Curiosity, Observation and Wonder

Carved into the sandstone at the front of our new Science Centre is a quote from Ralph Waldo Emerson: ‘People like to wonder and they call the adventure Science.’

I’m not always sure that people like to wonder. If they do wonder, then they often limit their curiosity to that which is trivial and artificial. Inoculated from the wonders of the real world by rooms full of electronic diversions, we fail to gaze at the heavens, as the psalmist did.

‘When I consider the heavens,
The work of your hands,
The moon and the stars,
Which you have set in place,
What am I that you should
Be so interested in me,
And why should you want
To care for us?
Psalm 8: 3-4

To wonder at our place in the cosmos is important. In God’s great cathedral there are 100,000 million lights in one section alone. It is called The Milky Way. There are at least 100 million other sections of the celestial cathedral. The sense of awe at figures such as these should be encouraged, together with a wondering. ‘Am I the product of the random mix of some amino acids or is there a mind behind the system? If there is a mind, then can I connect with that mind?’

Even atheists like Richard Dawkins suggest we should wonder at the incredible privilege of being alive. In his book, Unweaving the Rainbow: Science, Delusion and the Appetite for Wonder, he writes:

“We are going to die, and that makes us the lucky ones. Most people are never going to die because they are never going to be born. The potential people who could have been here in my place but who will in fact never see the light of day, outnumber the sand grains of Arabia. Certainly those unborn ghosts include greater poets than Keats, scientists greater than Newton. We know this because the set of possible people allowed by our DNA so massively exceeds the set of actual people. In the teeth of these stupefying odds, it is you and I in our ordinariness, that are here. We privileged few, who won the lottery of birth against all odds, how dare we whine at our inevitable return to that prior state from which the vast majority have never stirred.’

We need to wonder at winning the lottery of life and at its implications, both socially and spiritually.

Even looking at the heavens by day can be more than a touch mind blowing. Why is the sky blue? The British physicist, Lord Ray Leith, wondered at this and reckoned it was due to the relatively short blue wavelengths getting scattered by oxygen and nitrogen molecules. Albert Einstein gave this theory a tick in 1911, so it’s got to be right.1 Let’s wonder at blue a tad longer. The colour blue is generally not found in the ancient texts. The Greek writer, Homer, talked of the sea as being coloured ‘wine-dark’. Now that’s a sea worth sailing on! Other venerable texts from India, China and even the Bible, do not mention blue. Within our primeval art and antique writing, black and white get a mention. Then, many years later, red (a colour easy to produce). Then green and yellow. Only fairly recently do we find blue popping up our literature.2

Wonder why? It may be because blue was rare. Blue flowers are not common. Most ancient languages didn’t even have a word for blue – except for the Egyptians who made blue by mining the semi-precious stone, Lapis Lazuli, in Afghanistan, loading it on to camels and hauling it over the desert to Egypt.

Wonder if there were other ways of making blue? There are. Just ask Mel Gibson who, dressed as the war-mongering Scot, William Wallace, scared the death out of the whimpering Poms by painting his face blue. This blue almost certainly came from the woad plant. Wonder how they got blue from a woad plant? They soaked it in urine – preferably the urine of men who had been drinking a lot of beer – which, evidently improved the colour.

Enough of the wonder theme for now, but, staying with the theme of urine, a tale is told of Sir Roy (Pansey) Wright (1907-1990), Professor of Physiology at Melbourne University and a renowned educator, that concerns urine. Pansey Wright once stood before a group of new students undertaking their first lecture in forensic medicine. He stood with a beaker of urine in his hand.

‘Ladies and gentlemen,’ he said, ‘I have a beaker of urine here. It comes from a diabetic patient. You can deduce the patient was diabetic by careful observation. Effective diagnosis is about accurate observation.’

The students nodded in agreement, thus spurring the great man on. ‘In this case, it requires us to taste the urine.’

There was no more nodding. The students looked with incredulity as the Professor dipped a finger into the urine and, after licking his finger, confirmed the presence of sugar in the sample.

‘Now – you’ve watched me carefully, I want you to copy exactly what I did.’ With that, Pansey Wright handed the beaker to the first appalled student.

Such was the reputation of the Professor that, despite their revulsion, each licked their finger after dipping it in the urine.
With the beaker finally returned to the Professor, he said, ‘Well, you’ve all failed. Forensic medicine is about careful observation. If you had watched me carefully, you would have noticed that I put my first finger into the urine, but licked my second finger. ‘You failed to observe carefully.’

Accurate observation needs to build upon wonder. It is also important to be curious. This is why our new Science Centre will have a research facility and several laboratories. They are designed to help us be curious.

Our new Science Centre is designed to stimulate a young mind with questions. Too often, schools fail to do this and prefer to stuff minds with facts rather than enthral them with wonder. I was reminded of this when interviewing boys for scholarships. Many scholarship applicants are redolent in natural ability and deserve to be honoured. However, some boys had arrived at an interview with me only by virtue of being ‘hot-housed’ in academic swot shops. Their quest for a scholarship has been augmented with carefully rehearsed answers to my interview questions.

Exasperated by this, I once asked a boy, ‘If there was another colour not yet discovered, what would it look like?’

After blinking owlishly at me, the boy answered, ‘My favourite subject is Mathematics and I also enjoy computer games.’

Aargh! How would you answer the question about colour?

It was while musing on this question that I came across the Mantis Shrimp. Evidently, humans have three colour-receptive cones in their eyes, which together, give the pantheon of colours in the rainbow. Dogs only have two colour-receptive cones, which means they can’t see red things as red. (Don’t let your dog navigate your boat at night, as both port and starboard lights will look greenish).

The butterfly has five colour-receptive cones. No wonder they spend their lives in and around flowers. They can see many more colours than we can, except perhaps, for the occasional person gifted with ‘tetrachromacy’ (usually women). Tetrachromats can pick up subtle changes in colour that completely elude us. Note to self – let Jane choose my ties.

Outdoing everything is the Mantis Shrimp. This crustacean can be brilliantly coloured, so it’s not surprising it has no less than 16 colour receptive cones. What extra colours does the shrimp see? Answer, A lot.

All this brings us back to curiosity, observation and wonder because scientists are using the shrimp to design body armour for soldiers. Why? Because our colourful shrimp is a kaleidoscopic killer.

The shrimp can smash its way out of an aquarium using a calcified claw that moves so quickly it causes the water to boil. This super-cavitation also sets up shockwaves that kill, even if the raptor’s claws should miss. If the claws do make contact, the end is quick – largely a product of the claws striking at the speed of a .22 bullet.

For a claw to withstand this sort of impact on crabs, molluscs and other munchy marine meals, it has to be strong – the sort of strong you need in body armour.

So, there you have it. We started with blue and ended with an expanded rainbow of colours. This is what observation can lead to. We started with Ralph Waldo Emerson and ended with the Mantis Shrimp. This is what wonder can lead to. We started with stars and ended with body armour. This is what curiosity can lead to.

It is my hope that our new Science Centre will be a place of curiosity, observation and wonder. All this is summed up by the other quote carved into the front of our new building.

‘Imagination is more important than knowledge’.
Albert Einstein

Dr Tim Hawkes OAM
Headmaster

2. Colour. [Link](http://www.wnyc.org/wnyc/), viewed 12/11/2013
3. Why the Mantis Shrimp is my new favourite animal. [Link](http://theoatmeal.com/comics/mantis_shrimp), viewed 12/11/2013
2013 saw another brilliant set of HSC results for Year 12. King’s was ranked 38th in the State and has now been ranked in the top 50 schools in 4 out of the last 6 years.
Academic Matters

Academic excellence continues to be a strong focus at King’s. NAPLAN results indicate that King’s is not only performing well above state averages but it is out performing the majority of its “like schools”. Particularly pleasing was the excellent result in writing, which can so often be a weakness of boys. The strong academic culture at King’s was evidenced yet again by another set of outstanding HSC results. This year Board of Studies Grades, from A to E, were introduced in the Year 11 Preliminary Courses. The vast majority of the grades attained were in the A-C range, consistent with the academic strength of our candidates.

Higher School Certificate

2013 saw another brilliant set of HSC results for Year 12. King’s was ranked 38th in the State and has now been ranked in the top 50 schools in 4 out of the last 6 years. This result means that King’s outperformed several of the 47 selective schools in NSW. No more was this apparent than in Mathematics, where King’s was ranked 14th.

Some interesting statistics and achievements:

• King’s achieved its highest number of Band 6s – 299.
• 110 boys out of 202 gained at least one Band 6.
• Matthew Jacob attained a perfect ATAR score of 99.95.
• Five boys were named in the “Best in Subject” lists: Music, Studies of Religion, Earth and Environmental Science, Geography and Software Design and Development.
• There were a large number of nominations for possible inclusion in HSC displays and performance next year: Drama (14), Industrial Technology (1), Music (5), Visual Arts (1).

1. 16 boys were named in the Honours List for gaining 90% or more in 10 or more units – an increase from 14 in 2012, 7 in 2011. This is the highest ever received.
2. The Mathematics, Languages and Biblical Studies Departments produced their highest number of Band 6 results on record.
3. The History, Drama, Geography and Computing Departments all produced their equal best number of Band 6’s on record.
4. The following courses performed more than ten marks above or more than one standard deviation above State average: Biology, Drama, English ESL, Geography, Industrial Technology, Legal Studies, General Mathematics, Mathematics 2 Unit, Mathematics Extension 1, PDHPE, Software Development & Design.
5. The Extension units have achieved considerable success – the highest number of E4s ever.
6. Once again, boys working together and sharing resources after the Trial HSC exams have reaped huge dividends with 110 boys gaining at least 1 Band 6 (up from 100 in 2012).
7. It is particularly pleasing to note that the middle range of students have again achieved very pleasing results with 94% (up from 90% last year) of all results being recorded as Band 6s, Band 5s and Band 4s. The number of students who constitute the ‘academic tail’ has continued to remain low.

Best in Subject

Brett He 1st in for Music 2
Henry Simpson 2nd in Studies of Religion II
David Macintyre 3rd in Earth & Environmental Science
Samuel Read 6th in Geography
James Payor 10th in Software Design and Development

Honour Roll

Scoring 90 marks or above in 10 or more units at the HSC: 16 boys

Phillip Anthony  Patrick Hao  Uday Soni
Joel Cheung  Brett He  Dilan SriDaran
Christopher Chiu  Matthew Jacob  Michael Turner
Zachary Croker  James Payor  Joel Winney
Rohit Duggal  Samuel Read
James Green  Henry Simpson

Outstanding Individual Performances – HSC - Selections

Jonathan Tong  Selection for Art Express
Edward Bonner  Selection for OnStage – Individual and Group
Joshua Clarke  Selection for OnStage – Group
Ethan Gordon  Selection for OnStage – Group
Oliver Morassut  Reserve Selection for OnStage – Individual
James Thomas  Selection for OnStage – Group

Academic Report from the Preparatory School

Embellished teaching and learning practice has been the central focus at the Prep School in 2013. Throughout the year, action has been undertaken to enhance and strengthen the learning community. There has been a process of professional learning and review within the Prep School, as well as the establishment of new initiatives to encourage greater growth in learning. Staff Inquiry Groups were implemented, providing strategic opportunities for the staff to explore curriculum development and classroom practices. At the heart of the reflective process, was a rigorous six month review for the Board of Studies school registration. Documentation was submitted in advance of the inspectors’ visit which examined a diverse range of areas such as school policies and procedures, facilities, curriculum programs, classroom practice, assessment and reporting procedures, leadership, and resourcing. The report provided encouraging feedback about the health of the Prep School.

Further confirmation of the excellent learning occurring within the Prep School programs was received from the NAPLAN national standardised testing completed by the children in Year 3 and Year 5. Our boys performed well above the national average and above ‘like schools’. In Year 3, 91% of boys scored in the top three bands for Reading, 98% in Persuasive Writing, 97% in Language Conventions and 84% for Mathematics. In Year 5, 90% of students were placed in the top three bands in Reading, 83% in Persuasive Writing, 87% in Language Conventions and 92% in Mathematics. This was further testimony to our commitment to the rigour of skills development in an inquiry framework.

As always at the Prep School, there were many opportunities and events that celebrated the richness and diversity of the program on offer for the boys. The Sport program enjoyed strong participation and success with some students reaching national championships in swimming, athletics and snow sports. Music continued to flourish, with band and orchestral programs expanding, and many performance opportunities provided. A highlight was the success of the Prep Chamber Choir in reaching the finals of the Australian Choral Grand Prix after gaining success at the Sydney Eisteddfods. The production of The Jungle Book, by selected students from Year 4 – 6, entertained the audiences and attracted praise for the high standard of performance and the attention to detail in costuming and set design.
Gifted and Talented Program

The Excelsior Program was further developed this year with academic and social goals set and attained. The most able scholars in Year 12 have again shown leadership and commitment in planning and delivering online and live support seminars and study materials. One of the most pleasing aspects of teaching is seeing young boys become young men, and in this case, young men with a will and a capacity to serve as academic leaders in the School. The continued improvement of the positive group dynamic amongst the gifted students of the School is seen in such concrete examples as seminars and notes, but also in less tangible ways, such as the subtle, positive influence on others in their Year group and the wider school.

Such influence has again been seen through all Year cohorts with strong groups meeting for academically focused and socially enriching tasks throughout the year. Mary Burns Society boys assessed the human impact of a range of psychology experiments with a focus on enhancing ethical conduct and building a strong sense of community. The New Rambler Journal writers generated another stunning volume with opinion pieces considering climate change, the feasibility of the “science” in science fiction and the School’s discipline system amongst others. Year 9 academic mentors helped to drive Prep boys toward excellence as research advisors to the Exhibition Projects and philosophically-minded Year 10s unpacked the mysteries of the mind.

Many notable individual results were seen once more, with university scholarships and top placings in state-wide competitions being fine examples. Such highlights are superb for the boys involved, but, critically, they are also fine examples to others.

School-level leadership has been evident with The King’s School’s continued involvement in the NSW Gifted and Talented Secondary Teachers’ Association. The School hosted a new public speaking competition called ‘Confronting Concepts’, with gifted students visiting from ten schools. Students spoke on several topics including, ‘Hands off my future’, ‘School is not the best place for education’, ‘Part of the problem is how we talk about mental illness’, ‘I selfie, therefore I am’, and ‘Gender equity, now, not soon’. This event was received very positively and will form part of the Sydney gifted education calendar in future.

Boys to Men Program

Our annual ‘Boys to Men’ Program for Year 10 students was run in the final three weeks of 2013. The Program continues to be a highlight of the year for our Year 10 students, whilst continuing to create a great deal of interest and imitation amongst other schools. The keynote presentation at the National Boys’ Education conference in October dealing with matters of Life Education, was very well received, with more and more schools considering implementing programs of this nature.

The Program included a ‘trek’ around Sydney as well as sessions on a diverse range of lectures, seminars and practical exercises devoted to imparting various skills vital for a successful life in a contemporary world. Whilst much of the wisdom focused on life in the 21st century, several age old activities such as cooking, ironing and gardening proved to be highlights for the boys. One of the great qualities of the Program is the time given for reflection and many of the seminars attended by the boys allowed them some time to consider their life roles and future endeavours.

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The School sessions included:

- **Manhood and Masculinity** – presenters Dr Tim Hawkes, David Kobler from Choicez Media and Michael Jeh, who challenged students with their perspectives on male roles, mentors and relationships
- **Driving and Car Maintenance** – the focus was on defensive driving skills, car maintenance and the economic costs of a car. A skidpan was set up on the Doyle Fields and the NSW Police Accident Investigation Unit shared some sobering stories. A ‘Lemon Car’ was on display to teach boys how to identify common car faults when buying a car.
- **Life skills** – covering landscaping, cooking and ironing.
- **Grooming and Deportment** – boys were taught personal grooming and the skills required to win a heart and win a job.

Educational Support Services

The structure of the Educational Support Services Department (ESS) is unique to The King’s School in terms of its delivery of assistance to students with: Learning or Diagnosed Difficulties; Welfare and/or Pastoral needs; and English as a Second Language. ESS is staffed by five specialist teachers and two Teacher’s Aides who assist boys in a variety of ways in order to develop their full academic, social and emotional potential. The type of assistance includes: Differentiated Classes, a Language Arts Elective and thorough support in classes across various subject areas. A Homework Club operates after school, which is manned by ESS staff to give further support where needed.

The outstanding gains made by some students who have accessed ESS Support are testament to the successful teaching strategies employed by this department.
Financial literacy – the team from StartSmart looked at how to survive and prosper in the financial world. Topics included managing credit cards, mobile phone plans, car loans, paying rent and budgeting.

Mental and Physical Health for Boys becoming Men – a lively seminar from our own psychologist Mr Greg James and Dr Stephen Freeman.

Interview and Resumé skills – with boys required to prepare a resumé and letter of application for a job, as well as considering the best approach to interviews.

Digital Literacy – examined the ethics and etiquette of communication in online environments as well as the impact of social media on identity.

Self-Awareness and Conflict Resolution – a seminar designed to teach boys how to recognise potential areas of conflict and defuse situations.

Various service activities were undertaken to support local community groups include sandwich making for the homeless and a collection of household items for Christmas appeals.

Music

As the School continues to embrace the Renaissance man concept, it is heartening to see an ever-increasing number of boys taking lessons in music and participating in our ensembles.

Marked increases in Choir numbers have positioned this ensemble as the leading ensemble of the School, and rates as one of the largest choral groups in any boys’ school in Australia. In so doing, it has attracted the attention of the world famous vocal quartets such as The Manhattan Transfer (USA) and The Idea of North (Australia), working with the boys both in workshop and in concert.

As well, the Orchestral program is building rapidly with larger numbers of string players emerging. The Symphonic Concert and Intermediate Concert Bands engage many boys who are players of woodwind, brass and percussion instruments. These groups fly the flag for the School at a number of civic and school events from the annual ANZAC Day march through the city, to the Passing Out Parade. A passion for drumming has enabled a group of boys to form a successful Drum Line, which has captured the interest of many people at outdoor events, most notably, at home rugby games.

Boys are excelling in solo instrumental and vocal endeavours too, with many attaining higher levels of competence, including many performance diplomas. Class music continues to rate highly with boys in elective strands, as they develop skills in musicology, performance and composition. In HSC Music, three boys (Brett He, Ben Stacy and Edward Fedotov) have earned ENCORE nominations for performance.

Led by Director of Music, Mr Barry Walmsley, the whole music team is a creative group of expert teachers, performers and composers, who motivate and direct our boys to the heights of musical excellence.

Drama & Theatre

The King’s Theatre started the year by paying homage to the 80s – an era dominated by roller-skates, outrageous hairstyles and all things ‘Physical’. Staged for the first time ever by a NSW school, Xanadu – The Musical was all about ‘Magic’. A parody of so many things that were the 80’s, it tapped into our love of retro and we dazzled in our love of disco balls and glam. With a cast and crew of over 80 students, audiences were treated to charismatic characters and an incredible energy from the cast, complimented by infectious rock music and tightly crafted choreography – all set against a neon lit stage, giant mirror balls, a huge LED screen and coloured lasers. A groovy hit in a sell-out season!

You Can’t Take It With You, directed by Ms Cecilia Herrera, gave us a glimpse into the lives of a zany, eccentric, yet lovable family. Placed in the living room of the Vanderhof’s home, the cast of Year 10 and 11 Drama students warmed our hearts and tickled our funny bones all amidst an authentically naturalistic set. The play showcased sophisticated and entertaining characterisations by each of the actors and treated audiences to a wonderful mixture of humour, pathos and charm.

Our HSC Drama students impressed their audience (and the HSC examiners) with their final presentation of Group and Individual HSC works. The boys performed a range of pieces to an engaged and packed Drama Studio demonstrating their exceptional physicality, accent work and character creation. In an outstanding effort, the Board of Studies honoured the boys with 14 OnSTAGE nominations. Two pieces were selected to be showcased at OnSTAGE at the Seymour Centre in 2014. Selected was the group piece, Freddie’s Mercury (Edward Bonner, Josh Clarke, Ethan Gordon and James Thomas), along with Edward Bonner’s monologue, The Christian Brothers. In addition, Oliver Morrasut’s, The Merchant of Venice, was shortlisted on reserve. An amazing achievement!
Our new Science Centre is designed to stimulate a young mind with questions. Too often, schools fail to do this and prefer to stuff minds with facts rather than enthral them with wonder.
Let's have a look at the pros and cons.

CONS
1. Ineffectual
Albert Einstein opined that education was that which remained when everything learnt (at school) had been forgotten. This is not good press for our teachers who also come in for a bit of stick with sayings like, ‘Those that can’t do, teach’ etcetera.

2. Irrelevant
70% of what is learnt in schools will probably be irrelevant within a nanosecond of leaving school and a significant part of the balance will be out of date within a few years. I needed to remember the major exports of French Equatorial Africa. As a country, it doesn’t even exist today!

3. Unhelpful
If the only certainties in life are death and taxes, why do we not teach these topics in schools? If money is meant to make the world go around, then it is no wonder economic growth is close to stationary when we release children into society with no knowledge of financial matters. We could also look at many other essential life-skills that are often not taught in schools.


4. Out-dated
Contemporary technology releases children from the encyclopaedic authority of the teacher. Our children live at a time when knowledge is only a press of a button away. This is the age of massive open, online courses (MOOCs) that can be accessed by students with nary a need to enter a school. This is the age of flipped classrooms where that which was once taught in school is flipped to the home. With lessons stored online and powerful search engines that not only give information but teach it, who needs schools?

5. Poorly staffed
‘Ahhhh’ – I hear you say. What about the magical interaction between student and teacher? What of the chemistry that exists between pupil and mentor and the modelling by teachers of what it means to be a life-long learner? Undoubtedly, the great teacher exists, but so does the burnt-out cynic, clock watcher and catastrophic teacher who has snuck into the profession with a Year 12 score of forty-something per cent.

PROS
Let’s now look at the other side of the ledger. It’s not difficult to wax lyrical about the transforming impact of a good teacher and the generative impact of an excellent school. I’ve seen both in abundance. Given that such ‘pros’ are already well understood, let’s look at some more ‘fringe’ reasons why schools are still necessary. We need schools to:

1. Babysit
Don’t knock it! If there was not a place that would look after our children, a serious number of parents would not be able to enter the workforce and contribute to the wealth of this land. Schools mind our young and assume duty of care responsibilities which we can happily sue them for if they do not deliver. Yay!

2. Hurt
I mean it. You’ve heard it said, ‘No pain, no gain’. In a world where many children live a pillowed existence, a place with some hard-edges is needed to teach children that a scrapped knee can be an acceptable price to pay for spectacular save in goal.

3. Judge
Ugly – but necessary. The home is not always able to distinguish cute from crud. When the fruit of a parent’s loins performs a song to the adulation of the family, a child might erroneously judge their performance as stellar – which may not prepare them well for the lack of plaudits when they repeat the act elsewhere.

4. Disturb
It is often only when a child is confronted by the skill and example of others are they challenged. Hopefully, they then resolve to emulate and even improve upon their performance. Schools exist to disturb with new possibilities.

5. Worry
Carefree and without an understanding of consequences – a child can skip and play their way into adulthood without a thought about tomorrow. That’s when we need the teacher to tell a child that they will not be allowed to play with animals all day and enjoy a seven figure income as a vet unless they work their proverbial butt off.

6. Parent
Sorry – but it’s true. Schools often have to parent. They sometimes have to provide the breakfast, teach about hygiene and give the talk about birds and bees. They often have to give stability, care and a moral direction to children from families that are permanently or temporarily in a mess.

These pros are not pretty. Rather more attractive is to say we need schools because they enthrall, enable and equip. Because they advance standards that are worthy of the human condition. Because they realise potential and enhance performance. Five – six. It’s a narrow win for schools. Perhaps we need to work at making it less narrow.

Dr Tim Hawkes
Headmaster
Debating

Our fine, young debaters have acquitted themselves well again this year and have been fine ambassadors for The King's School as they travel around Sydney on Friday nights. In Terms 1 and 2 the boys competed in the ISDA Competition, followed by the GPS Competition in Term 3. Many forget that Debating is an extra-curricular activity on top of their academic, sporting, music and Corps commitments. The boys' dedication to achieving their best is, as a result, really commendable.

Debating is an exacting art, an intellectual sport. The 1sts team, Matt Jacob, Max Brighton and James Payor, has certainly had much experience at moving minds over six years of debating. The 2nds team, consisting of Matthew Payor, Rohit Duggal, Ajay Sivanathan, Anupam Parashar, Ben Xie and Henry O’Callaghan were the most successful team over the two competitions and are set to be formidable next year.

This year, debating numbers have grown exponentially, which is a testament to the students' growing awareness as to how valuable these public speaking skills can be. Those who did not make the teams still came along each week and learnt how to craft an argument, to support it with valid and insightful analysis and finally, learnt the skill of thinking on their feet. The greatest fear of many is public speaking and these young men can always be relied upon to speak beautifully – a skill for life.

The School has also been able to attract some fantastic and experienced young coaches, Heath and Vale Sloane, both Old Boys and past Captains of Debating, as well as a group of young Law students who are astute and adroit. Debating is persuasive, interesting, inspiring and enlightening. It is a challenge and it is a skill for life.

Languages

It has been an exceptionally busy year in the School's Languages department. The delivery of the programs has featured a greater emphasis on enabling the students to take more control of their own learning outside of the classroom via a number of web-based language learning platforms, YouTube channels, podcasts and smart phone apps. Staff also incorporated explicit instruction in the use of mnemonic techniques to assist boys in remembering vocabulary and grammar.

Where possible, the programs have been enriched by activities outside the classroom. The Chinese classes have undertaken excursions to temples, exhibitions and other schools to participate in combined learning activities related to Chinese culture. The annual Languages Day saw students cooking a German dessert, enjoying a traditional French breakfast, competing against each other in the inaugural Tour de King’s bike race, participating in The Great Race around the School grounds, learning martial arts and lion dancing, competing in an inter-house table tennis competition and entering a school-wide art competition with a culturally-inspired theme. The School's language exchange program continues to grow in popularity and in response to the growing demand, we are pleased to announce the addition of a new school in France, Ecole Collège Lycée, Saint Michel. Participation in the exchange program continues to yield pleasing results at HSC level and is a fundamental element of the Languages program at King's.

Mock Trial

Throughout the course of 2013, eleven Year 11 students participated in the NSW Law Society's Mock Trial Competition. With a senior member of the legal profession acting as a Magistrate and presiding over the Trials, the cases ranged from animal cruelty, stalking, intimidation and smuggling. Whether the King’s team was Prosecution or Defence, the witnesses and our Barristers and Solicitor prepared cases that were well researched, very credible and expertly delivered.

Making it through to the last eight remaining schools in NSW, our experienced team lost the last Trial by just three points, despite winning their case. The eloquence and intelligence of the boys, coupled with some convincing witness statement deliveries, made for a very enjoyable season. Skills in lateral thinking, analysis of situations, improvisation and communication have been greatly enhanced by the whole Mock Trial experience. Year 10 participants are already jostling for the coveted positions of Barrister, Solicitor or witness for the 2014 season. All good experience for the boys!

Chess

Chess has reached new heights at The King’s School with over 75 students competing in a variety of internal and external competitions in the Senior School. Six teams represented King's in the NSW Secondary Schools Chess Competition, with half of our teams achieving a place in their divisions. Ryan Quek won the Richard Yeend Chess trophy, an excellent effort for a Year 10 student, and HD Tang finished as runner up. The expectation is for another successful season next year.

Cadet Corps

The King’s School Cadet Corps remains woven into the fabric of The King's School. The Cadet Corps and the School continue to dress in the oldest military uniform still worn in Australia and the Corps remains one of the principle leadership and personal development opportunities available to boys at the School. The Cadet Corps passed a milestone this year, its posted strength as over 600 for the first time in its history, a testament to the strength of the program.
Whilst remaining true to its history and that of the School’s, the Cadet Corps has continued to embrace new activities and ways of improving training. This year saw the development of a Medical Platoon, providing first aid support to platoons whilst on Corps Camp. The Cadet Corps has continued to enjoy the opportunities to train within the School grounds, boys being in the unique position of being able to participate in abseiling, camouflage and concealment, a confidence course, orienteering, rock climbing, small bore rifle shooting and watermanship training without leaving the grounds of their school.

The Cadet Corps continues to practice student-based leadership, with staff serving in the Cadet Corps in supervisory and mentoring roles. This year, the Cadet Corps was ably led by its Adjutant, Cadet Under Officer, Matthew Jacob and its Regimental Sergeant Major, Angus Macqueen. They were supported by an outstanding group of Cadet Under Officers and Non-Commissioned Officers. The service of the Year 12 members of the Cadet Corps was acknowledged at the Cadet Corps’ Regimental Dinner and Annual Ceremonial and Passing Out Parade. The Parade, reviewed by Brigadier Philip Bridie AM, Director General Reserve – Army, was praised for its standard.

The Cadet Corps also supported a range of commemorative activities during this year, providing parties of cadets to the Sydney ANZAC Day March, the National Indigenous Veterans Commemorative Service and the City of Parramatta Remembrance Day Ceremony. At the National Indigenous Veterans Commemorative Service, a number of boys were fortunate to meet Her Excellency the Governor.

The effectiveness of the training year was tested during the Cadet Corps’ Annual Camp, held on the Brokenback Range in the Hunter Valley. The competence with which 600 cadets and supporting staff engaged in this training was a credit to the Officers of Cadets and their Commanding Officer, Major Andrew Mansfield. The boys of the Cadet Corps operated as independent platoons that provided opportunities for the development of teamwork and leadership skills. The standard of training achieved, the safe manner in which it occurred and the bonds of friendship formed amongst the boys, marks the Cadet program at King’s as one of our most valued activities.

The Gold Sailing Expedition to New Caledonia expanded to include a record 42 boys and 10 staff. A range of testing conditions was encountered, however, the boys showed strength and courage during the expedition. Mountain bike riding and the Cadet Corps trek challenged the junior boys for their expedition component of the Award. New options currently being undertaken include canoeing as an alternative option for those boys working towards their Gold Award.

Staff training included off-shore sailing credentials and systems administration. These will add to the provisions possible for our students as the Duke of Edinburgh Program moves further towards a bright future at King’s.

Community Outreach

Fifty five young men from Year 10 participated in the Community Outreach Program this year and actively and conscientiously represented the School in many fields of endeavour, seeking to help those less fortunate.

Boys assisted the Hillsong Church in their preparation for Christmas ministries and worked with moderately and severely disabled adults at Minimbah Challenge in Marsfield. The boys also engaged the residents and clients of the Baptist Community Services and Anglican Retirement Villages in conversation, games and music. Of special interest, three boys worked at Old Government House in Parramatta, re-establishing historical links between the House and the School.

Each boy within the Program completed at least 80 hours of community service, seeing them grow and develop as a result of their experiences. Those in the wider community have also benefitted from the selfless efforts of boys from Community Outreach Program at The King’s School.

Duke of Edinburgh Program

The boys in the Duke of Edinburgh Program again increased in number and capacity as they worked toward the three levels of the Award. 26 boys graduated from Year 12 with their Gold Award and that number appears to be a goal for the many Silver applicants following them in Years 10 and 11.
Leadership can be quiet and unassuming. It can be found in a gentle word of encouragement, helping another, steering a conversation, offering a suggestion or some small service.
We have just inducted our new team of monitors in the Senior School. They are an impressive bunch and will be led by: Hugh Taylor - School Captain and Zac Hodge - Vice Captain. In a much smaller school and at a time when dinosaurs roamed the earth, I also found myself elected as School Captain of a King’s School. Quite frankly, I was not very good in this role. Many of my best friends were expelled and I was very lucky not to join them.

The thing I found most difficult was the requirement to be a representative of the School and the requirement to be a mate to my friends. The two were often in conflict. Therefore, I am impressed that Hugh, and his monitorial team, are so willing to take on the complexity of student leadership. It is not a job for the faint-hearted.

It’s difficult to know how to advise a son who is frightened of student leadership except to advise he is not alone. There are many who don’t want to engage in an activity that might be demanding. However, the risk these boys take is to sleep through their lives and limit themselves to the drowsy role of spectator. Our sons need to be encouraged to accept the challenges of leadership and not live a cushioned existence in which they limit themselves to voyeurism.

A son needn’t worry if he’s not a superhero and needn’t worry if he isn’t in the 1st XI. Not all leadership is about heroics. Leadership can be quiet and unassuming. It can be found in a gentle word of encouragement, helping another, steering a conversation, offering a suggestion or some small service. These are tasks that all can fulfil, and thus, everyone should recognise that they are a leader in some form or other.

To an ongoing protest of, ‘You must be joking. Just look at the idiot in charge of my School’, a son can be reminded that although endangered, leadership is not yet extinct. Effective leadership can still be found in society. It’s just that those who are leading are not necessarily in leadership positions, and those in leadership positions are not necessarily leading.

There are no miracle ways to generate authentic leadership skills. Any initiative that claims to have the incantation necessary to turn a son into a gifted leader needs to be treated with some suspicion. However, a son can be encouraged to:

- Take responsibility for the pet
- Mentor a younger sibling
- Learn to set the dinner table
- Organise themselves for school
- and that sort of thing.

It needs to be remembered that even without trying every son has an awesome amount of power. This power should not be underestimated. Even if they think themselves bottom feeders in the sea of life, they need to understand they still have power, and this power needs to be used wisely. They have the power to grant life. They have the power to let things live or die. On seeing an insect, they have the power to squash it or allow it to live. They can also plant seeds, tend gardens and feed the cat. These activities may seem silly and inconsequential. But not to the cat.

A leader is not always someone with an impressive office, significant responsibilities and a reserved car-park spot. A leader need not even be someone with rank, power or a model boat collection. If our words direct and our actions inspire, we are leading. If we cause another to follow our example, we are leading.

Dr Tim Hawkes
Headmaster
Rugby

2013 saw the introduction of the first Home and Away competition in GPS history for the 1st and 2nd XV premierships. The 1st XV began the season slowly, however, each game saw the team improve dramatically to finish the season in fourth place, with three impressive victories to conclude the year, including a memorable victory against St Joseph’s on the JS White Oval on the Old Boys’ Homecoming Day.

The team was led brilliantly by Jack McCalman, who went on to captain the Australian Schoolboys team for the Tri Nations Tests in Sydney and the United Kingdom Tour at the end of 2013. He was joined at the Australian Schoolboys’ Championship by Corey Tulloch, Will Davies and Rory Davis.

The coaching staff has never been stronger than it was this season across all age groups and on the back of a development tour by 30 players to the United Kingdom and France in December 2013, King’s should be a dominant force in next year’s competition.

Football (Soccer)

With record numbers of 450 boys choosing football as their winter sport this year, a total of 31 teams ran out each week in the King’s colours to represent the School. The enthusiasm of the boys and their coaches for the game continues to raise the profile of the sport in the School and its wider community. The big highlight this year was the commemorative game between a King’s XI team and a Western Sydney Wanderers’ XI team, recreating the first recorded football match in Australia and celebrating our historical links with the newly formed A League club.

On the pitch, our 1st and 2nd XIs competed with tenacity and distinction and enjoyed a marvellous start to the GPS season. Whilst two unfortunate results for the 1sts ended their premiership ambitions, they finished admirably in the final game, coming back to draw against premiers. Individual excellence was rewarded with four players selected to GPS representative teams; Reuben Vijayakumaran and Seb Croker in the 1st XI and James Shepherd and Ben Safari in the 2nd XI. Other teams enjoyed varying degrees of success but continued to enjoy training and playing the beautiful game and the increasing prominence and recognition football is enjoying as a mainstream sport in Australia.

Cross Country

There were some fantastic results from the Cross Country boys this season with many individual success stories, not necessarily from those who went out and won their respective age group, but rather from those who showed significant improvements as the season progressed, running their hearts out for The King’s School. The Open team placed a close second, with Jack Stapleton, Maine Vidler, Henry Bell, Isaac Hall and Jackson Lee all contributing strongly. Jack Stapleton and Maine Vidler were rewarded for their impressive performances with selection in the AAGPS team. With solid improvements throughout the season in both the Junior and Intermediate teams, the teams look to remain strong in the coming years.

Snowsports

In 2013, the King’s Snowsports team grew to its largest contingent thus far. With 51 Senior School students combining with 37 from the Prep School, it was certainly a team to be reckoned with. The format of the competition saw many boys compete at their best in the Northern Region Championships, where the School was ranked No. 1 after incredible results on very little snow.

Having blitzed the first round, most boys qualified for the NSW Championships. It was here that the School again did well with many medals awarded and nearly one team from every age division and discipline having made it through to the National Championships. Mt Buller was the venue for the final event, the National Championships, on what could only be described as a very warm occasion in early September. This event started off with great results in the Cross Country with Bronze medals to the team of Angus Allen, Gus Grinham and Jamie McDonald in the Years 7 and 8 divisions. Later that day, the medal tally was added to with the Senior Cross Country team of Jack Cook, Oliver Martin and Lachlan Sharp winning a Bronze also.

Perhaps the performance of the meet for King’s went to Benjamin Selig for gaining Bronze in his Age Division for Alpine and a Silver for Skier Cross.

Equestrian

2013 marks the 21st anniversary of the North West Equestrian Expo. From the modest beginnings of about 40 riders competing on the high school oval, this event has evolved into the oldest and biggest high school event in Australia. This year attracted more than 500 schools with over 620 riders, each of them displaying considerable skills in a wide range of events from dressage, show jumping, sporting events, cross-country, hacking, polocrosse, team penning, working horse challenge and an event called the Warrumbungle Way which is meant to simulate a day in the life of a stockman performing various tasks like whip cracking and roping. Every year the small town of
Coonabarabran comes alive with horsemen and women from across the state. Every inch of the Showground and adjoining racecourse is taken up with camping sites from each school with their campfires, tents, floats, horses and supporters. It is such a unique sporting event where male and female secondary students from Eastern Australia compete against one another over five days of competition. The competition caters for elite riders in Olympic disciplines, as well as pleasure riders with graded divisions in most events.

King’s had 10 riders ranging from Year 7 to Year 11 and despite being a small team, came away with a swag of ribbons and awards. The most successful riders were William Sylvester (Champion 14 years boy rider over the five days), Hector MacIntyre (Reserve Champion) and Angus MacDonald (Reserve Champion 13 year old boy rider).

**Shooting**

The Shooting Club continues to operate and attracts a good range of interest from all areas of the School. The Friday afternoon Smallbore sessions attracted over 90 participants from Years 8-12 over the first two terms of the year and on most days of operation, more than 40 boys participated. Many boys were successful at making their way through the grades and developed their skills in application target shooting. A squad of 17 boys participated in the annual Shooting Camp, held at Belmont Range in Brisbane in the June/July Holidays in preparation for the AAGPS shooting matches at the start of Term 3.

Both the 1st and 2nd teams were competitive at GPS level. The 1sts enjoyed a second place in the Rawson Cup match and finished a credible fourth overall in the GPS standings. Some results were close, however, the number of shots falling ‘just’ out cost us a better placing in the premiership.

Many of those representing in Shooting for the first time took their places in the 2nds team and shot very well. Though inexperienced, the efforts at camp seemed to pay off and the team earned a well-deserved second place in the 2nds Premiership. The Captain of Shooting, Jack Gaff, was outstanding during the competition and was well rewarded with a place in the Combined GPS Team.

**Athletics**

The 118th AAGPS Athletics Championships was held in May with perfect conditions for track and field. It was one of the great GPS carnivals on the calendar and King’s had a very successful day. The atmosphere was extraordinary and the support for our athletes was inspiring. With so many great performances, one could only admire the skill, effort and determination displayed by all athletes on the day.

In the main event of the day, our senior team was crowned GPS Champion, completing our School’s 5th Championship win in six seasons. Our Intermediate team showed great determination to finish a creditable 4th place. The junior team rallied late in the day to finish narrowly behind Newington College in a wonderful performance from our young athletes, which bodes well for the future prospects on the track. There were some amazing individual performances by our boys collecting 19 1st places, 15 2nd places, 7 3rd places to ‘place’ in 41 events out of 82 in total.

**Four King’s boys broke five GPS records:**

- Ruvin Baddevithana U16 200m: 22.49s
- Harry Andrews Open Hurdles: 14.18s
- Josh Clarke Open 100m: 10.65s
  Open 200m: 21.47
- Jack Stapleton Open 1500m: 3m.52s

Captains, Jack Stapleton and Josh Clarke, led by example with Josh collecting the sprint double, capping a remarkable run having never been defeated in the 100m in any GPS Competition over his six years at King’s. Harrison Andrews was magnificent in the 110m hurdles, however, it is arguable that our best all round Individual performance of the day came from Jackson Kang, who collected 1st place in four events, U17 100m, 200m, 110m hurdles and U17 4 x 100m relay. Jackson was simply outstanding.

**Cricket**

Cricket continues to grow at The King’s School with the 2012-2013 season seeing King’s represented by 21 teams from U13s to the Opens. Our 1st XI finished the season strongly to be placed third on the competition ladder, but it was, once again, the 2nd XI who took the honours after winning back-to-back premierships.

The Captain of the 1st XI, James Shepherd, was again selected in the GPS representative team to take part in the NSW Schoolboys’ Championship, which held its final day of the Championship playing on our magnificent Doyle playing fields.

With high standard training facilities that rival many 1st Grade Cricket Clubs, King’s cricket will continue to produce high class young cricketers who will help the challenge for future premierships.
There is a dedication to learning throughout the School and an enjoyment of the renaissance activities of music, theatre, debating and art.
Basketball

With more than 350 boys competing in 36 teams throughout the summer season and several teams playing in the Preparatory School, interest and enthusiasm is high.

Many boys in the program led by Head Coach, Delmas Green, continue to gain District and State representative honours such as Jayden Prakash who captained this year’s NSW U/16 Metro team to a silver medal. Jay Green, along with Jayden, has gained selection in the 2013/14 NSW U/18 squad. Additionally, Josh Green, Jack Taylor, Jayden Prakash and Jay Green are part of the Basketball NSW National Intensive Training Program for prospective elite athletes. Jay Green also gained selection in the 2013 GPS 1sts team.

The School program provides aspiring players with a substantial platform from which to reach their Basketball goals. Matthew Andronicos (‘10), currently playing in an NBL team in Cairns, had the honour of representing Australia in the Stankovic Cup and University Games this year.

The School’s two elite teams take part in the AAGPS competition during the summer season of sport and also take part in numerous tournaments during the season, including the Australian Schools Championships held in Melbourne. The teams are proving worthy competitors, with the 2nds already winning the major tournament leading into the 2013/14 GPS season.

Swimming

The swimming season always comes and goes quickly. It may be a short season but it is always a highly competitive one, where boys train hard and race well in the hope of making it into our GPS team and beyond. Whilst there were only two records broken at our annual School carnival, there were a total of eight records broken during the last of the GPS Carnivals, by two of our outstanding swimmers, Peter Topalidis and Ciaran Loh. The junior team ended up second and the senior team finished third, with King’s finishing third overall.

We had a total of 12 boys selected into the GPS team to swim the CIS Championships early in second Term. They were: Mohan Huang, Ash Nicholls, Ciaran Loh (selected in 7 events), Aiden Jackson, Hugo MacKenzie-Wood, Tom Dickinson, Gordon Foung, Peter Topalidis (also selected in 7 events), Callum Anderson, John Murphy, Brian Lee, and Hamish McMahon.

Ciaran Loh swam beautifully, winning two gold medals in both his Butterfly events, and gained our only selection into the NSW All-Schools Championships. He competed in the NSW All-Schools Championships and gained a silver medal in the 14 years 50m Butterfly event and just missed a podium finish in the 14 years 100m Butterfly.

Apart from successes in the GPS and CIS, boys from the team swam in the Annual Splash for Cash event raising over $7,000 for the Deaf and Blind School. The King’s team, along with boys from the Prep, won first place for the team raising the most money for the event.

Rowing

Rowing at King’s has again proven to be a worthy sport. The discipline and life skills gained from this tough and gruelling summer sport are second to none. There was great success again at the AAGPS regatta with the 3rd and 4th IV winning in their respective events and almost all other crews placing on the podium, enough to gain the overall point score for the third time in four years. The junior program also performed exceptionally with a second place in their division of the point score, indicating good things to come.

There have also been some significant works carried out at the Putney site in the past few years and the Pellisier Road address has never looked so good. Other significant results were a Gold medal for the Men’s Under 19 Quad at the NSW State Championships. This crew of Will Taylor, James Greentree, Scott Munro and Robert Black placed third at the Australian National championships. Robert Black went on to be selected in the Australian Junior Quad and competed successfully at the World Junior Championships in Lithuania in early August this year.

Tennis

The GPS Premiership shield has been returned to The King’s School, with the 1sts going through the 2013 season undefeated. Numbers continue to be strong and the School continues to reap the rewards of having facilities and coaching staff that are second to none in schoolboy tennis. This year King’s travelled on its annual Melbourne tour in January to coincide with the Australian Open, as well as Albury for the National Schools’ Challenge on grass.

Our top-level players continue to compete in tournaments both locally and internationally, as well enjoying the opportunities presented by the ETP Program. Tennis has reached new heights, rising through the tiers of various competitions to become one of the most successful boys’ team in NSW.
Mountain Biking

2013 saw the construction of a world class Mountain Bike track at King's. Sponsored by a generous parent, the Tasmanian firm, Dirt Art, was employed to complete a course that made good use of the woodland area within the grounds and its many rock ledges.

A fleet of 20 mountain bikes was purchased enabling a small group of enthusiastic boys to take to the track. The School was thrilled to have the course officially opened by Cadel Evans on 3 November 2013. Cadel was the World Champion Mountain Bike rider for a couple of years before he took up road racing. The Mountain Bike initiative has proved very popular – particularly with boarders on the weekend.

Chaplains, Church and Chapel

We share many blessings as members of the King's Community. The relationships we develop, the opportunities that abound and the facilities that we enjoy are amazing. This year the Chaplaincy Team encouraged us to “Reach Out” with the blessings that we have received. We firstly investigated how God reached out to us through his Son Jesus with a focus on the famous verse John 3:16. We then reflected on how we can reach out to those in need in our community and world.

The year began with a flourish. During our first Chapel Service, Mr Fred Buyinza spoke about the School he has established in Rwanda. Within a few weeks we had raised thousands of dollars to pay for the land upon which Fred's school is situated. What an excellent way to begin our year of “Reaching Out”. In quick succession our “Christian Focus Week” was held in mid-February. Rev Simon Jackson spoke at Chapel and various student seminars and small group sessions were led by 41 God Squad members who were either Old Boys or youth leaders from local Churches. One of the great highlights of the year was each House presenting the charities which they support with their time and energies. It was encouraging to see students sharing about the wonderful work these organisations do.

Building Program

2013 has been a year of vigorous building. At the start of the year, the School opened the first of its renovated and enlarged boarding houses. The Broughton Forrest boarding house looks magnificent. Its gracious terracotta colonnades and sandstone features outside herald a generous and comfortable boarding house inside. The kitchen, games room and common room areas are impressive in their functionality and design. The bed-studies and air-conditioned rooms are thoughtfully designed to offer both privacy as well as spaces for community living.

It is hoped to start the renovation of Baker Hake early in 2014 and to maintain the momentum of upgrading all our boarding houses. The Old Forrest building has been reduced to a skeletal state prior to it being transformed into two generously proportioned day houses. The students of Kurrle and Wickham will move into their new day house at the end of Term 1, 2014.

The day house renovation program will eventually see a new Senior School day house 'village', close to the academic precinct. With three times the area of the old day houses, the new day houses will provide a comfortable home-away-from-home. The conversion of the old Forrest building into two new day houses will be followed by the conversion of the old Macarthur building and the old Hake Harris building.

The most significant building program in many years has been the construction of the new Science Centre. Offering 18 laboratories and an industry grade research facility for up to 16 scientists, the new
Over the Spring Festival weekend around 1,000 works of art were on display across three venues. There were also a number of other attractions to interest the whole family such as market stalls, jewellery, gourmet food, musical performances, a fun fair, special children’s performances and events and a display of some 1,800 vintage British cars organised by the All British Car Club.

The media was very present across the weekend with BBC World News conducting a radio interview on Saturday and Channel 7’s ‘Sunrise’ program running a two and a half hour focus on the School, the Festival and the All British Car Rally on Sunday. The Discovery Channel was also present, filming an episode of a global network program, ‘Trading Up’, featuring the All British Car Rally at King’s.

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.

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 2013 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.

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 faithful 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 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 contribution they make to the leadership of the School and for being the architects of another strong year.

Members of the School Executive for 2013 were:

- Mr Peter Allison
- Mrs Belinda Baxter
- Mr Greg Blackman
- Mr Rob Chandler
- Mr Geoff Dornan
- The Rev Stephen Edwards
- Mr Michael Eggenhuizen
- Mr Bruce Hilliard
- Mrs Rachel Johnston
- Mr Kevin Lee
- Mr Graham McGregor
- Dr Andrew Parry
- Mr Malcolm Powys
- Mr Justin Walkden-Brown
- Mrs Julie Wright

Council

I record my deep appreciation for the service given by the Council of The King’s School. Managing a multi-million dollar concern and running an organisation of significant complexity requires astute governance. In this, The King’s School has been well served. It is the wisdom of The King’s School Council that has choreographed to the current health of the School.

2013 has seen some significant changes in our Council. With The Most Reverend Dr Peter Jensen stepping down as President of The Council of The King’s School, the School welcomed, the new President, The Most Reverend Dr Glenn Davies, as its Guest of Honour on Speech Night. King’s also experienced a change in the Chairmanship of Council. After 15 years as Chairman, The Reverend Martin Robinson has stepped down, and another great servant of the school Dr Robert Mackay has assumed the position. I place on record my appreciation for the devotion shown by Mr Robinson in the fulfilment of his duties as Chairman. He has been tireless in his dedication and been as constant as he has been loyal in promoting the School. When one looks back at what has been achieved over the last 15 years, you can begin to understand the effectiveness of Mr Robinson’s leadership as Chairman. I extend to him my profound thanks for his diligent pursuit of that which is best for King’s over many years. I also welcome Dr Mackay as our new Chairman of Council.

Having served on Council for nearly two decades, having been an Old Boy of the School and having been the father of a Kingsman, there are few who are better qualified for this position. A compassionate and caring man with an eye for proper process and unified action, Dr Mackay will be enormously effective in his new role.

2013 also saw two great stalwarts of Council step down. Mr Bill Carpenter has served the School as Council member, Chairman of Futter Trust and as Chairman of the Tudor House Council for many years. The sacrifice Mr Carpenter has shown as he has discharged his duties has been both as humbling to watch as it has been inspirational to witness. Mrs Barbara Gordon was able to bring to Council and educator’s heart. This has made her contribution to Council invaluable for the years she has served as a Governor. Enormously supportive, hugely empathetic, Mrs Gordon has added an important dimension to Council. To all Members of Council, I thank them for their leadership throughout 2013.

Members of the School Council for 2013 were:

- The Most Reverend Dr P Jensen
- The Rev Dr Hugh Cox
- Dr Glenn Davies
- Mr R A Davis
- (President)
- Mrs B E R Gordon
- Mr J D Lane
- Mr W McI Carpenter
- Mr B R Larking
- The Rev M B Robinson
- Mr J E Lloyd
- The Rev Canon Dr D Claydon
- Mr A E D Mobbs
- The Venerable K P Allen
- The Rev Canon B H Morrison
- Mr L D S Waddy, AM, RFD
- Mr R A Davis
- Mr M J Webeck

Conclusion

2013 has been a good year for the School. We have maintained our traditional areas of strength and have augmented these with a growing reputation in other areas. Particularly pleasing has been our ongoing academic strength. There is a dedication to learning throughout the School and an enjoyment of the renaissance activities of music, theatre, debating and art. When aligned with good sporting results and an ongoing commitment to the development of character and leadership, we find ourselves with a well-balanced educational offering within the School. I thank all those within The King’s School community who have contributed to making 2013 such a dynamic 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 OAM
Headmaster