

**ANNUAL REPORT  
2014**



## Section I: 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 co-educational opportunities from preschool to Year 12, for young people from diverse backgrounds, enabling them to become well-rounded students who make a positive contribution to society.

The school has completed its 128<sup>th</sup> year of operation and is committed to delivering a dynamic teaching and learning environment, through dedicated staff and diverse co-curricular programs, so that students are socially responsible, spiritually aware and fully engaged in life. The distinctiveness of Kinross Wolaroi centers on the wide range of opportunities that ensure students are involved, engaged and committed to their personal development and education.

The school motto of *'Nurturing Friendships, Seeking Knowledge and Developing Integrity'* is evident in all that we do. From the role modelling of committed staff to the engagement of students there is energy and vibrancy in all areas of the school.

Some of the highlights of the 2014 year include:

- The largest ever student enrolments with extremely healthy numbers in Boarding, in total over 1000 students from K-12 with in excess of 320 Boarders
- The launch of the new Strategic Directions 2014 – 2018 ensuring we provide high quality education for all students. The theme for this is:

#### ***'Reflective practice leading to innovative teaching and engaged learning'***

To ensure this occurs our focus includes these five priorities:

- Best Practice learning
- Reflective Professional Learning and Performance Development
- Enrich the wellbeing of staff, students and families
- Strengthen the relationship with the wider community
- Ensure KWS is well resourced for future growth
- Continued improvements have been made within our staff Professional Development program with staff undertaking classroom visits of colleagues and undergoing an appraisal of their own teaching. This has led to an increase in professional conversations which in turn has continued to improve student and staff learning
- Year 12 students received outstanding academic results including: one student accomplishing the honour of the Premier's HSC Honour Role for Band 6 Grades in 10 or more units; 24 students achieved ATAR scores over 90; 51% of the overall results were either a Band 5 or 6 Grades
- Outstanding student achievements within the diverse academic and co-curricular program including National awards and/or State representation in Rowing, Swimming, Athletics, Rugby, Triathlon and many other sports with associated medals by individuals and teams including high achievements by our Musicians at National level and within the two major School Musicals
- The completion of the Robyne Ridge Centre on the PLC site for recreational use by the girl boarders
- Finalising the new Wolaroi Boys Boarding House to be opened during 2015
- We are blessed with beautiful grounds and value the continued improvements that are made in this area

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

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

**Brian Kennelly**  
**Principal**  
**January 2015**

## **A Message from the Student Executive Body**

The leadership program at KWS is constantly evolving and being refined with a view to having student voice more effectively heard and heeded.

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

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

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

Students are given yet another opportunity to show their initiative early in Year 11. Those students not involved in Cadets or Music are requested to organise a work experience placement for the period of Cadet Camp. This means that each family needs to discuss possible opportunities, then the student contacts the prospective employer and arranges their placement. Students need to take responsibility for making sure that their placement is organised and the paper work submitted by the due date. Once the placement is completed they then need to return the appraisal sheet to the Year 12 Coordinator who prepares a certificate for inclusion in their Resume.

All Year 11 students are involved in the Leadership Camp which is held in Term 2 after their half-yearly exam. These students begin duties at the end of Term 2 to allow the Year 12 students more time to focus on their HSC preparation. This also gives the incoming leaders more time to step up and show initiative within the school before Prefect nominations are called in Term 3.

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

At the conclusion of the camp, Year 11 students are asked to nominate their preferences for the leadership positions of Head and Deputy Head Prefects and state their reasons for their choices. On return to school, staff are invited to vote as well. The incoming Head and Deputy Head Prefects are announced at the final assembly in Term 2; this allows them to use Term 3 to develop ideas for and confidence in the position and have a term of transfer and transition while the current Year 12 leaders are still in place. Then the Prefects of Charity, Mission and Service are appointed. Following the announcement of these positions, the Heads of Cadets and Music are chosen, and then the Captains of Boarding and Tutor Houses. For all these positions, the choices and decisions of the students are paramount in the selection process.

## Section 2: Value added performance

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

### Student Growth Chart

An important factor in NAPLAN is not necessary how many students achieved in the highest bands, but whether the students across the cohort were improving in their literacy and numeracy skills. Kinross Wolaroi School supports an integrated approach to literacy and numeracy development, whereby all subjects are responsible for developing the skills required to communicate effectively and solve mathematical problems. Therefore, more emphasis is placed on student growth.

This chart compares a student's progress over two years (2012 and 2014). Overall, in literacy over 70% of students (except Year 9 Grammar and Punctuation) showed improvement in their literacy skills. In particular, there was good growth in Reading and Spelling. The growth in Numeracy is just as impressive, with 100% of Year 3 showing improvement in this area.

Student Growth	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy		Data, Measurement Space & Geometry		Number, Patterns & Algebra	
	NG	Growth	NG	Growth	NG	Growth	NG	Growth	NG	Growth	NG	Growth	NG	Growth
2012 to 2014														
Year 3 to 5	3%	92%	11%	84%	0%	100%	11%	86%	0%	100%	0%	97%	0%	100%
Year 5 to 7	13%	71%	21%	74%	14%	75%	14%	71%	6%	87%	8%	81%	7%	88%
Year 7 to 9	9%	77%	16%	79%	12%	76%	19%	68%	1%	92%	9%	82%	2%	89%

Note: NG equates to a Negative Growth (more than -10). Growth scores include those above 10. A range of -10 to 10 is considered on par with their previous score.

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

### Years 3 and 5 NAPLAN Results

2014 test	Year 3		Year 5	
	Percentage of children reaching Benchmark		Percentage of children reaching Benchmark	
Reading	School Statewide 100	95.1	School Statewide 100	94.6
Writing	100	96.7	97.5	92.2
Spelling	100	96.6	97.5	94.8
Grammar/Punctuation	100	96.2	97.5	94.3
Numeracy	93.9	96.8	100	94.9
Measurement Data, Space, Geometry	93.9	96.7	100	96.2
Number, Patterns & Algebra	93.9	96.8	100	93.5

### Percentages in Student's Bands

2014 test	Year 3											
	Band 6		Band 5		Bands 4		Band 3		Band 2		Band 1	
	S/wide/School		S/wide/School		S/wide/School		S/wide/School		S/wide/School		S/wide/School	
Reading	30	46	20	21	23	18	14	12	9	3	5	0
Writing	12	12	36	46	23	21	19	21	7	0	3	0
Spelling	26	27	25	30	23	27	12	12	11	3	3	0
Grammar/Punctuation	33	36	22	30	21	21	14	12	7	0	4	0
Numeracy	18	24	25	33	24	18	20	12	11	6	3	6

Measurement Data, Space, Geometry	17 21	26 39	20 18	25 9	9 6	3 6
Number, Patterns & Algebra	17 24	19 21	25 24	22 15	12 9	4 6

### Percentages in Student's Bands

2014 test	Year 5					
	Band 8	Band 7	Band 6	Band 5	Band 4	Band 3
	S/wide/School	S/wide/School	S/wide/School	S/wide/School	S/wide/School	S/wide/School
Reading	17 30	18 28	26 23	22 13	12 8	5 0
Writing	6 15	12 18	28 28	37 33	10 5	8 3
Spelling	15 20	28 23	26 43	18 8	8 5	5 3
Grammar/Punctuation	23 38	22 20	22 20	17 8	11 13	6 3
Numeracy	14 35	15 25	30 20	23 15	14 5	5 0
Measurement Data, Space, Geometry	11 30	13 25	29 20	27 15	15 10	5 0
Number, Patterns & Algebra	18 35	14 23	26 18	18 18	19 8	7 0

#### Notes

In 2014, Year 3, the students who were Band 1 or 2 in any aspect of literacy and numeracy received extra assistance for our Learning Support Teacher.

In 2014, Year 5, the children who were at or below the National Benchmark for literacy and numeracy all received tuition from our Learning Support Teacher.

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

#### In Year 3

- 85% were in Bands 4 - 6 for reading
- 79% in Bands 4 - 6 for writing
- 84% were in Bands 4 - 6 for Spelling
- 75% were in Bands 4 - 6 for Numeracy

In Year 5

- 81% were in Bands 6 - 8 for reading
- 61% in Bands 6 - 8 for writing
- 80% were in Bands 6 - 8 for Numeracy
- 86% in Bands 6 - 8 for Spelling

In 2014, 33 Year 3 students sat the NAPLAN assessment

In 2014, 40 Year 5 students sat the NAPLAN assessment

## **2014 NAPLAN Years 3, 5, 7 and 9 Results**

National Assessment Program in Literacy and Numeracy (NAPLAN) was administered at Kinross Wolaroi School as part of the nationwide Government Assessment Program. This summary is an outline of the school's Years 3, 5, 7 and 9 results for 2014. For each year, a sliding scale of Bands are awarded. For Year 3 Bands range from 1 to 6; Year 5 from Band 3 to 8, Year 7 from Band 4 to 9 and in Year 9 from Band 5 to 10. The Band above the lowest number is the minimum national standard (benchmark) for that year level. For instance, in Year 3 Band 2 would be the minimum national standard.

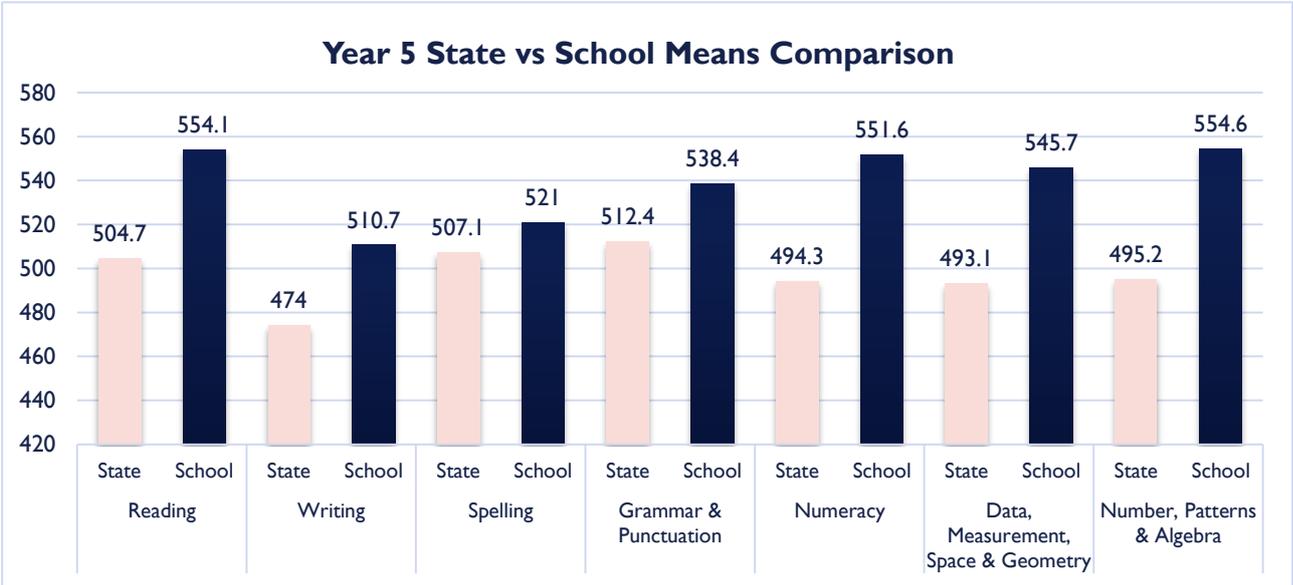
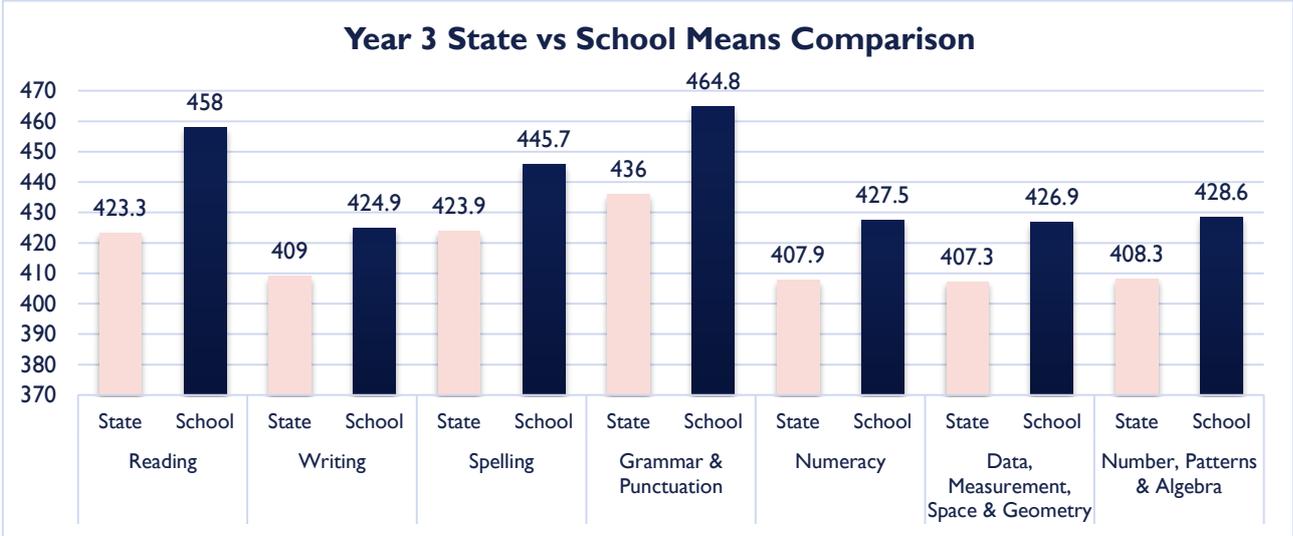
### **Numbers sat and exemptions**

In 2014, there were 33 Year 3, 40 Year 5, 115 Year 7 and 140 Year 9 students who sat NAPLAN, with 1 absence recorded in Year 7 (due to illness), and one in Year 9 (overseas). In all years there were no exemptions/withdrawals.

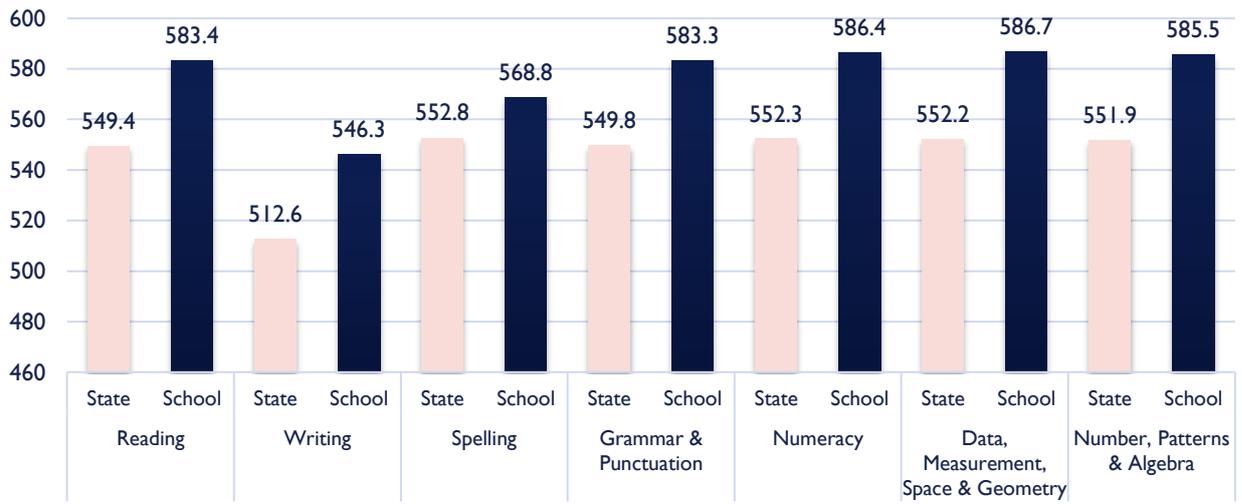
### **Summary of performance**

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

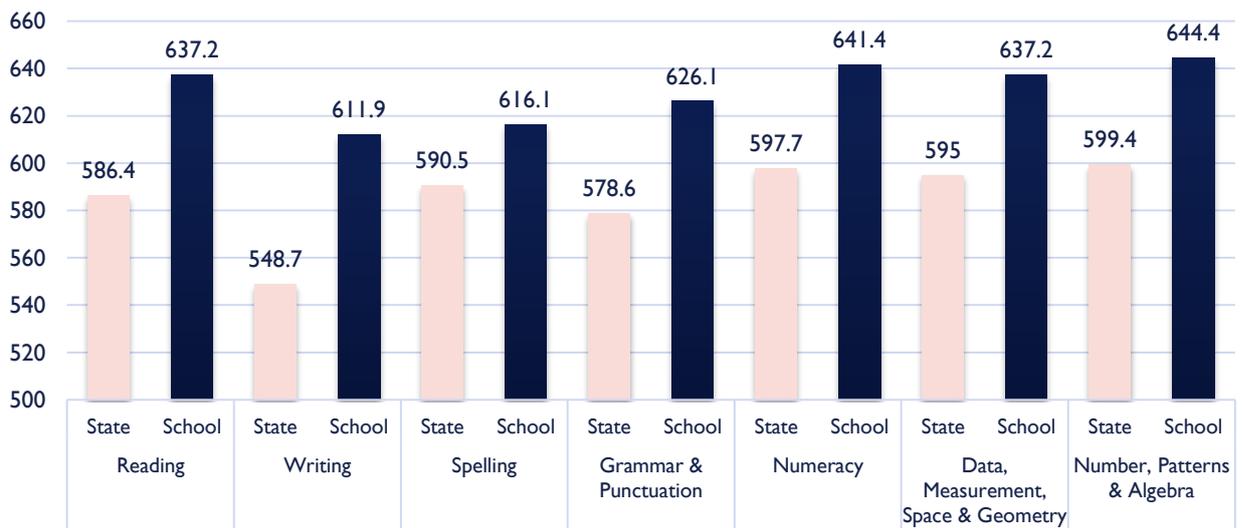
### State vs School Means Comparison



### Year 7 State vs School Means Comparison

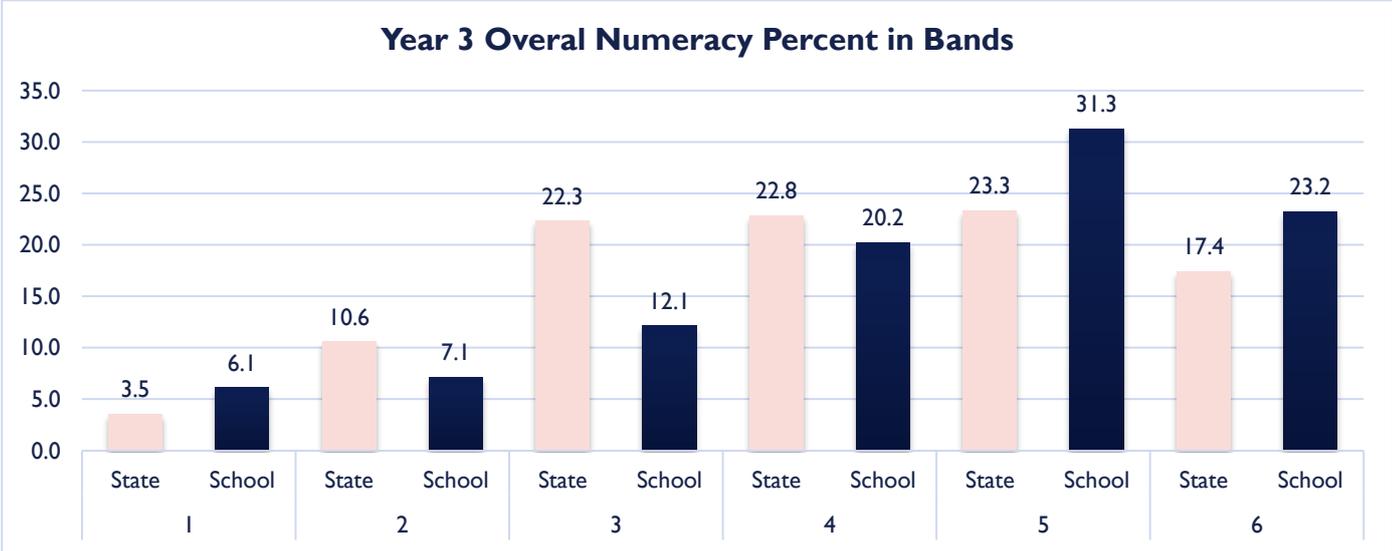
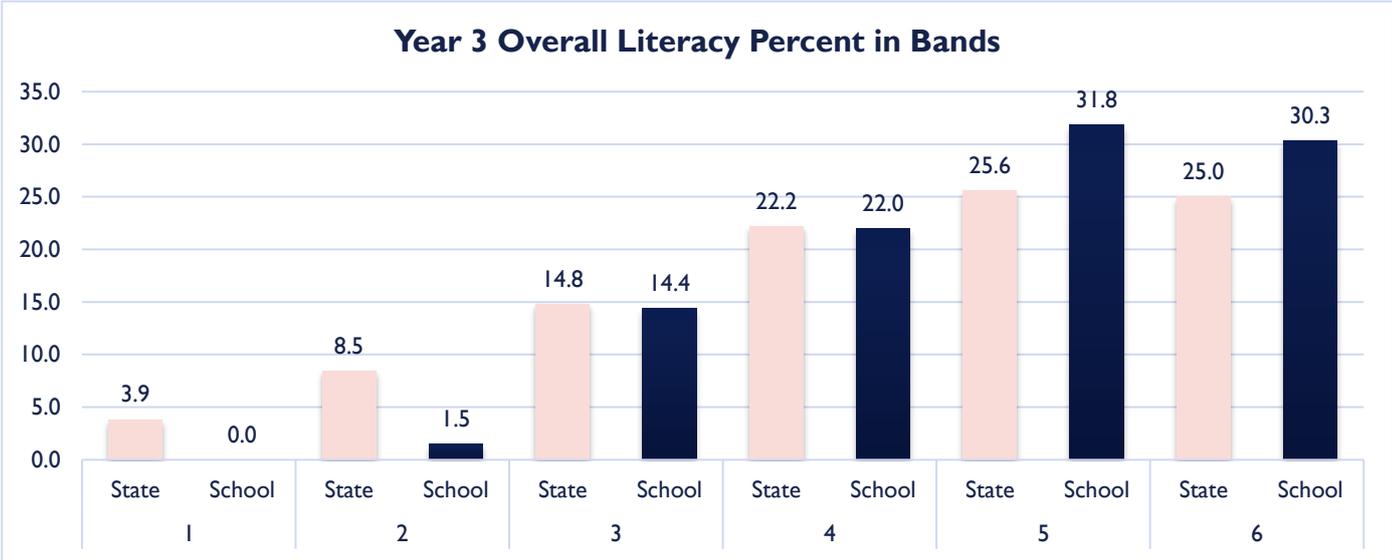


### Year 9 State vs School Means Comparison

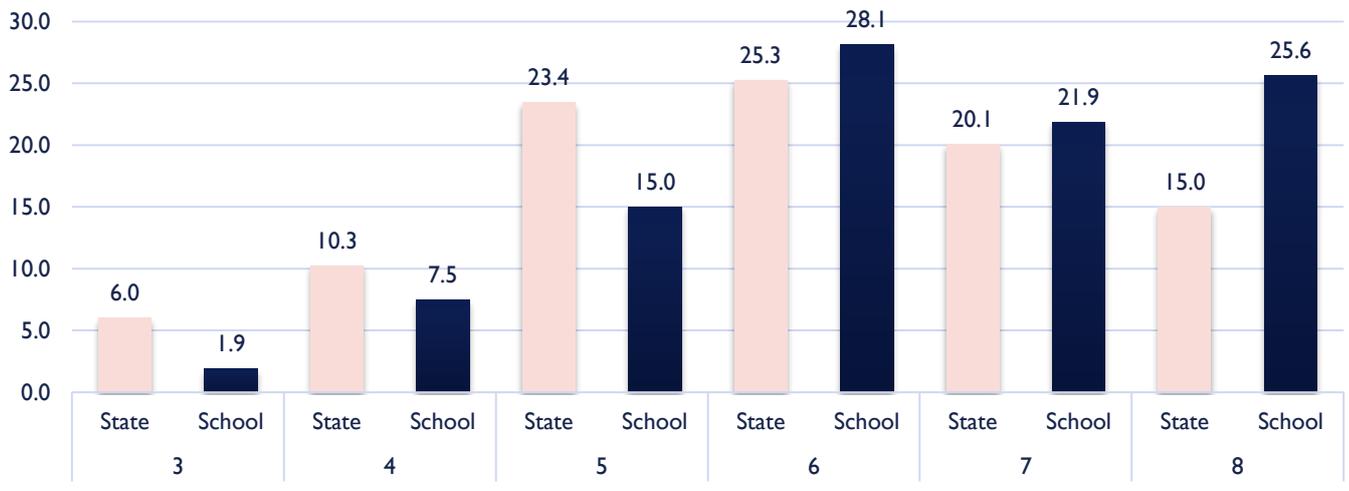


**Student achievement in Bands as a percentage of the cohort**

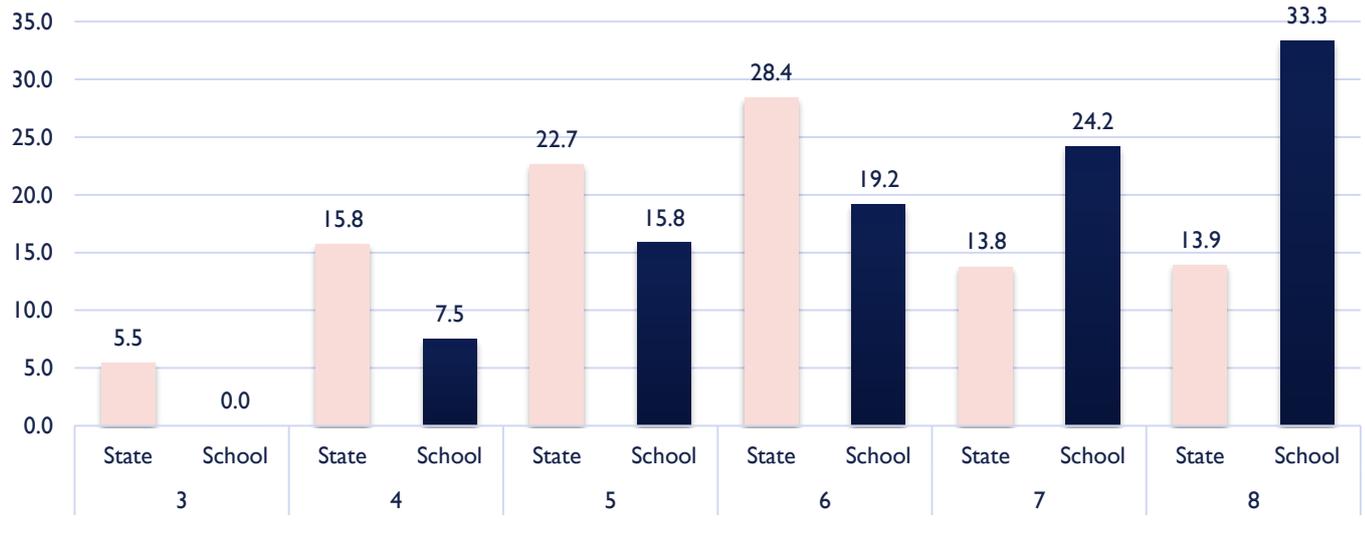
The tables below are a breakdown of the overall Bands awarded to Years 3, 5, 7 and 9 in 2014. The Table shows how well our students performed, especially in the top two Bands. Also of note was the relatively low percentage of students performing below the national benchmark levels.



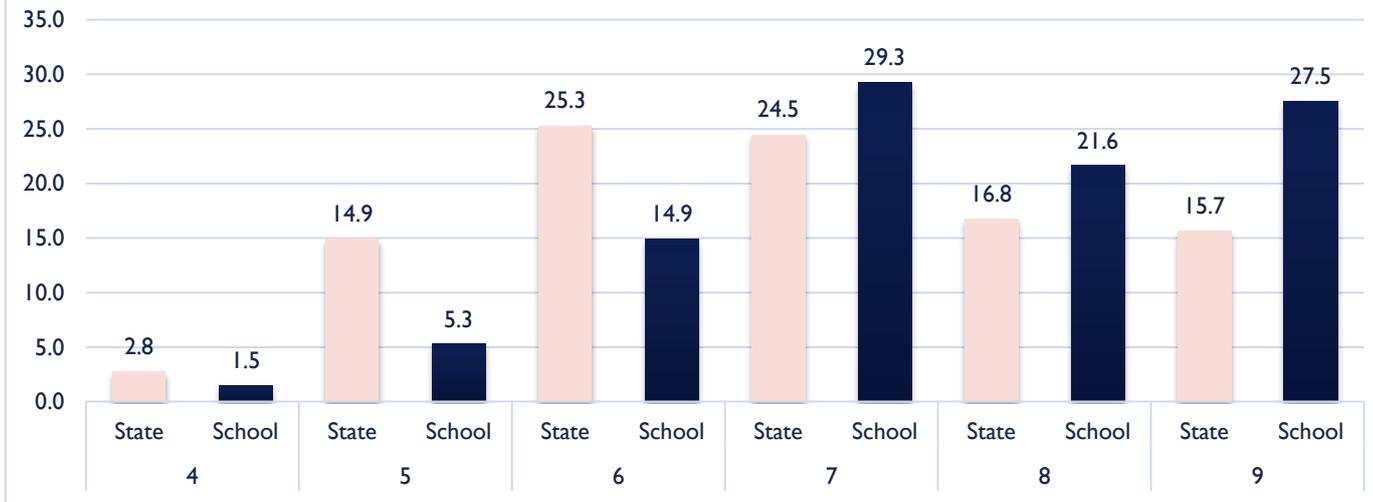
**Year 5 Overall Literacy Percent in Bands**



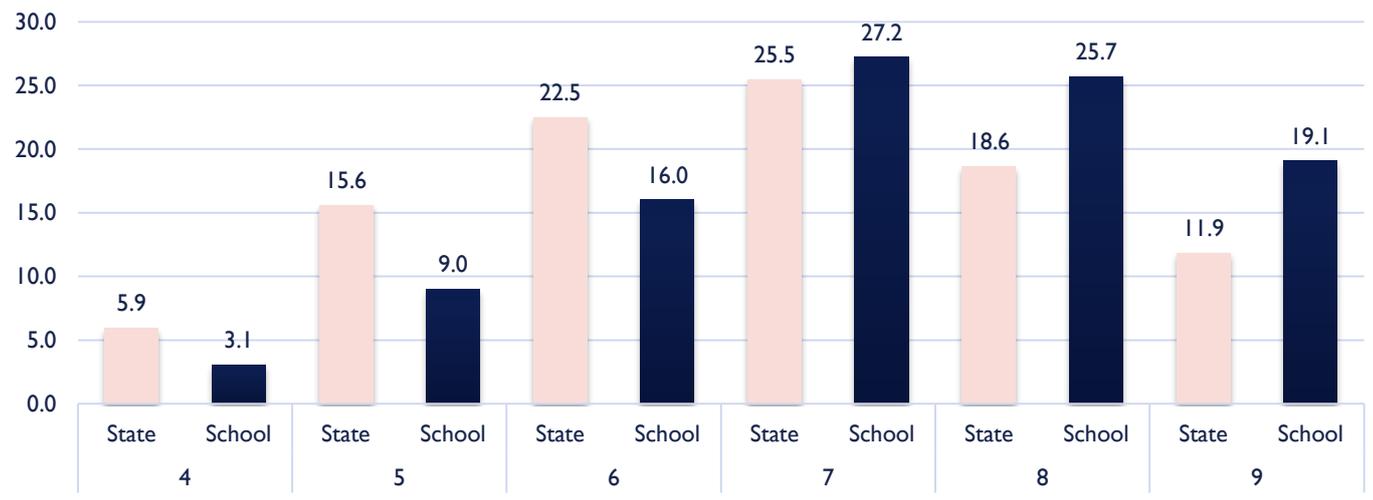
**Year 5 Overall Numeracy Percent in Bands**



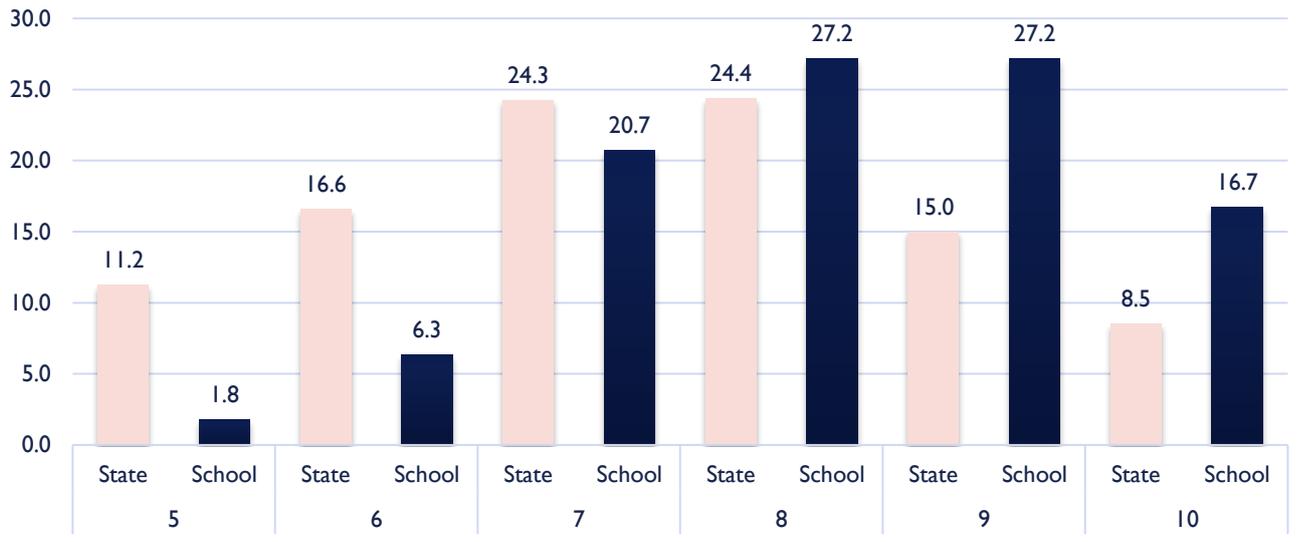
**Year 7 Overall Numeracy Percent in Bands**



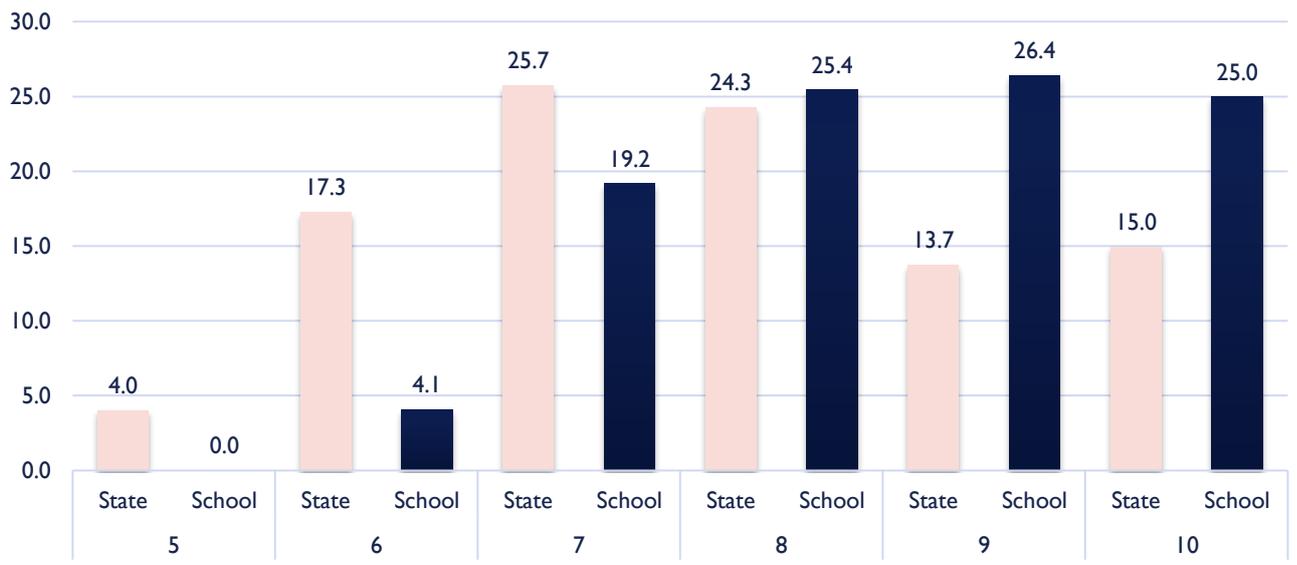
**Year 7 Overall Literacy Percent in Bands**



**Year 9 Overall Literacy Percent in Bands**



**Year 9 Overall Numeracy Percent in Bands**



### Percentages in Bands as a table

2014	Year 3											
	Band 1		Band 2 Benchmark		Band 3		Band 4		Band 5		Band 6	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	4.9	0	8.5	3	14.3	12.1	22.9	18.2	19.6	21.2	29.7	45.5
Writing	3.3	0	7.1	0	19.3	21.2	22.5	21.2	36.3	45.5	11.5	18.1
Spelling	3.4	0	11.2	3	11.7	12.1	22.8	27.3	24.5	30.3	26.3	27.3
Grammar & Punctuation	3.8	0	7	0	14	12.1	20.7	21.2	22	30.3	32.5	36.4
<b>Overall Literacy</b>	3.9	0	8.5	1.5	14.8	14.4	22.2	22	25.6	31.8	25	30.3
Data, Measurement, Space & Geometry	3.3	6.1	8.9	6.1	24.8	9.1	19.6	18.2	26	39.4	17.3	21.2
Number, Patterns & Algebra	4.1	6.1	11.7	9.1	22.4	15.2	25.4	24.2	19.3	21.2	17.2	24.3
<b>Numeracy</b>	3.2	6.1	11.1	6.1	19.7	12.1	23.5	18.2	24.7	33.3	17.7	24.2

2014	Year 5											
	Band 3		Band 4 Benchmark		Band 5		Band 6		Band 7		Band 8	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	5.4	0	12.4	7.5	21.3	12.5	25.7	22.5	18.3	27.5	16.9	30
Writing	7.8	2.5	9.7	5	36.7	32.5	28.3	27.5	12	17.5	5.6	15
Spelling	5.2	2.5	8.1	5	18.3	7.5	25.6	42.5	28.1	22.5	14.7	20
Grammar & Punctuation	5.7	2.5	10.8	12.5	17.4	7.5	21.5	20	21.8	20	22.7	37.5
<b>Overall Literacy</b>	6	1.9	10.3	7.5	23.4	15	25.3	28.1	20.1	21.9	15	25.6
Data, Measurement, Space & Geometry	4.8	0	15	10	27.3	15	29.4	20	13	25	10.5	30
Number, Patterns & Algebra	6.5	0	18.5	7.5	17.8	17.5	26.1	17.5	13.7	22.5	17.5	35
<b>Numeracy</b>	5.1	0	13.8	5	22.9	15	29.8	20	14.7	25	13.8	35

2014	Year 7											
	Band 4		Band 5 Benchmark		Band 6		Band 7		Band 8		Band 9	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	3.5	3.5	12.8	2.6	25.1	21.9	27.2	21.9	18.5	24.6	12.9	25.4
Writing	8.6	2.6	23	14.9	28.5	22.8	21.1	27.2	13.9	22.8	4.9	9.6
Spelling	5.4	2.6	11.2	9.6	18.9	13.2	26.7	27.2	23.4	28.1	14.7	19.3
Grammar & Punctuation	6.2	3.5	15.4	8.8	17.5	6.1	27.3	32.5	18.7	27.2	14.9	21.9
<b>Overall Literacy</b>	5.9	3.1	15.6	9	22.5	16	25.5	27.2	18.6	25.7	11.9	19.1
Data, Measurement, Space & Geometry	2	1.8	13.6	3.5	25.4	13.2	27.6	32.5	16.6	21.1	14.8	28.1
Number, Patterns & Algebra	3.5	0.9	16.2	7	24.4	17.5	21.4	24.6	17.1	21.9	17.4	28.1
<b>Numeracy</b>	2.8	1.8	15	5.3	26.2	14	24.5	30.7	16.6	21.9	14.8	26.3

2014	Year 9											
	Band 5		Band 6 Benchmark		Band 7		Band 8		Band 9		Band 10	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	7.5	0.7	15.6	4.3	23.3	14.4	26.4	26.6	19.3	34.5	7.9	19.4
Writing	19.3	4.3	20.2	8	21.6	21	22.7	29	9.7	22.5	6.5	15.2
Spelling	7.6	0	11.5	6.5	25.9	25.9	28.5	33.1	14.3	18	12.2	16.5
Grammar & Punctuation	10.5	2.2	19.1	6.5	26.2	21.6	19.9	20.1	16.7	33.8	7.5	15.8
<b>Overall Literacy</b>	11.2	1.8	16.6	6.3	24.3	20.7	24.4	27.2	15	27.2	8.5	16.7
Data, Measurement, Space & Geometry	4.2	0	17.6	3.6	26	23.7	25.3	21.6	13.8	26.6	13.2	24.5
Number, Patterns & Algebra	5	0	17	5	25.2	17.3	22.9	25.2	12.3	24.5	17.6	28.1
<b>Numeracy</b>	2.9	0	17.2	3.6	26	16.5	24.6	29.5	15.1	28.1	14.1	22.3

### Achievement in the top two bands

The chart below gives a concise breakdown of the percentage of students achieving in the top two bands.

Top Two Bands		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data, Measurement, Space & Geometry	Number, Patterns & Algebra
<b>2014</b>								
<b>Year 3</b>	School	66.7	57.6	57.6	66.7	57.5	60.6	45.4
	State	49.3	47.8	50.8	54.5	42.4	43.3	36.5
	% Diff	17.4	9.8	6.8	12.2	15.1	17.3	8.9
<b>Year 5</b>	School	57.5	32.5	42.5	57.5	60	55	57.5
	State	35.2	17.6	42.8	44.5	28.5	23.5	31.2
	% Diff	22.3	14.9	-0.3	13	31.5	31.5	26.3
<b>Year 7</b>	School	50	32.4	47.4	49.1	48.2	49.2	50
	State	31.4	18.8	38.1	33.6	31.4	31.4	34.5
	% Diff	18.6	13.6	9.3	15.5	16.8	17.8	15.5
<b>Year 9</b>	School	53.9	37.7	34.5	49.6	50.4	51.1	52.6
	State	27.2	16.2	26.5	24.2	29.2	27	29.9
	% Diff	26.7	21.5	10.3	25.4	21.2	24.1	22.7

In nearly every category except Writing, half the cohort (sometimes two-thirds) achieved in the top two bands. The percentage differences show the large gap (except for Spelling in Year 5) between the school and the state. Both Reading and Numeracy show significant percentage point differences.

### Students below benchmark standards

The chart below gives us the percentage of students who achieved below benchmark.

Below Benchmark		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data, Measurement, Space & Geometry	Number, Patterns & Algebra
<b>2014</b>								
<b>Year 3</b>	School	0.0	0.0	0.0	0.0	6.1	6.1	6.1
	State	4.9	3.3	3.4	3.8	3.2	3.3	4.1
	% Diff	-4.9	-3.3	-3.4	-3.8	2.9	2.8	2.0
<b>Year 5</b>	School	0.0	2.5	2.5	2.5	0.0	0.0	0.0
	State	5.4	7.8	5.2	5.7	5.1	4.8	6.5
	% Diff	-5.4	-5.3	-2.7	-3.2	-5.1	-4.8	-6.5
<b>Year 7</b>	School	3.5	2.6	2.6	3.5	1.8	1.8	0.9
	State	3.5	8.6	5.4	6.2	2.8	2.0	3.5
	% Diff	0.0	-6.0	-2.8	-2.7	-1.0	-0.2	-2.5
<b>Year 9</b>	School	0.7	4.3	0.0	2.2	0.0	0.0	0.0
	State	7.5	19.3	7.6	10.5	2.9	4.2	5.0
	% Diff	-6.8	-15.0	-7.6	-8.3	-2.9	-4.2	-5.0

In every category, the school had a lower percentage of students below benchmark (shown as minus Percent Point Difference), except in Year 3 Numeracy (2 students).

## **Conclusion**

The School community should feel proud of these results and I take this opportunity to acknowledge the hard work that both parents and teachers put into their child's development in literacy and numeracy skills.

## **2014 Higher School Certificate Results**

In 2014, 131 students sat for their Higher School Certificate at Kinross Wolaroi School. 24 students achieved an ATAR of 90 or above (18% of the candidature) and 42% of the candidature achieved an ATAR over 80.

One student received the Premier's Award for All-Round Excellence. Three students had their Visual Arts major work nominated for inclusion in the 'ArtExpress' exhibition, four students had their Drama major work nominated for inclusion in 'OnStage', one student had their Dance major work nominated for inclusion in 'CallBack', one student had their Textiles and Design major work nominated for inclusion in the 'TexStyle' exhibition, and six students had their Industrial Technology major works nominated for the 'InTech' exhibition.

KWS students received 99 Band 6 results (this includes Band E4 results in extension subjects). A total of 395 Band 5 or 6 results were achieved (this includes Band E3 and E4 results in extension subjects); this represents over 50% of all grades. Eight subjects had 100% of candidates with a Band 5 or 6 (or an E3 or E4): Music 1, Music 2, Music Extension, Textiles and Design, French Extension, Latin Extension, Year 11 Accelerated Mathematics, and Year 11 Accelerated Mathematics Extension 1.

Subject	KWS Number in Subject	KWS % Bands 5 & 6	State % Bands 5 & 6	KWS % Bands 1 to 4	State % Bands 1 to 4	State Numbers
Agriculture	13	8	25	92	75	1393
Ancient History	16	50	34	50	66	11295
Biology	32	37	28	63	72	17259
Business Studies	34	47	37	53	63	16142
Chemistry	30	57	46	43	54	11214
Drama	12	67	42	33	58	4761
Economics	27	33	45	67	55	5152
English (Standard)	6	-	8	100	92	31687
English (Advanced)	125	36	59	64	41	26753
French Continuers	9	89	66	11	34	799
Geography	46	52	44	48	56	4455
Industrial Tech.	17	77	28	23	72	5399
Latin Continuers	5	40	75	60	25	161
General Mathematics	72	35	25	65	75	31734
Mathematics	55	68	54	32	45	16734
Modern History	27	68	42	32	58	10392
Music 1	5	100	60	-	40	5035
Music 2	3	100	87	-	13	765
PDHPE	39	41	30	69	70	14491
Physics	21	19	31	81	69	9656
Senior Science	12	25	36	75	64	6413
Software Design & Development	8	13	28	87	72	1737
Studies of Religion 1	3	67	49	33	51	9322
Studies of Religion 2	9	33	44	67	56	5491
Textiles & Design	9	100	42	-	58	1877
Visual Arts	20	55	49	45	51	9106
<b>Extension Courses</b>		<b>E3 &amp; E4</b>	<b>E3 &amp; E4</b>	<b>E1 &amp; E2</b>	<b>E1 &amp; E2</b>	
English Extension 1	25	96	93	4	7	4858
English Extension 2	5	80	74	20	26	1778
Maths Ext 1	45	78	84	28	16	9045
Maths Ext 2	11	82	86	8	14	3375
History Ext	7	57	78	43	22	1938
Music Ext	2	100	99	-	1	476
French Ext	1	100	95	-	5	200
Latin Ext	1	100	97	-	3	105

## **Section 4: Professional and Performance Development and Teacher Accreditation**

### **Performance Development:**

The KWS 2014 Performance Development Program continued to focus on staff's self-identified strengths and areas for further development, both inside and outside the classroom. The program remains linked to the Australian Professional Standards for Teachers, is evidence based and recorded on Appretio – an AIS online development and review program for schools.

The program continues to require staff to have their colleagues observe, and provide feedback on, their classroom practice. This feedback process has become a standard feature of how staff reflect on their performance and it provides areas of achievement and development. In addition staff are required to set challenging goals and actions, establish a mentoring relationship with their Head of Department and document their learning and practice in Appretio.

With the support of Cognition Education (NZ), staff have been involved in a whole school approach to the work of Professor John Hattie and the concept of Visible Learning. This evidence-based research provides direct guidance on what actually works best in schools to improve learning. Professional reading resources, whole school workshops and faculty meeting discussions have all assisted in this process of learning.

The School iPad program and the trialling of a new Learning Management System (FROG) have also been a focus for professional development and reflection. A substantial component of this learning has been facilitated 'in-house', thus supporting the educational research that teachers learn best from each other.

Staff learn differently and have different learning needs. It is important that KWS provide and that staff are engaged in a mix of traditional face-to-face PD, various online options and other courses, individually and collectively. For example Tuesday workshops have provided an avenue especially for Student Wellbeing news and specific Literacy and Numeracy upskilling.

Teachers new to the profession complete the mandatory New Scheme Teachers accreditation program as their performance development pathway. Teachers who are new to the school, but not necessarily NST, undergo an intensive 6-month probationary period where they are observed, they observe others, they gain student feedback and they complete a self-reflection report followed by an interview with the Principal. This process is used to determine if new staff are a good fit for the school and to provide support where needed.

Continuing teachers must identify particular goals on which to focus their development for the year. In addition to these pathways, each year several staff members are working on accreditation at Experienced Teacher level; this requires an in-depth examination of their practice and assessment of their evidence portfolio by external assessors. During 2014 four staff have been involved in the AIS Accreditation at Experienced Level Pilot Action Research Program.

All academic and many non-teaching staff have completed a number of mandatory annual courses including Child Protection, Anaphylaxis (also a practical component), Asthma and Resuscitation (also with a practical component). With the continuing introduction of the National Curriculum in English, History, Science and Mathematics, staff have been encouraged to attend webinars and workshops in these areas. Faculty PD plans established in consultation with the Head of Department and Director of Staff Development have also had priority.

The development of the 2014 – 2018 KWS Strategic Plan has provided an opportunity for collegial staff input into this process. Facilitated externally by an external agency all staff have had the opportunity to provide input and ownership of this collective ambition.

**Professional Learning:**

Professional Learning continues to be a high priority area for KWS. All staff (academic, administrative and ancillary) are encouraged to undertake Professional Learning in order to:

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

**Teacher Qualifications and Accreditation:**

The qualifications profile of our current staff is as follows:	Number of Teachers
Teachers who have teaching qualifications from higher education institutions within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	105
Teachers who have qualifications as a graduate from a higher education institution in Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
Teachers who do not have qualifications as described in (a) and (b) above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

## **Section 5: Teacher attendance and retention rates**

### **Teacher attendance rates**

In 2014 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 2013 was 91%.

## **Section 6: Student attendance and retention rates in secondary schools**

### **Student attendance**

The student attendance rate at Kinross Wolaroi School for 2014 was 96% from K-12.

### **Student retention rates**

Student retention rates from Year 6 into Year 7 at Kinross Wolaroi School are very high, with over 98% of students continuing on into Year 7. Family relocation and Sydney school choice are usually the main reasons for non-continuance from the Preparatory to Secondary School at KWS.

Student retention rates continue to be strong. Our numbers in Years 7-11 were relatively static and only two Year 12 students withdrew prior to completing the HSC and following other pathways. 131 students sat the HSC in 2014.

## Section 7: Post school destinations

In Year 12 2014, 131 students presented for the Higher School Certificate at Kinross Wolaroi School. Of these students 111 were offered places through UAC, with 24 of these students being offered a place through the Principal's Recommendation Early Entry Program. The majority of the places offered were at universities in New South Wales:

Sydney 9	ANU 7	Southern Cross 1
New South Wales 17	Newcastle 6	UWS 3
Macquarie 7	New England 6	Griffith University 1
University of Technology 8	Wollongong 25	
Canberra University 8	CSU 14	

Courses selected are varied and include Medicine, Law, Economics, Sciences, Archaeology, Media and Communication, Agriculture, Engineering, Commerce, Nursing, Creative Arts, and Education.

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

In the 12 months prior to commencement of their tertiary studies, a number of students elected to work for the year, take up a 12 month traineeship or travel away for a GAP program, with destinations mainly being in the United Kingdom, but also including some other European nations, Canada, Russia and Hamilton Island.

## **Section 8: Enrolment policies and profiles**

### **Applications for Enrolment**

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

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

On receipt of the completed form and fee:

- (i) In first semester all applications are acknowledged in writing and the student is placed on the Active List on the database, except for those in (ii);
- (ii) Any applicant applying for a place in a year which no longer has any vacancies (in particular, Kindergarten or Pre-Prep) is informed that they are being placed on a Wait List.

In phasing in a new Enrolment Process our 2016 enrolments will be confirmed in Term 1 2015. Our 2016 enrolments for Pre-Prep will also be confirmed in Term 1 of 2015. For Pre-Prep in 2016 and then ongoing, those students transferring directly into Kindergarten after Pre-Prep will have preference along with date of receipt of Application for Enrolment.

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

### **Enrolment Offers / Entry Year Levels**

Interest in our Pre-Prep remains strong with several families placed on a Wait List for nominated days by early 2014 for entry in 2015. Numbers are again strong for 2016 & 2017. Most of the children from Pre-Prep are continuing directly into the Preparatory School. Our current Year 2 class for 2015 is at capacity and we have a Wait List for 2015 and future years for that year group.

During 2014 our boarding numbers remained strong but a larger than usual Year 12 Boarding cohort will mean that boarding numbers will be slightly lower for 2015.

### **Confirmation of Enrolment**

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

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

- The Enrolment Form being completed, signed and returned with the appropriate Enrolment fee, Acceptance fee and Deposit by the due date.
- Full, complete and accurate disclosure at all times of all relevant information being made about the student including special needs eg a physical, intellectual, social, emotional and or sensory disability, medical condition or allergies. An enrolment may be refused if full and accurate disclosure is not made.
- The student's school reports at the time of entry being satisfactory in all respects. In particular this means that based on the information given to us we believe a child is capable of handling the academic courses on offer, and meets, in all other areas, the accepted standards of this School.
- After an Application for Enrolment is lodged, it is the responsibility of the parents or guardians to ensure that the School is advised in writing of any changes to the details contained in the application, including change of address, name, special needs or other matters which may impact on the child.

## Scholarships

To acknowledge our diverse student population and encourage excellence, Kinross Wolaroi School will offer a number of Scholarships to day and boarding students (both current and future) entering Years 4 to 11.

The new Scholarship program established for the 2015 year will continue for 2016. Academic Assessment Services is again the provider of the Scholarship exam and provided an excellent service in 2014. The 2016 Scholarship exam will be held on site on Friday 27<sup>th</sup> February 2015.

- Available Scholarships
- Academic (Years 4 to 11 in 2015)
- Music (Years 7 to 10 in 2015)
- Boarding (Years 7 and 9 in 2015)
- General Excellence (Years 4 to 10 in 2015)
- Ex-students' (Year 11 in 2015)
- ICPA (Year 7 in 2015)

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

In 2014 we had 152 registered applicants with the following Scholarships awarded for 2015:

- Preparatory School – 2 Academic Scholarships & 3 General Excellence Scholarships
- Year 7 – 2 Academic Scholarships, 1 Music Scholarship, 2 Boarding Scholarships & 2 General Excellence Scholarships
- Year 8 – 2 Academic Scholarships
- Year 9 – 2 Academic Scholarships, 1 Music Scholarship, 2 Boarding Scholarships & 2 General Excellence Scholarships
- Year 10 – 2 Academic Scholarships & 2 Music Scholarships
- Year 11 – 3 Academic Scholarships & 1 Ex-students' Scholarship

For 2015, two KWS "ICPA" Scholarships were offered to students from Walgett and Weethalle in NSW.

## Student population

We commenced the 2014 year with 1,092 students as follows:

- Pre-Prep 39
- Preparatory School 262
- Senior School 791 (Boarders – 326)

My estimated numbers for 2015 is 1,110 students as follows:

- Pre-Prep 41
- Preparatory School 296
- Senior School 773 (Boarders 300)

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

## Section 9: School policies

### Student Wellbeing

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

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

After Period 2, and just prior to recess, students gather in an allocated room with their Tutor to have the roll marked and notices read. Other activities occur at the Tutor’s discretion and may include reading, group discussions, fund-raising and rehearsals. It is also an opportunity for students to speak with their Tutor regarding any concerns they may have. The whole Tutor House attends a Chapel service once a fortnight and Tutors will discuss behaviour issues with students where necessary. Students represent their Tutor House at sporting carnivals, House Spectacular, special lunches, manning stalls at the P & F Fair and other events. It is via the Tutor House that a student can be allocated citizenship and academic points and Merit Certificates are awarded at House meetings. The Head Tutor of the House has a responsibility for oversight of all wellbeing matters relating to students in that House: emotional, academic and behavioural issues are all handled by the Head Tutor.

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

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

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

The Year 12 Coordinator oversees all matters relating to Year 12 in their lead-up to the HSC. The role also includes leadership training for Year 11 students; following a leadership camp, students elect the new Head Prefects and Deputy Head Prefects. Subsequent to that, other student leadership positions are filled. This is outlined in more detail in the Message from the Student Executive Body, elsewhere in this report. There is a sense of ownership and responsibility on the part of senior students, a dedicated group of Prefects and wonderful cohesiveness amongst the year group. Leadership opportunities also exist within the Cadet program, the boarding

houses and the Tutor House system outlined above. Year 12 students also have a mentor during their HSC year; very few students choose not to be involved in this system and the work of mentors in supporting the established Tutor system is very important in reducing the stress on students. The Year 12 retreat, conducted late in Term 1 for Year 12 students, was a very meaningful experience.

The school has a permanent School Psychologist who worked closely with the Head of Senior School. The Coordinators of Year 7 and Year 12, the School Psychologist, the Chaplain, the Coordinator of Indigenous Students and the Head Tutors met as a Wellbeing Team on a weekly basis. The School Psychologist worked closely with the whole team, coordinating workshops and programs on bullying, social interactions and reducing the stress of the HSC year. Self-protection seminars were held for Years 10-11 run by Brent Sanders. All programs run in Tutor and by the School Psychologist followed the NSW Department of Health protocols. Year 11 students attended a full-day RYDA driver awareness presentation and various outside presenters came to the school to raise awareness of mental health and other wellbeing issues with students

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

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

## **Student Behaviour Management**

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

## Reporting Complaints and Grievances

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

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

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

Any allegation of reportable conduct is reported immediately to the Principal and the guidelines provided in the Child Protection Policy and Procedures are followed. There are two qualified investigators (the Head of Senior School and the Prep learning support teacher) in the school.

These processes incorporate, as appropriate, principles of procedural fairness as detailed in the school's Behaviour Management Policy. Follow-up of complaints and grievances involving other children is similarly dealt with in this policy. Refer to the Boarding Handbook for processes for raising and responding to matters of concern within boarding.

## Section 10: School-determined improvement targets - 2014

### School-determined improvement targets 2014

#### *Construction of boys' boarding house and girls' recreation facility*

The construction of both these facilities began during 2014. By the end of the year the recreation facility was completed and landscaping undertaken. The building is to be opened officially at the beginning of the school year 2015. The boys' boarding house was a little behind schedule and occupation is likely to occur at the beginning of Term 2 2015.

#### *Upgrading of the school's Learning Management Platform*

The necessary infrastructure was completed during 2014 and staff Professional Learning on its use initiated. A group of staff 'champions' from across all faculties was put in place to begin trialling its use so that further refinements can be identified and implemented. The system, known as FROG, will have wider roll-out in 2015 and progressive inclusion of parents and students.

#### *Refinement of whole-school strategic directions plan 2014-2018*

This plan was finalised during 2014; it involved considerable work on the part of Senior Management, with assistance from an outside facilitator. The document has been published and released, and all school activities during the timeframe of the plan will be done with reference to it to ensure that a coherent rationale underpins what we do.

#### *Staff Professional Development program to have a Learning focus*

During 2014 all TPL done by teachers had a focus on learning. Explicit training in Visible Learning occurred here at the school and the principles of John Hattie's work are being used to underpin and support our focus. The Strategic Plan insists on both students and parents looking towards improvement and persistence as being more in mind than outcomes when considering student performance.

#### *Staff Performance Development to move to an online system*

The school has worked with the AIS to introduce an online performance development structure. The school has been part of a pilot program for the AIS and we have been able to provide feedback and have the system improved to cater better for the needs of both KWS and other independent schools. *Appretio*, as the system is known, was introduced with a single, whole-school goal, so that teachers could become familiar with how it works and learn how to upload documents and evidence, set up meetings with their supervisor and carry on professional conversations with colleagues so those conversations can form part of a record of professional growth and development.

### School-determined improvement targets 2015

- Integration and increased staff uptake of the school's Learning Management Platform (FROG) and *Appretio*
- Delivery of student-centred learning that is focused on effort, improvement perseverance and longer term commitment
- Development of evidence-based innovation in education
- Transition to a system of eight Tutor Houses
- Transition to a 'zero-budgeting' process for all school finances and departmental budgets

## **Co-curricular Overview**

The co-curricular program has provided a diverse range of options for our students during 2014. Students of all ages were offered a wide range of activities on a weekly basis. Successful co-curricular camps and sporting tours were integrated into the program offering. Cadet camps, Year 7 outdoor education camp, music camps, cattle, rowing and rugby camps and the volunteer service program were all run successfully in 2014. Feedback from students, staff and parents on these activities was positive and confirmed that the programs were both engaging and relevant.

Individual student achievements were outstanding in 2014 and many students reached CIS, State and National representation. The school's representative results in 2014 Independent Schools Associations such as HICES, WAS, ACIES, ISA and CIS have been strong and confirm that pathways and opportunities exist for students to achieve elite levels in their chosen fields.

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

## **Cadets 2014**

The KWSCU provided a strong presence in the co-curricular program due to the continued increase in enrolments. The Unit maintained the seven companies from the previous year and this facilitated the leadership training for our cadets at all levels. The Cadet program provided all rank with challenging roles and opportunities for development and personal growth. The Cadet staff ensured that the organisation and structure of the Camps and the Home Training allowed the senior cadets to take a commanding role. As a result, the Cadet staff have been thrilled with the high level of responsibility and authority with which the senior rank have run the various phases of our program. The Unit has had a successful year with all activities, both school and community, being strongly supported by staff and parents.

## **Sport 2014**

Sport is compulsory for all students at Kinross Wolaroi School, with Winter and Summer programs being offered to students and staff. The extensive sporting program is delivered by teaching staff and a small pool of external coaches.

2014 saw a targeted approach to attract quality external coaches in many sports. External coaches provided valuable input to assist staff coaches in a wide range of sports, but in particular, Rowing, Netball and Triathlon. The delivery of the overall sports program was enhanced by an expanded use of the strength and conditioning program and by the extra time given to MIC's of the major sports.

This year we consolidated the Summer program by increasing the number of participants in Water Polo and moving all training to the local pool, which enhanced the use of our own pool for swimming training as well as increased the opportunity for Water Polo training and competition. The Triathlon program continued to expand and we had over 90 participants in the NSW All Schools Triathlon Championships. Rowing had another successful season with many National and

State Championship medals. The popularity of Girls Cricket has grown, and Boys Cricket performed well with the positive impact of external coaches and players. The Swimming, Athletics, Cross Country House Carnivals were very successful and student participation in these activities was outstanding. Students were able to compete in WAS, AICES, ISA, CIS meets in swimming, Athletics and Cross Country later in the season and results in these meets showed the school's strength in these areas.

## **Performing Arts 2014**

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

One of the highlights of the year was the Senior School musical '*The Wedding Singer*' which was staged at the Orange Civic Theatre in July. The show was extremely well received throughout the Orange community and students performed to excellent crowds on the Friday and Saturday. The participation level was significant with over 100 students involved in all areas from cast, musical orchestra, staging and lights, costumes and props. We have immense support from the KWS school community with a large number of parents and friends volunteering their time to help with costumes, props and the moving of equipment and staging. We are looking ahead to planning for the 2015 musical '**Little Shop of Horrors**'.

Year 12 HSC Music and Drama students were involved in a school-based program to enhance their performance skills by regularly performing during Tuesday assemblies and school events as well as staging performance evenings for the school community. Other highlights of the year included numerous appearances at eisteddfods and significant roles in the Performing Arts Festival.

KWS hosted the CWA public speaking competition in May, which saw an even greater number of students than in previous years from around the Central West competing.

2014 saw the expansion of our co-curricular program to include a junior and senior Dance Ensembles. We also saw the inclusion of the Intermediate Concert Band in our program. This group caters for the students who are yet to be at the playing level of our Symphonic Wind Ensemble.

Students who undertake musicianship lessons within our program are now given the opportunity to sit their end of course exam online. They also have access to a large number of practice papers and online assistance. This is a great opportunity for our students and they can utilize the fantastic ICT facilities in the Music Centre to aid in their learning.

## **Cattle Team 2014**

The Cattle Team had a very successful year on the show circuit, with excellent results at the Sydney Royal Easter Show and our best results against leading studs to date. With such a strong team our local shows proved very successful, showing how professional our cattle and students have become. Our breeding programs breed from the best available bulls using artificial insemination and also retain the best quality females. With quality cattle to present, our students are able to demonstrate their skills. Only our best bulls are then retained for herd improvement in our commercial herd.

## **Excursions Improvement Targets**

The school continued to operate an extensive excursion program in 2013. The school location in regional NSW has necessitated the development of an extensive excursion program to augment the school's academic and co-curricular programs.

A History Tour of Europe and a French tour to New Caledonia were undertaken in 2014.

International tours are highly successful and provide wonderful opportunities for students. One of the school's targets is to broaden the cultural experiences of our students and both tours had this at their core.

## **Section I I: Initiatives promoting respect and responsibility**

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

In 2014 the school undertook a number of activities designed to promote respect for the individual and society as well as a responsibility towards others in the community. These initiatives included Community Service for Years 9 and 10; Work Experience for Year 11; class visits to Wontama, a retirement village where students interacted with and performed for the elderly. Values education takes place across the curriculum but especially within the Religious Education program where a unit on Respect and Responsibility is taught. The Year 9 Rite Journey program, outlined above, continues to be a major focus of and tangible benefit to student self-respect and personal responsibility.

Fundraising was very much student-driven in 2012. They chose the priorities and the forms that events took, and they carried out the major part of organisation, publicity and management for these events. Senior students were heavily involved in the Cancer Council's Shave for a Cure early in the year, and a considerable sum of money was raised for this cause. CamKids, raising funds for a school in Cambodia, was student-initiated and driven; it is planned that this charity support will continue so that a whole year group in the Cambodian school can go through to finish high school. Riding for the Disabled was supported by students who assisted with disabled young people. Many other activities also occurred during the year, all of them designed to raise awareness of the rights and responsibilities of others less fortunate and the ways that we as a community can assist.

## **Section 12: Parent, student and teacher satisfaction**

### **Parent satisfaction**

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

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

### **Student satisfaction**

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

In order to make the process of gauging student satisfaction more formal, a Year 12 Student Exit Survey was carried out in Term 2 2014. This was completed online by both Year 12 students and their parents. It has provided valuable feedback to the school and it indicates very high student and parent satisfaction. The survey was run by MMG Education, in order to guarantee to students and parents that their responses would be anonymous and confidential. Data was collated and interpreted by MMG and a presentation was made to the Principal and Senior Staff. This is the third year of the survey and satisfaction levels were higher than at the end of 2013.

### **Summary of MMG Survey 2014**

In the 2014 review, a total of 84 parents and 118 students from Year 12 participated in surveys and provided views on such areas as academic performance, student wellbeing, co-curricular sport and non-sport, publications and communications, reputation and community engagement.

## Parent Views

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

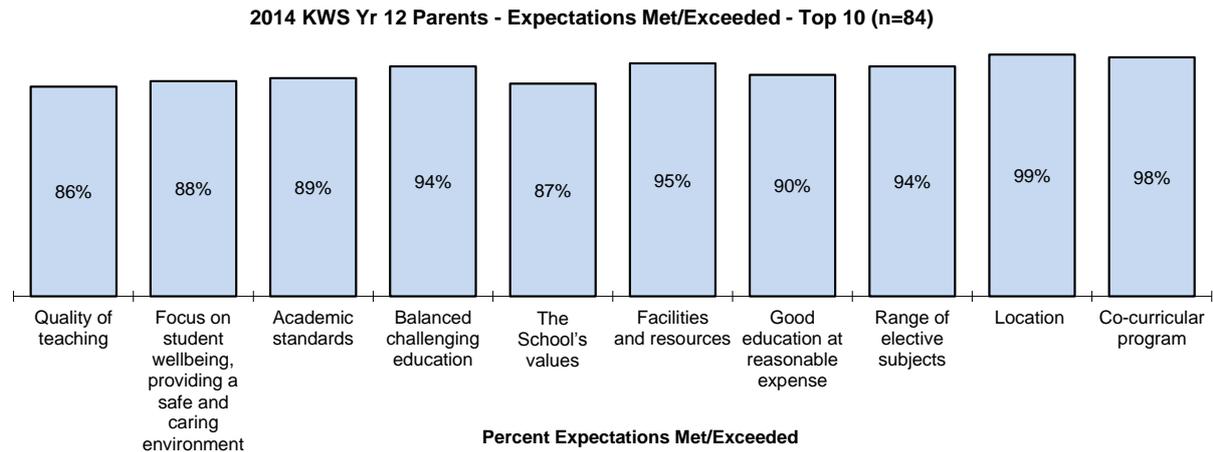
86% of parents' expectations were met or exceeded with the quality of teaching

88% of parents' expectations were met or exceeded with the focus on student wellbeing

89% of parents' expectations were met or exceeded with the academic standards

94% of parents' expectations were met or exceeded with the balanced challenging education

87% of parents' expectations were met or exceeded with the School's values



Kinross Parent 12/14

## Student Views

A selection of the student top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school:

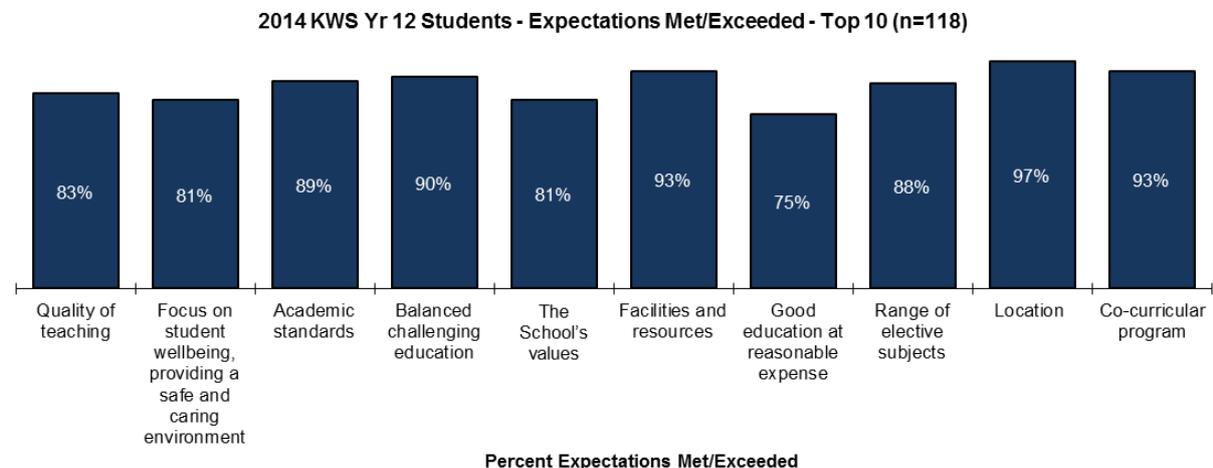
83% of students' expectations were met or exceeded with the quality of teaching

81% of students expectations were met or exceeded with the focus on student wellbeing

89% of students' expectations were met or exceeded with the academic standards

90% of students' expectations were met or exceeded with the balanced challenging education

81% of students' expectations were met or exceeded with the School's values



Kinross Students 12/14

<b>2014 KWS Year 12 Parents</b>
Many opportunities for students to engage with the school's program and succeed
Students friendships with each other
Supportive, welcoming and caring environment
Many good hardworking and highly professional teachers
High quality, balanced education without pretense

<b>2014 KWS Year 12 Students</b>
Friendships with other students
Wide range of opportunities
Growth as a young person
The academic program
Boarding life

## **Year 12 Parent Quotes on what they value about Kinross**

*“It has provided our child (children) with high academic achievement and opportunities in co-curricular areas not available at other schools. We value the commitment required of our child and the opportunity to further her education.”*

*“Good social framework and boundaries that the school consistently strives to adhere to and quality teaching and resources in a local setting.”*

*“I value the academic standards and opportunities afforded to my son to succeed in life.”*

*“I feel that the school is supportive of my child, lifelong friendships have been formed.”*

*“Co-education, high academic standards, wide range of co-curricular activities offered, supportive learning environment and generally good teaching standards.”*

*“The passion of some of the teachers and their willingness to go beyond expectations.”*

*“The friends I have made, and much more importantly, the friendships my children have made. The compulsory co-curricular program which has meant my children have participated in activities they would not necessarily have volunteered for. The co-educational environment and to meet and mix with both day and boarder students, and the beautiful physical environment. The support and friendship of staff - probably more so in senior years - particularly with the mentor program.”*

*“The standards made and enforced in regards to moral attributes. The expectation that each child work towards their potential in all aspects of their life.”*

## **Year 12 Student Quotes on what they value about Kinross**

*“The boarding house life; all of the friends you make.”*

*“The opportunities it gives me and everyone and the relationship I have with the younger students because of the co-curricular activities I am part of.”*

*“The friends/people I've met I have made during my time at the school”*

*“The students, in particular the boarders. Students have a generally good rep amongst the wider community especially out west at social events.”*

*“I have participated in every opportunity that has been offered to me. I have been a part of boarding. I have learnt to deal with people. I have learnt to be determined and work towards my goals”*

*“I value the friends I have made, the lessons and the teachers’ ongoing support.”*

*“Coming to Kinross has allowed me to achieve things that I never even thought would occur in my life at all. It has made me a strong and determined person, ready to take on whatever comes my way in the future. It has allowed me to achieve great success in many areas.”*

*“The experiences and opportunities if have had, people I've met, things I've learnt.”*

*“The opportunities that I was able to take and the challenges that I have had. This school has helped me to grow in acceptance and tolerance and has helped me to become the best person I can be. I have loved being at this school and I would definitely recommend anyone who is thinking about attending KWS because it is truly unique.”*

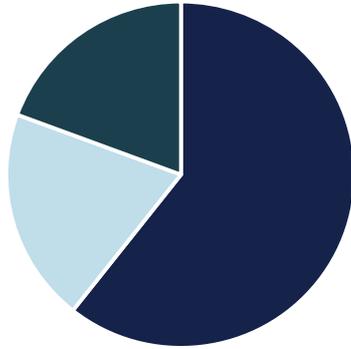
## **Teacher satisfaction**

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

Although there was a very low level of staff departures in 2014, formal teacher exit interviews occurred. The Principal meets with all staff who are leaving the school to gauge the satisfaction levels of staff. These indicate that in the majority of cases, staff departures are for reasons of professional promotion in other schools. Interviews take place during the year between the Principal and teachers new to the school to ensure that the needs of young or less experienced teachers are being met.

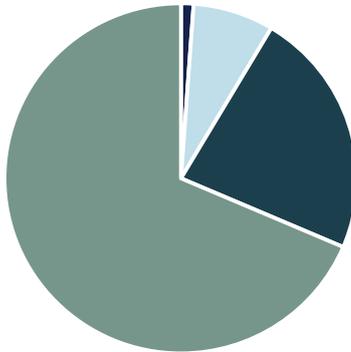
Kinross Wolaroi School is a not-for-profit entity, but adheres to contemporary commercial business practices to ensure that finances are managed in an effective and efficient manner. The accounts of the School are subject to an annual audit by a registered audit organisation. The charts below show the sources of income gained during the 2014 calendar year and the areas of expenditure.

## Recurrent and Capital Expenditure 2014



■ Salary related expenditure 60.64%   ■ Non Salary 19.99%   ■ Capital 19.37%

## Recurrent and Capital Income 2014



■ Capital Income 1.15%   ■ State Grants 7.41%  
■ Commonwealth Grants 22.87%   ■ Fees and private Income 68.58%

