

# 2020 Annual Report Snapshot

## Message From Key Bodies

2020 has been an extraordinary year. Despite drought, fire, death and pestilence, the School has finished the year stronger. If it wasn't for the continual reminder of COVID-19, one would be forgiven to think of 2020 at The King's School as one of the best yet. The response of the School to the pandemic by staff, students and families has been exemplary and I wish to express my sincere thanks and praise to all of those in our community who have contributed to such a challenging year.

Congratulations to the Class of 2020 who achieved outstanding HSC results. I was particularly impressed and humbled by the way in which our students helped and supported each other throughout the year, encouraging each other to give of their best at all times. Through teamwork, resilience, hard work and dedication they were able to achieve one of the most exceptional sets of academic results in the School's history. Highlights include Alexander Lin and Jun Yin achieving a perfect ATAR of 99.95. Five boys were named in the Top Achievers' list representing 6 State Rankings and 140 boys were recognised as Distinguished Achievers. What was particularly pleasing was the breadth of achievement across all faculties in the School – it was a genuine team effort. Well done!

Mr Tony George *Headmaster*

In 2020, The Council of The King's School met nine times and the Council Executive Committee met eight times to oversee the governance of the matters of the School. There were an additional 33 meetings of the various sub-committees of Council and 14 meetings of the School Executive. The School met the significant challenges presented by the COVID-19 pandemic and ensured the care of students, staff and the School Community remained paramount. The Council is responsible for policy, strategy, 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. The Council is made up of 16 Governors, 11 appointed by 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), Mrs R A Abrahams (Chairman of Council), The Venerable K P Allen (Retired Dec 2020), Mr M D Bradford, Mr K M Chapman, Mr R A Davis (Retired Oct 2020), Mr P P Harvey, Mr E J Lloyd (Joined Oct 2020), Reverend E A Loane, Mr R J R Long (Joined Oct 2020), Mr A E D Mobbs, Reverend Canon B H Morrison (Retired Oct 2020), The Reverend M B Robinson, Mr M D Turner, The Reverend J C B Warren (Joined Oct 2020), Mr M J Webeck, Mr R K Weekes (Retired Oct 2020), Mr P J K O Whittington

Mrs Rosemary Abrahams *Chairman of Council*

We're a school of terracotta poles, a red stripe down our pants. We're a crest, a shield and a crown. The King's School. We have fun, we have banter, but we know where to draw the line. We have grit. We stick our teeth in, we pick our mates up.

A school whose teachers get up early and stay up late. They don't have to, but they do. We stand up when someone enters the room, we look someone in the eye and when we are able to, we give them a firm handshake. We're a school that looks out for the community. Not just our own, but the wider one as well. As our founder said in 1831, 'the education received in The King's School is not for the exclusive benefit upon those whom it has been bestowed, but for that of the entire community'. We serve, we give generously. We strive to make this world better.

Rupert Douglass *Senior School Captain 2020*

To say this year has been different to all others is a total understatement! We could recall the changes and challenges encountered. However, I'd like to focus on celebrating a year where we persevered and made the most of what was in front of us and got on with it. We have, as our King's Boy Creed says 'tried our best at all times', no matter the obstacles that stood in our way. We all need to look back on 2020 as a year that didn't stop us, we have continued to learn, strengthened friendships, found new ways to stay connected with each other and I think that we have truly embodied the Kingsman spirit that means we stick together and see things through – bravely and faithfully.

Hugo Wallace *Preparatory School Captain 2020*

My favourite Tudor House student characteristic is resilience. We are encouraged to try our best at everything and never give up, we should keep trying and remember to apply this to everything we do.

Niamh Walsh *Tudor House School Captain 2020*

As Year 6 drive through those gates for the last time as Tudorians, I know that I will be very thankful for the opportunities that we have all been given, but most importantly, I will be thankful for the relationships that I have made since being here.

Rupert Tait *Tudor House Dux 2020*

## Initiatives Promoting Respect & Responsibility

The 2020 Student Representative Council (SRC) coordinated another successful food stall at the annual swimming carnival in February, raising funds for service-learning trips to help out with regional properties damaged by the bushfires, and for The King's School in Bangladesh helping create a better future for young people overseas. The SRC also supported numerous charities and events throughout 2020, including Anti-Bullying Day, International Women's Day, National Volunteer Week and the Stand Tall Event in June, helping to build hope in the youth of Australia.

In November, the SRC promoted and celebrated awareness for our environment. In particular, the SRC hosted a 'Think Green' Day, encouraging students and staff to support the newly created recycling initiative at the school by shining a spotlight on the transition from disposable to reusable cups, in an attempt to reduce and potentially eliminate plastic material from the School. 'For the Boys'.

Vedang Tiwary & Angus Williams *SRC Presidents 2020*

Character development is central to all we do at King's as we learn how to interrelate with humility, respect and integrity. Our Social and Emotional Learning Program explicitly examines our School Values and utilises House Meetings, Chapel Services, Assemblies, Monday Messages and in-class experiences to promote an understanding of the values and how these are evidenced in daily life inside and outside of the School. In 2020, at a time when global circumstances forced a more introspective approach to life, the role of values in action through service remained pivotal. This was evidenced through fundraising activities to support our four sponsor children through Compassion Australia and partnering with Convoy of Hope to plant and nurture seedlings for the bushfire ravaged township of Lake Conjola. It was also very apparent in caring for our own community as the boys demonstrated sensitivity, empathy, support and encouragement for those peers and families experiencing grief and hardship.

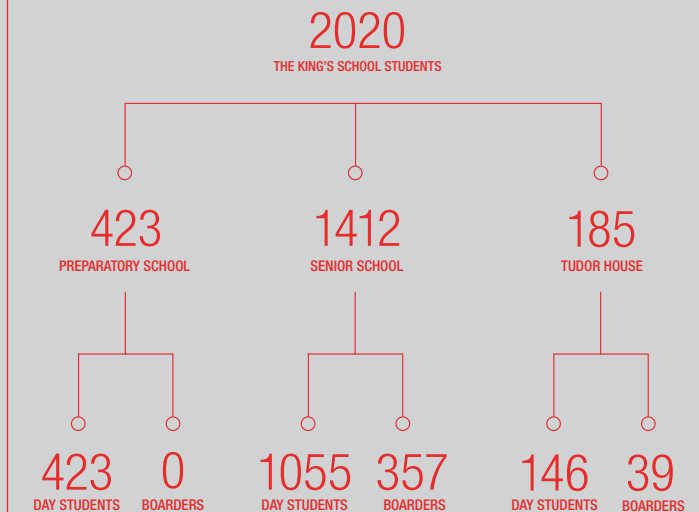
Mr Peter Allison *Head of the Preparatory School*

Our School Values, are woven as a thread through day-to-day life and provide a focus for Colour Families, Chapel, Assemblies and the Tudor House Action Group meetings (with class representatives from Years 1-6). These values enable members of the Tudor House community to be a blessing to others, as the most excellent version of themselves. During the pandemic, at Tudor House we've been able to find the beauty in the imperfect, impermanent and incomplete, recognising the good in our daily lives, focusing on how things are, rather than how they should be. We should never underestimate the skills we have to solve a problem. Through service actions we raised money for CanTeen, Care Flight and Jeans for Genes Day. We collected food for disadvantaged families at Christmas. We participated in 'Bullying: No Way!' as part of our ongoing emphasis on the importance of respect and responsibility within our School Community.

Mrs Anni Sandwell *Head of Tudor House*

For more information about our values and promotion of respect and responsibility, please visit [here](#).

## Contextual Information About The School



[The King's School, North Parramatta, NSW](#)  
[The King's School, Tudor House, Moss Vale, NSW](#)

## Mission Statement

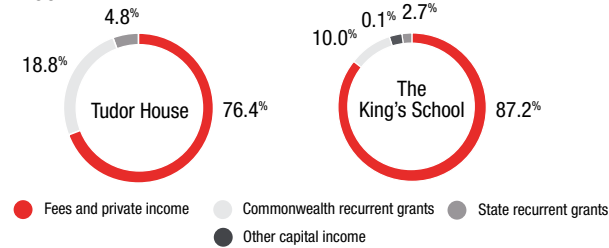
The King's School's Mission Statement captures the historical context of the School's founding sentiment in describing the School as: 'A Christian Community that seeks to make an outstanding impact for the good of society through its students, and by the quality of its teaching and leadership in education.'

\* Data in this report represents data collected in December 2020

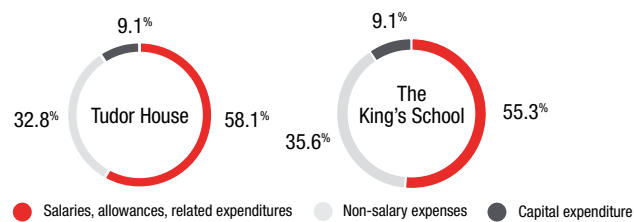


# Summary Financial Information

## INCOME



## EXPENDITURE



# Academic Standards

## INDIVIDUAL STUDENT RESULTS

### Top NSW Achievers' List – Top 1% in the State

Alexander Lin 99.95, Jun Yin 99.95, Jinyoung Kim 99.90, Neil Lathigara 99.70, Matthew Kearney 99.70, Rupert Douglass 99.65, Harry Wruck 99.50, Michael Bai 99.40, Nathan Yuen 99.30, Thomas Bray 99.30, James Mead 99.30, Noah Clarke 99.25, Edward Morgan 99.15, Ryan Wadsworth 99.15, Andrew Prideaux 99.00, Callum Taylor 99.00

### Individual Subject Rankings – 6 Top NSW Rankings

Max Ma	Mathematics Advanced	6th NSW Rank
Jun Yin	Physics	6th NSW Rank
Alexander Lin	Chemistry	7th NSW Rank
Alexander Lin	Mathematics Extension 1	8th NSW Rank
Edward Morgan	Modern History	10th NSW Rank
Ryan Wadsworth	Business Studies	17th NSW Rank

All students in the Mathematics Extension 2 2 Unit course received a (notional) Band 6 Result, with Max Ma (Year 11 Accelerant) attaching a Perfect score in Mathematics Advanced 2 Unit. All students in German Extension and Music Extension received E4 results.

### All Rounders' List NSW Ranking – Above 90%

FOR SCORING 90% OR ABOVE IN 10 OR MORE UNITS.

Benjamin Addison, Michael Bai, Thomas Bray, Noah Clarke, Mackenzie Cooke, Rupert Douglass, Samuel Hines, Samuel Hooper, Matthew Kearney, Jinyoung Kim, Neil Lathigara, Alexander Lin, Justin Lu, James Mead, Richard Mills, Edward Morgan, Lachlan Owen, Andre Prideaux, Kavin Sivanathan, Miles Stewart, Vedang Tiwary, Ryan Wadsworth, Harry Wruck, Jun Yin, Nathan Yuen

### Nominations – 52

Highest record in The King's School history of nominations (52) for subjects with practical components for possible inclusion in displays or performance next year: Design and Technology (3), Drama (21), Industrial Technology (19), Music (2) and Visual Arts (7).  
1 Selection - Set Design

Note: On Stage Group Performance Nominations were not applicable in 2020 due to COVID-19.

# Academic Standards

## NAPLAN 2019

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	502	469	480	526	494
Tudor Year 3	478	458	450	477	417
Year 5	567	515	542	570	569
Tudor Year 5	580	480	508	518	515
Year 7	597	554	587	594	635
Year 9	623	595	620	624	666

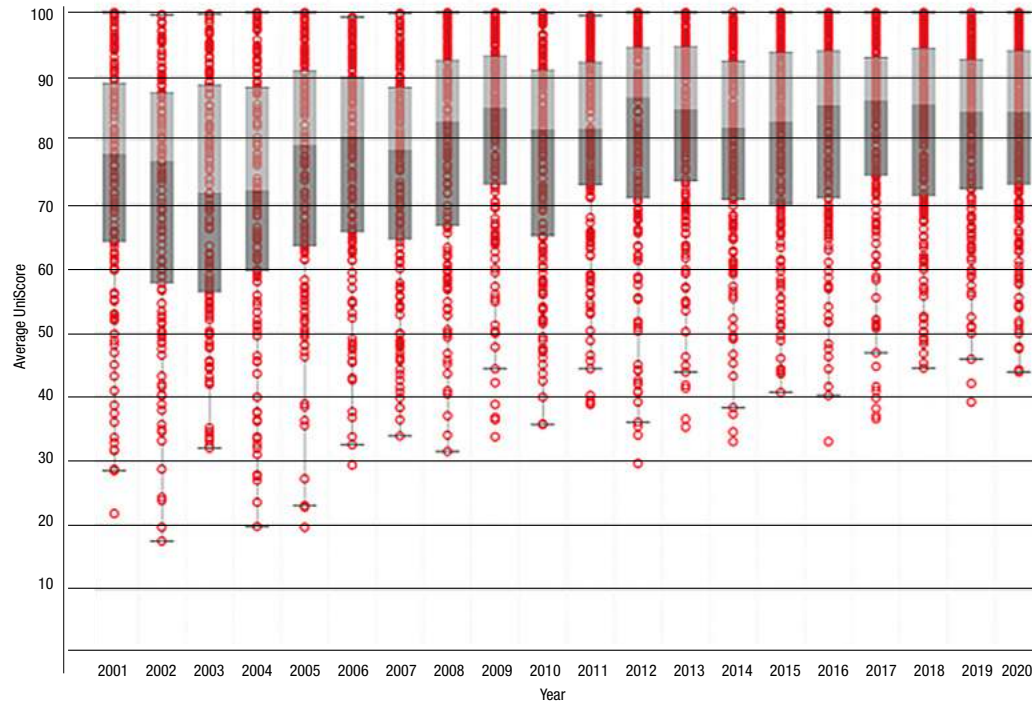
Legend: Well Below (Yellow), Below Average (Purple), At Average (Grey), Above (Blue), Well Above (Dark Blue)

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results which are available on the [My School](#) website.

The King's School and Tudor House are rated in different clusters for NAPLAN standards. For a more detailed analysis of NAPLAN results click below.

[The King's School, North Parramatta, NSW](#)  
[The King's School, Tudor House, Moss Vale, NSW](#)

## ACADEMIC OUTCOMES ANALYSIS



This graph illustrates the distribution of ATAR Results 2001 – 2020. Over several years, HSC results from the tail of the cohort continue to improve and our middle cohort results continue to strengthen.

## TERTIARY INSTITUTION PLACES



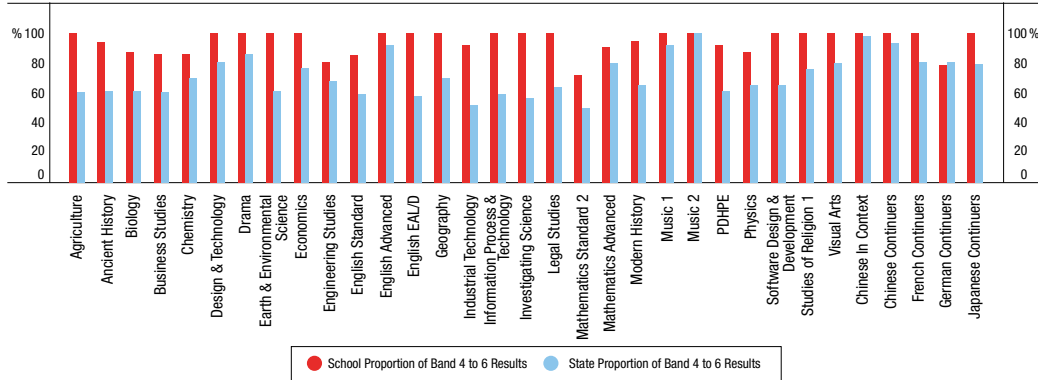
- University of Sydney
- UNSW
- Macquarie University
- University of Technology
- University of Newcastle
- Western Sydney University
- ICMS
- Australian Catholic University
- University of New England
- University of Wollongong
- University of Canberra
- Australian National University
- Harvard University
- Yale University
- Stanford University

\* For a detailed analysis of the HSC Academic Results and Stories 2020, please download the [HSC Academic Results and Stories 2020](#).

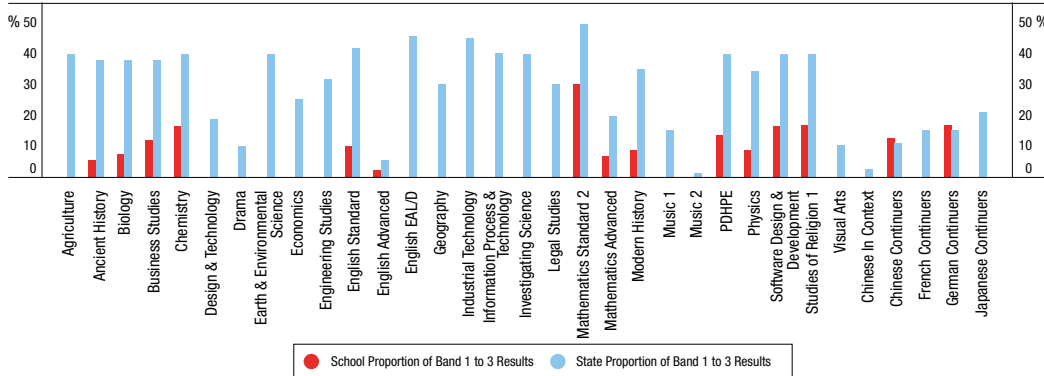
## Academic Standards

King's HSC performance is consistently higher than statewide performance.

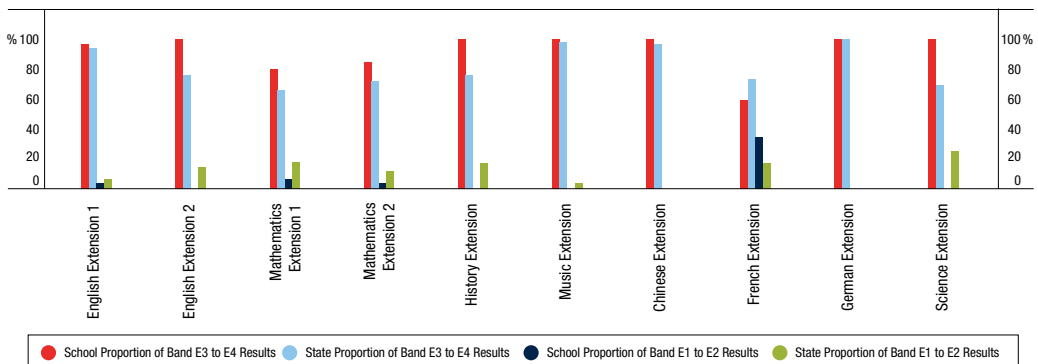
### HSC RESULTS – King's vs State Bands 4 to 6



### HSC RESULTS – King's vs State Bands 1 to 3

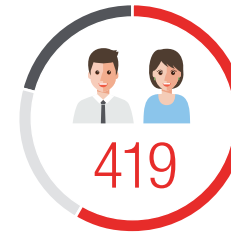


### HSC RESULTS (EXTENSION UNITS) – King's vs State Bands E1 to E4



- 13 students or 5% of students undertook VET courses. 100% of Year 12 students attained a Year 12 certificate or VET qualification.
- 0 students required a ROSA certificate.

## Teacher Professional Learning Attendance



All staff attend Professional Learning as it is pivotal to our pursuit of academic excellence and character development within our Christian community.

- 245 ● Senior School courses
- 87 ● Preparatory School courses
- 87 ● Tudor House courses

Further information is available [here](#).

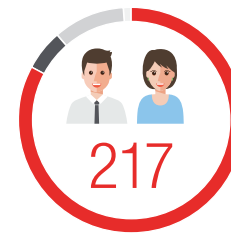
## Teacher Accreditation and Qualifications



195 The King's School and 22 Tudor House teaching staff have teacher education qualifications from a higher education institution within Australia or AEI-NOOSR recognised guidelines.

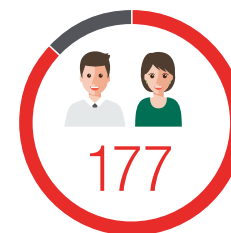
- 211 ● Proficient (190 The King's School, 21 Tudor House)
- 3 ● Provisional (3 The King's School, 0 Tudor House)
- 3 ● Conditional (2 The King's School, 1 Tudor House)

## Teaching Workforce Composition



- 178 ● Permanent Full Time (163 The King's School, 15 Tudor House)
- 14 ● Temporary Full Time (12 The King's School, 2 Tudor House)
- 21 ● Permanent Part Time (17 The King's School, 4 Tudor House)
- 4 ● Temporary Part Time (3 The King's School, 1 Tudor House)

## Non-Teaching Workforce Composition



Ancillary support staff including Administration, Finance, Property, Boarding, ICT and Healthcare.

- 150 ● Permanent (141 The King's School, 9 Tudor House)
- 27 ● Temporary (24 The King's School, 3 Tudor House)

In 2020, no staff at The King's School or Tudor House identified as Indigenous nor Torres Strait Islander. This is not mandatory due to the Privacy Act.

## Student Attendance

### SCHOOL RETENTION RATE

- 93.6% of students who completed Year 12 in 2020 completed Year 10 in 2018

### Average Year Level Attendance

Year 12	97.57%
Year 11	95.62%
Year 10	96.48%
Year 9	96.82%
Year 8	96.75%
Year 7	97.02%
Year 6	95.03%
Year 6	94.20%
Year 5	95.57%
Year 5	95.83%
Year 4	95.29%
Year 4	94.86%
Year 3	96.27%
Year 3	94.81%
Year 2	94.09%
Year 2	95.12%
Year 1	94.91%
Year 1	92.73%
Kinder	95.27%
Kinder	94.99%
Pre Kinder	95.39%
Pre Kinder	97.37%
The King's School – Total Average	96.41%
Tudor House – Total Average	94.92%

Tudor House ● The King's School ●

## Policies

The King's School has a full range of documents about initiatives, policies and procedures available on our intranet portal. Some are also available at the [School website](#).

### NON ATTENDANCE POLICY

- Parents are required to contact the School to advise student absence by phone or email.
- Unexplained/unjustified absences are advised by the School via sms.
- Signed notes and/or medical certificates are required after two consecutive days.

### SCHOOL ENROLMENT POLICY

- Full text available [here](#).

### STUDENT WELFARE (CHILD PROTECTION) POLICY

The School is committed to ensuring the safety, protection and wellbeing of all students and to ensuring that steps are taken to prevent harm. Child Protection is recognised by the School as a community responsibility and the preventative aspects of child protection, as fundamentally important, including community education, parent education and support.

#### Changes in 2020

Full Policy Update - updated to reflect the changes brought in by the Children's Guardian Act 2019.

Policy Publicly Available - Full text available [here](#).

### ANTI-BULLYING POLICY

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 School should be a place where all students can feel safe, secure and able to achieve their potential.

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.

#### Changes in 2020

Contact Updates: Identity of Police Liaison Officers updated.

Policy Publicly Available - Full text available [here](#).

### STUDENT DISCIPLINE (SUSPENSION AND EXPULSION) POLICY

The behaviour of individual students at the School can underpin and influence the overall tone and success of the School. It can have a significantly positive or detrimental impact upon other students. It is the responsibility of the staff and ultimately the Headmaster to assist students to behave correctly and within the bounds of the School's rules and ethos.

This policy articulates the context in which the School exercises its right to suspend or expel a student. It also describes the procedure observed by the School when suspending or expelling a student. Whilst describing the significant elements of that procedure it is

not intended to be exhaustive or overly prescriptive particularly in respect to the time period in which the procedure may take place. The need for procedural fairness to be observed by the School towards students is acknowledged within this policy. In accordance with the policy, corporal punishment is not permitted under any circumstances.

#### Changes in 2020

Nil Changes

Policy Publicly Available - Full text available [here](#).

### COMPLAINTS AND GRIEVANCES POLICY

The School has in place the following procedure to deal with complaints and grievances of a general nature that may be held by parents (including guardians) and/or students. The School recognises that parents and/or students may have a complaint or grievance over a school related issue and through the procedure, the School is providing a procedurally fair mechanism by which parents and/or students can seek to have that complaint or grievance addressed. The complaint or grievance must initially be dealt with as close to the source as possible.

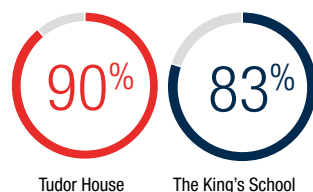
#### Changes in 2020

Paragraph 1.7 (new paragraph) – reminder to Parents of the School Parental Code of Conduct when addressing concerns to them or their child.

Policy Publicly Available - Full text available [here](#).

## Staff Engagement

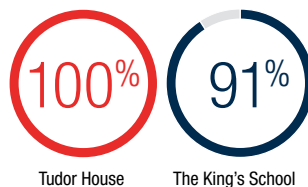
Staff are satisfied in their role:



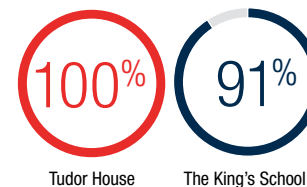
## Student Wellbeing

Students agree:

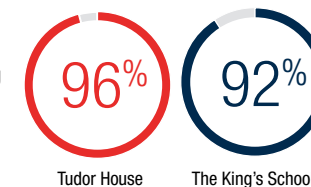
The Housemasters are effective in providing support for students



The School provides a caring and safe environment

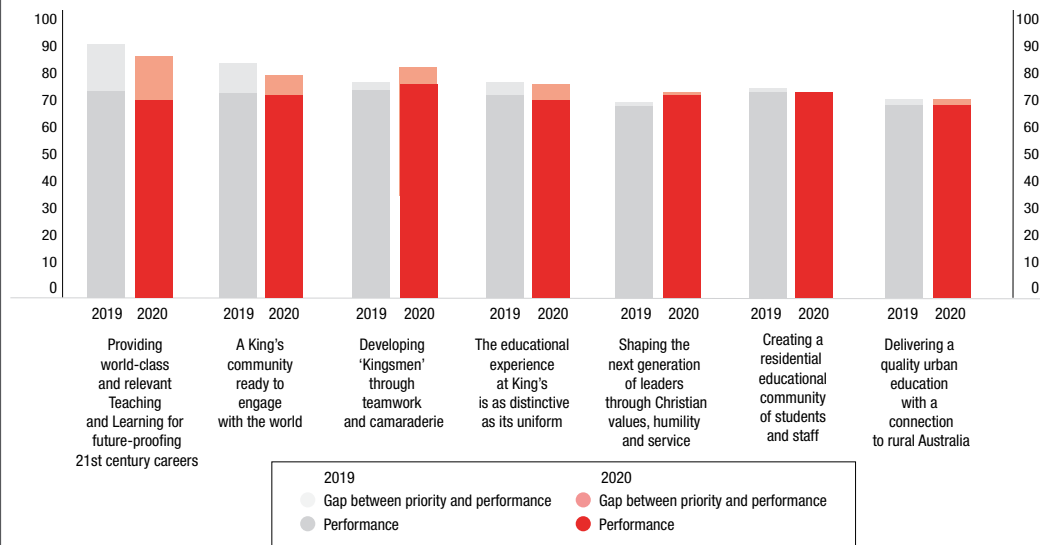


The teachers and tutors are effective in providing support for students



## Priorities and Performance of the King's Distinctives

In 2020, previous priorities and performance statements have been defined as KPI's for the purpose of measurement of performance. The School strives to ensure that performance against each of the priorities continuously improves.



## Parent, Student and Teacher Satisfaction

### NET PROMOTER SCORE (NPS) (Staff, Student and Parent)

How likely would you be to recommend The King's School?

### NET REPEATER SCORE (NRS) (Parent)

How likely is it that you would make the same decision to send your child to The King's School if you were able to remake your choice?

SCORES ARE ACHIEVED BY SUBTRACTING % PROMOTERS – % DETRACTORS

