Creativity

Creativity is very seriously 'in'. Educationalists are harking for it, employers are hawking for it, everyone is wanting it. And small wonders. Creativity as a concept, is ideal for the post-modern age. Our gods have been replaced by ourselves. We are now the ones to create. We are now the ones to amaze. We are now the ones to be worshipped.

The concept of creativity incorporates inventiveness, originality, freshness, newness and ‘Oh my goodness’, achievements. But a Thesaurian expansion of the concept will soon exhaust these pleasant words and begin to fret words of a rather more ambiguous nature such as, ‘Independence’, ‘line of one’s own’, ‘eccentricity’, and ‘unlikeness’. Without demeaning these concepts have a positive side. It needs to be acknowledged that there is a less attractive element to them as well. An appalling theatre production is excused because it is ‘creative and arresting’. A degrading film is exalted as breaking new ground. A pornographic picture is entailed as ‘a bold interpretation’.

Just as one warms to a carpet-draped condemnation of contemporary society, we are captivated by the creative genius of a Steve Jobs, thrilled by an amazing interpretation of a Shakespearean play and stunned by some mind-blowing technology that causes the blind to see, the lame to walk and the deaf to hear. As a nation, we need to appreciate creativity rather more than we do at present. The copy-cat technology of the Orient has evolved significantly and is now able to produce sensational geo-wheresy that threatens to leave us in their wake. Australia is not unknown for inventions, but we must do more. We sell too much stone and crop and animal. New economies take it and turn it into computers, cars and curved beet. This we buy and wonder why our trade balance is coloured red. While we splash in this surf, others are enriching their personal ethic with sound choice, their school-ethic with industry and their work-ethic with entrepreneurial thinking.

However, society must not always accept creativity as a virtue. Pol Pot and his Khmer Rouge army were very creative in 1975. They decided to rule Cambodia along rustic communist lines. ‘Year Zero’ was declared. Banks were closed, death centers opened, classrooms were emptied of students and filled with their skulls. The sort of creativity that society needs is one that enriches, that causes betterment. But who decides? There is one that enriches, that causes betterment. Who decides? There is no one who decides, much less one that enriches, much less one that causes betterment. And who decides? There is no one who decides, much less one that enriches, much less one that causes betterment.

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Creativity needs to be encouraged at these levels:
1. Macro – Schools
2. Micro – Staff

Creativity at the macro level - School

There are not many schools that would fail to describe themselves as creative environments. Many would go further and say that not only is their school creative, their school is leading in creativity. This we buy and wonder why our trade balance is coloured red. While we splash in this surf, others are enriching their personal ethic with sound choice, their school-ethic with industry and their work-ethic with entrepreneurial thinking.

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Educational gurus like Dr. Ken Robinson suggest that creativity should be given a profile in schools at the same level as literacy. He rages against the mindless conformity engendered by contemporary schooling systems. This conformity is exacerbated by the rise of accountability reporting. Academic ‘league tables’ and MySchool websites see schools retreating to prudential tasks that support publicly reported performance.

It is not difficult to see duplicity in our schools. On the one hand we laud and magnify creativity, on the other hand we fear it and adopt regimes that are comfortably familiar. The fact that these regimes bore our students stupid and cause a dull-eyed cynicism in our teachers is but a small price to pay for managerial ease.

The creativity proclaimed in schools may be more aspirational than real. Even worse, Schools may actively work against creativity.

Schools suppress creativity—most children are naturally curious and highly imaginative. Then, after attending school for a while, something happens. They become more cautious and less innovative. Worst of all, they tend to change from being participators to being spectators ... schools are the major culprit.

Creativity at the micro level - Staff

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admirable, are now so endemic as to suggest they are ‘too’ rather than ‘watch me’ initiatives.

Administrators and school governors need to ask whether they are modelling the creativity they want in their teachers and in their students. The School Council needs to ask whether they are genuinely receptive to new ideas. So must the School’s Executive. Tragically, it can be the School’s leadership (often spoiled by the School’s alumni) that is the major barrier to creativity in a school.

Alarmed at a perceived lack of relevance in the contemporary curriculum, King’s decided to be creative and write a leadership program called Learning Leadership. It was designed for students in Years Eight to Eleven. The Learning Leadership program collected leadership stories from around the world. These stories were designed to inspire and motivate. In addition, the course taught practical life skills such as how to give a speech, run a meeting, plan strategically, deal with difficult people, write a resume, solve problems and so on.

The teaching of leadership was one of three areas chosen by the Council of The King’s School as being a major focus of the School. The other two areas were boarding and boys’ education. With boarding, the School wrote Duty of Care, the training program for Australian boarding staff, and was instrumental in the setting up of the Australian Boarding Schools’ Association. One of our colleagues also attracted a $350,000 Federal Government grant to study the effects of boarding on academic standards and values formation.

In the area of boys’ education, King’s has hosted the National Boys’ Education Conference for the last decade, acted as an advisor to the Federal Government and partnered with local universities to engage in research on boys’ education.

More recent initiatives have seen the School cooperating with universities to establish research partnerships in Science. It is hoped to attract up to a dozen research scientists to work in laboratories at the King’s School. This is very exciting stuff.

Creativity at the micro level – Staff

There is a lot of pontificating by educational “experts” about the need for teachers to be creative. Inoculated from the real world by sinecures who require them to give only five lectures a week at a local university, they clamour for creativity in teachers with all the fervour of one who has not taught six periods a day, five days a week, for four decades.

That said, there are things that a teacher can do to foster creativity in their classroom. Albert Einstein said, “Imagination is more important than knowledge. Therefore, instead of calling the roll and dealing with homework issues at the start of the lesson, a teacher might do better to strike a match, show an arresting image, pose a fascinating question and seek to capture the attention of their woolly-headed and distractible charges. Thereafter, the usual pedagogical tricks need to be employed; teaching to the left as well as the right hand side of the brain, employing humour, judiciously using technology, including action tasks, and reinventing the lesson, every now again, to cater for different preferred learning styles, having competitions and generally using years of experience to cause students to explore their creative abilities.

We are fortunate at King’s in having so many gifted teachers who have learnt what buttons to push in order to stimulate creativity in their students. The ingenuity and creative flair found in our artists, drama students, musicians and industrial art students bears testimony to their success in this endeavour.

Conclusion

Creativity can be enhanced by the student being invited into the learning process. There can sometimes be a reluctance for adult hands to release their grip around the throat of learning, but release it they must, or else nothing will go down the thin-necked objects of their attention.

It also needs to be remembered that creativity is not always a virtue. Our students need to distinguish between creativity that enriches and that which despoils. They need to distinguish between good and bad creativity, between creativity that is generative and creativity which is destructive.

Finally, for creativity to be seen in a student, it needs to be seen in their school. A creative student is usually the product of a creative teacher and a creative learning environment.

Tim Hawkes
Headmaster, The King’s School

January 2012

Academic Matters

King’s is an exciting place to learn and is pleased to offer diversity in its academic program with students being challenged by the variety of subjects offered.

This year has seen the introduction of saturation Laptops into Year 9. The key reasons were to provide students with point-of-need, time-of-need, place-of-need access to ICT. High quality teaching resources have been made available electronically and accessing these resources is important for the students.

The teaching and learning in Year 9 has been transformed as a result of this implementation, as cited by the Board of Studies representatives during the Registration and Accreditation of the School, who indicated that “there was some exciting and interesting work going on which was evident in the work samples”.

Higher School Certificate

The HSC results for 2011 were very sound, with an increased number of Band 6 results achieved from the largest cohort that has progressed through the School in the last decade.

We achieved the third highest number of Band 6 results in recent years. While the majority of students performed to their ability, many boys in the lower to upper middle ranges surpassed what was expected. This followed on from the solid results of 2010 and contributes to 80-90% of our boys going on to university or college.

The King’s School improved its overall position in the “Top 100 Schools” from last year when judged on the number of Band 6 results achieved, being ranked 63rd in NSW. Given that the majority of schools ahead of us were selective schools or girls’ schools, this was a fine result for a non-selective boys’ school like ours.

There were a number of students nominated for selection for practical performances and displays in the following:

- Visual Arts
- Drama
- Industrial Technology
- Music
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The following students gained post HSC selection for:
- Hudson Stockl OnStage in 2012
- Michael Ferris ARTEXPRESS in 2012
- Lachlan Green ARTEXPRESS in 2012
- John Hungerford ARTEXPRESS in 2012

The following students scored 90 marks or above in 10 or more units in the HSC:
- Will Crossing
- Lachlan Green
- Thomas Harvey
- Jules Heath
- Louis Penna
- Ben Renshaw
- Jock Webb

Nicholas Hough came 5th in the State for HSC Software Design and Development.

Gifted and Talented Program

Challenging and extending our most capable students is a critical aspect of education at The King’s School. Our Scholar Classes in Years 7 to 10 are the mainstay of the gifted and talented program at King’s which we call the Excelsior Program. By grouping like-ability students in these classes, tasks targeting higher order thinking processes are pursued. In Mathematics, an acceleration option has been introduced to allow students to progress more rapidly through the Year 7-8 course. With School Certificate constraints being removed, this will allow further extension and enrichment programs to be introduced in readiness for the HSC years. Single subject acceleration is permitted for approved students in Chemistry and Music and this has linked well with the new University Pathways option whereby accelerated students can access over 20 first year university courses.

Academic Report from the Prep

The Prep School is also a place of enriched learning experiences. 2011 has seen us continue our journey implementing the Primary Years Program (PYP) of the International Baccaulaureate. This is a rich learning framework, with Inquiry-learning and international-mindedness at its heart. An element of the PYP is the collaborative nature of learning from Kindergarten through to Year 6. Teachers work ‘vertically’ between year groups and subjects, as well as ‘horizontally’ within year groups and subjects, to create an engaging curriculum which spirals through the years. It is not uncommon to see older boys working alongside younger boys, assisting them in the acquisition of knowledge and skills. It is not just the younger boys who benefit from this arrangement. Older boys gain in leadership, self-management and communication skills.

Teachers also gain much from collaborative experiences. They have enjoyed working with each other on projects, which have included the Years 3/5 Performance Evening, camps, excursions, the Year 4 market day, the Year 1 Harvest day and Workers Expo, cross-grade mentoring – and, of course, the PYP Exhibition: the culminating academic experience for a student in the PYP. These events see students grow a range of skills in such areas as research, communication, social interaction, self-management and thinking.

A successful initiative in 2011 has been the Community Reading Project. A team of diligent and committed volunteers of mothers, fathers, friends and grandparents come into the School once a week to read.

Academic enrichment has also been through the Mary Burns Society, the peer reviewed journal New Rambler, and by establishing ‘Philosopher at the End of the Universe’ groups all of which provide avenues to explore new topics and learn similarly gifted peers. Wiki sites were also used throughout the years to provide a forum by which boys could share ideas. The use of Web 2.0 technologies such as this will doubtless continue to grow as a means of extending our gifted and talented students.
During the June/July holiday period, 23 students embarked on an exciting historical tour to Greece and Turkey. Beginning in Greece where they spent six days exploring the historical beauty of Athens, they travelled through the Peloponnese to the ancient cities of Mycenae, Olympia and Delphi, and on to Turkey to visit the spectacular Greek and Hellenistic sites on the Aegean coastline. The group then spent two days in Istanbul exploring the exotic mix of classical, Byzantine and Ottoman cultural heritage, before visiting other sites such as Ephesus. The tour concluded with an unforgettable day at Gallipoli, a place that helped define Australia as a nation.

Similarly, the Preparatory School’s Learning Support team, working in close partnership with the class teachers, is meeting with great success in equipping our younger learners with key building blocks in literacy and numeracy.

Overseas Trips

During the June/July holiday period, 23 students embarked on an exciting historical tour to Greece and Turkey. Beginning in Greece where they spent six days exploring the historical beauty of Athens, they travelled through the Peloponnese to the ancient cities of Mycenae, Olympia and Delphi, and on to Turkey to visit the spectacular Greek and Hellenistic sites on the Aegean coastline. The group then spent two days in Istanbul exploring the exotic mix of classical, Byzantine and Ottoman cultural heritage, before visiting other sites such as Ephesus. The tour concluded with an unforgettable day at Gallipoli, a place that helped define Australia as a nation.

During the September holidays, a group of 29 boys and five staff travelled to Sabah. This opportunity enabled the group to survey The King’s School’s links to WWII POW camps, visit orang-utan sanctuaries and climb the 4100m high Mount Kinabalu. All who travelled were enriched by this wonderful experience.

Over the 2010 Christmas period, The King’s School returned to the Himalayas for a 14 day trek in the Everest region of Nepal. After sampling the enchanting chaos of Kathmandu, the group flew into Lukla airstrip to begin the trek. Staying in Sherpa Lodges along the way, all of the 23 members of the group got to the top of Goyko Ri, a 5,300 metre summit overlooking the stunning Gokyo Lakes and Mt Everest.

Since 2000, the Preparatory School has run a very successful adventure tour to Vietnam for Year 6 boys and parents. The aim of the trip is to broaden cultural boundaries and build international awareness. The trip includes a visit to one of the Prep School’s key charities, the SOS Children’s Village in Nha Trang. In 2012, the Vietnam tour will be replaced by a cultural trip to China which will fit in nicely with the School’s new Mandarin program.

Educational Support Services

The structure of the Educational Support Services Department (ESS) is unique in terms of its delivery of assistance to students. ESS is staffed by five specialist teachers and two Teacher’s Aides who assist boys in a variety of ways by seeking to develop their full academic, social and emotional potential. Differentiated classes, a Language Arts Elective and a Homework Club have operated this year to give support to those boys who need it.

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Boys to Men Program

In 2011, the Boys to Men Program addressed the topics of:

- Financial literacy, with expeditions to the Castle Hill shopping centre.
- Sex and intimacy, by Jonathan Doyle of Choicez Media.
- Manners and etiquette, using guest speakers and our staff.
- Cooking, with instructors from our team in the dining hall.
- Ironing, the School running its own version of an Iron Man competition.
- Car maintenance / safe driving, featuring staff and visiting experts.
- Gardening, household repairs and cleaning.

One of the features of this program has been the support given by the Senior School Common Room, whose enthusiastic involvement with the program has ensured its success.

The ‘Boys to Men’ Program in 2011 culminated in a reflective journey lasting six days. This trek took place in Term 4 and featured a journey along the Great Northern Track to Berowra and back, with canoeing on the Lane Cove River and Dragon Boat racing at Putney. In wet and soggy conditions, our Year 10 were tested on their ability to handle adversity and challenge. They also read the novel ‘Blizzard Lines’ which was written for the program. The novel is set in Antarctica and is about ancient wisdom being smuggled into young minds.

Next year, the ‘Boys to Men’ Program will be amended so that instead of being delivered throughout the year, it will be presented to the year group in the time slot vacated by the School Certificate exam.
Our Daily Exams: Not many people like doing exams. They can serve as a useful laxative but after that they offer little other than grief.

Our Year 12 are currently being called to account for their 18,600 hours at school, 4,200 hours of social networking, 3,800 hours of gaming and 15 minutes of revision on quadratic equations. Exams are not nice, which is why we can be thankful that exams -- at least the ones that really matter -- are limited in their frequency.

But are our exams limited in frequency? Although academic exams may be rationed to the end of term, end of year and end of school, there is another exam we sit every day. The accumulation of scores given for our daily performance determines something far more important than a place at university. It determines our character.

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### Today's Exam Results

<table>
<thead>
<tr>
<th>Subject</th>
<th>Performance</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Concern</td>
<td>Didn't de-poo pavement after dog's number two</td>
<td>3/10</td>
</tr>
<tr>
<td>Social Empathy</td>
<td>Spoke to the new bloke in lunch queue</td>
<td>7/10</td>
</tr>
<tr>
<td>Anger Management</td>
<td>Told John to get stuffed</td>
<td>2/10</td>
</tr>
<tr>
<td>Integrity</td>
<td>Pinched bits of my essay from Jane's mega thesis</td>
<td>1/10</td>
</tr>
<tr>
<td>Service</td>
<td>Stacked dishwashers without being asked</td>
<td>9/10</td>
</tr>
<tr>
<td>Endurance</td>
<td>Went out for a run. Turned into a walk</td>
<td>7/10</td>
</tr>
<tr>
<td>Politics</td>
<td>Told Jane she looked drop dead gorgeous</td>
<td>8/10</td>
</tr>
<tr>
<td>Hygiene</td>
<td>Licked honey spoon</td>
<td>2/10</td>
</tr>
<tr>
<td>Etiquette</td>
<td>Texted ‘thank you’ to Jane’s mum 4 dinner</td>
<td>8/10</td>
</tr>
<tr>
<td>Time Management</td>
<td>Totally wasted three hours on ‘World of Warcraft’</td>
<td>3/10</td>
</tr>
</tbody>
</table>

**Total:** 50/100

**Tutor’s Comments**

You will be disappointed in your total which can only be described as average. Some encouraging growth in Service, Political Awareness and Social Empathy, but the low score in the Integrity department is a worry. I recommend that you take Jane to lunch and say sorry and that you rework your essay so it is totally your own work. Don’t worry about the honey spoon – Jane licked it too.

**Headmaster’s Comments**

You are growing older, but are you growing better?

Whether we believe in God or not, it might be as well to live in the light of that possibility.
The sort of creativity that society needs is one that enriches, that causes betterment. But who decides? There is good creative, there is bad creative and there is ‘I’m still trying to figure it out’ creative.
Drama

From the Pacific Islands during WWII to the canals of Venice in the 1920’s, The King’s School community has been rewarded with a vibrant program of live theatre. Kicking off the year was the classic, *South Pacific*. With a cast and crew of over 80 students, audience members were treated to a mesmerising display of singing, acting and choreography, all set against a magnificent set. Working in conjunction with Tara, the two-week schedule of performances afforded the cast and crew a wonderful experience and provided the audience with a terrific night of theatre.

Working in harmony with a beautiful set, the boys rose to the challenge of Shakespeare’s words and gave evocative and engaging performances. The production was a modern interpretation of a theatrical classic.

The pursuit of musical excellence starts in the Preparatory School, which has several choirs, a wonderful stage band, an excellent string ensemble and several other musical groups. The Prep School Choir, Chamber Choir and various ensembles have achieved honours in many eisteddfods throughout the year. A major source of excitement was the crowning of the Chamber Choir as Australasian Primary Choral Champions at the Sydney Eisteddfod.

This year the largest number of Year 12 boys chose elective music (Music 1, Music 2 and Extension), and their musical skills were showcased in a spectacular HSC Recital Evening in August.

The Strings program has seen the Orchestra learn a difficult repertoire, completing composers such as Corelli, Vivaldi, and Telemann. The Choir has also been active and has sung at three major events: the Celebration of Anglican Schooling, the Monash Commemorative Service, and the Festival of Lessons and Carols.

Debating

Debating remains strong in the School, with oratory skills being extensively developed within the Prep School and then extended in the Senior School. Our Prep boys strive to get their points across via the IPSHA and ISDA competitions. When combined with the Prep School’s public speaking and poetry recitation competitions, it is small wonder that Prep boys are renowned for their confidence and ability to speak in front of an audience.

‘Animos Movere Peraudendo’ – Latin for ‘to move minds persuasively’ is our new Debating motto in the Senior School. This is what our debaters do every Friday evening as they commit to mind-to-mind combat against debaters from schools all over Sydney.

In Terms 1 and 2, King’s debaters participated in some stimulating debates in the co-educational schools ISDA Competition. The most successful team in this competition was our Year 8 team consisting of: Matthew Bojanic, Jake Brighton, Pranay Jha, Harris Leckon and Alex Moore, who won 7 out of 7 rounds. Our Year 10 team consisting of: Max Brighton, Rohit Duggal, Matthew Jacob, Angus Macqueen and James Payor, also deserve special mention for winning 6 out of 7 rounds.

Heath Sloane was selected to represent The King’s School in the prestigious Lawrence Campbell Oratory Competition for Senior students in GPS and CAS schools. Heath also volunteered to represent the School in the ‘Teatrum Voice of Youth’ Competition, in which he was Runner-up, and the Sydney Morning Herald ‘Plain English Speaking
Award Competition – both of which required him to deliver prepared and impromptu speeches.

All students at The King’s School are invited to participate in the Faversham Oratory Competition. There are three divisions: Junior, Intermediate and Senior. Participants are given one week to prepare one of three allocated topics. The winners for each division were: Alex Moore and James Fisher (Junior), Nicholas Jackman and Matthew Jacob (Intermediate) and Heath Stones (Senior).

2011 saw a re-engagement by The King’s School in the Law Society of NSW’s Mock Trial Competition, with 13 keen “would-be” lawyers from Years 10 and 11 taking part. Mock Trials are simulated court cases in which the participating students contest a fictional legal dispute in a mock Local Court. Presided over by a senior member of the legal profession acting as a Magistrate, the cases this year dealt with situations that students are likely to encounter in their daily lives.

King’s joined the top 15 schools in the State and in so doing gained confidence, experience and extended their skills in lateral thinking, analysing situations, improvisation and communication. There is no doubt that this development of such a variety of skills and experiences achieved by the boys has made an impact on them, and already they are keenly awaiting the opportunity to contest the 2012 competition.

Languages Day in July 2011 was a huge success, showcasing cultural and linguistic events featuring all four of the languages on offer at TKS. King’s hosted a group of French exchange boys from Lycée St Joseph de Tivoli in Bordeaux for the first time and another from Schule Schloss Salem in Germany. 11 boys travelled to Europe as Language Exchange students in Bordeaux, one in Salem and three in Bonn.

Special congratulations to Scott Miller (Year 7) for achieving a Silver Medal in the Language Perfect World Championships and Rohit Duggal (Year 10) for first place in the Sydney Chinese Eisteddfod. Also special mention goes to Jack Webb for achieving the highest mark in New South Wales in the Alliance Française schools’ French exams. It is extremely rare for this not to be won by a French native speaker.

Mock Trial

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Chess

In the Senior School, The King’s School entered six teams in the NSW Secondary Schools Chess Competition. Our senior team consisting of Jono McMahon, Thomas Lyons and Bowen Shen managed to finish runner-up in the whole of wider Metropolitan Sydney. The Richard Yeend trophy for the most accomplished chess player in the School was awarded to John McMahon, with runner up being Bowen Shen.

Chess is also popular in the Preparatory School. Scores of boys participate in the Friday afternoon inter-school competition and vie for the honour of becoming Year champion in our annual Prep School tournament.

Cadet Corps

The King’s School Cadet Corps remains a central component of the School’s leadership offering and retains its pre-eminent position as the oldest and largest Cadet Unit in the land. The opportunities the Cadet Corps, its student leaders and Officers of Cadets provide, are regarded as essential to leadership training and character development of boys within the Senior School. The Cadet Corps is an experience enjoyed by all Year 9 and 10 boys and a testament to its success is the large numbers of boys electing to remain in the Cadet Corps beyond this compulsory stage. whilst honouring its great traditions, the Cadet Corps continues to embrace new activities and training methods to improve the experience of the boys within the Corps. Of particular note this year was the formation of a Reconnaissance Platoon to provide advanced field craft training for senior boys.

The Cadet Corps remains a student run unit. It was capably led by its Adjutant, Cadet Under Officer William Harrowell and its Regimental Sergeant Major, Warrant Officer Class One Nicholas Hough. They were ably supported by a strong team of Cadet Under Officers and Non-Commissioned Officers. The standard of the training that occurred in the Cadet Corps was most evident during the Annual Ceremonial and Passing Out Parade, held on the White Oval on Friday 24 June 2011. The Reviewing Officer for the Parade was Major General Paul Brereton AM RFD, Director of the Australian Army’s Cadet, Reserve and Employer Support Division.

In the final week of Term 1, the Cadet Corps departed upon its Annual Camp, held at Singleton and on the Brokenback Ranges in the...
The efficiency with which the 580 personnel of Cadet Corps and supporting staff engaged in their training, was a credit to the Corps Officers of Cadets, led by its Commanding Officer, Major Andrew Mansfield. The standard of training achieved, the safe manner in which it occurred, the bonds formed amongst the boys and the personal development that occurred marks the Cadet program at Kings as one of the boys’ most fondly remembered experiences.

The King’s School Duke of Edinburgh’s Award is an activity that greatly enriches the life of a boy. A large number of Year 9 students participate in the Bronze Award, a smaller number do the Silver Award in Year 10 and there is a rise in participation at the Gold level in Years 11 and 12. Our annual Gold sailing expedition in New Caledonia is a life-changing experience for the boys who participate. There were 19 boys who completed the Gold Award this year, which was an outstanding outcome.

In the Prep School, our Year 6 boys engage in a remarkable enrichment program called the Enterprise Gold Award. This involves boys researching the history of King’s, cooking meals at home, undertaking community service, completing a major practical project and going on an outdoor camp. These experiences provide a strong platform for all that follows in the Senior School.

David Adams, President of the Old Boys’ Union, together with its members, have continued to support their alma mater faithfully and effectively throughout the year. The King’s School Parents’ Association, led by Graham Ragg and the Prep Fathers’ Association, led by Theo Groutsis, have also been active, as have the many clubs and associations of the School. The King’s School Foundation is grateful for the ongoing support of the School community and has been effective in the exercise of its duties in managing the corpus of monies used to support our scholarships and building program.

Community Outreach Program operated enthusiastically with approximately 90 students placed in 30 organisations located from Blacktown to Wahroonga and from Strathfield to Baulkham Hills. Students worked in aged-care facilities, schools for disabled children, centres for disabled adults, Churches and various charity outlets. Participants are expected to demonstrate empathy and compassion as they engage with the Community Outreach Program.

The King’s School Art Show

In its 32nd year, The King’s School Art Show once again proved a major triumph. As usual, the display was visually stunning and there was a marvellous atmosphere, conjured up by the enthusiasm and camaraderie of the Prep parents who run the event. The show is one of the most significant art shows in the State, with over 700 paintings on display. There is also jewellery, gourmet food, a music festival, a fun fair and a display of some 2,000 vintage British cars organised by the All British Car Club.

The $15,000 acquisitive King’s School Art Prize in 2011 was awarded to Evan MacLeod for his painting Climbers. Over the years, The King’s School has acquired 17 valuable pieces of art which are now on display throughout the School.
Many will define the athletics program at the School by our silverware; those involved understand it is much more than this. It develops students physically and mentally and nurtures their ability to accept a challenge.
Rugby

With only one player back from the 2010 team, a number of young players playing in Opens Rugby and many Year 11 students experiencing 1st XV Rugby, the result was that the 2011 season saw the 1st XV training in the middle of the GPS competition. However, the boys managed to play an attractive brand of Rugby that entertained their supporters.

Five players made the GPS representative teams and two boys, Lalakai Foketi and Max Jones, played for New South Wales in the Australia Schoolboys Championship. The School was also strongly represented at the Australian Under 16s Championships with no less than seven players taking part. They were Ilivy Davis, Ben Tracy, Harry Jones, Jack McCrae, Matthew Matson, Corey Tulluch and Sam Carter. The finale of this year’s rugby season was the Rugby Development Tour to England, France and Italy. With the quality of boys mentioned above, we are looking forward to a strong season in 2012.

Cross Country

The AAGPS Cross Country season began with great promise and although going into the competition as defending premiers, we had to be content with second place this year in both the senior and intermediate competition.

The Opens were represented by Jules Heath (Captain), Joshua Hall (Captain of NSW All Schools Team), Jak Bukovinsky, Thomas Moutl and NSW Champion, Jack Stapleton.

Snow Sports

Each year more and more boys sign up to compete in what is arguably the biggest school sporting competition in the country. The Inter schools’ Championships for Skiing and Snowboarding is a series of competitions in Alpine, Cross Country, Skicross, Moguls and Snowboard, and Boardercross. The events, organised by the NSW Inter schools’ Snowsports Committee, occur in three rounds: Regional, State and National, drawing the best skiers and boarders from private, public and Catholic schools right around Australia. This year, the races attracted over 5,000 competitors.

Football (Soccer)

In 2011, football at King’s took another step forward with the appointment of Australia’s most capped Captain, Paul Wade, to the coaching staff. Paul coached the 13A team that won all its games in the season. Peter Denyer, our U1 Licence Coach, worked wonders with the 1st XI players, many of whom were new to the team. King’s was competitive in the AAGPS Competition and enjoyed a superb CIS Cup run, only losing out in the semi-final to the eventual winners. Five King’s players were selected to represent the AAGPS including Travis Cooper, as Captain. Travis’ skills were then acknowledged by his selection for the Australian schoolboy team.
2011 saw a record number of King’s boys in all events. At the Regionals, King’s won Overall Champion Secondary School for the fourth year, Champion Skiing School and was also runner up in the Snowboarding competition. Thirty-two teams went on to qualify for the State Championships. At the Australian National Championships, held in Victoria, a total of 17 King’s teams competed with King’s winning two bronze and a silver medals - a great tribute to the boys and their coaches.

Warmest congratulations must also go to the boys in the Prep School snow sports team, who returned from the mountains after winning the accolade of ‘Best Primary Team’. Ben Selig, Raagi Shah-Brittain and Gaari Shah-Brittain were our stand out performances.

**Equestrian**

The King’s School equestrian team travelled to Coonabarabran for the largest school equestrian event in the Southern Hemisphere. There were 547 riders from 108 schools competing in a variety of events over six days. The seven participants from King’s represented their school with ability. Competing against riders from schools who are able to practice around the clock, The King’s School performed well. Archie Bell provided the team with excellent guidance as Captain and Henry Hart provided words of inspiration as Vice Captain. Notable mentions must go to Nick White who was Overall Reserve Champion for his age group. Peter Macintyre and Sam Barton for first and third places respectively in their One Day Event and to Will Hall who was placed second in the restricted showjumping.

**Shooting**

The shooting teams enjoyed a busy year of rebuilding. Repeating the successes of 2010 proved difficult, as many young and inexperienced shooters joined the 2011 squad. A disciplined and intense season on the small-bore range at School provided a solid grounding for those who were then invited to attend Shooting Camp in Brisbane for a week prior to the AAGPS Shooting Competition.

The younger members of the team are to be commended for the progress they made in this short period of time. Shooting is a sport that relies on experience to deal with the many and varied conditions encountered on the range. This year’s competition threw up some of the most difficult shooting conditions ever experienced on the range and this was a great learning experience for our young team.

I look forward to watching the progress of our shooters as they develop their skills in marksmanship over the years.

**Athletics**

2011 saw the continuation of athletics excellence enjoyed in recent times. Our Senior team was crowned GPS Champions for the fourth consecutive season and our Junior team was also victorious, giving the school the ‘Double Premiership’ for the first straight year. In the decades to come, our archives will probably record these last few years as the greatest period of athletics excellence for many years.

Our Captain, Nicholas Hough, a World Champion in the Under 18 110m hurdles, became the first student to be a member of four consecutive GPS Premierships in the same sport having first being a part of the winning Senior Team in 2008. Vice-Captain, Joel Norton and high jumper, Marcel Bray were awarded The Gold Medal for Sporting Excellence, an award that has been struck on fewer than 15 occasions, for any student who is a part of the three consecutive Senior Team victories.

We were greeted with a beautiful spring day for the AAGPS Carnival. Many AAGPS records were broken at the Championships at Sydney Olympic Park by The King’s School athletes: Jordan Idiare broke the U13 90m hurdles record, Josh Clarke claimed both the 100m and 200m in the U17 age group and our U14 and U16 4 x100m relay teams ran the fastest times in the 116 years of AAGPS competition. Perhaps the most remarkable moment came in the U14 800m Championship, when Sam Porter ran an amazing 2.00m 23secs for victory and broke the 40 year old record.

Many will define the athletics program at our School by the silverware; those involved understand it is much more than this. It develops students physically and mentally and nurtures their ability to accept a challenge.

The Prep athletics team has also performed well in its competition against other schools. Many excellent performances were witnessed at the Shore School Invitational Carnival, the IPSHA Athletics Carnival and The King’s School Invitational Carnival. Nine King’s boys qualified to...
represent the IPSHA team at the NSW Combined Independent Schools Championships and five won places in the CIS team to go through to the NSWPSSA Athletics Carnival. These included Jordan Williams (U10 100m and 200m) and the Senior Primary 4 x 100m relay team of John Gikas, Tom Macqueen, Angus Beavers and Billy Stapleton.

**Cricket**

During the 2011 cricket season, most sides won the majority of their games. The 1st XI, finishing the season as Joint Premiers, saw most of the success revolving around teamwork. James Shepherd had an outstanding season as an all-rounder. The young 2nd XI finished sixth, but put up a dogged performance in all of their matches.

The School rejoiced in former 1st XI captain Nic Bills’ selection in the NSW Sheffield Shield team, the first Kingsman since the 1930’s to achieve this honour.

In the Prep School, cricket continues as a popular summer sport. There were some memorable cricketing moments, such as the annual tussle between the Prep 1st XI and the ‘Old Buffers’, a team consisting of TKS Old Boys. This tradition dates back a century or so and is warmly appreciated by both parties.

The Prep School also hosted a visit by Toowoomba Prep cricketers in Term 1. Despite wet weather complications, the day was enjoyed by all and set the scene for a reciprocal tour next year.

**Basketball**

The 2010/11 GPS season was punctuated by a three week development tour to the USA over the Christmas break. As a result, the 20 players who went on the tour entered the second half of the season reinvigorated by their overseas experience. The improvement in their game play was also evident. The King’s basketball program is in a rebuilding period during which younger players are gaining experience in managing the challenges of GPS competition. A team of highly qualified coaches continues to nurture the potential of our basketballers, and the Basketball Club continues their faithful support of players and coaches.

The under 16s, 15s and 14s age groups all recorded winning seasons in terms of wins and losses. The values promoted by basketball were admirably modelled by the senior teams led by Ben Renshaw (Captain of Basketball and recipient of the Graham Kelly Memorial Trophy). Marcel Bay received the PJ Yeend Cup for the Best Basketballer in the School and George Macartney-Barnham was voted as the Players’ Player for 2011.

With the arrival of basketball as a summer sport option in the Preparatory School, and with the flourishing level of participation in the Senior School, the future looks bright for basketball at King’s.

**Swimming**

Swimming continues to be a popular choice for many boys, both as a recreational activity and as a competitive sport. Our GPS team was boosted by many boys training during the winter months at Northmead this year. The competitive season is short and frenetic with many of our best swimmers also juggling other sporting commitments. The King’s School performed well in both GPS and CIS competitions, with both our Junior and Senior teams coming a creditable fourth.

We had a total of 10 representative swimmers in the combined GPS team, with our Under 12 swimmer, Brian Yung, winning the gold medal in the 12 years 50m breaststroke and Jack MacKenzie-Wood winning the bronze medal in the 13 years 50m breaststroke. It was also pleasing to watch Callum Roots compete in the CIS Diving Championships. He won gold in both the 17-19 years platform and the 17-19 years springboard competitions.

Our Prep School swimmers also had an encouraging season and participated enthusiastically in their various carnivals during Terms 1 and 4. Aidan Jackson and Harrison Usher swam with distinction as our IPSHA representatives at the CIS Carnival.

**Rowing**

The 2011 season was a strong year for the Boatshed. TKS has been expanding the number of crews it has on the water and, as such, King’s is now the biggest GPS rowing school. With a good number of wins in the lead-up regattas, King’s was well positioned for the AAGPS Head of the River, eventually winning 7 of the 11 races at the Regatta and bringing home the Yarralla Cup, the Alan Callaway Trophy and the Penrith Cup. It was also encouraging to see our top three Year 10 VIs undefeated throughout the year.
The King’s School is one of the leading schools in sport. This year, the school has proclaimed many state and national championships, and even a world champion.
The 2010/11 rowing season saw the senior boys travel further than ever. There were regattas in Melbourne and Grafton, national titles in Adelaide and training camps on the Shoalhaven River. At the national titles, the 1st VIII won the ‘B’ Final and posted an impressive time on the windy West Lakes Course. For a second year in a row, Peter Koster made the GPS representative VIII.

The ‘triple double’ doesn’t happen very often, but the 1st and 2nd tennis teams managed to win their third consecutive GPS Premiership in the 2010/11 season. A remarkable achievement, with the 1sts losing only three sets and the 2nds only one set the entire summer. The results by both teams were the product not only of individual performances, but of good teamwork and in particular, the success of the doubles pairings. The season culminated in Jacob Sullivan being selected as the number one player in the GPS 1sts tennis team, and Jack Kliner and Dan Dowson being selected for the GPS 2nds tennis team. This is the most number of King’s students selected in GPS tennis since its inception in 1972.

In the Prep School, tennis continues to grow. Vedang Tiwary, Adham Mikhael, Tom Macqueen and Billy Stapleton were crowned Prep Tennis age champions.

The Christian ministry continued to develop throughout the year with good numbers of students attending Christian groups in both Prep and Senior School. It is not unusual to see up to 90 boys from Years 7-9 attending the lunchtime Crusader group and it was a great encouragement to see 59 young people confirmed in our School Chapel.

Church@Kings continues to be a blessing to many in our community...
It has been said that ‘No school can rise above its Common Room’ and King’s is no exception. The current health and vitality of the School is due, in no small measure, to the multiple sacrifices made by our staff. So many of their initiatives, acts of service and expressions of academic and pastoral support go unrecognised. Yet, the culmination of this devotion results in changed lives. The effect of a good teacher is felt for a lifetime – and perhaps, even beyond. The King’s School is blessed by a Common Room that characteristically goes the extra mile in order to ensure that the potential of students is realised. There are nearly as many staff in non-teaching roles who have been instrumental in making 2011 such a great success. Whether it be administrative staff, maintenance and grounds staff, dining hall and kitchen teams, all have played a part in the success of the year. Support staff are the ones who make effective teaching possible through the generous commitment they make in their service to the School. I extend to them my sincere thanks.

The leadership of the School rests in the School Executive. This gifted group of colleagues is possessed of that breadth of skills necessary to make the School run smoothly and well. Members of the Executive surrender a huge amount of their own time to help manage the School. This is the group I frequently call upon for early morning and late night meetings and for consultation and advice both in term time and in the holidays. I thank them for their dedication and for the faithfulness in which they have supported me. The contribution made by them to the health and vitality of the School is hugely significant.

It has been a particular pleasure to have Dr Andrew Parry as our new Deputy Headmaster. Dr Parry has had an enormously positive impact on the School. I thank him for his faithful friendship and support.

Conclusion

As can be readily appreciated by reading the 2011 Annual Report, the year has been a good one for The King’s School. However, I am mindful that success is an ephemeral thing. For this reason, I, together with the School Council and the School Executive, will continue to look at ways and means to ensure that The King’s School remains synonymous with educational excellence.

In conclusion, 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 2011

Members of the School Council for 2011 were:

President
The Most Revend Dr P. Jensen

Chairman
The Rev. M. B. Robinson

The Venerable K. P. Allen
Mr. W. Mcl Carpenter
The Rev. Canon Dr D. Claydon
The Rev. Hugh Cox
Mr. A. Davis

Members of the School Executive for 2011 were:

Mrs. Belinda Baxter
Mr. Rob Chandler
Mr. Keith Dalleywater
Mr. Geoff Dornan
The Rev. Stephen Edwards
Mr. Michael Eggenthalen
Mr. Peter Grimes
Mr. Bruce Hillard
Mr. Kevin Lee
Mr. Clive Logan
Mr. Graham McGregor
Dr Andrew Parry
Mr. Malcolm Powys
Mrs. Julie Wright

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I wish to record my deep appreciation for the service given by the Council of The King’s School. Managing a multi-million dollar budget and running an organisation of such complexity requires astute governance. In this, The King’s School has been well served. It is the governance of The King’s School Council and the wisdom it has shown in its decision making that has contributed to the current health of the School. I thank the Chairman in particular and all members of Council for their untiring devotion to The King’s School and for the support and encouragement given throughout the year.

Members of the School Executive for 2011 were:

Mrs. B. E. R. Gordon
Mr. J. D. Lane
Mr. B. R. Lasting
Mr. J. E. Lloyd
Dr. R. MacKay
Mr. A. E. D. Mabbs
The Rev. Canon B. H. Morrison
Mr. R. E. Roberts
Mr. L. D. S. Waddy, AM, RP
Mr. M. J. Wadcock

Staff

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In conclusion, 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 2011
What is a good teacher? Whether a school is a positive or a negative experience will be determined by many things, but the most significant is the quality of the teacher. This finding is confirmed by research undertaken by the Australian Council for Education Research. Teachers that can laugh with their students, who can paint great pictures in their minds and create a sense of wonder are special, and deserve to be recognised and rewarded.

It matters little if a school is government run or private, free or expensive, co-ed or single sex, a great teacher can make these things irrelevant. A great teacher can turn a dreary curriculum and even last period on a Friday into something of spellbinding interest. A great teacher is not necessarily the friendliest teacher or even the most popular teacher. The great teacher is the one who inspires and disturbs until a new level of possibility is seen.

Teachers must do more than grind through course content. They must build relationships and enter the world of their students. Humour and approachability will help, over-familiarity will not. Some irascibility and even strictness is allowed in a teacher providing it is transparently clear to the student that they are still valued. The cardinal rule for those wishing to be successful teachers is that they must enjoy teaching. If teachers do not enjoy teaching, their students will not enjoy learning.

A teacher who has lost the love of teaching will betray this through low energy and low tolerance. At best, lessons will become a stalemate, born of a mutual non-aggression policy. I won’t disturb you if you don’t disturb me. Teachers need to be transformational, dedicated to changing their students and moving them from one state to another. Teachers need to be optimistic, believing that this transformational process is possible. Unfortunately, there still exists the teacher who is the burnt-out cynic, who has given up hope and displays this to the students who are only too willing to fuel the emotional capitulation with further evidence of hopelessness. How can we weed out these bad teachers and reward the good ones?

The process of recognising quality teachers in NSW rests with the NSW Institute of Teachers. It oversees teacher training and evaluates teachers, in alliance with their school, at the level of ‘professional competence’ for beginning teachers, ‘experienced teachers’ for longer serving teachers and ‘excellent teachers’ for those who are gifted. At each level, various standards are set that relate to such things as classroom management, knowledge and teaching methodology. Teachers have to provide evidence of meeting these standards before being able to enjoy the increased remuneration linked with each level. The NSW Institute of Teachers have a model for recognising and rewarding good teachers that is non-divisive, effective in promoting high standards and is a model that is tried and tested. This model, or something like it, should be used Australia-wide – or they can ask Smith minor in the playground – both approaches are equally effective.

Should we bother to identify the better teacher? Isn’t it all too hard giving equal esteem and equal reward to both teachers and good teachers is seen by most to be unfair – except, perhaps by teacher unions whose socialist ideology finds the idea of differentiated payment abhorrent. We need to recognise and reward good teachers.

That said, the methods suggested so far by the Federal Government as being possible means to identify good teachers are frighteningly stupid. Basing recognition on NAPLAN results should not be an option because a child’s test results are NOT the product of an individual teacher’s input. They are the product of many teachers, the occasional parent, the odd outside tutor and Uncle Albert.

Recognising and rewarding teaching is one thing; performance related pay (PRP) is another. The resolution by the Federal Government to introduce PRP is a disaster waiting to happen. It will be divisive, expensive and ineffectual in raising teaching standards. That said, it is right and proper to recognise and reward good teachers. Is there a way out of this impasse? The answer is ‘yes’. What it is easy to celebrate the virtues of one’s own state and to mutter darkly that all good football teams and educational policies stop at the border of your territory, the model used for recognising good teachers in NSW is one that could, with good effect, be introduced nationally.

The King's School
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for creativity to be seen in a student, it needs to be seen in their school. A creative student is usually the product of a creative teacher and a creative learning environment.
For further information about The King’s School, visit us online at www.kings.edu.au or contact the following:

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