Section 1: A message from key school bodies

A message from the Principal

Kinross Wolaroi School is a Uniting Church School providing high quality co-educational opportunities from preschool to Year 12, for young people from diverse backgrounds, enabling them to become well-rounded students who make a positive contribution to society.

The school has completed its 126th year of operation and is committed to delivering a dynamic teaching and learning environment, through dedicated staff and diverse co-curricular programs, so that students are socially responsible, spiritually aware and fully engaged in life. The distinctiveness of Kinross Wolaroi centers on the wide range of opportunities that ensure students are involved, engaged and committed to their personal development and education.

The 2012 school year has been an exceptional one in the life of the school. While a detailed analysis of the highlights of the year is beyond the scope of this annual report there are a number of aspects that need to be mentioned.

- Enrolments were maintained at a similar level to 2011 with extremely healthy numbers in Boarding. In total there were over 1000 students from K-12 with in excess of 300 Boarders
- Continued work on the Strategic Directions 2010 – 2014 ensures we provide a high quality educational environment for all students. In particular our focus has been on these five priorities:
  o Delivery of a rigorous and differentiated academic program from Pre-Prep to Year 12
  o Support and value the development and recruitment of staff
  o Support for, and further development of, a diverse co-curricular program
  o Foster global awareness and social responsibility that derive from Christian values and tradition so students are able to make valuable contributions to a diverse global community
  o Maintain a strong financial position that can continue to improve the school from both a physical and educational point of view
- Continued improvements have been made within our staff Professional Development program with staff undertaking classroom visits of colleagues and undergoing an appraisal of their own teaching. This has led to an increase in professional conversations which in turn has continued to improve student and staff learning
- In 2012 Year 12 students received outstanding academic results including: 2 students accomplishing the honour of the Premier’s HSC Honour Role for Band 6 Grades in 10 or more units; over 23% of Y12 students achieved ATAR scores over 90; 12.3% achieved Band 6 Grades and 47% of students achieved either a Band 5 or 6
- Outstanding student achievements within the diverse co-curricular program included National and or State representation in Rowing, Swimming, Athletics, Rugby, Hockey and many other sports with associated medals by individuals and teams, including high achievements by our Musicians at National level
- The building program for eight new Science laboratories and two new classrooms with improved office spaces for staff is coming to completion ready for occupancy in late February 2013
- Continued improvements and upgrades occur across the school with particular emphasis being placed on the wireless network expansion to full on site coverage
- Planning has commenced for a new Boys’ Boarding House to begin construction in late 2013. In addition a new Recreation Centre will be built later this year on the Girls’ Boarding site at PLC
- We are blessed with beautiful grounds and value the continued improvements that are made in this area

None of these wonderful achievements would be possible without the commitment from the hard-working and dedicated staff. The success of the school is driven by their energy, loyalty and willingness to seek improvement in all that they do. We are indeed fortunate to have such a highly professional staff.

Kinross Wolaroi School is very successful in educating young people. I thank the staff, students and parents for their contribution in ensuring we continue to flourish as a school.

Brian Kennelly
Principal
January 2013
A message from the Student Executive Body

The leadership program at KWS is very much a work in progress as we are working towards a more inclusive style with students in Years 9, 10 and 11 having opportunities to step up and become involved in projects.

In 2012, 8 students were selected to attend the Rising Generations National Leadership Conference during the July holidays which was a very rewarding experience allowing the students to develop their leadership potential and use their gifts and energies to serve others and make a difference in their school, families and local communities.

Those students who choose to continue with their involvement in the School Cadet Program undergo regular leadership training through the annual Promotions Camp held in the June-July holidays each year. As rank in Cadets these students have many opportunities to develop their leadership skills as they continue through the program until Year 12.

Students in Years 9 and 10 who choose not to continue in the cadet program are given the opportunity to undertake Community Service. These placements are organized by the students themselves and allow them to take initiative and be involved in helping others in a wide range of community settings either in Orange or the home towns of boarders.

In Term 3 of Year 10 these students undertake Peer Support Training. This involves a range of activities on team building and leadership and allows these young people to perform a leadership role within the school. Following the training days, students are asked to nominate themselves for selection as a Peer Support Leader. Leaders are then chosen and allocated to a group of the incoming Year 7 students with whom they meet fortnightly throughout Terms 1 and 2. During these meetings the Leaders conduct activities and assist the younger students in their induction to Secondary School. Many leaders form bonds with the younger students that continue on into the years ahead.

Students are given yet another opportunity to show their initiative early in Year 11. Those students not involved in Cadets or Music are requested to organize a work experience placement for the period of Cadet Camp. This means that each family needs to discuss possible opportunities then the student contacts the prospective employer and arranges their placement. Students need to take responsibility for making sure that their placement is organized and the paper work submitted by the due date. Once the placement is completed they then need to return the appraisal sheet to the Careers Adviser who will prepare a certificate for inclusion in their Resume.

The following year all Year 11 students are involved in the Leadership Camp which is now held in Week 2 Term 2 as we have decided to have these students begin duties at the end of Term 2 to allow the Year 12 students more time to focus on their HSC preparation. This also gives the incoming leaders more time to step up and show initiative within the school before Prefect nominations are called in Term 4.

The aim of this training at leadership camp is to provide students with a better understanding of what leadership involves and the opportunity to reflect upon and develop their skills in this area as they move into their final years of schooling. After sessions on “The Layers of Leadership” and “Leaving a Legacy” the focus changes to looking at KWS and the “School we want to be”. Students work in their Tutor House groups to brainstorm perceived strengths and weaknesses of our current system and then brainstorm ideas on areas in which each student would like to work to make a difference in our school community and beyond.

Students form into focus groups based on their own area of interest; back at school these groups meet to plan and discuss what they hoped to achieve and how they might achieve it. While each group has a Head Tutor to report to, the initiative and actions are taken by the students themselves. At the conclusion of the camp, Year 11 students are asked to nominate their preferences for the leadership positions of Head and Deputy Head Prefects and state their reasons for their choices. On return to school staff are invited to vote as well. The incoming Head and Deputy Head Prefects are announced at the final assembly in Term 2 and each are given responsibility for a number of the focus groups and are available to monitor their progress and assist them with ideas and resources. A number of positive initiatives have arisen out of this program; it is very exciting as it shows what our senior students can do, given the opportunity.
Section 2: Value added performance

Kinross Wolaroi takes pride in value-adding for students across a wide range of areas. Academically, student performance in NAPLAN tests and Higher School Certificate examinations is well above the national averages. Higher School Certificate results are discussed later in this report. Kinross Wolaroi School endeavours to provide an all-round education for its students, thus enriching the students’ personal well-being. The provision of a wide co-curricular program, delivered by dedicated and enthusiastic staff, caters for the individual needs of our students. Every year students are able to engage in musical ensembles, musicals, drama productions, leadership programs, spiritual retreats, outdoor education programs, cadet camps, public speaking forums, inter-school and inter-House debating competitions, cattle shows and cultural language exchanges. Students who show particular aptitude for a sport are able, and encouraged, to pursue that sport to the very highest levels, not only state-wide but nationally and even internationally.

Section 3: Student performance in state-wide or equivalent tests and examinations

Years 3 and 5 NAPLAN Results

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<tr>
<th>2012 test</th>
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### Percentages in Student’s Bands

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#### Year 5

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<td>29 26</td>
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</table>
Notes

In 2012, Year 3, the students who were Band 1 or 2 in any aspect of literacy and numeracy received extra assistance for our Learning Support Teacher.

In 2011, Year 5, the children who were at or below the National Benchmark for literacy and numeracy all received tuition from our Learning Support Teacher.

Overall, results in Year 3 and Year 5 were pleasing.

In Year 3
- 78.9% were in Bands 4-6 for Reading
- 87.8% in Bands 4-6 for Writing
- 96% were in Bands 4-6 for Spelling

In Year 5
- 94.1% were in Bands 6-8 for Reading
- 80% in Bands 6-8 for Writing
- 73.5% were in Bands 6-8 for Numeracy
- 91.4% in Bands 6-8 for Spelling

In 2012, 33 Year 3 Students sat the NAPLAN assessment with 2 students absent from the Spelling and Grammar & Punctuation.

In Year 5, 36 students sat the NAPLAN with a student absent from all the Literacy and 1 student absent for Reading.

2011 NAPLAN Years 7 and 9 Results

National Assessment Program in Literacy and Numeracy (NAPLAN) was administered at Kinross Wolaroi School as part of the nationwide Government Assessment Program. The table below is an outline of the School’s Year 7 and 9 results for 2012. For Year 7, the results are given in Bands and range from Band 4 to Band 9, with Band 5 representing the national minimum standard (benchmark) for this year level. For results in Year 9 the range of bands is Band 5 to Band 10, with Band 6 representing the national minimum standard (benchmark) for this year level.

Numbers sat and exemptions

In 2012, 120 Year 7 students and in 118 Year 9 students sat NAPLAN, with 1 absence in Year 7, 6 absences in Year 9 and in both years there were no exemptions/withdrawals.

The table below is a graph that represents the School’s performance vs the State in mean scores in every NAPLAN category. As the results indicate, the School performed extremely well, scoring well above the State in every category.
State vs School Means Comparison

Yr 7 State v School Means Comparison 2012

Yr 9 State v School Means Comparison 2012
**Students performing above national benchmark**

The table below is a summary of student performance above the minimum national benchmark in Literacy and Numeracy. The result is given in percentage of the cohort.

<table>
<thead>
<tr>
<th>2012</th>
<th>Year 7</th>
<th>Year 9</th>
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**Below Minimum Benchmark**

In Year 7, the number of students performing below the minimum benchmark was relatively low. There were only 2 students in Reading (2%), 3 students in Writing (3%), 2 students in Spelling (2%) and 1 student in Numeracy (<1%). In Year 9, the number of students performing below the minimum benchmark was also low. There were only 1 student in Reading (<1%), 5 students in Writing (4%), 4 students in Spelling (3%) and 1 student in Grammar and Punctuation (<1%) and only 1 student in Numeracy (<1%).

**Percentages in Bands**

The Table below is a graph and summary breakdown of the overall Bands awarded to both Year 7 and Year 9. The Table shows how well our students are performing, especially in the top three Bands. Also of note was the relatively low percentage of students performing below the national benchmark levels. (Please note, from NAPLAN: “Percentages for the components may not add to 100 because of rounding”).

![Yr7 Overall Literacy as % of Bands](image1)

![Yr7 Overall Numeracy as % of Bands](image2)
Percentages in Bands Table

### Year 7

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### Year 9

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Conclusion
The results for 2012 overall are very pleasing. In both Year 7 and 9, nearly 90% of the cohort achieved above the minimum benchmark and nearly half the cohort achieved in the top two bands

- In Year 7, 49% in Literacy Overall and 51% in Numeracy
- In Year 9, 40% in Literacy Overall and 47% in Numeracy

The School achieved well above the State mean in every sub-category. In the top two bands alone, the School almost doubled the State and had lower percentages compared to the State in the bottom 3 bands, with notable achievement in Year 7 and 9 Writing which were well above the State's top two band results.

- In Year 7 Writing, 38% of the School compared to the States 23%
- In Year 9 Writing, 32% of the School compared to the States 20%

In Literacy overall, all sub-categories maintained their strong performance, in particular Reading and Grammar & Punctuation. Once again, Numeracy produced strong results, with nearly 50% of both Year 7 and Year 9 achieving in the top two bands. With only 0% to 1% performing below minimal benchmark in Year 7 and 9 Numeracy respectively, the results maintain the strong tradition at Kinross Wolaroi School of high numeracy achievement scores.
2012 Higher School Certificate Results

In 2012, 133 students sat for their Higher School Certificate at Kinross Wolaroi School. 22 students achieved an ATAR of 90 or above (17% of the candidature) and 32% of the students had an ATAR over 80. 2 students received the Premier’s Award for All-Round Excellence, one student came 9th in the state in Biology and another student came 5th in the state in Hospitality. Two students had their Visual Arts major works included in the NSW Artexpress exhibition, one student had her Textiles and Design major project included in the NSW Texstyle exhibition, and five students had their Industrial Technology major works nominated for the InTech exhibition. KWS students received 92 Band 6’s (this includes Band E4 results in Extension subjects). Almost 50% of all grades achieved were Band 5 or 6.

<table>
<thead>
<tr>
<th>Subject</th>
<th>No. in sub.</th>
<th>% KWS Bands 5 &amp; 6</th>
<th>% State Bands 5 &amp; 6</th>
<th>% KWS Bands 4 to 1</th>
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Section 4: Professional and Performance Development and Teacher Accreditation

Performance Development:
KWS continued to refine its Performance Development Program in 2012 following input from staff at the end of the first full year of implementation in 2011. The strategic focus of the program moved from literacy to wellbeing, with a continuing emphasis on the integration of technology into the classroom.

The program encourages staff to visit each other’s classrooms and provide feedback on resources, content, activities, classroom management, student learning and teaching strategies. The Principal and other senior staff also undertake a series of short, unplanned classroom drop-ins as part of the program. Feedback from teachers indicates that this aspect of the program provides considerable benefits.

The Preparatory staff took classroom visits one step further in 2012 by having lessons videoed for later self-reflection. They also provided considerable input into the changes needed in the program to accommodate the requirements of the Preparatory School.

Staff who are at different stages of their career engage with the Performance Development Program in different ways. Teachers who are new to the industry complete the mandatory New Scheme Teachers accreditation program as their performance development pathway. Teachers who are new to the school, but not necessarily NST, undergo an intensive 6-month probationary period where they are observed, they observe others and they complete a self-reflection report followed by an interview with the Principal. This process is used to determine if new staff are a good fit for the school and to provide support where needed. Continuing teachers identify particular areas, linked to the strategic directions, on which to focus their development for the year. The program is goal driven and evidence based. In addition to these pathways, each year several staff members are working on accreditation at Experienced Teacher level which requires an in-depth examination of their practice and assessment of their evidence portfolio by external assessors.

All academic staff are engaged in the Performance Development Program in some way and their completed record books are forwarded, at the end of each year, to the Director of Staff Development and the Principal for comment.

Professional Development:
Professional development is supported financially by the school and participation by staff makes a contribution to the strategic directions of the school by:

- enhancing the performance of individuals in relation to the roles they perform
- improving the products/programs offered by the school
- assisting the school to meet its mandatory requirements in relation to Child Protection, Duty of Care, workplace safety etc.

The professional development calendar for 2012 included a school-wide conference on Wellbeing, mini-workshops conducted most Tuesday mornings on a range of topics presented by staff, two half-day and one full-day, pupil-free PD days and 2 days of mandatory subject training at the end of the year covering Child Protection, CPR, Emergency Care and the Disability Standards for Education.

All staff at KWS (academic, ancillary and administrative) are also encouraged to attend two additional days of professional development in areas of their choice. Over 100 hundred individual staff members availed themselves of this opportunity in 2012. Much of this PD is conducted in Sydney so staff must travel and stay away overnight. However, there are, increasingly, opportunities to undertake PD online or via our video conference facility.

The table overleaf provides a snapshot of the professional development staff accessed during 2011.
Program Area | Courses provided/attended | Individual Attendances
---|---|---
Individual knowledge and skill development | Co-curricular | 27
(staff from the areas listed in the next column attended courses and programs of their choice in order to enhance their knowledge and skills in a variety of areas) | Religious Education/History | 6
Preparatory and Early Childhood | 14
Learning Support and Student Support | 18
Library | 9
English | 19
Mathematics | 10
Science | 11
Social Science | 9
Languages | 5
Music | 12
TAS and ICT | 4
Visual Arts, Textiles & Hospitality | 10
PDHPE | 8
ICT Technical Support | 12
Senior Management | 11
Middle Management | 18
Administration and Ancillary | 3
Academic focus areas | KWS Teaching and Learning Conference | 98
– Student and School Wellbeing | 82
A Day in the Life of a Student at KWS | 82
Compliance | Senior First Aid | 36
CPR Update | 77
Child Protection | 102
Teacher Accreditation | 4
Disability Standards for Education | 92
Work Health and Safety Act 2011 | 2
Registration and Accreditation | 8
Wellbeing | Boarding | 8
Boarding Conference | 2
AIS Counselors’ Conference | 1
See Academic Focus Area above. |

**Teacher Qualifications and Accreditation:**
KWS is very mindful of the need to recruit teachers with appropriate qualifications and to contribute to the development of young teachers entering the profession. During 2012 eight teachers were working towards their accreditation with the NSW Institute of Teachers. Several have submitted their evidence during the year and been assessed as attaining Professional Competence. This process, in itself, provides excellent opportunities for the enhancement of professional skills.

The qualifications profile of our current staff is as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers who have teaching qualifications from higher education institutions within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>102</td>
</tr>
<tr>
<td>Teachers who have qualifications as a graduate from a higher education institution in Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications</td>
<td>1</td>
</tr>
<tr>
<td>Teachers who do not have qualifications as described in (a) and (b) above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>Nil</td>
</tr>
</tbody>
</table>

*Currently completing teaching qualifications.*
Section 5: Teacher attendance and retention rates

Teacher attendance rates
In 2012 the average daily staff attendance rate was 100%.

nb: for the purpose of this reporting section, non-attendance relates to any non-approved absence of more than 5 consecutive days

Teacher retention rates
The proportion of staff retained from 2011 was 95%.

Section 6: Student attendance and retention rates in secondary schools

Student attendance
The student attendance rate at Kinross Wolaroi School for 2012 was 96% from K-12.

Student retention rates
Student retention rates from Year 6 into Year 7 at Kinross Wolaroi School are very high with over 90% of students continuing on into Year 7. Family relocation and Sydney school choice are usually the main reasons for non-continuation from the Preparatory to Secondary School at KWS.

Student retention rates continue to be strong. In 2012 only one Year 12 student moved to complete her studies at a new school. 135 students sat the HSC in 2012.

Section 7: Post school destinations

In Year 12 2012, 133 students presented for the Higher School Certificate at Kinross Wolaroi School. Of these students, 112 were offered places through UAC with 33 of these students being offered a place through the Principals’ Report Entry Program. The majority of the places offered were at universities in New South Wales:

- Sydney 8
- New South Wales 23
- Macquarie 3
- University of Technology 2
- Canberra University 6
- ANU 6
- Newcastle 9
- New England 9
- Wollongong 16
- CSU Bathurst 13
- CSU Wagga 8
- CSU Albury 1
- Southern Cross 1
- Australian Catholic University 2
- UWS 1
- ICMS 1
- Think Group 2

Courses selected are varied and include Medicine, Law, Economics, Sciences, Zoology, Engineering, Commerce, Nursing, Creative Arts, and Education.

Post-school destinations for our other students include TAFE courses and some entered into apprenticeships.

A number of our students chose to take a year off between Year 12 and commencing their tertiary studies. They took advantage of the GAP program with destinations mainly being in the United Kingdom, but also including some other European nations.
Section 8: Enrolment policies and profiles

1. Applications for Enrolment

The Registrar is the initial contact person for families considering enrolment at Kinross Wolaroi School. The Registrar is able to discuss and recommend year entry and the academic and co-curricular opportunities available to prospective students. The Registrar also looks after information dissemination about Scholarship and Bursaries.

Applications for enrolment are considered once the Enrolment Application Form and Enrolment fee have been received by the Registrar.

On receipt of the completed form:

(i) In first semester all applications are acknowledged in writing and the student is placed on the Active List on the database, except for those in (ii);

(ii) Any applicant applying for a place in a year which no longer has any vacancies (in particular, Kindergarten or Pre-Prep) is informed that they are being placed on a Wait List.

In second semester, the parents of an applicant due to start in Term 1 the following year are asked to arrange an interview with the Principal or Head of the Preparatory School and upon acceptance at interview requested to pay the relevant acceptance fee and deposit.

Once the enrolment process above is complete the applicant will receive in writing confirmation of their place at KWS, except for those covered by (ii).

(*All Pre-Prep registrations must include a full Kinross Wolaroi School Application for Enrolment. Pre-Prep Registration Forms received that do not have an Application for Enrolment Form will not be processed.)

2. Enrolment Offers / Entry Year Levels

Interest in our PrePrep is very strong with several families placed on waiting list for days by mid 2012 for entry in 2013. Numbers are again strong for 2014 & 2015. Most of the children from PrePrep are continuing onto Kindergarten and by the end of 2012 we had two full Kindergarten classes for 2013.

During 2012 we reached almost full capacity in boarding with several year groups having no available beds throughout the year. This trend has continued with only limited additional beds available at the end of 2012. We look forward to the completion of our new boy's boarding houses to alleviate this pressure.

3. Confirmation of Enrolment

Confirmation of enrolment will be sent to parents of those children who have completed a satisfactory interview with the Principal, the Head of Preparatory School or delegate, and have paid the acceptance fee and deposit.

Please note that notwithstanding that an offer of place may have been made, enrolment is conditional on the following:

- The Enrolment Form being completed, signed and returned with the appropriate Enrolment Fee, Acceptance Fee and Deposit by the due date
• Full, complete and accurate disclosure at all times of all relevant information being made about the student including special needs eg a physical, intellectual, social, emotional and or sensory disability, medical condition or allergies. An enrolment may be refused if full and accurate disclosure is not made.

• The student’s school reports at the time of entry being satisfactory in all respects. In particular this means that based on the information given to us we believe a child is capable of handling the academic courses on offer, and meets, in all other areas, the accepted standards of this School.

• After an Application for Enrolment is lodged, it is the responsibility of the parents or guardians to ensure that the School is advised in writing of any changes to the details contained in the application, including change of address, name, special needs or other matters which may impact on the child

4. Scholarships

Kinross Wolaroi School participates in the Co-Operative Scholarship Testing Program conducted by the Australian Council for Educational Research (ACER) and is an ACER-approved examination centre.

The number and value of scholarships is not fixed and is determined by the caliber and number of candidates in any given year. The value of the scholarship is applied against the tuition fee.

In 2012 we had 145 registered applicants and the following scholarships were awarded for 2013:

• Preparatory School – 3 Academic Scholarships
• Year 7 – 3 Academic Scholarships and 4 Music Scholarships
• Year 8 – 2 Academic Scholarships
• Year 9 – 3 Academic Scholarships
• Year 10 – 4 Academic Scholarships
• Year 11 – 5 Academic Scholarships

Kinross Wolaroi School also offers ICPA Scholarships that target isolated students. The scholarship’s are held from Year 7 to Year 12 and applicants must be members of the ICPA (Isolated Children’s Parent Association) and be eligible for the AIC (Assistance for Isolated Children) CENTRELINK determined allowance.

In 2012 two ICPA Scholarships were offered to students from Warren and Ootha in NSW.

Student population

We commenced the 2012 year with 995 students (Kindergarten to Year 12). There were 229 students in the Preparatory School and 766 in the Senior School. Our boarder numbers were 302. There are approximately equal numbers of boys and girls throughout the school.

Kinross Wolaroi School is a comprehensive and non-selective school, with students from a wide range of backgrounds and with a wide range of abilities. We pride ourselves on our school’s family orientation.

Enrolment numbers for 2012 were very similar to 2011 numbers.
Section 9: School policies

Student Wellbeing

It is our commitment that Kinross Wolaroi School should be a place where each person in it can feel safe, secure and able to achieve to his/her potential. The main “umbrella” under which student wellbeing is monitored and supported is the Tutor House system.

On enrolment at Kinross Wolaroi School, students are allocated to one of six Tutor Houses. Tutor Houses play a pivotal role in a student’s school life, both day to day and over the course of their time at the School. Tutor Houses form the basis for student welfare within the school, and issues that may arise are discussed with a student’s Tutor as the first point of contact. Each year group is divided into six Tutor Groups, with an allocated Tutor who will oversee a student’s day-to-day welfare and remain with them as they progress from year to year. Each House has a Head Tutor with an office in the House area, and has student leaders elected by House members. Additionally, there is a Year 7 Coordinator who assists students with their transition from Primary to Secondary School. Each Tutor House has a designated area for students that houses their locker, where school bags and sporting equipment may be stored during the school day.

At the beginning of the school day, students gather in an allocated room with their Tutor to have the roll marked and notices read. Other activities occur at the Tutor’s discretion and may include reading, group discussions, fund-raising and rehearsals. It is also an opportunity for students to speak with their Tutor regarding any concerns they may have. The whole Tutor House attends a Chapel service once a fortnight and Tutors will discuss behaviour issues with students where necessary. Students represent their Tutor House at sporting carnivals, House Spectacular, special lunches, manning stalls at the P & F Fair and other events. It is via the Tutor House that a student can be allocated citizenship and academic points and Merit Certificates are awarded at House meetings.

The Student Diary is an invaluable tool for students, parents and staff. It contains vital information on school policies and procedures, it contains emergency contact numbers and details, and it allows for communication to occur between parents and/or boarding staff on one hand, and the day school staff on the other. The diary is checked each week by a student’s Tutor or Head Tutor.

A great sense of pride and loyalty is generated within Houses, offering a solid sense of belonging. The Year 7 Peer Support program operates with 20 Year 11 students “buddying” small groups of Year 7 students once a week and during breaks in the day.

All members of the school – staff, students and parents – work together to ensure that bullying, whether verbal or physical, subtle or overt, is reported and dealt with. The school’s anti-bullying procedures are made clear to staff, students and parents and they are printed in the Student Diary so that students can refer to them at any time.

The Year 12 Coordinator oversees all matters relating to Year 12 in their lead-up to the HSC. The role also includes leadership training for Year 11 students; following a leadership camp, students who wish to take on leadership roles in the school form Focus Groups. These groups take up particular “causes” such as fundraising for charity, cultural diversity, inter-school liaison, the school environment and academic tutoring of younger students. There is a sense of ownership and responsibility on the part of senior students, a dedicated group of Prefects and wonderful cohesiveness amongst the year group. Leadership opportunities also exist within the Cadet program, the boarding houses and the Tutor House system outlined above. Year 12 students also have a mentor during their HSC year; very few students choose not to be involved in this system and the work of mentors in supporting the established Tutor system is very important in reducing the stress on students. The Year 12 retreat, conducted late in Term 1 for Year 12 students, was a very meaningful experience.

The school has a permanent Counsellor who worked closely with the Head of Senior School. The Coordinators of Year 7 and Year 12, the Counsellor and Head Tutors met on a regular basis. The Counsellor ran a variety of programs during the year; these included anger management sessions, relaxation sessions and ‘Getting ready for the HSC’ sessions for Year 12. A range of workshops were held which targeted Sexual Health issues with speakers from the Sexual Health Clinic. A rolling series of workshops for Year 8 students was run during Term 3. These were conducted by Year 8 Tutors, under the guidance of the Counsellor. Self-protection seminars were held for Years 10-11 run by Brent Sanders. All programs run in Tutor and by the Student Counsellor followed the NSW Department of Health protocols. Year 11 students attended a full-day RYDA driver awareness presentation and various outside
presenters came to the school to raise awareness of mental health and other wellbeing issues with students. Ongoing and developing assistance for students in the matter of safety on-line has been a significant part of our focus in 2011, particularly at the Year 8 level.

Because of our wish to ensure the engagement and involvement of all students, especially at the traditional times of disengagement around Year 9, the school introduced in 2011 The Rite Journey program. Interested staff received two-day training and we continued the RJ program in Year 9 2012. The students were divided into gender-specific groups of around 15, and a teacher of the same gender was allocated to each group. They met three times per fortnight in a structured program of self-development, awareness of others and the wider community, and general physical, spiritual and emotional growth. The program was remarkably successful; feedback from parents and students was overwhelmingly positive and the impact on students has been very visible. Various activities and “rites of passage” form an integral part of the RJ program; these are challenging to students but crucial to their sense of self-worth. The program remains a vital and popular part of Year 9’s development.

Child Protection policies were reviewed in 2012. The focus of this school’s duty of care is the protection of children from abuse. The procedures followed are in accordance with all relevant legislation and take into account other appropriate practices and guidelines aimed at the protection of children. The policy document which sets out the school policy in broad and general terms is available for all staff in the Teacher Resource section of the library, staff rooms, with the Director of Co-Curricular, the Student Counsellor and the Principal; it is also available on the school network. The school has two staff members qualified to carry out these investigations, one of whom is the Head of Senior School.

**Student Behaviour Management**

Head Tutors have a wide responsibility for monitoring the behaviour of students. They have a time allocation equal to that of a Head of Faculty to allow this to happen. The false division between student wellbeing and student behaviour no longer exists and a more holistic approach is followed. The system aims to ensure that students take responsibility for their own actions and reflect seriously on their behaviour at all times. The behaviour management system is based on the key principles of Safety, Effort, Respect and Self-Responsibility; clear documentation of all inappropriate behaviour and the responses of staff to it, is essential and is carried out by classroom teachers and Tutors. Overall responsibility for behaviour management rests with the Head Tutors who answer to the HSS. The policy is printed in the Student Diary and on the school’s website. The Head of Senior School is assisted by the General Duties Officer, who also helps oversee student behaviour in the playground during breaks in the school day.

**Reporting Complaints and Grievances**

Parents and students are encouraged to resolve issues in the following ways. They are openly welcomed to telephone, e-mail or make appointments with teachers, Tutors or with more senior staff if an issue arises which needs addressing. Following on from that, the Principal, the Head of Senior School and Head Tutors are readily available and accessible to assist in conflict resolution. In addition to this process, formal complaints are required to be in writing, addressed to the Principal. Staff refer parents and students to this process as needed. Procedural fairness is the basis for dealing with any complaint or grievance. After receiving the complaint or grievance a full and fair investigation is undertaken, Senior Management may discuss the findings, and the parents of students are reported back to. Equally, any staff complaints or grievances are to be made directly to the Principal in writing. Procedural fairness is then followed with the Principal or his delegate, who investigates the complaint or grievance.

Staff have access to professional counsellors as part of an Employer Assistance program, provided by the school. There is also a formal policy in place regarding Sexual Harassment and this policy is easily accessible to staff on the school’s internal document drive.

A formal complaint process was in place for students and Assessment issues. This was found in the Kinross Wolaroi Preliminary HSC and Higher School Certificate Policies and Procedures’ documents. The process was overseen by the Head of Studies.

Any allegation of reportable conduct is reported immediately to the Principal and the guidelines provided in the Child Protection Policy and Procedures are followed. There are two qualified and accredited investigators in the school.
These processes incorporate, as appropriate, principles of procedural fairness as detailed in the school’s Behaviour Management Policy. Follow-up of complaints and grievances involving other children is similarly dealt with in this policy. Refer to the Boarding Handbook for processes for raising and responding to matters of concern within boarding.
Section 10: School-determined improvement targets - 2012

School-determined improvement targets 2012

- Complete the building and fitting-out of the new Science block and all associated landscaping
- Develop plans for a new boys’ boarding house
- Focus on whole-school wellbeing, both staff and students
- Provide improved academic and pastoral support for indigenous students
- Development of student-driven initiatives, especially in fundraising and community work
- Implementation of an online Learning Management System

Meeting School-determined improvement targets 2012

*Complete the building and fitting-out of the new Science block and all associated landscaping*

Stage 1 of the new Science block commenced early in 2012 and it was ready for occupation and use at the beginning of Term 4 as anticipated. This building has double glazing, removing the need for air-conditioning, an underground tank for collection of rain water, and energy-efficient heating for Orange’s cold winters. This means the building is environmentally sound in design and ongoing use. The second stage of the building began in Term 4; by the end of the calendar year the project was approximately two weeks behind schedule because of weather interruptions, but occupation is envisaged for March 2013. The facility gives added strength to an already substantial Science program in the school.

*Develop plans for a new boys’ boarding house*

Extensive consultation was held during 2012 with parents, current boy boarders and architects experienced in the design of such facilities. The Director of Boarding and a current Head of House travelled to Sydney and Canberra to inspect boarding houses in other schools, in order to gain practical insight into current best practice. In Term 4 2012 final plans were drawn up, some modifications made, and the approval of School Council and the Uniting Church obtained. Those plans are currently with Orange City Council for DA approval. It is anticipated that construction will commence later in 2013, following a Tender process during Term 2.

*Focus on whole-school wellbeing, both staff and students*

2012 began with a whole-day seminar on student wellbeing, presented by Sue Roffey of Circle Solutions. This was well received by staff and it gave valuable insight into identifying and taking care of students whose needs may be greater than the average. Many practical strategies were explained to and role-played by staff. Throughout the year staff were encouraged to support their colleagues and to look out for their wellbeing. Staff attendance at assemblies was made rotational to allow teachers time to see to their Performance Development requirements without compromising class or personal time. This relatively simple measure has raised staff morale greatly, allowing them to feel less stressed by the timeframes of a busy working year. The (anonymous and confidential) outside counselling service provided to staff was promoted throughout the year, as was a system allowing staff to have their own children in after-school care on site.

*Provide improved academic and pastoral support for indigenous students*

The school now has a significant number of indigenous students, the great majority of them boarders from remote towns and communities in NSW. In 2012 a Coordinator of Indigenous Students was appointed; this teacher was given a time allocation to carry out his role. He met once a fortnight with the students and he has set in place improved communication with other staff. Where necessary he has referred Indigenous students to the academic support staff so that individual plans could be drawn up. During 2012 a new Teacher’s Aide for Indigenous Students was also appointed. The staff member, who is himself a young, local Aboriginal man, has proved invaluable and his contribution to the pride and the learning of our Indigenous students has been remarkable. He also serves as a very positive role model for these students.

*Development of student-driven initiatives, especially in fund raising and community work*

In 2012 students became much more the instigators of fundraising and charity work. They identified which causes would be supported and how that would happen; they drew up a timetable of events and they ran those events with minimal support from staff. A special focus in 2012 was the Cancer Shave for a Cure because several students and their families had been affected by cancer and students felt strongly and personally committed to this research. Considerable funds were raised and this provided the impetus for
ongoing support of this and other charities. It is anticipated that this will continue in 2013 to be a student-driven focus.

Implementation of an on-line Learning Management System
This system was installed at the beginning of 2012, with a staged introduction planned: staff, followed by students, followed by parents. The first two stages were successfully managed but the parent access was postponed until 2013 to allow for the system to be both upgraded and made more “friendly” for general use. The Shared Spaces for staff, professional development and document management were the most frequently used capabilities of the system by the end of 2012.

Co-curricular Overview
The co-curricular program has provided a diverse range of options for our students during 2012. Students of all ages were offered a wide range of activities on a weekly basis. Successful co-curricular camps and sporting tours were integrated into the program offering. Cadet camps, Cadet Bivouac, Year 7 outdoor education camp, music camps, musical camps, cattle, rowing and rugby camps, community service program were all run successfully in 2012. Feedback from students, staff and parents on these activities was positive and confirmed that the programs were both engaging and relevant.

Individual student achievements were outstanding in 2012 and many students reached CIS, State and National representation. The school’s representative results in 2012 Independent Schools Associations such as HICES, WAS, ACIES, ISA and CIS have been strong and confirm that pathways and opportunities exist for students to achieve elite levels in their chosen fields.

Work was completed in 2012 on school gymnasium and pool to address the risk issues identified in an insurance compliance audit that was completed of the Recreation Centre on behalf of the Uniting Church in September 2011. The gymnasium was screened off to restrict access to the pit from the gymnasium. Work was also done on the pool entrance area to better manage entry to the pool area. New change rooms were also built in the old Quality Sports office to provide students with better facilities within the pool area.

Co-curricular groups played a major role in supporting ceremonial occasions within the school. These performances highlighted the success of the co-curricular program in the development of students. At the forefront of the whole co-curricular program is the school’s involvement in the local community. On many occasions the students and groups have participated in community events and activities.

Cadets 2012
The KWSCU has again had to expand the Unit framework to include seven companies from the five of the previous year. This was due to increased numbers of students wishing to continue their leadership training. The Cadet program provided all rank with challenging roles and opportunities for leadership development. The Cadet staff has refined the organisation and structure of Camps and Home Training to allow the senior cadets to take a commanding role. Cadet staff have been thrilled with the high level of responsibility and authority with which the senior rank has run the various phases of our program. Our numerical strength has remained constant and we have a good gender balance. The Unit has had a successful year with all activities, both school and community, being strongly supported by staff and parents. The cadet compound was further developed to improve efficiencies in storing and maintaining cadet equipment.

Sports 2012
Sport is compulsory for all students at Kinross Wolaroi School, with winter and summer programs being offered to students and staff. The extensive sporting program is delivered by teaching staff and a small pool of external coaches. The sports program continued to expand in diversity and offers wider choice to students. The Triathlon program expanded and the school is expanding its links with Triathlon NSW. The Orange Kart track was used to provide a safer area for the bike leg of the triathlon and reduce risk for younger riders. Renovation of the main cricket wicket was completed in 2012 and two new synthetic wickets were built on KWS Sharpe Oval. The Swimming, Athletics, Cross Country House Carnival’s were very successful and student participation in these activities was outstanding. The Championship Swim carnival is an area that needs development in
2013. Students were able to compete in WAS, ISA and CIS meets in Swimming, Athletics and Cross Country later in the season, and results in these meets showed the school's strength in these areas.

**Performing Arts 2012**

Music and Drama at the School continue to be areas in which students are challenged, exposed to teamwork, encouraged to achieve their best and enjoy performance for what it is – one of life's great pleasures.

One of the highlights of the year was the Senior School musical *The Wizard of Oz*. Five performances were staged at the Orange Civic Theatre. The Show received numerous Nominations for the Canberra Area Theatre Awards to be held in 2013. The most pleasing aspect of the Musical was the high level of participation in the musical, with over 100 students being involved in the orchestra, in the cast or as part of the stage crew. The high level of participation of boys in the musical was especially pleasing. Planning was also undertaken for the 2013 production, *Hairspray*.

Year 12 HSC Music students were involved in a school-based program to enhance their performance skills, and regularly supported school events as well as staging performance evenings for the school community. Other highlights of the year included numerous appearances at eisteddfods, our inaugural Proms Concert and a concert organised by our elective Music students in Term 4.

2012 saw the expansion of our co-curricular program to include a Junior Woodwind Ensemble, Junior Saxophone Ensemble, Junior Brass Ensemble and a Senior Concert Band. With the success of the Year 3 Band Program in 2012, our instrumental student body will continue to grow in 2012 to around 350 students. Senior students will have the opportunity to be a part of the HICES Music Festival.

Planning was also completed to facilitate the CWA Public Speaking competition at Kinross Wolaroi in May 2013. This will give impetus to the Public Speaking and Debating programs operating at the school.

**Cattle Team 2012**

The Cattle Team had a relatively successful year on the show circuit with excellent results at the local shows. The DKW Cattle Stud associated with the cow-calf program is currently running three AI programs a year using the top sires available, and the genetic gain is proving valuable in our stud and commercial herds.

**Excursions Improvement Targets**

The school continued to operate an extensive excursion program in 2012. The school location in regional NSW has necessitated the development of an extensive excursion program to augment the school’s academic and co-curricular programs. In 2011 students completed HSC study courses in Economics, Latin, English, and Ancient History. Mandatory fieldwork was also undertaken in EES, Biology and Geography and Art.

In 2012 a History tour of Europe was undertaken and later in the year a cultural tour of India was undertaken. Both tours were highly successful and provided wonderful opportunities for students. One of the schools targets is to broaden the cultural experiences of our students and both tours had this at their core.

Further refinement of risk assessment processes occurred as part of excursion planning in 2012. Changing legislation with regard to risk management continues to be a focus of compliance procedures within the school approval process in excursion planning. Risk assessments have also been undertaken on all facilities, sporting venues and other activities involving staff and students of the school.
School-determined improvement targets 2013

- Further develop and refine staff development program
- Commence the building and fitting-out of a new boys' boarding house and all associated access and landscaping
- Commence the building and fitting-out of a recreation facility for girl boarders on their boarding site
- Integrate technology into classrooms, targeting particularly Years 5, 6 and 7.
- Update all evacuation and emergency procedure policies, signage and diagrams in the light of new buildings and changed access arrangements
- Update all school policy and procedure documentation
Section 11: Initiatives promoting respect and responsibility

Kinross Wolaroi School wants all students to recognise that they are valued and integral parts of the school community, with parents and staff providing the care and support that engender self-esteem, mutual respect and responsibility.

In 2012 the school undertook a number of activities designed to promote respect for the individual and society as well as a responsibility towards others in the community. These initiatives included Community Service for Years 9 and 10; Work Experience for Year 11; class visits to Wontama, a retirement village where students interacted with and performed for the elderly. Values education takes place across the curriculum but especially within the Religious Education program where a unit on Respect and Responsibility is taught. The Year 9 Rite Journey program, outlined above, continues to be a major focus of and tangible benefit to student self-respect and personal responsibility.

Fundraising was very much student-driven in 2012. They chose the priorities and the forms that events took, and they carried out the major part of organisation, publicity and management for these events. Senior students were heavily involved in the Cancer Council’s Shave for a Cure early in the year, and a considerable sum of money was raised for this cause. Younger students put together Christmas gifts and hampers for residents of a local retirement village and they delivered them personally on Christmas Day. Many other activities also occurred during the year, all of them designed to raise awareness of the rights and responsibilities of others less fortunate and the ways that we as a community can assist.

Section 12: Parent, student and teacher satisfaction

Parent satisfaction

Kinross Wolaroi has a very active Parents and Friends group who meet regularly and who offer a forum for discussion. The Principal and the Head of the Preparatory School also attend these meetings, thereby allowing for a direct avenue of communication. In addition, both the Principal and Head of the Preparatory School have an ‘open door policy’ which welcomes discussion and parent involvement; the school also provides parents with ample times throughout the year to make appointments and have interviews with all staff. The office of the Head of Senior School is located at the main entrance to the administration section of the school; this, too, allows for a direct and personal contact by parents with senior staff.

Prep School forums and Secondary School information days are also avenues for parents to express their satisfaction with the school and its policies. Forums are also held with our Boarder parents, allowing them another avenue to express concern or satisfaction.

Student satisfaction

Student satisfaction at Kinross Wolaroi can be gauged in a number of ways. Increased enrolments, the overwhelming participation in non-mandatory co-curricular activities such as debating, public speaking, drama, musicals and additional sport teams, to name a few, as well as having opportunities to assist in the review of camps, would all indicate widespread student satisfaction. Students, both day and boarding, also have the opportunities to voice their satisfaction or otherwise through various student leadership bodies and they are encouraged to do so. Staff/student rapport is strong, another indicator for student satisfaction.

In order to make the process of gauging student satisfaction more formal, a Year 12 Student Exit Survey was carried out in Term 3 2012. This was completed online by both Year 12 students and their parents. It has provided valuable feedback to the school and it indicates very high student and parent satisfaction. The survey was run by MMG Education, in order to guarantee to students and parents that their responses would be anonymous and confidential. Data was collated and interpreted by MMG and a presentation was made to the Principal and Senior Staff. This is the second year of the survey and satisfaction levels were higher than at the end of 2011.

Teacher satisfaction

High staff retention rates, comments from reviews of the school’s operation, participation in staff meetings and voluntary participation in numerous school-related activities indicate a strong sense of satisfaction among the teachers at Kinross Wolaroi. Staff involvement in out-of-class activities such as excursions, overnight camps and within the co-curricular program is further evidence of a committed and willing staff, eager to assist in all student related activities. Staff are also provided with opportunities to express their satisfaction through the Performance
Development process. As with the students, there is a strong staff/student rapport, which again is an indicator of teacher satisfaction.

Formal teacher exit interviews were continued in 2012; the Principal meets with all staff who are leaving the school to gauge the satisfaction levels of staff. These indicate that in the majority of cases, staff departures are for reasons of professional promotion in other schools. Interviews take place during the year between the Principal and teachers new to the school to ensure that the needs of young or less experienced teachers are being met.
Fees and private income in the charts above include income relating to both day and boarding students. They also include capital income and capital expenditure, highlighting the comparison between 2011 and 2012.

As was the case in 2011, the fee increase for tuition and boarding was kept to a minimum of 5% on the previous year. State and Commonwealth Grants between 2011 and 2012 have remained constant as a percentage of total school income. Likewise, with Capital Income, there is only a 1% variation between the private income contribution from 2011 to 2012, whereby in 2012, that contribution stands at 7.8%. The capital contribution from private sources has been maintained at this level for the past 2 years in order to fund the new Science building which will be fully operational from March 2013.

Salary allowances and related expenditure between 2011 and 2012 have remained constant at 66% of total expenditure. As mentioned in the Income section of this report, Capital Expenditure continues to run at between 8% and 9% in order to complete the $6.5 million Science Building.