

**ANNUAL REPORT
2004**

**EDUCATIONAL AND
FINANCIAL REPORTING**

For

The King's School

Senior 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 Prep 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.

SENIOR SCHOOL

Year 7 – English Language and Literacy Assessment

Each year, our Year 7 students participate in the ELLA Test. 170 (98%) students participated with the results reported in one of 4 categories: **High, Proficient, Elementary and Low**.

- In **Writing**, 101 (59%) of our students achieved High results compared to 32% State-wide and 169 students achieved either High or Proficient (99% compared to 85% State-wide)
- In **Reading**, 106 (62%) of our students achieved High results compared to 34% State-wide and 163 students achieved High and Proficient (96% compared to 81 % State-wide)
- In **Language**, 117 (69%) of our students achieved High results compared to 38% State-wide and 163 students achieved High and Proficient (96% compared to 77% State-wide)

Year 7 – Secondary Numeracy Assessment Program

Each year, our Year 7 students participate in the SNAP Test. 170 (98%) students participated with the results reported in one of 4 categories: **High, Proficient, Elementary and Low**.

- In **Numeracy**, 110 (65%) of our students achieved High results compared to 24% State-wide and 165 students achieved High or Proficient (97% compared to 66% State-wide)
- In **Number**, 111 (65%) of our students achieved High results compared to 28% State-wide and 159 students achieved High or Proficient (93% compared to 62% State-wide)
- In **Measurement**, 95 (56%) of our students achieved High results compared to 23% State-wide and 163 students achieved either High or Proficient (96% compared to 70% State-wide)
- In **Space**, 106 (62%) of our students achieved High results compared to 26% State-wide and 166 students achieved High or Proficient (97% compared to 68% State-wide)
- In **Data**, 106 (62%) of our students achieved High results compared to 27% state-wide and 158 students achieved High or Proficient (93% compared to 66% State-wide)

- In **Numeracy Problem Solving**, 98 (58%) of our students achieved High results compared to 23% state-wide and 163 students achieved High or Proficient (96% compared to 68% State-wide)

YEAR 10 - SCHOOL CERTIFICATE

In the School Certificate tests, 184 students sat for the NSW School Certificate with students performing at, or above, the state level in the 4 School Certificate tests with the School means, on average, 6% above the state means.

- In **English-Literacy**, 51% of our students achieved Band 5 or 6 compared to 32% State-wide – only 1 student was placed below Band 3
- In **Mathematics**, 38% of our students achieved Band 5 or 6 compared to 25% State-wide – only 2 students were placed below Band 3
- In **Science**, 49% of our students achieved Band 5 or 6 compared to 31% State-wide – only 3 students were placed below Band 3
- In **Australian History**, 38% of our students achieved Band 5 or 6 compared to 26% State-wide – only 4 students were placed below Band 3
- In **Australian Geography**, 50% of our students achieved Band 5 or 6 compared to 28% State-wide – only 1 student was placed below Band 3

The School allocated Grades for the 33 courses with 19 courses being studied over 2 years. Of these 19 courses:

- In **English**, 86% of our students achieved Grade A, B or C compared to 75% State-wide
- In **Advanced Mathematics**, 85% of our students achieved Grade A, B or C compared to 82% State-wide
- In **Intermediate Mathematics**, 79% of our students achieved Grade A, B or C compared to 70% State-wide
- In **Standard Mathematics**, 100% of our students achieved Grade A, B or C compared to 60% State-wide
- In **Science**, 88% of our students achieved Grade A, B or C compared to 71% State-wide
- In **Australian Geography**, 86% of our students achieved Grade A, B or C compared to 68% State-wide
- In **Australian History**, 95% of our students achieved Grade A, B or C compared to 68% State-wide
- In **Commerce**, 86% of our students achieved Grade A, B or C compared to 82% State-wide
- In **Geography Elective**, 100% of our students achieved Grade A, B or C compared to 91% State-wide
- In **History Elective**, 95% of our students achieved Grade A, B or C compared to 88% State-wide
- In **French**, 69% of our students achieved Grade A, B or C compared to 86% State-wide
- In **German**, 79% of our students achieved Grade A, B or C compared to 88% State-wide

- In **Latin**, 100% of our students achieved Grade A, B or C compared to 93% State-wide
- In **Agriculture**, 83% of our students achieved Grade A, B or C compared to 73% State-wide
- In **Computing Studies**, 72% of our students achieved Grade A, B or C compared to 75% State-wide
- In **Design and Technology**, 81% of our students achieved Grade A, B or C compared to 80% State-wide
- In **Technical Drawing**, 100% of our students achieved Grade A, B or C compared to 77% State-wide
- In **Technics**, 86% of our students achieved Grade A, B or C compared to 71% State-wide
- In **Drama**, 72% of our students achieved Grade A, B or C compared to 82% State-wide
- In **Music**, 86% of our students achieved Grade A, B or C compared to 79% State-wide
- In **Visual Arts**, 80% of our students achieved Grade A, B or C compared to 81% State-wide
- In **PDHPE**, 91% of our students achieved Grade A, B or C compared to 76% State-wide

YEAR 12 - HIGHER SCHOOL CERTIFICATE RESULTS

In 2004, 158 students sat for the NSW Higher School Certificate in 35 courses. In total, 99% of candidates across all courses achieved marks of 50% or more (Band 2) or higher in 2 Unit courses with 86% of our course results above the State Mean.

Of the 158 students who sat for the 2004 HSC, there were 112 marks of 90% or above in Band 6 and 41 marks of 45/50 or above in Extension courses. This translated into a total of 153 mentions in the honours listing. To be mentioned in the honours listings, a student must have achieved 90% or more in their subjects.

There were a number of courses in which students achieved results well above the State candidature:

‘Band 6 and 5’ Results:

- Ancient History: **17/24** in Bands 5+6 (71% compared to 37% in State)
- Chemistry: **13/26** in Bands 5+6 (50% compared to 35% in State)
- Drama: **4/7** in Bands 5+6 (57% compared to 38% in State)
- Engineering Stud: **9/14** in Bands 5+6 (64% compared to 35% in State)
- English Adv: **60/118** in Bands 5+6 (51% compared to 50% in State)
- German Cont: **4/7** in Bands 5+6 (57% compared to 48% in State)
- Industrial Tech: **7/13** in Bands 5+6 (54% compared to 27% in State)
- Latin Cont: **5/5** in Bands 5+6 (100% compared to 89% in State)
- Mathematics: **29/57** in Bands 5+6 (51% compared to 42% in State)
- Music 1: **9/10** in Bands 5+6 (90% compared to 49% in State)
- Senior Science: **13/18** in Bands 5+6 (72% compared to 33% in State)
- Software Design: **6/10** in Bands 5+6 (60% compared to 36% in State)
- Physics: **27/46** in Bands 5+6 (59% compared to 38% in State)
- Visual Arts: **20/22** in Bands 5+6 (91% compared to 48% in State)

‘Band E4 and E3’ Results:

- English Ext 1: **20/21** in Bands E3+E4 (95% compared to 81% in State)
- English Ext 2: **8/8** in Bands E3+E4 (100% compared to 87% in State)
- German Ext: **3/3** in Band E4 (100% compared to 53% in State)
- History Ext: **7/9** in Bands E3+E4 (78% compared to 64% in State)
- Latin Ext: **4/4** in Band E4 (100% compared to 91% in State)
- Maths Ext 2: **10/10** in Bands E3+E4 (100% compared to 82% in State)
- Maths Ext 1: **24/27** in Bands E3+E4 (89% compared to 70% in State)

**DISTINGUISHED ACHIEVEMENT AT THE 2004 HIGHER SCHOOL
CERTIFICATE EXAMINATIONS: FOR SCORING 90 MARKS OR ABOVE
IN 10 OR MORE UNITS AT THE HSC:**

Matthew Di Palma
Tim Mooney
Karrnan Pathmanandavel
Chris Paver
Adam Shand

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	106
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	1
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context (Manual, page 39)	0

Note: The teacher in the second category has been employed due to her expertise in her subject. She works directly under the supervision of a qualified teacher, and is currently undertaking study to complete her teaching requirements.

Reporting Area 3

RETENTION RATES IN SECONDARY SCHOOLS

Years compared: 1997 to 2002 (**2002 cohort**) and 1999 and 2004 (**2004 cohort**)

Census Date is Day 3 of Week 1 of the respective years.

Cohorts Surveyed	Year 7 Enrolment	Year 12 Enrolment	Year 7 Retained	Apparent Retention Rate	Actual Retention Rate
1997 Year 7 – 2002 Year 12	133	139	97	105%	73%
1999 Year 7 - 2004 Year 12	143	155	111	108%	78%

COMMENT

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

Mr B R Hilliard

Registrar

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

TEACHING AND LEARNING

- Write a leadership course for students in Years 9, 10, 11 and 12.
- Introduce Robotics to the teaching program of the Senior School.
- Introduce Drama to the teaching program of the Senior School

STUDENT ACHIEVEMENTS

- Improve the number of Band 6 mentions in the HSC.
- Improve the academic standards in HSC Science.

FACILITIES AND RESOURCES

- Re-open Hake Boarding House to cope with increased boarding enrolments.
- Build three new soccer fields.
- Build eight new tennis courts.
- Complete the construction of the new Administration Building.
- Upgrade the School's website.

STUDENT WELFARE

- Upgrade the School's Anti Bullying Policy.
- Establish a restricted vehicular entry to the School in the evening to improve the ability to monitor traffic in and out of the School.
- Reduce students driving through the main part of the School by building a student car park closer to the entry gate.
- Conduct an exit survey of all Year 12 students.

STAFF DEVELOPMENT

- Increase training in Occupational Health and Safety.
- Undertake research into "Brain-based Learning."
- Have all boarding staff complete "Duty of Care: A Certificate Course in Residential Care."

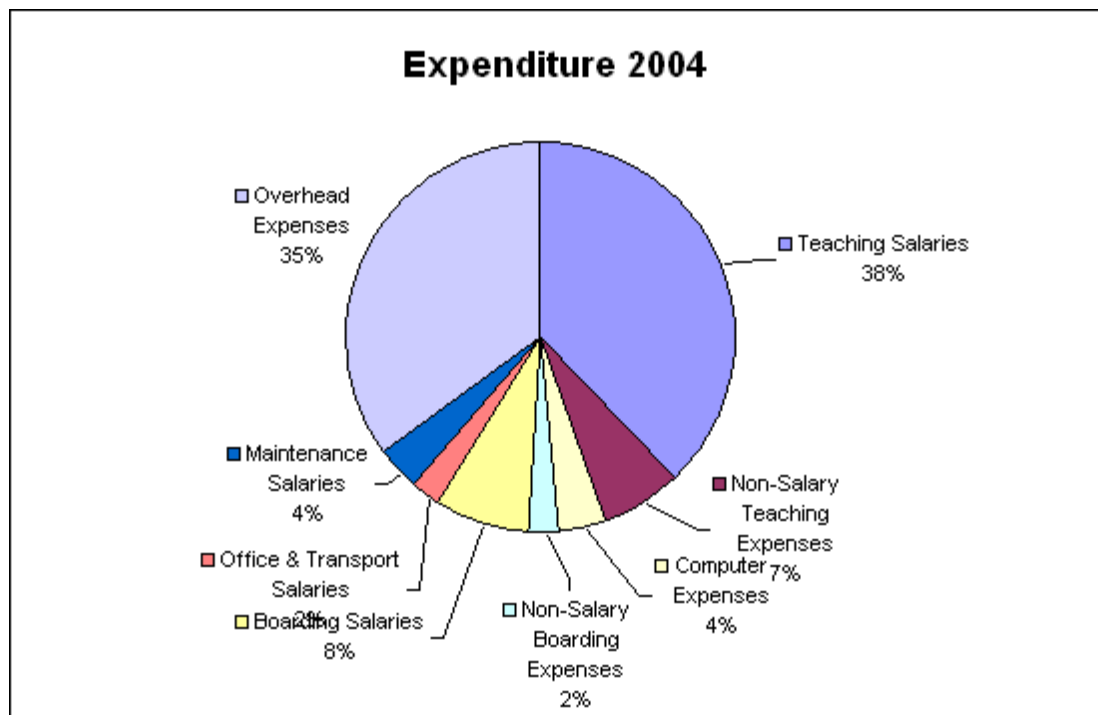
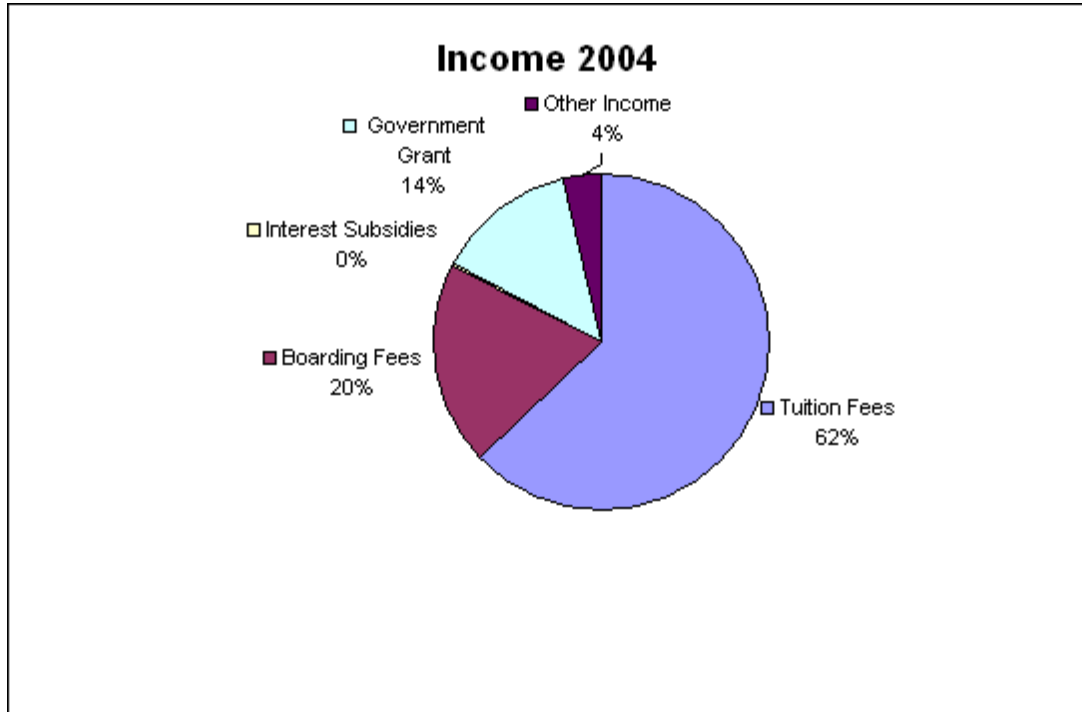
Dr T F Hawkes
Headmaster

Reporting Area 9

SUMMARY FINANCIAL INFORMATION

Summary Financial information

Senior School



Mr G Dornan
Bursar