

ANNUAL REPORT 2005

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

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 Prep and the Senior School. The results demonstrate that students at The King's School perform well above the State average and are consistent with results achieved in previous years.

Prep School

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

In 2005, 47 students (100%) participated with the following results:

In the *Literacy* component:

- In **Writing**, 19% of our students achieved Band 5 (top band) compared to 11% State-wide and 68% of our students achieved Band 4 and 5 compared to 41% State-wide
- In **Language**, 51% of our students achieved Band 5 compared to 20% State-wide and 74% of our students achieved Band 4 and 5 compared to 45% State-wide
- In **Reading**, 32% of our students achieved Band 5 compared to 21% State-wide and 75% of our students achieved Band 4 and 5 compared to 47% State-wide
- In the **Overall Literacy**, 23% of our students achieved Band 5 compared to 12% State-wide, 74% of our students achieved Band 4 and 5 compared to 42% State-wide and 95% of our students achieved Band 3, 4 or 5

In the *Numeracy* component:

- In **Number**, 72% of our students achieved Band 5 (top band) compared to 31% State-wide and 87% of our students achieved Band 4 and 5 compared to 54% State-wide
- In **Measurement and Space**, 49% of our students achieved Band 5 compared to 22% State-wide and 79% of our students achieved Band 4 and 5 compared to 45% State-wide
- In the **Overall Numeracy**, 57% of our students achieved Band 5 compared to 22% State-wide, 83% of our students achieved Band 4 and 5 compared to 46% State-wide and 98% of our students achieved Band 3, 4 or 5

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

In 2005, 65 students (100%) participated with the following results:

In the *Literacy* component:

- In **Writing**, 45% of our students achieved Band 6 (top band) compared to 17% State-wide and 87% of our students achieved Band 5 and 6 compared to 46% State-wide
- In **Language**, 52% of our students achieved Band 6 compared to 26% State-wide and 82% of our students achieved Band 5 and 6 compared to 52% State-wide
- In **Reading**, 67% of our students achieved Band 6 compared to 29% State-wide and 86% of our students achieved Band 5 and 6 compared to 52% State-wide

- In **Literacy**, 55% of our students achieved Band 6 compared to 24% State-wide and 83% of our students achieved Band 5 and 6 compared to 50% State-wide
- In the **Overall Literacy**, 48% of our students achieved Band 6 compared to 19% State-wide, 82% of our students achieved Band 5 and 6 compared to 47% State-wide and 98% of our students achieved Band 4, 5 or 6

In the *Numeracy* component:

- In **Number**, 66% of our students achieved Band 6 (top band) compared to 33% State-wide and 75% of our students achieved Band 5 and 6 compared to 46% State-wide
- In **Measurement**, 70% of our students achieved Band 6 compared to 32% State-wide and 84% of our students achieved Band 5 and 6 compared to 55% State-wide
- In **Space**, 63% of our students achieved Band 6 compared to 26% State-wide and 85% of our students achieved Band 5 and 6 compared to 51% State-wide
- In the **Overall Numeracy**, 53% of our students achieved Band 6 compared to 24% State-wide, 91% of our students achieved Band 5 and 6 compared to 51% State-wide and 98% of our students achieved Band 4, 5 or 6

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 | 31 |
| 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

In October 2005 the School had 1429 students. Of the 1068 in the secondary school, approximately 40% (422) are boarders and 60% (668) are day students. The Preparatory (primary) School has 10 boarders in a total enrolment of 361. As The King's School is a comprehensive boarding school, the 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 King's School policies and procedures related to the discipline of students are published through a combination of the Student Diary, Staff Handbook, Parent Information Booklets and Student Enrolment Forms. A copy of the Rules and Regulations applying to students and their behaviour can be found in the School Diary, in the Memoranda, and on the School's website, www.kings.edu.au.

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 boys shall say or do anything contrary to good order, decency and common sense. Boys are expected at all times to behave courteously, to show consideration for others and for the community as a whole, to value their own self-respect and the good name of the School. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour.

Corporal punishment is not permitted under any circumstances.

Policy regarding Suspension and Expulsion of Students

As mentioned in the School's Memoranda, contained within the School Diary, for the most serious offences, punishment by the Headmaster may include expulsion or suspension. All disciplinary action that may result in any sanction against the student, including suspension or expulsion utilises processes based on procedural fairness.

Procedural fairness is sometimes called natural justice and means that good records need to be maintained and the student, the subject of the allegation, has to have the opportunity of responding to the allegations and proposed adverse comments. In general, the person undertaking the investigation would bring his findings to the Deputy Headmaster or the Headmaster who would adjudicate and make a final decision. Procedural fairness normally requires the person conducting the investigation to:

- Inform the student of the allegations made against them with as much detail as possible.
- Provide the student with a reasonable opportunity to put their case.
- Make reasonable enquiries or investigations before making a decision.
- Consider all relevant available evidence including evidence which does not support the allegation.
- Ensure that they do not decide on a case in which they have a conflict of interest.
- Act fairly and without bias.
- Conduct the investigation without due delay.

Parents are brought into any situation which involves suspension or expulsion of their son.

This Policy is under continual review in order to assist parents and students and fulfil legislative requirements. Any questions or comments should be directed to the Deputy Headmaster or Deputy Bursar.

March 2006

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.

Training and development programs were conducted in 2003, 2004 and 2005 to inform staff of changes to Child Protection Legislation during that year. New staff were provided with training and development in this area as part of their orientation.. 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 M Powys

Director of Boarding

Reporting Area 6

POLICIES FOR STUDENT DISCIPLINE

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This Policy is under continual review in order to assist parents and students and fulfil legislative requirements. Any questions or comments should be directed to the Deputy Headmaster or Deputy Bursar.

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.

Kevin Lee
Deputy Bursar

Reporting Area 8

PRIORITY AREAS FOR IMPROVEMENT

PRIORITIES FOR 2004 - AREAS FOR DEVELOPMENT

TEACHING & LEARNING

A major focus area for teaching and learning has been our exploration and trialling of the International Baccalaureate Organisation's Primary Years Program (PYP). Our intent is to honour the NSW Board of Studies Curriculum but to enhance it by packaging it in a PYP manner. The benefits for the students include the focus on inquiry, the student-centredness, the strong emphasis on values and the internationalist mindset. The benefits for teachers include the strong focus on collaborative planning and reflection.

In our twelve months of trialling the PYP we have already seen some encouraging growth and development, both in the boys' learning and in teaching practice. Indeed we believe we are on the verge of implementing the BOS curriculum in an extremely powerful way.

STUDENT ACHIEVEMENTS

The Prep School has continued to enjoy excellent levels of growth in literacy and numeracy, as highlighted by the large proportion of our students that achieved above the state norms in the Basic Skills Test results and in the Australian Schools Maths and English Competitions.

Leadership training was again targeted in 2005/6. Year Six students participated in a leadership training morning and were encouraged to become more proactive in fulfilling their roles within the school. A Year 2 Leadership Day helped to highlight the issue of leadership for our younger students.

The boys of the Prep School maintained their commitment to community projects in 2005/6. Each House group was responsible for organising support for a charity group. The student House leadership teams pioneered fundraising exercises that benefited Compassion, The Cancer Council, Anglicare and The Children's Medical Research.

The school continues its strong tradition in Music. Over one third of our students participated in individual tuition, ensemble groups, bands and orchestras. In June 2005 the Prep School, with the input of an internationally renowned director, performed the Australian premiere of a new musical version of The Jungle Book, with great success and to great acclaim.

We have been pleased with the effectiveness of the compulsory string program for students in Yrs 2 and 3, and the compulsory brass/woodwind program for Y 4. Retention rates have been promising, with many boys choosing to progress to private lessons. Preparation for entry into the bands and orchestra has thus been more effective.

FACILITIES AND RESOURCES

There has been an upgrade of our computer hardware, both in the ICT laboratory and also in most classrooms. We have installed four Smartboards, with a view to phasing these in throughout the Prep School over the next two years.

Major planning has taken place and construction is about to commence on a major extension of the Prep School hall (which was built when the school enjoyed an enrolment of just 180 students and is thus proving inadequate for our enrolment of 365). The hall's capacity will be increased from 470 to 610. In addition a new administration building will be built and the current administration will be gutted to create a larger staff centre.

STUDENT WELFARE

Our housemasters, school counsellor and indeed all our teachers continue to extend pastoral care of the highest order to the boys. Positive Christian values are furthered, in tandem with the PYP student qualities of being inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, well-balanced and reflective. If boys are finding it difficult to uphold such values – or have been hurt by others not upholding them – the staff go to great lengths to support and counsel as appropriate.

The appointment of a part-time Prep School Chaplain (a new position at the school) has enhanced our pastoral care.

STAFF DEVELOPMENT

PYP training has been our focus during 2005/6. In January 2005 every teacher engaged in a three-day training program to equip them with an understanding of the philosophy and strategies of PYP. Two Units of Inquiry (out of an optimum six) were developed and implemented in each year group during 2005. This has been expanded to four in 2006, with a view to implementing all six in 2007. In January of this year all staff enjoyed a three-day workshop (compacted into two) on inquiry strategies. They have continued to plan and reflect collaboratively in weekly year group meetings, led by one of the Prep School Executive. Links are being established with PYP schools in Melbourne so that teachers might have an opportunity later in the year to see some examples of the PYP in practice.

The enhancement of our literacy programs will also be a focus of professional reflection and refinement this year, including the exploration of THRASS as a possible replacement for our K-3 Spalding programs. Certainly it is our aim to see ever-improving performances from our boys in reading, writing, talking and listening.

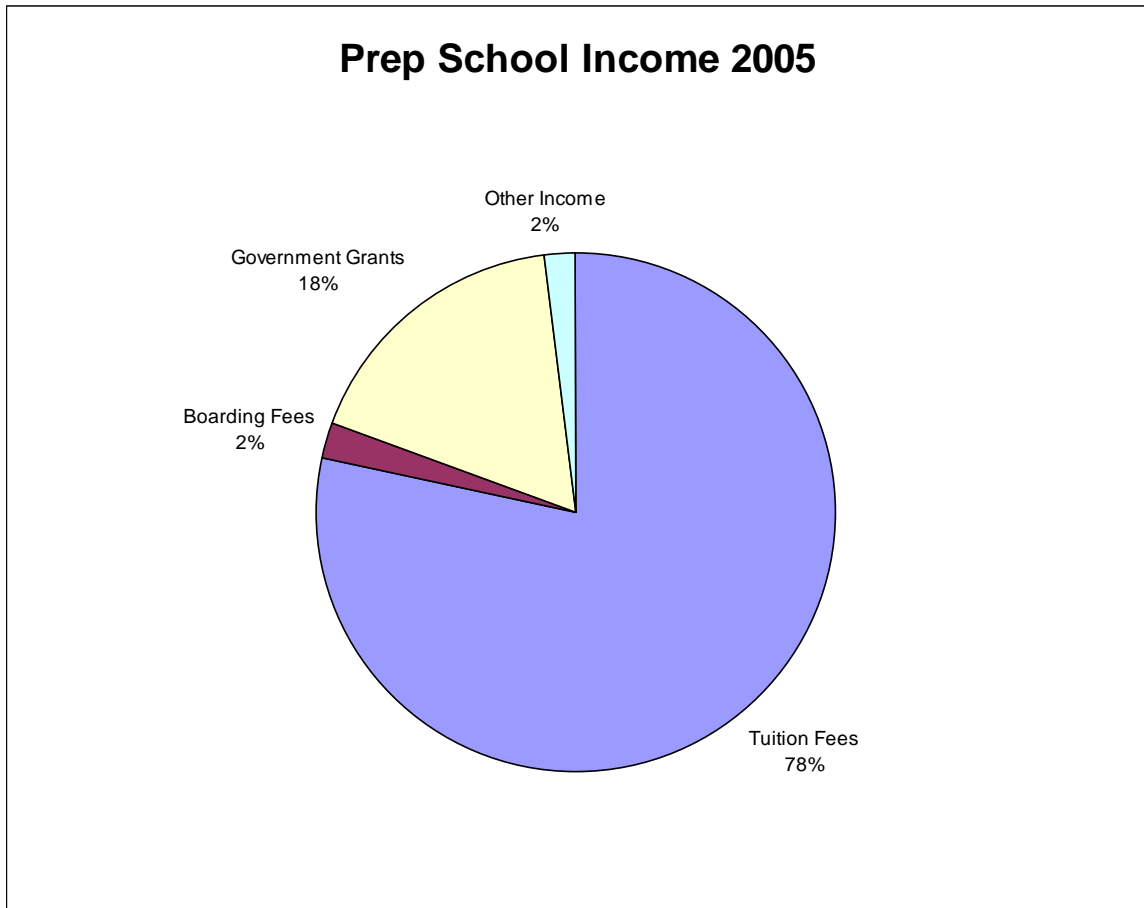
Mr Keith Dalleywater
Head of the Preparatory School,
March 2006

Reporting Area 9

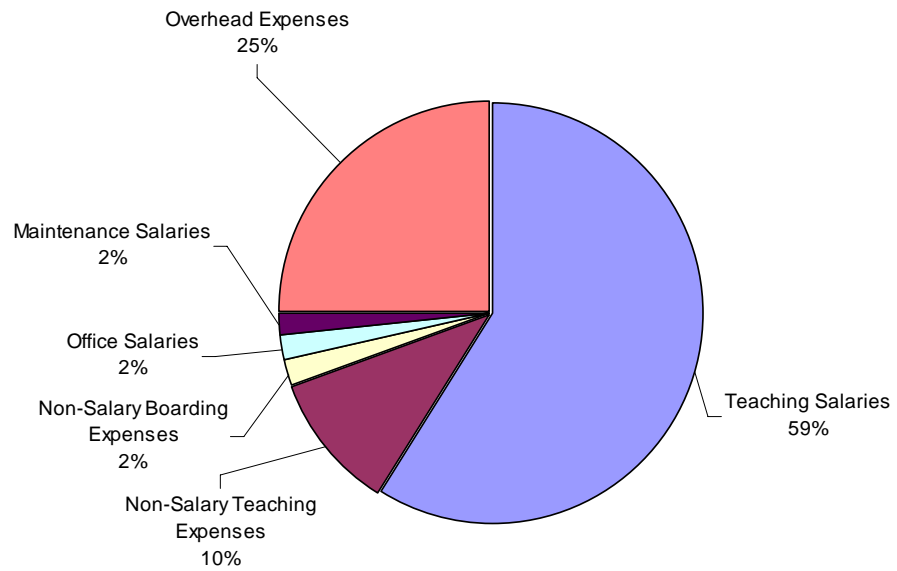
SUMMARY FINANCIAL INFORMATION

Summary Financial information

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Prep School Expenditure 2005



Mr G Dornan
Bursar