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The good teacher

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There are teachers who touch the mind and there are teachers who touch the heart. We tend to evaluate teachers on their capacity for the former and neglect to value the latter. Appraisal of staff is based on what they do rather than who they are. This needs to change. We need to allow our teachers to reveal their character and even their weaknesses, when they teach.

Commitment

There is little more flattering than to have someone give you the gift of time. There is little that is as rare as the gift of genuine interest. Small wonder that the student who receives these gifts from a teacher should treasure them... Although the "look-at-me" generation does not always deserve it, students enjoy the teacher who is committed to them – who watches them through lazy overs on the cricket field, who emails them HSC study tips, who chats with them in the lunch-time queue. These are all expressions of commitment, as is the easy link with faithful advice.

At King's, we are blessed with a Common Room that is committed – hugely committed – to the extent that their needs and even their identity are lost in service to their students.

A good teacher is like a candle – it consumes itself in lighting the way for others.

We need more teachers in our schools who are prepared to give sacrificially of themselves. Some might be tempted to think that this is asking too much. It is not. It is only in giving that we receive.

Control

Tragically, there is little freedom given to schools, and even less to teachers, when it comes to controlling the curriculum. However, teachers can still control their classrooms.

Most teachers have little control over school policy or curriculum or choice of text or special placement of students, but must have a great deal of autonomy inside the classroom. To a degree shared by only a few other occupations, such as police work, public education rests precariously on the skill and virtue of the people at the bottom of the institutional pyramid. Tracey Kidder

The success our teachers have in translating dull political policy into exciting practical knowledge never ceases to amaze me. Our National Curriculum would benefit from being more teacher driven than Teachers with character are not necessarily the friendliest teachers but they will be the teachers that will have the most impact. The committed teacher will not always be the most popular for they will disturb their students with new levels of possibility. The teacher who controls classroom content will not always be welcomed because of the frightening relevance of what is taught. However, these teachers - the teachers with character who are committed to their craft and brave enough to take control of what is taught - will ensure that their Common Room will be remembered with genuine affection by generations of students.

PJR

Illustrate my definition of a good teacher with a case-study. Peter Rainey is sitting after 32 years of service to the King's School, 15 years of which were in the position of Deputy Headmaster. He has been my confidant, advisor and friend. Peter has been enormously faithful in the day-to-day management of the School. The cost of this service has also been borne by Peter's wife, Eileen. Her private life has been invaded by Peter's public office, yet Eileen has borne the duties of a Headmaster's wife and Deputy Headmaster's wife with grace and forbearance.

Peter's literary tastes run to a collection of authors and poets that most boys barely understand let alone enjoy. His addresses in assembly are notoriously unpredictable and can leap seamlessly from a talk about a hopscotch to the setting of world long jump records. Yet Peter is loved and admired and will be celebrated as one of the great educators this School has ever produced. Why?

Peter has not been afraid to reveal his character. He has shared his enthusiasm and interests with his students, and although they may not have always understood everything, they understand Peter's heart and are left in no doubt of the privilege there is in being able to share his passions. Karl Rother once wrote:

One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material but warmth is the vital element for the growing plant and for the soul of the child.

Warmth is something that Peter has in abundance. He is committed to his boys. Peter has spent hours coaching them in cricket, shotput, rugby, English and directing them in plays. He loves to chat with them, he cares enough to tell the errant that they are "bonkers" - a hallmark saying that will be remembered with great affection – even by those whose behaviour has elicited this judgement. Don Rather once wrote:

The dream begins with a teacher who believes in you, who flinches from taking control of an occasion in order to teach a principle, who is not so much necessary raw material but warmth is the vital element for the growing plant and for the soul of the child.

To Peter and Eileen we say thank you for their many years of outstanding service, and we wish them every blessing in their retirement.
At its heart is the stimulation of interest so that a student is motivated to learn rather than having to be driven to the fountain of knowledge by his teachers.
Academic Matters

At the heart of a King’s education is the delivery of an academic program designed not so much to prepare a student for an exam but for life. This requires the exercise of critical and creative thinking and to disturbing students with the challenge of excellence. The aim of The King’s School is to develop an enjoyment of learning in all students and a respect for academic ability. Central to this is the requirement that all King’s men be given an opportunity to develop their full potential. By whatever measure chosen, the academic credentials of The King’s School are strong. Our presentation on the “My School” website sees us as performing well above the national average and our comparison against “like schools” is also extremely encouraging. In State and National competitions, the School continues to perform strongly and our results in the Higher School Certificate were solid. The 2010 HSC results were a good reflection on a cohort that has not been one of our strongest groups. Nonetheless, the value added by their teachers has been significant resulting in some outstanding performances.

Yang Su Ahn
Samuel Neil Willem Billyard
Julian Christopher Borey
Christopher Stephen Bruce
Néron Sam Jacobsson Christensen
Peter Dilipkumar Emerson
Christopher John Hestelow
Dong Kyu Kim
Jack Hamilton Leslie
Benn Leslie Melrose

all performed magnificently and were listed in the top “all-rounders” in the State for obtaining a Band 6 (the top grade) in each of their ten units of study in the HSC exam. Our top student was Tiernan Christensen who obtained an ATAR score of 99.85. The runner up was Sam Billyard who obtained an ATAR score of 99.80.

Higher School Certificate

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Excelsior Program

One of the great features of The King’s School is that it offers all of the advantages of a selective school in that we have a wonderful gifted and talented program and Scholars’ classes for able students. This grouping of gifted students in Scholars’ classes enables higher order thinking tasks to be undertaken and extension work to be given that is designed to keep gifted and talented students at their growing edge.

Many of our gifted and talented students in Year 7–10 participate in the Da Vinci Decathlon which involves students pitting their wits against gifted and talented students from other schools in NSW. This year, a “Philosopher of the End of the Universe” course has been established that has enabled students to explore philosophical concepts through films such as The Matrix. A student-edited journal, The New Rambler, is also produced by our gifted students. Talented scholars within Year 7 are also invited to become members of the Mary Burns Society, where academic papers are given on a diverse range of topics. Gifted and talented activities are also to be found within the Preparatory School where a combined Year 5/6 Scholars inquiry unit has been established and cross-age mentoring initiatives have been put in place to extend our gifted students.

Planning is well advanced in the establishing of an academic research unit within The King’s School. This will be led by Dr Mo Afzal who has been appointed Director of Innovation. The principle role of the Director of Innovation is to engage students in meaningful scientific research and enable students to participate in genuine scientific enquiry in partnership with a variety of Universities and industry groups.

School Doctors

The King’s School is fortunate to have no less than seven staff with PhDs and one member of the academic staff who is fully trained as a medical doctor.

Dr Mo Afzal
Dr Grant Ball
Dr Alexander Borey
Dr Alison Oskin

In addition to the above, there are four other colleagues who are currently working on their doctoral thesis.
The academic program of The King’s School is enriched by overseas trips and by a language exchange program. Several Senior School students studying German and French attend Schloss Salem in Germany and Tivoli in Bordeaux, France, in order to enrich their linguistic skills. In addition, language students in Years 8 and 9 travel to New Caledonia in order to practise their French.

One of the great strengths of The King’s School is its capacity to add value to a student’s education. Nowhere is this expressed more comprehensively than in the School’s Educational Support Services (ESS). This unit is staffed by five colleagues whose role is to give enrichment to those students who need a little extra help with their learning. Some of the advances made by students, after they have been helped by the ESS department, are nothing short of miraculous.

Overseas Trips

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The Primary Years’ Program

The King’s School Preparatory School continues to run the Primary Years’ Program (PYP). The PYP is an enquiry based learning system developed by the International Baccalaureate Organisation. At its heart is the stimulation of interest so that a student is motivated to learn rather than having to be driven to the fountain of knowledge by his teachers. The creative activity witnessed within the Preparatory School bears testimony to the effectiveness of this program. Nowhere is this more evident than in the Year 6 Enterprise Program which sees boys in Years 6 undertaking ambitious building projects including making fully operational dune buggies, speedboats and engaging in a variety of other creative exercises such as writing books and designing high tech recycling initiatives. It is small wonder that the Preparatory School’s results, as measured by the National Assessment Program in Literacy and Numeracy (NAPLAN) tests, are outstanding.

Conferences At King’s

G20 Conference

Early March saw The King’s School hosting the G20 Conference. The G20 is made up of 20 leading schools from around the world such as Ron (UK), Deerfield Academy (USA), “Bishops” (South Africa), the Doon School (India), the Geneva International School (Switzerland) and the Raffles Institute (Singapore).

The purpose of the G20 is to give support to iconic schools in their task of leading educational change in their respective countries. It was a privilege for The King’s School to host the G20 and to run a conference that featured presentations in the NSW State Parliament, NSW Art Gallery and by several prominent educational thinkers such as Dr Michael Carr-Gregg, and the State Minister for Education, the Hon. Verity Firth.

National Boys’ Education Conference

10-12 October 2010

There are not many schools that are able to run national conferences, but over the last decade, The King’s School has run the National Boys’ Education Conference. This year’s Conference attracted speakers such as Dr Michael Gurian and Dr Adam Cox, both from the United States, together with some local expertise, including a marvellous Conference dinner speech by Mr Kevin Sheedy AM, the well-known AFL coach and mentor of young men.

One of the features of the National Boys’ Education Conference was loaning each of the 380 delegates an iPad on which they could give instantaneous feedback on the speakers and workshop presentations. This was an educational first and has emboldened conference organisers around the world to engage with this sort of technology in order to increase the level of connection between delegates and presenters.

Australian Boarding Schools’ Association Conference, Canberra – 26-29 September 2010

Although not responsible for running the Australian Boarding Schools’ Association (ABSA) Conference in Canberra, The King’s School played a major part in the Conference. The Chairman of ABSA is provided by King’s and its most significant researcher is Mr Brad Papworth. Mr Papworth is studying the effect boarding has on academic advancement and on the social development of students. The PhD project has attracted a federal government grant of several hundreds of thousands of dollars and is generally recognised as the most significant piece of research into boarding being undertaken anywhere in the world.
Boys to Men Program

2010 has seen the Common Room of the Senior School engaged in writing a course for Year 10 students that is designed to teach them a variety of life skills that are not properly addressed in the current curriculum. The Boys to Men Program will be taught in 8 week blocks to a quarter of Year 10 at a time. The course will be taught on Wednesday afternoons and evenings and will involve instruction in:

- Financial literacy and the management of money.
- Etiquette and manners.
- Car maintenance and safe driving.
- Sex and intimacy.
- Domestic skills including cooking and cleaning.

In addition, students will study a novel entitled *Blizzard Lines* that has been specifically written for the program. The program will also include a reflective journey along the bush trails of Northern Sydney and in dragon boats on Sydney harbour.

This is an enormously exciting initiative which builds upon our four year Learning Leadership course, both of which are designed to develop values, character and important life-skills in our students.

Building Program

A thriving school cannot be free of the sound of jack hammers and power drills! 2010 has seen some significant building. An Enquiry Centre for Learning has been built in the Preparatory School. This project has been assisted by "Building Education Revolution" (BER) funding from the Federal Government. BER monies were made available to all Australian schools as part of the stimulus package to kick-start the economy after the Global Economic Crisis. I record my appreciation to the Federal Government for these monies. We have used our share to build a new library and information technology centre for students in the Preparatory School. This building is impressive and provides an academic "heart" for students in Kindergarten to Year 6.

In the Senior School, a new Drama Centre was built onto the back of our theatre. The building adopted the architectural livery of the Senior School, complete with terracotta columns, sandstone lintels and grey gabled roofs. The Drama Centre was opened mid-way through the year by the eminent King's old boy, playwright and director, Andrew Upton, who was accompanied by his wife, Cate Blanchett. In what was a happy occasion, members of the School community were able to see the new black box theatre, classroom, changing rooms, props room, green room and foyer. Now the teaching of drama can take place uninterrupted by the putting on of plays and musicals within the main theatre.

Mindful that the School wished to reduce the amount of vehicular traffic driving through the centre of the School, a new road was built around the top of the White Oval. This initiative has proved to be successful in redirecting a great deal of traffic away from the centre of the School. All vehicles wanting to go to the Preparatory School and towards the south of the property, now do not have to drive through the centre of the School. This has increased pedestrian safety and cut down on the travel time for those driving to many of the School’s facilities on the south side.
Students enjoy the teacher who is committed to them – who watches them through lazy overs on the cricket field, who emails them HSC study tips, who chats with them in the lunch-time queue.
House Restructure

2010 saw the announcing of the most significant restructuring of The King’s School House system for many decades. The imperatives for the change to the current House system were:

• A need to upgrade both the day and boarding facilities.
• A need for a boarding system that allows an appropriate number of boarders of a similar age to be in the same House.
• A need to accommodate the growing number of day students in the School.
• A need to provide a more equal size between day houses and boarding houses.

The key features of the new House structure involve:

• Gowan Brae continuing to operate as a base for Year 7 boarders.
• The pairing of existing boarding houses to create four boarding communities of about 90 boarders:
  1. Broughton Forest
  2. Baker Hake
  3. Macarthur Waddy
  4. Bishop Barker Harris
• Significant new extensions being built on Broughton, Baker, Waddy and Bishop Barker to accommodate their doubling in size.
• Extensions to the boarding houses to provide a “sense of arrival”, a doubling of a number of beds and a reception area. In addition, the older part of the existing boarding houses will be renovated.
• The three empty boarding buildings being converted into six day houses. This will provide a venue close to the academic precinct for the day students in the Senior School.

This exciting project will be undertaken over a 5-6 year period. The new House structure will maintain the effective pastoral care that is the hallmark of a King’s education.

The King’s School Art Show

For 31 years, The King’s School has run one of the most significant Art Shows in the State. Quite apart from over 700 paintings on display, there was jewellery, gourmet food, a music festival, fun fair and a display of vintage British cars organised by the All British Car Club. There were nearly 2,000 cars on display and this added greatly to the festivities. The extraordinary goodwill and selfless service by the Prep parents has ensured that the reputation of The King’s School Art Show continues to go from strength to strength. The $15,000 acquisitive prize was given to Ross Laute for his painting Rams Gully – Butt Up.

Duke of Edinburgh Program

At The King’s School, all Year 9 students engage with the Bronze Duke of Edinburgh program. Thereafter, the Duke of Edinburgh program is voluntary. Those undertaking the Silver Duke of Edinburgh Award engage in a mountain biking expedition in the Morton National Park in the Southern Highlands. Those who participate in the Gold Duke of Edinburgh Award engage in a sailing trip in and around the waters of New Caledonia. Surviving storms, undertaking night-time manoeuvres and coping with gear failure are just some of the challenges faced by the 32 students who were involved with the Gold Award Sailing Expedition in 2010.

Ancillary Organisations

The King’s School is not a school, it is a community, and a large number of ancillary organisations make up this community and lend support to the realisation of the School’s mission to: “make an outstanding impact for the good of society through its students, and by the quality of its teaching and leadership in education”.

David Adams, President of the Old Boys’ Union, together with the members of the Union, have continued to support their alma mater faithfully and effectively throughout the year. The King’s School Parents’ Association and the Prep Father’s Association have also remained active, as have a variety of other clubs throughout the year. The King’s School Foundation has been effective in the exercise of its duties and in the management of the corpus of monies that is used to support our scholarships program and building program.
Drama

In October 2010, The King’s School produced Tom Stoppard’s classic spoof on the “whodunit” genre entitled The Real Inspector Hound. Directed by John Haigh and performed in the round, the play intrigued audiences through its blurring of the boundaries between actor, audience and critic.

One of the most powerful evenings of dramatic performance is undertaken by Year 12 students in the presentation of their HSC drama pieces. These evenings have become enormously popular to the extent that the facilities can barely contain the crowds who come to watch. The standard of drama is such that it represents one of the fastest growing disciplines within the school, which is a tribute to the staff who promote the subject and to the quality of performances their students. Several students were nominated for OnStage, which signifies that their drama was considered to be among the best in the State.

Music

Music at The King’s School continues to go from strength to strength. The pursuit of musical excellence starts in the Preparatory School which has a talented choir, a wonderful stage band and several other musical groups. The Prep School choir, Chamber choir and various musical ensembles have achieved several honours in many eisteddfods throughout the year.

In the Senior School, there have been some extraordinary musical performances by the Senior choir, which now numbers over 100 students, to the extent that a secondary choir of auditioned voices has been formed called Schola Cantorum.

As well as the Senior choir, the following groups have been active throughout the year:

- Symphonic concert band
- Wind ensemble
- Intermediate stage band
- Senior stage band
- Piano trio
- Orchestra
- Guitar ensembles
- Flute ensembles

Sometimes, our musicians have performed in venues away from the School such as the Marching Band entertaining the crowds at the Anzac Day Parade. At other times, we have performed within the School such as at the Higher School Certificate performance night.

Debating

Debating remains strong at the School, with oratory skills being extensively developed within the Preparatory School and further developed in the Senior School.

In Term 1 at the Senior School, students participate in the ISDA Debating Competition. Those participating did so with enthusiasm, dedication and skill. Oratory skills are developed through the careful intercession of staff and by a variety of Old Boys who come back to coach our debaters. The Senior team was made up of Julian Borrey, Thomas Mackey and Henry Vindin.

Midway through the year, the GPS Debating Competition commences and once again, The King’s School proved competitive. The Year 7A team achieved 1st place in the GPS competition. Heath Sloane also achieved 1st place in the semi-final round of the United Nations Youth Association public speaking competition.

In addition to the above, The King’s School participates in the History Debating Competition where it has excelled. We also contribute to the Lawrence Campbell Oratory Competition where Pravin Siriwardena (Year 12) represented the School with distinction.
The Community Outreach program has been active throughout 2010 with dozens of students assisting in old aged people’s homes, local schools and in a variety of other service organisations.

A relatively new initiative has been the development of the Tiwi College Community Service Project for students in Years 11 and 12. Tiwi College is in the Northern Territory and the boys fly to the College in order to conduct a sports program and assist class teachers with tutoring. Tiwi College is a remote indigenous day school. The College draws on students from virtually every community and homeland centre across the Tiwi Islands.

Students at The King’s School continue to fund the recurrent and capital costs of its school on the island of Bhola in Bangladesh. Some 400 Bangladeshi children are being provided with free education by boys at The King’s School. Despite occasional monsoonal floods and typhoons, the School continues to flourish.

The end of 2010 saw another party, led by the Chaplain, the Reverend Stephen Edwards, travel to the Watoto children’s village in Uganda. Over recent years, The King’s School has visited Watoto several times in order to build extensions to its AIDS orphanage.

Community Outreach

The Community Outreach program has been active throughout 2010 with dozens of students assisting in old aged people’s homes, local schools and in a variety of other service organisations.

Chess

Chess has been particularly strong in 2010 with The King’s School having one of its best teams for many years. A senior team of Jono Behne-Smith, Charles McMahon, Benedict Tan and David Zanon represented the School with distinction. The Richard Yeend trophy for the most accomplished chess player in the School went to Charles McMahon with the runner up being John McMahon.

Officers and non-commissioned Officers, are to be congratulated on a very fine year of leadership. The morale within the Cadet Corps is high, as was amply demonstrated at the Passing Out Parade held on Friday, 25 June 2010. The inspection was undertaken by Mr Peter Rainey, the retiring Deputy Headmaster.

One of the most challenging logistical exercises that the School undertakes is the Annual Cadet Corps Camp, held in the Brokenback Range in the Hunter Valley. It is no small feat for Major Andrew Mansfield, our Commanding Officer, and his Officers and staff, to organise training activities and associated logistical support for 580 personnel. Yet, the exercise is undertaken efficiently which is a testimony to the devoted input of many staff and students and to their level of command and control.

Students in the Preparatory School and in Years 7 and 8 in the Senior School, engage in a variety of other camps which are also extraordinarily well run. These courses are designed to develop character and resilience within students. With the growing sedentary nature of recreation in many families and with more and more students lacking resilience, these sorts of experiences are vital elements to our educational offering.
Standing between pedestrian performance and excellence is the grind associated with practice. However, if the prize is attractive enough, and if the self discipline is great enough, this pain barrier can be overcome.
Trajectory of excellence: If you stand directly behind a Kingsman firing 30 calibre projectiles over 600 metres, and if you have a telescope trained on the space between his Barnard rifle and the target on the Hornsby rifle range, you will receive a lesson in ballistics. Despite the bullet travelling at supersonic speeds and covering the distance in about two thirds of a second, you will see the shot. You will also notice that the bullet’s trajectory is significant, with the shot rising and falling nearly two metres before hitting the target.

Matthew Syed in his book *Bounce* suggests that one of the most important factors in fostering good performance in a student is whether they have been placed on a “trajectory of excellence.” Parents, teachers and coaches who had the commitment, the time and the vision to launch their charges on that trajectory of excellence, have eclipsed those who could not raise their expectations beyond the average. Syed reports on a study undertaken in 1991 by Anders Ericsson, a psychologist at Florida State University. Ericsson studied three groups of violinists. One group was outstanding, another was good, and the last group was only of average ability. The finding that Ericsson discovered was that by the age of twenty, the outstanding group had put in 10,000 hours of practice, the good group 8,000 hours of practice, and the average group 4,000 hours.

Nick Bollettieri, who runs the famous tennis academy on Florida’s west coast, an academy that has produced Agassi, Courier, Hingis, Sharapova, and Kournikova, amongst many others, requires his athletes to have an “appetite for practice and hard work.” Bollettieri says:

“They may arrive thinking they can cruise their way to success, but they quickly learn that nobody got anywhere in life without working hard, by showing tremendous discipline and by taking responsibility for their actions.” (Syed, page 126).

Syed also recounts an audacious human experiment when a Hungarian by the name of Lazlo Polgar advertised for a wife and married her in 1957. He declared that any parent could produce a world champion and proceeded to test this theory when Kira provided him with three daughters, Susan, Sophia and Judit. Lazlo’s daughters became the greatest female chess players of all time. Polgar stated:

Children have extraordinary potential and it is up to society to unlock it ... the problem is that some people for some reason do not want to believe it. (Syed, page 60).

The secret to outstanding performance at school is probably no different in that High expectations, Parental support and Purposeful practice are essential. The ideas of “purposeful practice” is particularly important for boys. There is a natural tendency for a boy to want to show off what he can already do rather than to risk failure by exploring the limits of his true potential. No practice session should be concluded unless there is clear and demonstrable progress beyond that which he was able to do at the start of the lesson. The next essay handed in must be of a higher standard than the previous essay. The music must be played with a greater fluency than before. The sporting performance must be undertaken with greater skill than previously. Unfortunately, standing between pedastic performance and excellence is the grind associated with practice. However, if the praise is attractive enough, and if the self discipline is great enough, this pain barrier can be overcome. Syed writes:

“It is only possible to clock up meaningful practice if an individual has made an independent decision to devote himself ... he has to care about what he is doing, not because the parent or teacher says so, but for its own sake.” (page 58).

In closing, I return to the rifle range and in particular to the performance of The King’s School rifle team. Alasdair Cadell, supported by his team, a devoted coterie of parents and by Mr Peter Phipps, engaged in sufficient “purposeful practice” to secure the best GPS shooting results in the entire history of the competition. In short, The King’s School 1st and 2nd Rifle Team won everything. It was a remarkable performance and I congratulate them on their impressive achievement.
2010 saw The King’s School defending its title of joint GPS Champions, a title that we have held for two consecutive years. The loss of two games by a single point prevented King’s from retaining the premiership, but the 2010 season proved to be enormously exciting with both the 1st and 2nd XV teams being runners up in their respective GPS competitions. The School also had a record number of players selected for the Australian Schoolboys’ Team. Guy Miller, Boyd Kilgour, Jed Gillespie, Ed Wylie, and Tom Connell were all selected to play in the Australian Schoolboys’ side and Benn Melrose, Tim Reid and Chris Ingate were selected for the Australia ‘A’ Side. This is an extraordinary achievement and bears testimony to the strength of Rugby at The King’s School.

In the younger age groups, no less than five students were selected for the Australian 16s Championship. These students were Harry Randell, Max Wylie, Jude Prater, Andrew Ferris and Liam Moylan.

Throughout the year the School hosted a number of players from St George’s College, Argentina. In addition, The King’s School Rugby Club held the enormously popular Rugby 10s competition, which is one of the premier rugby competitions in Australia.

It is particularly pleasing to note that The King’s School is contributing significantly to Rugby at the very highest level with four Kingsmen playing in the Wallabies and dozens of others playing at first grade level. In the Preparatory School, the 1st XV and the U11B teams completed their seasons undefeated. The U10As and the U11As only lost one match.

Football
Football continues to grow both in terms of numbers and in terms of success, with the School now registering more victories than losses when all games are aggregated across the various year levels. The King’s 1st XI were major contenders for the Premiership and were narrowly beaten into second place after playing a wonderful season of entertaining football. Travis Cooper and Matthew Koura were both selected in the 1st combined GPS teams, with Travis Cooper going on to be chosen for the CIS team. The 2nd XI also had a strong season, losing only twice in the GPS competition. The statistics for 2010 showed that the year was the best ever season of football at The King’s School.

Cross country
The King’s School ended 2010 as GPS Senior Cross Country Champions. This was a wonderful result and built upon the strong performances of recent years. The win by the senior Cross Country team was emphatic with Michael Todd (Captain), Joshua Hall, Olli Martin and James Davey all performing with distinction. Together with Jack Stagleton and Thomas Moult, there were many outstanding performances in the Junior age groups which augurs well for the future.

Snow sports
The Inter-Schools Snow Sports Competition is the biggest school based competition in the Southern Hemisphere and covers 21 days of competition at Regional, State and National levels. Some 9,000 students participate and once again, The King’s School proved to be one of the leading snow sports schools in the country.

No less than 21 of the king’s teams qualified after Regional competitions to participate in the State Championships. This then led to seven of our teams qualifying for the Nationals. Our Senior skiers, Oli Martin, Harry Madigan and Alex Sharp excelled with fine performances also coming from Nick Joadham, Hugh Taylor, James Nillson and Hugh Manning.

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Shooting
The King’s School had an outstanding shooting season with the School achieving its best shooting result ever. Every single GPS shooting competition was won by The King’s School with King’s winning the Rawson Cup, the National Rifle Association Shield and the Buchanan Shield. This was an extraordinary performance by Alasdair Cadell (Captain) and his team. Alasdair was selected for the combined GPS Shooting team, together with Tim Gilder, Simon Kershaw, Zac Quirke and Jack Webster.

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Cricket remains very strong at The King’s School. This is due to the devotion of staff and coaches and to the commitment made by many students. When one has coaches of the quality of Trevor Chappell, it is small wonder that the School’s cricketing prowess continues to grow.

The 2009/10 season saw Ryan Blaker (Year 12) complete his fourth year in the 1st XI and the 2nd XI achieved a credible third place in the GPS competition. The GPS 1st XI obtained 5th place. The 3rd XI was undefeated throughout the season.

At the conclusion of 2010, which represents the mid point in the 2010/11 cricket season, the 1st XI were currently in first place. The off season training, together with the faithful support of a strong group of parents and boys, has contributed to making 2010 and extraordinarily memorable season for cricket.

Athletics

The 115th AAGPS Athletics Championships of 2010 saw The King’s School obtain its third consecutive Senior team premiership. Not since the 1920s has the School won three straight Senior athletics titles. For the second year in a row, the Junior athletics team also achieved first place, thus presenting the School with its second consecutive “double premiership”.

Adding to the memories of an extraordinary year in track and field were the performances of Nicholas Hough and Elliott Lang who both gained selection in the Australian team to participate in the World Youth Olympics in Singapore. Nicholas Hough went on to become world champion in the 110 hurdles, Elliott Lang gained first place in the U17 javelin for NSW and first place in U16 discus.

Chamath Herath won no less than four titles at the Australian Junior Championships with hurdles being his major speciality. Josh Clarke became National Champion in the U16 100m in a time of 10.72 secs and by so doing established a national record. There were also strong performances at the Nationals by Jack Stapleton (Year 9) who came third in U16 1500m.

Basketball

The PJ Yeend cup awarded to the best basketballer at the School was awarded to Matthew Andronicos (Year 12). The Graham Kelly Memorial Trophy for contribution to basketball at the School was awarded to Robert Lagudi (Year 12). These two Kingsmen capture much of the spirit and quality of basketball at The King’s School, with the first team obtaining a top 3 position and the seconds finishing equal fourth in the GPS competition.

The U14 age group had a particularly successful year which suggests that the future of basketball at King’s is strong. The development of basketball skills was further enhanced through a tour to the USA. The School has also forged some strategic links with the Sydney Kings whose head coach is a King’s Old Boy, Ian Robilliard.

The growing popularity of basketball at The King’s School is a tribute to the coaches and to the faithful band of parents and students who support our basketball program.

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Rowing

2010 was a strong year for rowing at The King’s School with King’s retaining the Downer Trophy, which is a points score trophy held between Newington and The King’s School at the Head of the Parramatta Regatta. At the end of the year, the 1st VIII obtained second place in the Head of the Parramatta and the 2nd VIII won their race as did the Year 10 junior VIII.

At the AAGPS Head of the River held at Penrith, The King’s School was rarely absent from the podium with excellent wins by the 3rd VIII and 3rd and 4th IV. Rowing continues to be one of the great sports at The King’s School and it is particularly pleasing to see that a number of Old Boys go on to represent their country and achieve medals at a variety of events rowing events. Peter Koster (Year 11) and Harry Healy (Year 12) were also selected in the AAGPS Representative VIII team.

The rowing shed is pleased to be able to welcome Mr James Tyree as its new Master in Charge of Rowing. The coaching team, led by Mr Tom Courtney, has done an outstanding job in maintaining King’s as one of the great rowing schools of Australia.

Equestrian

The King’s School Equestrian team participated in the North West Equestrian Expo at Coonabarabran, which is the biggest inter-school equestrian event in the Southern Hemisphere. Some 580 riders from 118 schools competed, with King’s placing in the top 20 schools. Sam Barton came second in his One Day Event and second in Power and Speed and third in Showjumping. Peter Macintyre came first in his One Day Event with commendable performances by Sid Pye, Lachlan Green and Ted Hall.

Tennis

The 2009/2010 tennis season saw The King’s School win back to back GPS Premierships in both the 1sts and 2nds. There are now over 150 boys playing tennis at King’s and such has been the strength of tennis, two of our students, Joey Swaysland and James Duckworth, were awarded tennis scholarships at the Australian Institute of Sport. In what was probably one of the most impressive tennis performance in the School’s history, Jacob Sullivan was chosen to represent the GPS 1st in tennis and Suvan Madan was selected into the GPS 2nd team.

Swimming

The King’s School has enjoyed a very good reputation in swimming over recent years and this was continued throughout 2010 with the school in a neck and neck competition with Newington and Shore to take out the GPS Premiership. Despite outstanding performances by Josh Holland and the swimming achievements of Stephen Kim, John Murphy, Callum Andeson, Nathan Watson and Justin Matthews, the first, intermediate and junior divisions all achieved third place.

Karate kid

Eugenio Gallo (Year 6) competed in the International World Championships in karate and came back with the gold medal for his year group.
Staff
The academic staff, administrative staff and those working in maintenance and grounds and dining hall have combined to ensure that The King’s School produces a learning environment that is second to none. The devotion shown by staff is such that they characteristically go well beyond mandated expectations in order to ensure that the learning experience provided by The King’s School is of the very highest quality.

School executive
The prominence of The King’s School’s within Australian education, the strength of its academic program and the richness of its co-curricular program, is a product of the School’s executive. This group has been indefatigable in their service to the School and in their support of me. Most of the better ideas, in relation to the future of The King’s School owe their genesis to the School Executive and I extend my profound thanks to them for their support, creativity and devoted service. Not many will be aware of the huge impost made by me upon their time, yet all members of the School Executive give cheerfully of themselves and contribute richly to the strong collegiality found with the School. I thank each member of the School Executive for the synergy they bring to the leadership of the School and for being architects of another strong year.

Council
The Governors of The King’s School set the direction of the School. Throughout 2010, Council has served the School with a devotion which I find humbling. Although not remunerated in any way, the School Council has spent countless hours deciding the proper course for the future of the School. Faithfully and effectively led by the Chairman of Council, the Reverend Martin Robinson, the current health and vitality of the School is no small way due to the wisdom and vision of this extraordinary group.

Members of the School Council for 2010 were:

- The Most Reverend Dr P Jensen
- President
- The Rev MB Robinson
- Chairman
- The Venerable KP Allen
- Mr WMcI Carpenter
- The Rev Canon Dr D Claydon
- The Rev Dr H Cox
- Mr R Davis
- Mrs D Gordon
- Mr JD Lane
- Mr BLasking
- Dr R Mackay
- Mr AED Mobbs
- The Rev Canon BH Marshall
- Mr PE Roberts
- Mr LDS Waddy, AM, RFD
- Mr MJ Webeck

Conclusion
2010 has been a very successful year, but we must never presume that success is easy to come by or that we are immune from the possibility of failure. I am mindful that the School is supported by the prayers of many and by the goodwill of a pantheon of supporters who love the School. I wish to express my warm appreciation to all who have contributed to making 2010 such a memorable year.

In closing, I would like to thank my wife, Jane, and my family for their love, help and support throughout the year.

Dr Tim Hawkes
Headmaster
December 2010
The curriculum is so much necessary raw material but warmth is the vital element for the growing plant and for the soul of the child.

Karl Jung