

2025 Annual Report

Message From Key Bodies

The 2025 school year was marked by exceptional academic accomplishment and vibrant artistic expression across The King's School. Our students demonstrated the character, diligence and creativity that continue to define our community.

In the Senior School, the Class of 2025 achieved 419 Band 6 and E4 results, with three students attaining perfect ATARs of 99.95. Students also received 60 nominations for major works across Drama, Music, Visual Arts, Industrial Arts and Computing, showcasing an outstanding culture of creative excellence. This artistic spirit was further reflected in the Australian premiere of *Newsies*, which played to sell-out audiences. The School also celebrated a major curriculum milestone with the launch of the International Baccalaureate Diploma Programme.

Co-curricular success was equally impressive. King's claimed the Triple Crown at the AAGPS Athletics Championships, winning the Junior, Intermediate and Senior divisions. The cross-country team maintained its remarkable consistency, finishing in the top three across all divisions for the seventh consecutive year. The Basketball program achieved its first AAGPS premiership since 2006, reinforcing the depth of student talent and dedication.

The Preparatory School excelled as a centre of inquiry, creativity and academic growth, proudly welcoming its new Head of Prep, Mr Daniel McClintock. Students achieved strong results in national competitions including the Da Vinci Decathlon, Australian Mathematics Competition, ICAS assessments and the Maths Olympiad. The community also enjoyed a delightful production of *Oliver!*, highlighting the vibrant talent of Prep students.

At Tudor House, 2025 brought extraordinary achievement when students won the World Final of the Kids' Lit Quiz in South Africa, becoming the youngest team ever to claim the title. A colourful production of *Madagascar*, along with beloved traditions such as Bonfire Night, Book Week and the Billy Cart Derby, continued to strengthen the campus' warm and adventurous culture.

Across all three campuses, The King's School remained united in its commitment to academic excellence, character formation and Christian community—shaping young people of integrity, compassion and global vision.

Reverend Stephen Edwards Interim Headmaster

In 2025, The Council of The King's School met on a quarterly basis and held additional meetings as necessary. The Council has four Sub-Committees that report to it: Risk, Governance and Compliance, People and Culture, Property and Projects, and Finance and Audit. These Sub-Committees also met on a quarterly basis and held additional meetings as necessary.

The Council is responsible for governing the School, with its roles and functions articulated in its Charter and Council Policies. The Headmaster, who reports to the Council, is responsible for the day-to-day management of the School.

The Council is composed of up to 18 Governors: The Archbishop of Sydney, 10 appointed by the Anglican Church Diocese of Sydney, five appointed by The King's School Old Boys' Union, and two

appointed by the Council itself. Throughout 2025, the following people served as Governors on the Council: Anglican Church Diocese Appointments – The Most Reverend K De Silva Raffel (President), Mr K Chapman (Chairman), Mrs J Anderson, Mr M Bradford, Mr A France, Associate Professor C Grice, Bishop G Koo, The Reverend M B Robinson (retired 31 August 2025), The Reverend Canon T Swan, The Reverend J C B Warren, The Reverend M Whitfield (appointed 23 June 2025). The King's School Old Boys' Union – Mrs E Maple-Brown, Mr E J Lloyd, Mr R J R Long, Mr C Taylor, Mr P J K O Whittington. Council Appointments – Nil.

Mr Ken Chapman Chairman of Council

Inaugural address excerpt:

"If I asked you to picture a successful person, what comes to mind? A billionaire, a politician, a CEO, someone visible and powerful? Let me offer a different idea of success. In the early 20th century, polio killed hundreds of thousands and left many paralysed. In 1955, Jonas Salk developed a vaccine. When asked who owned it, he said, "The people... There is no patent. Could you patent the sun?" He chose not to profit, because he understood that true success is not about what we gain, but what we give.

An ancient proverb says, "Society grows when people plant trees whose shade they will never sit in." The most meaningful impact often comes from quiet acts, listening, helping, encouraging, done without recognition. Knowledge and power matter, but without kindness, they are empty.

So be intentional with the seeds you plant. Act not out of self-interest, but from compassion. However small your actions seem, one day someone will benefit. In the end, what you grow will shape your character, build trust, and strengthen communities. Think not of what you can get, but what you can give, and in doing so, you will achieve something truly worthwhile and lasting."

Alexander Ball Senior School Captain

2025 has been an outstanding year at The King's School, Preparatory School. Our boys have embraced opportunities across our pillars of Academic Excellence, Character Development and Christian Community, and it has been a privilege to lead them through such a memorable year.

In academics, our boys achieved remarkable results across Mathematics, English, inquiry learning, and high-level competitions. From success at the Da Vinci Decathlon to outstanding Distinctions and High Distinctions in ICAS and Olympiad programs, our students showed curiosity, determination and a love of learning. Our Global Issues Symposium and the remarkable weaving project demonstrated how deeply boys engaged with global thinking, creativity and service.

Our character was strengthened through camps, musical performances, and sporting achievements. Whether tackling abseiling challenges, performing *Fortiter and Fideliter* at Sydney Town Hall, or breaking long-standing records on the athletics field, our boys stepped forward with courage, teamwork and joy. We also celebrated 70 years of the Prep at Gowan Brae,

connecting with Old Boys and honouring traditions that continue to shape us today.

Thank you to our boys, families, staff and Old Boys for your incredible support throughout 2025. We now look forward to new challenges and possibilities in the year ahead.

Austin Leung Preparatory School Captain

Prize Day speech excerpt:

"Our school founder, Mr Wilfred Inman had a vision. A school that provided a well-rounded education with a focus not just in academics, but in sport, the arts, community service, and the outdoors. A school to build children's courage and character and push them beyond their comfort zones. And as I looked back through this year, it's clear we have lived up to his dreams for this school.

Of all the lessons that I have learned at Tudor, the most valuable lesson of all is to 'Dig-Deep'. What's unique about Tudor is the way the school encourages us to take risks and back ourselves. "NEVER GIVE UP" is one of my favourite quotes from my role-model, Bear Grylls. That quote has reminded me to 'Dig Deep' here at Tudor.

We may not win every sporting match we play, make the finals of the public speaking competition, or land a major part in the school musical, but digging-deep is about giving it a go, trying something new, and not giving up when things get tough. Turning that disappointment, sadness or failure into grit and determination is so important. Digging deep is knowing that while you may not be the best at everything, you will still try your best. Tudor House teaches you this every day."

Harriet Sellors Tudor House School Captain

Initiatives Promoting Respect & Responsibility

In 2025, the Student Representative Council (SRC) continued to promote a culture of respect, responsibility and student leadership across the Senior School. The SRC organised initiatives that strengthened community engagement and provided students with opportunities to contribute positively to school life.

Students participated in an interhouse debating competition, encouraging respectful dialogue and critical thinking. The SRC also supported community and charitable initiatives, including a fundraising event featuring endurance runner Nedd Brockmann, which raised funds for Mobilise and increased awareness of homelessness in Australia. Students further demonstrated their commitment to inclusivity through activities recognising International Women's Day. The SRC also collaborated with the Music Department to support a student rock concert celebrating student talent and participation in the performing arts.

A significant development in 2025 was the introduction of the new SRC Parliament model, designed to broaden student representation and strengthen student voice across mentor groups and Houses ahead of its full implementation in 2026.

Miss Julia Lloyd SRC Coordinator

The Preparatory School is shaped by boys who demonstrate respect, responsibility and a commitment to serving others. Our service learning and leadership initiatives cultivate these qualities through meaningful, age-appropriate opportunities that strengthen compassion, empathy and courage. Boys across the School engage in purposeful House-led projects such as charity fundraising, toy collections for families in need, and community drives that support refugees and under-resourced communities.

Leadership is also intentionally developed. Dedicated leadership training days, undertaken in partnership with Tara Anglican School for Girls and Tudor House, help boys practise respectful relationships and understand the responsibilities of influencing others for good. Year 6 students serve as leaders to our youngest boys through the Kindergarten Buddies program, offering encouragement, guidance and positive role modelling. Every Year 6 boy holds a genuine leadership and service role, reinforcing a culture in which all students learn to support their peers and contribute meaningfully to the life of the School.

Mr Daniel McClintock Head of the Preparatory School

The foundational virtues of respect and responsibility underpin the adventurous spirit that defines the Tudor House experience. Throughout the year, these values were explicitly cultivated through a curriculum that prioritises social skill development and fosters deep connections with our alumni, parents, and the wider community. This collaborative environment ensures that students view their education not just as an individual pursuit, but as a gateway to meaningful engagement with the world around them.

Our signature outdoor education program, Kahiba, remains central to this mission, offering students essential opportunities to manage risk and master complex decision-making in real-world settings. The introduction of an expanded achievement badge system further empowered students to take ownership of their personal growth and development.

The breadth of the student experience was reflected in a diverse 2025 calendar, including the academic rigour of the Kids Lit Quiz World Final in South Africa, the physical challenges of interschool Snowsports, and a transformative cultural immersion at Groote Eylandt. These journeys, combined with significant fundraising efforts for Dolly's Dream and the Australian Red Cross, ensure that an adventurous spirit is always balanced with profound compassion. By navigating overnight experiences, outdoor education activities and service-learning initiatives, our students develop the independence, responsibility and respect that remain the heartbeat of our educational philosophy.

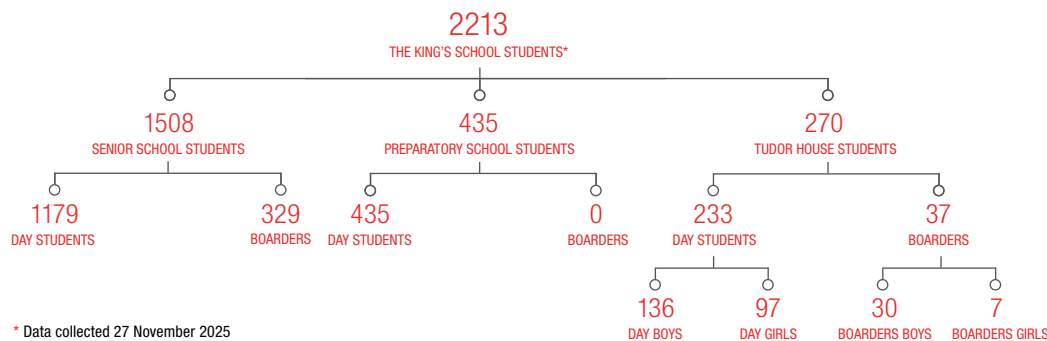
Mr Adam Larby Head of Tudor House

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

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.'



Contextual Information About The School



* Data collected 27 November 2025

For more contextual information about the School, visit:
[The King's School, North Parramatta, NSW](#)
[The King's School, Tudor House, Moss Vale, NSW](#)

Academic Standards – NAPLAN

	Reading	Writing	Spelling	Grammar	Numeracy
Preparatory School Year 3	493	485	487	511	487
Tudor House Year 3	429	435	399	419	410
Preparatory School Year 5	554	549	553	576	591
Tudor House Year 5	501	485	480	510	486
Senior School Year 7	601	600	594	617	647
Senior School Year 9	612	618	611	613	663

Further information is available on the [My School](#) website.

Academic Standards – HSC

INDIVIDUAL STUDENT RESULTS

ATAR Top 1% in the State

Nicholas Chen 99.95, James Mao 99.95, Murphy Xi 99.95, Chen Liang 99.90, Andrew Wang 99.90, Jack Huang 99.85, Aidan Tran 99.80, Zichen Wang 99.80, Austen Wong 99.80, Max Vukasovic 99.65, Owen Wang 99.65, Harry Yu 99.55, Steve Zhang 99.55, Timothy Wang 99.50, Kevin Xiong 99.50, Jake Liu 99.45, James Napoli 99.20, Preeth Kavin 99.15, Daniel Xia 99.15, Henry Zhang 99.15, Will Liu 99.10, Daniel Yang 99.05.

Individual Subject Rankings – 11 Top NSW Rankings

James Mao – Enterprise Computing 1st, Hugo Firth – Construction Examination 3rd, Kai Wilson – Construction Examination 4th, Austen Wong – Chinese Continuers 4th, Murphy Xi – Music Extension 4th, Sebastian Ball – German Extension 5th, Lap Koo – English EAL/D 6th, Chen Liang – English Advanced 6th, James Hurley – Construction Examination 8th, Finn McDonald – Mathematics Advanced 20th, Zichen Wang – Chemistry 20th.

All Round Achievers List NSW Ranking – Above 90%

FOR SCORING 90% OR ABOVE IN 10 OR MORE UNITS

Nicholas Chen, William Farrah, Jack Huang, Jack Huang, Lucas Ivankovic, Preeth Kavin, Lap Koo, Chen Liang, Jake Liu, James Mao, Sam Molineux, Christian Teo, Aidan Tran, Andrew Wang, Owen Wang, Timothy Wang, Zichen Wang, Austen Wong, Murphy Xi, Daniel Xia, Kevin Xiong, Frank Yu, Harry Yu.

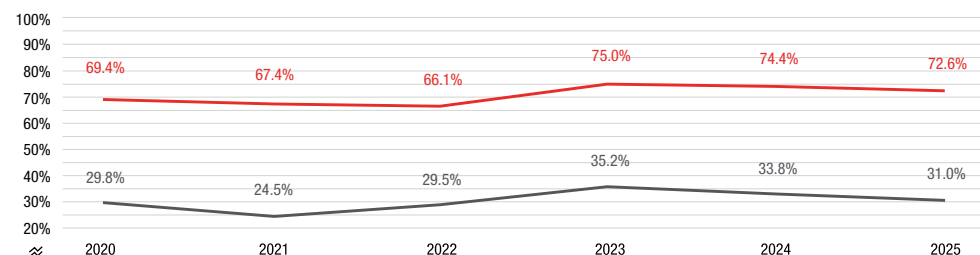
60 Nominations & 8 Selections

60 Nominations: Drama (29), Industrial Technology (14), Music (11), Visual Arts (6) and 8 Selections: Drama (4), Industrial Technology (1), Visual Arts (3).

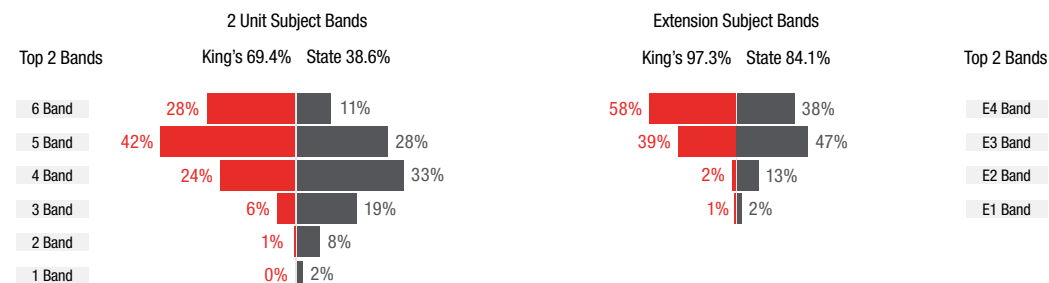
Academic Standards – HSC

HSC Results – Performance Trends Over Time

The graph below illustrates the high level of academic success as indicated by the percentages of Bands 5 & 6 HSC results over time.

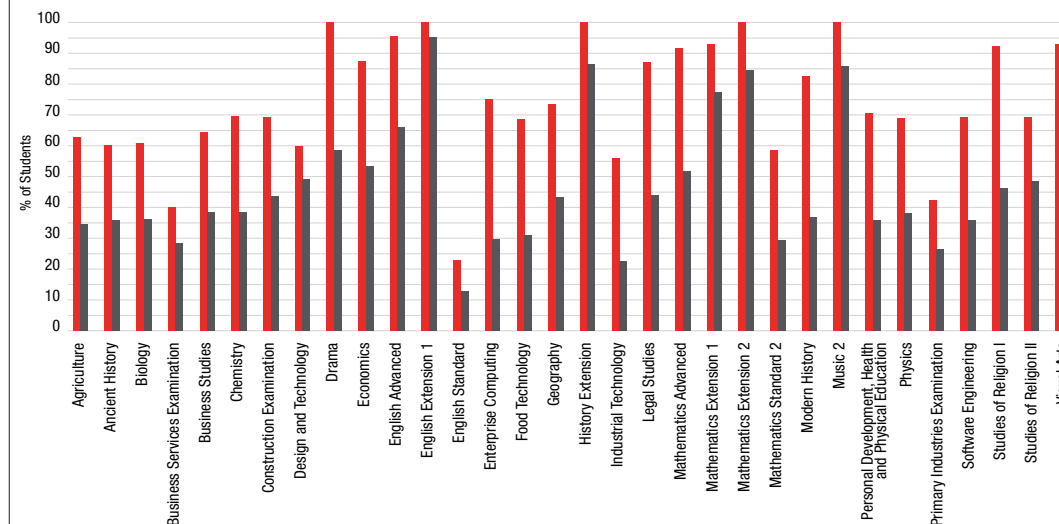


King's vs State Comparison



King's vs State Bands 5 and 6 or equivalent

Band 5 and 6 or equivalent results reflect the highest level of academic success in the HSC.



The following courses attained 100% of students in the top two bands: Chinese in Context, Chinese Continuers, Chinese Extension, Drama, English as a Second Language/Dialect (EAL/D), English Extension 1, English Extension 2, French Extension, German Extension, History Extension, Mathematics Extension 2, Music 1, Music 2, Music Extension.

Academic Standards – HSC

HSC RESULTS – % of students above each ATAR*

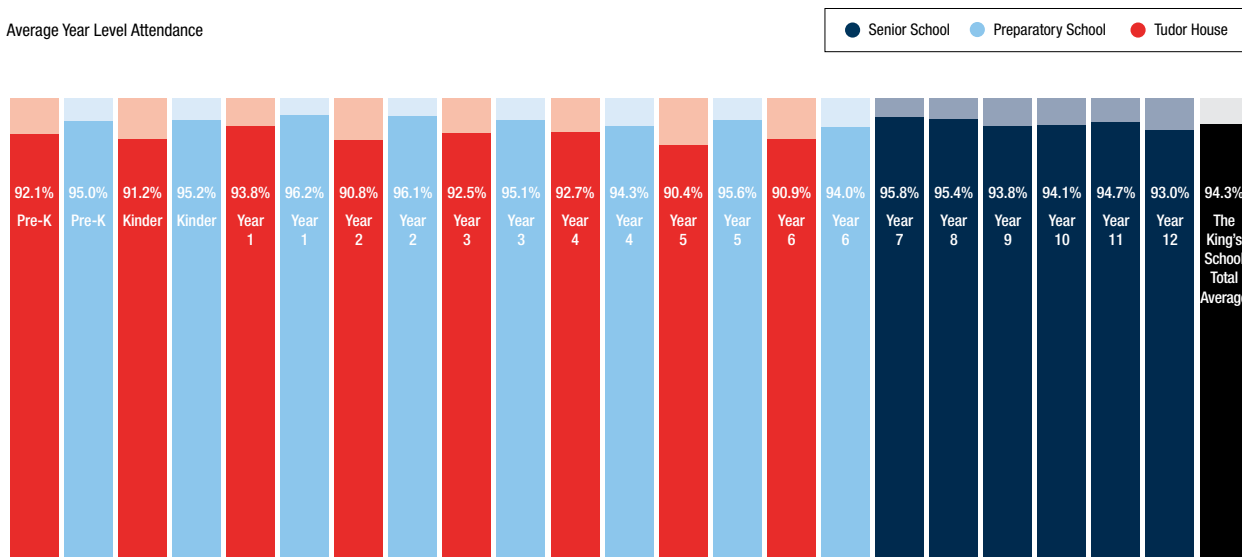
ATAR	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
99	1	3	5	5	3	2	8	8	1.5	6	6	8	7	2	6	7	8	5	11	9
95	11	10	18	20	14	18	25	25	19	22	26	24	25	17	23	23	22	29	28	25
90	23	21	36	34	27	33	40	41	35	34	42	41	38	35	40	34	37	42	45	42
80	53	47	57	68	56	57	60	64	58	60	67	66	63	63	60	58	67	69	64	64
70	69	69	71	81	72	78	77	80	76	75	79	84	80	79	82	80	80	83	84	82
60	86	80	82	91	84	88	88	91	91	87	92	91	91	92	92	91	92	92	94	92
50	95	93	96	95	93	96	93	96	95	95	97	96	97	98	98	99	97	98	98	96
Students	177	188	176	173	172	193	183	198	205	189	206	211	208	183	230	204	235	236	236	246
Median	80.90	79.00	83.95	85.45	82.25	84.30	86.80	85.30	83.15	83.25	87.45	86.95	86.30	85.60	86.23	84.68	84.30	87.50	87.50	85.90
Mean	77.21	75.83	79.25	81.95	78.25	80.30	81.08	82.85	80.38	80.53	83.20	83.02	82.58	81.89	82.93	82.02	82.10	84.00	84.40	82.70
Standard Deviation	16.24	16.75	16.83	14.76	16.03	14.79	17.06	14.47	15.13	15.57	14.54	14.78	14.26	13.52	13.70	13.81	13.90	13.60	13.70	15.30

* % of students above each ATAR have been rounded to the nearest whole number.

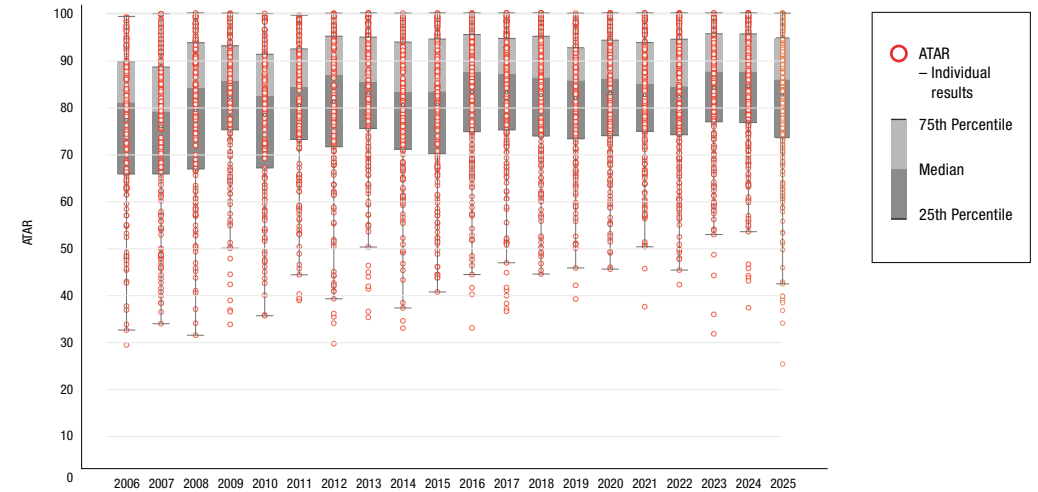
- 50 students undertook Year 12 2025 VET and TVET courses, whereby some students undertook more than one VET/TVET subject:
 - VET: Business Services (12), Construction (33), Primary Industries (19)
 - TVET: Automotive (3), Electrotechnology (1), Real Estate in Practice (3), Plumbing Introduction (1)
- 19.46% of Year 12 students undertook a vocation or trade training
- 99.22% of Year 12 students attained a Year 12 Certificate or VET qualification
- 2 students required a RoSA certificate.

Student Attendance

Average Year Level Attendance



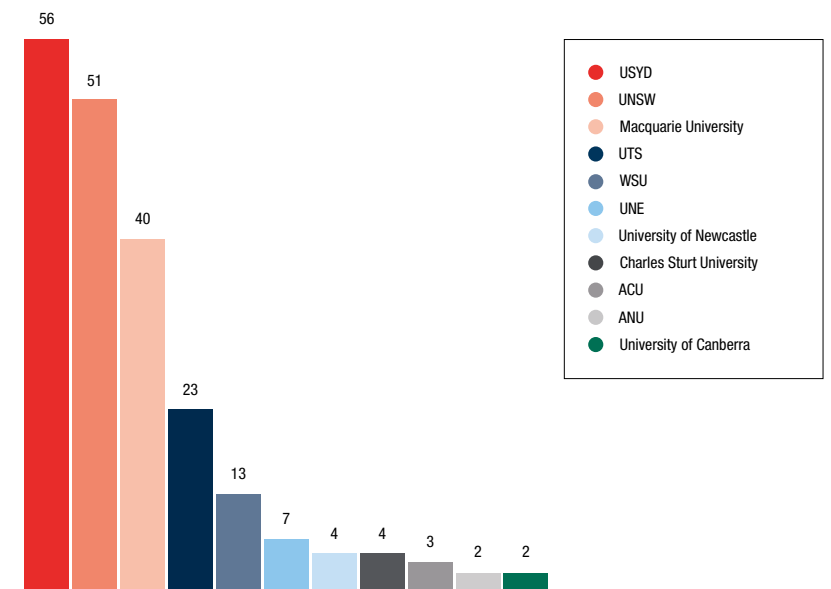
ACADEMIC OUTCOMES ANALYSIS



This graph illustrates the distribution of ATAR results from 2006 to 2025. Over several years, HSC results from the tail of the cohort continue to improve and our middle cohort results continue to strengthen. Approximately two-thirds of King's boys consistently attain an ATAR above 80.00. The median ATAR across NSW is usually around 70.00. In 2025, the median ATAR at King's was 85.9. 24.9% of King's boys achieved an ATAR greater than or equal to 95.00.

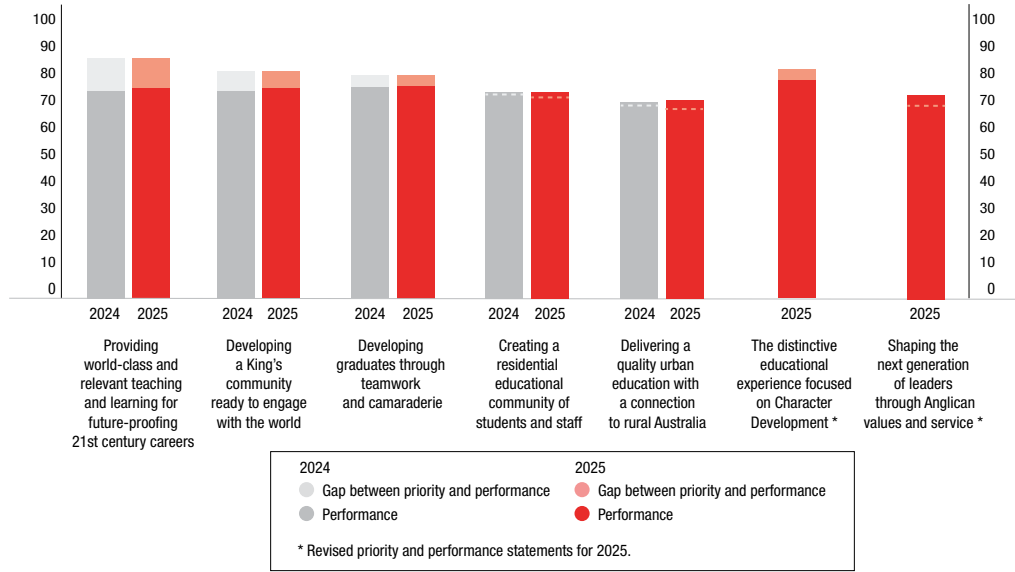
For a more detailed analysis, please download the [Year 12 Academic Results and Success Stories 2025](#).

Tertiary Institution Places



Priorities and Performance of the King's Distinctives

In 2025, priorities and performance statements have been identified as KPIs for the purpose of measurement of performance. The School strives to ensure that performance against each of the priorities continuously improves.



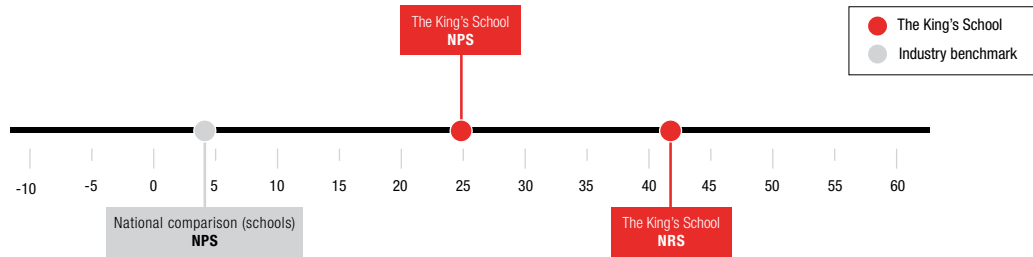
Parent and Student Satisfaction

NET PROMOTER SCORE (NPS)

On a scale of 0 to 10, how likely would you be to recommend The King's School?

NET REPEATER SCORE (NRS) (Parents only)

On a scale of 0 to 10, 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?



Score: 012345678910 NPS = (10+9)-(0+1+2+3+4+5+6) The NPS and NRS ranges from -100 to 100. Scores above zero are considered a good score.

Student Wellbeing

Students agree:

The Housemasters are effective in supporting students



The School provides a caring and safe environment



The teachers are effective in supporting students



Teacher Accreditation and Qualifications



279 teaching staff have teacher education qualifications from a higher education institution within Australia or AEI-NOOSR recognised guidelines.



Teaching Workforce Composition



In 2025, The King's School had a total of 264 teaching staff, including teachers who hold leadership positions (e.g. Headmaster), who do not teach NESA Curriculum.



Non-Teaching Workforce Composition



Ancillary support staff includes a mix of full time and part time employees in Administration, Finance, Property, Boarding, ICT, Health Centre, Teaching Support and Operational staff.



In 2025, there were nine (4 permanent and 5 casual) staff at The King's School that identified themselves as Indigenous or Torres Strait Islander. This is not a mandatory requirement.

Policies and Procedures

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

- Student Anti-bullying Policy
- Statement of Commitment to Child Safety
- Child Protection – Responding and Reporting Policy
- Behaviour Management Policy
- Enrolment Policies
- Complaints and Grievances Resolution Procedure (Students and Parents) Policy

NON ATTENDANCE PROCEDURE

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 may be required after two consecutive days.

Further information is available in the Student Diary.

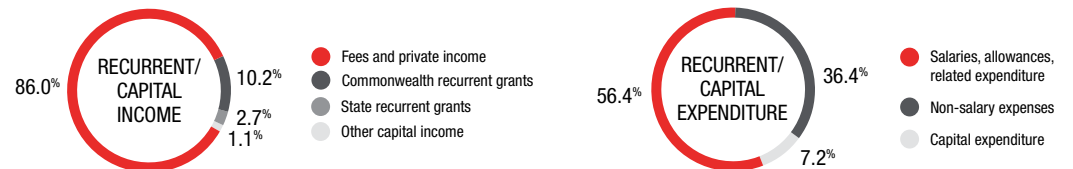
Staff Engagement



Staff are satisfied in their role.

* Results based on 2025 Full Staff Engagement Survey.

Summary Financial Information



*If you require a hard copy of this snapshot, please contact the School – PO Box 1 Parramatta, NSW 2124, Australia (+61 2 9683 8555).