

The King's School

ANNUAL REPORT 2018

**Educational
and Financial Reporting**

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REPORTING AREA 1

A Message from Key School Bodies

A) A MESSAGE FROM THE KING'S SCHOOL COUNCIL

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

In 2018, 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 1756 students from Pre-Kindergarten to Year 12. We also have an additional 140 Students at our Southern Highlands Campus – The Kinross School House, Moss Vale.

We have no indication that the strong demand for boarding places will abate and we opened the fourth of our

2018 also saw the continued development 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 NESAs 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

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>

Mrs J Y Camilleri
Director of Studies



Table 6 illustrates the number of students who achieved Bands 4, 5 and 6 compared to those at the lower end (Bands 1-3). In thirty out of thirty three 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	9	56%	61%	44%	39%

OUTSTANDING INDIVIDUAL PERFORMANCES – HSC – Selections

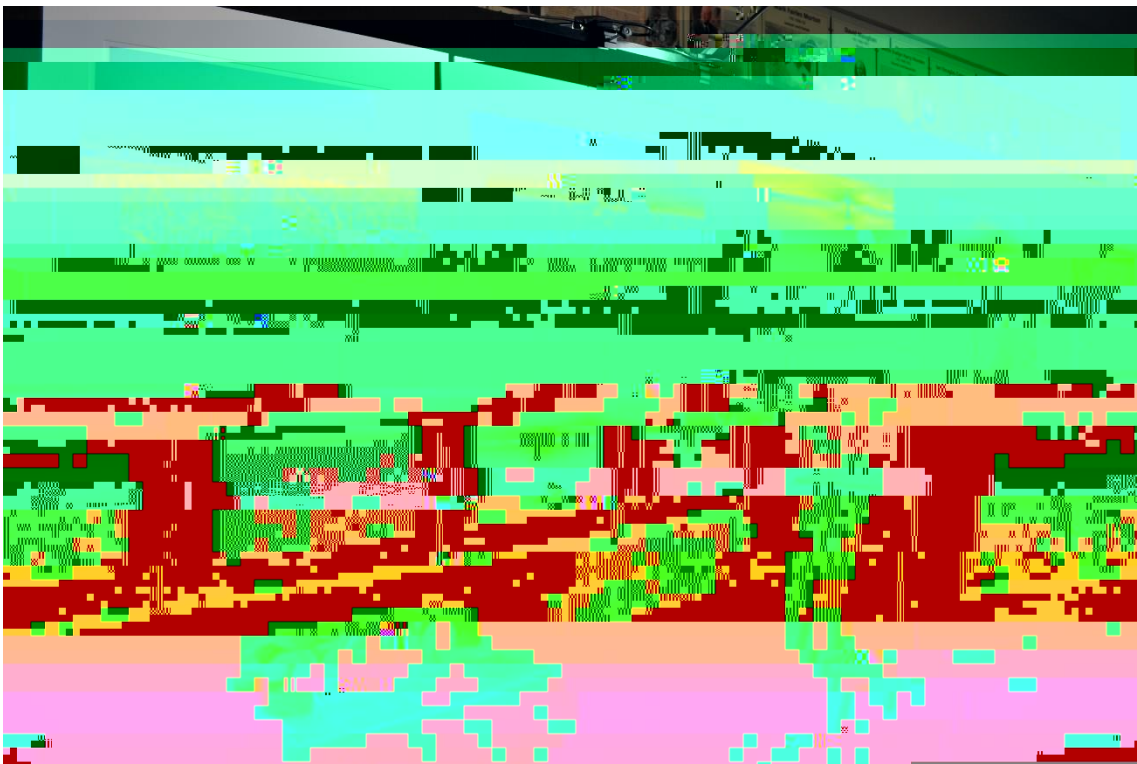
Practical Examinations

Finley Brown
Wyllie Harris

Selection for ARTEXPRESS
Selection for ARTEXPRESS



Finley Brown - ARTEXPRESS Selection



Wyllie Harris – ARTEXPRESS Selection

OUTSTANDING INDIVIDUAL PERFORMANCES

REPORTING AREA 5

Teacher Qualifications and Professional Learning

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Course	No. of teachers attended
AIS NSW - Green Means Go! Stage 4 and 5 Road Safety Resource Exploration Online Module	1
AIS NSW - Heads of Sport Conference 2018 - Around the Grounds	1
AIS NSW - Introduction to Arduino for Technology Mandatory	2
AIS NSW - Investigators Accreditation Course	1

Course	No. of teachers attended
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REPORTING AREA 7

ACTUAL STUDENT RETENTION RATES

95% of students who completed Year 12 at the School in 2018 completed Year 10 at The King's School in 2016.

214 students completed Year 12 at the School in 2018. 215 completed Year 10 in 2016.

During Year 10, 11 students left in 2016 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, 2018, 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. Two students were studying pathways over 2017 and 2018.

The wide range of backgrounds and geographical locations of boarding and day families at The King's

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

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

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The School policy statem()-1h38-2(se7oh1ss.991102d o{Other)-1.9-1h38- /R1.98426()-1.98426(se)-36.1309(:)-15.0455()TJ /

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

Parents' and/or Students' General Complaints and Grievances Resolution Procedure

Level 3 – Final Internal

7 In the event that the matter has not been referred to the Headmaster and t

REPORTING AREA 10

School Determined Priority Areas for Improvement

A)

iii) Buildings

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.

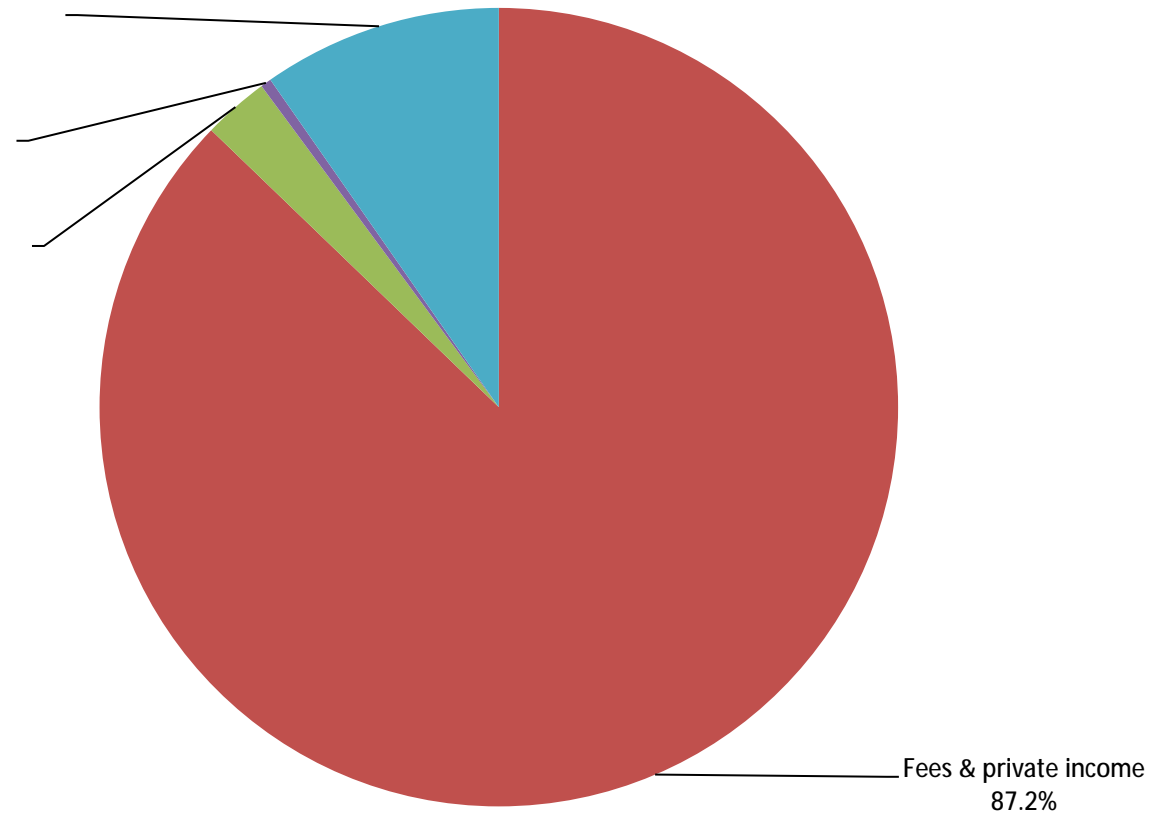
A wide range of social service projects, both locally and even overseas, also acts to promote respect and responsibility in students. These include fully funding a school in Bangladesh and helping to build an extension to an AIDS orphanage in Uganda.

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

**Mr A L George
Headmaster**

REPORTING AREA 13

Summary Financial Reporting



APPENDIX A

Student Bullying Policy

Student Bullying Policy

(Senior School, Preparatory School, Tudor House Campuses)

DOCUMENT TITLE: **Student Bullying Policy**

(d) To support the targets of bullying

- (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-

(h) report incidents of unacceptable behaviour to the H

9. CONSEQUENCES

9.1 Students who are found to have engaged in bul