

From: [Education - Schools Assurance](#)
To: s 22
Subject: AA AGEID 21488 - The Council of the King's School - Request for information
Date: Wednesday, 29 June 2022 11:46:00 AM
Attachments: [King's School info request 29 June 2022.pdf](#)
[Use of Recurrent Funding guide Updated \(3\).pdf](#)
[image001.jpg](#)

Dear

s 22

Please find attached a letter from the director of Financial Assurance and Compliance Team,

s 22

Regards

s 22

Financial Analyst
Financial Assurance and Compliance Team | School Assurance Branch
Funding and Data Collection Division
Australian Government Department of Education, Skills and Employment
Tollfree 1800 677 027 | Option 2
www.dese.gov.au

The Department of Education, Skills and Employment acknowledges the traditional owners and custodians of country throughout Australia and their continuing connection to land, waters and community. We pay our respects to them and their cultures, and Elders past, present and emerging.



Australian Government
Department of Education, Skills and Employment

Our Ref AGEID 21488

Director, Financial Assurance and Compliance

s 22

s 22

The Council of the King's School
Headmaster
87-129 Pennant Hills Road
PARRAMATTA NSW 2151

s 22

Sent by email:

Dear

s 22

Request for information

I am writing to you in your capacity as the authorised representative of the Council of the King's School.

I refer to an article in the Sydney Morning Herald published on 24 June 2022 (*King's School plunged into tension over plan for pool at headmaster's residence*) that reported on plans for a plunge pool to be built for the headmaster's residence at The King's college in Parramatta. The article also refers to an overseas trip to a rowing event and hosting of a private function while overseas.

The Department of Education, Skills and Employment (the Department) is responsible for the administration and payments under the *Australian Education Act 2013* (the Act). The Act sets out the basic and ongoing requirements for Approved Authorities (AAs) to meet as a condition to receive funding. These requirements are:

- Being a body corporate (section 75 (2) of the Act)
- Not operating for-profit (section 75 (3) of the Act)
- Financial viability (section 75(4) of the Act)
- Fit and proper person (people, governance, and financial management) (section 75 (5) of the Act).

OFFICIAL

- Meeting ongoing policy requirements (section 77 of the Act).

The permitted use of the funding by AAs is specified in the *Australian Education Regulation 2013* (the Regulation):

- AAs are required to use recurrent funding for the purpose of providing school education at a school for which the AA is approved (section 29 of the Regulation).

Section 29 of the Regulation sets out the main requirements for AAs' use of recurrent funding provided under the Act. Recurrent funding provided by the Australian Government (including any interest earned on recurrent funding banked or invested by the AA) must be spent, or committed to be spent, by an AA:

- for the purpose of providing school education at a school for which the AA is approved
- by the end of the calendar year in which it was paid to the AA.

Subsection 29(2) of the Regulation sets out a list of examples of general recurrent costs of providing school education, including:

- (a) salaries and other expenses relating to staff at the school, including expenses related to the professional development of the staff
- (b) developing materials related to the school's curriculum
- (c) general operating expenses of the school
- (d) maintaining the school's land and buildings
- (e) purchasing capital equipment for the school
- (g) administrative costs associated with the authority's compliance with the Act and the regulation.

The Department has also issued a guide on the use of recurrent funding provided by the Australian Government, including additional examples. The guide is available on SchoolsHUB at the following [link](#). A copy of it is also attached to this letter.

Request for information

Rather than making a request for information under section 39A of the Regulation, I am giving you the opportunity to provide the Department with relevant background information and explanation in relation to the article in the Sydney Morning Herald.

While noting that the Council of the King's School has significant sources of income other than recurrent funding provided by the Australian Government (which is about _____), it is a requirement that Australian Government recurrent funding is used by AAs appropriately for education purposes, and in accordance with the Act and the Regulation. **s 47G(1)**

OFFICIAL

Please provide an explanation outlining if Australian Government recurrent funding provided to the Council of the King's School has been previously used, or is currently being used for:

- the purposes of installing a plunge pool within the headmaster's residence
- overseas trips/private functions expenditures that may not be education related
- Any other expenditure or related party transactions that may be inconsistent with the requirements of the Act and the Regulation.

Please respond in writing by email to schoolsassurance@dese.gov.au by **5 PM AEST on 15 July 2022**.

Yours sincerely

s 22

June 2022

Attachment: A guide for approved authorities on the use of recurrent funding



A guide for approved authorities on the use of recurrent funding

How the Australian Education Act 2013 applies to Approved Authorities

Purpose of this guide

This document is to assist approved authorities to understand and comply with their obligations regarding the use of Australian Government recurrent funding under paragraph 78 (2)(a) of the *Australian Education Act 2013* (the Act) and section 29 of the Australian Education Regulation 2013 (the Regulation), which relate to the use of financial assistance payable under the Act.

This document provides guidance on how recurrent funding may be spent, or committed to be spent, from 2018 onwards. This document is designed for approved authorities in both the non-government and government schooling sectors, including state and territory governments, non-government school systems, and approved authorities for independent non-government schools.

This document is not intended to provide legal advice. Approved authorities should exercise due diligence, make their own independent judgment and seek independent advice as necessary about the requirements on the use of recurrent funding as set out in the Act and the Regulation. Non-government approved authorities seeking more information on their obligations under the Act and Regulation should contact their non-government representative body.

Funding for schools

State and territory governments provide the majority of public funding for government schools, while the Australian Government provides the majority of public funding for non-government schools. Schools supplement public funding with funding from other sources, including fees and other contributions from school communities.

Recurrent funding is provided under the Act to help approved authorities meet the general recurrent costs of providing school education at their schools.

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Use of recurrent funding

Paragraph 78(2)(b) of the Act requires approved authorities to manage financial assistance payable under the Act according to the Regulation. Section 29 of the Regulation sets out the main requirements for approved authorities' use of recurrent funding provided under the Act.

Recurrent funding (including any interest earned on recurrent funding banked or invested by the approved authority) *must be spent, or committed to be spent*, by an approved authority:

- for the purpose of providing school education at a school for which the approved authority is approved
- by the end of the calendar year in which it was paid to the approved authority¹.

School education

Recurrent funding must be used for the purpose of providing school education, that is, primary education or secondary education, as defined in section 15 of the Act.

Recurrent funding cannot be used for:

- pre-school education or programs
- early childhood education and care
- before and after-school care or vacation care
- vocational education and training that is not part of a recognised secondary school curriculum.

Recurrent costs of providing school education

Subsection 29(2) of the Regulation sets out a non-exhaustive list of examples of general recurrent costs of providing school education, including:

- salaries and other expenses relating to staff at the school, including expenses related to the professional development of the staff
- developing or purchasing materials related to the school's curriculum, such as textbooks, art supplies or sporting equipment
- general operating expenses of the school, for example:
 - utility bills
 - insurance costs
- maintaining the school's land and buildings, for example:
 - routine maintenance or repairs to school buildings (such as repairing doors, windows, or guttering)
 - replacing like for like fixtures (such as carpets)
 - school grounds upkeep, such as mowing
- purchasing capital equipment for the school, for example:
 - non-fixed desks
 - chairs
 - portable air conditioning/heating
 - computers and other information and communication technology
- administrative costs associated with the approved authority's compliance with the Act and the Regulation. For example:
 - staff costs in meeting Australian Government reporting requirements

¹ This requirement applies unless the Minister has determined a different time limit, under paragraph 29(7)(b) of the Regulation. Please note, an extension of time to expend or commit recurrent funding is generally only provided in exceptional and unforeseen circumstances.

- participating in NAPLAN or other national assessments.

Loan or credit facility repayments

Principal payments

Repayment of a loan or credit facility that is directly related to the provision of school education at a school for which the authority is approved is permitted, unless it is for purchasing land or buildings, the construction of buildings, or parts of buildings, or capital improvements.

Interest payments

Interest payments for a loan or credit facility that is directly related to the provision of school education at a school for which the authority is approved is an acceptable use of recurrent funding. This includes interest payments on a loan or credit arrangement for capital purposes².

Examples

- An approved authority has an overdraft facility with an authorised deposit-taking institution, which the authority uses to meet the fortnightly wage costs of teachers at the school. The approved authority can use recurrent funding to meet both the principal and interest payments on that overdraft.
- An approved authority has a loan for the construction of a new school building. The approved authority can use recurrent funding to meet interest repayments on the loan. However, as noted above, the use of recurrent funding to repay the principal amount is not permitted.

Important matters related to loans and credit facilities

Approved authorities must ensure any arrangement for a loan or credit facility is documented, including:

- the approved authority's decision-making process to enter into the loan or credit facility
- evidence demonstrating the arrangement adheres to the authority's financial policies
- evidence demonstrating any actual or perceived conflicts of interest have been disclosed and adequately managed
- the terms of the arrangement³.

The documentation requirements extend to loans or credit facilities with subsidiary entities of the approved authority. In addition, the repayment terms of any such loan or credit facility must not be more than reasonable market value.

Restrictions on the use of recurrent funding

Subsection 29(3) of the Regulation sets out some specific restrictions on approved authorities' spending of, or committing to spend, recurrent funding.

Restrictions on the use of recurrent funding as security, or for litigation related matters

An approved authority, for either a government or non-government school, must not use recurrent funding:

² Interest payments on loans or credit arrangements for capital purposes are expressly allowed by subsection 29(3A) of the Regulation.

³ Failure to maintain this documentation may lead the Australian Government to actively consider whether the approved authority is meeting its basic requirements for approval under section 75 of the Act.

- As security to obtain any form of loan, credit, payment or other interest. For example, an approved authority must not use recurrent funding as a guarantee for the provision of a loan or credit facility from an authorised deposit-taking institution, no matter the purpose for that loan or credit facility.
- For the preparation of or in the course of any litigation⁴. For example, to meet a compensation or discrimination claim by a current or former staff member, or student, of a school of the approved authority.

Restrictions on the use of recurrent funding for capital purposes

An approved authority for a non-government school that has a capacity to contribute greater than zero per cent⁵ **must not** use recurrent funding for:

- the purchase of land or buildings for the school
 - For example, recurrent funding cannot be used to purchase an adjacent block of land, including any buildings on that land, for an expansion of the school, or land in another location for an additional campus of the school.
- the construction of a building, or part of a building, for the school
 - For example, recurrent funding cannot be used for any construction of a building, or part of a building, at the school that does not constitute maintenance or repairs. This could include but is not limited to, the construction of any new or modified classroom, administration building, multipurpose room, school hall, bus/bike shelter, shed, sporting facility, walkway, or ramp.
- Capital improvements for the school
 - For example, recurrent funding cannot be used for any non-building construction related capital works or fixtures that lead to a capital improvement. This could include but is not limited to, affixed air conditioning/heating units, sports grounds, swimming pools, basketball and netball courts, other sporting facilities, fencing, carparks, gates, garden shelters, or affixed security features.
- Any form of loan, credit facility, or other interest in relation to the above.
 - In this context, 'other interest' refers to legal interest, for example, an option to purchase land. Note, however, that interest payments on a loan or credit arrangement for capital purposes (identified above) are recognised as a general recurrent cost of providing school education and are allowed under subsection 29(3A) of the Regulation.

Schools with zero percent capacity to contribute

The restrictions on the use of recurrent funding for capital purposes *do not apply* to approved authorities for schools that have a capacity to contribute of zero per cent.

The following schools have zero capacity to contribute (as noted under section 54 of the Act):

- all government schools
- special schools
- special assistance schools
- sole provider schools
- majority Aboriginal and Torres Strait Islander schools for a year.

⁴ An exception to this is where the litigation relates to action by a state or territory government to recover Australian Government recurrent funding from an approved authority for a non-government school.

⁵ Schools that have a capacity to contribute of zero per cent are all government schools, and all non-government special schools, special assistance schools, majority Aboriginal and Torres Strait Islander schools and sole-provider schools. Please refer to section 54 of the Act. If you are unsure as to whether your school is one of these types of schools, please contact the Australian Government Department of Education.

These schools may use recurrent funding for purchasing land or buildings, the construction of buildings, or parts of buildings, capital improvements, or any related loan, credit or other arrangements (including interest repayments), *providing it is for the school and for the purpose of providing school education*.

National Redress Scheme

An approved authority must not spend, or commit to spend, recurrent funding for the purpose of making, or contributing to, a payment under the National Redress Scheme for Institutional Child Sexual Abuse.

Timeframe for spending or committing to spend recurrent funding

Recurrent funding must be spent, or committed to be spent, by 31 December of the calendar year the funding was received.⁶

An approved authority commits to spend⁷ recurrent funding where:

- either:
 - the authority has entered into a non-cancellable legal arrangement under which the authority will be liable to pay an amount, or
 - an amount will become due or payable under a liability under a law of the Commonwealth, a State or a Territory that the authority is required to meet (for example, certain taxes)

and

- the time for paying the amount has not yet arisen and the authority sets aside all, or part of, the recurrent funding to pay the amount.

Committed expenses must meet the requirement of costs to provide school education as described above.

Need more help?

For further assistance, or if you have questions about the use of recurrent funding, please contact us via:

- phone: 1800 677 027 (option 2)
- email: schoolsassurance@dese.gov.au.

⁶ This requirement applies unless the Minister has determined a different time limit, under subsection 29(7) of the Regulation. Please note, an extension of time to expend or commit recurrent funding is generally only provided in exceptional and unforeseen circumstances.

⁷ Section 4 of the Regulation defines the term 'commit to spend'.

s 22

Document 2

From:
To: [Education - Schools Assurance](#)
Subject: RE: AA AGEID 21488 - The Council of the King's School - Request for information
Date: Friday, 15 July 2022 2:14:33 PM
Attachments: [image001.jpg](#)
[image312910.jpg](#)
[20220715 - Letter to Department of Education - The King's School.pdf](#)

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Confidential

Re: Request for Information – The Council of The King’s School

Your reference: AGEID 21488

Dear

s 22

s 22

I refer to the below email of 29 June 2022, addressed to

Please find **attached** a letter of even date responding to the letter attached to the below email.

Kind regards

s 22

**General Counsel and Company Secretary
The King's School**

s 22



87-129 Pennant Hills Road
North Parramatta NSW 2151
T s 22
W www.kings.edu.au
ABN 24 481 364 152

From: DESE - Schools Assurance <SchoolsAssurance@dese.gov.au>
Sent: Wednesday, 29 June 2022 11:47 AM
To: s 22
Subject: AA AGEID 21488 - The Council of the King's School - Request for information [SEC=OFFICIAL]

Dear

s 22

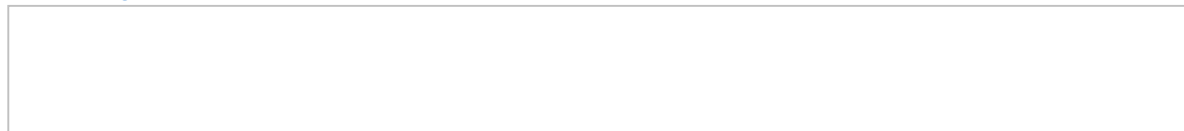
Please find attached a letter from the director of Financial Assurance and Compliance Team,

s 22

Regards

s 22

Financial Analyst
Financial Assurance and Compliance Team | School Assurance Branch
Funding and Data Collection Division
Australian Government Department of Education, Skills and Employment
Tollfree 1800 677 027 | Option 2
www.dese.gov.au



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Confidential

15 July 2022

s 22

Director, Financial Assurance and Compliance
Department of Education, Skills and Employment
GPO Box 9880
CANBERRA ACT 2601
Via email: schoolsassurance@dese.gov.au

Dear _____,

s 22

Request for Information – The Council of The King’s School (School)

Your reference: AGEID 21488

Thank you for your letter dated 29 June 2022 (**Letter**) in relation to the School's compliance with the *Australian Education Act 2013 (Cth)* (**Act**).

In the Letter, you have sought clarification over the use of Australian Government recurrent funding received by the School and in particular, in relation to:

- a proposed plunge pool at the Headmaster's residence; and
- overseas trips/private functions,

arising from recent media publications about these two items.

The School takes its obligations under the Act seriously, including in relation to the Australian Government recurrent funding it receives.

All Australian Government recurrent funding received by the School is applied in accordance with the requirements of the Act and is used for the purposes of providing school education in accordance with section 29 of the *Australian Education Regulation 2013*.

This can be demonstrated through the School teaching salaries. In 2021, the School received _____ in Australian Government recurrent funding and in that same year, teaching salaries alone were _____, to which the recurrent funding was applied. The School in 2022 is forecast to

s 47G(1)

s 47G(1)



The King's School

s 47G(1)

receive approximately [redacted] in Australian Government recurrent funding and this funding will be applied to teaching salaries in 2022.

In response to your specific query about overseas trips and functions and the plunge pool, I can confirm that no Australian Government recurrent funding has been used for these purposes by the School.

The School is aware of, and takes, its obligations in relation to government funding it receives seriously. For completeness, we can advise that the New South Wales Department of Education has also made enquiries with the School in relation to the overseas trips and functions and the plunge pool. The School will be providing a detailed response to the New South Wales Department of Education by 5 August 2022 and would be happy to provide a copy of that response to you at that time if you wish. Please let me know if you would like us to do so.

We trust that this has responded adequately to your queries, however, please let us know if you have any further questions or require further clarification on any aspects of this response.

Yours sincerely,

s 22

General Counsel and Company Secretary
The King's School

From: s 22
Sent: Thursday, 8 September 2022 1:30 PM
To: DESE - Schools Assurance <SchoolsAssurance@dese.gov.au>
Subject: RE: AA AGEID 21488 - The Council of the King's School - Request for information [SEC=OFFICIAL]

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Dear s 22

It has come to my attention today that the folder of annexures provided to you inadvertently contained an obsolete version of the School's Delegations of Authority Policy (Annexure 3). Please find **attached** the latest version. I note that the relevant paragraph of the Policy (s 47G(1)) was not changed when the Policy was updated.

I apologise for any inconvenience caused.

Kind regards

s 22

**General Counsel and Company Secretary
The King's School**

s 22

	87-129 Pennant Hills Road North Parramatta NSW 2151 s 22 W www.kings.edu.au ABN 24 481 364 152
--	--

From:

s 22

Sent: Monday, 29 August 2022 5:43 PM

To: DESE - Schools Assurance <SchoolsAssurance@dese.gov.au>

Subject: RE: AA AGEID 21488 - The Council of the King's School - Request for information
[SEC=OFFICIAL]

Dear s 22

Thank you for your email requesting the annexures noted within the School's response to the NSW Education Department.

Please find all of the annexures in this folder: [Annexures - Department of Education Response](#)

Apologies if this wasn't clear from my email of 26 August 2022, but as noted in that email, the School offered to share any annexures the Federal Department required. On the basis of your email today, I have presumed that the Federal Department requires all of the annexures, which is why all of them have been provided in the above folder. Once again, my sincerest apologies for any confusion caused by my email.

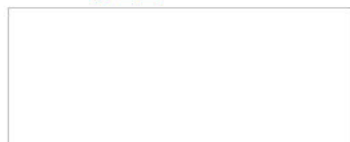
Please don't hesitate to let me know if you have any further questions.

Kind regards

s 22

General Counsel and Company Secretary
The King's School

s 22



87-129 Pennant Hills Road
North Parramatta NSW 2151

s 22

W www.kings.edu.au
ABN 24 481 364 152

From: DESE - Schools Assurance <SchoolsAssurance@dese.gov.au>

Sent: Monday, 29 August 2022 2:25 PM

To: s 22

Subject: RE: AA AGEID 21488 - The Council of the King's School - Request for information
[SEC=OFFICIAL]

Hi

s 22

Thank you for sharing your response to the NSW Department of Education (NSW DoE) with the Commonwealth Department of Education (the Department). In your response to the NSW DoE, you have provided multiple annexures with your response; however, did not provide copies of the annexures to the Department.

Could you please kind share the annexures with the Department for completeness as soon as possible?

Regards

s 22

Financial Analyst
Financial Assurance and Compliance Team | School Assurance Branch
Funding and Data Collection Division
Australian Government Department of Education
Tollfree 1800 677 027 | Option 2
www.dese.gov.au

The Department of Education, Skills and Employment acknowledges the traditional owners and custodians of country throughout Australia and their continuing connection to land, waters and community. We pay our respects to them and their cultures, and Elders past, present and emerging.

From: s 22
Sent: Friday, 26 August 2022 3:46 PM
To: DESE - Schools Assurance <SchoolsAssurance@dese.gov.au>
Subject: RE: AA AGEID 21488 - The Council of the King's School - Request for information
[SEC=OFFICIAL]

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Dear

s 22

Please find **attached** a copy of The King's School's response to the NSW Department of Education.

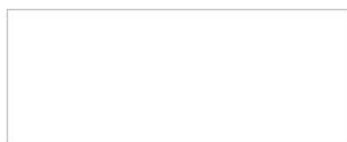
Should you require any of the annexures noted within the response, please don't hesitate to let me know.

Kind regards

s 22

General Counsel and Company Secretary
The King's School

s 22



87-129 Pennant Hills Road
North Parramatta NSW 2151
s 22
W www.kings.edu.au
ABN 24 481 364 152

From: DESE - Schools Assurance <SchoolsAssurance@dese.gov.au>
Sent: Tuesday, 23 August 2022 4:24 PM
To: s 22

Subject: RE: AA AGEID 21488 - The Council of the King's School - Request for information
[SEC=OFFICIAL]

Dear

s 22

Thank you for the update. Please keep us posted if anything changes.

Regards

s 22

Financial Analyst
Financial Assurance and Compliance Team | School Assurance Branch
Funding and Data Collection Division
Australian Government Department of Education
Tollfree 1800 677 027 | Option 2
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From:

s 22

Sent: Thursday, 18 August 2022 4:37 PM

To: DESE - Schools Assurance <SchoolsAssurance@dese.gov.au>

Subject: RE: AA AGEID 21488 - The Council of the King's School - Request for information
[SEC=OFFICIAL]

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Dear

s 22

By way of update, please note that the NSW Education Department has provided the School with a further extension of time to respond to their letter.

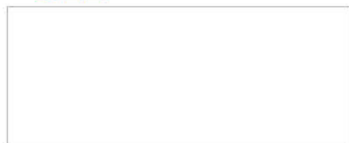
The School now has until **26 August 2022** to respond. As noted below, we will ensure that s
is supplied with a copy of the response following it being provided to the NSW Education
Department. 22

Kind regards

s 22

**General Counsel and Company Secretary
The King's School**

s 22



87-129 Pennant Hills Road
North Parramatta NSW 2151

W www.kings.edu.au
ABN 24 481 364 152

s 22

From: DESE - Schools Assurance <SchoolsAssurance@dese.gov.au>

Sent: Tuesday, 9 August 2022 11:45 AM

To:

s 22

Subject: RE: AA AGEID 21488 - The Council of the King's School - Request for information
[SEC=OFFICIAL]

Dear

s 22

Thank you for the update. Please keep us posted if anything changes.

Regards

s 22

Financial Analyst
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From:

s 22

Sent: Monday, 8 August 2022 11:56 AM

To: DESE - Schools Assurance <SchoolsAssurance@dese.gov.au>

Subject: RE: AA AGEID 21488 - The Council of the King's School - Request for information
[SEC=OFFICIAL]

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Dear

s 22

This is a courtesy email to let you know that the NSW Education Department has provided the School

with an extension of time to respond to their letter.

s 22

The School now has until **18 August 2022** to respond. As noted below, we will ensure that is supplied with a copy of the response following it being provided to the NSW Education Department.

Kind regards

s 22

**General Counsel and Company Secretary
The King's School**

s 22



87-129 Pennant Hills Road
North Parramatta NSW 2151

s 22

W www.kings.edu.au
ABN 24 481 364 152

From: s 22
Sent: Wednesday, 20 July 2022 11:36 AM
To: DESE - Schools Assurance <SchoolsAssurance@dese.gov.au>
Subject: RE: AA AGEID 21488 - The Council of the King's School - Request for information [SEC=OFFICIAL]

Dear s 22

Thank you for your email. We will ensure that s 22 is provided with a copy of our response to the NSW Department of Education.

Kind regards
s 22

From: DESE - Schools Assurance <SchoolsAssurance@dese.gov.au>
Sent: Tuesday, 19 July 2022 4:11 PM
To: s 22
Subject: RE: AA AGEID 21488 - The Council of the King's School - Request for information [SEC=OFFICIAL]

Dear s 22

s 22

Thank you for the response. You have stated in your letter to s 22 that the school will be providing a detailed response to the New South Wales Department of Education by 5 August 2022 and you would be happy to provide a copy of that response to s 22 would like to have a copy of the response.

Regards
s 22

Financial Analyst
Financial Assurance and Compliance Team | School Assurance Branch
Funding and Data Collection Division
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From: s 22
Sent: Friday, 15 July 2022 2:14 PM
To: DESE - Schools Assurance <SchoolsAssurance@dese.gov.au>
Subject: RE: AA AGEID 21488 - The Council of the King's School - Request for information

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Re: Request for Information – The Council of The King’s School

Your reference: AGEID 21488

Dear

s 22

I refer to the below email of 29 June 2022, addressed to

s 22

Please find **attached** a letter of even date responding to the letter attached to the below email.

Kind regards

s 22

**General Counsel and Company Secretary
The King's School**

s 22



87-129 Pennant Hills Road
North Parramatta NSW 2151

s 22

W www.kings.edu.au
ABN 24 481 364 152

From: DESE - Schools Assurance <SchoolsAssurance@dese.gov.au>

Sent: Wednesday, 29 June 2022 11:47 AM

To: s 22

Subject: AA AGEID 21488 - The Council of the King's School - Request for information [SEC=OFFICIAL]

Dear s 22

Please find attached a letter from the director of Financial Assurance and Compliance Team, s 22

Regards
s 22

Financial Analyst
Financial Assurance and Compliance Team | School Assurance Branch
Funding and Data Collection Division
Australian Government Department of Education, Skills and Employment
Tollfree 1800 677 027 | Option 2
www.dese.gov.au

The Department of Education, Skills and Employment acknowledges the traditional owners and custodians of country throughout Australia and their continuing connection to land, waters and community. We pay our respects to them and their cultures, and Elders past, present and emerging.

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Pages 24 - 34 exempt in full

S 47B and 47G(1)



2022-2024

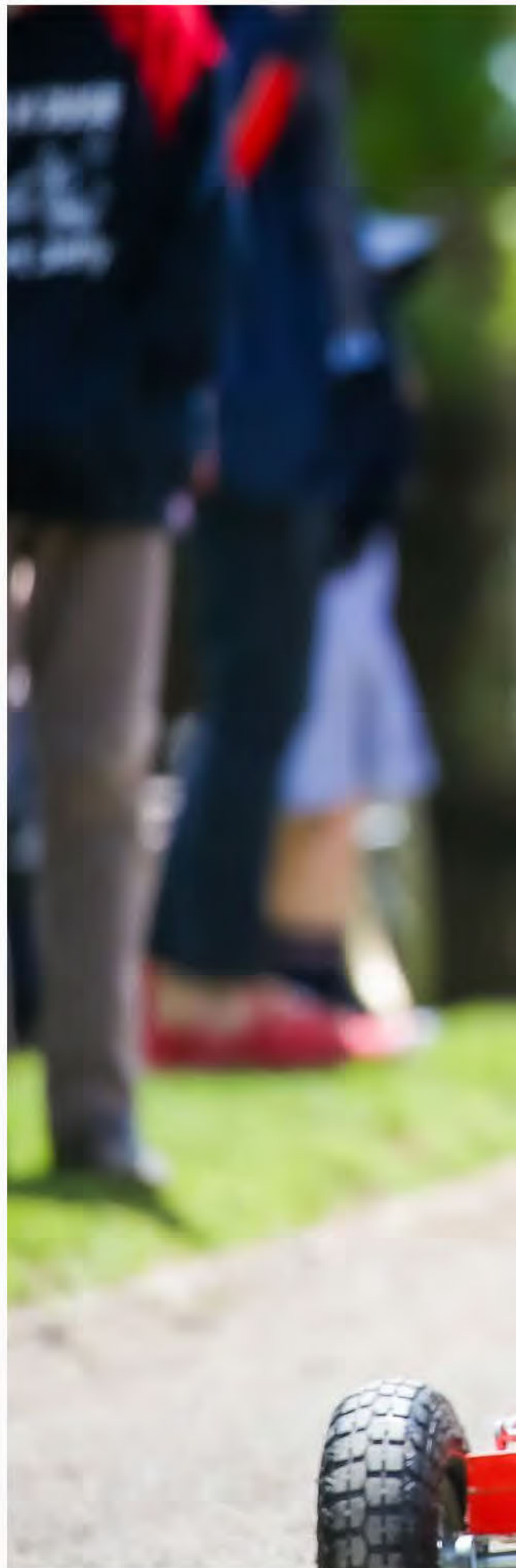
Strategic Plan



THE
KING'S
SCHOOL

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Chairman's Foreword

Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms.

1 PETER 4 : 10

For 190 years The King's School has been graduating young men who are highly-valued for the quality of their minds, the calibre of their character and their commitment to service. King's achieves this by educating our boys and now our girls at The King's School Tudor House in an environment where ideals are based upon solid relationships, spiritual strength, hard work and the pursuit of excellence to the very best of a student's ability.

At King's we have established a framework of triennial planning that facilitates strategic agility through the involvement of all staff of the School. This agility was particularly beneficial in developing the School's response to the COVID-19 Pandemic during 2020 and 2021, where a number of initiatives in the 2019 to 2021 Triennium Plan were fast-tracked in order to provide continuity of education for students during extended periods of remote learning. Each triennium provides an opportunity for the School to prioritise the development of a range of initiatives that underpin and improve our ability to shape our students into Global Thought Leaders through Academic Excellence with Character Development in the context of Christian Community.

It is my pleasure and privilege to introduce you to the 2022 to 2024 Triennium Strategic Plan. In this Triennium we reaffirm our commitment to the six broad areas of strategic interest for King's as:

- The Global Century,
- Academic Excellence,
- Character Development,
- Christian Community,
- Organisational Infrastructure, and
- Advancement.

However, as King's approaches its Bicentenary in 2031 – the first Australian independent school to reach this milestone – we have set ourselves a key challenge: "How, and for what reasons, will The King's School be celebrated for 200 years of outstanding impact in 2031?" This challenge, which we identify as our decade of impact, honours the founding statement by Bishop Broughton that *The education in The King's School is not for the exclusive benefit of those upon whom it is bestowed but for that of the entire community*".

In this Triennium we will continue to maintain and enhance the core elements of our school programs that are so highly prized by our community while also developing new initiatives and facilities to extend our capabilities and create new opportunities for the benefit of our students and that reflect our ambition to make an impact for the good of society. This impact should not just be felt educationally, but also socially and environmentally. In its planning King's will adopt a narrative of Educational Social Environmental Responsibility (ESER) where our programs are considered in the context of their educational impact, social impact and environmental impact as a way to explicitly measure and report on the impact of the School for the good of the society it serves.

The Strategic Plan is the outcome of many hundreds of hours of work by the School Executive and staff led by Headmaster Tony George and by the School Council. I am grateful to all who have committed time to exploring ideas, developing initiatives and coming together with wisdom and discernment to finalise our plan. The process has been exhaustive and exciting in equal measure and has, I think, resulted in a clear narrative of our collective ambition for the School with purpose, direction and the means to analyse and evaluate our progress.

I commend this plan to you sincerely with a genuine hope that you too will become involved in this ambitious strategy, that you will know, explore and debate the initiatives, and be able to voice to others our vision for improving our School, that continues to honour our commitment as a Christian community to make an outstanding impact for the good of society.

I am grateful that this Strategic Plan sends us wisely on a path towards our Bicentenary anniversary celebration.

Rosemary Abrahams
Chairman | The Council of The King's School

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.

THE KING'S SCHOOL MISSION STATEMENT



A Decade of Impact 2022-2031



The King's School was established in 1831 by King William IV to provide leaders for the colony of New South Wales. The military identity of the School, through its uniform and cadets program, has continued this emphasis for the best part of 200 years: the uniform worn by students of The King's School is the oldest military uniform worn in Australia and The King's School Cadet Corps is the oldest serving cadet corps in Australia.

The King's School understanding of leadership is predicated on the School's founding statement by William Grant Broughton, "*The education in The King's School is not for the exclusive benefit of those upon whom it is bestowed but for that of the entire community*". Bishop Broughton understood the underlying importance of an Anglican Christian perspective of leadership as one of service, of being excellent for the sake of others.

The King's School has developed an educational approach to making leaders over the past 190 years that has positioned King's as a unique Australian school of international significance. This approach is best understood in terms of the School's unique recipe of Academic Excellence with Character Development in Christian Community. Integral to this recipe is the School's extensive geographic footprint together with its authentic Australian identity.

This educational approach sees The King's School growing brave and faithful thought leaders in an environment of challenge and adventure, all the while being shaped and nurtured by an inclusive community characterised by Christian beliefs, values and attitudes. The School's values are exemplified by humility, honesty, respect, responsibility, integrity, compassion, excellence and gratitude. Consequently, the kinds of leaders the School produces are those with a healthy risk appetite and whose character exemplifies both humility and excellence.

The values of The King's School are foundational to the life of the School and our community. They are derived and stand on the teachings of Jesus Christ and God's Word as revealed in the Bible. These Christian values are at the centre of the School's ethos, which means that we will seek to encourage and develop, in our students and staff, an understanding of the world through the perspective of God's truth.

A King's education is not just about a Christian way of understanding; it is also about a Christian way of living. The values of The King's School seek to not only inform as to what Biblical truth is but also inform, invite, and inspire our students to live this way. The King's School seeks to teach this way of life every day through all that is done and taught. It does this in a setting of a unified community of love and learning between parents, students and teachers.



The King's School enters its 20th decade as a lead up to its Bicentennial in 2031. This decade can be defined as the School's Decade of Impact with the following challenge: *How, and for what reasons, will The King's School be celebrated for 200 Years of Outstanding Impact in 2031?*



The King's School mission states that, *"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."* This is a profound declaration of what success should look like: An outstanding impact for the good of society. This impact, then, is broader than our students, our families, our staff, or our Old Boys. This impact is not merely for ourselves, but for the good of society. The impact should be felt socially and environmentally, and not just educationally.

This aspiration to make an outstanding impact for the good of society finds its roots in the founding statement of the School by Bishop Brighton.

As Corporate Social Responsibility (CSR) has increasingly found its way into the narratives of Australian business, King's will adopt the narrative of Educational Social Environmental Responsibility (ESER) to consider the social impact, environmental impact and educational impact, including indigenous education.

At its most basic level, the notion of triple bottom line measurement and reporting will provide a mechanism for measuring every activity of the School according to its educational, social and environmental outcomes. This

is not to exclude financial reporting, but to recognise that the difference between CSR and ESER is the educational purpose (for-purpose) of the School as compared to the financial profit purpose (for-profit) of the corporate sector.

By measuring and reporting on the ESER Triple Bottom Line of the School, the impact of the School for the good of society will become more prominent and explicit, encouraging every area of the School to give more thought and consideration to their operations, initiatives and outcomes. It should "open the eyes" of the School community to new ESER possibilities and realities and, subsequently, it should give society pause to be grateful for The King's School.

A fundamental measure of success for The King's School Decade of Impact will be a deliberate and conscientious shift to an attitude of gratitude, both within and beyond the School.

Mr Tony George
Headmaster | The King's School

“ A fundamental measure of success for The King's School Decade of Impact will be a deliberate and conscientious shift to an attitude of gratitude, both within and beyond the School. ”

Our Values



HUMILITY

We do not think more highly of ourselves than we ought. We are human and we share in the humanity of others. Being humble arises from our Christian belief that we are equal in the sight of God because we are all created in His image. Humility is a fundamentally Christian value and is the starting point for all our other values, for it is when we are humble that we are able to be honest about ourselves and with others.

BE HUMBLE



GRATITUDE

We celebrate with gratitude to God and each other. Gratitude is important in celebrating excellence in others, for keeping us humble and protects us from a spirit of complaint.

CELEBRATE WITH GRATITUDE



EXCELLENCE

We strive to be excellent for others and ourselves. We do this in order to make an outstanding impact for the good of society. Striving for excellence means seeking to improve and better ourselves; to be always growing. Our striving for excellence is that we may be excellent for the sake of others. Excellence begins with an attitude of Humility that enables us to be Honest with ourselves and each another, so that we might Respect each other, taking Responsibility for ourselves and each other, as a community of Integrity and Compassion.

STRIVE FOR EXCELLENCE



COMPASSION

We live to serve one another. Having compassion means caring for others, being kind and gentle. Compassion is stronger than sympathy or empathy; it is much more active and intentional. In a Christian sense, it is going out of one's way to help others, to be generous towards others, to care for others and stand up for others. Compassion flows from our humility, honesty, respect, responsibility and integrity, and underpins our understanding of excellence.

BE COMPASSIONATE



HONESTY

We are honest about ourselves and with others. Honesty means being trustworthy, sincere and authentic. We are true to ourselves, and one another. We do not mislead or misrepresent each other. Honesty depends on an attitude of humility. It is when we are honest about ourselves and towards each other that we are able to respect one another.

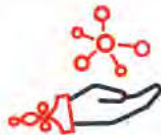
BE HONEST



RESPECT

We respect one another and ourselves. Respect involves valuing people and property so that neither is dishonoured, and follows from our humility and honesty. We respect other's beliefs and points of view. We do not bully or impose our will on others, whether in thought, word or deed. We do not gossip or spread rumours. Respect is important for being willing to take responsibility for ourselves and each other.

SHOW RESPECT



RESPONSIBILITY

We take responsibility for ourselves and each other. Responsibility means recognising that we share our lives with others in a shared world. Living and learning in community means taking responsibility for contributing positively and actively to our community and our world. Responsibility depends on our respect for ourselves and each other, and is essential for living lives of integrity.

TAKE RESPONSIBILITY



INTEGRITY

We live our lives with integrity. To demonstrate integrity means to live a life that is integrated and balanced, cohesive and coherent. As a community of integrity, we are unified and work together for the common good. We are trustworthy and reliable, we follow through with conviction and courage. Integrity arises from our humility, honesty, respect and responsibility, and allows us to serve one another as a compassionate community.

DEMONSTRATE INTEGRITY

A King's Education: Where Leaders are Made



We believe there is more to education than merely the inculcation of knowledge and skills with the occasional inclusion of co-curricular and sports activities. The commitment to students by The King's School is to provide Academic Excellence with Character Development within the context of a Christian Community in order that they might graduate as leaders of Christian wisdom and integrity for a world in need. This was the founding purpose of the School by King William IV, in 1831, to provide leaders for the emerging colony of New South Wales.



The King's School Mission Statement captures this 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."*

Kingsmen are challenged to grow and develop into global thought leaders. They are not only intellectual, physical, social, emotional, and spiritual, but also courageous, adventurous, entrepreneurial, faithful, honourable, dependable, and egalitarian men who strive to be the very best they can be for the sake of serving others – we each seek to be excellent in order to be excellent for others.

The King's uniform while being the oldest military uniform worn in Australia, is wonderfully symbolic of what it means to be a Kingsman – one who is willing to live under authority and committed to living their lives in service for others.

The achievement of this mission is dependent on the quality of our teaching and leadership in education. The King's School is both blessed by and committed to the recruitment and development of outstanding members of staff who lead and guide students in their growth and

development. Whether they be directly involved in the classroom or not, every member of staff is a role model for our students – as teachers, coaches, mentors and carers who are committed to safeguarding the children under their care.

Accordingly, The King's School continues to demonstrate its commitment to staff training and development, including educational research and development, through The King's School Institute.

Finally, The King's School is endowed with an extraordinary geographic footprint in Parramatta and the Southern Highlands, with facilities for teaching and learning, sport, drama and music, outdoor education and residential facilities for staff and students alike.

Consequently, the School has a responsibility to not only sustain these wonderful assets for the good of the immediate school community, but to ensure that their benefit may extend to always making an outstanding impact for the good of a global society.

The education in The King's School is not for the exclusive benefit of those upon whom it is bestowed, but for that of the entire community.

WILLIAM GRANT BROUGHTON

The King's Distinctive

The King's School enjoys international prominence for many reasons, not least of which is a unique history which comes from being Australia's oldest independent school. As we approach the School's bicentennial in 2031, the School continues its strategic commitment to educating boys in Global Thought Leadership through the educational distinctives of:

- Academic Excellence
- Character Development
- Christian Community

The School's strategy relies on its extensive Australian geographic footprint across a number of locations to ensure a sustainable environment of challenge and adventure. It is this environment of challenge and adventure, perhaps more than the classroom, that attracts families and staff of like mind who are passionate about and committed to the School's purpose of growing global thought leaders for a life of service.

This strategy may be summed up by the simple statement, "**Where Leaders are Made**". These four words capture the meaning and significance, the history and tradition, the resources and capabilities, and the mission and purpose, of The King's School:

"Where"

Signifies the unique Australian geographic locations of the School that provides the necessary scale and context for challenge and adventure, together with a caring and nurturing residential Christian community. The term "where" emphasises the importance of both *our place and our people* for the making of leaders.

"Leaders"

Signifies the purpose of the School to grow and develop global thought leaders of Christian character and integrity for a life of service. Every student that graduates from the School will be ready, willing and able to contribute to the good of society in whatever capacity of leadership they may be called.

"Are"

Signifies the ongoing, ever-present, round-the-clock, 24/7 on-site approach of the School of making leaders – in Academics, Character and Community. The various campuses of the School all contribute daily to the making of leaders. Academics, sport, cadets, performing arts and outdoor education occur daily, not just on camps or incidentally.

"Made"

Signifies the orientation of all the School's activities, resources and assets to the educational approach of making leaders – in quality of mind (Academics), quality of person (Character), and quality of relationship (Community). Thus, whether or not leaders are "born" or "made", The King's School is a unique place *Where Leaders are Made*.

It is this strategy, enabled by its sustainable geographic competitive advantage, that ensures that *"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"*.



GLOBAL THOUGHT LEADERS

(QUALITY OF SERVICE)

A Life of Service – Leaders & Role Models

Kingsman: One who lives under authority and lives his life for the service of others.
Graduates who make an outstanding impact for the good of society.



ACADEMIC EXCELLENCE

(QUALITY OF MIND)

Curricular – Teaching

Focus on Social, Emotional,
& Intellectual Wellbeing
Academic and
Mental Development/Competence



FORTITER ET
FIDELITER
Bravely and Faithfully



CHARACTER DEVELOPMENT

(QUALITY OF PERSON)

Extra & Co-Curricular –
Mentoring & Coaching

Focus on Social, Emotional,
& Physical Wellbeing
Self-regulation and Personal
Development / Competence



CHRISTIAN COMMUNITY

(QUALITY OF RELATIONSHIP)

Pastoral Care - Caring

Focus on Social, Emotional, &
Spiritual Wellbeing Social and
Spiritual Development/Competence



ORGANISATIONAL
INFRASTRUCTURE



ADVANCEMENT

One School: Three Campuses

“ Thanks to the foresight of previous generations of Kingsmen, The King’s School is blessed with an unrivalled geographic footprint of over 480 acres across the centre of Australia’s global city and in the Southern Highlands to support the growth and development of boys and girls from Pre-Kindergarten to Year 12. As one School, each campus has the space and freedom to evolve their programs in a manner that is tailored to the needs of students within the framework of the distinctives of Academic Excellence with Character Development in the context of a loving Christian community. ”

Senior School

Catering for boys from Year 7 to 12, the unique learning landscape afforded by 320 acres provides the challenge and adventure to foster healthy appetites to risk taking and growing personal character. At its heart, King’s is a boarding school and boys from Year 7 enjoy an unparalleled opportunity to live and learn on campus, to develop their independence and resilience and form lifelong friendships.

The School’s focus is on delivering authentic learning experiences that develop young men of character who will go on to take their place as leaders in their communities. In the Triennium ahead, new initiatives will be developed and implemented to enhance the programs that enrich boys learning, strengthen their skills, empower boys to be brave learners and take risks, to fail and, as a result to develop resilience.



Preparatory School

The King's School, Preparatory School has a proud history of providing an outstanding education for boys. With a 190-year history of boys' education we are in a unique position of being able to draw upon a wealth of experience of how boys learn best. The decade ahead not only provides an opportunity to celebrate our heritage but to continue to evolve and innovate in order that our boys receive an education that engages, challenges and inspires.

The Prep School boasts outstanding facilities and resources to support the learning of our boys across the key distinctives of Academic Excellence and Character Development within the context of our Christian Community. As an International Baccalaureate World School, learning in the Prep School is guided by the IB Primary Years Programme (PYP) to challenge boys to ask important questions, build skills, conduct in-depth research, analyse findings, build conceptual understandings, share their learning in a variety of ways and reflect on their responsibilities as part of a global community.

In the Triennium ahead new initiatives will strengthen programs that nurture the whole person – mind, body and soul – to encourage and support each boy to discover and fulfil his unique potential.

Tudor House

The King's School, Tudor House is a campus and community like no other, where boys and girls, staff and their families set the tone for a residential educational experience for primary age students. The King's School Tudor House is one of only two schools in Australia that offer boarding for primary school aged students from Year 3. The King's School's distinctives of Academic Excellence, Character Development and Christian Community are firmly embedded in all aspects of the Tudor House adventure and set the tone for all activities and programs.

For 125 years Tudor House has provided a high quality primary school education. From the early days of the School, the desire to extract the experiences that outdoor activities and curriculum delivers continued as imperatives. The expansive grounds of 169 acres in the Southern Highlands have enabled generations of boys, and since 2017, girls to extend their sporting skills and apply practical skills and knowledge to their rural roots. Today the original intent to build the character of students beyond the confines of a traditional classroom continues through an extensive range of learning opportunities.

Boarding remains a central element of life at Tudor House, as it does at The King's School Parramatta. As one of only two boarding schools catering for preparatory students, Tudor House allows families from across Australia to begin their boarding journey at King's. Boys who begin boarding at Tudor House are well placed to transition into Year 7 at Parramatta.

In the coming Triennium, the operations of Tudor House will be further strengthened and enhanced. Co-education and the implementation of the International Baccalaureate Primary Years Programme are key components of making Tudor House a highly competitive destination school in the Southern Highlands.

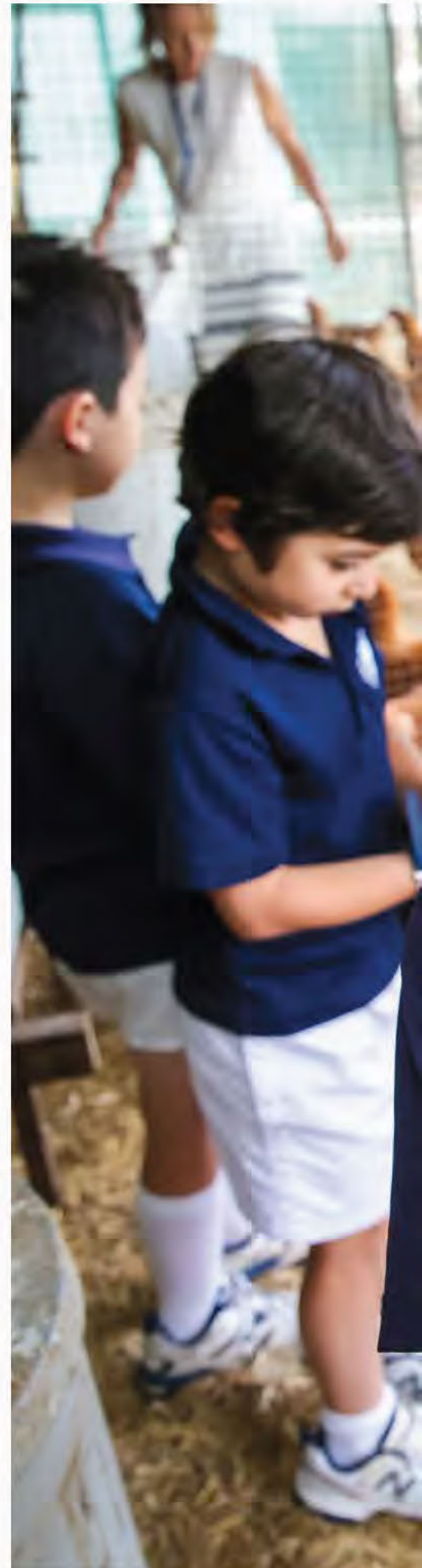
The Triennium Ahead

2022-2024

An outstanding impact for the good of a global society

The 2019 to 2021 Triennium saw a focus in the School on Australia's leadership in international education and food security. These opportunities are all the more significant because of Australia's unique positioning as a world leader in international education and food security at the dawning of this global century. The School needs to offer pathways to all the universities of the world, with globally recognised certification not just an option but an imperative. Further, educational delivery platforms of a world-class education offering academic excellence with character development to Kingsmen anywhere anytime needs to be synonymous with the felt experience of a King's education.

As we move into the 2022 to 2024 Triennium and consider the School's place in the world at its bicentennial in 2031, the School will be exploring significant ways to affirm and demonstrate its commitment to social responsibility. This is to fulfil the School's mission statement of making an outstanding impact for the good of society. The kinds of initiatives that the School will explore include environmental sustainability, indigenous reconciliation and education and educational accessibility.





The Triennium Ahead

2022-2024

continued

The six broad areas of strategic interest for The King's School remain as:

1. The Global Century
2. Academic Excellence
3. Character Development
4. Christian Community
5. Organisational Infrastructure
6. Advancement

These six areas, which were established in the first Triennium, will continue to frame all the operations and activities of the School. Within each area, the School has identified a variety of strategic initiatives worthy of attention and focus over the coming decade.

The 2019-2021 Triennium established the process of triennial planning that facilitates strategic agility through the involvement of all staff of the School. Many of the projects in the 2019-2021 Triennium were preliminary or exploratory in nature so as to put in place the planning and foundations for subsequent Triennia. Consequently, many of the projects developed in the first Triennium to facilitate the development and implementation of each initiative over the decade flow into the 2022-2024 Triennium. New initiatives that build on the foundations of the 2019-21 Triennium have also been included in the 2022-2024 Triennium.

1. The Global Century

This is the overarching area that is intended to give continued attention to the coming decade and beyond. It is not intended to be a dominant or significant area in any given triennium but ensure that the School is always thinking beyond the "here and now" and undertaking activities and research that keeps the School mindful of a horizon of 10 to 50 years.

The priorities for the 2022-2024 Triennium build on the organisational competence for triennial planning and strategic agility enabled through distributed leadership put in place during the first Triennium. The School will explore global opportunities through the development of international relationships with like schools and communities defined by the strategic environment of a post-COVID world. The purpose of these initiatives is to ensure that the School maintains a "long view" alongside its operational imperatives.

The King's School Institute is the School's research, training and development department that is charged with improving "all things King's", with an emphasis on teaching and learning. The priorities established for the 2019-2021 Triennium included attracting and retaining high quality staff, improving our online offerings and presence and exploring opportunities in food security and languages. These initiatives remain a priority in the 2022-2024 Triennium.

The following strategic initiatives have been identified as critical to the School's success over the coming decade:



King's 2070 Priorities:

- Maintain a commitment to Triennial Planning.
- Maintain a focus on Strategic Agility.
- Maintain a commitment to safeguarding children.
- Develop and maintain Strategic Scope and Sequence.
- Develop an Educational Social Environmental Responsibility reporting framework.
- King's 2070 and the McCrindle research Project to continue to inform the development and implementation of strategy over the decade.
- Develop a TKS-bespoke Pedagogical Framework (TKS Excellence Project) that is evidence-informed, conceptually driven, skills-based, value embedded and globally connected.

King's Global Priorities:

- International School Tours.
- International Residential Programs.
- International Enrolments.
- Identify partnerships with other international education institutions.
- Establish Benchmarking Schools Program.

- Explore government and industry grants to support partnership opportunities in Australia and internationally.

King's Impact Priorities:

- Indigenous Education.
- Environmental Sustainability.
- Educational Accessibility.
- Community Service, Service Learning Program.
- The King's School Bicentenary Project.

The King's School Institute Priorities:

- Enhance Teaching and Learning and Professional Practice.
- Build partnerships with industry and universities.
- Further develop mentoring and coaching for teachers and support staff.
- Maintain a best-practice model for teacher professional practice and accreditation systems.
- Develop an International Teacher exchange program.

- Establish a Teaching and Learning Research Laboratory.
- Develop bespoke professional learning opportunities for all staff that improve school performance.
- Develop strategic professional learning opportunities that raise the intellectual discourse of The King's School and community.

The Future Project Priorities:

- Diversify The Future Project beyond Science to include other faculties.
- Build partnerships with industry and universities in Australia and Internationally.

The Triennium Ahead

2022-2024

continued

2. Academic Excellence

Teaching and Learning is the engine room of the School, for without it the School ceases to exist. Academic Excellence is essential for the School's ongoing success but is not, of itself, sufficient to guarantee that success.

In the 2022 – 2024 Triennium we will continue to prioritise the improvement of teaching and learning of thought leadership by advancing plans for the implementation of a new Centre for Thought Leadership, and we will seek to complete the second quadrangle of the education precinct as a STEAM quadrangle.

Tudor House will continue to be top of mind through the implementation of the Tudor House Business Plan.

The following strategic initiatives have been identified:

Academic Excellence Priorities:

- Develop the technological capability to enable academic data to better inform teaching and learning.
- Design, develop and implement an agile approach to Timetabling.
- Design and build a new Centre for Thought Leadership that brings together English, History, Philosophy, Biblical Studies and Languages into an inter-disciplinary teaching and learning facility to replace the old science building.
- Design, development and building of the STEAM Quadrangle, to complete the Education Precinct.
- Develop a Data-Driven Learning Approach in the Prep School to improve assessment and enhance differentiation.
- Design new Learning Pods for Stage 3 learning environment in the Prep School which inspire academic excellence by facilitating innovation, creativity and action.
- Implement an Academic Literacy strategy to increase HSC Benchmark performance.

King's Online Priorities:

- Further enhance the King's Online functionality through the implementation of effective Content Management System and Learning Management System capabilities across Student/Staff/Parent portals.
- Develop the Business Case for Bring Your Own Device technologies

Food Security Priorities:

- Paddock to Plate – continue to develop Tudor House program.
- Strengthen and expand the School's Agriculture programs across all campuses, expand involvement in industry bodies such as RAS and increase engagement with Futter Park.
- Develop the dining experience at TKS to be more educative and supportive of TKS educational programs.
- Develop an Agribusiness Program which embeds authentic, real-world learning about agriculture, food security, sustainability, entrepreneurship and financial literacy and embeds Food Security initiatives in PYP Programme of Inquiry.

Languages Priorities:

- Immersion and multi-modal language (French, German, Chinese & Indonesian).
- Implement an enhanced Language exchange program.
- Increase the participation in Languages throughout the school.

Library Priorities:

- Further integrate ICT and Library services to take advantage of economies of scale and to improve service provision.
- Libraries to Day Houses – increase and measure utilisation of Day Houses.

Global Certification Priorities:

- Develop the Business Case for the International Baccalaureate Diploma Programme and other Global Certification.
- Continue to support and develop current VET programs. Explore and develop a business case for offering courses in-house for Primary Industries, Construction, Aviation, Food Tech and Hospitality.
- Explore a VET leadership course for The King's School Cadet Corps.



The Triennium Ahead

2022-2024

continued

3. Character Development

Character Development is a unique value proposition of The King's School. With an ongoing commitment to Academic Excellence as the essential foundation of success, it is the unique approach of The King's School to Leadership and Character Development - predicated on a Christian vision for humanity as shaped by the School's unique Australian context - that distinguishes it as one of the world's great schools. This unique approach is captured by the School's motto, *fortiter et fideliter*, (bravely and faithfully). The School's approach to Leadership and Character Development is contextualised by the adventure, adversity and mateship of sport and outdoor education, while characterised by the faithfulness, integrity and commitment of our unique house-based pastoral care.

The priorities for the 2019-2021 Triennium entrenched a shift in emphasis in the School's sports program from one of administration to one of coaching and development. This has been accompanied by a growth and development of the School's outdoor education offerings in Cadets and the Duke of Edinburgh Program. In the 2022-2024 Triennium these initiatives will be complemented by the building of an outdoor education precinct, as well as the encouragement of a number of sporting associations such as football, basketball and tennis.

The School's performing arts will also receive significant attention through the building of a Performing Arts Centre in the Prep School, as well as the development of the Senior School Music Program.

The following strategic initiatives have been identified as significant for the School's success over the coming decade and worthy of prioritisation in the 2022-2024 Triennium:

Leadership and Character Priorities:

- The King's Certificate – Scope and Sequence. This initiative seeks to map all the School's offerings in intellectual, physical, emotional, social and spiritual development.
- Implement Leadership Exchange Program.
- Develop student mentoring program utilising the OBU network.
- Develop a Prep Diplomacy Program to enhance global connectivity, cultural literacy, international mindedness and thought leadership.
- Develop an integrated Character Education Program in the Prep School that promotes the School's values to provide opportunities for each boy's character growth.
- Development of an authentic leadership experience in a scope and sequence framework embedding in POI, Character Values, P-2 scope and sequence and Leadership Apprenticeships.

Outdoor Education Priorities:

- Develop Outdoor Education Facilities unique to The King's School.
- Kahiba, Cadets, Duke of Edinburgh (DofE)/ Outdoor Education Expansion.
- Year 7 and 8 Cadet Program.
- Woodland Playgrounds at TKS and Tudor House. A Tudor Tree House.
- Redevelop and expand the Tudor House Mountain Bike track.

Physical and Sports Development Priorities:

- Sports Facilities Development – Football, Rowing, Athletics, Tennis.
- Coaching Academies (Rowing Centre of Excellence, Football, Basketball Academies of Excellence).
- Sports philosophy of coaching and mentoring.
- Establish Elite Athletes Program.
- Investigate the introduction of different sports in the Prep School.

Performing Arts Priorities:

- Evaluation of Prep Band and Strings programs.
- Develop and construct a Prep Performing Arts Centre.
- Development of Senior School Performing Arts Precinct Concept.
- Development of the Tudor House Band and Strings program.



The Triennium Ahead

2022-2024

continued

4. Christian Community

The King's School has enjoyed almost 200 years of tradition and significance as Australia's oldest independent school and is unique in its geography situated on 320 acres in the middle of Australia's leading global city and 169 acres in the Southern Highlands. As we continue to ensure our place as one of the world's great schools, it is essential that we secure and strengthen those distinctives that are foundational to our traditions. These include our unique Christian community and culture, our unique village context, our residential education, and our fellowship around meals and celebrations.

In the 2022-2024 Triennium strengthening the School's unique community context by enhancing the cultural and physical identity of our geographic place will remain a key area of focus. It is also hoped that we will be able to strengthen the place of the School Chapel as the home of regular church worship for House Chapel Services and King's Community Church Services through improved Chapel amenities and a pavilion. The priority we place on human flourishing and wellbeing will also be prominent with the development of a school-wide program involving students, staff and parents.

The following strategic initiatives have been identified as significant for the School's success over the coming decade and worthy of prioritisation in the 2022-2024 Triennium:

The Community Priorities:

- Implement the TKS Residents Association.
- Implement signage and wayfinding, including street naming and numbering.
- Development of the concept and business plan for the History & Heritage Precinct, and the King's Club.
- Fostering The King's Women's Network.
- Development and implementation of an Indigenous Reconciliation Action Plan.
- Development and implementation of a Boarder's License.
- Development of Student/Parent Transition at Year 7 (Gowan Brae).
- Develop and implement the Prep School values in service framework, building on the Christian heritage and traditions of the School.

Chaplaincy Priorities:

- Chaplaincy Staffing and Program.
- Chaplaincy Place – Student Centre.
- Centre for Christian Leadership and Community.
- Chapel Amenities and Pavilion (Philanthropic support for CAPEX).
- Community Chaplain – King's Community Church

Human Flourishing Priorities:

- Positive Education framework to be developed and implemented.
- Staff, student and parent wellbeing program.
- Develop and implement the Prep School human flourishing social and emotional learning framework.
- Develop and implement a Prep School residential experience.
- Develop a Christian Values Engagement (CVE) Framework in the Prep School that builds on the Christian heritage and traditions of the School.

Catering Priorities:

- Further explore alternative food outlets and continue aligning catering with the educational priorities of the School.

Boarding Priorities:

- Occasional boarding to be facilitated where possible.
- More Day/Boarding integration.
- Develop and implement extended day in Senior School.
- Increase opportunities for Tudor House Boarders to engage with the Parramatta Campus.

5. Organisational Infrastructure

Organisational Infrastructure is a critical enabling function supporting the overall success of the School. "Infrastructure" includes the built environment, and capital and financial systems that provide for a sustainable future as well as the systems and practices that identify, recruit, train, sustain and nurture the teaching and operational support teams and support a culture of continuous improvement.

The King's School has one of the largest operational support teams of any school in the world. It is important to continuously review our governance, finance and administration, property services, and our ICT services to ensure that the School meets best practice expectations. This is important to ensure that the School is able to prioritise resources towards its Teaching and Learning activities. This area is critical to the School functioning well.

The King's School is committed to continuous improvement. Underpinned by established beliefs and values, the School has an ongoing commitment to the development of a culture of continuous improvement which strives to improve outcomes and performance and which ensures that King's is progressive, agile and ready for the future.

The School works collaboratively with all members of our community, in order to employ process improvement methodologies and to apply innovative thinking to support sustainable change.

The following strategic initiatives have been identified as significant for the School's success over the coming decade and worthy of prioritisation in the 2022-2024 Triennium:

Governance Priorities:

- Governance/Management reporting and dashboards.
- Compliance.
- Development and adoption of a Risk Appetite Framework.

People and Culture Priorities:

- Staff recruitment and retention.
- Talent Management.
- Personal Growth Trajectories for Staff.

Continuous Improvement Priorities:

- Maintain a commitment to continuous improvement.
- Maintain a commitment to productivity Improvement.

Knowledge Services Priorities:

- ICT, Libraries and Analytics Restructure and Development.
- Development of ICT infrastructure to accommodate cloud-based technologies and BYOD.

Property Priorities:

- Master Planning by Precinct to better support the School's strategy.
- Productivity Improvements for property and maintenance.
- Sustainability Action Plan

Finance and Administration Priorities:

- Financial management – modelling, mapping the asset burden, modelling the School's value creation and value flow.
- Enhanced budget management processes and financial reporting systems.

Transport Priorities:

- Transport Review (buses) and productivity improvements.



The Triennium Ahead

2022-2024

continued

6. Advancement

The King's School enjoys a significant reputation across Australia, around the world, and amongst its generous community of Old Boys and families. The School stands to strengthen enrolments and funding from a variety of sources by improving its enrolment, marketing and advancement efforts. Engaging the School's broad and varied community groups is critical to this exercise, as people devote time, money and energy to their passions, and people are passionate about The King's School.

The Head of Foundation will lead work with the Foundation and the various Associations of the School to develop an intentional, sequenced and cohesive strategy to enhance community engagement and philanthropy.

The following strategic initiatives have been identified as significant for the School's success over the coming decade and worthy of prioritisation in the 2022-2024 Triennium:

Admissions Priorities:

- Regional and Prep Enrolments.
- Scholarships.

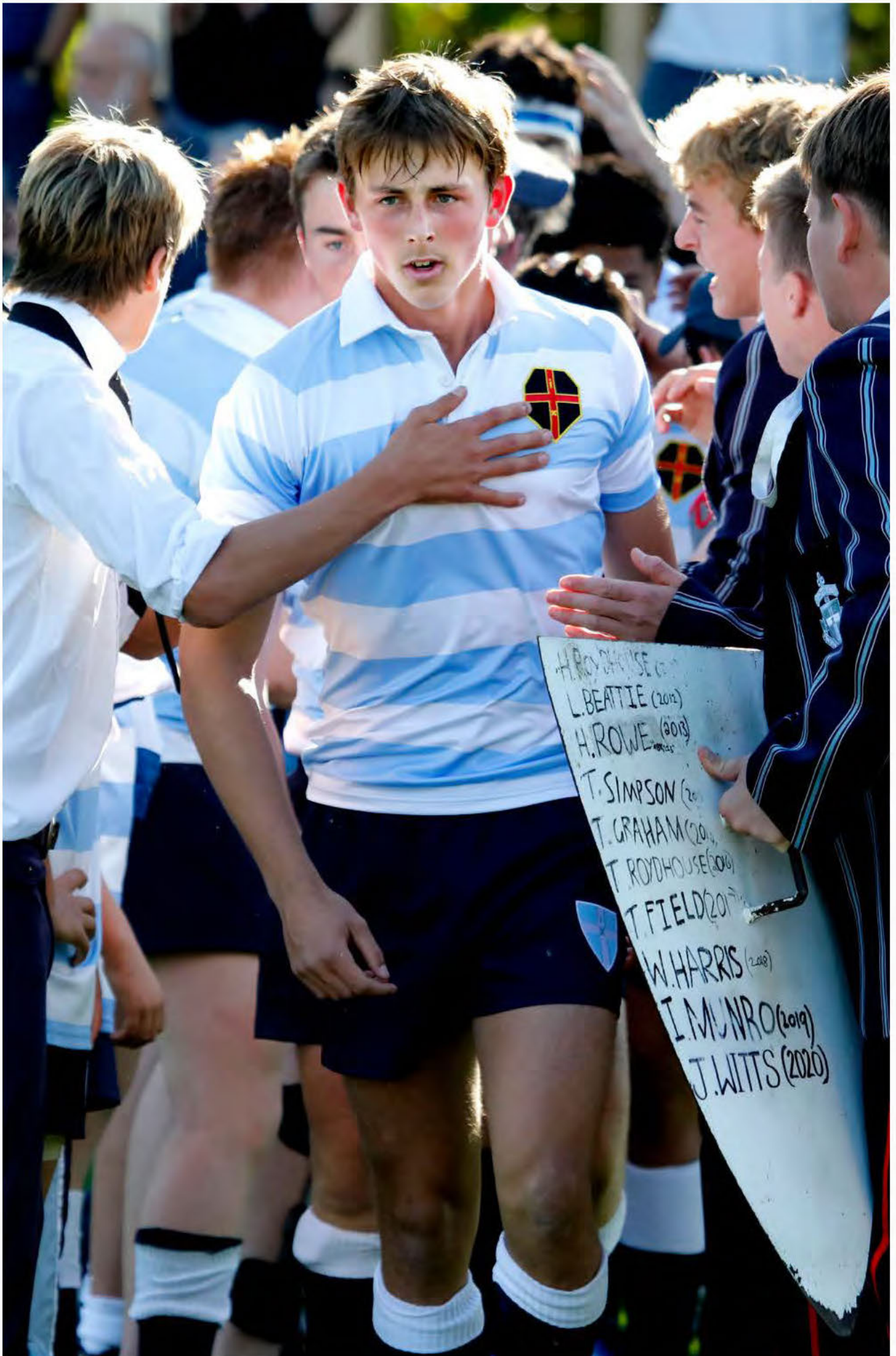
Advancement Priorities:

- Associations, OBU, Foundation.
- Parent Association.
- Community Database.
- Use of school facilities outside of term time.

The Future Fund Priorities:

- Bequests.
- Trust funds.
- Annual Giving.
- Masterplan Appeals.





Conclusion

Fortiter et Fideliter





“ On the eve of this global century, there has never been a time more poignant for the contribution of The King’s School as a Christian community to make an outstanding impact for the good of a global society. ”

The King’s School is one of the world’s great schools and has courageously and faithfully grown and developed thought leaders of Christian character and integrity for almost two hundred years. It was the School’s founder, Bishop Broughton, who stated, *“The education in The King’s School is not for the exclusive benefit of those upon whom it is bestowed but for that of the entire community.”* It is the Old Boys as graduates of The King’s School who carry this benefit for the entire community onwards for more than 50 years. On the eve of this global century, there has never been a time more poignant for the contribution of The King’s School as a Christian community to make an outstanding impact for the good of a global society.

This strategic plan is but another step in the centuries’ old history of The King’s School. It is a plan that seeks to bring together and orient the hopes and aspirations of students, staff, parents and Old Boys towards the possibility of another 200 years. Yet, while plans are easy, making them happen takes commitment, resources, and hard work. Further, while this plan introduces some new ideas and possibilities, may we always ensure that the distinctives that lie at the heart of a King’s education continue to remain certain and foundational to who we are and what we do as a Christian educational community.

May God continue to bless The King’s School as a Christian community of courage and faithfulness.

Fortiter et Fideliter.

Mr Tony George
Headmaster | The King’s School

The education in The King's School is not for
the exclusive benefit of those upon whom it is
bestowed, but for that of the entire community.

WILLIAM GRANT BROUGHTON



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Pages 74 - 80 exempt in full

Pages 81 - 88 exempt in full

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Pages 96 - 103 exempt in full

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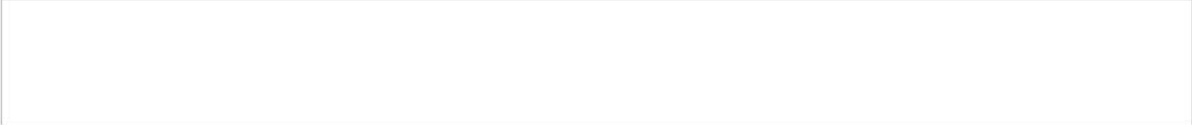
From: s 22 [Education - Schools Assurance Cases](#)
To:
Subject: DoE letter to the King's School
Date: Tuesday, 31 January 2023 3:08:00 PM
Attachments: [AGEID 21488 - The Council of the King's School - letter 31 January 2023 signed.pdf](#)
[image001.jpg](#)

Dear s 22

Please see the attached letter from s 22, Director, Financial Assurance and Compliance, School Assurance Branch.

Kind regards
s 22

Compliance Officer
Financial Assurance and Compliance | School Assurance Branch
Funding and Data Collection Division
Australian Government Department of Education
www.education.gov.au



The Department of Education acknowledges the traditional owners and custodians of country throughout Australia and their continuing connection to land, waters and community. We pay our respects to them and their cultures, and Elders past, present and emerging.



Australian Government
Department of Education

Our Ref AGEID 21488

Director, Financial Assurance and Compliance

s 22

s 22

Headmaster
The Council of the King's School
87-129 Pennant Hills Road
PARRAMATTA NSW 2151

Sent via email: s 22

Dear s 22

I am writing to you in your capacity as the authorised representative of the Council of the King's School (the school). I apologise for the delay in responding to you.

s 22

s 22 Thank you for the letter from dated 15 July 2022. Additionally, I would like to thank for providing the Department of Education a copy of the letter dated 26 August 2022 provided to the New South Wales Department of Education.

I will further review the matter once . s 47B

Please do not hesitate to contact me on s 22 if you would like to discuss this matter further.

s 22

Yours sincerely

s 22

31 January 2023

S 47B

