



KINROSS WOLAROI
— SCHOOL —

ANNUAL REPORT 2021



SECTION 1:

A MESSAGE FROM KEY SCHOOL BODIES

A MESSAGE FROM THE PRINCIPAL



Kinross Wolaroi School is a Uniting Church day and boarding School providing high quality, challenging and holistic co-educational opportunities that equip our students to live meaningful lives and make a positive contribution to society.

We cater for students from Pre-Kinder to Year 12 and are situated on 100 acres of picturesque grounds in the beautiful regional centre of Orange. Kinross Wolaroi educates students to be 'future ready' so they can successfully navigate the challenges of a rapidly changing world. We achieve this by creating a dynamic learning community where we implement innovative practices to develop independent and adaptable learners, through the contribution of dedicated staff and diverse co-curricular programs. It is in this way that our students become socially responsible, spiritually aware and fully engaged in life.

The School has a strong history of excellent academic results along with an extensive and diverse co-curricular offering. Kinross Wolaroi is a non-selective school with over 1100 students (including 335 boarders in Years 7 to 12), located in the NSW central tablelands in the city of Orange. The School has a proud tradition of educating young people in an environment where ideals are based solidly on friendship, spirituality, the security of family values, hard work and the pursuit of excellence to the very best of one's ability. The School offers the unique opportunity for co-educational learning with separate boarding sites for boys and girls. Students are provided with a holistic education with a varied curriculum to meet the diverse needs of our students.

The distinctiveness of Kinross Wolaroi School centres on the wide range of opportunities that ensure students are involved, engaged and committed to their personal development and to becoming the very best they can be.

As part of its ongoing strategic vision to be a centre of excellence for regional students, Kinross Wolaroi School has developed a school-wide agribusiness program, The Regional Engagement Enterprise (TREE).

The aim of this project is to offer unique, localised experiences to all students. Engaging them in a local context will:

- increase the relevance of the curriculum learnt;
- motivate the significant portion of the student body who find difficulty in learning; and
- utilise the strong assets of the professional community and school farms to provide the School with a significant point of difference to competing schools.

The School has a working farm, Windermere, just 10 minutes from Wolaroi campus in order to support the operations of The Regional Engagement Enterprise (TREE). This has effectively become the School's third campus.

MISSION, VISION, VALUES

The School aims to equip students with the knowledge, skills, values and confidence to become enterprising, innovative and compassionate members of the global community, through providing the best possible academic and co-curricular programs, drawing on the talent and creativity of staff and others who share the vision.

In 2017, following the appointment of Dr Andrew Parry as the fifth Principal of the School, work was undertaken to articulate a clear mission statement for the School and a supporting statement of values.

This work was informed by the findings from the first whole-staff satisfaction survey ever commissioned at the School, which was conducted in late 2016.

MISSION

As a school of the Uniting Church in Australia, we exist to provide a challenging and holistic education that equips our students to live meaningful lives and make a positive contribution to society.

VISION

Our vision is to pursue educational excellence that is focused on the needs of our regional students in a rapidly changing world. We will achieve this by creating a dynamic community implementing innovative practices to develop independent and adaptable learners.

VALUES

Underpinning our Christian beliefs as a Uniting Church School, five core values sustain the School community:

- **Courage** - Through strength of character and determination, we have the courage to accept new challenges and explore new paths as we actively embrace and initiate change. We have the courage to stand up for what is right and to demonstrate personal leadership when challenged.
- **Resilience** - As a learning community we acknowledge the challenges we will encounter as we strive to make a purposeful contribution to the world. Skills of self-management and responsibility and a breadth of knowledge provide the confidence necessary to overcome adversity.
- **Inclusiveness** - We recognise that the world is a rich and diverse place. With a collaborative spirit and a daily commitment to compassionate and considerate behaviour, we celebrate diversity in all its forms and commit to creating a school that is safe and welcoming for all.
- **Respect** - We demonstrate respect for others irrespective of difference and show consideration for ourselves and for one another. We strive to understand the needs and expectations of others and by our actions seek to meet them. We are a community that values and respects effort, achievement and a love of learning.
- **Commitment** - We are committed to making a positive contribution to our School and to others. This requires a spirit of service and a willingness to accept challenges we may not otherwise consider and the persistence to see those challenges through. We take responsibility for our actions, we seek out ways to contribute and we keep our promises.

SOME OF THE HIGHLIGHTS OF 2021 INCLUDE:

- Continued high enrolments with extremely healthy numbers in Boarding. In total over 1120 students from Pre-Kindergarten to Year 12 with 330 Boarders.
- Continued to attract highly experienced and well credentialed academic and co-curricular staff to further enhance our broad educational offering focussed upon developing the whole person.

- Five key areas of Strategic Intent are:
 1. Best Practice Learning
 2. Wellbeing
 3. Co-Curricular
 4. Boarding
 5. Engagement
- The successful delivery of many programs via virtual platforms that have seen improved practice e.g. Virtual Parent Teacher Interviews, Academic Subject Information and subject selection, Virtual Study Groups, Virtual academic support for Boarders in the evening; student Enrolment Interviews, Virtual Open Days, Virtual School Tours and new avenues for student and staff communication via Microsoft Teams.
- The selection and development of a new Learning Management System (School-box). The successful creation of a ICT Steering Committee consisting of LMS Champions from each Academic faculty to assist in the development and implementation of the new system.
- Design of a targeted program delivering and assessing Literacy for Stage 4. Two new literary Integrators appointed and leading a Literacy Drive across the School – one each for Junior and Senior School.
- Implementation of a Literacy Support Program that operates two evenings per week to support the development of Literacy Skills for our Year 7 and Year 8 Boy Boarders.
- Data Analysis: the tracking and monitoring of student academic performance to:
 - Assist Academic Faculties to maximise cohort performance
 - Develop individual student profiles as a component of the Semester Report package
 - Assist Parents and students regarding subject selection
- Successful pivot to online delivery for Teacher Professional Learning that demonstrated strong alignment and focus established with our Strategic Intent for Best Practice Learning.
- Continued development of a taught Wellbeing Program. The program framework highlights the four pillars of Self, Leadership, Character and Empathy. These have been aligned to our School values and have been converted into age and stage appropriate outcomes for K – 12.
- Continued development of a culture that supports and encourages personal bests across all areas of School life.
- Successful admission into the Round Square network of schools. Membership of this excellent International Schools Network to commence in early 2021. This movement embraces the holistic educational philosophy that is central to Kinross Wolaroi School. It promotes an outstanding framework for us to better deliver and enhance a number of key areas of co-curricular learning. Round Square's approach to education is based on six IDEALS:

- Internationalism; Democracy; Environmentalism; Adventure; Leadership and Service.
- Focus on empowering student voice and initiative through the re-design of the Student Leadership selection and training.
- Greater opportunities for student voice have been created through the committees that lead each of the IDEALS of Round Square.
- The Duke of Edinburgh Award Scheme continues to grow with significant numbers of students participating at each level of the Award. COVID 19 continued to cause considerable challenges for students to complete some areas of the scheme. In 2021 two students achieved Gold level, seven reached Silver level and 36 in the Bronze level.
- Continued focus to embed our marvellous pioneering educational initiative The Regional Engagement Enterprise (TREE) within the School's curriculum. This exciting and innovative program provides contextual, cross curricular, community-based learning experiences for all students across the School. Despite COVID, a number of Internships were offered. Considerable interest from a number of schools across the nation and from professional organisations such as the Association of Independent Schools continues to be generated.

The construction of a first-class Industrial Technology facility that provides outstanding facilities to support students and further enhance our excellent standing in this subject.

We are blessed with beautiful grounds and value the continued improvements that are made in this area. None of these wonderful achievements are 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 highly successful in educating young people, providing an outstanding holistic education that prepares its students for life. I thank the staff, students and parents for their contribution in ensuring we continue to flourish as a School.

Dr Andrew Parry

Principal – Kinross Wolaroi School



A MESSAGE FROM THE STUDENT EXECUTIVE BODY

Kinross Wolaroi School (KWS) continues to develop student leadership and expand opportunities available to students. Student voice is an integral part of the School. Having been established in 2017, the Student Representative Council (SRC) in the Senior School is composed of elected students from Years 7-12 whom meet fortnightly. The SRC are tasked with providing feedback to the Senior Management Team, organising fundraisers within the school, participating in Community events, and advocating for changes that will impact positively on the student body.

During 2021 the SRC explored how it might evolve as a vehicle for student voice through opportunities afforded by Round Square. In 2021 Kinross Wolaroi became a member of Round Square, an international network of 230 like-minded schools who share a commitment, beyond academic excellence, to personal development and responsibility through service, challenge, adventure and international understanding. In 2022 the SRC will see its function absorbed and expanded through the School's Round Square framework. Round Square schools are founded on a philosophy which embraces six pillars or IDEALS that are embedded within their academic, co-curricular and pastoral programs:

- International Understanding
- Democracy
- Environmental Stewardship
- Adventure
- Leadership
- Service

Students at KWS further develop leadership skills and character by engaging with our taught Wellbeing program in their Senior School Mentor Groups throughout Terms 2 and 3. Providing opportunities for all students to flourish and lead their peers as well as providing support and advice with challenging situations are essential for the student body to thrive.

Student leadership at KWS is driven by service to others which is a value highly respected in our whole School community. Students are encouraged to reflect on our School values of commitment, courage, and inclusiveness as they consider how best to serve the world around them.

Our School Cadet Program continues to build student leadership skills through the annual Promotions Camp held in the June-July holidays. Cadets is compulsory for students in Years 7-9. Halfway through Year 9 students can attend the Promotions Camp, then, as rank in Cadets, these students have many opportunities to develop their leadership skills and initiative as they continue through the program until Year 12.

Leadership in Years 9 and 10 extends the notion of service leadership. Students in these years, who chose not to participate in the Cadet or Music program, are given the opportunity to undertake Community Service either in Orange or within the local communities of boarders. These placements are organised by the students themselves and allows them to take initiative and social responsibility by helping others. In Term 3, Year 10 students undertake Peer Support training. This involves a range of activities that focus on team building, leadership and mentoring

younger students. Following these training days, students are asked to nominate themselves for selection as Peer Support Leaders. Leaders are then chosen with the program run within the eight Mentor Houses during Terms 1 and 2. The leaders act as positive role models for our new Year 7s, helping to both ease their transition into the Senior School and developing positive relationships that continue into the years ahead.

Year 10 students can explore and develop their leadership attributes through both our Global Exchange Program and TREE Internship Program. During 2021 our International Exchange Program needed to be paused due to the global pandemic.

Within the TREE Internship Program, students work with a mentor in local industry for 1 day a week for up to 20 weeks, culminating in a project that benefits them, the company, and the wider local community.

Year 11 students have many opportunities to develop and display their leadership. Those students not involved in Cadets or Music are requested to organise a Work Experience placement for the period of Camps Week. This means that each family needs to discuss possible opportunities before the student contacts the prospective employer and arranges their placement. Students need to take responsibility for making sure that their placement is organised, and the paperwork submitted by the due date. Once the placement is completed, an appraisal sheet is prepared, followed by a certificate for inclusion in their resume.

In Term 3, Year 11 students can apply and nominate to become a leader within the school. Students must base their application on five criteria:

1. Vigorous contributor
2. Strong
3. Exemplar
4. Team member
5. Interventionist

Students have the option to either write a letter or create a short video presentation for their application. Staff and students (Years 7-12) are asked to nominate those students who they believe could best represent our School and its values. The incoming Head and Deputy Head Prefects along with the Prefects body are announced during Term 3, giving them a term of orientation to work with the outgoing Prefects and build their confidence. Following the announcement of these positions the SUO of Cadets, Captain of Music, Boarding House Captains and House Captains are elected. In 2021, over 60 Year 11 students applied, 29 students were interviewed, and 14 students were selected as Prefects.

In the Junior School, every day in the classroom and playground presents opportunities to grow and show leadership in kindness and service to others without any hope of personal gain. Our Leadership development program starts in Year 2 as students volunteer to participate on the Student Representative Council. In Year 4 students become a "buddy" with a Pre-Kinder student. In Year 5 they experience several formal and informal leadership preparation activities which encourage students to reflect on the responsibilities of Year 6 leadership.

Every Year 6 student contributes to the improvement of the School and the wellbeing of others. They experience training and ongoing support through mentorship and practical activities. All students have the scope to go above and beyond their portfolio and serve the School with enthusiasm and creativity.

SECTION 2:

VALUE ADDED PERFORMANCE



Kinross Wolaroi School (KWS) takes pride in value-adding for students across a wide range of areas.

KWS endeavours to provide an all-round education for its students, thus enriching the whole student. The provision of a wide ranging co-curricular program, delivered by dedicated and enthusiastic staff alongside specialist coaches, caters for the individual needs of our students.

Every year students can engage in musical ensembles, musicals, drama productions, leadership programs, spiritual retreats, outdoor education programs, Duke of Edinburgh Award programmes, cadet camps, public speaking forums, inter-school debating competitions, cattle and sheep shows and cultural language exchanges.

Students who show aptitude for a sport are able, and encouraged, to pursue that sport to the very highest levels, not only state-wide, but also in the national, international and professional arena.

REPORTING COMPLAINTS AND GRIEVANCES

PARENTS AND STUDENTS

Parents and students are encouraged to resolve issues in the following ways. They are openly welcomed to telephone, e-mail or make appointments with staff, Mentors or with more senior staff if an issue arises which needs addressing. Following on from that, the Principal, the Head of Senior School, Head of Student Wellbeing and Heads of House 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.

A formal complaint process is in place for students and issues regarding assessment tasks. This can be found in the School Diary for all students in Years 7-12. Further information can be found in the Kinross Wolaroi Preliminary HSC and Higher School Certificate Policies and Procedures documents. The Director of Studies regularly updates these policies as directed by NESAs.

STAFF

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.

Any allegation of reportable conduct is reported immediately to the Principal and the guidelines provided in the Child Protection Policy and Procedures are followed. The School has two staff members who are qualified investigators.

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.

SECTION 3: STUDENT PERFORMANCE IN STATE-WIDE OR EQUIVALENT TESTS AND EXAMINATIONS

Following a year where students did not undertake NAPLAN exams in 2020, we had all students in Years 3, 5, 7 and 9 complete NAPLAN exams in 2021. This was to be the last time that NAPLAN exams were hand-written exams as from 2022, NAPLAN exams are to be online exams.

Year 3 Summary: With exception of the Writing assessment in which the students have shown a more normal distribution of ability, the Year 3 cohort have achieved across a narrow range for all other assessment types. All students have a good understanding of the basic skills required in Literacy and Numeracy but there was limited achievement of the highest bands. 100% percent of students achieved the National Minimum Standard in all assessments.

Year 5 Summary: The Year 5 cohort have demonstrated very good growth between NAPLAN 3 and NAPLAN 5. In all assessments except Spelling, the average growth exceeds that of the State and SSSG (Statistically Similar School Groups) schools by a significant margin. Spelling stands out as an area for development as the student's performance was below the State and SSSG School's average. With exception of the Writing assessment, students in Year 5 were unable to achieve the top two bands but were on average exceeding the State and SSSG School average for Band 8. Reading is a particular strength for this cohort compared to the State average. At least 92.1% percent of students achieved the National Minimum Standard in all assessments.

Year 7 Summary: The percentage of students achieving at or above the expected growth between NAPLAN 5 and NAPLAN 7 is marginally lower than that of SSSG Schools in all assessments but higher than the State averages. No skill area is presenting as a particular strength or area for improvement. The Year 7 cohort were generally able to exceed the achievement of the State on average but under-performed the average of the SSSG schools. Whilst it is positive to see that the minimum Band achieved in all assessments is Band 4, Band 10s were only achieved in the Writing assessment.

Year 9 Summary: The percentage of students at or above the expected growth between NAPLAN 7 and NAPLAN 9 is largely comparable with the State averages but below the SSSG School's averages, with exception of Spelling. It can be inferred that those students that did not achieve expected growth probably missed it by quite a margin given that the percentage of students at or above expected growth is comparable with the State averages, but their average scaled growth is lower. The achievement of the Year 9 cohort is generally positive in the Literacy assessments relative to the State and SSSG Schools, with strength demonstrated in the Spelling and Reading assessments even though the percentages of students exceeding the National Minimum Standards is lower than the Numeracy assessment. In general, the students have exceeded the achievement of the State average and performed roughly on par with SSSG Schools.

2021 HIGHER SCHOOL CERTIFICATE RESULTS

In 2021, 156 students including Year 11 accelerants, sat for their Higher School Certificate at Kinross Wolaroi School. 18 students achieved an ATAR of 90 or above (14% of the Year 12 candidature) and 34 students (27% of the Year 12 candidature) achieved an ATAR over 80.

The highest ATAR in 2021 was 99.05 by Alex Williams. There were two All Round Achievers (top band results in 10 or more units) and one Top Achiever (one of the State's highest places in an HSC Course). 25% of all students featured on the Distinguished Achievers list. There were 39 students who achieved 84 mentions by achieving Band 6/E4 rankings.

TEXTSTYLE AND SHAPE 2022

Elizabeth Kwa's major Textiles project was selected in the TEXTstyle 2022 exhibition. Her work was showcased with other major projects from around the state at the Muse (Ultimo TAFE) from 8 – 13 March 2022

In Textiles and Design, Elizabeth Kwa and Callum Wald's major projects were nominated for the Shape 2021 exhibition of exemplary major projects in Design and Technology, Industrial Technology and Design.

ENCORE

Matilda Hayes was nominated for ENCORE for her HSC composition, and Elizabeth Kwa was nominated for ENCORE for her performance and composition.

ONSTAGE

In Drama, the Group Performance by Ella Andrews, Sam Durkin, Ziggy Jackson-le Couteur and Phoebe Litchfield was nominated for OnSTAGE.

Also in Drama, the Individual Performance by Phoebe Litchfield, 'The Boot', was nominated for OnSTAGE.

ARTEXPRESS

Alice Aldersey was nominated for ARTEXPRESS for her Visual Arts Major Work.

EARLY OFFERS AND SCHOLARSHIPS

70% of students received an early offer for tertiary studies with expressions of interest covering every major tertiary institution.

NIDA

Jonty King achieved the rare feat of being accepted in his first year out of school, for a position at NIDA. A fitting reward for a young man of exceptional talent.

SWIMMING SCHOLARSHIP USA

Ollie McLaughlin accepted a full academic scholarship to attend Fairfield University in Connecticut following year 12, an amazing opportunity for him in a beautiful part of the US.

HSC 2021

KWS students received 79 Band 6 results (this includes Band E4 results in extension subjects). A total of 309 Band 5 or 6 results were achieved (this includes Band E3 and E4 results in extension subjects); this represents 43% of all grades. Four subjects had 100% of candidates with a Band 5 or 6 (or an E3 or E4): English Extension 1, Music Extension, Music 1 and Music 2.

HSC 2021 SUBJECT SUMMARY

Course	KWS Candidature	KWS Band 5 & 6	KWS % Band 5 & 6	State % Band 5 & 6	KWS % Band 1 to 4	State % Band 1 to 4	State Number
Agriculture	16	7	44%	34%	56%	66%	1,496
Ancient History	8	6	75%	34%	25%	66%	6,375
Automotive Examination	5	0	0%	13%	100%	87%	214
Biology	50	26	52%	31%	48%	69%	18,712
Business Studies	24	8	33%	36%	67%	64%	17,664
Chemistry	28	8	29%	40%	71%	60%	9,885
Community and Family Studies	17	7	41%	32%	59%	68%	8,913
Design and Technology	6	0	0%	55%	100%	45%	3,427
Drama	8	1	13%	46%	88%	54%	3,939
Earth and Environmental Science	10	9	90%	28%	10%	72%	2,328
Economics	14	10	71%	50%	29%	50%	5,043
English Advanced	85	46	54%	69%	46%	31%	24,412
English Standard	38	0	0%	17%	100%	83%	31,343
French Continuers	14	7	50%	63%	50%	37%	598
Geography	26	8	31%	44%	69%	56%	4,439
German Beginners	8	5	63%	57%	38%	43%	104
Hospitality Examination	23	9	39%	34%	61%	66%	2,186
Industrial Technology	18	0	0%	25%	100%	75%	5,667
Legal Studies	13	8	62%	42%	38%	58%	10,694
Mathematics Advanced	54	24	44%	50%	56%	50%	16,770
Mathematics Standard 2	59	8	14%	25%	86%	75%	30,040
Modern History	12	8	67%	38%	33%	62%	10,892
Music 1	3	3	100%	64%	0%	36%	4,697
Music 2	3	3	100%	88%	0%	12%	710
PDHPE	32	8	25%	31%	75%	69%	16,483
Physics	12	3	25%	41%	75%	59%	7,922
Primary Industries Examination	8	0	0%	27%	100%	73%	528
Software Design and Development	4	2	50%	36%	50%	64%	1,714
Studies of Religion I	26	14	54%	42%	46%	58%	8,391
Studies of Religion II	12	2	17%	46%	83%	54%	6,133
Textiles and Design	8	4	50%	57%	50%	43%	1,189
Visual Arts	9	8	89%	63%	11%	37%	8,418
Extension Course	KWS Candidature	KWS E3 & E4	KWS % E3 & E4	State % E3 & E4	KWS % E1 & E2	State % E1 & E2	State Number
English Extension 1	16	16	100%	94%	0%	6%	3,415
English Extension 2	7	6	86%	84%	14%	16%	1,308
French Extension	2	1	50%	80%	50%	20%	132
History Extension	7	5	71%	77%	29%	23%	1,742
Mathematics Extension 1	25	18	72%	74%	28%	26%	8,547
Mathematics Extension 2	6	5	83%	87%	17%	13%	3,193
Music Extension	2	2	100%	95%	0%	5%	381

HSC 5 YEARS TREND 2017-2021

Courses	2017				2018				2019				2020				2021				Courses
	KWS Number enrolled	KWS Bands 5 & 6	KWS % Bands 5 & 6	State % Bands 5 & 6	KWS Number enrolled	KWS Bands 5 & 6	KWS % Bands 5 & 6	State % Bands 5 & 6	KWS Number enrolled	KWS Bands 5 & 6	KWS % Bands 5 & 6	State % Bands 5 & 6	KWS Number enrolled	KWS Bands 5 & 6	KWS % Bands 5 & 6	State % Bands 5 & 6	KWS Number enrolled	KWS Bands 5 & 6	KWS % Bands 5 & 6	State % Bands 5 & 6	
Agriculture	17	3	18%	26%	20	7	35%	32%	25	7	28%	32%	23	13	57%	38%	16	7	44%	34%	Agriculture
Ancient History	13	13	100%	36%	5	5	100%	36%	11	7	64%	36%	9	6	67%	34%	8	6	75%	34%	Ancient History
Automotive Examination																	5	0	0%	13%	Automotive Examination
Biology	48	30	63%	39%	47	14	30%	37%	54	14	26%	31%	49	25	51%	31%	50	26	52%	31%	Biology
Business Studies	31	13	42%	36%	33	13	39%	37%	28	12	43%	33%	27	16	59%	35%	24	8	33%	36%	Business Studies
Chemistry	40	19	48%	43%	27	10	37%	42%	27	15	56%	46%	20	5	25%	43%	28	8	29%	40%	Chemistry
CAFS	16	6	38%	30%	15	4	27%	29%	15	11	73%	37%	17	12	71%	34%	17	7	41%	32%	CAFS
Design and Technology													7	4	57%	48%	6	0	0%	55%	Design and Technology
Drama	14	5	36%	42%	16	10	63%	42%	8	6	75%	44%	12	10	83%	47%	8	1	13%	46%	Drama
EES													6	5	83%	29%	10	9	90%	28%	EES
Economics	25	12	48%	49%	27	8	30%	46%	17	10	59%	52%	25	10	40%	51%	14	10	71%	50%	Economics
English (Advanced)	109	62	57%	64%	94	42	45%	63%	118	40	34%	61%	97	41	42%	63%	85	46	54%	69%	English (Advanced)
English (Standard)	37	3	8%	16%	32	0	0%	15%	12	0	0%	12%	33	0	0%	12%	38	0	0%	17%	English (Standard)
French Continuers	11	6	55%	66%	13	9	69%	64%	6	3	50%	65%	23	14	61%	42%	14	7	50%	63%	French Continuers
Geography	21	14	67%	42%	30	21	70%	43%	44	20	45%	43%	23	14	61%	42%	26	8	31%	44%	Geography
German Beginners													1	0	0%	51%	8	5	63%	57%	German Beginners
Hospitality Examination	10	5	50%	30%	11	4	36%	29%	18	6	33%	34%	23	8	35%	31%	23	9	39%	34%	Hospitality Examination
Industrial Technology	15	14	93%	22%	16	14	88%	22%	13	10	77%	22%	12	9	75%	24%	18	0	0%	25%	Industrial Technology
Latin Continuers	2	2	100%	82%	2	2	100%	87%	4	1	25%	89%	2	0	0%	89%					Latin Continuers
Legal studies													19	9	47%	40%	13	8	62%	42%	Legal studies
Mathematics Advanced	66	27	41%	54%	60	28	47%	52%	55	21	38%	50%	58	27	47%	52%	54	24	44%	50%	Mathematics Advanced
Mathematics Standard 2	66	24	36%	26%	67	21	31%	27%	66	18	27%	24%	66	22	33%	24%	59	8	14%	25%	Mathematics Standard 2
Modern History	27	17	63%	39%	15	6	40%	42%	19	8	42%	40%	33	10	30%	37%	12	8	67%	38%	Modern History
Music 1	7	6	86%	65%	4	4	100%	65%	5	5	100%	66%	1	1	100%	65%	3	3	100%	64%	Music 1
Music 2	6	4	67%	89%	3	3	100%	91%	3	3	100%	91%					3	3	100%	88%	Music 2
PDHPE	55	22	40%	31%	40	12	30%	33%	29	12	41%	31%	40	19	48%	34%	32	8	25%	31%	PDHPE
Physics	24	10	42%	34%	14	4	29%	34%	18	10	56%	37%	18	7	39%	41%	12	3	25%	41%	Physics
Primary Industries Examination																	8	0	0%	27%	Primary Industries Examination
Senior Science	13	8	62%	24%	7	0	0%	21%													
SDD	5	2	40%	36%	14	2	14%	37%	7	4	40%	44%	12	4	33%	38%	4	2	50%	36%	SDD
SOR 1	15	13	87%	50%	12	8	67%	37%	7	7	100%	46%	7	1	14%	44%	26	14	54%	42%	SOR 1
SOR 2	9	4	44%	47%	14	5	36%	41%	6	1	17%	44%	8	4	50%	44%	12	2	17%	46%	SOR 2
Textiles and Design	8	7	88%	51%	9	9	100%	46%	9	8	89%	53%	11	11	100%	56%	8	4	50%	57%	Textiles and Design
Visual Arts	19	15	79%	55%	11	9	82%	53%	23	19	83%	63%	12	12	100%	65%	9	8	89%	63%	Visual Arts
Extension Courses	2017				2018				2019				2020				2021				Extension Courses
	KWS Number enrolled	KWS Bands E3 & E4	KWS % Bands E3 & E4	State % Bands E3 & E4	KWS Number enrolled	KWS Bands E3 & E4	KWS % Bands E3 & E4	State % Bands E3 & E4	KWS Number enrolled	KWS Bands E3 & E4	KWS % Bands E3 & E4	State % Bands E3 & E4	KWS Number enrolled	KWS Bands E3 & E4	KWS % Bands E3 & E4	State % Bands E3 & E4	KWS Number enrolled	KWS Bands E3 & E4	KWS % Bands E3 & E4	State % Bands E3 & E4	
English Extension 1	11	11	100%	93%	13	13	100%	95%	17	17	100%	94%	13	12	92%	93%	16	16	100%	94%	English Extension 1
English Extension 2	2	2	100%	78%	2	2	100%	71%	3	3	100%	80%	2	2	100%	83%	7	6	86%	84%	English Extension 2
French Extension	1	1	100%	93%	6	5	83%	82%	3	1	33%	88%					2	1	50%	80%	French Extension
History Extension	12	9	75%	80%	5	3	60%	79%	12	7	58%	77%	15	10	67%	77%	7	5	71%	77%	History Extension
Latin Extension	1	1	100%	97%	1	1	100%	99%					2	2	100%	100%					Latin Extension
Maths Extension 1	60	35	58%	82%	45	29	64%	80%	38	29	76%	80%	37	23	62%	75%	25	18	72%	74%	Maths Extension 1
Maths Extension 2	22	12	55%	84%	9	5	56%	85%	17	11	65%	86%	10	7	70%	84%	6	5	83%	87%	Maths Extension 2
Music Extension	4	4	100%	95%	2	2	100%	96%	2	2	100%	97%					2	2	100%	95%	Music Extension
Total	842	441	52.4%		741	334	45.1%		742	348	46.9%		773	375	48.5%		718	305	42.5%		

SECTION 4: PROFESSIONAL AND PERFORMANCE DEVELOPMENT AND TEACHER ACCREDITATION

COVID-19

Following the disruptions of 2020 due to COVID, there was a great hope of returning to normality in 2021. Whilst the beginning of the year saw a return to some normal practices there were still major disruptions to teacher professional learning activities in 2021, including limitations on face-to-face experiences in favour of online delivery.

Given the ongoing uncertainty of COVID and restrictions around group gatherings, some staff meetings and TPL was delivered online with the Teams platform used as the main communication tool.

A large proportion of Term 3 was spent in a Remote Teaching and Learning setting due to local lockdowns. Staff once again utilised the MS Teams platform to deliver their lessons online. This period of Remote Learning coincided with the Year 12 HSC Trial exam period, as well as the End of Preliminary exams for Year 11 students. Staff quickly adjusted to this and delivered exams remotely, putting in place practices to ensure tasks were rigorous and the integrity of tasks were upheld in a remote setting. 'Wellbeing' Screen-free days were also held each week of this period of Remote Learning and staff were instructed to set work for students that could be completed without the use of their computer.

TEACHER PROFESSIONAL LEARNING (TPL)

Despite the major disruptions to the Year, in 2021 KWS Teacher Professional Learning (TPL) continued to be aligned with the school's Strategic Plan for Best Practice Learning (BPL). Effective TPL will create a community of committed teachers and learners who value effort, self-responsibility, persistence, creativity and high levels of engagement to establish a foundation for lifelong learning and innovation.¹

TPL was a focus for the BPL intents:

A clear and explicit Whole-School Teaching and Learning direction and focus; initiatives to be deeply embedded but few in number; the TPL Program to be aligned accordingly.

The direction for TPL ensures:

1. That TPL is aligned with the needs of the students in our school context.
2. That TPL is in line with the School Vision and the Strategic Intents.
3. That TPL-informed Whole School Initiatives are explicit in implementation and intended focus and outcome; are deeply embedded; are few in number.

'Grit', 'Persistence' and 'Perseverance' and embracing errors and mistakes as valuable learning opportunities, were identified by staff and students as key learning behaviours; this continues to be a Whole-School Focus for the KWS community. TPL is focused on the facilitation of these key learning behaviours.

At the end of 2020, there were major changes to NESA School-Based Registered Provider Status¹. This meant that KWS was no longer an endorsed provider, and practices of delivering accredited TPL to our staff were disrupted. Later in 2021, the changes to the system were put in place and KWS applied once again to become a registered provider. During this hiatus period, KWS was not able to deliver in-house, contextualised TPL opportunities to our staff.

All staff must fulfil the NESA PD expectations and record this into their eTAMS². The NESA eTAMS allows teachers to record their PD and evaluate it and a report is generated as part of their ongoing Professional Development and Reflective Practice.

The School-Based Registered Provider status has been effectively utilised to ensure that all in-school TPL is focused on the BPL Strategic Intents, so having a year in which we were not able to deliver in-School TPL was disruptive to our TPL goals. All TPL is negotiated as a result of the BPL Strategic Intents focus:

- A clear and explicit Whole-School Teaching and Learning direction and focus; initiatives to be deeply embedded but few in number; the TPL Program to be aligned accordingly.
- Raising Whole-School standards of literacy.
- Cultivating a culture of academic challenge and high expectations – informed by meaningful tracking and mapping of student performance.
- Increasing opportunities for Student Voice and Student Centred Learning as well as student ownership of their learning.
- An appropriate, engaging and varied curriculum.
- Increasing opportunities for collaboration to enhance performance - teachers and students.

The BPL Strategic Intents were a result of school-wide academic staff consultation.

In addition to the NESA expectations of all teachers, KWS runs formalised Professional Development programs:

NEW STAFF INDUCTION PROGRAM

- Begins with three days of New Staff Induction Training. This includes Code of Conduct and Compliance Training School Orientation – both a physical orientation and an orientation of Systems and Policies; ICT training; Introduction to Key Members of Academic Staff and the School's Vision, Ethos and Philosophy.
- All new teachers are assigned a Mentor.
- The Induction continues throughout the first Semester through one to one meetings; lesson observations which include one to one formalised and personalised feedback and an opportunity for professional reflection; Student Surveys and a meeting with the Principal. This is a significant element of the 6-month probation period for all new Teaching Staff. This process is used to determine if new staff are a good fit for the school and to provide support where needed.

¹ Best Practice Learning – Strategic Plan 2018 - 2023

² Electronic Teacher Accreditation Management System – NESA provided.

KWS OBSERVATION AND PERSONAL GOAL SETTING PROGRAM

All academic staff are entitled to and must engage in at least one formalised Lesson Observation per Semester. The Lesson Observation is a three-part process:

- Line Manager (Head of Faculty; Co-ordinator; Head of Teaching & Learning; Leader of Staff Development) meets with teacher and agrees a focus for observation
- The Observation occurs – there is a set template to allow for constructive follow-up discussion and feedback.
- Meeting to discuss observation feedback and teacher personal professional reflection.
- Peer Mentoring is strongly encouraged (across Faculty/ Stage) but this is not obligatory – the three-way process is the same as above.
- All teaching staff meet with their Line Manager and agree two Personal Professional goals – one is focused on Professional Knowledge and Practice; the other is focused on Professional Engagement. These are agreed Professional Goals between the teacher and the Line Manager.
- All staff are encouraged to record the process as Teacher Identified Professional Development in their eTAMS.

NESA PROFICIENCY ACCREDITATION

There is a robust program of support in place for teachers who are currently Provisional/Conditional. In addition to all relevant documentation provided, regular meetings with the Head of Teaching and Learning and the Leader of Staff Development offer guidance regarding the collection of relevant evidence to match to the Teaching Standards and writing of annotations. Support is also provided to the Supervisor Teacher in terms of their role and capacity in the NESA Proficiency Accreditation Process.

AIS - EXPERIENCED TEACHER

There is a strong program of support in place for teachers who apply for and go through the ETB³ pathway or the ETAR⁴ Pathway. In addition to all relevant documentation provided, regular meetings with the Leader of Staff Development offer guidance regarding the collection of relevant evidence to match to the Teaching Standards and the writing of annotations.

In 2021, one staff member successfully gained their Experienced Teacher status, which was a significant achievement in such a disrupted and unsettled year.

All academic and many non-teaching staff completed a number of mandatory annual courses including First Aid and CPR; Child Protection; NCCD evidence submission.

Professional Learning:

Professional Learning continues to be a significant focus at KWS. All staff (academic, administrative and ancillary) are encouraged to undertake Professional Learning in order to:

- meet the strategic priorities of the school including WHS
- meet the school mandatory requirements in relation to Child Protection, Duty of Care and Disability Legislation
- enhance the performance and support individuals in relation to the various roles they perform
- deliver best practice student-centred learning

Teaching staff are provided with a number of pathways to learning including cross faculty and research based. Individuals can also identify and direct their own learning needs. Professional learning is a mix of traditional face-to-face PD, attendance at Faculty peak body conferences, various online options and other courses, individually and collectively.

In addition to the compulsory NESA Endorsed and TIPD TPL workshops are run 'in house', aligned to the school Strategic Plan. Teaching Staff at the School are encouraged to apply to present NESA endorsed workshops offering a wide range of workshops to Whole School Staff on TPL Days as optional Twilight sessions. This ensures that TPL is contextually relevant to the KWS community. All are aligned to the Strategic Plan.

Traditionally, external speakers and experts are invited to deliver to the Whole School Staff; Student Body and Parents at Parent Series Lectures to ensure consistency of message regarding the School BPL Vision and Philosophy. These sessions provide opportunities for professional dialogue, collaboration and the exchange of ideas to flourish. Unfortunately, there were few opportunities to engage with external guests for the majority of the year due to COVID-19 restrictions.

³ Experienced Teacher Standards Based

⁴ Experienced Teacher Action Research

SECTION 5: TEACHER ATTENDANCE AND RETENTION RATES

TEACHER ATTENDANCE RATES

In 2021 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 2021 was 87%.

17 left – of which 1 was retirement and 6 left for leadership opportunities / 127 teaching staff across Senior and Junior Schools



SECTION 6: STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOLS

STUDENT ATTENDANCE

The student attendance rate at Kinross Wolaroi School for 2021 was 93.99% from pre-K to 12. We have seen a slight decrease on attendance which have been an effect of COVID throughout the year. 4% of the total absence is marked as due to COVID.

Academic Year	Percentage
Year -1	99.32%
Year 0	95.02%
Year 1	96.69%
Year 2	94.20%
Year 3	93.18%
Year 4	95.20%
Year 5	95.65%
Year 6	94.52%
Year 7	93.69%
Year 8	93.04%
Year 9	91.95%
Year 10	91.07%
Year 11	92.16%
Year 12	90.19%
Total Average	93.99%

FOLLOW-UP OF NON-ATTENDANCE

Accurate attendance records are maintained on the database by administrative staff at the front desk of both Junior and Senior School. In the Senior School the roll is taken (electronically) in each lesson and at co-curricular activities. Chronic non-attendance is extremely rare at Kinross Wolaroi. Parents are alerted at each reporting period of the number of full and part days that their child was absent. At a school level, the Head Mentor of each student monitors attendance and follows up with parents where there is concern. All leave has to be approved by the Deputy Principal and relevant staff are informed accordingly.

STUDENT RETENTION RATES

Student retention rates from Year 6 into Year 7 at Kinross Wolaroi School are very high, with 91% of students continuing into Year 7. Family relocation is the main reason for non-continuance from the Junior to Secondary School at KWS.

Student retention rates continue to be strong. We have seen a decrease of about 7% on our Year 7 and an increase of 12% on our Year 8 compared to 2020. However, our numbers in most years, 0-11 were relatively static. 128 students sat the HSC in 2021.



SECTION 7:

POST SCHOOL DESTINATIONS

In Year 12 2021, 126 students presented for the Higher School Certificate at Kinross Wolaroi School. Of these 102 students were offered places through UAC with most of the places offered at universities in New South Wales. Some students also opted to study in Victoria and Queensland.

Offers were made by the following universities (many students received multiple offers):

Sydney	22
New England	11
New South Wales	11
Wollongong	39
ANU	5
CSU	36
University of Technology	11
Western Sydney	2
University of Canberra	8
Australian Catholic University	5
Newcastle	36
Interstate	5

Courses selected are varied and include Medicine, Law, Economics, Sciences, Media and Communication, Tourism, Agriculture, Engineering and Information Sciences, Performing Arts, Commerce, Nursing, Creative Arts, Psychology, Environmental Science and Education.

Approximately 85 students applied for an Early Entry Pathway via UAC or by Direct Entry. Approximately 70% of the 2021 cohort received Early Entry Offers of which over half of this number took up the offer.

Post-school destinations for our other students included TAFE courses, traineeships, and apprenticeships.

In the 12 months prior to commencement of their tertiary studies, many students elected to work for the year, take up a 12-month traineeship or have a formal GAP Year in Britain (Significantly reduced due to COVID). Popular options for work within Australia were Jackaroo/Jillaroo, retail sales, Nannying or Pearling.



SECTION 8:

ENROLMENT POLICIES AND PROFILES

APPLICATIONS FOR ENROLMENT

The Admissions Office is the first point of contact for all families enquiring about enrolling students at Kinross Wolaroi School. A Prospectus Package is mailed directly to families containing information about the school, the curriculum and co-curricular opportunities.

Prospective families submit an Application for Enrolment, with an Enrolment Fee paid to the School, to be considered for a position. On receipt of the completed form, payment of fee and Birth Certificate, the following procedure is followed:

1. All applications are acknowledged in writing and the student is placed on the Active List on the database.
2. Any applicant applying for a place in a year which no longer has any vacancies is informed there are currently no places and they are being placed on a Wait List.
3. If they seek an immediate place, which is available, they are offered a position and progressed.

Enrolment offers are generally made around 18 months out from year of entry. In 2021, all offers were made for 2023 and late offers for 2022.

ENROLMENT OFFERS/ENTRY YEAR LEVELS

Demand has increased across the School for places in the Senior School and the Junior School, with some families being placed on wait lists for their nominated year group.

Our Boarding numbers continue to remain strong, with a designated 40% of all Senior School positions held for Boarders. In 2021 there was limited availability across all boarding year groups.

CONFIRMATION OF ENROLMENT

Confirmation of Enrolment will be sent to parents of those children who have completed a satisfactory interview with the Principal, or his delegate, and have paid the Enrolment Fee.

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 and Confirmation Fee having been paid by the due date.
- Full, complete and accurate disclosure at all times of all relevant information being made about the student, including special needs. 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.

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.

SCHOLARSHIPS

To encourage excellence at KWS, the following Scholarships were offered to day and boarding students (both current and future) entering Years 7 to 11.

ACER conducted the Scholarship examination in February 2021. The scholarships offered included:

- Academic (Years 5 and 7 to 11 in 2022)
- Music (Years 7 to 11 in 2022)
- Boarding (Years 7 to 11 in 2022)
- Ex-students' (Year 11 in 2022)
- General Excellence (Year 11 in 2022)

To be considered for a Scholarship, all candidates must sit the Scholarship Examination. Applicants must also complete an online application and submit supporting documentation.

STUDENT POPULATION

2021 STUDENT NUMBERS (AS AT CENSUS DATE) WERE:

• Pre-Kindergarten	38	
• Junior School	232	
• Senior School	820	(Boarders – 312)

2022 ESTIMATED NUMBERS ARE:

• Pre-Kindergarten	38	
• Junior School	221	
• Senior School	825	(Boarders – 329)

CONDITIONS FOR CONTINUING ENROLMENT

Continuing enrolment at KWS is governed by the terms and conditions detailed in the Enrolment Agreement completed for each student and accepted by parents or caregivers at the time of enrolment. Any change to the terms governing enrolment following commencement is communicated to parents / caregivers in advance of the change being adopted.

Generally, continuing enrolment requires the satisfaction of the following conditions:

- All payments must be received by the due date. In the event that payment is not received the School reserves the right to review amend, reduce or withdraw all or some of its services;
- Students are required to achieve sound academic results consistent with their assessed potential as judged by the School, to participate fully in the School's programme and support the School's ethos and code of conduct; and
- The family is expected to help the School by supporting its ethos, School rules and codes of conduct.

Where an account has not been maintained in accordance with the enrolment terms and conditions, approaches are made to seek payment. Prior to initiating any action that

will impact on a student's enrolment, multiple attempts are made to negotiate an acceptable payment arrangement with the family.

However, where accounts remain outstanding at the end of a term, the enrolment of students may be impacted. This can include the temporary suspension of enrolment until the account is settled or the termination of enrolment where formal legal recovery action is required.

Students may be temporarily or permanently excluded from the School by the Principal at his absolute discretion if they consider the Student has:

- seriously breached the Student Code of Conduct or the School's rules or policies; or
- otherwise engaged in conduct which is prejudicial to the School, its students or staff.

The Student may also be permanently excluded from the School if the Principal considers that a mutually beneficial relationship of trust and co-operation between a Caregiver and the School has broken down to the extent that it adversely impacts upon that relationship.

Before the School exercises its power to exclude a Student it will provide the Student and Caregivers with details of the conduct which may result in a decision to exclude the Student and provide them with a reasonable opportunity to respond.

No remission of fees and charges either in whole or in part will be made where a Student is suspended or excluded.



SECTION 9: SCHOOL POLICIES

STUDENT WELLBEING

SENIOR SCHOOL

It is our commitment that Kinross Wolaroi School should be a place where each member of school and wider community can feel safe, secure and able to achieve their potential. The main “umbrella” under which student wellbeing is monitored and supported is the Wellbeing House system. This system has proven to be crucial to the success of Wellbeing at KWS as a result of each student's strong sense of House identity. On enrolment at Kinross Wolaroi School, students are allocated to one of eight Houses. Within these Houses, students are grouped together with other peers in their year group and are assigned a Wellbeing Mentor. 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. Houses form the basis for student wellbeing within the school, and issues that may arise are discussed with a student's Wellbeing Mentor as the first point of contact. Each year group has been divided into eight Mentor Groups, with an allocated Mentor who will oversee a student's day-to-day wellbeing and remain with them as they progress from year to year. Each House has a Head Mentor with an office in the House area and has student leaders elected by House members. Additionally, there is a Year 7 Co-ordinator who assists students with their transition from Junior to Secondary School, and a Senior Years Co-ordinator who assists students with their transition from Secondary School to life after School. Each House has a designated area for students that houses their locker, where school bags and sporting equipment may be stored during the school day.

Between lunch and Period 5 on a Monday, Tuesday, Thursday and Friday, students gather in an allocated room with their Mentor to discuss aspects of their Wellbeing. Wellbeing themes for the year include Self, Leadership, Character, and Empathy. Monday is utilised for checking diaries and helping students organise their upcoming week. Tuesday, Thursday and Friday are used at the Wellbeing Mentor's discretion for a variety of activities, including stage appropriate wellbeing discussions, Year Group or House meetings, organising fundraising activities for House Causes, rehearsing for the House Spectacular or engaging in cross-year activities to build strong and positive peer relationships. The whole School attends a Chapel service and an Assembly once a fortnight each Wednesday. Students represent their House at sporting carnivals, House Spectacular, and special lunches. Each term, the entire Senior School engages in a Wellbeing Day during which the normal timetable is dissolved. Together with their mentors, the students engage in activities, talks, and immersive experiences that build upon the relationships and conversations had in mentor to date. Each Wellbeing Day is mapped to the themes for that semester, with age and stage appropriate topics building sequentially throughout the Senior School years.

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 Monday by a student's Wellbeing Mentor.

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 School has two permanent School Psychologists who work closely with the Head of Student Wellbeing. The Co-ordinators of Year 7 and the Senior Years, the School Psychologists, the Heads of Boarding, the Co-ordinator of Indigenous Students, the Chaplain and Head Mentors meet as a Wellbeing Team on a weekly basis. The School Psychologists run a variety of programs during the year and provide guidance and assistance to Mentors as they support their Mentor Groups; these included anger management sessions, how to look out for a friend, mindfulness sessions and 'Getting ready for the HSC' sessions for Year 12. The School Psychologists also train all boarding staff and Wellbeing Staff in Youth Mental Health First Aid.

The focus of the 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. Our policy is available on the school network. Currently one Senior Management Team Member is qualified to carry out Child Protection investigations, and all staff are required to update their knowledge and qualifications annually, via the AISNSW online program.

JUNIOR SCHOOL

In the Junior School student wellbeing is managed by the Head of Learning and Wellbeing and classroom teachers.

STUDENT BEHAVIOUR MANAGEMENT 2021

PARENT INFORMATION

Kinross Wolaroi School cultivates an ethos of positive behaviour through clear expectations and the development of mutual respect between teachers and students. We aim to foster good relationships with students, instilling in them a sense of responsibility and self-discipline, working in partnership with parents. We also aim to treat students as individuals, offering support where necessary and making any reasonable adjustments that may be required. The Kinross Wolaroi community understands that actions have consequences, and it is important that students fully understand the link between the two.

The Student Code of Conduct, introduced in 2020, identifies our aspirations for student conduct, academic work, co-curricular activities, appearance, discipline and personal safety. High standards of behaviour are expected, as they would be at home, and are endorsed by teachers in all areas of School life on a routine basis. We expect our students to live, behave and treat each other with our School values at heart. Formal opportunities to confirm praise include announcements at School assemblies, year group meetings, House meetings, Prize-Giving, Parent - Teacher meetings and through reports. Informal opportunities include praise and celebration of student achievement in all areas of School life and referral to Mentors, Head Mentors, Head of Teaching and Learning, Head of Student Wellbeing, Deputy Principal or the Principal for commendation.

Our ethos as Kinross Wolaroi School is for all teachers to promote good behaviour through:

- Fostering positive relationships with students;
- Explaining students' responsibilities to them and instilling a sense of self-discipline;
- Commending good behaviour and endorsing excellence with acknowledgement and rewards, where appropriate;
- Restorative dialogue when expectations are not met, with the opportunity and resources for students to improve;
- Clear consequences for those who fail to improve;
- Informing and involving teachers, Mentors, Head Mentors, Heads of Department, and other key staff as required.

Behaviour contradictory to our expectations at Kinross Wolaroi School is now classified into FOUR levels:

1) Inappropriate Behaviour & Academic Concerns:

- Any low-level behaviour that occurs within the classroom or other settings that disrupts the purpose of the setting;
- This behaviour impacts on student learning and / or wellbeing, and disrupts the ability of a teacher, as well as other staff including coaches, to perform their duties in a safe and supportive environment;

- Behaviour at this level is typically managed by the Teacher, Coach and / or Wellbeing Mentor.

2) Challenging Behaviour:

- Challenging behaviour is medium-level behaviour that significantly challenges the day-to-day functioning of schools;
- This behaviour may or may not be repeated but impacts the wellbeing and learning of the student and/or other students;
- This type of behaviour significantly affects the ability of a teacher, as well as other staff including coaches, to perform their duties in a safe and supportive environment;
- This behaviour is likely to be an escalation of low-level inappropriate behaviours observed previously;
- Behaviour at this level is typically managed by the Head Mentor and Head of Department.

3) Serious Behaviour:

- Serious behaviour is high-level behaviour that is of significant concern and may include some form of physical, emotional and/or psychological harm to self or others;
- It may also include breaches of academic expectations such as continued poor performance because of lack of consistent effort and academic misconduct;
- These may be one-off incidents or occur as the result of repeated issues over time;
- These behaviours may also include actions that are significantly disruptive and impact on the learning opportunities of other students and the ability of staff to perform their duties appropriately;
- Behaviour at this level is typically managed by the Head of Student Wellbeing and (if academic) the Head of Teaching and Learning. The Deputy Principal will also be notified and included in discussion about appropriate action, including consequences, as required.

4) At Risk Behaviour:

- These issues are the most serious and involve behaviour or incidents that have the potential to significantly affect the wellbeing of one or more individuals;
- They may be physical, emotional and/or psychological in nature and result in harm to self or others;
- These may be one-off incidents or occur as the result of repeated incidents over time;
- Any form of illegal activity requiring Police involvement would be classified at this level;
- Behaviour at this level may result in a student forfeiting the right to retain their place at Kinross Wolaroi School;
- This form of behaviour is typically managed by the Deputy Principal. The Principal will also be notified and included in discussion about appropriate action, including consequences, as required.

CONSEQUENCES

At Kinross Wolaroi School, our aspiration is to encourage good behaviour without the need to resort to consequences. Students should behave well because it is the right thing to do, not for fear of consequences. Our expectations and boundaries are clear at Kinross Wolaroi School. It is not about creating a culture of fear, but a culture of mutual respect for each other and for the shared values with which this community exists.

There will be times when a conversation with a student and then that individual's Mentor is all that is needed, but to support Staff, there is also a clear structure of consequences that can be applied. Before consequences are applied, students are given an opportunity to correct their behaviour. This takes the form of a restorative conversation between the student and appropriate staff member. During this conversation, the staff member will reteach and model the expected behaviour. Staff the student can go to for support are also identified, as are the consequences for failure to correct their behaviour. If the warning is ignored, the student should expect to be given a consequence according to the guidelines provided. Where consequences are needed, they should always be employed judiciously and in such a way as to form a positive and productive part of the educational process for everyone. In seeking to build relationships built on integrity and trust, honesty on the part of the student and a willingness to take responsibility should be commended wherever possible.

Consequences are any requirements that are imposed upon a student after they have accepted responsibility or been found responsible for a breach of the Student Code of Conduct. They are applied to provide the student involved with the opportunity to learn, ensure the safety of staff and students, and assist students who behave inappropriately to accept responsibility for themselves and their actions.

The purpose of imposing consequences is to reinforce that certain behaviours or attitudes are not acceptable. For more serious challenging and at-risk behaviours, consequences also serve as a form of warning that failure to correct errant behaviour could lead to temporary or permanent exclusion from Kinross Wolaroi School to protect the wellbeing and learning of other students.

As a School, we acknowledge that students will, from time to time, make inappropriate choices and therefore it is important that they learn to take responsibility for their actions and recognise that there will also be a consequence for inappropriate behaviour. The consequences imposed should be fair, reasonable and consistent, as well as proportionate to the nature of the behaviour.

It is also important that any disciplinary measures imposed on a student will take into consideration any disability, special educational need or specific learning support. Advocacy should also be provided for all students involved in a behaviour incident – both victim and perpetrator. In some circumstances, students who are disciplined may need additional support and guidance from the School's

Counselling Team and other support services.

Students who repeatedly behave inappropriately and in a way that is in breach of school rules and the Student Code of Conduct, will meet with key staff to discuss their behaviour. Exclusions from school activities may be applied at the discretion of the Head of Student Wellbeing, Deputy Principal and Principal.

Suspensions, either internal or external, may be applied for serious breaches of the School's rules and the Student Code of Conduct and where other disciplinary measures are deemed inappropriate or inadequate. Permanent exclusion from Kinross Wolaroi School may apply to the most serious and/or repeated at risk behaviours and incidents. The decision to permanently exclude a student rests solely with the Principal.

Following a serious behaviour incident, the School will ensure that the student does not feel alienated because of their behaviour and that the student will not be disadvantaged in any way. After a suspension, the student will have a re-entry meeting with the Deputy Principal, Head of Student Wellbeing and Head Mentor to welcome them back to the school, to reflect on their actions and to consider positive patterns of behaviour moving forward.

CONSEQUENCES MAY INCLUDE:

DETENTION DETAILS

Level 1

Tuesday / Thursday Lunch
1255-120pm

GENERAL DETENTION

Detentions of this type are for low-level inappropriate Academic and / or General behaviour

Level 2

Friday
330pm-430pm

ACADEMIC / GENERAL DETENTION

Detentions of this type are for challenging Academic and / or General behaviour

Level 3

90 MINUTE DETENTION

Detentions of this type are for serious Academic and / or General behaviour

Level 4

DEPUTY PRINCIPAL ACTION

At Risk Academic and / or General behaviour issues

RESTORATIVE CONVERSATION Student Note entered on The Hub Behaviour at this level is managed by the classroom/ supervising teacher	INAPPROPRIATE BEHAVIOUR Tuesday – Friday 2nd 1pm – 1:20pm Behaviour at this level is managed by the classroom/ supervising teacher	CHALLENGING BEHAVIOUR Friday 3:30pm – 4:30pm Behaviour at this level is managed by the Head Mentor with the support of the Head of Student Wellbeing
<p>BEHAVIOUR:</p> <ul style="list-style-type: none"> • Late to class • Out of bounds • Littering • Unfair, rough, or dangerous play • Uniform infringements (incorrect uniform or wearing the uniform incorrectly) • Unsafe use of equipment • Inappropriate language • Disrupting the learning of others <p>Academic:</p> <ul style="list-style-type: none"> • Lack of preparedness for class • Failure to complete homework to a satisfactory standard • Failure to complete class work to a satisfactory standard • Inappropriate use of ICT <p>ACTION:</p> <ul style="list-style-type: none"> • A verbal warning in an appropriate tone at the time or at the conclusion of the activity, this may be all that is needed. • All students need to develop and learn social, emotional and behavioural competence to support their academic achievement. We must teach behaviour as relentlessly as we teach academics. • To retain new behaviours, students must be given specific, positive feedback and opportunities to practice in a variety of settings. • Make a record on The Hub that you have engaged in a restorative conversation with the student and have modeled and re-taught the expected behaviour and make student aware that future behaviour of this nature will result in a consequence being issued. • Ensure student is given an opportunity to correct their behaviour before a detention is issued • If the behaviour continues and the student's IP has been reviewed and the behaviour occurs independently of expected adjustments, then please issue the detention 	<p>BEHAVIOUR:</p> <ul style="list-style-type: none"> • Late to class • Out of bounds • Littering • Unfair, rough, or dangerous play • Uniform infringements (incorrect uniform or wearing the uniform incorrectly) • Unsafe use of equipment • Use of mobile phone during class or breach of digital agreement • Breach of hands-off rule • Inappropriate language • Disrupting the learning of others • Failure to follow a fair and reasonable request from a staff member <p>ACADEMIC:</p> <ul style="list-style-type: none"> • Lack of preparedness for class • Failure to complete homework to a satisfactory standard • Failure to complete class work to a satisfactory standard • Inappropriate use of ICT <p>Sixth Inappropriate Behaviour Detention to be documented and served as a Challenging Behaviour Detention</p> <p><i>Sixth Inappropriate Behaviour Detention to be documented and served as a Challenging Behaviour Detention.</i></p> <p>ACTION:</p> <ul style="list-style-type: none"> • A verbal warning in an appropriate tone at the time or at the conclusion of the activity, this may be all that is needed. • Inappropriate behaviour (Green Detention) given and entered in The Hub by classroom/supervising teacher if the behaviour continues after re-teaching <p>CONSEQUENCE OPTIONS:</p> <ul style="list-style-type: none"> • Student may be asked to repeat or complete the work. • Student may be asked to move in the classroom. • Student may be asked to tidy/clean up. • Student / teacher meeting could be held (Restorative Practices) • Confiscation of property if required – i.e., mobile phone as per policy or uniform item – items to HoSW Office • On 3rd Inappropriate Behaviour (green) given Head Mentor is to ring parent to discuss repeated inappropriate behaviours <p>COMMUNICATION:</p> <ul style="list-style-type: none"> • Issue an Inappropriate Detention via The Hub. • After a third inappropriate behaviour detention is issued, the Head Mentor is to contact parents to discuss the repeated inappropriate behaviour and the process if behaviour continues. This phone call is to be documented on The Hub. • Head Mentors will generate a weekly report to monitor green inappropriate behaviours given and remind Wellbeing Mentors to engage with their students regarding the behaviours 	<p>BEHAVIOUR:</p> <ul style="list-style-type: none"> • Use of discriminatory language towards members of the KWS community • Truancy from class or school based activity • Repeated breach of hands-off rule • Bullying behaviour towards another student • Inappropriate online behaviour • Repeated use of inappropriate language • Graffiti/vandalism of school or student property • Deliberate misuse or damage of school equipment or property of others • Disrespectful language and/or behaviour towards staff • Unsafe conduct (including the possession of a weapon or unsafe item) <p>ACADEMIC:</p> <ul style="list-style-type: none"> • Continued lack of preparedness for class • Failure to submit an assessment task by the due date • Persistent lack of effort • Repeated inappropriate behaviour that disrupts the learning of others • Repeated failure to complete homework/class work to a satisfactory standard • Inappropriate use of ICT <p>Third Challenging Behaviour to be recorded and served as Serious Behaviour Detention and referred to HoSW</p> <p><i>Third Challenging Behaviour to be recorded and served as Serious Behaviour Detention and referred to HoSW</i></p> <p>ACTION:</p> <ul style="list-style-type: none"> • Seek to de-escalate the matter in a calm, but firm manner • Move student to a "safe-zone" if required • A verbal warning in an appropriate tone at the time or at the conclusion of the activity • Challenging behaviour detention given and entered in The Hub by Head Mentor and phone call made to parents by Head Mentor that day • Student to attend the Challenging Behaviour detention within the time frame required. • Failure to do so will result in a Serious Behaviour detention being issued. <p>ADDITIONAL CONSEQUENCE OPTIONS:</p> <ul style="list-style-type: none"> • Confiscation of property if required • Student may be asked to repeat or complete the work • Student / HM/ HoSW meeting <p>COMMUNICATION:</p> <ul style="list-style-type: none"> • Head Mentor to record Challenging behaviour detention on The Hub and inform parents via phone call and document phone call in The Hub • HM will generate a weekly report to monitor Challenging behaviours and meet with students to discuss expectations and strategies to support the student • Student may be given CSBPB if Challenging behaviour detention is issued because of accumulation of Inappropriate behaviour detentions

SERIOUS BEHAVIOUR Saturday 9am to 12pm or Suspension Behaviour at this level is largely managed by the Head of Student Wellbeing and the Head of Senior School	'AT RISK' BEHAVIOUR Suspension or Withdrawal Behaviour at this level is largely managed by the Head of Senior School and Principal
<p>BEHAVIOUR:</p> <ul style="list-style-type: none"> • Repeated ongoing challenging behaviour • Aggressive, intimidating and/or threatening behaviour towards a student or staff • Targeted physical, aggressive, intimidating, threatening and/or verbal behaviour between students • Repeated bullying behaviour towards a student (including online bullying) • Consumption or possession of alcohol and/or drugs on school campus, within boarding houses, on school excursions and camps • Significant inappropriate online behaviour • Theft of school or student property • Significant breach of the School's Student Digital Agreement • Bringing School into Disrepute • Major Disruption to the learning environment of others <p>ACADEMIC:</p> <ul style="list-style-type: none"> • Repeated inappropriate use of ICT • N Warning for failure to complete class work, homework and/or Assessment tasks • N Letter for failure to complete class work, homework, and/or Assessment tasks • Major Academic Misconduct <p>Second Serious Behaviour incident to be recorded and served as a At Risk Behaviour Detention and referred to HoSS</p> <p><i>Second Serious Behaviour incident to be recorded and served as a At Risk Behaviour Detention and referred to HoSS</i></p> <p>ACTION:</p> <ul style="list-style-type: none"> • Seek to de-escalate the matter in a calm, but firm manner. • Move student to a "safe-zone". • Confiscation of property if required. • Student / HoSW/HoSS meeting held to explain to the student that their conduct is in breach of Student Code of Conduct / expectations • Student placed on a Serious Behaviour detention. HoSW/HoSS to enter detention in The Hub and call parents to inform them of behaviour and outcomes. • Alternatively, student's parents are called, and a suspension meeting is held with student, parents, HoSW and HoSS <p>FOLLOW UP OF BEHAVIOUR:</p> <ul style="list-style-type: none"> • Parents called and informed of Serious Behaviour detention and parent consent gained to refer SSS • Parent consent gained for student to meet with SSS upon return to school to discuss support strategies • HoSW contacts school psychologist to arrange a meeting with student upon return to school and/or to refer the student for support from the school psychologists <p>COMMUNICATION:</p> <ul style="list-style-type: none"> • HoSSPA to communicate suspension to key staff/parents. • HoSSPA arranges for a return to school meeting for student and parents • HoSW to send 'Supporting Wellbeing at home' document to parents. 	<p>BEHAVIOUR AND ACADEMIC:</p> <ul style="list-style-type: none"> • Repeated ongoing serious behaviour • Repeated consumption or possession of alcohol and/or drugs on school campus, within boarding houses, on school excursions and camps • Major vandalism of school or student property • Serious incidents and activities that bully, intimidate, and/or harass individual/s • Repeated significant inappropriate online behaviour • Significant theft of school or student property • Any mandatory reporting/Child Protection issues • Viewing and/or sharing of pornography; • Any illegal activity • Serious breach of Academic Policy • Serious breach of the School's Student Digital Agreement <p>ACTION:</p> <ul style="list-style-type: none"> • Seek to de-escalate the matter in a calm, but firm manner. • Move student to a "safe-zone". • Confiscation of property if required. • HoSS contacted immediately and meeting held with student to explain their conduct is in breach of Student Code of Conduct/Expectations • Principal informed of incident • Referral to external agencies (e.g., police) if required. <p>CONSEQUENCE OPTIONS:</p> <ul style="list-style-type: none"> • External suspension or withdrawal from the School • Return to school meeting with the Principal and Head of Senior School and school psychologist to discuss return to school strategies • Formal classroom/supervising teacher feedback gathered via email from Head of Student Wellbeing <p>COMMUNICATION:</p> <ul style="list-style-type: none"> • Principal to communicate via email a summary of the meeting and follow up actions to parents and students • HoSS and HoSW to communicate to key staff additional information as required.

STUDENT DIGITAL AGREEMENT

To support the work undertaken in Wellbeing regarding responsible Digital Citizenship, the School, in conjunction with the SRC 2020, produced an agreement for students to adhere to regarding ethical and responsible use of technology. The agreement can be found below:

In order to be provided with continued access to School-owned networks and systems, students must agree to the principles and actions of responsible Digital Citizenship outlined below.

These apply when the student is accessing School-owned networks and systems and infrastructure at School or remotely, and apply to all types of electronic devices including, without limitation, desktop computers, laptops, tablets, mobile phones, and USB drives, whether owned by the School or by the student.

1. Respect yourself

- 1.1 I will show respect for myself through my actions online.
- 1.2 I will select online names and usernames that are appropriate.
- 1.3 I will think carefully about the information and images I upload or post online, knowing that this is a personal reflection of who I am and can influence what people think of me.
- 1.4 I will not post details which might be offensive or indecent about my life, experiences or relationships.
- 1.5 I will use technology to enhance my learning in a responsible manner and use it only at the appropriate times.
- 1.6 I will use my mobile phone in line with the School's policy.
- 1.7 My online identity, including on social media sites, is, and will continue to be, of a standard I could show to my parents and future employers.

2. Protect yourself

- 2.1 I will not publish my telephone number, address, date of birth, passwords, and a schedule of my activities or any other information that will put me at risk.
- 2.2 I will report any harmful or hurtful behaviours directed at me online, or anything else that happens online that makes me uncomfortable or concerned, to my Head of House, Head of Boarding House or my parents.
- 2.3 I will select passwords that are appropriate and try to use different passwords on the internet for different purposes.
- 2.4 I will protect my passwords and accounts by keeping details confidential, not allowing others to use them and by ensuring I log off after using them.
- 2.5 I understand that people I do not know in real life are not suitable 'friends' in an online environment.

3. Respect Others

- 3.1 I will show respect to others online, using common sense and appropriate language.
- 3.2 I will not use electronic mediums to bully, harass, or

stalk other people, or to encourage others to do so.

- 3.3 I will not deliberately search for, download, store or distribute material online that is degrading, pornographic, racist, discriminatory, violent, illegal or otherwise inappropriate or offensive.
- 3.4 I will only take and share photos or sound or video recordings when others are aware the recording is taking place and have provided their consent.
- 3.5 I understand that class time is learning time. I will ensure I am doing the right thing by not playing games, or watching movies, television shows or videos online, unless as part of a lesson / study period activity. I understand this is a distraction not only to me but also to teachers and others around me.
- 3.6 I will not use others' passwords or try to access or interfere with their private information.
- 3.7 I will not create fake identities or upload misleading or false information about myself or other people.

4. Protect Others

- 4.1 I will report any activities that are hurtful, unsafe, offensive or bullying in intent toward others to my Head of House, Head of Boarding House and my parents.
- 4.2 I will report inappropriate material directed at others to my Head of House, Head of Boarding House and my parents.
- 4.3 If I am concerned about another person due to something I have seen online, I will report this to my Head of House, Head of Boarding House and my parents.
- 4.4 I will not visit sites which attempt to abuse or degrade others.

5. Respect Property

- 5.1 I will care for and take precautions to keep any electronic devices, whether School-owned or owned by my family or myself, safe and secure.
- 5.2 I understand that if I am using a School device then it is my responsibility, and I will keep it in good working order.
- 5.3 I will ensure that I have my device when I need it in class, that it is charged and ready to use for each day's classes.
- 5.4 I will ensure that I have all of the required applications and programs on my device and keep them up to date.
- 5.5 I will be responsible for ensuring that my data is backed up securely and regularly to reduce the risk of losing my data.

6. Protect Property

- 6.1 I will abide by any copyright or intellectual property requirements including acknowledging the author and citing references accordingly.
- 6.2 I will use free and open source alternatives for software and not illegally downloaded software or use pirated software.
- 6.3 I will purchase my music and other media and understand that downloading music and videos

without the owner's permission is illegal, as is sharing my purchased music and other media with others.

7. Maintain Security

- 7.1 I will have anti-virus and anti-malware software installed on my device and keep it up to date. I will report any issues with viruses, spyware or malware to the IT Helpdesk.
- 7.2 I will never knowingly initiate or forward emails or other messages that have been sent in confidence, that contain a virus or attachment that may damage someone else's computer, or that are spam (such as advertisements, chain letters and hoax emails).
- 7.3 I will only use the internet within the School proxy and filtering system when at School and will not attempt to bypass or breach security or filtering software in any way, including setting up proxies, using wireless hotspots, or tethering to a personal data plan to access alternative networks.
- 7.4 I will not download unauthorised programs, including games or 'hacking' software.
- 7.5 I will keep my student card safe and report any loss or theft of my student card to the IT Helpdesk immediately.

8. Respect Resources

- 8.1 I will only photocopy and print material that is required for research or class submission.
- 8.2 I will print double-sided and in colour only when required.
- 8.3 I will review and meet the terms and conditions for any digital or online tool that I use and abide by the licence conditions of any software or application I use or have on my electronic devices.

9. Sensible Use

- 9.1 I will use my electronic devices at School as determined by staff, including where and for how long I can use these devices, and which sites, applications and games I am allowed to access.
- 9.2 I am aware that all activity is monitored, logged and can be traced and that the School can access any files I store on the School's network as well as my emails and browsing history.
- 9.3 As a Boarder I will follow the guidelines regarding use of technology in my House – i.e. handing in before prep, before bedtime and at the discretion of the Head of House.

SECTION 10: SCHOOL-DETERMINED IMPROVEMENT TARGETS - 2021

TEACHING AND LEARNING

- Implemented our targeted Literacy and reading program in Boys boarding. Boys in Years 7 and 8 undertook 'Word workshops' sessions twice a week throughout the year.
- ICT Steering committee – representatives from each Senior School faculty formed an ICT steering committee. The decision was made to investigate a new learning management system platform. Extensive research was undertaken to find a product fit for the KWS context. The decision was made to partner with 'Schoolbox'. The platform to be rolled out throughout 2022. BYO Laptop program rolled out to all students in the Senior School. This replaced the previous BYO device program, which included the use of iPads. There was a focus on enhancing teaching and learning experiences through ICT platforms.
- Improving literacy across Stages 4 and 5 – Wider reading program in Years 7-9, tracking students reading and literacy development. Timetabled, targeted library literacy lessons for students in Years 7 – 9.
- KWS Reads – launched in Term 3, the Eddie Jaku biography 'The Happiest Man on Earth'.
- Consolidation of the Gifted and Talented Mentor program to support students, and encourage them to engage in extension opportunities.
- Continue to imbed TREE philosophies of placed based learning into all curriculum areas.
- Further increasing Student voice with regard to learning – through the Student Literacy Committee.

WELLBEING

- Establish and embed whole-school Wellbeing. This will be enhanced by our involvement in the AISNSW Compass Initiative. This Initiative is currently in its mapping phase and will be concluded in Term 3 with a presentation of our journey at an online symposium with other Compass Schools.
- To develop age and stage appropriate experiences to supplement our existing Wellbeing program.
- To better align student development to increased parental understanding and involvement.
- To further establish a whole-school Wellbeing culture at KWS that is compassionate, relational and growth minded.
- Establish and embed new policies and procedures for Wellbeing support and Counselling and Psychological services.
- Semesterised Wellbeing Days that align with KWS values and Wellbeing Pillars
- Introduction and use of STEER to collect data and analyse trends amongst students. The data collected is also used to target 'students of concern' with early intervention strategies.

BOARDING

- Heads of Boarding House meet with the Head of Boarding fortnightly to discuss their use of 'Orah' formerly 'Boardingware', to train and refine their practice and procedures. Staff are provided with regular training to ensure they are achieving best practise standard. Australian Boarding School's Association (ABSA) was engaged to review our record keeping, this report is pending.
- Staffing model was reviewed with the following outcomes:
 - Head of Boarding will not be a Head of House (HOH)
 - Residential Assistants (RA) work one night on duty instead of two nights to complete their Prep (homework supervision) obligations
 - House Mother's role restructured to better reflect the needs of the community. Change from Level 1 to Level 2 Co-ordinator to reflect greater responsibility. Change in working hours
 - Head of House and RA start shift at 5pm instead of 3pm to take into consideration cocurricular obligations
 - Heads of House 0.4 allocation to be recognised as hours worked in shift. This enables HOH to be able to use time during the school day at their discretion
 - ABSA was engaged to review our Boarding offering which includes the staffing model. Receipt of their report is imminent
 - Boarding has used the Compass framework to identify all Wellbeing programs and initiatives that currently exist to build on what is possible within the scope of a Boarding curriculum.
- Significant works completed at PLC with capital works scheduled for all PLC boarding houses.

CO-CURRICULAR

RECRUITMENT & UPSKILLING

The School has had success in employing some quality external coaches over the last couple of seasons. This has been particularly beneficial in the sports of Basketball, Touch Football and Cricket. Recent academic appointments have also bolstered the coaching ranks. Rugby this year is almost entirely staffed by Academic coaches. This is excellent for the Rugby program. MIC of Rugby, Matt Tink has been trialling weekly training goals with the Coaches. This is working well and may be an initiative to adopt across various programs.

- The Music Faculty has managed to utilise the current expertise and ensure all of our ensembles are adequately staffed. This has resulted in many of our ensembles thriving. Mrs Jacqueline Shields has an excellent relationship with the Orange Conservatorium of Music which assists in the School recruiting the appropriate Music Tutors, accompanists and Co-curricular staff.

- Cadets have added to their staff with a couple of external staff members. Three members of the Cadet Unit have completed the OI2C course. This has the unit well placed to deliver the program. Further upskilling and training is required in abseiling and watersmanship.
- Duke of Edinburgh is growing with a larger number of students undertaking the program. The idea of attempting to embed the Duke of Edinburgh program into the Co-curricular sport coaching is proving to be problematic. This goal is still a work in progress. Students can, however, utilise the Cadet Camp to progress through the Duke of Edinburgh. More thought is needed to embed the Community Service aspect into our current program.
- Streamlining the Co-curricular offerings is still a work in progress. Changes in game nights, times and catch-up games is creating a constant challenge. Cadets returning to two afternoons has also created a couple of extra clashes. Discussions continue with key staff around which Competitions the School commits to. This is anticipated to reduce some of the pressure on logistics that was experienced during Summer competition.

ENGAGEMENT

- Design and delivery of a new Junior School Campaign with a focus on repositioning of the Junior School to bolster enrolments.
- Successful launch of a new academic uniform after a series of delays due to COVID. Development and approval of a new range of sport uniforms.
- Restructuring of the Engagement Office to establish a new Registrar's role, for more effective management of enrolment processes.
- Establishment of an Alumni Portal in co-operation with the Ex-Student Association - designed to provide greater connection and engagement with past students.

JUNIOR SCHOOL

- Collection of baseline data using common grading scales in Reading, Mathematics and Spelling to:
 - better inform teaching and learning programs.
 - provide targeted intervention for individual students.
- Development of systems to track student growth.
- Reviewing and upskilling staff in mathematics in preparation for 2022 where programs based on the syllabus not a textbook.
- Expanding co-curricular and extra-curricular programs within and beyond the school day.
- Pilot program URStrong to assess benefits prior to whole Junior School implementation in 2022

THE REGIONAL ENGAGEMENT ENTERPRISE (TREE)

- Multiple projects across all year groups. All staff and students involved on a regular basis.
- CSU has been approached, further developments forthcoming
- Multiple projects successful, We Need Farmers Grant, Science Community Tea Bag experiment, Geo Skill and mapping, RS Group collaborations, Food tech and Hospitality shared experiences
- Projects being mapped this year, multiple occurrences in the Junior School
- Windermere is being utilised on average more than once/day



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 nurturing support in an effective tripartite relationship to engender self-esteem, mutual respect and responsibility.

There continues to be an explicit focus on the responsible and respectful use of technology, especially in relation to social media. This was carried out in Wellbeing Groups as well as in individual PDHPE, Commerce and information sessions with the local Police liaison Officer.

Fundraising at KWS continues to be largely student driven. In 2021, the Prefect Body, and House Captains chose the causes they will support and the means through which they will do this. The Prefect Body and House Captains are responsible for the organisation of their events. These events have ranged from bake sales, BBQs, socials, online learning modules, creation of dignity packs through student donation and mufti-days.

Furthermore, students will engage with external supports, speakers and programs to build upon the skills and strategies delivered through the Wellbeing system. These initiatives are implemented to ensure students are provided with up to date, relevant, evidence-based information and supports about the contemporary wellbeing issues they face within school and within their wider community.

SENIOR SCHOOL STUDENT CODE OF CONDUCT

I acknowledge I am a student of Kinross Wolaroi School and there are certain values and expectations for all to uphold. As a student I will represent the School with pride and am prepared to stand up for the values of the School which are represented by our motto: Knowledge, Friendship and Integrity.

I will achieve this by following the School's behaviour code. This involves but is not limited to:

SAFETY

- Following all safety instructions given by staff.
- Following all health & safety rules and procedures operating within the School campuses and other locations at which students may visit.
- Being supportive and inclusive of other students and actively fostering the wellbeing of all members of the School community.
- Adhering to the guidelines of the Student Digital Agreement to ensure I am a good digital citizen.
- Not possessing or smoking cigarettes/e-cigarettes, possessing or using or being under the influence of alcohol or illicit drugs or other substances harmful to health, at School, on School excursions, in transit between School and home or otherwise while identifiable as a member of Kinross Wolaroi School.
- Not purchasing or supplying drugs or alcohol to other students.

- Not engaging in any form of gambling, including online gambling.
- Not bringing pornography, weapons, laser pens, fireworks or any other unauthorised item into School.
- Remaining on School grounds during the School day unless otherwise approved by the Deputy Principal or delegated person.

EFFORT

- Setting an example by working hard to achieve my academic potential.
- Being punctual and attending all classes as per my timetable.
- Completing work set by teachers promptly, to the best of my ability and taking full advantage of the educational opportunities offered at the School.
- Setting an example by meeting all co-curricular requirements with enthusiasm.
- Actively participating in all aspects of Principal's Assembly and Chapel as required.
- Supporting and contributing to House and Year Group activities.

RESPECT

- Being respectful and supportive of the School's beliefs and values.
- Abiding by School rules regarding inappropriate expression of personal relationships.
- Being courteous and refraining from using inappropriate language – such as swearing.
- Not bullying, harassing, intimidating or discriminating against anyone in the School, either in person or online.
- Not discriminating against those with protected characteristics – i.e., age, disability, race, religion etc.
- Respecting all adults, both teachers, support staff and visitors to the School.
- Not engaging in any form of cyber bullying or cyber abuse.
- Not sending inappropriate, offensive or explicit text messages, photos or videos.
- Respecting School property, the property of staff, contractors, visitors and other students.
- Dressing neatly and appropriately with due regard for health, hygiene and safety in accordance with the School's uniform expectations.
- Strictly adhering to the School's policies and procedures.

SELF-RESPONSIBILITY

- Refraining from behaviour which would interrupt the work of any class or hinder the learning of other students.
- Taking responsibility for my own learning, decisions and behaviour.
- Telling the truth and being honest in my reflections regarding my actions.
- Being prepared to serve – to do tasks because they need to be done and not for personal reward.
- Refraining from activities, conduct or communication that would reasonably be seen to undermine the reputation of the School, employees or students of the School (including activities on social media).
- Understanding that all students at Kinross Wolaroi have the right to enjoy the good name and reputation of the School and therefore representing the School positively even when out of uniform or out of School hours.



SECTION 12: PARENT, STUDENT AND TEACHER SATISFACTION

Kinross Wolaroi School is committed to listening to the views and expectations of key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the School with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

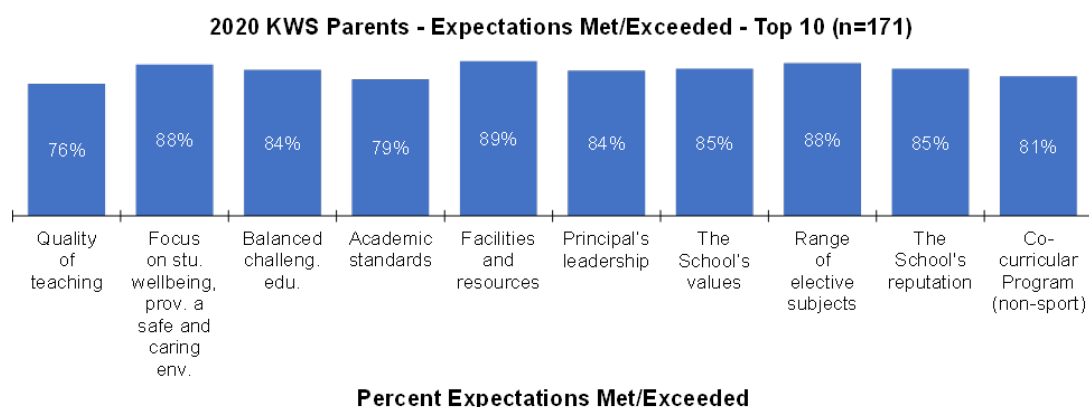
In 2020, 171 parents and 226 students from selected year groups participated in surveys and provided views on such areas as academic performance, student wellbeing, co-curricular sport and non-sport, communications and reputation.

PARENT SATISFACTION

A selection of the parents' top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their children.

The top five areas are noted below:

1. 76% of parents noted their expectations were met or exceeded in relation to the quality of teaching
2. 88% of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing
3. 84% of parents noted their expectations were met or exceeded in relation to the balanced challenging education
4. 79% of parents noted their expectations were met or exceeded in relation to academic standards
5. 89% of parents noted their expectations were met or exceeded in relation to the facilities & resources



Parents and students were asked to provide open responses to the most valued aspects of Kinross Wolaroi School. The most frequently nominated aspects were:

2020 KWS Parents - What do you value most about your association with the School? Top 5
Friendships developed between students, staff & parents
The School community
Child's happiness attending school
High quality teachers & staff
Balanced, well-rounded education

2020 KWS Students - What do you value most about your association with the School? Top 5
Friendships/connections developed with students & staff
Sports Program
Academic curriculum & standards
Quality education provided
The School community

PARENT QUOTES ON WHAT THEY VALUE ABOUT KINROSS WOLAROI SCHOOL:

All my children at same school, boarding school, diversity of kids, choice of subjects, co-curricular activities, pride in school uniform (current one), friendly staff, sense of school community.

We have enjoyed the Involvement we have with students and families from all around NSW, particularly the rowing families, it is a sport where we can mingle with both girls and boys families of various year groups. / We have enjoyed both our children make the most of every opportunity available at the school and just how much this has benefited the people they are becoming.

KWS has given my boys the ability to have hope and feel like they have opportunity for their future. / KWS has given them leadership skills and life long friends.

The teachers are fabulous - and it seems are improving all the time. The Principal has a talent for choosing good staff. What we value most is that there is an underlying value of "trying your best" - there is a big support from staff, parents and students to do well.

There are many aspects we love. #1 our kids are happy and engaged #2 we feel part of a very positive community #3 the teaching is of a high standard and expectation / Congratulations must be passed on to ALL this year. Kinross has been spot on and ahead of most other schools and even government decisions with all its Covid directions including initially making the call to send children home in March. I applaud those decisions that would have been so hard and had major financial implications for the school. At ALL times I have felt the school has put the children's and staff safety ahead of monetary loss. Again congratulations on getting online learning up and going so quickly and effectively. That was no mean feat. Even though we've had Covid this year, the year has still passed by so quickly.

I hope you all get a decent break over the Christmas holidays and that next year will be smoother and simpler for all. Thank you for your passion.

Kinross has exposed my child to things she might not otherwise have experienced. She has met some lovely potentially life-long friends and has been at all times encouraged by the school staff to do her best.

The respect from future employers. KWS has a great reputation within the working community. The students are highly sought after due to their work ethic. / Family associations and connections. /

The pastoral care given to our child and the extra opportunities she might not be able to participate in outside Kinross, the friendships my child has made and her gaining in confidence.

STUDENT QUOTES ON WHAT THEY VALUE ABOUT KINROSS WOLAROI SCHOOL:

I value the traditions, the uniform and the opportunity I have had at Kinross

Cadet program / Musicals (how open they were and how everyone would get involved) / Friends / Music lessons (outside the classroom)

Friendships created with many students as well as great teachers that care about your future.

I am thankful for being able to go to Kinross because of the relationships I have been able to make and vast experiences, particularly Cadets, ski trips and boarding, that I would not otherwise have gotten. It has exposed me to lots of new experiences and therefore increased my resilience and ability to adapt to change.

The academic support and life skills through boarding that I learnt /

The opportunities I have received and the community/friend circles I got to be a part of

I have loved my time at Kinross and how I have met friends from all different backgrounds and places across Australia and the world. I enjoy how students across year groups interact and respect each other, particularly in boarding. KWS has provided me with many opportunities within school, boarding and co-curricular that I wouldn't have otherwise had. For example, student exchange, snow trip and Cambodia community service tour.

The relationships I was able to build with some teachers. Mrs Gavin and Miss Dunkley were two teachers that provided me with the support and guidance I needed. They inspired me to do better, and recognised effort and achievement.

The friends I have made, the amazing sporting opportunities I was offered, the high quality well rounded education relieved

The friends I meet. The sporting opportunities you have. The chance to do rowing. The teachers are kind and caring.

I like to feel safe in the school environment, comfortable in asking questions, supported by the school swim team, the teachers all have a good understanding on what they are teaching and most students are nice.

Making friends and having fun and learning

My learning, sporting and other participation's and achievements.

I haven't been at Kinross for very long and so there is quite a small relationship between us but the time I have been here, I have found the learning provisions incredibly diverse and there is an extremely large amount of activities that further my experience here and involve me with everything I would want and need.

I love how nice and kind the atmosphere is here, when I started I felt extremely welcome and everyone was really nice. I like how the school has such a great reputation so people know that it is an amazing school.

COMMUNICATING WITH PARENTS

Kinross Wolaroi has an active Parents and Friends Association who meet regularly and who offer a forum for discussion about building and increasing support for the School. The Principal, the Business Manager and the Head of Junior School attend these meetings, thereby allowing for a direct avenue of communication.

The Principal, Deputy Principal and Head of Junior School also 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 staff.

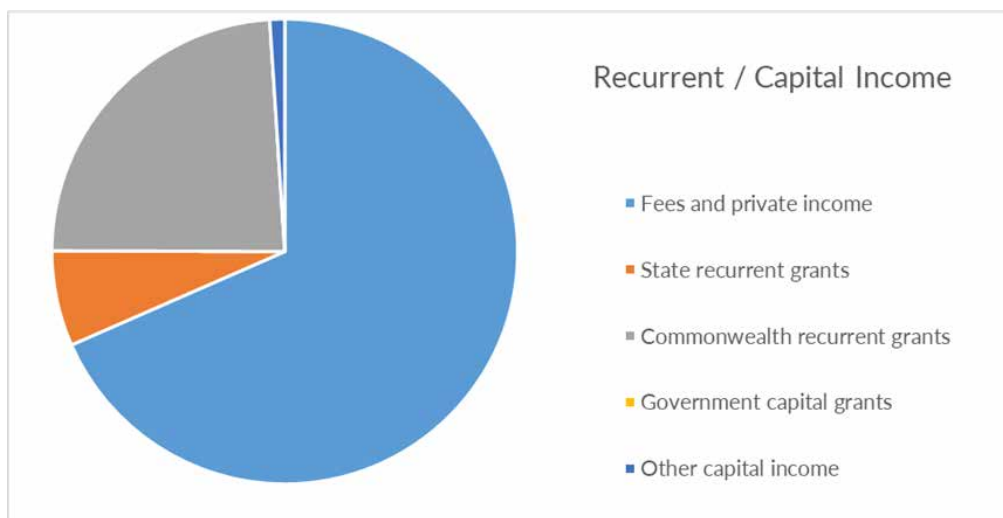
A Boarder's Parent Committee convenes during the year to provide an avenue for feedback and discussion with boarding families.

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, including the SRC and a committee of boarders, and they are encouraged to do so. Staff/ student rapport is strong, another indicator for student satisfaction.



Expenditure	2021 (Financial Statements)	2021 Graph
Salaries, allowances and related expenses	\$ 25,515,987	68.99%
Non-salary expenses	\$ 6,922,647	18.72%
Capital expenditure	\$ 4,544,811	12.29%
	\$ 36,983,445	
Income		
Fees and private income	\$ 26,344,964	68.42%
State recurrent grants	\$ 2,552,076	6.63%
Commonwealth recurrent grants	\$ 9,212,026	23.92%
Government capital grants	\$ -	0.00%
Other capital income	\$ 396,391	1.03%
	\$ 38,505,457	







KINROSS WOLAROI
—— SCHOOL ——

59-67 Bathurst Road (Locked Bag 4), Orange NSW 2800

Phone + 61 2 6392 0300

Email admissions@kws.nsw.edu.au

www.kws.nsw.edu.au