

CONTENTS

EDUCATIONAL REPORTING

POLICY

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 P
Dr R Mackay (Chair)	
Mrs R Abrahams	
Mr M Bradford	
The Venerable KP Allen	
The Reverend Canon Dr D Claydon	
The Reverend Dr HT Cox	
Mr RA Davis	

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

B) A MESSAGE FROM 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

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 26()8 O< Cst

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 JJ 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

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**

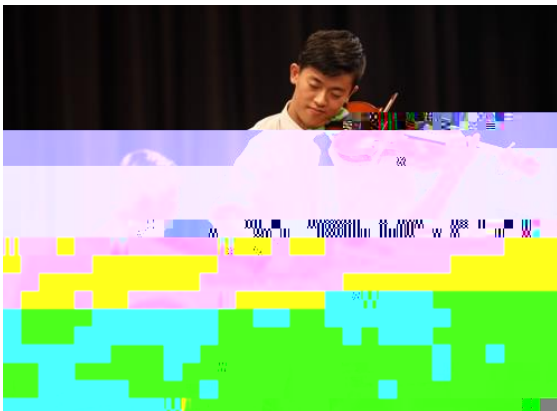
Lachlan Nye **Selection for OnStage –**



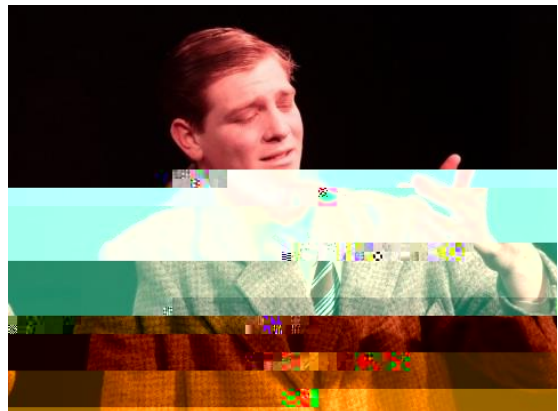
Harrison Everett - ARTEXPRESS Selection



Timothy Sampson - ARTEXPRESS Selection



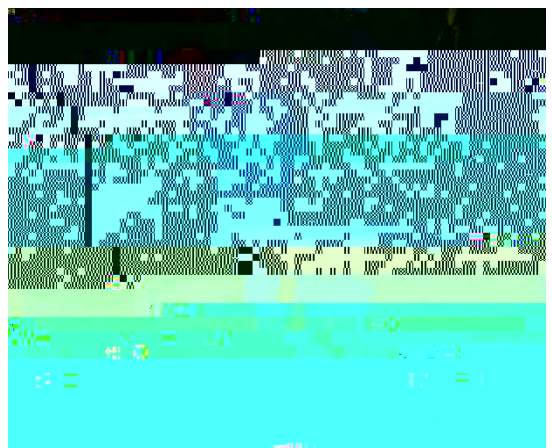
Oscar Han – ENCORE Selection



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

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

Course	No. of teachers attended
Raising the Bar in Legal Studies – Improving Student Achievement and Enhancing Engagement	1
RAP-A (Resource Adolescent Program)	

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 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

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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Tertiary Institution	Places
UNSW	57
Sydney University	45
UTS	31
Macquarie University	23
WSU	11

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:



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 Headteacher on 01753 700000 or by email at deputy@stjohns.catholic.edu.au

The School policy

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

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

ii) Administration

Appoint a new Director for Continuous Improvement.

REPORTING AREA 11

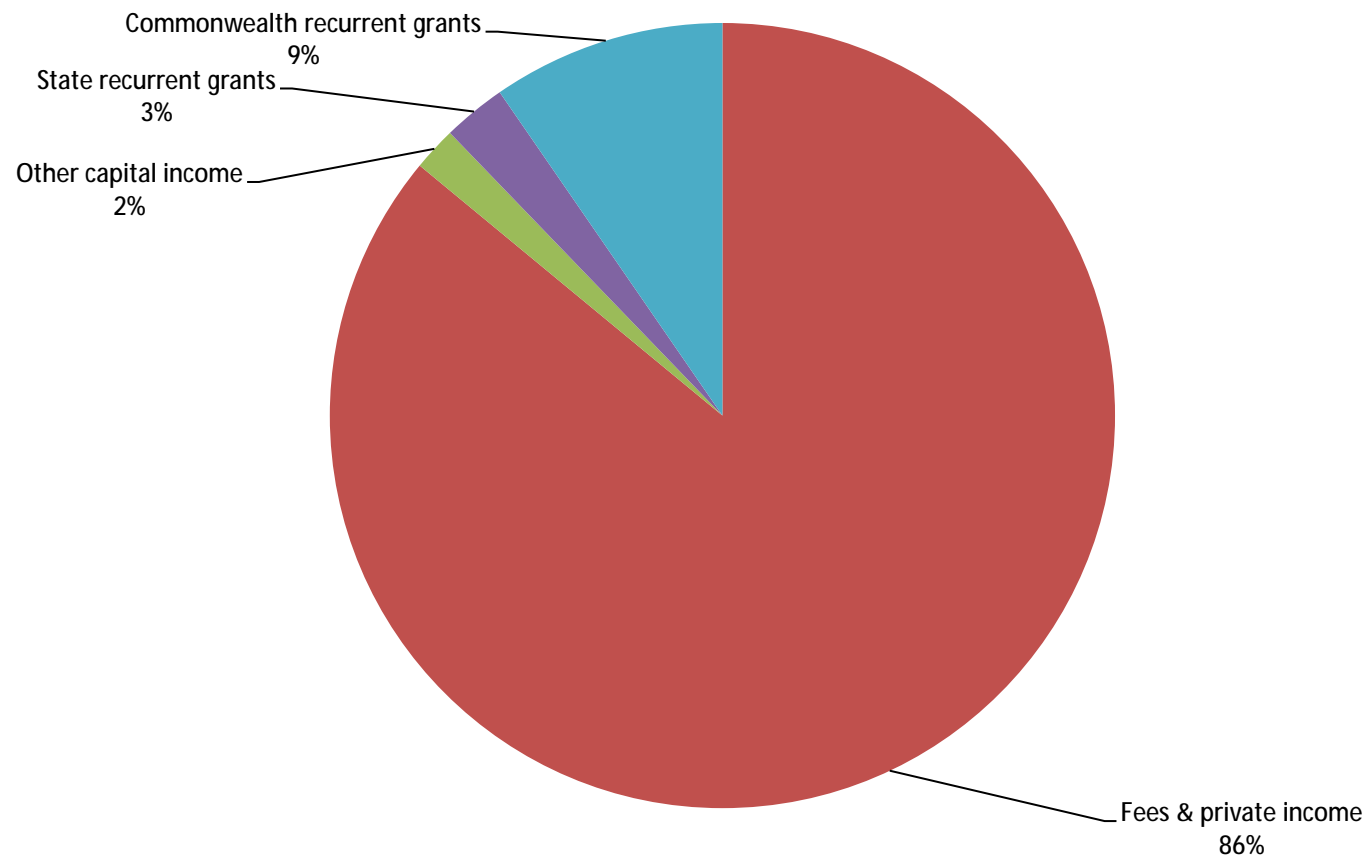
Reviewing the School's anti-bullying policy from time-

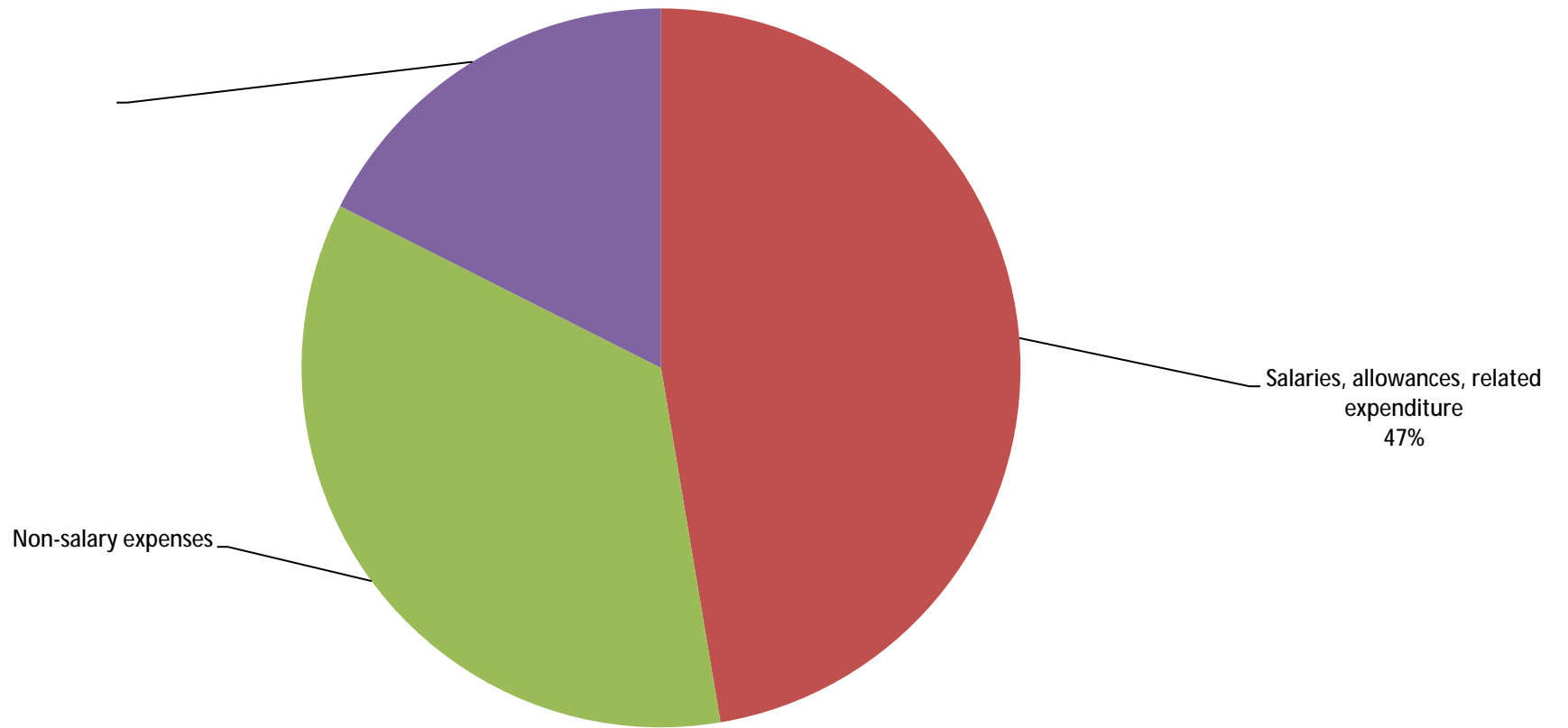
REPORTING AREA 12

REPORTING AREA 13

Summary Financial Reporting

The King's School





Mr D P Curtin
Bursar



Student Bullying Policy

(Senior School, Preparatory School, Tudor House Campuses)

DOCUMENT ID:	Student Bullying Policy
DATE APPROVED:	July 2017
REVISION DATE:	July 2018
RESPONSIBLE:	School Executive

RELATED DOCUMENTS: Child Protection Policy, Discrimination Information, Health and Safety Policy, Information Security Policy, Internet Use Policy, Mobile Phone Policy, Student Medical Information Policy and Health for

1. PREAMBLE

In order for learning to take place effectively, every student must feel safe and secure at school. Bullying and intimidation are unacceptable because of the fear and anxiety they engender. All campuses of the KNS schools should be a place where all students can feel safe, secure and able to achieve their potential.

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

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 behaviour stops
- f. to provide where necessary appropriate disciplinary consequences for those who persist in bullying

3. POLICY

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.

Counseling 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?

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the use of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies not discussed in more detail below.

There are many types of bullying, which may include any one or more of the following:

- a. physical punishment, hitting, tripping, etc.
- b. verbal teasing, insulting, offensive names, abusive constant criticism, inappropriate comments about a person's appearance, behaviour, etc.
- c. non-verbal written offensive notes, rude gestures, raffish
- d. psychological, spreading rumours, denial or denial of possessions, inappropriate use of information technology, unauthorised use of cameras, etc.
- e. emotional, deliberately excluding others from a group, refusing to sit next to someone, overtly encouraging other people to act, or avoid a person.
- f. sexual harassment, which involves behaviour such as unwanted touching, inappropriate or taunting or teasing of a sexual nature and or exposure

- b classroom teachers will carry with their students the school's policy on bullying at the start of the school year
- c this policy be available in the school portal and printed in students' diaries
- d undertake year-level surveys Years to of student wellbeing and bullying behaviour
- e undertake surveys on boarder wellbeing
- f include open discussions on anti-bullying strategies in the curriculum
ensuring effective pastoral support for students through the appointment of teachers, counsellors, tutors, year-level coordinators, board members, counsellors and other staff
- g encourage students to report incidents and assist in adopting strategies to deal with bullying
- h employ the school Counsellors who have specialist skills in the prevention, detection and resolution of bullying and defend bullies
- i train staff to detect bullying behaviour
- j employ a suitable range of sanctions including suspension and expulsion to deal with and discourage bullies
- k use of the school Diaries for recording instances of bullying and measures to address the display of Netiquette Agreement and Essential Agreement PYP after a
- l review this policy from time to time to ensure that it remains effective and relevant

8. RESPONSIBILITIES AND REPORTING

Staff of the school have a responsibility to:

- a be vigilant when in the classroom, when supervising around the grounds, in board rooms 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 complaints of bullying
record students' unacceptable behaviour and

report incidents of unacceptable behaviour to the House Master and if deemed sufficiently serious to the Head of Preparatory School or the Head of the Deputy Head Master of the Senior School and the School Counsellor. See Note below.

Parents have a responsibility to:

- a) take an active interest in their child's education to be aware of any problems
- b) take seriously any reports of bullying that their child makes to the
- c) encourage their child to be verbally assertive rather than retaliate with action
- d) report to the House Master or the 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 happen and
- f) work co-operatively with the School to resolve incidents of bullying which may occur.

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

Students have a responsibility to:

- a) ensure their behaviour does not intimidate or harass other students
- b) stop bullying behaviour which they witness
- c) report bullying behaviour to staff as soon as they become aware of it, preferably to the House Master 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 or private



9. CONSEQUENCES

- Students who are found to have engaged in bullying behavior will, on the first instance, be counseled. They may also involve a peer mediator for appropriate
- Students who do not respond to counseling and/or mediation and who repeatedly bully others may face suspension or expulsion
- The leadership position of any student who is found to persistently bully others will be revoked
- The continued enrollment in the school of a student who is found to persistently bully others will be reviewed