.

**Mr B R Hilliard**  
Registrar



## THE COUNCIL OF THE KING'S SCHOOL ENROLMENT POLICY

The King's School offers places to boys whom the School considers will contribute positively to the School community.

The School will assess applicants taking into account factors that include a student's:

- ability to cope well academically as evidenced in entrance examinations and performance in their school's academic program.
- willingness and ability to take part in the School's co-curricular program.
- all-round character.
- family's traditional association with the School.
- association with Tudor House.
- wish to be a boarder at the School.

There are typically more applicants than places available. Acceptance into The King's School will be at the School's absolute discretion.

The School is committed to meeting the individual learning and other needs of its students, including students with disabilities. Accordingly:

- the School will only accept and continue the enrolment of a student if it considers that its resources and facilities will be able to meet his needs, with reasonable adjustments where necessary.
- the School reserves the right to refuse to enrol a student who has a disability, if the School is not able to meet his needs, even with reasonable adjustments, or where the reasonable adjustments required to meet those needs would impose an unjustifiable hardship on the School.
- the School may also review any student's enrolment from time to time and may cancel the enrolment, if the School, in its discretion, considers that it can no longer meet the student's needs, even with reasonable adjustment, or where the reasonable adjustments required to meet those needs would impose an unjustifiable hardship on the School.

Sons of Old Boys will have priority entry, subject to them demonstrating to the School's satisfaction that they can contribute to, cope with, and benefit from the academic and co-curricular program offered by the School. The same will apply to younger brothers of students, and boys from Tudor House.

Minimum standards of effort, attitude and behaviour will be required of students before they will be allowed to progress to the next year level. If a student should be regarded as deficient in any of these areas, the School may require the student to be counselled, to repeat the year, or to leave the School, in accordance with School policies.

# REPORTING AREA 9

## Other School Policies

### Student Welfare Policies

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

- 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 that 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.

### **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, Tutor 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 iLearn

**Mr M N Powys**

Director of Student Services

--- // ---

### **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 e.g. Deputy Headmaster, Head of Preparatory School or 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, e.g. 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.

**Mr K J Lee**  
Deputy Bursar

# REPORTING AREA 10

## School Determined Priority Areas for Improvement

### A) A report on the 2016 priority areas

#### i) Academic

- The goal of obtaining a top 50 finish in the HSC league table was more than comfortably met with the School ranking 30<sup>th</sup>. This was our best result ever.
- The Band 6 results in HSC Science were strong with 100% of our students being in Bands 4-6 in HSC Biology. A similar result was obtained in Chemistry. In Physics, 81% of our students obtained a Band 4-6.
- In Modern Languages, 100% obtained a Band 4-6 in Chinese and French. However, our German results were mixed but there were only two students undertaking German in 2016.
- The drive to improve spelling and writing skills continues. Although our Advanced HSC English results were sound, more work needs to be done on Extension 1 and Extension 2 English and on writing skills in other Year levels. Our NAPLAN results revealed we were generally sound in English.
- The growth of flip learning is continuing within the School. More learning tasks are being given to students outside of the classroom and this has contributed richly to the development of a learning culture which is not shackled to the School.

#### ii) Administration

- The School was successful in being re-registered by NESA.
- A Director of Teaching and Learning has been successfully appointed, as have programs instituted to help with the introduction of the new Headmaster, Mr Tony George.
- Progress on the implementation of a student identity system has been slow but it is anticipated that the introduction will have been completed midway through 2017.
- A new Enterprise Employment Agreement for staff was successfully agreed to in 2016.
- The School has employed the services of Complispace in order to assist with the fiscal monitoring and reporting processes within the School and with the meeting of compliance obligations.
- The School's Foundation has accepted the recommendations of a Marts and Lundy report that will greatly enhance the effectiveness of the School's fundraising and friend-raising capacity.

### **iii) Buildings**

- The renovation of the third of our four boarding houses was successfully completed.
- A new Pavilion at the Prep School was also completed and is proving enormously beneficial to the Prep School community.
- Plans for a new Aquatic Centre have been put on hold until the completion of the new Masterplan that will be drawn up in 2017.
- The electrical upgrade of the tennis courts has been partially completed with the electrics in the ground, however, the lights still to be erected.

### **iv) Marketing**

- The School was successful in ensuring enrolments of over 1650 students. Some 1700 students were enrolled for the start of 2017.
- The goal of enrolling 340 boarders was exceeded with 2017 seeing over 360 boarders enrolled.
- Prep enrolments have climbed well beyond the hoped for 400, and are nearly 420.

## **B) A report on priority areas for School improvement in 2016**

### **i) Academic**

- Top 50 finish in the HSC League Table.
- Continue the ongoing drive to improve spelling and writing skills, particularly in the middle school years.

### **ii) Administration**

- Appoint a new Director of Leadership.
- Assist with the effective induction of the new Headmaster, Mr Tony George.
- Improve the service provided by Spotless Catering.
- Implement a swipe card/student identity system.

### **iii) Buildings**

- Complete the renovation of the fourth and final of our boarding houses.
- Renovate the Headmaster's residence.
- Complete the construction of a new Educational Support Centre in the Senior School.

**iv) Marketing**

- Maintain an overall school enrolment in excess of 1720 students.
- Enrol at least 350 students as boarders for 2018.
- Ensure a Prep enrolment in excess of 420.

**Dr T F Hawkes**  
Headmaster

# REPORTING AREA 11

## 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 in identifying 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 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 T F Hawkes**  
Headmaster

## REPORTING AREA 12

### 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 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.

Feedback on teacher well-being is constantly sought from Heads of Department. The Director of Staff has oversight of pastoral matters relating to teachers and support staff. Issues relating to teacher satisfaction are also fed to the School Executive by the Common Room Chair. An extensive biennial staff review and evaluation is also carried out, based on National Teaching Standards. This review provides valuable feedback, encouragement and gives focus to the School’s professional development program. Quite apart from the above, members of the School Executive, including the Headmaster, all have an open door policy and are frequent visitors to the Staff Common Room.

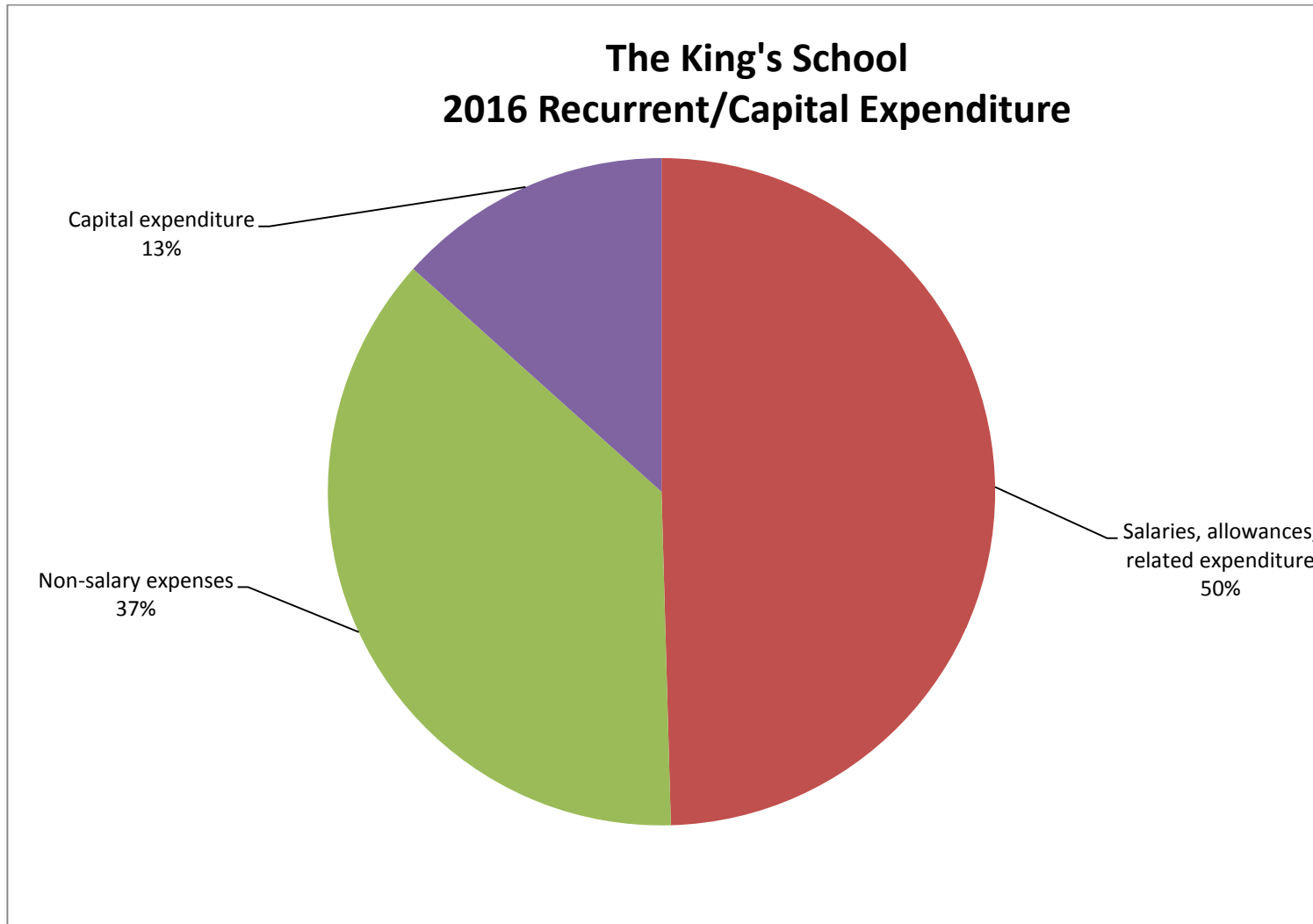
A low teacher turnover hints at the fact that The King's School has a happy and contented staff.

**Dr T F Hawkes**  
Headmaster

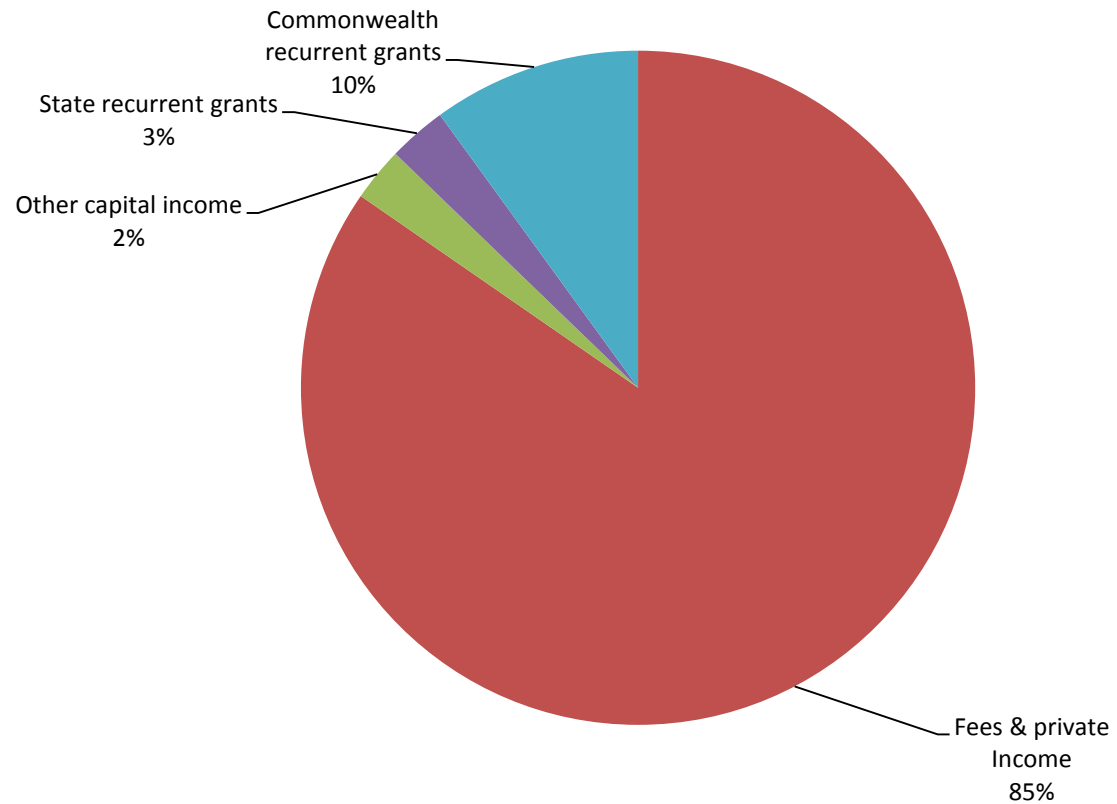


# REPORTING AREA 13

## Summary Financial Reporting



## The King's School 2016 Recurrent/Capital Income



**Mr D P Curtin**  
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](http://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](http://www.bullyingnoway.com.au)
  - [www.kidshelp.com.au](http://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](http://www.ncab.org.au)  
(National Centre Against Bullying)
- - [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)
- - [www.cybersmart.gov.au](http://www.cybersmart.gov.au)
- - [www.kidshelp.com.au](http://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



[www.kings.edu.au](http://www.kings.edu.au), (02 9683 8555)  
Pennant Hills Road, North Parramatta NSW  
PO Box 1 Parramatta NSW 2124  
CrICOS No: 02326F ABN: 24 481 364 152