

**ANNUAL REPORT
2004**

**EDUCATIONAL AND
FINANCIAL REPORTING**

For

The King's School

Preparatory School

Educational and Financial Reporting

POLICY

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

PROCEDURES

Procedures for implementing the policy include:

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

Requests for additional data from the NSW Minister for Education and Training.

To ensure that any requests from the Minister for additional data are dealt with appropriately, the School will identify the staff member responsible for coordinating the School's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form.

DEET Annual Financial Return

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

Dr T F Hawkes
Headmaster

Reporting Area 1

SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

The King's School has performed well in State-wide tests and examinations sat in both the Preparatory and the Senior School. The results demonstrate that students at The King's School generally perform well above the State average. These results are consistent with the sorts of results achieved in previous years.

PREPARATORY SCHOOL

Year 3 - Primary Writing Assessment

In 2004, 42 students (91%) participated with the following results:

- 9.5% of our students achieved Band 5 (the top band) - this compared to 11.9% State-wide
- 62% of our students achieved Band 4 and 5 compared to 48.5% State-wide

Year 3 - Basic Skills Testing Program (Aspects of Literacy and Numeracy)

In 2004, 44 students (96%) participated with the following results:

In the *Literacy Test*:

- 34% of our students achieved Band 5 (the top band) - this compared to 17% State-wide
- 82% of our students achieved Band 4 and 5 compared to 43% State-wide

In the *Numeracy Test*:

- 41% of our students achieved Band 5 (the top band) - this compared to 15% State-wide
- 84% of our students achieved Band 4 and 5 compared to 38% State-wide

Year 5 - Primary Writing Assessment

In 2004, 70 students (97%) participated with the following results:

- 36% of our students achieved Band 6 (the top band) - this compared to 18% State-wide
- 80% of our students achieved Band 5 and 6 compared to 45% State-wide

Year 5 - Basic Skills Testing Program (Aspects of Literacy and Numeracy)

In 2004, 72 students (100%) participated with the following results:

In *Aspects of Literacy*:

- In **Reading**, 57% of our students achieved Band 6 (the top band) compared to 27% State-wide
- 94% of our students achieved either Band 4, 5 or 6
- In **Language**, 51% of our students achieved Band 6 compared to 30% State-wide
- 95% of our students achieved Band 4, 5 or 6
- In the **combined Literacy**, 54% of our students achieved Band 6 compared to 28% State-wide
- 96% achieved either Band 4, 5 or 6

In Aspects of Numeracy:

- In **Number**, 60% of our students achieved Band 6 (the top band) compared to 26% State-wide
- 98% of our students achieved either Band 4, 5 or 6
- In **Measurement**, 67% of our students achieved Band 6 compared to 27% State-wide
- 97% of our students achieved either Band 4, 5 or 6
- In **Space**, 74% of our students achieved Band 6 compared to 31% State-wide
- 97% of our students achieved either Band 4, 5 or 6
- In the **combined Numeracy**, 67% of our students achieved Band 6 compared to 25% State-wide
- 100% of our students achieved either Band 4, 5 or 6

Mr C L LOGAN
Director of Studies

Reporting Area 2

TEACHER 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	30
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)	00

Reporting Area 4

ENROLMENT POLICIES AND PROFILES

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

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

- Supporting the School's ethos.
- Demonstrating appropriate effort, attitude and behaviour.
- Complying with the School rules.

PROCEDURES

1. All applications are processed according to the School's enrolment policy.
2. The School considers each applicant's supporting statement, and interview responses regarding their ability and willingness to support the School's ethos.
3. The School considers each applicant's educational needs. To do this, the School gathers educational information and consults with the parents/family and other relevant persons.
4. The School identifies any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. The School informs the applicant of the outcome of their application.

STUDENT POPULATION

The school has 1442 students. Of the 1076 in the Secondary School, approximately 40% (425) are boarders and 60% (651) are day students. The Preparatory (primary) School has 9 boarders in a total enrolment of 366. As The King's School is a comprehensive boarding school, our students come from a wide range of geographic locations and backgrounds, including language backgrounds other than English and overseas students.

Mr B R Hilliard

Registrar

Reporting Area 5

STUDENT WELFARE

STUDENT WELFARE POLICIES

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

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

To ensure that all aspects of the School's mission to meet the welfare needs of our students are implemented, 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.

A training and development program was conducted in 2003 to inform staff of changes to Child Protection Legislation during that year. New staff in 2004 were provided with training and development in this area. 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 Security Committee meets regularly to ensure the safety and security of all students.

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

The minutes of the Security Committee meetings reside with the Deputy Headmaster.

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

3. **SUPERVISION POLICY**

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

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

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

4. **CODES OF CONDUCT POLICY**

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

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

A Code of Conduct for Boarding students was developed and implemented in 2004.

A more detailed description of such policies and procedures are 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 review of Health Centre procedures commenced in late 2004. A “Student Support Team” meets each fortnight to review students considered to be at risk.

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

- Staff Handbook.
- Student Handbook.
- School Diary.

- Minutes of Heads of Department meetings.
- Minutes of Student Support Team.

6. **COMMUNICATION POLICY**

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

Documentation relating to these communication policies are found in the:

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

Mr I T Downs

Director of Boarding

Reporting Area 6

POLICIES FOR STUDENT DISCIPLINE

POLICIES FOR STUDENT DISCIPLINE

Students are required to abide by the School's rules and to follow the directions of teachers and other people in authority delegated by the School. In general, no student shall say or do anything contrary to good order, decency and common sense. Students are expected, at all times, to behave courteously, to show consideration for others and for the community as a whole, to value their own wellbeing and the good name of the School. Where disciplinary action is required, a range of sanctions will be used according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances. Disciplinary action that may result in serious sanctions against a student, including suspension, expulsion or exclusion, based on procedural fairness.

A full text of the School's discipline policy and associated procedures is provided to members of the School community through a combination of:

- The Staff Handbook.
- The Student Diary.
- Parent Information Booklets.
- Student Enrolment Forms.

A copy of the Rules and Regulations applying to students and their behaviour can be found in the School Diary and on the School's website (www.kings.edu.au).

Some changes were made to the Behaviour Management Policies of the School during 2004. Improvements to the Anti-Bullying Policy were also made.

The Discipline Policy for implementation in 2005 contains revised processes for disciplinary action that are based on procedural fairness.

Mr P J Rainey
Deputy Headmaster

Reporting Area 7

POLICIES FOR COMPLAINTS AND GRIEVANCES RESOLUTION

POLICIES FOR COMPLAINTS AND GRIEVANCES RESOLUTION

The School's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the School's policy and processes for complaints and grievances resolution is provided in the Staff Handbook and the information booklet for the Board of Governors. An appropriate outline of the policy and processes is also provided in the Parent Information booklet, in the student diary, and on the School's intranet.

This policy has been newly developed.

PARENTS AND/OR STUDENTS GENERAL COMPLAINTS AND GRIEVANCES RESOLUTION PROCEDURE

The School has in place the following Procedure to deal with complaints and grievances of a general nature that may be held by parents and/or students.

The School recognises that parents and/or students may have a complaint or grievance over a School-related issue, and through the following procedure, the School provides a mechanism by which parents and/or students can seek to have that complaint or grievance addressed. An outcome of the procedure may be that the complaint or grievance is found to be groundless.

- The Procedure is not intended to be overly prescriptive nor impose unreasonable time limits upon any party. It does seek to raise parents and/or students awareness 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 which 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 themselves that the Local Level process has been exhausted.
- 5 If the matter is not resolved at the Local Level, then the parent and/or student may raise the matter with the more senior staff member eg Deputy Headmaster, Head of Preparatory School, Bursar. At this stage the parent and/or student must make a written submission if they have not already done so. The more senior member of staff will then convene a meeting involving the parent and/or student concerned, and other staff deemed necessary by the senior staff member to progress the matter.
- 6 At the conclusion of the discussions, the senior member of staff may, make a finding themselves 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. 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 Lee
Deputy Bursar

Reporting Area 8

PRIORITY AREAS FOR IMPROVEMENT

Priorities for 2004 & Areas for Development

TEACHING & LEARNING

During 2004 there were two key areas of focus for development in the school. These were; full implementation of the new NSW Primary Mathematics Curriculum and an investigation into inquiry based learning.

A new strategic approach to the teaching of Mathematics meant that classes examined maths skills and understanding within a unit structure, rather than the traditional spread of number, space and measurement model that had been previously used. The staff was inserviced on the new areas of Patterns and Algebra, Data and Working Mathematically. These areas were implemented fully into the programme. The teachers discovered that the unit approach allowed students more time to focus on individual concept areas and in greater depth. It also meant that students who previously might have needed greater time to understand concepts in areas like fractions, for example, had the opportunity to revisit aspects before moving on to new topic areas. Likewise, the more able students were able to explore the area in greater depth.

Inquiry-based learning principles were integrated into the areas of HSIE and Science & Technology in a more dynamic way. Classrooms focused on greater integration of technology into the programmes, utilising classroom opportunities, the library and the computer lab. Students were encouraged to take on more ownership of the inquiry topics, develop investigation profiles and became more skilled at interpreting and analysing data for a specific purpose.

STUDENT ACHIEVEMENTS

The Prep School continued to enjoy excellent levels of growth in literacy and numeracy. This was highlighted by the large proportion of our students that achieved above the state norms in Basic Skills results and the Australian Schools Competitions. In addition to the academic and sporting arena, a number of other achievements were particularly note-worthy.

Leadership training was targeted in 2004. The Yr 6 grade participated in leadership training opportunities and the students were encouraged to take on a more proactive role in the school. The boys maintained their commitment to community projects in 2004. Each House group was responsible for organizing support for a charity group. The student leadership team from each House pioneered the fundraising exercises. The Guide Dog Association, Cancer Council, Anglicare and Children's Medical Research benefited from the students' efforts. A Year 2 Leadership Day was developed to highlight the issue of leadership for our younger students.

In the area of Music, the school maintained its strong tradition. Over one third of our students participated in individual tuition, ensemble groups, bands and orchestras. Two musical productions occurred – "A Peculiar People" was performed in New Zealand on a music tour as well as at the Prep School and "Joseph" was performed as part of the school's Activity Expo Evening. A plan for developing the instrumental

programme at the Prep was developed. It will mean that all students receive instrumental instruction in Yrs 2, 3 & 4, allowing students to be better prepared for entry into band and orchestra groups.

FACILITIES AND RESOURCES

Safety issues governed the focus for improving resources in 2004. The Prep School swimming pool had a fence that was decaying in parts and needed regular attention. It was decided that the height should also be raised for greater safety. The old pool fence was knocked down and replaced by a metal fence of 2 metres. Four gates were installed with locks so that security could be assured. The new metal fence allowed a clearer view into the pool area from outside. Surrounding garden areas and an additional pathway that could be used as a disabled access or delivery ramp was developed alongside the steps leading to the pool.

The embankment leading from the Price 5 oval was eroding. This required soil replacement, compacting of the new areas and new stairs to be erected. The slope from the upper level to the lower level fields was adjusted to a more gradual angle. This embankment was also resurfaced in grass.

The two Prep School tennis courts required resurfacing as the court surface had deteriorated such that holes were developing and parts weren't secured. A nearby tree was removed that was dying and had been dropping twigs and branches.

The play area in the Infants playground was resurfaced in a soft form of synthetic grass. This was required as the grassed areas were continually wearing down, leaving hard undulating areas, where accidents might occur.

STUDENT WELFARE

Supervision of students was improved through increased staff supervision duties. The two areas targeted for attention were the front turning circle (the major pick-up area for the school) and the boys' locker area (where space is very restricted.)

The Prep identified two grade areas where bullying had become an issue. Confidential student surveys were conducted and instigators identified. Counseling classes were conducted with the School Counselor for these students (with parental support) and boys identified as targets were assisted. A group was conducted to assist boys in one grade where socialisation was an issue. Again, the School Counselor directed this programme.

Housemasters organised regular lunchtime meetings with House leaders. This allowed for further leadership grooming to occur and provided the opportunity for the students to report on playground developments from a student's perspective.

STAFF DEVELOPMENT

The staff development programme was closely aligned to our teaching and learning focus for 2004. The staff had a series of workshop afternoons after school with an AIS Mathematics specialist. The same presenter performed demonstration lessons for staff and then assisted staff in their classroom implementation. The school based curriculum material was redeveloped in tandem with the inservice experiences.

The teachers spent time in staff meetings examining inquiry based learning principles. The Prep Executive team, who made a number of school visits to see the Primary Years Programme of inquiry in operation, guided the staff through the investigation. Professional reading material was distributed to staff and discussed in scheduled meetings. A proposal for trialing some inquiry-based units were developed for 2005. This plan is currently in operation now.

Mr Peter Allison

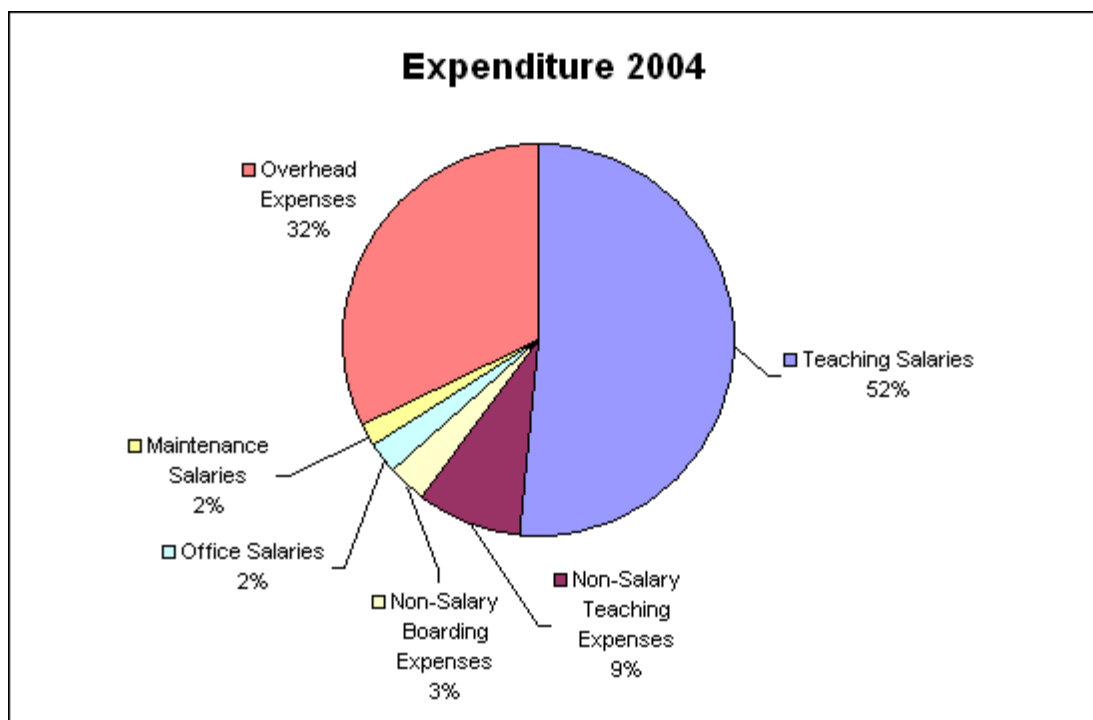
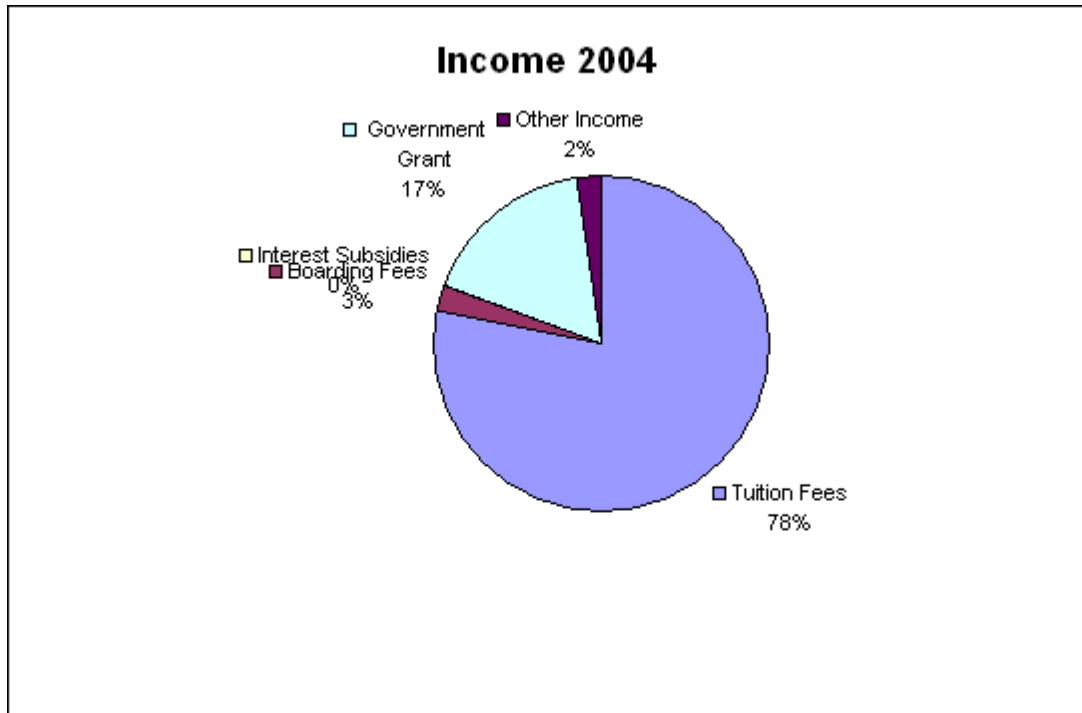
Acting Head of The Preparatory School

Reporting Area 9

SUMMARY FINANCIAL INFORMATION

Summary Financial information

Prep School



Mr G Dornan
Bursar