The King's School

ANNUAL REPORT 2018

Educational
and Financial Reporting

CONTENTS

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 2019
  - 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, procedures should identify the position title of 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.

Mr A L George
Headmaster
The King's School

A Message from Key School Bodies

A)   **A MESSAGE FROM THE KING'S SCHOOL COUNCIL**

The King's School is a Christian School in the Anglican Church traditions, founded in 1831 by the decree of King William IV of the United Kingdom. Our mission statement articulates that "The King's School is 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".

In 2018, The Council of The King's School met ten times to effect the governance of the matters of the School. There were an additional 40 meetings of the various sub-committees of Council and 20 meetings of the School Executive. The Council is responsible for policy, risk management and the financial management of the School, including the setting of fees. The day to day running of the School is delegated to the Headmaster. The Council is made up of 16 members, 11 appointed by the Anglican Church Diocese and 5 appointed by The King's School Old Boys' Union. Those members are:

The Most Reverend Dr G Davies (President)	Mr P Harvey
Dr R Mackay (Chair) January – May 2018	Mr A E D Mobbs
Mrs R Abrahams (Acting Chair) Jun - Dec 2018	The Reverend Canon B H Morrison
The Venerable K P Allen	The Reverend M B Robinson
Mr M Bradford	Mr M Turner
The Reverend Canon Dr D Claydon	Mr M J Webeck
The Reverend Dr H T Cox	Mr R Weekes
Mr R A Davis	Mr P Whittington

The year of 2018 was a year beholding an all too sad event as Chairman of Council, Dr Rob Mackay, passed away in September 2018 after a brief illness. This is the first occasion in our history where a sitting Chairman has died while holding office. Dr Mackay was a doyen of The King's School, an Old Boy, former member of the Old Boys' Union Committee and a strong advocate for developing young students in the Christian faith and service. A Memorial Service was held at the School and condolences offered to his wife, Helen, son, Alex, and daughter, Emma.

Immediately this year, we have undergone a period of Strategic Planning, including a significant consultation with the wider School community about the shape of the School for the twenty-first century. The results of that consultation and the Plan itself will be made available in 2019.

In 2018, we have continued to maintain academic excellence as a pillar of our School. The *Sydney Morning Herald* league tables ranked King's as 41st in NSW. Among our other academic highlights we can say:

- The highest ATAR ranking among our students was 99.95.
- 14 students achieved an ATAR over 99.00.
- 20 students were listed in the All Rounders List achieving a score of 90% or more in 10 or more units of study.
- State Rankings were achieved by students in Chinese Continuers (3rd) and English Advanced (9th and 15th)
- 34 students were nominated in the Art Express (Visual Arts), Encore (Music), OnStage (Drama), Shape (Design and Technology), and InTech (Industrial Technology)

The School achieved 319 Band 6 results from 236 students sitting all HSC exams. Eighty-seven percent of HSC students at The King's School achieved a University offer.

Our NAPLAN results across all ages groups were stronger than they have ever been, particularly strong for a non-selective independent boys school.

In 2018, we took in our largest ever intake across all entry points of the School. We have close to a full house in Boarding and a completely full house at our Preparatory School. Our numbers have reached 1756 students from Pre-Kindergarten to Year 12. We also have an additional 140 Students at our Southern Highlands Campus – The King's School, Tudor House, Moss Vale.

We have no indication that the strong demand for boarding places will abate and we opened the fourth of our fully renovated boarding houses in March 2018. This will bind King's to a maximum of 400 boarders from Year 7 to Year 12 in an environment especially designed to lead residential education, in a community fully committed to student care and wellbeing.

In character development, King's had the largest ever cohort of Gold Duke of Edinburgh recipients, with over 70 students successful in their endeavours. Our Cadet Corps is larger than it has ever been and is the platform for our leadership education.

Creativity and innovation finds its way through the School in several areas:

- In Science, student research is under taken in the Future Project – a partnership between the School and industry based enterprises, which has produced several awards and commendations in the academic and science sectors outside of the NSW Education sector.
- Two students from the departing Year 12 will matriculate to further study at Harvard and Oxford Universities.
- The King's Institute obtained NESA accreditation to deliver continuing professional development across a range of educational foci.
- The appointment of a Director of Continuous Improvement and a Director of Leadership & Character Development ensure that the School's administrative and operations issues are always seeking best practice and our ability to develop pedagogy in leadership is also best practice.

The largest ever Community research and satisfaction program was undertaken and delivered to the School by McCrindle Research. The program has informed the strategic planning process and will continue to be used to refine policy and practice within the academic, pastoral and administrative sectors of the School.

As ever, The Council of The King's School remains committed to the academic excellence and character development of staff and students of the School, in line with the mission as stated at the beginning of this report. 2018 was a year of delivery of strategy and setting mileposts for our future at The King's School.

Mrs Rosemary Abrahams
Chairman
The Council of The King's School

B)   A MESSAGE FROM THE STUDENT REPRESENTATIVE COUNCIL

The 2018 Student Representative Council (SRC) was elected by their peers in Term 1 of 2018, with the main purpose of representing the interests of the student body of The King's School. The 26 elected members consisted of eager Day Boys and Borders from Years 7 through to 12 with a passion to make the School a better place.

Throughout 2018 the SRC focused on achieving its three main goals as written in the SRC constitution, being:

- To give all students a representative voice in the development of School culture and initiatives
- To develop leadership skills across Years 7–12
- To confirm and strengthen the values and presence of The King's School community

Led by James Harrison (Year 12 Bishop Barker Harris) as President and later Vedang Tiwary (Year 10 Macquarie), the SRC enjoyed another majorly successful and entertaining year. This was kick started by the coordination and running of the swimming carnival canteen in Term 1 where we partnered up with the School's Monitorial team and, for the first time, sold out of all goods. We were able to, however, raise significant funds for The King's School Bangladesh. Additionally, the SRC was able to continue on its tradition and lift School spirit by hosting the annual inter-house tug of war competition which Bishop Barker Harris went on to win. Other inter-house competitions included: Touch Rugby (won by Burkitt) and Basketball (won by Bishop Barker Harris)

With left over stock from the rained-out Athletics Carnival, the decision was made to assist the Bishop Barker Harris Boarding House, as they raised funds for the Black Dog Institute. The SRC continued to assist with School tours for prospective parents and students and also was able to strengthen its relationship with Tudor House by sending representatives down to assist with the running of their Athletics Carnival. This experience allowed the boys to further enhance their leadership skills. In addition, the SRC held the bi-annual talent show, affectionately referred to as 'K-Factor'. This was a great success with a vast range of performances being showcased - from traditional Indian dancing, live bands, and individual magic shows! It was highly engaging and entertaining for the student community. The SRC continued its support with the annual White Ribbon Day March, from Castle Towers to the Castle Hill RSL, followed by a breakfast and discussion with various guest speakers. As the year came to a close, the SRC voted in the 2019 committee with the aim to commence the New Year from the very first week.

A key initiative that was mapped out in 2018 included the re-structure of SRC Committee roles and responsibilities. This re-structure would see committee members sit within one of the below portfolios:

- Village Culture
- Representation
- Community Service

Each portfolio would be led by a member of the SRC Executive. 2019 will see the implementation of this structure.

The SRC continues to develop from strength to strength, its status amongst students continues to improve, providing its members with outstanding service leadership opportunities.

The SRC would like to thank the Headmaster, the School Executive and Mr Brendan Laurence for their ongoing support and we look forward to another busy year ahead serving the boys of The King's School in 2019.

Vedang Tiwary
President of the Student Representative Council

REPORTING AREA 2

Contextual Information about the School and Characteristics of the Student Body

The King's School is 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. Founded in 1831 by command of King William IV, The King's School is situated in Parramatta on 300 acres of natural Australian bushland and parkland. It is this unique geographic context that symbolises the unique identity of The King's School as one of the world's great schools. For almost two hundred years, The King's School has been growing and developing thought leaders for the world from a genuine and authentic Australian perspective.

The King's School provides an education of academic excellence with character development. Rather than merely focus on the development of knowledge and skills, The King's School provides a comprehensive and balanced education that encourages every boy to be his best intellectual, physical, social, emotional and spiritual self. King's is a very strong and accomplished academic school. But, and perhaps more importantly, King's strives to develop young men of wisdom and integrity, able and willing to lead. It is the Christian community context of the School that ensures that every boy is cared for and encouraged to live a life of excellence for the sake of others.

Alongside its academic programs, the School provides significant sporting and outdoor education programs, including one of the largest Cadet Corps and Duke of Edinburgh programs in Australia. These outdoor education opportunities are complemented by outstanding performing and creative arts programs, as well as one of the most accomplished Design and Technology Departments in Australia. Add to these the unique and world leading scientific educational facilities of The Future Project, the comprehensive approach to education offered by The King's School is second to none.

King's is a member of the "Great Public Schools" (GPS) and is one of the leading sports schools in Australia, with many of its students going on to international prominence. A Pre-K to Year 12 day and boarding school, King's combines the fine traditions of the past with a modern, contemporary and relevant curriculum. While Crown Princes, leaders of political parties, authors, actors, Christian thinkers, military leaders and wide range of leaders in many other professions have been educated at King's, the School's character is lived out in each and every boy as they grow up to be young men, willing and able to contribute positive and meaningful lives for the good of our society, as husbands and fathers, as plumbers and doctors, as teachers and pastors.

While NAPLAN and ATAR results are important (as demonstrated by the School's continuing outstanding results), it is the quality of the person that matters most. The School continues to grow and develop programs in encouraging human wellbeing and flourishing for all our boys and continues to develop and implement positive education initiatives aligned particularly to boys' education. The residential emphasis of the School is critical to ensuring a vibrant and thriving educational community of 370 boarders together with 50 members of staff and their families living on site as members of the King's Village. It is this village context that secures the enduring identity of The King's School as a Christian educational community.

2018 saw continuing growth and development for The King's School. Continuing excellent academic results, together with continuing achievement in all areas of school life, bears witness to the quality of education for which The King's School is recognised worldwide. The Old Boys and families of the School continue to support and contribute generously to the life of the School, not just philanthropically but also in time and passion. The School comes alive in the evenings with musical and drama performances, debating, and on weekends with sport competitions in rugby, football, cricket, basketball, rowing, tennis, swimming, athletics, and volleyball, among others.

2018 also saw the continued development of The King's Institute as a significant commitment by the School to the training and development of our staff. The Institute has already achieved NESA recognition for its programs and courses and will ensure that all our staff are the best they can be for our boys. The training and development of our staff is one of the most important ways we demonstrate commitment to leadership in education.

CHARACTERISTICS OF THE STUDENT BODY

The 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 2018, the School had 1756 students. Of the 1320 in the secondary school 364 (27.5%) were boarders and 956 (72.5%) were day students. The Preparatory School had a total enrolment of 436 of whom were all day students.

Mr A L George
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

Mrs J Y Camilleri
Director of Studies

REPORTING AREA 4

Senior Secondary Outcomes (Student Achievement)

GRANTING OF RECORD OF SCHOOL ACHIEVEMENT

There were two students in 2018 requiring the issue of a Record of School Achievement (RoSA).

YEAR 12 - HIGHER SCHOOL CERTIFICATE RESULTS

From the 236 students (including 21 Year 11 students accelerated in Mathematics and Music) who sat HSC exams at The King's School in 2018, there were a total of **319** Honour Roll credits earned by **132** students who achieved 90% or more in at least one subject.

In 2 Unit courses:	In Extension courses:
2018 – 258 marks of 90% or above in Band 6	**2018 – 61 marks of E4 (45/50 or above)**
2017 – 297 marks of 90% or above in Band 6	2017 – 84 marks of E4 (45/50 or above)
2016 – 298 marks of 90% or above in Band 6	2016 – 74 marks of E4 (45/50 or above)
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)

DISTINGUISHED ACHIEVEMENT AT THE 2018 HSC EXAMINATIONS (State Ranking):

Chris Gailey	19th in the State for English Advanced
Oscar Han	9th in the State for English Advanced
Chris Saulys	3rd in the State for Chinese Continuer

NSW Board of Studies Honour Roll for scoring 90 marks or above in 10 or more units in the HSC: 20 boys

Christopher Alam	Oscar Han	Rohan Shankar
Pravin Chanmugam	Jacob Harris	Thomas Walsh
Jason Chhoeu	Mohan Huang	Anthony Wyndham
Jack Chu	Marcus Lim	Kevin Yang
Shanith de Mel	Alex Noh	Eric Zeng
Nathan Dugdale	Samuel Rider	Leo Zhang
Chris Gailey	Christopher Saulys	

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 three 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	9	56%	61%	44%	39%
Ancient History	21	95%	63%	5%	37%
Biology	41	98%	70%	2%	30%
Business Studies	99	82%	64%	18%	36%
Chemistry	50	96%	70%	4%	30%
Design and Technology	5	100%	83%	0%	17%
Drama	37	97%	82%	3%	18%
Economics	43	81%	72%	19%	28%
Engineering Studies	9	100%	71%	0%	29%
English Standard	21	48%	50%	52%	50%
English Advanced	180	100%	90%	0%	10%
English ESL	12	92%	57%	8%	44%
Geography	44	100%	73%	0%	27%
Industrial Technology	32	84%	48%	16%	52%
Information Processes & Technology	16	94%	67%	6%	33%
Legal Studies	17	94%	72%	6%	28%
Mathematics General	96	86%	53%	14%	47%
Mathematics	89	96%	78%	4%	22%
Modern History	30	100%	71%	0%	29%
Music 2	5	100%	100%	0%	0%
PDHPE	43	84%	61%	16%	39%
Physics	55	80%	65%	20%	35%
Senior Science	19	79%	61%	21%	39%
Software Design & Development	7	100%	65%	0%	35%
Studies of Religion II	8	100%	71%	0%	29%
Visual Arts	22	100%	92%	0%	8%
Chinese Continuers	5	100%	98%	0%	2%
Chinese in Context	4	100%	98%	0%	2%
Chinese Language & Literature	6	100%	96%	0%	4%
French	5	100%	89%	0%	11%
German	7	100%	89%	0%	11%

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 six out of seven 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	31	100%	95%	0%	5%
English Extension 2	3	67%	71%	33%	29%
Mathematics Extension 1	53	94%	80%	6%	20%
Mathematics Extension 2	22	95%	85%	5%	15%
History Extension	8	100%	79%	0%	21%
Music Extension	2	100%	96%	0%	4%
French Extension	1	100%	82%	0%	18%
German Extension	3	100%	98%	0%	2%

OUTSTANDING INDIVIDUAL PERFORMANCES – HSC – Selections

Practical Examinations

Finley Brown   Selection for ARTEXPRESS
Wyllie Harris   Selection for ARTEXPRESS

Finley Brown - ARTEXPRESS Selection

Wyllie Harris – ARTEXPRESS Selection

OUTSTANDING INDIVIDUAL PERFORMANCES – HSC – Nominations

Practical Examinations

Zane Gale	Nomination for ARTEXPRESS
Zachary Grenfell	Nomination for ARTEXPRESS
Justin Jiang	Nomination for ARTEXPRESS
Frank Scanlan	Nomination for ARTEXPRESS
William Stano	Nomination for ARTEXPRESS
James Nicholas	Nomination for DAT Shape
Christopher Goh	Nomination for ENCORE
Joshua Han	Nomination for ENCORE
Oscar Han	Nomination for ENCORE
Alexander Berriman	Nomination for InTech
Thomas Bowman	Nomination for InTech
William Campbell	Nomination for InTech
Lachlan Compagnon	Nomination for InTech
Henry Coupland	Nomination for InTech
Gerard Lefebvre	Nomination for InTech
Thomas Ramsay	Nomination for InTech
Hamish Sylvester	Nomination for InTech
George Weber	Nomination for InTech
Pravin Chanmugam	Nomination for OnStage - Group
Bailey Cox	Nomination for OnStage - Group
Liam Farrington	Nomination for OnStage – Group
Benjamin Gray	Nomination for OnStage – Individual and Group
Zachary Grenfell	Nomination for OnStage – Group
Gus Grinham	Nomination for OnStage – Group
Jacob Harris	Nomination for OnStage – Group
Aemal Khan	Nomination for OnStage – Group
Aaron Manton	Nomination for OnStage – Group
Thomas Mapplebeck	Nomination for OnStage – Group
Oscar Mitchell	Nomination for OnStage – Group
Keshav Mohan	Nomination for OnStage – Individual and Group
Ibrahim Shahnshahi	Nomination for OnStage – Group
Jack Taylor	Nomination for OnStage – Group

SENIOR SECONDARY OUTCOMES

Of the 236 students (including 21 Year 11 students accelerated in Mathematics and Music) who sat the HSC in 2018, 13 boys (5.5%) undertook vocational or trade training through TAFE-delivered VET courses. All of those students attained the VET qualification for their courses. 12 of the 13 TAFE students attained a Higher School Certificate.

Note: Two students did not qualify for an ATAR or HSC.

COMPARISON OF UNIVERSITY ENTRANCE RANKS 2011-2018

In 2018, 208 students qualified for an ATAR. Using the Australian Tertiary Admissions Rank to analyse our HSC Candidature, fourteen (14) of our students (7%) gained an ATAR of 99 or over and 132 (63%) of our students gained an ATAR over 80. This compared favourably with results over the previous years:

ATAR ≥	2011 %	2012 %	2013 %	2014 %	2015 %	2016 %	2017 %	2018 %	No of students
99	1.5	8	8	1.5	6	6	8	7	14
95	18	26	25	19	22	26	24	25	53
90	33	41	41	35	34	42	41	38	79
80	57	60	64	58	60	67	66	63	132
70	78	77	80	76	75	79	84	80	167
60	88	88	91	91	87	92	91	91	190
50	96	93	96	95	95	97	96	97	202
Students	193	183	198	205	189	206	211	208	208
ATAR Median	84.30	86.80	85.3	83.15	83.25	87.45	86.95	86.30	
ATAR Mean	80.30	81.08	82.85	80.38	80.53	83.20	83.02	82.58	

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

Mrs J Y Camilleri
Director of Studies

REPORTING AREA 5

Teacher Qualifications and Professional Learning

PROFESSIONAL LEARNING AND TEACHER STANDARDS

During 2018, The King's School continued its focus on professional learning and the AITSL Professional Standards for Teachers. At King's the vast majority of academic staff are active participants in their own learning and many contribute to professional learning communities throughout the School, whether these be in departments, across departments or as a whole group.

Across the School in 2018, 18 teachers were Provisional/Conditional accredited, of whom 11 gained Proficient Teacher accreditation during the course of the year. Teachers undergoing the Proficient Teacher process were supported through the process by the Director of Teaching and Learning and the relevant Head of Department.

At the higher levels of accreditation, four teachers gained Experienced Teacher accreditation through ISTAA.

The King's School, under the banner of The King's Institute, continued as a NESA Registered Provider, delivering the following courses in 2018 for the all staff professional development days:

- Professor Stephen Dinham - Leading, Learning and Teaching
- Simon Brooks - Five Minds for the Future by Howard Gardiner
- Dan Haesler – Exploring Mindset
- Dr Suzy Green – Positive Education: Promoting Human Flourishing
- Silva de Ridder – Looking after Self-Wellbeing and Resilience
- Jo McLean – Evidence-Based Mindfulness
- Arne Rubinstein - 'What is a better man?' – Character Development and Leadership
- Gayelene Clews - The Metacognitive Athlete
- Ben Gathercole and Gayelene Clews - Wired to Play - Harnessing Emotional Energy
- Dr Jared Cooney Horvath - The Science of Learning

The King's Institute facilitated LeadCOMM, a professional learning program designed to develop leadership excellence and the capabilities for teaching and non-teaching leaders who have the responsibility of leading and managing staff at The King's School. The program centred around five educational modules that provided a comprehensive exploration of effective leadership and dimensions of distributed leadership.

The following afternoon sessions were held:

- Jenny Davies (AIS) - Leading authentically, purposefully, strategically, tactically and practically at The King's School.
- Tony George – A King's Strategy
- Vanessa Bennett – Mindset for High Performance Leadership
- Emeritus Professor Patrick Duignan - 'Authentic Leadership Comes from Within but Thrives on Presence and Positive Relations'
- Jonathan Hensman - 'Trust is fundamental but is elusive'

In addition, the following compliance training was completed for 2018:

- All teaching staff completed First Aid and CPR (Inclusive of Asthma and Anaphylaxis Training).
- Eight staff attended Remote Wilderness Training.
- One staff member attended Forklift Training.
- Staff with responsibilities documented in the Emergency Management Plan attended a refresher course for Warden's Training
- 96 staff attended Swim Teacher Rescue.
- Three staff attended the Bronze Facilitator Swimming Award.

Mr P H Taylor
Leader of The King's Institute

Some specific examples of Professional Learning for 2018

In 2018, professional development for teaching staff in the Preparatory and Secondary schools occurred in a number of ways, as represented below:

Course	No. of teachers attended
2018 ASCA International Conference	1
2018 HALT Coaching Sessions	4
2018 MANSW Annual Conference	9
2018 PESA Conference	2
2018 PIEFA Conference	2
2018 STANSW Chemistry Teachers Conference	1
AAC (Australian Army Cadets - ACU Command Course	1
AAC (Australian Army Cadets) - Basic Course for Teachers	1
Abbotsleigh Literary Festival	1
ABoDA (QLD Branch) - 2018 Australian Band and Orchestra Directors National Conference	1
ABSA - Boarding - Opening Doors to the World	2
ABSA – Duty of Care Workshop	2
ABSA - NSW Boarders' Wellbeing Seminar	3
Academy Travel - Japan Drama Tour	1
ACCE 2018 Conference - Impact	1
ACE - Hills Parramatta Annual Afternoon Tea Forum	3
ACE - The Future of Education and Skills: A learning framework relevant for 2030	1
ACEL - Rigor - Define and Embrace	1
ACEL - Rigorous Assessments	2
ACEL - Teachers Leading Educational Reform	1
ACEL - The Happy Educator	1
ACEL – Visible Difference	1
ACEL National Conference	1
AHISA - Directors of Studies Conference 2018	3
AIS NSW – 2018 Conference - State of Play	2
AIS NSW – 2018 History Conference	2
AIS NSW - AIS Student Wellbeing Committee – Various committee meetings	1
AIS NSW - Becoming Accredited at Experienced Teacher Through Standards-Based Pathway	6
AIS NSW - Building your confidence with Excel (Intermediate)	1
AIS NSW - Building your confidence with Excel (Introduction)	1
AIS NSW - CBT Day Workshop	1
AIS NSW - English Conference 2018 - A Year in a Day	2
AIS NSW - Extension 1 English – Reimagined Worlds	2
AIS NSW - Extension 1 English Module: Literacy Worlds	1
AIS NSW - Familiarisation Stage 6 Science Extension	1
AIS NSW - Familiarisation: Technology Mandatory Yr 7-8	2

Course	No. of teachers attended
AIS NSW - Green Means Go! Stage 4 and 5 Road Safety Resource Exploration Online Module	1
AIS NSW - Heads of Sport Conference 2018 - Around the Grounds	1
AIS NSW - Introduction to Arduino for Technology Mandatory	2
AIS NSW - Investigators Accreditation Course	1
AIS NSW - Investigators Accreditation Course	1
AIS NSW – Languages – New Syllabus Training	8
AIS NSW – Leading from the Middle Program	17
AIS NSW - Maths HoDs Conference	3
AIS NSW – Music Conference 2018	1
AIS NSW - Redesigning Assessment Practices to Include All Students 7-12	1
AIS NSW - Reportable Conduct and Allegations against Employees.	1
AIS NSW - Richard III and Looking for Richard	2
AIS NSW - School Counsellors 2018 Conference	1
AIS NSW - Stage 6 PDHPE Resource Exploration	1
AIS NSW - Teacher Librarian Conference 2018 - Reflections on Reading	1
AIS NSW - Teacher Librarians Exploring New Technologies: Virtual and Augmented Reality	1
AIS NSW - Texts and Human Experiences - The Year 12 Common Module	1
AIS NSW - Texts and Human Experiences - The Year 12 Common Module	2
AIS NSW - The 2018 AIS Science Conference	1
AIS NSW - The 2018 Geography Conference	3
AIS NSW - The AIS DigiSTEM Conference 2018	1
AIS NSW - The Craft of Writing - Adv. English	2
AIS NSW - The Liminal Library - Transforming Spaces	2
AIS NSW - Using Data and Evidence for Effective Leadership	1
Anglican Schools Association Conference	2
Association and Communications Events - EduTECH	2
Australian Association for Research in Education - AARE Conference 2018	2
Australian Psychological Society - Emotional Health in Schools: From Science to Practice	2
Australian School of Mountaineering - Single Pitch Canyon Guide	1
Australian Science Teachers' Association - Conasta 67	1
Behaveability - Taming the Behaviour Monster - PBM	2
Bell Shakespeare - Nigel Poulton Masterclass	1
Cengage Australia - Unpacking Maths - Advanced and Ext 1 for 2019	6
CLTANSW - 2018 PD Workshop for HSC Chinese in Context	1
CLTANSW - Familiarisation workshops on Chinese K-10 Syllabus	1
CLTANSW - HSC Chinese Speaking Exam	2
CLTANSW - PD workshop for HSC Chinese Literature	1
CLTANSW - PD workshop for HSC Chinese Literature	1
CLTFA 2018 National Conference	1
Criterion Conferences - Connecting Innovation - School Learning Spaces and Pedagogy	1
Critical Agendas - Strategic and Innovative Leadership Conference 2018	1
Crusaders School Ministry Team - Cru Teachers' Day	2
Dialogue Education - Ethical Understanding	1
Drama NSW Conference	3
EBE NSW - Marking of PYOE	1
EdComm - Aspiring Leaders' Network Forum - Coaching in Schools	3
EdComm - The Integral Dinner	1
ESS Networking Meeting - Pacific Hills Schools	1
ESS Networking Meeting – PLC	1
ESS Networking Meeting – Riverview	1
ESS Networking Meeting - St Josephs	1
ESS Networking Meeting - The Shore School	1
ESS Networking Meeting – Tudor House	2
ETA – 2018 Annual Conference	3
ETA - HSC Student Day Introducing English Extension 2	2

Course	No. of teachers attended
Extension Science Network Planning Day	1
FAPSA 2018 Conference: The Future of Philosophy in Schools	1
GATSTA – Networking Meetings	1
GFSG - 2E2 Teaching the Twice Exceptional	1
GTANSW - 20199 Annual Conference	1
GTANSW - Geography Skills Workshop	1
GTANSW - GIS for Schools Workshop	1
Harvard School of Education - Creating Cultures of Thinking	9
Harvard School of Education - Improving Math Instruction Through Feedback	2
Harvard School of Education - Learning Through Discussion	1
Heads of Science Network Group Meeting	1
HTANSW - 2018 National Conference	2
HTANSW - Early Career History Teaching	1
HTANSW - New Modern History: Core & More PD Day	2
IB Asia Pacific Workshop - DP Chinese B Cat 2 (Class B)	1
IBSC 2018 Annual Conference	6
IBSC – Action Research	1
IBSC - Building Leadership	1
IBSC - Mastery Practice in Teaching Boys	1
IBSC - Wellbeing in Schools	2
IBSC Board – Various Meetings	1
ICPA Annual State Conference 2018	1
ICT Educators NSW – HSC Workshop	2
ICT Educators NSW - Term 3 Workshops	3
IEU - Understanding Student Anxiety	1
iitae 2018 Conference	4
Informa - Special Education Needs Summit	2
Informa - Special Educational Needs Summit	2
Institute for Multisensory Structured Language Education - Accredited MSL Associate Training Course	3
International Congress of Applied Psychology	1
International Grammar School - Language Learning with Dr Gianfranco Conti	1
Introduction to Tournament of the Minds	1
JAR Education PD Workshop	6
LawSense - Law for School Counsellor	2
LDC Australia - 2E - Twice Exceptional Learners	1
LDC Australia - Understanding Anxiety for Students with Learning Challenges	2
LDC Australia - Working Memory	1
Learning Differences Trust - Learning Differences Convention	3
Legal Studies Association – 2018 Conference	2
Legal Wise - School Law Conference	1
Liquid Learning - L and D Leadership innovation Summit	1
Lucida Learning - Visual Arts and Photographic / Digital Media Conference	1
Macquarie Driving School – Heavy Vehicle Licence (Cadet Corps)	1
MANSW - HSC Feedback and Advice Day	2
MANSW - Mathematical Enrichment Day	1
MANSW - New Stage 6 Syllabus - Extension 1 and 2	2
MANSW - New Stage 6 Syllabus - Extension 1 and 2	2
MLTAQ 2018 TCI Workshop	1
Moore College - Diploma Biblical Theology (1 unit)	1
National Art School - Experimental Print and Bookmarking	1
National Art School - Painting Fundamentals for Beginners	1
Navathome Australia - RYA Coastal /Yachtmaster Offshore 2017 Theory Course	1
NESA - An Overview of National and State-Wide Testing from Early Primary to School Leavers	1
NESA – Geography Syllabus Development	1

Course	No. of teachers attended
NESA - HSC Design and Technology - Practical Marking Day	1
NESA - HSC Visual Arts - Practical Marking Day	1
NSW EBSCO Education and Training Day	1
Oxford Falls Grammar Networking Meeting	1
Peer Support Australia - SRC Leadership for Teachers Workshop	1
PESA - NSW Positive Education Forum	1
Positive Schools - Mental Health and Wellbeing Conference	1
Project Zero Sydney Network - All Learners Learning Every Day	2
Quantal Bioscience - Microbial Stress Response	2
Quantal Bioscience - Skill Up, Fear Not Microbiology	1
School Library Association of NSW - Making Connections - Engaging Learners	3
School of Psychology and Counselling - RAP - A	3
Simon Brooks – 2018 Learning Innovation Program	11
Simon Brooks – Cultures of Thinking Workshop	3
Socratic Solutions - Critical Thinking Seminar	1
STANSW - 2018 Physics Teachers Conference	2
STANSW - Meet the Markers	1
Step by Step Interventions - Emotion Regulation using Zones of Regulation for Teens	1
Step by Step Interventions - Managing Challenging Behaviours	3
Study Day for Philosophy at North Sydney Girls	2
Sydney Symphony Orchestra - Meet the Music 2	1
Terrapin - National Future Schools	1
The AIS Student Wellbeing Conference 2018 - Connecting the Dots	1
The Crawford Fund 2018 Conference	1
The Happiness Mission - Technology Mandatory - Agriculture and Food Technology Workshop	2
The King's Institute - Chaplaincy Planning Day	4
The King's Institute - Guided Inquiry - Library Study Group	9
The King's Institute - Professional Learning Forum - 5 Minds for the Future	7
The King's Institute - Professional Learning Forum - Creating Cultures of Thinking	5
The King's Institute - Professional Learning Forum - Grit - The Power of Passion and Perseverance	12
The King's Institute - Spend a day with Gianfranco Conti	8
The Philosophy in Schools Association of NSW - Philosophy in Schools	1
The Rites of Passage Institute - Level 1 Leadership Training	2
The School of Life - Tim Winton on Toxic Masculinity	3
Thredbo Alpine Village - Back Country Guide and Tour (DoE)	3
TPD - Technology Mandatory - Engineered Systems	2
TTA - Modern History HSC - Core - Power and Authority in the Modern World	1
TTA - Renewable Electricity? What are the options?	1
University of Canberra - Disability Standards for Education (DSE) eLearning	11
UNSW - Experiments and Backgroup Theory for Stage 6 Investigating Science	1
UNSW - Ignite the Spark: Differentiating Assessment	1
UNSW - Lean Six Sigma Course	1
UNSW - Mathematics Teachers Professional Development Day	1
UNSW - Mini Certificate of Gifted Education	1
UNSW Maths Teachers Professional Development Day	1
UNSW RAW	1
UTS - Professional Development Masterclass PDHPE Stage 6 (Factors Affecting Performance)	1
VADEA - Inspire and Indulge Metro STEAM	1
Wellington College UK – Festival of Education	1
Wood Dust Festival - International Timber and Wood Working	1
Yad Vashem - 10th International Conference	1
Youth Ed4 - Youth MHFA	1

The Preparatory School staff attended the following professional learning opportunities throughout the year:

Course	No. of teachers attended
AIS NSW – Leading from the Middle Program	3
IPSHA - How to Teach Debating	1
University of Canberra - Disability Standards for Education (DSE) eLearning	7
AIS NSW - NSW Enhancing your Child Protection Investigation Skills	1
Simon Brooks – 2018 Learning Innovation Program	4
AIS NSW - Creating STEM Units K-6	1
ACE - The Future of Education and Skills: A learning framework relevant for 2030	2
IB - 2018 Global Conference - Singapore	2
IB - Making PYP happen in the classroom	3
MTA - Introductory Robotics Workshop Coding Made Easy	1
NWEA Regional Workshop - Using MAPS	2
PESA NSW Inaugural Chapter Positive Education Forum	1
AIS NSW - The State of Play in PDHPE K-10	1
The King's Institute - Professional Learning Forum - 5 Minds for the Future	5
CLTANSW Workshop	1
Crusaders School Ministry Team - Cru Teachers' Day	1
Learning Differences Trust - Learning Differences Convention	2
PETAA - 2018 Grammar and Teaching: A twelve week program	2
LDC Australia - Working Memory	2
Step by Step Interventions - Managing Challenging Behaviours	2
IBSC 2018 Annual Conference	1
Institute for Multisensory Structured Language Education - Accredited MSL Associate Training Course	5
AIS NSW - Assessing Student Progress and Achievement in English K-6	1
The King's Institute - Professional Learning Forum - Creating Cultures of Thinking	4
The King's Institute - Professional Learning Forum - Grit - The Power of Passion and Perseverance	8
2018 HALT Coaching Sessions	2
UNSW - Mini Certificate of Gifted Education	3
ACE - Linking Neuroscience and Education	2
Somerset College - Jim Knight's International Coaching Institute	1
Early Childhood Australia - National Conference 2018	1
Dynamic Learning Group - Teaching and Motivating Students with Particular Needs	2
ACE - Hills Parramatta Annual Afternoon Tea Forum	4
AIS NSW - Differentiation in the Classroom A Proactive Common Sense Approach	1
Learning By Design – How the Science of Learning Can Shape How We Teach – Nth West Syd Region	31
IPSHA - Social Issues Teachers' Forum	1
AIS NSW - Evidence Based Teaching Strategies	1
IPSHA - Gifted and Talented Umbrella Group - Term 3	1
The Writing Book - Supporting students to edit their writing	1
Art Gallery NSW – Art Lab	1
The King's Institute - Chaplaincy Planning Day	2
Sue Larkey - Understanding Autism Spectrum Disorder	1
EdComm - Aspiring Leaders Network - Coaching in School	2
NESA - An overview of national and state-wide testing from early primary to school leavers	3
Simon Brooks – Cultures of Thinking Workshop	3
AIS NSW - Woman in Leadership	1
AIS NSW - MEA Interpretation Workshop: Support and Operational Staff MEA	1
AIS NSW - Connecting the Dots	3
AIS NSW - Programming the New K-10 Languages Syllabuses	1
S& L Publishing - PLW: Teaching Reading Comprehension Strategies	1
Home Grown- Paddock to Plate	1
AIS NSW - Supporting Teachers Through Accreditation - Experienced Teacher - Standards Based Pathways	2

Workforce Composition

Details of Teaching Staff 2018

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	229
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEINOOSR 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

Workforce Composition 2018

In 2018, The King's School had a total of 229 Teaching staff made up of the following (including Teachers who hold leadership position (eg Headmaster) who do not teach NESA Curriculum:

Employment Type	Number of Teachers
Full Time Permanent	168
Full Time Temporary	22
Part Time Permanent	23
Part Time Temporary	16

The King's School had 164 (permanent - 141 and temporary - 23) ancillary support staff which includes a mix of full time and part time employees in Administration, Finance, Property, Boarding, ICT, Health Centre, Teaching Support and Operational staff.

In 2018, 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.

Mrs K Boulton
Director of People and Culture

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

STUDENT ATTENDANCE

Average Year Level Attendance

Year Level	Total Attendance (%)
Pre-Kindergarten	96.66
Kindergarten	96.48
1	96.19
2	96.57
3	96.32
4	96.71
5	96.48
6	96.54

Year Level	Total Attendance (%)
7	97.13
8	96.76
9	95.23
10	93.50
11	95.50
12	96.97
Total average for whole School	**96.20**

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 and they 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 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.

For requests of extended periods of time for extraordinary circumstances (i.e. death in the family, elite sporting commitments, etc.) parents are able to apply online to the Deputy Headmaster for consideration.

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 S E Edwards
Deputy Headmaster

ACTUAL STUDENT RETENTION RATES

95.8% of students who completed Year 12 at the School in 2018 completed Year 10 at The King's School in 2016.

214 students completed Year 12 at the School in 2018. 215 completed Year 10 in 2016.

During Year 10, 11 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
Registrar

POST SCHOOL DESTINATIONS

Based on the information provided to the School, many of those students who left in Year 10 or 11, 2018, 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. Two students were studying pathways over 2017 and 2018.

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	Places
UNSW	42
UTS	37
Sydney University	33
Macquarie University	32
WSU	9
Newcastle University	5
ACU	4
ANU	4
UOW	3
University of Canberra	3
ICMS	2
Charles Sturt University	2
UNE	1
Torrens University	1
Griffith University	1

Mr P J Reuben
Registrar

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 Christian 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 P J Reuben
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 which 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 student 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.

Adopted School Council
April 2002
Amended School Council
May 2016

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 Counsellors 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

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 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 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, 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.

Mr K J Lee
Deputy Bursar

REPORTING AREA 10

School Determined Priority Areas for Improvement

A)   **A report on the 2017 priority areas**

    i)   Academic

- Top 50 finish in the HSC League Table.
- Continued to develop The King's Institute as a world leader in teacher training and development and attained NESA accreditation.
- New Head of English appointed and significant improvement in results achieved in 2018.

    ii)   Administration

- Director for Continuous Improvement appointed.
- Director of Leadership and Character Development appointed.
- Strategic plan and triennial budget for 2019-2021 developed and approved.
- New catering contract for 2019-2023 awarded to Chartwells.

    iii)   Buildings

- Completed renovation of the final four day boy houses.
- Completed renovation of Food Technology facility.

    iv)   Marketing

- Secured the School's enrolment of 1850 enrolments, including Tudor House.
- Secured the School's enrolment of 370 boarders.
- Secured the School's Preparatory enrolments at 420.

B)   **A report on priority areas for School improvement in 2018**

    i)   Academic

- Top 50 finish in the HSC League Table.
- Further develop The King's Institute as a world leader in teacher training and development and recruit a Director of The King's Institute for 2020.
- Implement even years' Testing to enhance NAPLAN data.

    ii)   Administration

- Appoint a new Director for People and Culture.
- Implement Content Management System.
- Commence planning for strategic plan and triennial budget for 2022-2024.
- Implement new Dining Experience with Chartwells.

iii)   Buildings

- Review and further develop MasterPlan in light of Strategic Plan.
- Commence prioritising and planning for Preparatory Performing Arts Centre, Sports Centre and STEAM facility.

iv)   Marketing

- Develop Marketing, Advancement and Enrolments strategies.
- Secure the School's enrolment of 1850 enrolments, including Tudor House.
- Secure the School's enrolment of 370 boarders.
- Secure the School's Preparatory enrolments.

Mr A L George
Headmaster

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 conducts annual surveys on student well-being across year groups and houses. The reported incidence of bullying has significantly declined in recent years to an average of 7-8%, with less than 3% in boarding houses. The School is now challenging students to not only eliminate bullying altogether but to create a culture of extravagant kindness and outrageous goodness.

Consequently, 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:

- Promotes extravagant kindness and outrageous goodness.
- Recognising "legends of the week" who display kindness and goodness towards others.
- 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 monitorial 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.

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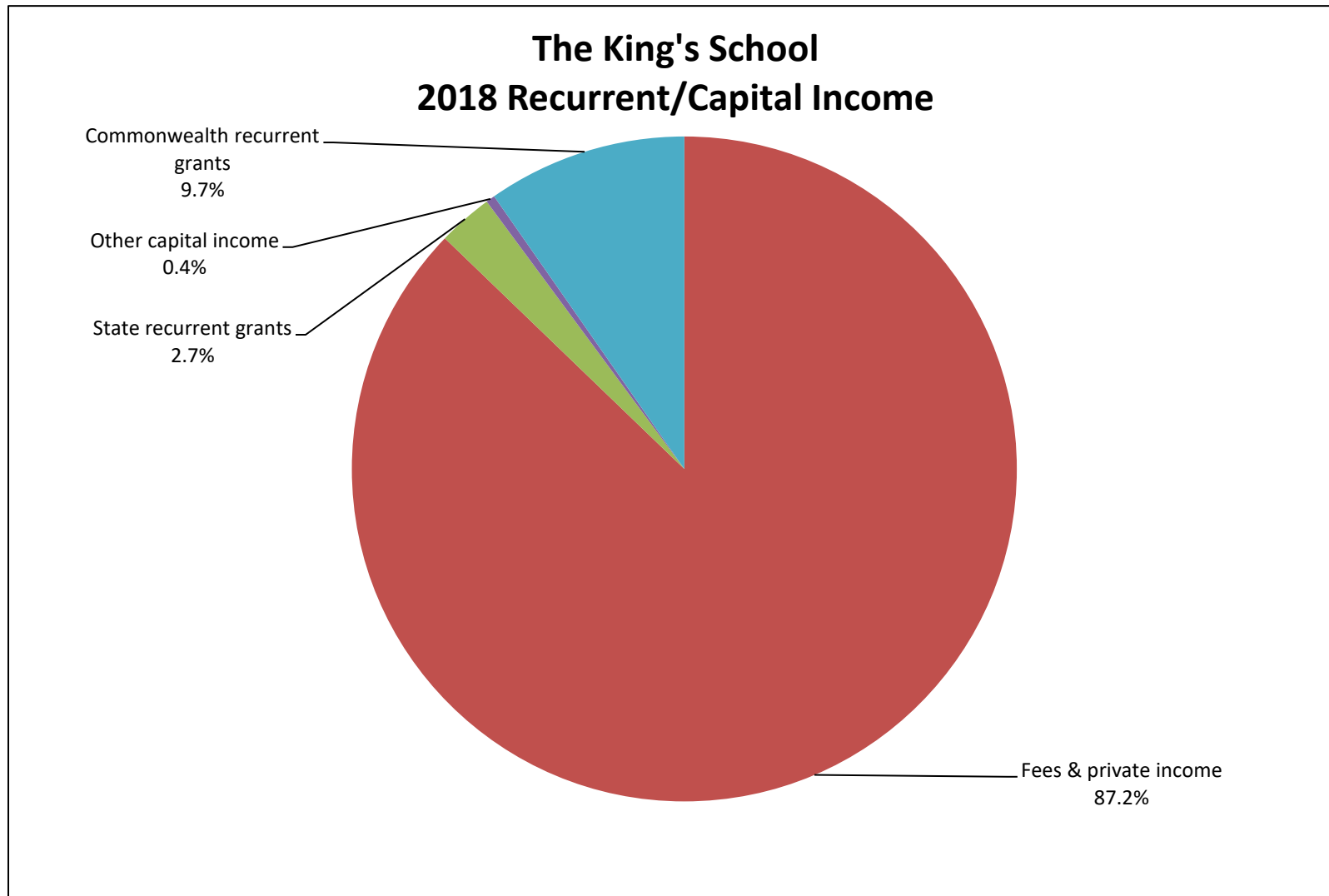
Regular meetings between the Headmaster and the School Monitors (prefects) also serve as a useful means to gauge the well-being of the School. There is regular weekly feedback to the School Executive from Housemasters as well.

Feedback on teacher well-being is constantly sought from Heads of Department. The Director of Teaching and Learning 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.
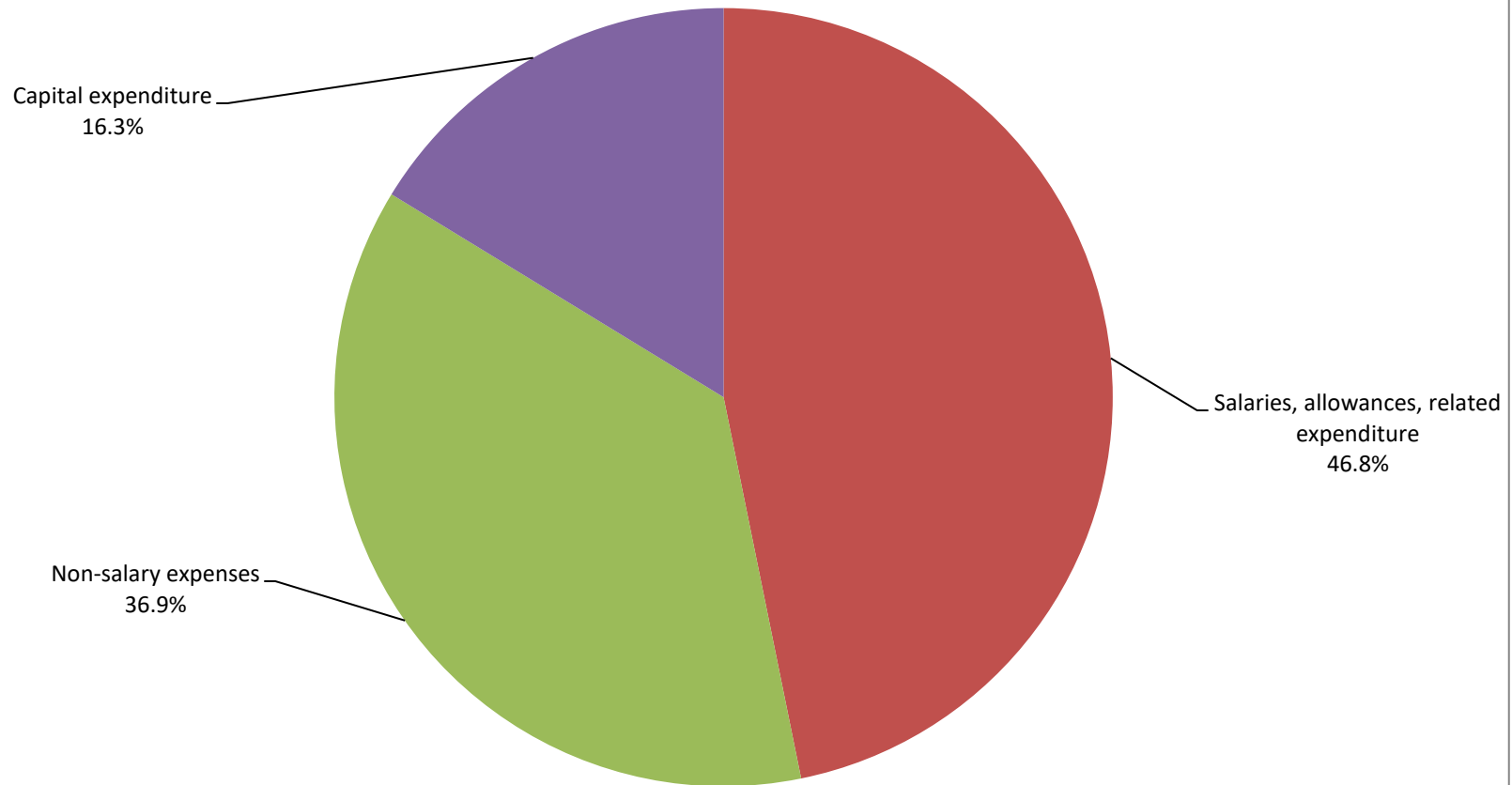
Mr A L George
Headmaster

Summary Financial Reporting

The King's School
2018 Recurrent/Capital Income

- Commonwealth recurrent grants 9.7%
- Other capital income 0.4%
- State recurrent grants 2.7%
- Fees & private income 87.2%

The King's School
2018 Recurrent/Capital Expenditure

Capital expenditure
16.3%

Salaries, allowances, related
expenditure
46.8%

Non-salary expenses
36.9%

Mr D P Curtin
Bursar

APPENDIX A

Student Bullying Policy

Student Bullying Policy

(Senior School, Preparatory School, Tudor House Campuses)

DOCUMENT TITLE: **Student Bullying Policy**

DATE APPROVED: **July 2017**

REVIEW DATE: **July 2019**

RESPONSIBLE: **School Executive**

RELATED DOCUMENTS: Child Protection Policy; Discrimination, Information Sheets relating to Duty of Care, Excursions, Inter School Sport and Exchange Programs, Work Health & Safety Statement, Use of Electronic Facilities Policy, Student Medical Information Policy and Health Form,

1.   PREAMBLE

1.1   In order for learning to take place effectively, every student must feel safe and secure at school. This means that bullying and intimidation are unacceptable because of the fear and anxiety they engender. All campuses of The King's School (the School) should be a place where all students can feel safe, secure and able to achieve their potential.

1.2   It is expected that all members of the School Community – staff, students and parents – will work together to ensure that bullying, whether verbal or physical, subtle or overt, face-to-face or via technology, does not happen.

2.   OBJECTIVES

2.1   The objectives of this Policy are to:

    (a)   To create a school environment in which all students feel safe and secure.

    (b)   To foster optimum conditions of learning and teaching.

    (c)   To encourage reporting of bullying.

(d)   To support the targets of bullying.

(e)   To counsel perpetrators so that bullying behaviours stop.

(f)   To provide, where necessary, appropriate disciplinary consequences for those who persist in bullying.

3.   POLICY

3.1   The School is committed to ensuring that each student can feel safe and secure at school. Bullying by students will not be tolerated under any circumstances.

3.2   Counselling and/or disciplinary action will be taken in any case where a student is found, upon reporting and investigation, to have bullied another student.

4.   WHAT IS BULLYING?

4.1   Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies (discussed in more detail below).

4.2   There are many types of bullying, which may include any one or more of the following:

(a)   physical: punching, hitting, tripping, kicking.

(b)   verbal: teasing, using offensive names, being abusive, constant criticism, inappropriate comments about a person's appearance, belittling remarks;

(c)   non-verbal: writing offensive notes, rude gestures, graffiti;

(d)   psychological: spreading rumours, hiding or damaging possessions, inappropriate use of information technology, unauthorised use of camera phones

(e)   emotional: deliberately excluding others from a group, refusing to sit next to someone, overtly encouraging other people to actively ignore or avoid a person;

(f)   sexual harassment: which involves behaviours such as unwanted touching, inappropriate joking, taunting or teasing of a sexual nature; and/or exposure.

5.   WHAT IS CYBER BULLYING?

5.1   Cyber bullying is the carrying on of some of the above forms of bullying (whether while at school or not) by use of electronic technologies such as email, websites, Facebook, online chatrooms, Twitter, blogs, Snapchat, Instagram etc. Cyber bullying can include:

(a)   sending hateful or threatening comments or pictures via MSN, mobile phone, the internet or social networking sites;

(b)   using technology to socially exclude someone;

(c)   posting rude, explicit or embarrassing pictures of someone on the internet;

(d)   stealing someone's identity in order to harm them in some way;

(e)   putting pressure on a person to send revealing or compromising pictures of themselves;

(f)   covertly filming, recording or taking a picture of someone and posting the images on the internet to cause hurt;

(g)   'outing' and disseminating confidential information about someone;

(h)   flaming and multi-messaging to clog up a person's electronic system and to cause them distress;

(i)   using aliases and pseudonyms in chat rooms and on social networking sites in order to harass and upset; and

(j)   engaging in cyber stalking and the invading a person's privacy

5.2   Sexting can be another type of cyber bullying. Sexting involves taking sexually explicit photos and making them available for others to see via a mobile phone or the internet. 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 the age of 16 years, it can be a very serious crime resulting in charges of paedophilia.

6.   WHAT BULLYING IS NOT

6.1   Behaviours that do not constitute bullying include:

(a)   mutual arguments and disagreements (where there is no power imbalance);

(b)   not liking someone or a single act of social rejection;

(c)   one-off acts of meanness or spite; or

(d)   isolated incidents of aggression or intimidation.

6.2   However, these conflicts still need to be addressed and resolved.

7.   THE SCHOOL'S ANTI-BULLYING STRATEGIES

7.1   The methods used by the school to discourage bullying will vary from time to time and will depend on the needs of the School. The measures that are currently in place to discourage bullying, include but are not limited to:

(a)   emphasis is on preventative and early intervention including wellbeing programs;

(b)   classroom teachers will clarify with their students the School's policy on bullying at the start of the school year;

(c)   this policy being available in the School portal and printed in students' diaries;

(d)   undertaking year-level surveys (Years 4 to 12) of student well-being and bullying behaviour;

(e)   undertaking surveys on boarder well-being;

(f)   including open discussions on anti-bullying strategies in the curriculum;

(g)   ensuring effective pastoral support for students through the appointment of teachers, housemasters, tutors, year level coordinators, boarding house supervisors and other staff;

(h)   encouraging students to report incidents and assist them in adopting strategies to deal with bullying;

(i)   employing School Counsellors who have specialist skills in helping both victims of bullying and identified bullies;

(j)   training staff to detect bullying behaviour;

(k)   employing a suitable range of sanctions (including suspension and expulsion) to deal with and discourage bullies;

(l)   use of School Diaries for recording of instances of bullying and measures to address, display of Netiquette Agreement and Essential Agreement (PYP) material,

(m)   reviewing this policy from time to time to ensure that it remains effective and relevant

8.   RESPONSIBILITIES AND REPORTING

8.1   Staff of the school have a responsibility to:

(a)   be vigilant when in the classroom, when supervising around the grounds, in boarding houses and at co-curricular activities and be observant of signs of distress or suspected incidents of bullying;

(b)   educate students about bullying;

(c)   empower students to act to stop bullying if they witness it occurring;

(d)   model non-bullying behaviour at all times including tolerance and acceptance;

(e)   offer support to students who are bullied;

(f)   listen and respond to all complaints of bullying;

(g)   record students' unacceptable behaviour; and

(h)   report incidents of unacceptable behaviour to the Housemaster and if deemed sufficiently serious to the Head of Preparatory School or Tudor House or the Deputy Headmaster of the Senior School and the School's Counsellor. (See Note below).

8.2   Parents have a responsibility to:

(a)   take an active interest in their child's School life to be aware of any problems;

(b)   take seriously any reports of bullying that their child makes to them;

(c)   encourage their child to be verbally assertive rather than retaliate with action;

(d)   report to the Housemaster or School Counsellor incidents of bullying of which they become aware (see Note below);

(e)   encourage their child to report bullying if they experience it or witness it happening; and

(f)   work collaboratively with the School to resolve incidents of bullying when they may occur.

8.3   Note: If the nature and seriousness of the bullying behaviour is such that it may be criminal or require consideration of mandatory reporting, staff or parents should report the matter to the Headmaster. This may include physical assault, threats of violence, problematic sexual behaviour or child-to-child sexual abuse. Refer to the School's Child Protection Policy for more information.

8.4   Students have a responsibility to:

(a)   ensure their behaviour does not intimidate or harass other students;

(b)   stop bullying behaviour when they witness it;

(c)   report bullying behaviour to staff as soon as they become aware of it (preferably their Housemaster or Student Counsellor or other staff member with whom they feel comfortable to talk to);

(d)   behave as responsible digital citizens and do not tell anyone your passwords, private details or access codes.

8.5   If students require further help it can be obtained from:

Kids Helpline – 1800 551 800
Lifeline – 13 1114
Beyond Blue - 1300 22 4636
www.bullyingnoway.gov.au
www.kidshelp.com.au

8.6   Local Police School Liaison Officers for each campus are:

The King's School North Parramatta Campus -
        Senior Constable Ethan West, Castle Hill Police Station – 02 9680 5399

Tudor House Moss Vale Campus –
        Senior Constable Barbara Beard, Goulburn Police Station – 02 4824 0721

9.   CONSEQUENCES

9.1   Students who are found to have engaged in bullying behaviour will generally, in the first instance, be counselled. This may also involve a mediation session if appropriate

9.2   Students who do not respond to counselling and/or mediation, and who repeatedly bully others may face suspension or expulsion.

9.3   The leadership position of any student who is found to persistently bully others will be removed.

9.4   The continued enrolment in the school of a student who is found to persistently bully others will be reviewed.