



The King's School

ANNUAL REPORT 2017

Educational and Financial Reporting

CONTENTS

EDUCATIONAL REPORTING	3
REPORTING AREA 1	4
A Message from Key School Bodies	4
REPORTING AREA 2	7
Contextual Information about the School and Characteristics of the Student Body	7
REPORTING AREA 3	9
Student Outcomes in Standardised National Literacy and Numeracy Testing	9
REPORTING AREA 4	10
Senior Secondary Outcomes (Student Achievement)	10
REPORTING AREA 5	15
Teacher Qualifications and Professional Learning	15
REPORTING AREA 6	20
Workforce Composition	20
REPORTING AREA 7	21
Student Attendance and Retention Rates and Post School Destinations in Secondary School	21
REPORTING AREA 8	24
Enrolment Policies	24
REPORTING AREA 9	26
Other School Policies	26
REPORTING AREA 10	30
School Determined Priority Areas for Improvement	30
REPORTING AREA 11	32
Initiatives Promoting Respect and Responsibility	32
REPORTING AREA 12	34
Parent, Student and Teacher Satisfaction	34
REPORTING AREA 13	35
Summary Financial Reporting	35
APPENDIX A.....	37
Anti-Bullying Policy	37

EDUCATIONAL REPORTING

POLICY

The King's School has procedures in place to maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and the Australian Government Department of Education. This reporting includes participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the School and requirements related to the provision of data to the Minister that is relevant to the Minister's annual report to Parliament, on the effectiveness of schooling in the State or data that may be requested by the Minister 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 NSW Education Standards Authority (NESA) 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 NESA through *RANGS Online*.
- The annual schedule for:
 - delivery of information for each reporting area to the coordinator
 - preparation and publication of the report
 - providing annual report requirements in electronic form to NESA on *RANGS Online* by 30 June 2018
 - public disclosure of the annual report within six months after the end of a year by making it available on the School's website and on request, in a form accessible by a person who is responsible for a student who is unable to access the internet.

Procedures for requests for additional data

From time to time the Australian Government, through the Minister for Education, and the NSW Government, through the Minister for Education, may request additional information. To ensure that such requests are dealt with appropriately, procedures should identify the position title of the staff member responsible for the collection of the relevant data/information, coordinating the School's response and for ensuring provision of data/information requested by Minister through the specified authority in an online or appropriate electronic format by the due date.

Mr A L George
Headmaster
The King's School

REPORTING AREA 1

A Message from Key School Bodies

A) A MESSAGE FROM THE KING'S SCHOOL COUNCIL

The King's School is a Christian School in the Anglican Church traditions, founded in 1831 by the decree of King William IV of the United Kingdom. Our mission statement articulates that "The King's School is a Christian community that seeks to make a positive impact for the good of society through its students, and by the quality of its teaching and leadership in education".

The Council of The King's School met ten times in 2017 to affect the governance of the matters of the School. The Council is responsible for policy, risk management and the financial management of the School, including the setting of fees. The day to day running of the School is delegated to the Headmaster. Council is made up of sixteen members, eleven appointed the Anglican Church Diocese and five appointed by The King's School Old Boys Union. Those members are:

The Most Reverend Dr G Davies (President)	Mr PP Harvey
Dr R Mackay (Chair)	Mr AED Mobbs
Mrs R Abrahams	The Reverend Canon BH Morrison
Mr M Bradford	The Reverend MB Robinson
The Venerable KP Allen	Mr MD Turner
The Reverend Canon Dr D Claydon	Mr MJ Webeck
The Reverend Dr HT Cox	Mr RK Weekes
Mr RA Davis	Mr PJKO Whittington

The year of 2017 was a year beholding a once in a generation event in the life of a School such as King's – a change in Headmaster. With all that goes with this, the purpose and functions of the School – academic excellence and character development - have remained resolute and steadfast.

In June, the School community farewelled Dr Tim Hawkes and family after almost twenty years of continuous service to the School. Many came forward to write and speak in recognition of Dr Hawkes' contribution to the education landscape, as well as to King's. Our community recognised his service by raising sufficient funds for a scholarship in perpetuity to be named in his honour.

In July, our new Headmaster, Tony George, arrived in a wave of anticipation and interest. The Commissioning Service, held at the School brought many visitors from the world and Australia over.

Immediately we have begun a period of Strategic Planning, including a significant consultation with the wider School community about the shape of the School for the twenty-first century. The results of that consultation and the Plan itself will be made available in 2018.

Our academic results are documented as being the best ever. The *Sydney Morning Herald* league tables ranked King's as 30th in NSW. The School achieved 381 Band 6 results from 236 students sitting all HSC exams. Fifteen students were recognised on the Distinguished Achievers' List and a further 10 students achieved state rankings in their respective subjects.

Eighty-two percent of HSC students at The King's School achieved a University offer.

Our NAPLAN results across all ages groups were stronger than they have ever been, particularly strong for a non-selective independent boys' school.

In 2017, we took in our largest ever intake across all entry points of the school. We have close to a full house in Boarding and a completely full house at our Preparatory School. Our numbers have reached 1780 students.

The strong demand for boarding places has not abated and we committed to the fourth and final boarding house renovation project. This will bind King's to a maximum of 450 boarders from Year 7 to Year 12 in an environment especially designed to lead residential education, in a community fully committed to student care and wellbeing.

In character development, King's had the largest ever cohort of Gold Duke of Edinburgh recipients, with 50 students successful in their endeavours. Our Cadet Corps is larger than it has ever been and is the platform for our leadership education.

Innovation finds its way through the School in several areas:

- In Drama, the School conceived and premiered the musical production, *A Fleeting Night's Dream*, melding Shakespeare's *A Midsummer Night's Dream* with the music of Fleetwood Mac.
- In Science, student research undertaken in The Future Project – a partnership between the School and industry based enterprises – has indicated a breakthrough in the treatment of Crohn's Disease.
- The National Boys' Education Conference obtained accreditation to deliver continuing professional development across a range of educational foci.

It is worth noting that the School Executive team was expanded to include its first female member. Mrs Anni Sandwell was appointed Head of School at Tudor House and joined the School Executive. Council was delighted to confirm the appointments of Mr Chris Bradbury and Mr Josh Hoogland from the School staff to roles within the School Executive.

The Council of The King's School remains committed to the academic excellence and character development of staff and students of the School, in line with the mission as stated at the beginning of this report. 2017 was, by and large, a year of transition at The King's School, a year of consultation and preparation that will manifest in 2018 as a new Strategic Plan for the twenty-first century.

Dr R Mackay

Chairman

The Council of The King's School

B) A MESSAGE FROM THE STUDENT REPRESENTATIVE COUNCIL

The 2017 Student Representative Council (SRC) were elected by their peers earlier in the year with the purpose of representing the interests of the student body of The King's School. The 26 elected members represent a broad cross-section of boys from Years 7 to 12 and include an equal selection of both Day Boys and Boarders.

Throughout 2017 the SRC focused on achieving four main goals, including:

- Giving all students a representative voice in the development of School policy and initiatives
- Developing leadership skills across Years 7-12
- Confirming and strengthening the values and presence of The King's School community.
- Actively demonstrating Service Leadership

Led by Archer Holz (Year 12 Gowan Brae) as President and later James Harrison (Year 11 Bishop Barker Harris), the SRC enjoyed another highly productive year, kick started by their coordination and running of the athletics carnival canteen in Term 1. The SRC accompanied several School tours for prospective parents and students and hosted six Senior School BBQs including four fundraisers, whilst also facilitating three School mufti days to raise much need funds for local and international charity organisations. Members manned the TKS Spring Festival Welcome marquee, volunteered to march in support of White Ribbon day and coordinated the annual inter-house Tug-of-War, Touch Football and Basketball competitions. They hosted the inaugural Year 12 to Year 11 hand-over Barbeque luncheon, whilst also hosting an all-star touch football game. The SRC sat thirty-two formal meetings throughout the year, discussing student concerns, initiating activities and presenting a variety of speeches on leadership.

The SRC's achievements and hard work were celebrated at the third annual formal dinner held in the Arnott room, where speeches were delivered, including a farewell to our Year 12 members.

The SRC continues to grow from strength to strength, its status amongst students continues to develop providing its members with outstanding service leadership opportunities.

The SRC would like to thank the Headmaster, the Executive and Mr Brendan Stewart for their ongoing support and we look forward to another busy year ahead serving the boys of The King's School in 2018.

Archer Holz and James Harrison

Year 12 members of the Student Representative Council

REPORTING AREA 2

Contextual Information about the School and Characteristics of the Student Body

The King's School is 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. Founded in 1831 by command of King William IV, The King's School is situated in Parramatta on 300 acres of natural Australian bushland and parkland. It is this unique geographic context that symbolises the unique identity of The King's School as one of the world's great schools. For almost two hundred years, The King's School has been growing and developing thought leaders for the world from a genuine and authentic Australian perspective.

The King's School provides an education of academic excellence with character development. Rather than merely focus on the development of knowledge and skills, The King's School provides a comprehensive and balanced education that encourages every boy to be his best intellectual, physical, social, emotional and spiritual self. King's is a very strong and accomplished academic school. But, and perhaps more importantly, King's strives to develop young men of wisdom and integrity, able and willing to lead. It is the Christian community context of the School that ensures that every boy is cared for and encouraged to live a life of excellence for the sake of others.

Alongside its academic programs, the School provides significant sporting and outdoor education programs, including one of the largest Cadet Corps and Duke of Edinburgh programs in Australia. These outdoor education opportunities are complemented by outstanding performing and creative arts programs, as well as one of the most accomplished Design and Technology Departments in Australia. Add to these the unique and world leading scientific educational facilities of The Future Project, the comprehensive approach to education offered by The King's School is second to none.

King's is a member of the "Great Public Schools" (GPS) and is one of the leading sports schools in Australia, with many of its students going on to international prominence. A Pre-K to Year 12 day and boarding school, King's combines the fine traditions of the past with a modern, contemporary and relevant curriculum. While Crown Princes, leaders of political parties, authors, actors, Christian thinkers, military leaders and wide range of leaders in many other professions have been educated at King's, the School's character is lived out in each and every boy as they grow up to be young men, willing and able to contribute positive and meaningful lives for the good of our society, as husbands and fathers, as plumbers and doctors, as teachers and pastors.

While NAPLAN and ATAR results are important (as demonstrated by the School's continuing outstanding results), it is the quality of the person that matters most. The School continues to grow and develop programs in encouraging human wellbeing and flourishing for all our boys and continues to develop and implement positive education initiatives aligned particularly to boys' education. The residential emphasis of the School is critical to ensuring a vibrant and thriving educational community of 370 boarders together with 50 members of staff and their families living on site as members of the King's Village. It is this village context that secures the enduring identity of The King's School as a Christian educational community.

2017 saw continuing growth and development for The King's School. Continuing excellent academic results, together with continuing achievement in all areas of school life, bears witness to the quality of education for which The King's School is recognised worldwide. The Old Boys and families of the School continue to support and contribute generously to the life of the School, not just philanthropically but also in time and passion. The School comes alive in the evenings with musical and drama performances, debating, and on weekends with sport competitions in rugby, football, cricket, basketball, rowing, tennis, swimming, athletics, and volleyball, among others.

2017 also saw the introduction of The King's Institute as a significant commitment by the School to the training and development of our staff. The Institute has already achieved NESA recognition for its programs and courses and will ensure that all our staff are the best they can be for our boys. The training and development of our staff is one of the most important ways we demonstrate commitment to leadership in education.

CHARACTERISTICS OF THE STUDENT BODY

The student body is a pleasing mix of city and country, Australia and overseas, various cultural backgrounds and student ability. Having students of varying ability means that the School has a great opportunity to add value. In this, King's is hugely successful, in that it characteristically outperforms many of the State's highly selective schools.

In terms of size and composition, in July 2017, the School had 1695 students. Of the 1276 in the secondary school 359 (28.1%) were boarders and 917 (71.9%) were day students. The Preparatory School had a total enrolment of 419 of which all were day students.

Mr A L George
Headmaster
The King's School

REPORTING AREA 3

Student Outcomes in Standardised National Literacy and Numeracy Testing

The King's School performed very strongly 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>.

Mr J J Walkden-Brown
Director of Studies

REPORTING AREA 4

Senior Secondary Outcomes (Student Achievement)

GRANTING OF RECORD OF SCHOOL ACHIEVEMENT

There were no students in 2017 requiring the issue of a Record of School Achievement (RoSA).

YEAR 12 - HIGHER SCHOOL CERTIFICATE RESULTS

From the 236 students (including 19 Year 11 students accelerated in Mathematics) who sat HSC exams at The King's School in 2017, there were a total of **381** Honour Roll credits earned by **164** students who achieved 90% or more in at least one subject.

In 2 Unit courses:	In Extension courses:
2017 – 297 marks of 90% or above in Band 6	2017 – 84 marks of E4 (45/50 or above)
2016 – 298 marks of 90% or above in Band 6	2016 – 74 marks of E4 (45/50 or above)
2015 – 215 marks of 90% or above in Band 6	2015 – 71 marks of E4 (45/50 or above)
2014 – 196 marks of 90% or above in Band 6	2014 – 63 marks of E4 (45/50 or above)
2013 – 233 marks of 90% or above in Band 6	2013 – 66 marks of E4 (45/50 or above)
2012 – 222 marks of 90% or above in Band 6	2012 – 56 marks of E4 (45/50 or above)
2011 – 171 marks of 90% or above in Band 6	2011 – 46 marks of E4 (45/50 or above)
2010 – 136 marks of 90% or above in Band 6	2010 – 42 marks of E4 (45/50 or above)

DISTINGUISHED ACHIEVEMENT AT THE 2017 HSC EXAMINATIONS:

Allen Guo	4 th in the State for Chemistry 10 th in the State for Physics
Ben Hines	9 th in the State for Modern History
Tim Sampson	5 th in the State for German Extension
Jason Wan	6 th in the State for Mathematics Extension 2
Michael Wu	17 th in the State for Modern History
Kimble Zhang	8 th in the State for Chemistry 2 nd in the State for Mathematics Extension 2 6 th in the State for Physics
Leo Zhang	16 th in the State for Mathematics

NSW Board of Studies Honour Roll for scoring 90 marks or above in 10 or more units in the HSC: 15 boys

Hugh Chen	Owen Mak	Yang Tao
Allen Guo	Mathuraesh Nirmalarajan	Joshua Walker
Ben Hines	Luke Oslington	Jason Wan
Matthew Joyce	Fabian Robertson	Marcus Yuen
Cass Lai	Amar Sabesan	Kimble Zhang

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 twenty-eight out of thirty 2 Unit subjects, students performed above the State level.

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

Subject	Number of Candidates	Bands 4-6		Bands 1-3	
		TKS	State	TKS	State
Agriculture	8	75%	57%	25%	43%
Ancient History	16	88%	61%	13%	39%
Biology	41	100%	68%	0%	32%
Business Studies	80	91%	65%	9%	35%
Chemistry	54	94%	71%	6%	29%
Drama	30	100%	84%	0%	16%
Earth & Environmental Science	11	100%	74%	0%	26%
Economics	31	90%	74%	10%	26%
Engineering Studies	20	100%	66%	0%	34%
English Standard	23	65%	55%	35%	45%
English Advanced	176	98%	92%	2%	8%
English ESL	15	100%	56%	0%	44%
Geography	43	93%	73%	7%	27%
Industrial Technology	25	96%	47%	4%	53%
Information Processes & Technology	19	100%	65%	0%	35%
Legal Studies	23	100%	74%	0%	26%
Mathematics General	104	84%	50%	16%	50%
Mathematics	91	99%	75%	1%	25%
Modern History	39	100%	71%	0%	29%
Music 2	8	100%	100%	0%	0%
PDHPE	49	84%	59%	16%	41%
Physics	67	93%	67%	7%	33%
Senior Science	20	80%	59%	20%	41%
Software Design & Development	11	100%	65%	0%	35%
Studies of Religion II	6	33%	77%	67%	23%
Visual Arts	12	100%	90%	0%	10%
Chinese Continuers	5	100%	89%	0%	11%
Chinese Language & Literature	7	100%	95%	0%	5%
French	5	100%	90%	0%	10%
German	3	100%	88%	0%	12%

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 6 out of 7 extension subjects, students performed above state level.

Table 7: Higher School Certificate Results – Extension Units

Subject	Number of Candidates	Bands E3-E4		Bands E2-E1	
		TKS	State	TKS	State
English Extension 1	36	100%	93%	0%	7%
English Extension 2	11	91%	77%	9%	23%
Mathematics Extension 1	64	95%	82%	5%	18%
Mathematics Extension 2	24	100%	84%	0%	16%
History Extension	8	100%	80%	0%	20%
Music Extension	4	100%	95%	0%	5%
French Extension	3	100%	93%	0%	7%
German Extension	3	100%	100%	0%	0%

OUTSTANDING INDIVIDUAL PERFORMANCES – HSC – Selections

Practical Examinations

Harrison Everett	Selection for ARTEXPRESS
Timothy Sampson	Selection for ARTEXPRESS
Oscar Han	Selection for ENCORE
Benjamin Selig	Selection for InTech
Jack Taylor	Selection for InTech
Lachlan Nye	Selection for OnStage – Individual

OUTSTANDING INDIVIDUAL PERFORMANCES – HSC – Nominations

Practical Examinations

Ray Cao	Nomination for ARTEXPRESS
Nicholas Sutherland	Nomination for ARTEXPRESS
Angus Wood	Nomination for ARTEXPRESS
Owen Mak	Nomination for ENCORE
Yang Tao	Nomination for ENCORE
Charles Brown	Nomination for InTech
Angus Crossing	Nomination for InTech
Thomas Field	Nomination for InTech
Hamish Job	Nomination for InTech
Hector Macintyre	Nomination for InTech
James Prell	Nomination for InTech
Joe Reid	Nomination for InTech
Luke Ringrose	Nomination for InTech
James White	Nomination for InTech
Trent Wilson	Nomination for InTech
John Gikas	Nomination for OnStage - Individual
Jack Harrison	Nomination for OnStage - Individual
Archer Holz	Nomination for OnStage – Individual
Amay Jain	Nomination for OnStage – Group
Ciaran Loh	Nomination for OnStage – Group
Hugo MacKenzie-Wood	Nomination for OnStage - Individual
Nicholas Pagano	Nomination for OnStage – Group
Alexander Reuben	Nomination for OnStage – Individual
Marcus Yuen	Nomination for OnStage – Group



Harrison Everett - ARTEXPRESS Selection



Timothy Sampson - ARTEXPRESS Selection



Oscar Han – ENCORE Selection



Lachlan Nye - OnStage Selection



Benjamin Selig - InTech Selection



Jack Taylor - InTech Selection

SENIOR SECONDARY OUTCOMES

Of the 236 students who sat the HSC in 2017, 7 boys (3%) undertook vocational or trade training through TAFE-delivered VET courses. All these boys attained a Year 12 Higher School Certificate as well as attaining the VET qualification for their courses. All students who completed Year 12 qualified for the Higher School Certificate.

COMPARISON OF UNIVERSITY ENTRANCE RANKS 2010-2017

In 2017 212 students qualified for an ATAR. Using the Australian Tertiary Admissions Rank to analyse our HSC Candidature, twelve (16) of our students (8%) gained an ATAR of 99 or over and 140 (66%) of our students gained an ATAR over 80. This compared favourably with results over the previous years:

ATAR ≥	2010 %	2011 %	2012 %	2013 %	2014 %	2015 %	2016 %	2017 %	No of students
99	3.5	1.5	8	8	1.5	6	6	8	16
95	15	18	26	25	19	22	26	24	50
90	27	33	41	41	35	34	42	41	87
80	56	57	60	64	58	60	67	66	140
70	72	78	77	80	76	75	79	84	178
60	84	88	88	91	91	87	92	91	193
50	93	96	93	96	95	95	97	96	203
Students	172	193	183	198	205	189	206	211	211
ATAR Median	82.25	84.30	86.80	85.3	83.15	83.25	87.45	86.95	
ATAR Mean	78.25	80.30	81.08	82.85	80.38	80.53	83.20	83.02	

Further HSC Result analysis and comments can be found posted on The King's School internet at:
<http://www.kings.edu.au/academic/academic-hsc-results.php>

JJ Walkden-Brown
Director of Studies

REPORTING AREA 5

Teacher Qualifications and Professional Learning

PROFESSIONAL LEARNING AND TEACHER STANDARDS

During 2017, The King's School continued its focus on professional learning and the AITSL Professional Standards for Teachers. At King's all academic staff are active participants in their own learning and contribute to a culture of shared professional learning.

Across the School in 2017, **nine** teachers were Provisional/Conditional accredited, of whom **eight** gained Proficient Teacher accreditation during the course of the year.

At the higher levels of accreditation, three teachers gained Experienced Teacher accreditation through ISTAA. Each term, the Director of Teaching and Learning, who is responsible for teacher accreditation, would meet formally with teachers undergoing the Proficient Teacher process as a group, followed by one-to-one meetings and then with those Heads of Department who supervise Proficient Teachers (PT) in their Department. Proficient Teachers were supported and mentored in their collection of documentary evidence each term. These sessions were held to assist PT teachers in using the AITSL standards to record their Professional Development.

The King's School became a NESA Registered Provider which allows the School to coordinate professional learning courses that will provide participants with registered hours. The School also hosted its biannual National Boys Education Conference which was attended by more than 350 delegates.

In 2017, King's delivered the following professional development opportunities:

- Remote Area Wilderness First Aid to **five** teachers.
- Forklift Training to **three** teachers.

All Aid First Aid Training Pty Ltd were also contracted by The King's School to present the relevant first aid/CPR course to all teaching staff.

Some specific examples of Professional Learning for 2017

In 2017, professional development for teaching staff focused on two main areas:

- Pre-Kindergarten to Year 12 teaching staff being involved in Departmental / KLA groups focusing on the implementation of the Australian Curriculum in English, Mathematics, History and Science.
- Senior School staff attended the following professional learning opportunities throughout the year:

Course	No. of teachers attended
2017 (ASA) Anglican Schools Australia Conference	1
2017 ABSA Leaders Conference	3
2017 Annual ETA Conference	3
2017 CLTFA National Conference	2
2017 IBSC Annual Conference	2
2017 MANSW Annual Conference	6
2017 Teaching Playwriting in Stage 5 Teacher PD - Workshops	1
2017/2018 AIS Flagship Program	1
A Handful of Clay	1
ACEL Challenge Learning Conference	1
Adobe Illustrator	1
AIS Conference 2017 - Reconceptualising Assessment: Unlocking Learning and Broadening Practice	1
AIS Drama Conference 2017 - The Project	1
AIS Economics Conference	1
AIS Education Research Symposium	1
AIS Heads of Sport Conference 2017	1
AIS History Conference	2
AIS Student Wellbeing Committee Meeting (4 times throughout the year)	1
AIS Student Wellbeing Conference	2
AIS Teacher Librarian Annual Conference	1
Alternative Assessments and how to write one	1
An evening with Martin Seligman	3
Archbishops Day	1
ASCD Teacher Excellence Conference 2017	1
Australian Army Cadets - Army Cadet Unit Command Course	1
Australian School Library Association Conference 2017	2
Becoming Accredited at Experience Teacher through the Standards Based Pathway	1
Becoming Accredited at Highly Accomplished or Lead	1
Becoming Accredited of Experienced Teacher through the Action Research Pathway 2018	1
BEEEST Conference	3
Building Capability for Critical and Creative Thinking	3
Building Leadership: A Course in Leadership Development for Current and Aspiring Boys' School Administrators	1
Bus Licence	1
Business Studies Case Studies: Syllabus, Assessment, Pedagogy	1
Business Studies Teachers' Conference 2017	1
Capabilities - The New Currency: A Day with Professor Bill Lucas	1
Chemistry Teachers Conference 2017	1
Christians in Teaching Conference	1
Day Skippers Course	4
Deus Ex Conference 2017	1
Developing a New Assessment Culture in English	1
Developing a Summative Assessment Task	1
Dinner Meeting with Professor Stephen Dinham OAM	1
DoS Conference May 2017	3
DoS Conference October 2017	2
Drama NSW Annual Conference	3
Early Career Teachers Big Day Out	3
EBE Teaching the Preliminary Course (Y11) in Business Studies for the first time	1
Economics Teachers' Conference 2017	1
Edcomm Integral Dinner 2017	2
Edutech International Congress and Expo 2017	2
Effective Resources - Differentiated teaching and learning materials for Chinese language classes	2
Embedding Character Strengths	1
Exploring New Horizons in History Extension	1

Course	No. of teachers attended
Felted Forms in Sculpture	1
From the Lab to the Classroom: New Directions in Dyslexia Research	2
Future School Conference	2
Gamify Your Classroom: Game Based Learning	2
GAW2017 Diversity: Recognise, Realise, Respond	1
GTA Annual Conference (Geography Teachers' Association)	3
Heads of Science Network Meeting (3 times throughout the year)	1
History Teachers' Association NSW State Conference	2
HSC Drama Individual Project	3
HSC Feedback and Advice Day	3
HSC Music 2 and Extension - Developing Skills	1
HSC Student Day Introducing Extension 2 English	2
HTAA National History Teachers' Conference	1
IBSC Regional Conference 2017	1
ICPA Federal Conference 2017	1
ICPA NSW State Conference	1
iiATE Conference	2
Introduction into Classical Oil Painting	1
ISRA Studies of Religion in Focus Conference 2017	1
Japan Drama Teacher Tour	1
Law for School Counsellors	2
Leadership for Improving Learning	1
Leading with Values	1
LEAP Masterclass - Teachers Matter Most: Building Highly Collaborative and Effective Teams	1
Learning Difference Convention	1
Legal Studies State Conference 2017	2
Let's Talk Adjustments	2
Level 3 Coaching Course	1
Librarian/Library Managers Meeting	1
Literacy in PDHPE	2
Literary Learning and Literacy Festival	1
Making Literacy Visible	1
Managing Anxiety Disorders at School	1
MANSW Mathematics Extension 1 and 2 Day	1
MCA Educators Conference	1
Meeting - Investigating Science	2
Microbiology in schools	3
Mindsets - Developing a Growth Mindset Classroom	1
MLTA Strategic Planning in Languages	1
Movement and Dance in the Orff Classroom	1
MTQ48 Licensed User Training	1
National Science Teachers' Association: CONASTA Conference 2017	1
Networking with Head of Economics (Knox)	1
Networking with Head of Economics (Riverview)	1
One Day, One Light	1
Online Safety - On the Edge	1
ORFF Schulwerk Level Course (Level 3)	1
PALO Workshop - DP	3
PD Workshop for HSC Chinese and Literature Course	1
PESA National Conference: Building Positive Communities	1
Positive Schools - Mental Health and Well Being Conference	2
Professional Learning - Enhancing assessment literacy to improve student learning	1
Programming / Planning Year 11 Std and Adv. English	1
Programming and Planning the Revised Year 11 Extensions 1 English Syllabus	1
Programming Year 11 English	1

Course	No. of teachers attended
Raising the Bar in Legal Studies – Improving Student Achievement and Enhancing Engagement	1
RAP-A (Resource Adolescent Program)	
RAP Training in Sydney	2
Robotic in Agriculture Demonstration	1
Rocketing to New Horizons	2
School Sports Law Workshop	1
Sex Ed by porn	3
Stage 6 Change and Continuity	3
Stage 6 History Teachers' Day	1
Stimulating 21st Century Geographers: Exploring Learning through Fieldwork	2
Stronger HSC Standards - Stage 6 Reforms	1
TCI - TPRS Conference	1
Teaching Cohesion for Reading and Writing	1
Term 4 AIS TL Network Meeting	1
The 12th Global Confucius Institute Conference	1
The AIS DigiSTEM Conference	2
The AIS Languages Conference 2017 - Lifting Languages: A Focus on Quality Teaching	2
The AIS Mathematics Conference 2017 - HoDs Day	2
The Crawford Annual Conference - The Digital Revolution in Agriculture	1
The Tools for Superb Essays	1
Thinking and Learning Conference	1
Thinking for Learning	1
Using Data and Evidence for Effective Leadership	1
Vadea Conference	2
Viewing of Experienced Teachers Digital Portfolios	2
Visible Learning Plus	1
Visit to Barker College to meet Head of Legal and History	1
Visit to Caulfield Grammar	1
Visit to Southport School	1
We Are All Teachers of Wellbeing	1
Wellbeing and Resilience for Leaders	1
Wohin geht die Reise?	2
Write a Better Test: Extended Response Tasks	1

Prep School staff attended the following professional learning opportunities throughout the year:

Course	No. of teachers attended
2017 IBSC Annual Conference	1
3rd Annual International Schools - China	1
Abbotsleigh Teacher Librarians' Conference 2017	1
ADHD - The many perspectives	2
Apps and other new technology	1
Critical and Creative Thinking Across the Curriculum	1
Dance in K-6 - Exploring valuable techniques and tools	1
Designing STEM Units of Learning in the K-6 Classroom	1
EV3 Robotics RoboCup Junior Australia Workshop	2
Fostering Student Engagement: Game Mechanics	1
From the Lab to the Classroom: New Directions in Dyslexia Research	1
Hop, Skip and Jump into K-6 PDHPE	1
IBSC Australasia: Teachers New to Boys' Schools	1
Introductory Robotics Workshop, Coding Made Easy with Lego, Education EV3	1
Law for School Counsellors	1

Course	No. of teachers attended
LEAP Masterclass - Teachers Matter Most: Building Highly Collaborative and Effective Teams	3
Learning Difference Convention	1
Let's start from scratch and learn code - Build your first computer game	1
Maker Spaces Online Module	1
Making the PYP happen in the classroom	5
Meeting the Text Requirements of the English Syllabus	1
MSL Training Course	5
Next Step Microsoft Excel for Educators	1
Next Steps in Games for Learning	1
Online Safety - On the Edge	1
Psychiatry for School Counsellors	1
Sex Ed by porn	1
Spring into Wellbeing	1
Talking about books in Literature Circles	13
Teaching Students to design Science Investigations in K-6	1
Understanding Copyright: Education Seminars	1
What we need to understand about comprehension	1
World Education Leadership Summit	1

Mr C P Bradbury

Director of Teaching and Learning

REPORTING AREA 6

Workforce Composition

Details of Teaching Staff 2017

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	190
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	0
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

Workforce Composition 2017

In 2017, The King's School had a total of 190 Teaching staff made up of the following (including Teachers who hold leadership position (e.g: Headmaster) who do not teach NES Curriculum:

Employment Type	Number of Teachers
Full Time Permanent Teachers	156
Full Time Temporary	11
Part Time Permanent	17
Part Time Temporary	6

In 2017, The King's School had 133 ancillary support staff which includes Administration, Finance, Property, Boarding, ICT, Health Centre, Teaching Support and Operational staff.

In 2017, there were no staff at The King's School that identified themselves as indigenous or Torres Strait Islander. This is not mandatory due to the Privacy Act.

REPORTING AREA 7

Student Attendance and Retention Rates and Post School Destinations in Secondary School

STUDENT ATTENDANCE

Average Year Level Attendance

YEAR LEVEL	TOTAL ATTENDANCE (%)
Pre-Kindergarten	96.95
Kindergarten	96.68
1	97.50
2	97.07
3	97.45
4	97.18
5	97.11
6	96.96
7	97.55
8	96.68
9	96.59
10	95.73
11	96.83
12	97.78
Total average for whole School	96.93

Management of Student Non-Attendance in Secondary School

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 via SMS 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 and they must login or logout with our Staff Centre receptionist through the Synergetic terminal. Parents are required to give their son a note or email absentees@kings.edu.au if their son will be leaving the School during the day for an appointment or sign their son's Diary advising of the same.

Staff at the front desk at the Staff Centre of the School carefully monitor students during the school day through the use of the Synergetic system and regularly communicate between the Health Centre, Music Department, Educational Support Services, Counsellors, Housemasters and other teachers for class absences.

For requests for extended periods of time for extraordinary circumstances (i.e. death in the family, elite sporting commitments, etc.) parents are able to apply online to the Deputy Headmaster for consideration.

The Synergetic system allows us to monitor the days absent and number of late entries on student files. Reports on all the students' movements during the school week are given to both day and boarding Housemasters on a daily basis.

Further details regarding the School's policies and procedures on absences can be found in the School's Diary.

Rev Stephen Edwards
Deputy Headmaster

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ACTUAL STUDENT RETENTION RATES

95% of students who completed Year 12 at the School in 2017 completed Year 10 at The King's School in 2015.

215 students completed Year 12 at the School in 2017. 221 completed Year 10 in 2014.

During Year 10, 13 students left in 2015 to attend other schools. 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, overseas or undertake apprenticeships or University Foundation Courses.

Mr P J Reuben
Registrar

POST SCHOOL DESTINATIONS

Based on the information provided to the School, many of those students who left in Year 10 or 11, 2017, did so due to a change in family circumstances or to pursue vocational training.

Students who left the School at the end of Year 12 following the HSC examination usually proceeded to tertiary education. One student repeated during Year 12 in 2017 for health reasons and two were studying pathways.

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.

Tertiary Institution	Places
UNSW	57
Sydney University	45
UTS	31
Macquarie University	23
WSU	11
University of Newcastle	9
UNE	5
ANU	4
UOW	2
ICMS	2
ACU	1
Torrens University	1
Charles Sturt University	1

Mr P J Reuben
Registrar

Mrs J Pearce
Archivist

REPORTING AREA 8

Enrolment Policies

The King's School Enrolment Overview

The King's School is a comprehensive boys' Pre K-12 boarding and day school providing an education underpinned by Christian values and operating within the policies of the NSW NESA. 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.

Mr P J Reuben
Registrar



THE COUNCIL OF THE KING'S SCHOOL ENROLMENT POLICY

The King's School offers places to boys whom the School considers will contribute positively to the School community.

The School will assess applicants, taking into account factors that include a student's:

- ability to cope well academically as evidenced in entrance examinations and performance in their school's academic program.
- willingness and ability to take part in the School's co-curricular program.
- all-round character.
- family's traditional association with the School.
- association with Tudor House.
- wish to be a boarder at the School.

There are typically more applicants than places available. Acceptance into The King's School will be at the School's absolute discretion.

The School is committed to meeting the individual learning and other needs of its students, including students with disabilities. Accordingly:

- the School will only accept and continue the enrolment of a student if it considers that its resources and facilities will be able to meet his needs, with reasonable adjustments where necessary.
- the School reserves the right to refuse to enrol a student who has a disability, if the School is not able to meet his needs, even with reasonable adjustments, or where the reasonable adjustments required to meet those needs would impose an unjustifiable hardship on the School.
- the School may also review any student's enrolment from time to time and may cancel the enrolment, if the School, in its discretion, considers that it can no longer meet the student's needs, even with reasonable adjustment, or where the reasonable adjustments required to meet those needs would impose an unjustifiable hardship on the School.

Sons of Old Boys will have priority entry, subject to them demonstrating to the School's satisfaction that they can contribute to, cope with, and benefit from the academic and co-curricular program offered by the School. The same will apply to younger brothers of students, and boys from The King's School, Tudor House.

Minimum standards of effort, attitude and behaviour will be required of students before they will be allowed to progress to the next year level. If a student should be regarded as deficient in any of these areas, the School may require the student to be counselled, to repeat the year, or to leave the School, in accordance with School policies.

REPORTING AREA 9

Other School Policies

Student Welfare Policies

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

- 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 that 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.

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 Counsellors 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, Tutor 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 iLearn

Mr M N Powys

Director of Special Projects

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 e.g. Deputy Headmaster, Head of Preparatory School or 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, e.g. 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.

Mr K J Lee
Deputy Bursar

REPORTING AREA 10

School Determined Priority Areas for Improvement

A) A report on the 2017 priority areas

i) Academic

- The School continued to finish in the Top 50 in the HSC League Table.
- The School continued the ongoing drive to improve spelling and writing skills, particularly in the middle school years.
- The School established The King's Institute as a world leader in teacher training and development.
- The School appointed a new Head of Agriculture to reinvigorate the School's agricultural program for global food security.

ii) Administration

- The School appointed a temporary Director of Leadership while it reviewed the role with respect to the strategic future of the School to include a focus on leadership development.
- The School successfully inducted the new Headmaster, Mr Tony George, and celebrated the significant contribution of the outgoing Headmaster, Dr Timothy Hawkes, for his unique and significant contribution to making The King's School as one of the world's great schools over his twenty years tenure as Headmaster of The King's School.
- The School continued to work on improving the service provided by Spotless Catering, including the implementation of a swipe card/identity system.

iii) Buildings

- The School completed the renovation of the fourth and final of our boarding houses.
- The School completed the renovation of the Headmaster's residence in readiness for the arrival of the twentieth Headmaster of The King's School, Mr Tony George and his family.
- The School completed the construction of a new Educational Support Centre in the Senior School.

iv) Marketing

- The School increased its overall school enrolments in excess of 1720 students.
- The School enrolled in excess of 350 boarders.
- The School ensured that the Preparatory School was enrolled to capacity.

B) A report on priority areas for School improvement in 2018

i) Academic

- Top 50 finish in the HSC League Table.
- Further develop The King's Institute as a world leader in teacher training and development and attain NESA accreditation.
- Appoint a new Head of English.

ii) Administration

- Appoint a new Director for Continuous Improvement.
- Appoint a new Director of Leadership and Character Development.
- Develop and approve a new strategic plan and triennial budget for 2019-2021.
- Appoint a new catering contract for 2019-2023.

iii) Buildings

- Complete renovation of the final four day boy houses.

iv) Marketing

- Secure the School's enrolment of 1850 enrolments, including Tudor House.
- Secure the School's enrolment of 370 boarders.
- Secure the School's Preparatory enrolments.

Mr A L George
Headmaster

REPORTING AREA 11

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 Coordinators 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 in identifying bullies.
- Having a monitorial team that supports the School's anti-bullying policy and who students feel free to inform about any bullying.
- 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.

Mr A L George
Headmaster

REPORTING AREA 12

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 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.

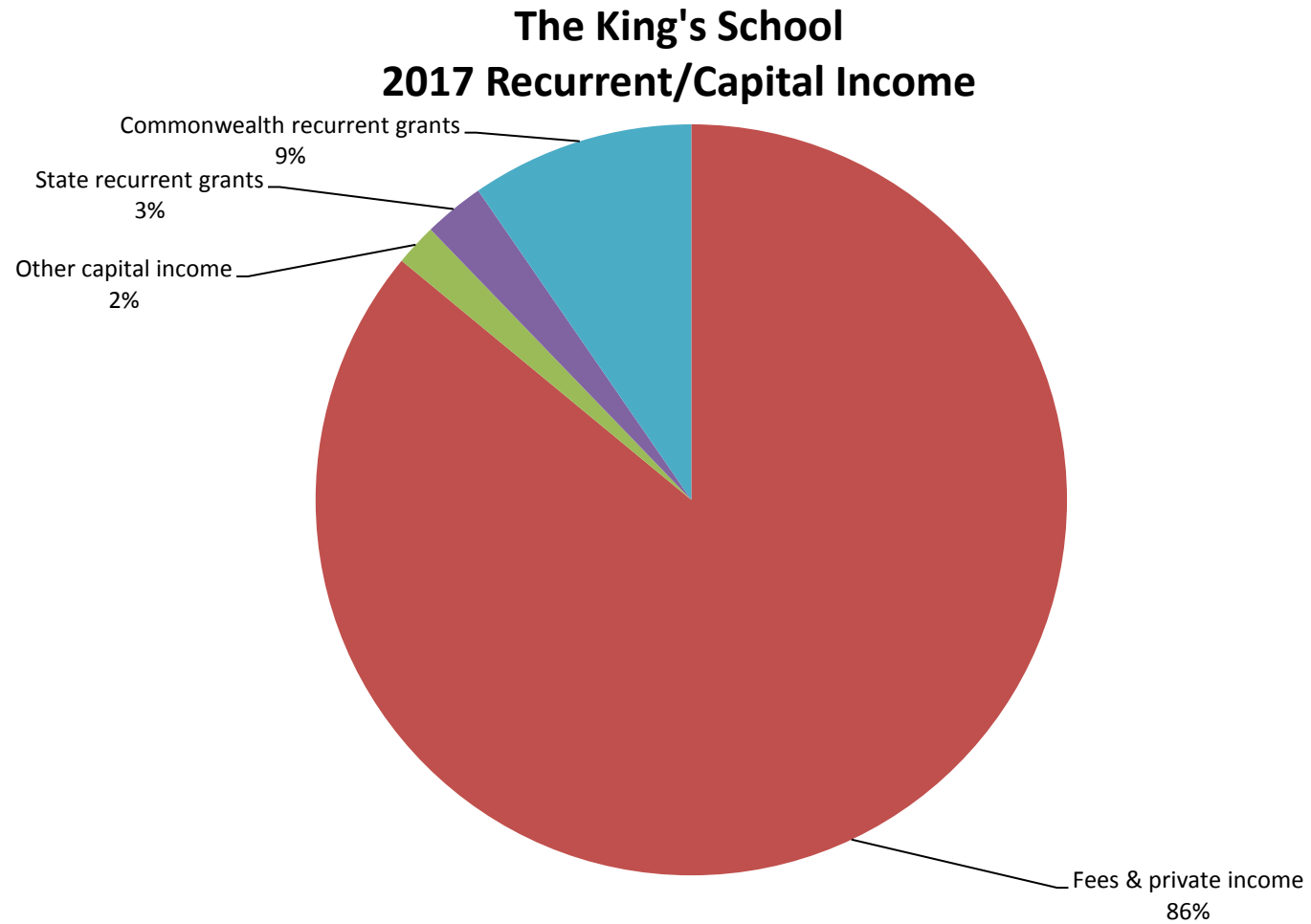
Feedback on teacher well-being is constantly sought from Heads of Department. The Director of Teaching and Learning has oversight of pastoral matters relating to teachers and support staff. Issues relating to teacher satisfaction are also fed to the School Executive by the Common Room Chair. An extensive biennial staff review and evaluation is also carried out, based on National Teaching Standards. This review provides valuable feedback, encouragement and gives focus to the School’s professional development program. Quite apart from the above, members of the School Executive, including the Headmaster, all have an open door policy and are frequent visitors to the Staff Common Room.

A low teacher turnover hints at the fact that The King's School has a happy and contented staff.

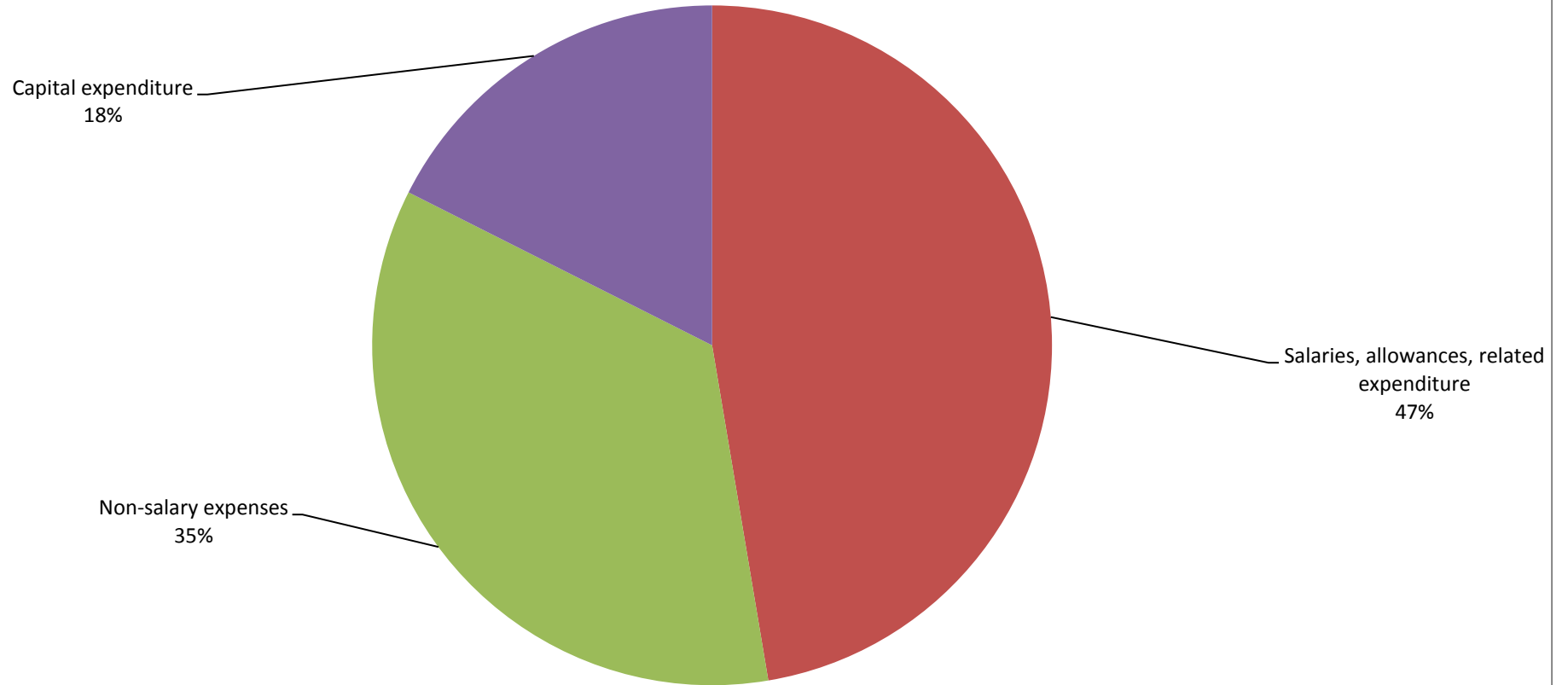
Mr A L George
Headmaster

REPORTING AREA 13

Summary Financial Reporting



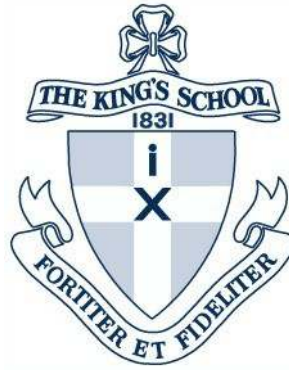
The King's School 2017 Recurrent/Capital Expenditure



Mr D P Curtin
Bursar

APPENDIX A

Anti-Bullying Policy



Student Bullying Policy

(Senior School, Preparatory School, Tudor House Campuses)

DOCUMENT TITLE: **Student Bullying Policy**
DATE APPROVED: **July 2017**
REVIEW DATE: **July 2018**
RESPONSIBLE: **School Executive**

RELATED DOCUMENTS: Child Protection Policy; Discrimination, Information Sheets relating to Duty of Care, Excursions, Inter School Sport and Exchange Programs, Work Health & Safety Statement, Use of Electronic Facilities Policy, Student Medical Information Policy and Health Form,

1. PREAMBLE

- 1.1 In order for learning to take place effectively, every student must feel safe and secure at school. This means that bullying and intimidation are unacceptable because of the fear and anxiety they engender. All campuses of The King's School (the School) should be a place where all students can feel safe, secure and able to achieve their potential.
- 1.2 It is expected that all members of the School Community – staff, students and parents – will work together to ensure that bullying, whether verbal or physical, subtle or overt, face-to-face or via technology, does not happen.

2. OBJECTIVES

- 2.1 The objectives of this Policy are to:
- (a) To create a school environment in which all students feel safe and secure.
 - (b) To foster optimum conditions of learning and teaching.
 - (c) To encourage reporting of bullying.

- (d) To support the targets of bullying.
- (e) To counsel perpetrators so that bullying behaviours stop.
- (f) To provide, where necessary, appropriate disciplinary consequences for those who persist in bullying.

3. POLICY

- 3.1 The School is committed to ensuring that each student can feel safe and secure at school. Bullying by students will not be tolerated under any circumstances.
- 3.2 Counselling and/or disciplinary action will be taken in any case where a student is found, upon reporting and investigation, to have bullied another student.

4. WHAT IS BULLYING?

- 4.1 Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies (discussed in more detail below).
- 4.2 There are many types of bullying, which may include any one or more of the following:
 - (a) physical: punching, hitting, tripping, kicking.
 - (b) verbal: teasing, using offensive names, being abusive, constant criticism, inappropriate comments about a person's appearance, belittling remarks;
 - (c) non-verbal: writing offensive notes, rude gestures, graffiti;
 - (d) psychological: spreading rumours, hiding or damaging possessions, inappropriate use of information technology, unauthorised use of camera phones
 - (e) emotional: deliberately excluding others from a group, refusing to sit next to someone, overtly encouraging other people to actively ignore or avoid a person;
 - (f) sexual harassment: which involves behaviours such as unwanted touching, inappropriate joking, taunting or teasing of a sexual nature; and/or exposure.

5. WHAT IS CYBER BULLYING?

- 5.1 Cyber bullying is the carrying on of some of the above forms of bullying (whether while at school or not) by use of electronic technologies such as email, websites, Facebook, online chatrooms, Twitter, blogs, Snapchat, Instagram etc. Cyber bullying can include:
 - (a) sending hateful or threatening comments or pictures via MSN, mobile phone, the internet or social networking sites;

- (b) using technology to socially exclude someone;
- (c) posting rude, explicit or embarrassing pictures of someone on the internet;
- (d) stealing someone's identity in order to harm them in some way;
- (e) putting pressure on a person to send revealing or compromising pictures of themselves;
- (f) covertly filming, recording or taking a picture of someone and posting the images on the internet to cause hurt;
- (g) 'outing' and disseminating confidential information about someone;
- (h) flaming and multi-messaging to clog up a person's electronic system and to cause them distress;
- (i) using aliases and pseudonyms in chat rooms and on social networking sites in order to harass and upset; and
- (j) engaging in cyber stalking and the invading a person's privacy

5.2 Sexting can be another type of cyber bullying. Sexting involves taking sexually explicit photos and making them available for others to see via a mobile phone or the internet. Sending explicit images of anyone including yourself is a crime if you are under the age of 18 years. If the person in the picture is under the age of 16 years, it can be a very serious crime resulting in charges of paedophilia.

6. WHAT BULLYING IS NOT

6.1 Behaviours that do not constitute bullying include:

- (a) mutual arguments and disagreements (where there is no power imbalance);
- (b) not liking someone or a single act of social rejection;
- (c) one-off acts of meanness or spite; or
- (d) isolated incidents of aggression or intimidation.

6.2 However, these conflicts still need to be addressed and resolved.

7. THE SCHOOL'S ANTI-BULLYING STRATEGIES

7.1 The methods used by the school to discourage bullying will vary from time to time and will depend on the needs of the School. The measures that are currently in place to discourage bullying, include but are not limited to:

- (a) emphasis is on preventative and early intervention including wellbeing programs;

- (b) classroom teachers will clarify with their students the School's policy on bullying at the start of the school year;
- (c) this policy being available in the School portal and printed in students' diaries;
- (d) undertaking year-level surveys (Years 4 to 12) of student well-being and bullying behaviour;
- (e) undertaking surveys on boarder well-being;
- (f) including open discussions on anti-bullying strategies in the curriculum;
- (g) ensuring effective pastoral support for students through the appointment of teachers, housemasters, tutors, year level coordinators, boarding house supervisors and other staff;
- (h) encouraging students to report incidents and assist them in adopting strategies to deal with bullying;
- (i) employing School Counsellors who have specialist skills in helping both victims of bullying and identified bullies;
- (j) training staff to detect bullying behaviour;
- (k) employing a suitable range of sanctions (including suspension and expulsion) to deal with and discourage bullies;
- (l) use of School Diaries for recording of instances of bullying and measures to address, display of Netiquette Agreement and Essential Agreement (PYP) material,
- (m) reviewing this policy from time to time to ensure that it remains effective and relevant

8. RESPONSIBILITIES AND REPORTING

8.1 Staff of the school have a responsibility to:

- (a) be vigilant when in the classroom, when supervising around the grounds, in boarding houses and at co-curricular activities and be observant of signs of distress or suspected incidents of bullying;
- (b) educate students about bullying;
- (c) empower students to act to stop bullying if they witness it occurring;
- (d) model non-bullying behaviour at all times including tolerance and acceptance;
- (e) offer support to students who are bullied;
- (f) listen and respond to all complaints of bullying;
- (g) record students' unacceptable behaviour; and

- (h) report incidents of unacceptable behaviour to the Housemaster and if deemed sufficiently serious to the Head of Preparatory School or Tudor House or the Deputy Headmaster of the Senior School and the School's Counsellor. (See Note below).

8.2 Parents have a responsibility to:

- (a) take an active interest in their child's School life to be aware of any problems;
- (b) take seriously any reports of bullying that their child makes to them;
- (c) encourage their child to be verbally assertive rather than retaliate with action;
- (d) report to the Housemaster or School Counsellor incidents of bullying of which they become aware (see Note below);
- (e) encourage their child to report bullying if they experience it or witness it happening; and
- (f) work collaboratively with the School to resolve incidents of bullying when they may occur.

8.3 Note: If the nature and seriousness of the bullying behaviour is such that it may be criminal or require consideration of mandatory reporting, staff or parents should report the matter to the Headmaster. This may include physical assault, threats of violence, problematic sexual behaviour or child-to-child sexual abuse. Refer to the School's Child Protection Policy for more information.

8.4 Students have a responsibility to:

- (a) ensure their behaviour does not intimidate or harass other students;
- (b) stop bullying behaviour when they witness it;
- (c) report bullying behaviour to staff as soon as they become aware of it (preferably their Housemaster or Student Counsellor or other staff member with whom they feel comfortable to talk to);
- (d) behave as responsible digital citizens and do not tell anyone your passwords, private details or access codes.

8.5 If students require further help it can be obtained from:

Kids Helpline – 1800 551 800
Lifeline – 13 1114
Beyond Blue - 1300 22 4636
www.bullyingnoway.gov.au
www.kidshelp.com.au

9. CONSEQUENCES

- 9.1 Students who are found to have engaged in bullying behaviour will generally, in the first instance, be counselled. This may also involve a mediation session if appropriate
- 9.2 Students who do not respond to counselling and/or mediation, and who repeatedly bully others may face suspension or expulsion.
- 9.3 The leadership position of any student who is found to persistently bully others will be removed.
- 9.4 The continued enrolment in the school of a student who is found to persistently bully others will be reviewed.