



The King's School

ANNUAL REPORT 2012

Educational and Financial Reporting

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EDUCATIONAL REPORTING

POLICY

The King's School will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Australian Department of Education, Science and Training. This reporting will include public disclosure of the educational and financial performance measures and policies of the School, as required from time to time.

PROCEDURES

Annual Report

Procedures for implementing the policy include:

- Identification of the staff member responsible for coordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required.
- For each reporting area, identification of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report.
- Determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness.
- Preparation of the report in an appropriate form to send to the Board of Studies.
- Setting the annual schedule for:
 - delivery of information for each reporting area to the coordinator
 - preparation and publication of the report
 - distribution of the report to the Board of Studies and other stakeholders.

Requests for additional data

From time to time the Australian Government, through the Minister for Education, Science and Training, and the NSW Government, through the Minister for Education and Training may request additional information. To ensure that such requests are dealt with appropriately, the School will identify the staff member responsible for coordinating the School's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form.

DEST Annual Financial Return

The School will identify the staff member responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEST in an appropriate form.

Dr T F Hawkes
Headmaster
The King's School

REPORTING AREA 1

A Message from Key School Bodies

A) A MESSAGE FROM THE KING'S SCHOOL COUNCIL

2012 was a strong year for The King's School. A measure of our success was found in the School enjoying record enrolments despite some softening of boarder numbers.

In the Higher School Certificate, the School found itself ranked in the Top 50 Schools for the third time in the last five years as measured by the proportion of Band 6 awards. Although largely a non-selective school, King's is outperforming a number of highly selective schools and is generally accredited with being one of the most successful boys schools in NSW in adding value to a boy's education. In 2012, the School was ranked 40th in the Schools HSC Honours List.

There were a number of other impressive academic performances including every one of our students doing HSC Music receiving a Band 6. In addition, 14 of our students were named in the Top All-Rounders, i.e. gaining a Band 6 in all of their 10 units. There were several nominations for excellence awards for HSC performance. For example, Drama achieved a staggering 20 nominations for OnStage.

Quite apart from sound academic performance, the co-curricular program of The King's School remained strong throughout 2012 with the musical, *Little Shop of Horrors*, playing to packed audiences and the courtroom drama, *Conduct Unbecoming*, also playing to appreciative audiences.

In sport, the School has performed well. In all GPS competitions, the School has remained competitive, winning a significant number of Championships. It was pleasing to see several former students going to the Olympics to represent their country in sport.

The King's School has continued to make a strong contribution to national and international debate on educational matters. The School is an acknowledged leader in boys' education, residential education and in the development of leadership skills in students. King's is an advisor to Federal and State Governments in a number of these areas, continues to publish books and articles on these subjects and to host several conferences related to these matters.

In closing, the School Council is encouraged at the ongoing progress of the School in being a Christian community that seeks to make an outstanding impact for the good of society through its students by the quality of its teaching and leadership in education.

The Reverend Martin Robinson
Chairman
Council of The King's School

B) A MESSAGE FROM THE SCHOOL CAPTAIN

2012 was a good year for The King's School with King's securing outstanding academic results and cementing its reputation as one of the best performing boys' schools in NSW.

There were 14 boys named in the Honours List for gaining 90% or more in 10 or more HSC units. The academic program in the Prep School is also strong with the Primary Years Program (PYP) attracting a great deal of interest from the local community.

The renaissance element of The King's School continues to thrive with our Visual and Performing Arts program going from strength to strength. The Music program in the Prep School has also been outstanding with the School going on to win several eisteddfods. In the Senior School, our 80-boy choir has performed with distinction, and the musical, *Little Shop of Horrors*, and the play, *Conduct Unbecoming*, reinforced the renaissance element of the School. The School's performance in Debating, Mock Trials and Chess has also been impressive throughout the year.

The Cadet Corps has been busy throughout the year with the highlight being the Annual Cadet Camp held in the Pokolbin State Forest. The King's Cadet Corps is one of the largest in the land and its Regimental Dinner and Passing Out Parade are two of the great events in the School year.

The Duke of Edinburgh and Community Outreach programs have also run throughout 2012, and The King's School Art Show achieved record attendances.

Kingsmen love their sport and 2012 was another season which provided the School with several premiership wins, including; the Junior and Intermediate Athletics Championships, runners-up in the 2nd GPS Rugby and Football competitions, winning the Open Cross-Country competition, having some of the best results ever in the National Snowsports competition, coming runners-up in the 1st GPS Cricket competition and winning the 2^{nds} competition, achieving several wins at the GPS Head of the River and continuing our reputation as being one of the best tennis schools in the land.

Causing great excitement amongst the boys throughout 2012 was the ongoing building program which has seen a start on the upgrading of our boarding facilities and the building of our new Science Centre.

In general, morale in the School is strong with Kingsmen showing good support for their School and a great appreciation for the opportunities it offers.

Jack McCalman
School Captain
The King's School

REPORTING AREA 2

Contextual Information about the School

The King's School Parramatta is Australia's oldest independent school and perhaps its best known. Founded in 1831 by command of King William IV of England, King's was established as a boys' school that would provide Australia with its next generation of leaders. Situated on 300 acres of beautiful parkland in the demographic centre of Sydney, King's has also endeavoured to give educational leadership by contributing richly to educational and social debate. Its teaching resources, particularly in the area of boys' education, boarding and the developing of leadership skills, are used around the world.

An academically strong school, King's has a reputation for adding value, with over 80% of its students characteristically going on to university or college. The School has an outstanding gifted and talented program affording the best features of an academically selective school (enriched teaching and sound scholarship designed to realise academic potential), with the best features of a non-selective school (a balanced education and the capacity to improve a boy's academic standards).

King's is in high demand because it offers academic excellence with character development. For example, a unique four year training course in leadership is undertaken by Kingsmen in the Senior School. Crown Princes, leaders of Political Parties, authors, actors, Christian thinkers, military leaders and a wide range of leaders in many other professions have been educated at King's. It is a school committed to the development of good character and those values that are consistent with a caring, Christian community.

King's is a member of the 'Great Public Schools' (GPS) and is one of the leading sports and performing arts schools in the land with many of its students going on to international prominence. A K-12 day and boarding school, King's combines the fine traditions of the past with a modern and contemporary curriculum.

King's accepts boys from four years of age and upwards. The Prep is a boy heaven where fun and exploration combine with serious scholarship to prepare a boy for secondary school. Year 7 is the first year of secondary school and a major point of entry. There are about 360 boarders at King's and about 1140 day students.

Within society, there is often talk about a school either being good academically and at things such as music, drama and chess, or it can be good at the rather more physical pursuits such as sport and cadets. The limitations of this "either – or" thinking have never been allowed to impinge on our thinking at King's. We believe it is entirely possible to excel in both domains of educational activity.

In this, 2012 has been an encouraging year, with The King's School producing excellent academic results as well as some wonderful sporting results. There were also many fine cultural and philanthropic initiatives taken throughout the year – enough to encourage the School community that we are making good progress in our mission to:

Be a Christian community that seeks to make an outstanding impact for the good of society through its students, and by the quality of its teaching and leadership in education.

Leadership in education is expressed in our high profile in the media and a strong contribution to educational debate on matters such as NAPLAN and the “My School” website. The mission of The King's School is to enrich and edify people on both sides of the school gate.

More specific details about the School may be seen at the My School website at <http://www.myschool.edu.au>.

Among staff, ongoing training has occurred in the areas of first aid, occupational health and safety and in child protection. Of particular note, was the introduction of a life-skills course for students in Year 10. The *Boys to Men* program is an iconic educational initiative that seeks to ensure that a King's education remains relevant not just for a year or two, but for life.

There remains within The King's School, a desire to pursue excellence. The leadership role the School takes in educational debate within Australia is significant and marks King's as one of the most exciting and innovative schools in the country.

Dr T F Hawkes
Headmaster
The King's School

REPORTING AREA 3

Student Performance in National and Statewide Tests and Examinations

YEAR 12 - HIGHER SCHOOL CERTIFICATE RESULTS

From the 187 students (including one Year 11 student accelerated in Chemistry) who sat HSC exams at The King's School in 2012, there were a total of **278** Honour Roll credits earned from **100** students who achieved 90% or more in at least one subject.

In 2 Unit courses:

- 2012 – 222 marks of 90% or above in Band 6
- 2011 – 171 marks of 90% or above in Band 6
- 2010 – 136 marks of 90% or above in Band 6
- 2009 – 208 marks of 90% or above in Band 6
- 2008 – 220 marks of 90% or above in Band 6
- 2007 – 119 marks of 90% or above in Band 6
- 2006 – 119 marks of 90% or above in Band 6
- 2005 – 127 marks of 90% or above in Band 6

In Extension courses:

- 2012 – 56 marks of E4 (45/50 or above)
- 2011 – 46 marks of E4 (45/50 or above)
- 2010 – 42 marks of E4 (45/50 or above)
- 2009 – 32 marks of E4 (45/50 or above)
- 2008 – 47 marks of E4 (45/50 or above)
- 2007 – 35 marks of E4 (45/50 or above)
- 2006 – 24 marks of E4 (45/50 or above)
- 2005 – 37 marks of E4 (45/50 or above)

DISTINGUISHED ACHIEVEMENT AT THE 2012 HSC EXAMINATIONS:

Curtis Goding: 3rd in the State for **Drama**
Jak Bukovinsky: 12th in the State for **Business Studies**

Scoring 90 marks or above in 10 or more units at the HSC: 14 boys

Digby Allen	Hugo Benness
Scott Bennett	Alex Brooks
Avinesh Chelliah	Curtis Goding
Frickson Kho	David Konstantopoulos
Ryan Liddle	Thomas Lysaght
Harley Milano	Eric Mok
Scott Noh	Paul Ryu

Table 6 illustrates the number of students who achieved Bands 4, 5 and 6 compared to those at the lower end (Bands 1-3). In thirty-one out of thirty-two 2 Unit subjects, students performed above the State level.

Table 6: Higher School Certificate Examination results – 2 unit courses

Subject	No of students	Bands 4-6		Bands 1-3	
Agriculture	18	School: 78%	Statewide: 46%	School: 22%	Statewide: 54%
Ancient History	18	School: 67%	Statewide: 54%	School: 33%	Statewide: 46%
Biology	37	School: 100%	Statewide: 63%	School: 0%	Statewide: 37%
Business Studies	66	School: 88%	Statewide: 67%	School: 12%	Statewide: 33%
Chemistry	42	School: 98%	Statewide: 71%	School: 2%	Statewide: 29%
Design & Technology	8	School: 100%	Statewide: 78%	School: 0%	Statewide: 22%
Drama	28	School: 100%	Statewide: 83%	School: 0%	Statewide: 17%
Earth & Environmental Science	7	School: 100%	Statewide: 73%	School: 0%	Statewide: 27%
Economics	37	School: 95%	Statewide: 72%	School: 5%	Statewide: 28%
Engineering Studies	15	School: 93%	Statewide: 74%	School: 7%	Statewide: 26%
English Standard	23	School: 61%	Statewide: 51%	School: 39%	Statewide: 49%
English Advanced	151	School: 97%	Statewide: 89%	School: 3%	Statewide: 11%
English as Second Language	13	School: 85%	Statewide: 64%	School: 15%	Statewide: 36%
Geography	23	School: 83%	Statewide: 66%	School: 17%	Statewide: 34%
Industrial Technology	27	School: 93%	Statewide: 62%	School: 7%	Statewide: 38%
Information Processes & Technology	8	School: 88%	Statewide: 61%	School: 12%	Statewide: 39%
Legal Studies	24	School: 100%	Statewide: 69%	School: 0%	Statewide: 31%
General Mathematics	88	School: 81%	Statewide: 51%	School: 19%	Statewide: 49%
Mathematics	57	School: 98%	Statewide: 79%	School: 2%	Statewide: 21%
Modern History	47	School: 85%	Statewide: 74%	School: 15%	Statewide: 26%
Music 2	5	School: 100%	Statewide: 85%	School: 0%	Statewide: 15%
PDHPE	38	School: 84%	Statewide: 63%	School: 16%	Statewide: 37%
Physics	72	School: 89%	Statewide: 67%	School: 11%	Statewide: 33%
Senior Science	N/A	School: %	Statewide: %	School: %	Statewide: %
Software Design & Development	7	School: 100%	Statewide: 57%	School: 0%	Statewide: 43%
Studies of Religion I	1	School: 100 %	Statewide: 72%	School: 0%	Statewide: 28%
Studies of Religion II	9	School: 89%	Statewide: 72%	School: 11%	Statewide: 28%
Visual Arts	20	School: 100%	Statewide: 89%	School: 0%	Statewide: 11%
Chinese Continuers	4	School: 100%	Statewide: 97%	School: 0%	Statewide: 3%
French Continuers	5	School: 100%	Statewide: 88%	School: 0%	Statewide: 12%
German Continuers	4	School: 50%	Statewide: 80%	School: 50%	Statewide: 20%
Latin Continuers	2	School: 100%	Statewide: 98%	School: 0%	Statewide: 2%
Primary Industries	7	School: 71%	Statewide: 67%	School: 29%	Statewide: 33%

Table 7 below illustrates the number of students who achieved Extension Bands E3 and E4 (35 or more marks out of 50) compared to those at the lower end (Bands E1 and E2). In all six extension subjects, students performed above state level.

Table 7: Higher School Certificate Results – Extension Units

Subject	No of students	Bands E3-E4		Bands E1-E2	
English: Extension 1	27	School: 93%	Statewide: 87%	School: 7%	Statewide: 13%
English: Extension 2	4	School: 100%	Statewide: 78%	School: 0%	Statewide: 22%
Mathematics: Extension 1	33	School: 100%	Statewide: 85%	School: 0%	Statewide: 15%
Mathematics: Extension 2	15	School: 100%	Statewide: 88%	School: 0%	Statewide: 12%
History Extension	9	School: 78%	Statewide: 66%	School: 22%	Statewide: 34%
Music Extension	6	School: 100%	Statewide: 99%	School: 0%	Statewide: 1%

Congratulations to the following Year 12 boys on being nominated for outstanding projects:

Practical Examinations

Nomination for OnStage: Lachlan Beattie, Ben Brighton, Curtis Goding, Bishara Hatoum, Michael Howlett, Calum Mackay, Cameron Peacock, Thomas Pegler, Jarrod Rodrigues, Jack Stephens, Barry Walsh, Alex Walton, Deshan Wickremanayake

Nomination for InTech: Thomas Clark, Jack Gaff, Fergus Lee-Warner, Jacques Lefebvre, Joshua Moore, Filipe Piteira, Nicholas White, Max Wylie

Nomination for ENCORE Composition: Ryland Joyce

Nomination for ENCORE Performance: Benjamin He, Ryland Joyce, Ian Paver, Matthew Sims, Julian Walmsley,

OnStage

Selection for Exemplary Individual Project - Portfolio of Theatre Criticism - Drama: Hugo Benness

OnStage

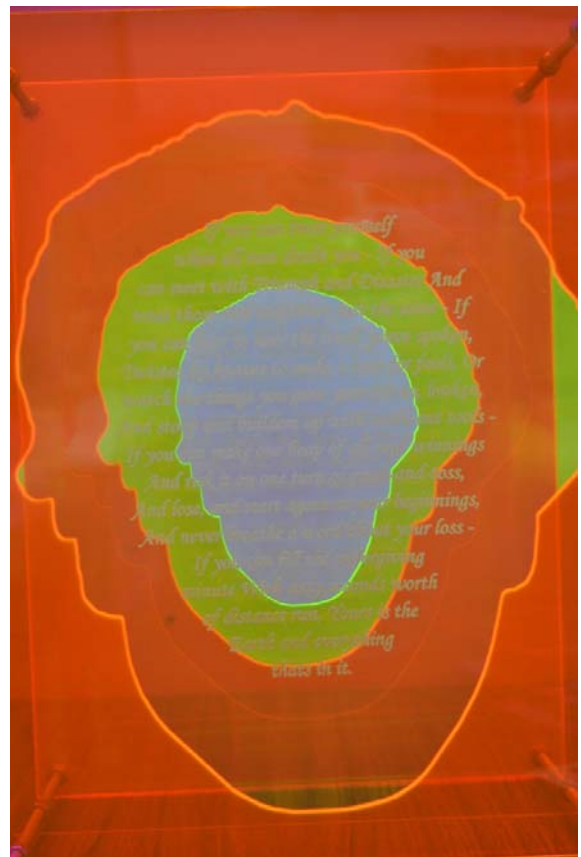
Selection for Exemplary Individual Project – Performance - Drama: Ryland Joyce



ENCORE – Selection for Exemplary Individual Performance for Music: Harley Milano



ARTEXPRESS – Selection for Outstanding Major Projects in Visual Arts: Digby Allen



SENIOR SECONDARY OUTCOMES

Of the 187 students who sat the HSC in 2012, eight (8) boys (4%) undertook vocational or trade training through TAFE-delivered VET courses. Both these boys attained a Year 12 Higher School Certificate as well as attaining the VET qualification for their courses.

In addition, twelve (7) boys (4%) undertook Primary Industries within the School curriculum, attained Year 12 Higher School Certificates which included the examination for Primary Industries as well as attaining the VET qualification for their course.

OUTSTANDING INDIVIDUAL PERFORMANCES – ATAR

Achieving an ATAR of 99 or over:

Scott Bennett	99.90
Frickson Kho	99.85
Avi Chelliah	99.70
Eric Mok	99.70
Hugo Benness	99.65
Scott Noh	99.65
Chamath Herath	99.60
Digby Allen	99.50
Curtis Goding	99.40
Harley Milano	99.30
Tom Lysaght	99.25
Paul Ryu	99.25
Pat Mc Gee	99.20
Ian Paver	99.10
David Konstantopoulos	99.00

COMPARISON OF UNIVERSITY ENTRANCE RANKS 2005-2012

In 2012, using the Australian Tertiary Admissions Rank to analyse our HSC Candidature, fifteen (15) of our students (8%) gained an ATAR of 99 or over and 110 (60%) of our students gained an ATAR over 80. This compared favourably with results over the previous years:

ATAR ≥	2005 %	2006 %	2007 %	2008 %	2009 %	2010 %	2011 %	2012 %	No of students
99	3	1	4	5	5	3.5	1.5	8	15
95	13	11	10	19	20	15	18	26	47
90	29	23	21	36	34	27	33	41	75
80	51	53	48	57	68	56	57	60	110
70	66	69	69	71	81	72	78	77	141
60	82	86	81	82	91	84	88	88	161
50	92	91	87	93	95	93	96	93	170
Students	176	177	188	177	173	172	193	183	183
ATAR Median	80.38	80.90	79.00	83.95	85.45	82.25	84.30	86.80	
ATAR Mean	76.30	77.21	75.83	79.25	81.95	78.25	80.30	81.08	

SCHOOL PERFORMANCE IN NATIONAL TESTS

The King's School has performed well in State-wide tests and examinations sat in both the Prep and the Senior School. The results demonstrate that students at The King's School perform well above the State average in the National Assessment Program – Literacy and Numeracy (NAPLAN).

Performance on The King's School's NAPLAN results are documented on the *MySchool* website: <http://www.myschool.edu.au>

JJ Walkden-Brown

Director of Studies

REPORTING AREA 4

Professional Learning and Teacher Standards

PROFESSIONAL LEARNING

All teaching staff attended four days of compulsory professional learning activities. These days focussed on:

- Sustaining a Learning Culture
- ICT
 - Smartboards
 - Mac Computers
 - 1-1 Laptop teaching
 - Office 2012
 - Windows 7
- Pastoral Care
- OH&S
- Differentiating the Curriculum
- First Aid

In addition to the four compulsory days of professional learning, the following professional learning activities were undertaken by staff in 2012.

TITLE	COURSE DETAIL	NO OF COURSES ATTENDED	NO. TEACHERS ATTENDED
MATHEMATICS	Nat Curriculum - Leading the Implementation	1	1
	The new HSC in Ext 2 Maths	1	2
	HSC Marks Explained	1	2
	Towards Technology Confident Schools	1	2
	Getting the best Ext 1 Maths Results	1	1
	Engaging Maths	1	1
	2012 MANSW Conference	1	2
	The Big Question in Ext 1 Mathematics	2	2
	Preparing to teach Ext 1 Maths	1	2
	Preparing to teach Ext 2 Maths	1	2
	TOTAL		11

TITLE	COURSE DETAIL	NO OF COURSES ATTENDED	NO. TEACHERS ATTENDED
ENGLISH	TTA - Developing Voices: Successful c/writ	1	1
	TTA Exploring Romanticism	1	1
	AIS English Conference 21012 - The Landscape of English	1	1
	AIS Conflicting Perspectives: Julius Caesar	1	1
	Storytelling with Digital Video	1	1
	Engaging Approaches to Poetry/plays/novels/films	1	2
	AIS HSC Simulation Marking Day Module B	1	1
	9th National Interactive Teach and Learn	1	1
	A Tapestry of whole school learning	1	1
	ANC Forum "Where are we now"	1	1
	2012 English Teachers Assocn. Conference	1	1
	Pathways to Learning Anywhere Anytime	1	1
	The Road Ahead with IPADS	1	1
	The Big Day Out for English	1	2
	TOTAL	14	16
SCIENCE	Physics: A Continuum of Learning from 9-12	1	1
	STANSW Physics Teachers Conference	1	1
	Energy Evolution	1	1
	Advanced Higher Order Thinking	2	2
	Physics Teacher's Workshop	1	3
	Science Teachers' workshop	1	1
	NAB Schools First Conference Gala Event	1	1
	USYD Biology Workshop	1	1
	USYD Chemistry Workshop	1	2
	Working Group Primary Industries	1	1
	Aust Assoc for Research in Ed & Asia Pac Ed Research Assoc Conf	1	1
	TOTAL	12	15

TITLE	COURSE DETAIL	NO OF COURSES ATTENDED	NO. TEACHERS ATTENDED
BUS. STUDIES /ECONOMICS	Aust Assoc for Research in Ed & Asia Pac Ed Research Assoc Conf	1	1
	Update of new HSC syllabus	1	1
	Finance Industry Update	1	2
	2012 HSC Economics PD Day	1	1
	Update of new HSC syllabus	1	1
	ELC Economics Conference	1	1
	Finance Industry Update	1	2
	Building a Career in Business	1	1
	Business Educators Australasia Biennial Conf.2012	1	1
	TOTAL	9	11
INDUSTRIAL ARTS	National DATTA Conference	1	1
	TOTAL	1	1
GEOGRAPHY	Teaching the Preliminary Geo Course Stage 6	1	1
	NSW GTA Conference	1	2
	AIS Middle Leaders Training	1	1
	ArcGIS Desktop 1	1	1
	Teaching the Preliminary Geo Course Stage 6	1	1
	TOTAL	5	6
HISTORY	BOS Information Day - North Rocks	1	1
	Whole School Improvement in Literacy	1	1
	IBSC 19th Annual Global Conference	1	1
	TOTAL	3	3
DRAMA	Theatre of the Oppressed	1	2
	HSC Drama Masterclass	1	1
	AIS Drama Conference	2	3
	TOTAL	4	6

TITLE	COURSE DETAIL	NO OF COURSES ATTENDED	NO. TEACHERS ATTENDED
LANGUAGES	AIS Language Teachers Guide IWB Level 1	1	1
	Integrating Technologies in Languages	1	1
	Chinese Teachers' Conference	1	1
	Getting Real in Languages	1	1
	The Language Teacher's Guide to the IWB Lev 2	1	1
	AIS Leadership in Languages	1	1
	ESA Pilot Language Learning Space Workshop	1	1
	TOTAL	7	7
BIBLICAL STUDIES	SOR Judaism Inservice	1	2
	TOTAL	1	2
ESS	AIS Making it work - implementing the planning	1	1
	Reading for Meaning.	1	2
	The ESL scales in secondary classrooms	1	1
	Inclusive Education: Improving academic outcomes	1	2
	AIS Making it work - implementing the planning	1	1
	Depression: Insights & Strategies	1	2
	Teaching & Supporting students with special needs	1	2
	Discussion of WISC IV	1	1
	TOTAL	8	12

REPORTING AREA 5

Teacher Attendance and Retention Rates

ATTENDANCE AND RETENTION RATE

In 2012 the average daily staff attendance rate was 96.4%. The proportion of staff retained by the school from 2011 is approximately 98.6%.

TEACHING STANDARDS

Details of all Teaching Staff

CATEGORY	NUMBER OF TEACHERS
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	116
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	2
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context (Manual, page 39)	0

Note: The teacher in the second category has been employed due to his expertise in his subject. He works directly under the supervision of a qualified teacher, and is currently undertaking study to complete his teaching requirements. He has registered with the NSW Institute of Teachers and currently has conditional accreditation.

R G Chandler

Director of Staff Development

REPORTING AREA 6

Workforce Composition, including Indigenous

WORKFORCE COMPOSITION

The King's School has a total number of 118 teaching staff made up of 105 full-time teaching staff and 13 part-time teaching staff.

Data on teaching numbers can be seen at <http://www.myschool.edu.au>. As well, there are a number of staff who hold responsible positions (eg. Headmaster) and who do not teach Board of Studies curriculum courses.

There are 12 people who provide secretarial/admin support to academic staff. As well, we have over 50 people employed to look after the large grounds, work in the laundry and support boarding staff in the running of boarding houses.

INDIGENOUS STAFF

In 2012, there was no indigenous staff employed at The King's School.

R G Chandler

Director of Staff Development

REPORTING AREA 7

Student Attendance and Retention Rates in Secondary School

STUDENT ATTENDANCE RATES

Average Year Level Attendance

YEAR LEVEL	TOTAL ATTENDANCE (%)*
Kindergarten	96.00
1	96.00
2	96.79
3	96.61
4	95.78
5	96.84
6	96.33
7	97.90
8	97.04
9	96.52
10	96.45
11	97.24
12	98.02
Total average for whole School	96.73

Note: * = includes approved leave

Management of Non-Attendance

Rolls are marked by teachers throughout the day. Parents are required to contact the School if their son is not attending on any given or part of a day. If a student's absence is identified in the morning and a parent has not notified the School, the School will contact parents to confirm their son's absence. After two consecutive days away from School, the School will require a medical certificate.

Boys are required to report to the Staff Centre if they are late, or leaving the School for an appointment during the day. They must return to the Staff Centre upon arrival back at School from their appointment. Parents are required to give their son a note if their son will be leaving the School during the day for an appointment or sign their son's Diary advising of the same.

The Staff Centre of the School carefully monitor students during the school day through the use of the Denbigh system and regularly communicate between the Health Centre and other departments for class absences.

The Denbigh system allows us to monitor the days absent and number of late entries on the student files.

Reports on all the students' movements during the school week are given to both day and boarding Housemasters each week.

Dr A M Parry
Deputy Headmaster

ACTUAL STUDENT RETENTION RATES

85% of students who completed Year 12 at the School in 2012 completed Year 10 at The King's School in 2010.

207 students completed Year 12 at the School in 2012. 196 completed Year 10 in 2010.

Three students left at the conclusion of Year 10 in 2012 to attend other schools and one to post school occupation. Retention rates over the last two years have been steady. Based on information provided, students who leave at the end of Year 10 or later, choose to attend other schools in Australia and overseas, undertake apprenticeships or University Foundation Courses.

Students who left the School at the end of Year 12 following the HSC examination usually proceeded to tertiary education at University.

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

B R Hilliard
Registrar

REPORTING AREA 8

Post School Destinations

Year 10, 2012

Ten boys left either during the year, or at the end of Year 10. One student returned to Austria, one left for family reasons, two for financial, two changed schools while two left to complete their senior studies elsewhere.

Year 11, 2012

Nine boys left during Year 11, 2012. Two relocated, one to Melbourne and one overseas. Five others withdrew to attend another school and two left to post school positions.

Year 12, 2012

Of the 2012 Year 12 Cohort, 79% received an offer for higher Education through UAC. One student has been granted a contract to play Cricket in England. The remaining students are pursuing a trade and studying at TAFE, jackarooing or have employment.

B R Hilliard
Registrar

J Pearce
Archivist

REPORTING AREA 9

Enrolment Policies and Characteristics of the Student Body

THE KING'S SCHOOL ENROLMENT POLICY

The King's School is a comprehensive boys K-12 boarding and day school providing an education underpinned by religious values and operating within the policies of the NSW Board of Studies. All applications are processed in order of receipt and consideration is given to the applicant's support for the ethos of the School, siblings already attending the School and other criteria determined by the School from time to time.

Once enrolled, to maintain enrolment, students are expected to:

- support the School's ethos
- demonstrate appropriate effort, attitude and behaviour
- comply with the School rules

Procedures

1. All applications will be processed within the School's enrolment policy.
2. The School will consider each applicant's supporting statement and interview responses regarding their ability and willingness to support the School's ethos.
3. The School will consider each applicant's educational needs. To do this, the School will gather information and consult with the parents/family and other relevant persons.
4. The School will identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. The School will inform the applicant of the outcome.

STUDENT POPULATION

In July 2012, the School had 1514 students. Of the 1169 in the Senior school, (31%) 364 were boarders and (69%) 805 were day students. The Preparatory (primary) School had two boarders in a total enrolment of 345. As The King's School is a comprehensive day and boarding school, students come from a wide range of geographic locations and backgrounds, including language backgrounds other than English and overseas students.

B R Hilliard
Registrar

REPORTING AREA 10

School Policies

STUDENT WELFARE POLICIES

The School believes that every student has the right to a safe, supportive and caring environment which:

- Minimises the risk of harm and ensures that students feel secure.
- Encourages students to be intellectually able, spiritually aware, socially responsible, emotionally mature, physically healthy and culturally enriched.
- Provides student welfare policies and programs which develop a sense of self-worth and foster personal development.

To ensure that all aspects of the School's mission meet the welfare needs of our students the following policies and procedures are in place.

1. CHILD PROTECTION POLICY

The School policy statement encompasses:

- Legislative requirements
- Roles and responsibilities
- Reporting and investigating
- Reportable conduct
- Investigation processes
- Documentation

Parents may request a copy of the *Child Protection Policy* by contacting the Deputy Headmaster.

2. SECURITY POLICY

The School has a range of policies and procedures relating to security including:

- Procedures for the security of the grounds and buildings
- Use of the grounds and facilities
- Emergency procedures

A Risk Management Committee meets regularly to ensure the safety and security of all students.

A more detailed description of security policies and procedures is found in the Staff Handbook and the Student Handbook.

The minutes of the Risk Management Committee meetings reside with the Deputy Headmaster.

Parents may request a copy of these documents by contacting the Deputy Headmaster.

3. SUPERVISION POLICY

The School has a range of policies and procedures relating to supervision including:

- Duty of care
- Risk management
- Levels of supervision for on-site activities
- Guidelines for supervisors

A more detailed description of these policies and procedures can be found in the School Handbook and the Student Handbook.

4. CODES OF CONDUCT POLICY

The School has a range of policies and procedures relating to Codes of Conduct including:

- Roles and responsibilities for staff and students
- The pastoral system
- Anti-bullying policy and strategies
- Student leadership programs

A Code of Conduct for boarding students has been developed and implemented.

A more detailed description of such policies and procedures is found in the:

- Staff Handbook
- Student Diary
- Student Handbook

5. PASTORAL CARE POLICY

The School has a range of policies and procedures relating to pastoral care including:

- The pastoral system involving Housemasters, Year Coordinators, Tutors School Counsellor and School Chaplain
- Availability of, and access to, special services such as counselling outside the School
- Health care procedures
- Critical incident policy

A Student Support Team meets each fortnight to review students considered to be at risk.

A more detailed description of such policies and procedures is to be found in the:

- Staff Handbook
- Student Handbook
- School Diary
- Minutes of Heads of Department meetings
- Minutes of Student Support Team

6. COMMUNICATION POLICY

The School has a range of formal and informal strategies to facilitate communication between the School, the student, the home, the Housemaster and the Year Coordinator.

Documentation relating to these communication policies are found in the:

- Staff Handbook
- Student Handbook
- School Diary
- School Prospectus, and on the School Intranet

M N Powys
Director of Boarding

PARENTS' AND/OR STUDENTS' GENERAL COMPLAINTS AND GRIEVANCES RESOLUTION PROCEDURE

The following procedure provides a mechanism by which parents and/or students can seek to have a complaint or grievance addressed.

The procedure is not intended to be overly prescriptive nor to impose unreasonable time limits upon any party. It does seek to raise parents' and/or students' awareness that the School acknowledges that such issues do arise from time to time, and the following describes the arrangements that should be observed in order to assist parents and/or students to resolve them.

The School will seek to ensure that any complaint or grievance is resolved at the earliest opportunity and in a timely manner. However, reasonable periods of time must be allowed for discussion at each level of the procedure.

Level 1 – Local

- 1 The complaint or grievance must initially be dealt with, as close to its source as possible, with graduated steps for further discussion and resolution at higher levels of authority.
- 2 Any complaint or grievance that arises shall, where possible, be settled by discussion at its source between the parent and/or student concerned and the responsible staff member, eg Housemaster, subject teacher, Year Coordinator, Head of an Academic Department, etc. Should it be inappropriate for one of these staff members to be approached, eg that person is the perceived source of the complaint or grievance, then the parent and/or student should approach that staff member's supervisor or manager or another senior member of staff.
- 3 The parent and/or student shall notify the senior staff member, preferably in writing, as to the substance of the complaint or grievance, request a meeting with the senior staff member for bilateral discussions and state the remedy sought.

Level 2 – Higher Internal

- 4 Every opportunity should be given to resolving the complaint or grievance at the Local Level before the matter proceeds to Level 2. A more senior staff member approached to commence the Level 2 process needs to satisfy him or herself that the Local Level process has been exhausted.
- 5 If the matter is not resolved at the Local Level, then the parent and/or student may raise the matter with the more senior staff member eg Deputy Headmaster, Head of Preparatory School, Bursar. At this stage the parent and/or student must make a written submission if they have not already done so. The more senior member of staff will then convene a meeting involving the parent and/or student concerned, and other staff deemed necessary by the senior staff member to progress the matter.
- 6 At the conclusion of the discussions, the senior member of staff may make a finding him or herself as to a suitable outcome or refer the matter to the Headmaster to determine. In either eventuality, the parent and/or student must be provided with a written response as to the findings of the senior member of staff in respect of the complaint or grievance.

Level 3 – Final Internal

- 7 In the event that the matter has not been referred to the Headmaster and the parent and/or student do not agree with the outcome at the Higher Internal Level, they may make a further written submission to the Headmaster requesting that he review the matter. At this stage, the parent and/or student should provide reasons why the Headmaster should review the outcome of the earlier procedure together with any new and additional information that may be available. The Headmaster may take whatever action he deems appropriate, eg convening meetings, interviewing staff etc. in order to determine the matter. Upon the conclusion of the Headmaster's deliberations on the matter he will inform the parent and/or student in writing of his determination of the complaint or grievance.

Level 4 - External

- 8 If the parent and/or student remains dissatisfied then it is acknowledged that they may be entitled to seek assistance from an external person or other appropriate authority. Should that action be taken by the parent and/or student, then the School may also seek external advice in respect of the matter.

The School will review this procedure on a regular basis and any suggested improvements should be forwarded to the Headmaster. It is not intended that this procedure exceed any statutory obligation upon the School.

Complaints or grievances that form the basis of more serious allegations will be dealt with in accordance with the relevant School policy and the School's legal obligations.

K J Lee
Deputy Bursar

REPORTING AREA 11

School Determined Improvement Targets

A) A report on the 2012 priority areas

i) Teaching and Learning

- The School has prepared for the implementation for the National Curriculum in English, Mathematics, Science and History. The respective departments have been collecting resources and there has been extensive professional development in order to prepare staff for the changes.
- With the removal of the School Certificate in Term 4, the School has been able to expand its *Boys to Men* program. This has been an initiative that has enabled the School to grow its life-skills program to include such things as; car maintenance, financial literacy, cooking, cleaning and ironing, etiquette and fine dining skills, as well as a range of other subjects. The *Boys to Men* program is fast becoming a lighthouse project which many other schools are now using as a model for their own programs.
- The iLearn facility has been successfully introduced to the School.

ii) Student Achievements

- The goal of improving the number of Band 6 results in the HSC has been achieved with the School securing the largest number of Band 6 results in its history. The School was ranked well inside the Top 50 in the HSC School Honours List in 2012.

iii) Facilities and Resources

- 2012 saw the beginning of construction on the new Science Centre. This will be an iconic building that will not only house 18 laboratories but will include an industry-grade research laboratory that will host a number of full-time scientists. This will enable school/industry partnerships to develop resulting in the School making a genuine contribution to scientific discovery.
- 2012 saw the renovation of the first of our boarding houses. The new boarding house is climate-controlled and will offer greatly improved facilities to boarders at The King's School.

iv) Student Welfare

- Further progress has been made on preparing the School for the introduction of the E-Smart program. This program encourages students to adopt appropriate behaviours when in the cyber environment. It is anticipated that this project will come into full effect in 2013.

v) Staff Development

- The biennial review of academic staff has been maintained. This process holds staff accountable for their professional standards and assists the School in shaping its professional development of staff.
- 2012 witnessed an upgrading of the ICT skills of staff. Several Staff Professional Development days were devoted to the use of contemporary software.

B) The priority areas for school improvement in 2013

i) Academic

- Top 50 finish in the HSC.
- Improve secondary student capacity to handwrite extended responses to learning tasks.
- A School-wide drive on spelling and writing skills with a view to improving our NAPLAN results in these areas.

ii) Staff

- Settle in the new leadership team in the Prep.
- Settle in the new academic leadership team in the Senior School.

iii) Administration

- Progress the introduction of a single School-wide database.

iv) Buildings

- Ensure the new boarding house functions well.
- Complete the construction of the new Science Centre.
- Begin the conversion of an old boarding house into two day houses.
- Plan the renovation of the Old Science Centre.

v) Marketing

- Introduce a new letterhead and advance the use of the crown as the School's logo.
- Publish a new prospectus for the Senior and Prep School.

vi) Planning

- In concert with the Council and School Executive put in place a new Five Year Plan for the School.
- Secure renewal of the Prep School registration by the Board of Studies.

Dr T F Hawkes
Headmaster

REPORTING AREA 12

Initiatives Promoting Respect and Responsibility

Being a Christian school, The King's School takes seriously its requirement to develop pro-social skills within its students, including the development of respect and responsibility.

The School is committed to providing an educational environment in which students feel valued and secure. To achieve this end, the School will seek to create a school-wide culture that:

- Allows students to flourish free from discrimination, harassment or any form of bullying.
- Does not tolerate, condone or trivialise bullying behaviours.
- Is aware of what constitutes bullying behaviour.
- Provides support to the victims of bullying.
- Deals firmly with bullies so that they either stop their bullying or leave the School.

The methods used by the School to discourage bullying will vary from time-to-time, with new initiatives being introduced when thought appropriate. The measures that have been used to discourage bullying at The King's School include, but are not limited to:

- Employing a suitable range of sanctions to deal with and discourage bullies. These sanctions include suspension and expulsion.
- Putting up signage about the School to promote a bully-free environment.
- Printing anti-bullying policies in student diaries and on the School's website.
- Promoting a bully-free environment in assemblies, chapel, tutor periods, Year-level meetings and House meetings.
- Promoting a bully-free environment in the staff handbook, in School policy documents and in occasional articles in publications such as *The King's Herald*.
- Promoting a bully-free environment in PDHPE classes.
- Undertaking confidential Year-level surveys of student well-being and bullying behaviour and following up on identified bullies and victims.
- Undertaking House surveys on boarder well-being.
- Designing an online assessment of a student's personal feelings related to bullying.
- Conducting exit interviews.
- Ensuring effective pastoral support for students through the appointment of Tutors, Year-level Co-ordinators and Housemasters.
- Incorporating instruction about the School's anti-bullying stance in the *Learning Leadership* tutorial material used by students in Years 8-11.
- Incorporating anti-bullying guidelines in the Preparatory School's code of behaviour for students.

- Incorporating anti-bullying guidelines in the *Duty of Care* training program for boarding staff.
- Employing Chaplains and School Counsellors who have specialist skills in helping both victims of bullying and identified bullies.
- Having a prefectorial team that supports the School's anti-bullying policy and who students feel free to inform about any bullying.
- Instituting a "Captain's Court" to deal with grievances that students want handled by their peers rather than by staff.
- Instituting a Student Support Team to monitor the well-being of students at risk.
- Training staff to detect bullying behaviours.
- Encouraging staff to adopt classroom management techniques that discourage opportunities for bullying behaviours.
- Employing staff who model tolerance, empathy and acceptance of individual differences.
- Encouraging staff to take their supervision duties seriously so that there is a pervasive sense of staff presence when they are on duty.
- Reviewing the School's anti-bullying policy from time-to-time, in order to ensure that it remains effective and relevant.

A wide range of social service projects, both locally and even overseas, also acts to promote respect and responsibility in students. These include fully funding a school in Bangladesh and helping to build an extension to an AIDS orphanage in Uganda.

Respect and responsibility are typically qualities that are reported on in a Senior School student's report.

Dr T F Hawkes
Headmaster

REPORTING AREA 13

Parent, Student and Teacher Satisfaction

The School has an “open door policy” with parent involvement welcomed. Regular parent/teacher meetings, together with a wide range of other parental gatherings including those of the Parents’ Auxiliary, and a wide range of other parent groups related to Houses, sports and the performing arts, mean there are many opportunities for parents to interact with the School and share their thoughts about those initiatives which they would like to see undertaken.

Parents as well as students are encouraged to contact their son’s Tutor when necessary, and also their Year Coordinator and Housemaster. The House system within the School is particularly strong and provides an excellent means of pastoral support for students. It is often the first point of contact for parents who have any concerns.

Use is made by parents not only of face-to-face interviews, but email and telephone conversations as well as letters or notes in their son’s diary if they should wish to communicate with the School. Occasional surveys of parental opinion are undertaken.

Student satisfaction is monitored with use being made of initiatives such as:

- A survey completed by boarders to monitor their well-being and to gather their feedback
- An exit survey for Year 12 students
- Bullying and well-being surveys

Feedback from these surveys indicates that the School community is overwhelmingly pleased with the educational and pastoral offerings of the School.

Those students who might be struggling in some way are often helped by the Student Welfare Committee or by the School Counsellor who meet regularly with the Headmaster to update him on relevant pastoral matters. The School Chaplain plays a similar role with the orbit of his care often extending to include families of the School as well as students.

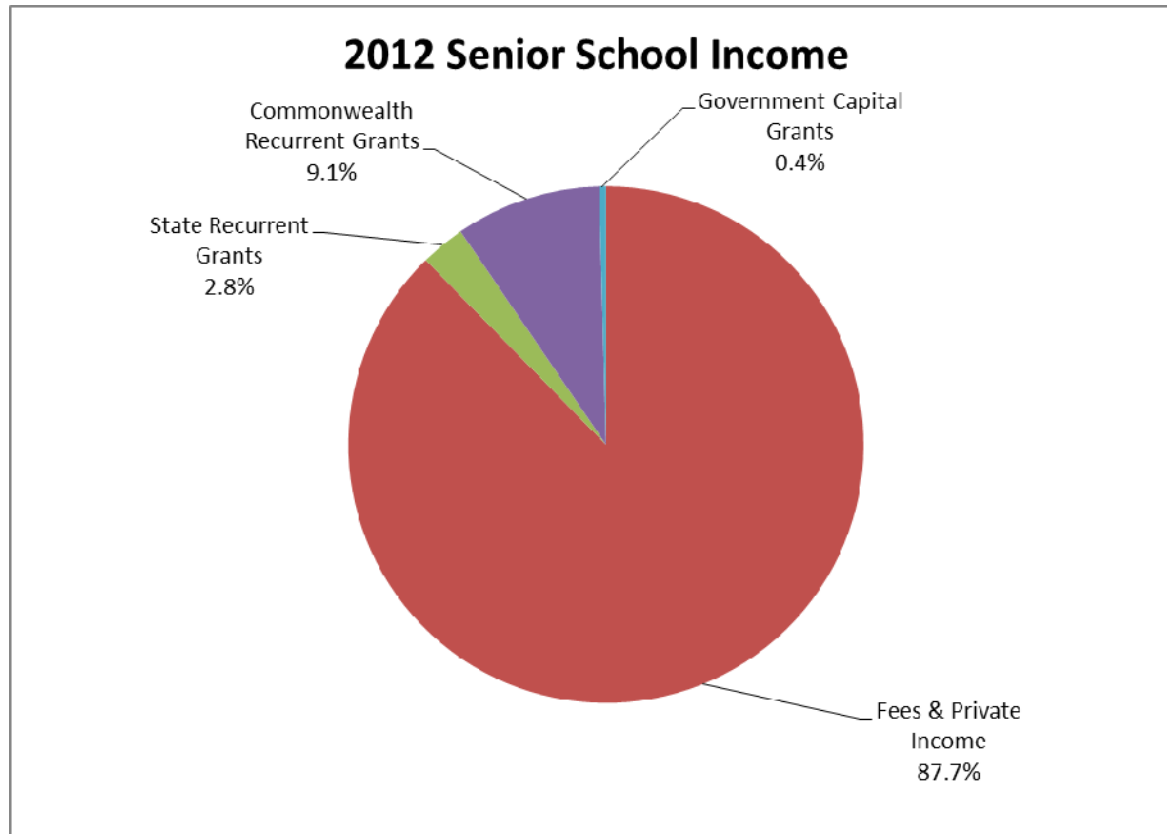
Regular meetings between the Headmaster and the School Monitors (prefects) also serve as a useful means to gauge the well-being of the School. There is regular weekly feedback to the School Executive from Housemasters as well.

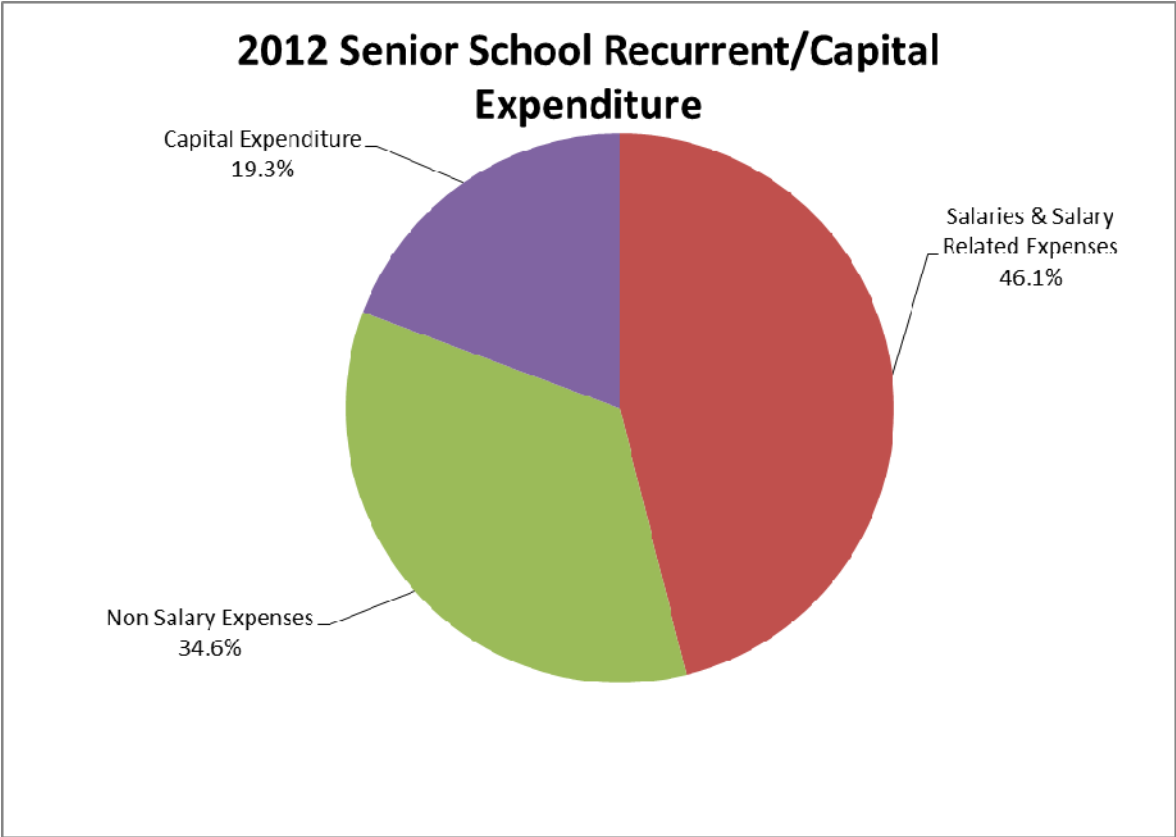
The King’s School enjoys a strong sense of community. Attendance at an inter-school sporting event will bear testimony to an excellent school spirit within The King’s School.

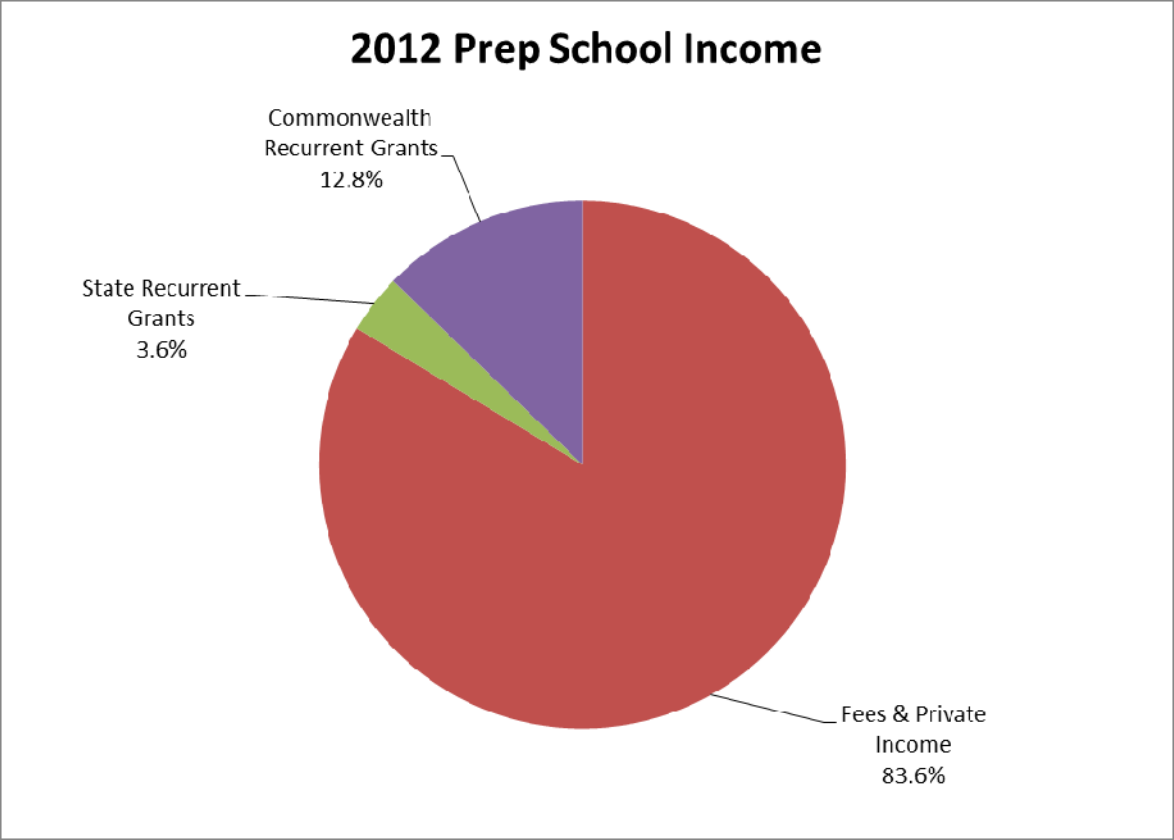
Dr T F Hawkes
Headmaster

Reporting Area 14

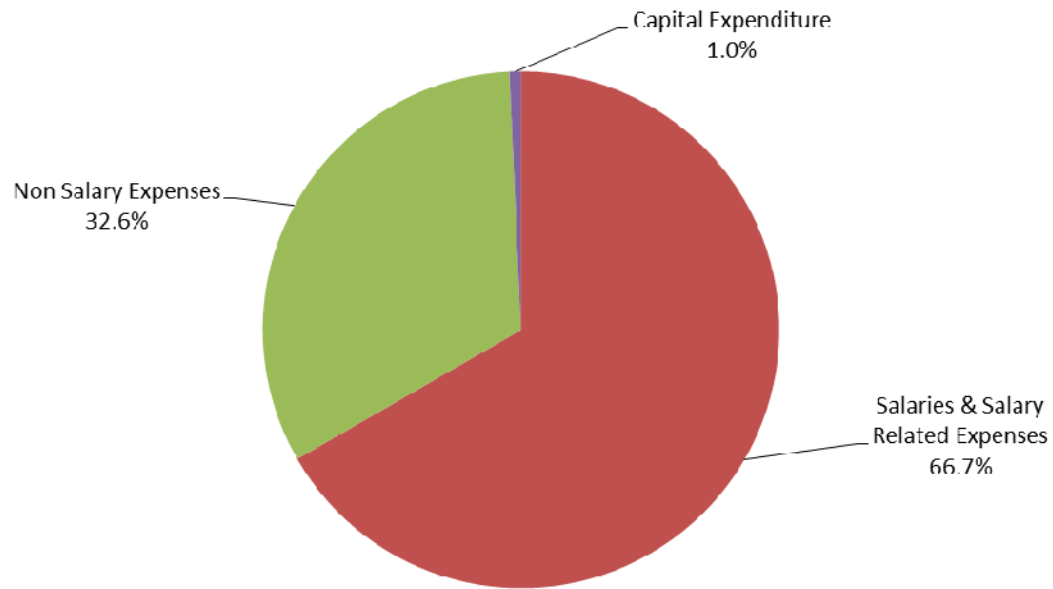
Financial Reporting







2012 Prep School Recurrent/Capital Expenditure



G B Dornan
Bursar

Appendix A

Anti-Bullying Policy