Headmaster’s Distinctions

Term 2
Week 2 & 3

Kindergarten
Ishaan Devatha
Harshel Gopiinaath
Neelesh Govender
Zac Green
Darren Jeng
Lucas Johnson
Charlie Laso
Jake Liu
William Mulveney
Jayden Phan
Rylan Prasad
Mercer Reed
Edward Selig
Jeshan Somanader
Christian Teo
Zichen Wang
Oliver Wu
Lucas Yuen

Year 1
Daniel Chemerys
Julian Kirkpatrick
Jett Myatt
Jack O’Brien

Year 2
Michael Barton
Michael Liu
Joseph Mouawad
Adam Nguyen
Curtis Preston

Year 3
Ethan Dearnley
James Kirkpatrick

Year 4
Cameron Alderman (x2)
Cyrus Anderson
Thomas Barton
Anish Chauhan
Kjain Deller (x12)
Keegan Halfpenny (x2)
Daniel McLachlan
Brady Sayer

Year 6
Mikey Koutsoukos

Prep News
17th May, 2013

NAPLAN testing and assessment at King’s
This week, the students in Year 3 and Year 5 participated in an Australian national testing programme known as NAPLAN. It was a demanding programme with four assessments across the learning areas of literacy and numeracy completed over the course of three days.

Participation in this programme of assessments is compulsory. The data gained from these assessments provides useful comparative information for parents and the school on the academic performance of our students against the Australian school population. This information is helpful when placed alongside our other school based data, to help inform the school on individual student performance and help guide curriculum and professional development decisions for the school going forward. However, it is important that we understand that these tests are examined within their context.

They are only one form of data gathered on one occasion during the year. The NAPLAN assessment scenario is much more confronting for students than other integrated assessment tasks that have been embedded within the classroom learning. The test techniques and pressures are unlike those that are normally experienced within the classroom. This aspect has been highlighted by educational academics as a significant cause for concern. A recent paper released by the Literacy Educators Coalition revealed details that support this concern. One of the examples noted, examined a NAPLAN Reading Magazine for Year 3. It consisted of eight pages containing six different articles on six of the pages. There were 1240 words in the six articles. The test form was 12 pages in length with 35 test questions. The children have the reading magazine to read and the 12 page test booklet to complete within 45 minutes. This involves reading the articles, reading the test questions, thinking about alternative answers and then recording the correct answer. Prior to starting the test, the teacher needed to read 17 different instructions from a script. Certainly, this is a challenging and somewhat artificial task for the students.

Assessment within the PYP at King’s is based on the belief that no single test or set of data should be used to make important educational judgments or decisions about a student’s learning. The school is committed to using a variety of data, including national assessments, teacher designed tasks and observations, standardised testing, peer and self-assessment, learning journals and student reflections. The use of a range of data is seen as offering a more complete, holistic and multi-faceted insight into student learning than can be afforded through the prioritisation of a single type of data. This collection of evidence - when added to the information provided by parents, past teachers and the students themselves – is seen to provide a strong foundation for future action in the areas of teaching and learning.

The Principle of Triangulation is central to the assessment model used at King’s. Triangulation refers to the process of using three points of data when making significant educational decisions and conclusions. The three different types of assessment data gathered and used within the school are described in the following ways:

Assessment of Personal Mastery – the use of standardised testing and measures to provide insight into a student’s mastery of specific sets of skills and knowledge. Examples in use in the school include unit quizzes, NAPLAN, selective PAT testing, reading benchmarking and reading assessments.
Assessment of Growth Over Time – the use of approaches to assessment that provide insight into changes in student understanding over time, including insights into the learning process. Examples in use in the school include learning journals, three way conferences and continuum-based tracking and profiling.

Assessment of Applied Understanding - the use of authentic, performance and real life tasks that provide insight into the depth of student understanding of a given concept, along with their ability to transfer and apply their knowledge to challenging situations. Examples in use in the school include summative tasks that are integral to units of inquiry and the Year 6 Exhibition.

The results of the NAPLAN testing will not be available until some time in September. The considerable delay for schools receiving this data is a commonly touted concern. This point is well highlighted by Annie Facchinetti in a recent publication in the Australian Educational Leader Journal where she states, “Another basis for criticism of the reliability of NAPLAN as a diagnostic tool is the timing. The fact that these tests are administered in May, but the results are not made available for three to four months means that their potential for providing usable formative assessment data is greatly diminished.”

NAPLAN assessment has its place in assisting the school to track student performance and identify individual strengths and areas of growth, as well as guiding curriculum development decisions within the school. However, when these results do arrive later in the year, we will examine the data, alongside other information collected within the school, to help inform any action required to enhance individual student progress and our curriculum directions as a school.

Year One Mothers Honoured at the Prep
I was thrilled to attend the Year One Mothers’ Day Chapel Service and Luncheon on Friday, accompanied by my own mum. Beginning the day in the Chapel, the boys and their mums participated in a chapel service led by Rev. Stuart Tye with some of the boys presenting readings and prayers. After a photoshoot outside the Chapel, the action moved to Horrocks Hall. The tables were adorned with beautiful placemats that included student art work and decorations that created a real sense of occasion. The boys shared musical performances, songs and personal messages for their mums that brought a few tears to the eyes. To top it off, there was a delicious catered lunch for us to enjoy.

The day was masterminded by our wonderful Year One teachers, Mrs Jo Grinham and Mr Tim Leuenberger, and received support from a number of other staff members. On behalf of all those in attendance we send our thanks to all these people for creating such a special, memorable day. Later in the year, the Kindergarten dads will have an opportunity to enjoy the spotlight and a special event with their sons at the Kindergarten Fathers’ Day Breakfast.

GPS Athletes from the Prep School
Two leading athletes in the Prep School were recently selected as part of the Senior School Athletics Team to compete at the 118th AAGPS Championships at Homebush. Jordan Williams (6H) and Charlie Farrington (6H) have been involved in a demanding training programme that began as early as September last year in preparation for a possible spot in the King’s School team.

Charlie attended the carnival on Saturday and was reserve for the U13 1500m event. Jordan competed on the day and managed to achieve 1st place in the 90m Hurdles Division and 4th place as a member of the U13 4 x 100m relay. This is a tremendous achievement for two Prep students to be considered for selection in an elite secondary school athletics event such as the GPS. Mr Ben Gavan, the Master in Charge of Athletics, praised both Charlie and Jordan for their commitment, outstanding manners, and for the maturity that they demonstrated throughout the athletics season.

The King’s School was highly successful at the carnival again this year winning the Senior Championship, gaining fourth place in the Intermediate Championship and placing second in the Junior Championship.

I had the pleasure of attending the carnival and it really was an extraordinary sporting spectacle. I was amazed at the level of performance of the athletes competing, the school support that echoed across the stadium throughout the day and the tremendous examples of sportsmanship exhibited on the day.

Modelling Creativity and Enterprise
Tim Harris, teacher of 6H, is an extremely talented man who has been channelling his creativity and energy during his spare time. He has just released his first paperback novel, his second eBook and produced his author website.

Tim finds great joy in teaching reading and writing to children, and he hopes his books will inspire young readers and writers to pursue their own story ideas. Already there are some budding authors following his example in 6H!

He is currently working on the third edition of the Exploding Endings series – a collection of short stories, similar in style to Australian author Paul Jennings. He is thrilled to be able to share some of these stories with the boys at King’s.

To find out more and follow Tim’s progress, head to Tim’s website www.timharrisbooks.com

Peter Allison
Head of the Preparatory School
Staff Professional Development Day – June 7, 2013
Please be aware that there is no School for the boys on the 7th June. This day is a Staff Professional Development Day across the whole school. In the Prep, the staff will be receiving training on the new Smartboards that have been installed in all classrooms recently, examining literacy assessment processes and tools, and continuing investigations within the Staff Inquiry Group structure.

NAPLAN
The boys in Years Three and Five have completed the NAPLAN tests in Language Conventions, Writing, Reading and Mathematics this week. I have been very pleased with the way the boys have conducted themselves during the tests. It is important to remember that the work the boys complete in the classroom each day is of more importance than these NAPLAN Tests. They are just one test in each subject on one particular day.

Uniform
We conducted a uniform check last week and I am pleased to see that the vast majority of boys who are taking pride in their uniform and wearing it correctly. I have asked the boys to ensure that their shoes are polished each day. I have also encouraged the boys, especially those in Year Two and above, to be responsible for polishing their own shoes. Further uniform inspections will be carried out throughout the term.

Magic 123 Parenting Programme
Unfortunately, we had to cancel this wonderful programme again this term due to a lack of participants. I understand that there are a number of King’s parents who would like to do the course and details for the same course, run by Parramatta Anglicare with the same presenter, are listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Outline</th>
<th>Date &amp; Time</th>
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</table>
| Three Choices - Incorporating 1-2-3 Magic & Emotion Coaching | This three week programme is designed to assist parents and caregivers of 2 - 12yr old children:  
- Increase their knowledge about what works in managing difficult behaviour  
- Lessen their feelings of frustration  
- Get better results with less effort and stress | Friday Mornings  
24th, 31st May & 7th June  
Time: 10:00am to 12.30pm |

I have been approached by a number of parents recently about the high cost of After School Care. The majority of these parents were unaware that they are eligible to receive half of the costs, up to $7500.00 per child per year, back from the Australian Federal Government. The Rebate helps families cover the out-of-pocket costs of child care and it is not income tested. I encourage all parents who use After School Care either on a regular basis or just now and again, to register and receive this rebate. Further information may be found at http://www.mychild.gov.au/childcarerebate/

Greg Blackman  
Deputy Head of the Preparatory School
Key Dates
Please note that Friday 7 June is a Staff Professional Development Day. Boys are not to attend School on this day.

Term Two
Week 4
- Monday 20 May
  - Parent Information for Y6 Exhibition (8:35 am)
  - Northern Beaches Eisteddfod – Year 4, 9:30 am – Concert Band 12:30 pm
- Tuesday 21 May
  - Year 3-6 House Meeting and K-2 Assembly
  - Year One ‘Family Tree’ (11:30 am -1:00 pm)
  - Fathers’ Association Dads About Dads Evening (6:30 pm) - Cedars
- Wednesday 22 May
  - Early Birds Year 3 & 4 7:45-8:25am ILC
  - Writing Workshop for selected boys
  - Maths Olympiad
  - Strings Concert (3:30 -4:30 pm)
  - Alpha Course (7:00 -9:30 pm)
- Thursday 23 May
  - Early Birds Year 5 & 6 7:45-8:25am ILC
  - The Oz Opera - Magic Flute Performance K-6
  - Chamber Choir at Sydney Eisteddfod
- Friday 24 May
  - IPSHA Debating
  - ISDA Debating - Semi Final 2
  - Inter-School Chess Competition (3:00-5:00 pm)
  - Snowsports Fundraiser Dinner (6:30 pm) - Horrocks Hall
- Saturday 25 May
  - Winter Sport Round 4

Week 5
- Monday, 27 May 2013
  - Reconciliation Week
  - Concert Band to Sydney Eisteddfod
- Tuesday 28 May
  - Harrison House Biggest Morning Tea
  - K-6 Reconciliation Assembly
- Wednesday 29 May
  - Early Birds Year 3 & 4 7:45-8:25am ILC
  - Piano Concert (6:00 pm)
  - Alpha Course (7:00 -9:30 pm)
- Thursday 30 May
  - Early Birds Year 5 & 6 7:45-8:25am ILC
  - Kindergarten to Calmsley Hill City Farm
  - daVinci Decathlon - Knox Grammar School
  - Jungle Book Musical Rehearsals
  - String Concert – Ensembles (6:00 pm)
- Friday 31 May
  - Inter-School Chess Competition (3:00-5:00 pm)
  - ISDA Debating - Semi Final 3
- Saturday, 1 June 2013
  - Winter Sport Round 5
Problem Solving

We are focusing on strategies to overcome problems such as teasing and physical jostling. Basically I explain to the boys that if their body or their feelings are hurt or if they see another boy whose body or feelings are hurt, then they should discuss this with an adult. When these issues are brought to the attention of staff immediately, there is a very strong chance that they can be nipped in the bud. If your son reports this kind of thing to you this is what I suggest you do;

1. Ask him if he reported the incident to a teacher.
2. Ask him the name of the teacher.
3. Ask him what action ensued.
4. Ask him to retell the incident from his perspective, explaining that there are always two sides to a story (or as I frequently discover-3)
5. Ask him to think about it from the other boy/s’ perspective.
6. If this is enough, congratulate him on following the correct procedure.
7. If there is vagueness about reporting to a teacher, encourage him to retell the story and then consider it from the other boy/s’ perspective. If it a serious or concerning issue, let us know about it.

I explain to the boys that it is leadership to raise issues when people’s bodies or feelings are being hurt. The boys are so young and often find it difficult to identify what is best to report and what is best to bounce away.

Patterns of behaviour can then be monitored and the boy/s can be given resilience guidance. The staff is very comfortable managing these issues and I encourage you to remain as emotion free as possible and help your son through it. Chances are it will be forgotten before the meetings are over, but the boy will feel that he has been heard and his needs have been responded to. We find that when footie season kicks off, we have boys emulating their favourite players on the TV or the paddock. We remind the boys that tackling is not permitted at school – it is touch or tip only!

Sick Children at School
Parents are reminded of the obligation of keeping sick children away from school. Staff and other students are at risk of illness when families use the School as a Health Care Centre.

Shoelaces
There is the expectation that by the end of Semester One in Kindergarten, the boys will be able to tie their shoelaces independently. In a minority of cases, motor skills impede this and this is understood by teachers. Certainly by Year 1 if the boys have persisted with the task, then they will be able to fulfill this skill. For those who are struggling with this, the old adage of practice makes perfect is terribly true.

Belinda Baxter
Director of Infants
bsb@kings.edu.au
Dear Parents this is just to remind you that we will be holding a *Light Bulb Learning Seminar* on Monday morning for **Year 6 parents**. The aim of this seminar is to equip parents and carers with the knowledge and skills needed to help them effectively guide their son through his PYP Exhibition.

**THE PYP EXHIBITION**

**When:** Monday 20th May (Term Two - Week Four)

**Time:** 8:35 am – 9:15 am

**Where:** Upper ILC

**Who:** I would strongly recommend that **Year 6 parents** attend to gain an understanding of this landmark event in the educational life of the boys at the school. **Year 5 parents** are more than welcome to attend in preparation for next year.

**What:** The PYP Exhibition is a major learning event and involves Year 6 boys identifying, investigating and proposing a solution to a problem which is local or global. It involves a synthesis of all the knowledge, skills, attitudes and conceptual understanding gained during his journey with the PYP. The PYP Exhibition is an exciting but challenging learning experience for our Year 6 boys.

We look forward to seeing you on Monday.

Rachel Johnston  
Director of Learning  
rci@kings.edu.au

**YEAR ONE MOTHER AND SON LUNCHEON**

Year One had a wonderful time spoiling their mummy’s last week at the annual Mother and Son celebration. After a special chapel service, the boys led their precious mums back to Horrocks Hall where they shared stories, laughter and a delicious lunch together. May these young Prep lads, not only remember the happy memories of the day, but also the depth of their mother’s love for them. May our boys also grow up and look as smart as Mr Allison in a pink shirt!

Jo Grinham
Focus on Year One PYP Unit of Inquiry
‘Where We Are in Place and Time’

Year One are currently completing a unit under the transdisciplinary theme “Where We are in Place and Time”. The central idea is “Families change over time and pass on their family histories.” We are looking at the unit through the concepts of ‘change and perspective’.

The boys have already explored different types of families and discussed how there really isn’t just one way to be a ‘typical family’ in our modern day society. During the immersion of the unit, the boys looked at families such as The Simpsons, The Von Trapp family, The Brady Bunch, The Harris family and The British Royal family. Language included “blended families, different nationalities, adopted, split, love, loyalty, traditional, culture and marriage.”

It has also been a wonderful unit of ‘action’, with many boys bringing in items from home that tell stories from generations ago. The boys interviewed Mrs Johnston and Mrs Nazr. The teachers shared family heirlooms with the boys and talked about their sentimental value and importance. Of course, the boys enjoyed the Mother and Son Celebration during this family unit.

The boys will be making ‘family trees’ with their relatives later in the month and on the same day will be sharing traditional family recipes and dishes for lunch. This will be a wonderful way for the boys to see ‘the passing on of family history’ in action.

There are many ways that we can pass on our family history and in Year One we are having lots of fun investigating together.

Thank you to Year One for their contribution to our ‘Focus on PYP’ page this week. This has been a truly wonderful unit. The boys have been eager to learn about various family histories and I thoroughly enjoyed sharing my family history with them last week. We all have such rich family histories and it is lovely that teachers, parents and students can share their family experiences with each other.

Rachel Johnston
Director of Learning
rji@kings.edu.au
BIGGEST MORNING TEA FUNDRAISER

On Tuesday 28th May, Harrison House will be holding “The Biggest Morning Tea” at recess to raise money for the Cancer Council.

For $3.00, each boy will receive a cupcake and a popper drink. (These items have been kindly donated by Harrison House families).

Money will be collected from Monday 20th May onwards by the class teacher.

Let’s make this a fantastic day and raise much needed funds for Cancer Research.

Mrs Anna-Claire Coore
Harrison Housemaster
Challenging Mindsets of the Gifted!

Some children have an actual, or potential, ability to perform at a level that is significantly beyond their peers of the same age. They’re not as common as people think, but gifted and talented children need special attention. The Internet is filled with websites celebrating and helping to identify gifted and talented children. In Australia, most states also have a gifted and talented association to support parents and children. Within the education system, there are classes and schools to suit those children up to meeting extra educational challenges. The NSW Association for Gifted and Talented Children have some resources you may find interesting and useful: [www.nswagtc.org.au](http://www.nswagtc.org.au)

Many Australian gifted and talented associations subscribe to the thinking of Canadian psychologist, Professor Françoys Gagné, a world leader on this subject who created the Differentiated Model of Giftedness and Talent (DMGT). He defines gifted children as those who have outstanding or high levels of innate ability, in any domain of human ability (intellectual, creative, social or physical) that would place them within the top 10% of their age-peers, even if their high potential has not yet been realised. In contrast, talented children are those whose abilities have already been demonstrated by their achievements, and who are currently performing at a level that places them within the top 10% of their age-peers. In simple terms, gifts are natural abilities whereas talents are systematically developed skills.

The purpose of the Differentiated Model of Gifted and Talented (DMGT) is to define a talent development process, which is a “progressive transformation of gifts into talents” (Gagné, 2008, p1). The DMGT specifies the domains in which an individual’s superior natural ability could manifest: intellectual, creative, social, perceptual, muscular and motor control. The DMGT is illustrated in the diagram below. Central to Gagné's model is how giftedness can actually be translated into talent through the presence or absence of a number of catalysts. As teachers we understand the importance and our role as a catalyst in the teaching environment.

**Intrapersonal Catalysts**

These are the attributes of the student's personality that may affect their learning process. Of particular importance are the following:

* **Motivation and perseverance**
  The student’s ability to start work and to keep working. Many gifted students who do not realise their potential may have found school unmotivating due to a lack of challenge in their schoolwork.

* **Confidence and awareness**
  The students must know of, accept and be proud of their abilities and gifts. In New Zealand pride in academic work can be incompatible with a student’s social goals.

* **Organisation and concentration**
  This is the ability to manage the work that needs to be completed, and to focus on the task at hand. Many gifted students lack the skills of concentration, as they did not previously require it for schoolwork they found too easy.

**Environmental Catalysts**

Many studies have been undertaken to show the relationship between environmental factors, and student’s chance of success. These may include:

* **Milieu**
  The surroundings in which a child lives. This includes those on a macroscopic level (the state of the economy, the skills valued by the nation...) and those on a microscopic level (family size and wealth, access to resources...).

* **Persons**
  Significant persons in one’s life can greatly impact learning. These include parents’ siblings, teachers, peers, and school and community leaders. Lack of interest in a student’s talents may be as detrimental as active opposition.

* **Provisions**
  This is the resources and programs made available to a student during their schooling.

* **Events**
  Significant events can have a strong effect on the direction of one’s life. Winning an award, a family crisis, a major illness, or finding an inspirational mentor can strongly influence whether a gifted student realises their potential.
WEEKLY MINDBENDER:

Week 1 Solution: Take the chicken over first. Go back and bring the grain next, but instead of leaving the chicken with the grain, come back with the chicken. Leave the chicken on the first side and take the fox with you. Leave it on the other side with the grain. Finally, go back over and get the chicken and bring it over.

Week 3 Mindbender: The Magic Cakes Puzzle

In Hungry Horace's kitchen there were three tins. Each tin contained three delicious cakes.

One night Horace crept into the kitchen, opened the three tins, and ate three of the cakes.

The surprising thing was, when Horace went back to bed, each tin still contained three cakes.

How did he do it? Were they REALLY magic cakes?
THE KING’S SCHOOL RUGBY CLUB
invites members and supporters to

The 2013 Rugby Lunch

Friday 26 July 2013, at noon • Hilton Hotel, George St Sydney

MASTER OF CEREMONIES
Media Personality
Stephanie Brantz

ENTERTAINMENT
Comedian
Paul Martel

GUEST SPEAKER
Rugby expert & Broadcaster
Alan Jones AO

RESERVATION & PAYMENT OPTIONS
$160 per person / $1500 per table of 10 (only when booked in bulk)

Mail booking form & payment to: The King’s School Rugby Club, PO Box 1, North Parramatta NSW 2124
Book online at: www.trybooking.com/CSB5

BOOKING FORM (all bookings acknowledged by email)
Name: ____________________________ Email: ____________________________

☐ Individual ticket • $160
☐ Table of 10 • $1500

☐ Name: ____________________________ ☐ Son’s Year: ____________________________
☐ Table Captain: ____________________________

☐ 2: ____________________________ ☐ 3: ____________________________
☐ 4: ____________________________ ☐ 5: ____________________________
☐ 6: ____________________________ ☐ 7: ____________________________
☐ 8: ____________________________ ☐ 9: ____________________________

☐ 10: ____________________________

PAYMENT
☐ Online (preferred method) - Please visit www.trybooking.com/CSB5
☐ A cheque for $ ____________________________ is enclosed payable to: The King’s School Rugby Club

Postal address: PO Box 1, North Parramatta NSW 2124

Please debit my: ☐ Mastercard ☐ Visa ☐ Amex ☐ In the amount of $ ____________________________

Card Number: ____________________________

Cardholder’s name: ____________________________

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Cardholder’s signature: ____________________________

FOR FURTHER INFORMATION CONTACT
Club President: David van Aanholt 0418 976 733 Club Treasurer: Brad Hodge 0412 219 862
**Show your support**

King’s Rugby Merchandise

- Peak cap • $22
- Woollen beanie • $20
- Woollen scarf • $20
- Rugby ball • $20
- Man’s parka • $125
- Ladies sleeveless vest • $65
- Training singlet • $20
- Light blue hoodie • $70
- Umbrella • $30

**ITEM** | **SIZE** | **QTY** | **PRICE ($)** | **TOTAL COST**
--- | --- | --- | --- | ---
Peak Cap | NA | 22 | 22
Beanie | NA | 20 | 20
Light Blue Hoody | Size 6,8,10,12,14,16 | 70 | 70
Training Singlet | Size 8,10,12,14,16 | 20 | 20
Training Jersey | Size 8,10,12,14,16 | 50 | 50
Ladies Sleeveless Vest | Size 10 – 16 | 85
Men’s Navy Parka | Small - XXXXL | 125 | 125
Woollen Scarf | 200 | 20
Umbrella | 30 | 30
Kings Rugby Ball | 20 | 20
MEMBERSHIP (incl. 1yr) | 100 | 100
Membership Renewal (1yr) | 50 | 50
Membership (10 yrs) | 275 | 275
DONATION | SUBTOTAL | Postage | TOTAL DUE

**CONTACT DETAILS**

- Name: ____________________________
- Delivery Address: ____________________________
- State: ____________ P/Code: ____________
- Mobile: ____________________________
- Email: ____________________________

- A cheque for $ ____________ is enclosed payable to: The King’s School Rugby Club
- Please debit my: [ ] Mastercard [ ] Visa in the amount of $ ____________
- Card Number: ____________ / ____________ / ____________ /__
- Name on card: ____________________________
- Expiry Date: ____________ / ____________
- Cardholder’s signature: ____________________________

Complete the form above and MAIL to:
Diane Orpen, 11 Bryne Place, Dural NSW 2158 OR
EMAIL: diane_orpen@optusnet.com.au
CONTACT: DIANE ORPEN 9416 863 834

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Membership Application & Renewal

Membership of The King’s School Rugby Club is open to all players, King’s families and Old Boys. Your membership will help fund specialist trainers, new equipment and regular tours. The Club also provides events for supporters to share their interest in Rugby.

New Membership
A one-off Application Fee of $100 – incl. 1 Year Membership
(please note this fee is waived if you apply for a 10 Year Membership)

Annual Membership Renewal
The Annual Membership Renewal Fee for 2013 is $50

10 Year Membership / Renewal
The 10 Year Membership / Renewal Fee is $275

Applicant’s Details
☐ Individual Membership ☐ Family Membership

FIRST NAME: __________________________________________ Surname: __________________________________________

ADDRESS: __________________________________________

________________________________________ STATE: ____________________ P/CODE: ____________________

TELEPHONE: ____________________ MOBILE: ____________________

EMAIL: __________________________________________

Fees Payable
☐ New Membership $100 ☐ 1 Year Membership Renewal $50
☐ 10 Year New Membership OR Renewal $275

Payment
☐ A cheque for $ ___________ is enclosed payable to: The King’s Rugby Club
☐ Please debit my: ☐ Visa ☐ Mastercard ☐ $ ________________

Card Number: ____________________ / ____________________ / ____________________ / ____________________

Name on card: __________________________________________ Expiry: ____________________ /

Cardholder’s signature: __________________________________________

☐ Fax this form & credit card details to: Maurice Baroni (02) 9513 2399
☐ Email this form & credit card details to: maurice.baroni@kgates.com
☐ Mail this form with payment to:
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PO Box 1, North Parramatta NSW 2124