



2022-2024

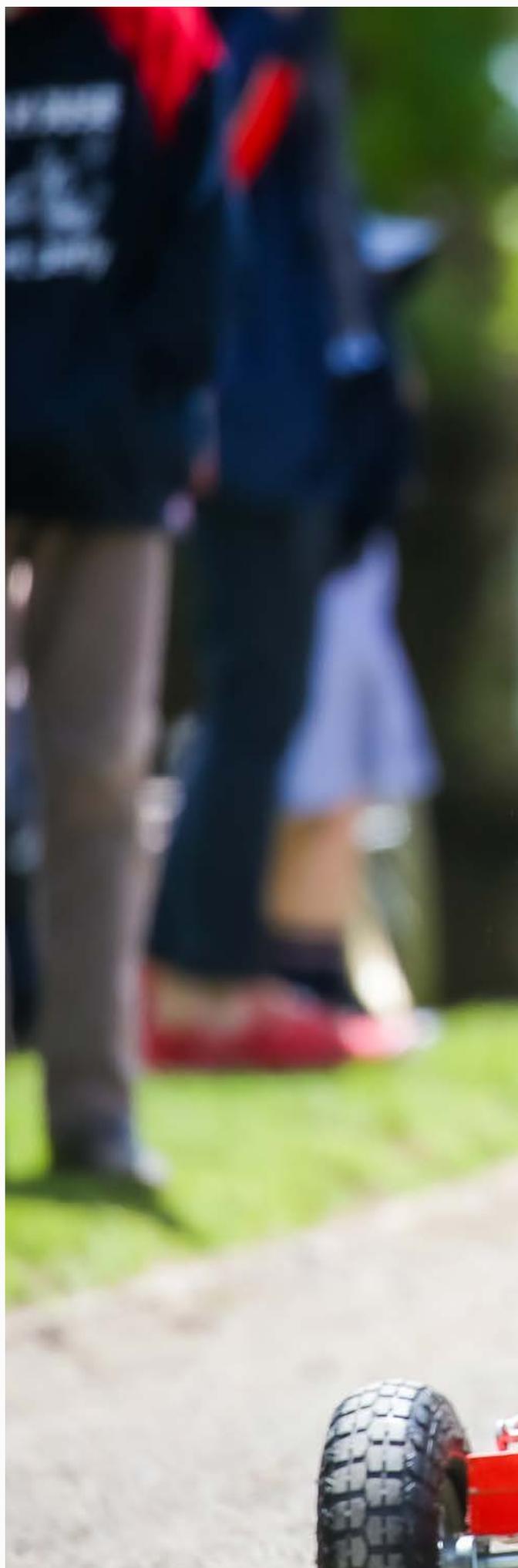
Strategic Plan



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 Broughton.

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.

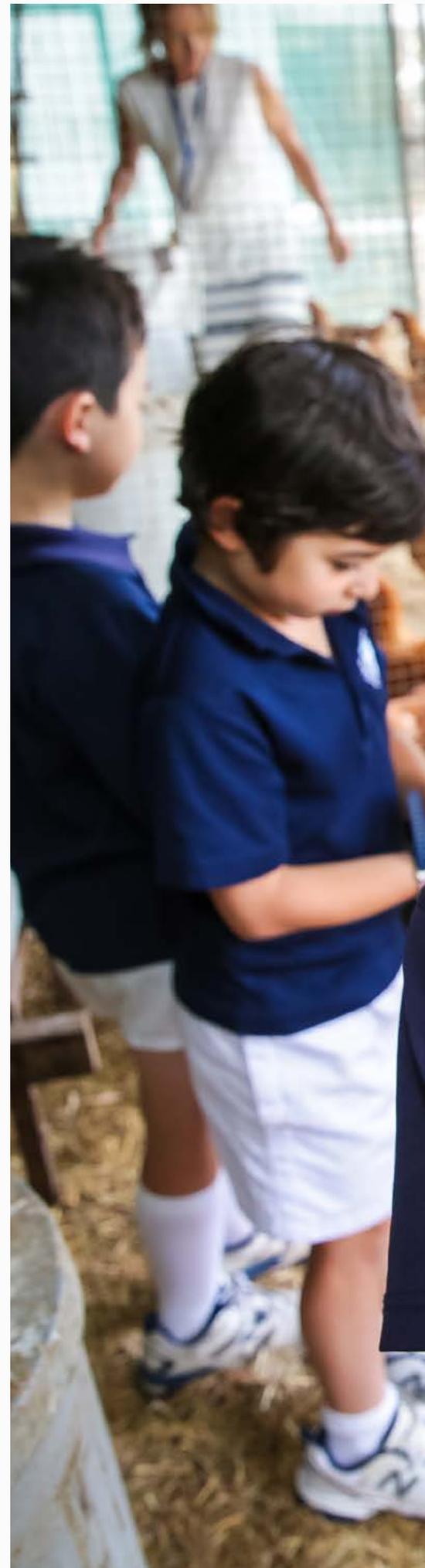
In the coming Triennium, the operations of Tudor House will be further strengthened and enhanced. Co-education and the implementation of the International Baccalaureate Primary Years Programme are key components of making Tudor House a highly competitive destination school in the Southern Highlands.

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.

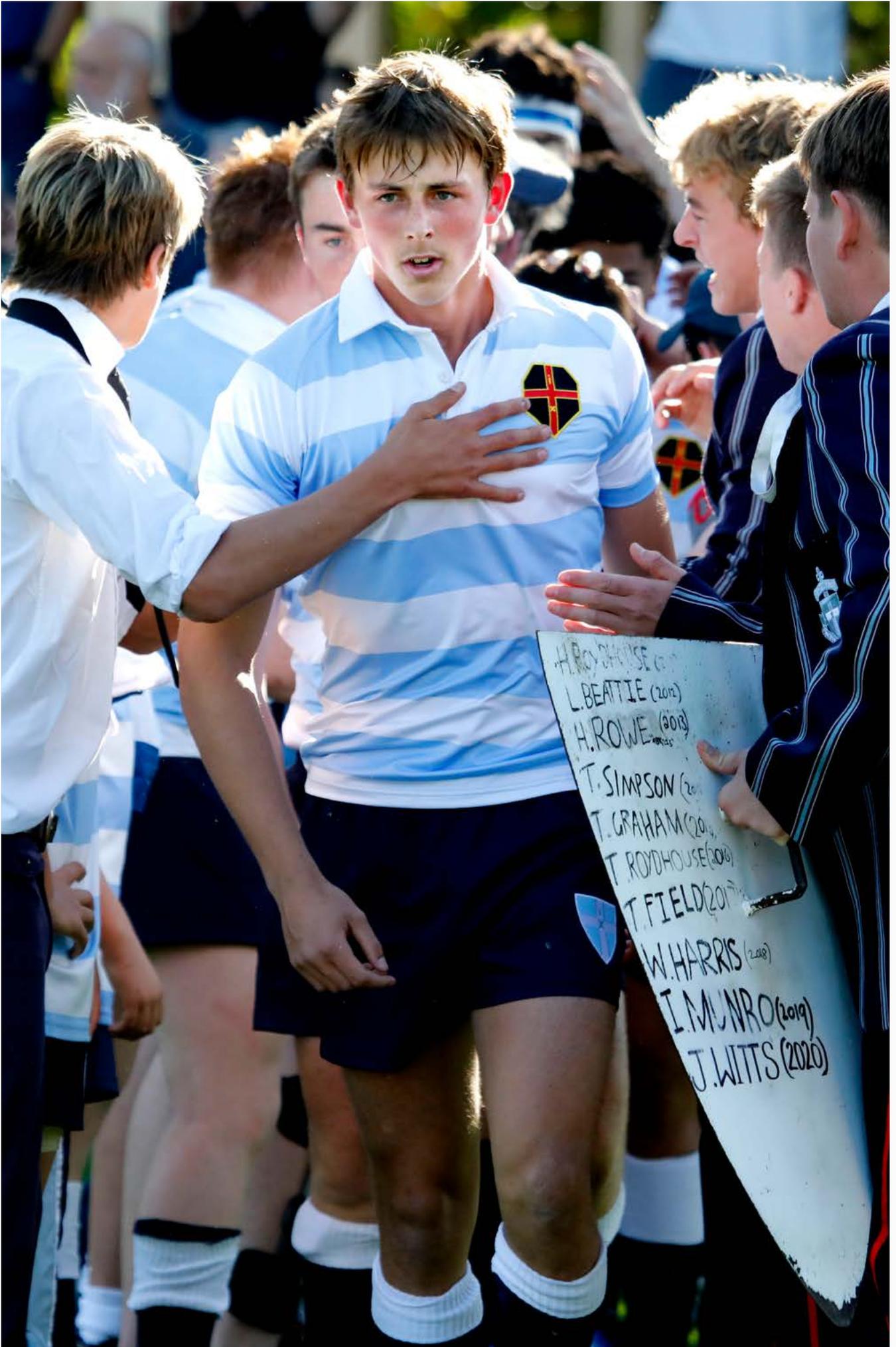
Advancement Priorities:

- 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.





H. ROYDHOUSE (2011)
L. BEATTIE (2012)
H. ROWE (2013)
T. SIMPSON (2014)
T. GRAHAM (2015)
T. ROYDHOUSE (2016)
T. FIELD (2017)
W. HARRIS (2018)
I. MUNRO (2019)
J. WITTS (2020)

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

