



# **ANNUAL REPORT**

**2015**

## 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 129<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 centres 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 2015 year include:

- The largest ever student enrolments with extremely healthy numbers in Boarding. In total over 1100 students from Pre Prep to Year 12 with 320 Boarders
- The continued focus on the Strategic Directions 2014 – 2018 which provides for a high quality education. 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
- A focus on student effort, improvement, perseverance and longer term commitment as shown by the awarding of more than 2,400 effort points. In addition on academic reports we had over 100 students who achieved the highest possible effort grade in all their subjects.
- Continued development of a culture that supports and encourages personal bests across all areas of school life
- A continued focus on implementing the strategies and concepts of Visible Learning such as teachers seeking feedback from students on the learning process and students supporting their peers in the learning process
- 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 Roll for Band 6 Grades in 10 or more units; 30 students achieved ATAR scores over 90; 50% of the overall subject results were either a Band 6 or 5 Grade

- 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 opening of the Robyne Ridge Centre on the PLC site for recreational use by the girl boarders
- The opening of the new Wolaroi Boys Boarding House for the use of 50 students
- 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 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**  
**December 2015**

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

Student voice continues to be integral to the leadership program at KWS as we continue working towards a more inclusive style with students in Years 9, 10 and 11 having opportunities to step up and become involved in projects. Our programs are aimed at helping our students develop leadership skills and character by providing real-life opportunities to practise; where successes and failures are equally valuable and time is spent on self-reflection. 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.

Leadership in Years 9 and 10 extends the notion of leadership as service. Students in these years, 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 Year 10 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.

During Term 2 all Year 11 students are involved in the Leadership Camp. 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 Leadership = Influence, Knowing Your Values and Leadership in Action, the focus changes to looking at Leadership at KWS and the school we want to be. Students work in their Tutor House groups exploring the link between their own key values and those of a leader. Time is also given to look at the perceived strengths and weaknesses of our current leadership 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.

The main objectives of the Senior Leaders and Prefect body of 2015 were: to uphold the values and traditions of Kinross Wolaroi School; increase the interaction between the Preparatory, Junior and Secondary Schools; and to continue to promote the value of serving others so that it becomes integral to every student and their outlook on life. The Tutor House Captains continued to re-invent the face of spirit for their individual Houses and made sure each House group engaged in the concept of spirit.

## **Section 2: Value Added Performance**

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

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

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 Schools Years 3, 5, 7 and 9 results for 2015. For each year, a sliding scale of Bands is 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.

#### **Numbers sat and exemptions**

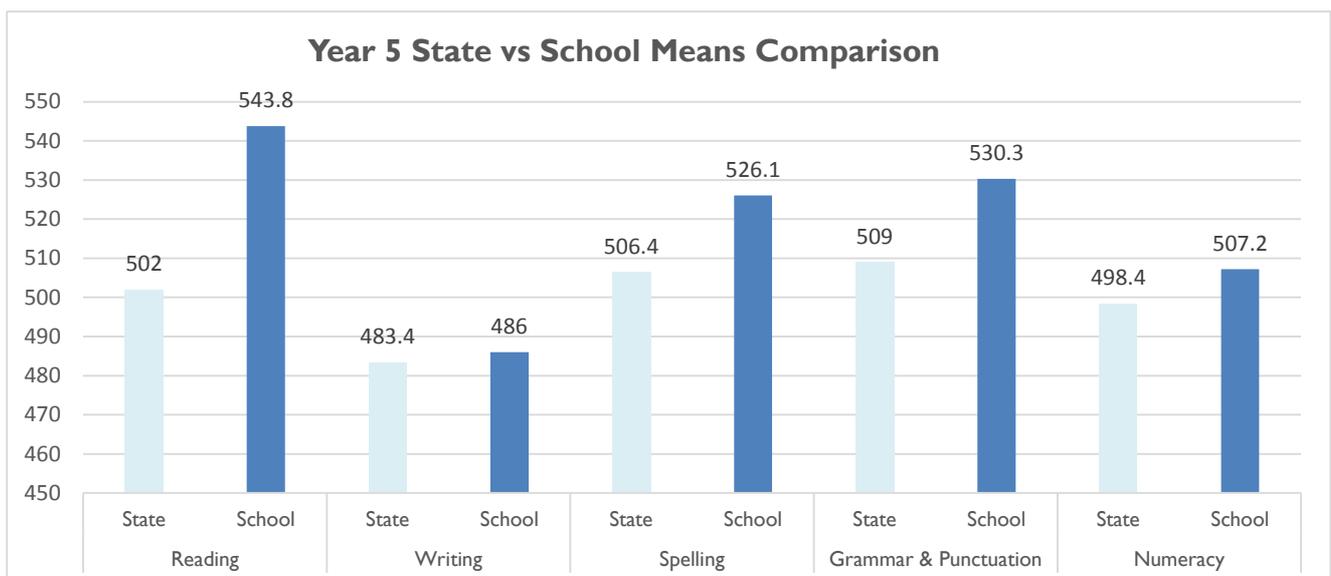
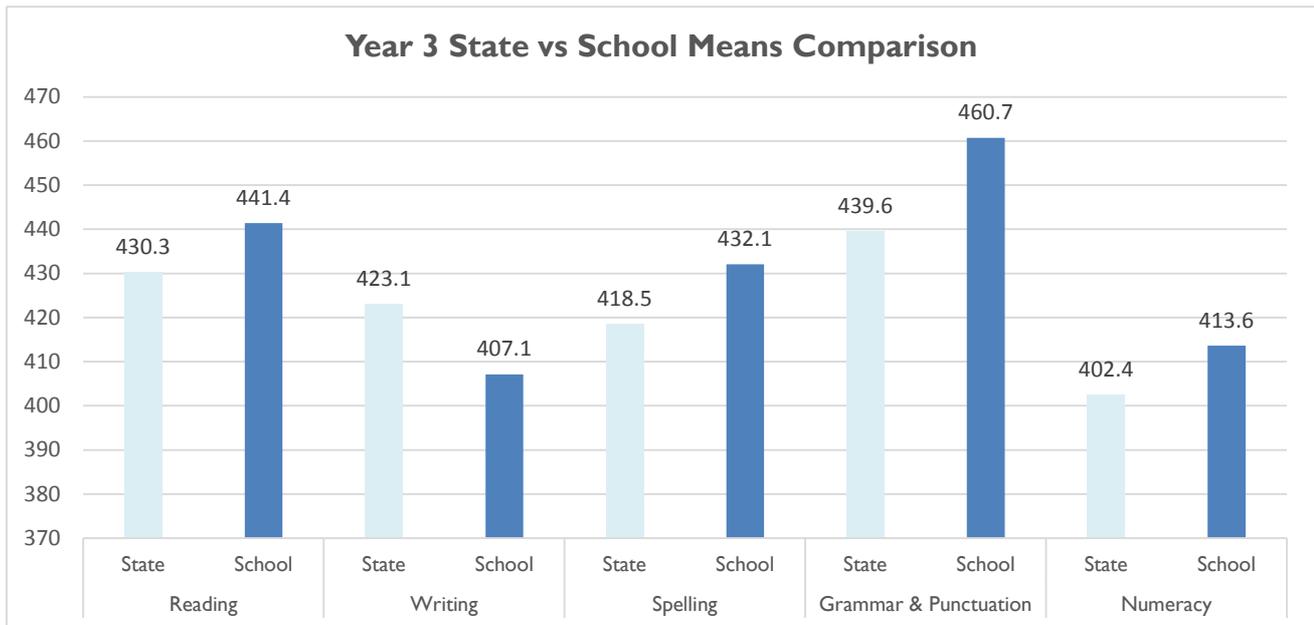
In 2015, there were 49 x Year 3, 48 x Year 5, 108 x Year 7 and 136 x Year 9 students who sat NAPLAN, with 1 withdrawn in Year 3 (due to parent request), 1 absence recorded in Year 5 and 2 in Year 9 (due to illness). In all years there were no exemptions or non-attempts.

#### **Summary of performance**

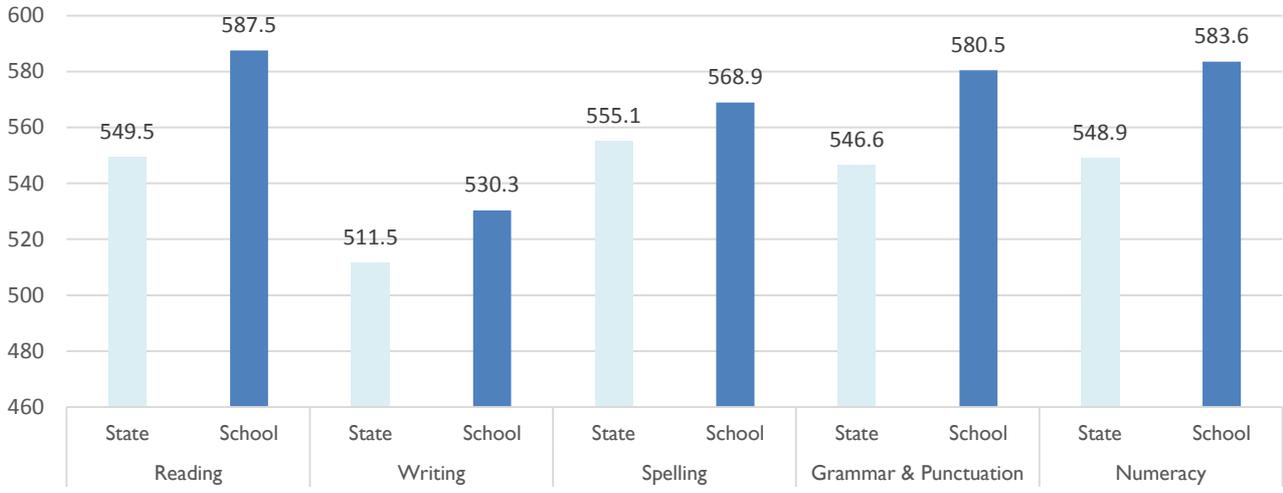
The table below is a graph that represents the School's performance vs the State's mean score. As the results indicate, the School performed extremely well, scoring well above the State mean in almost every category.

## State vs School Means Comparison

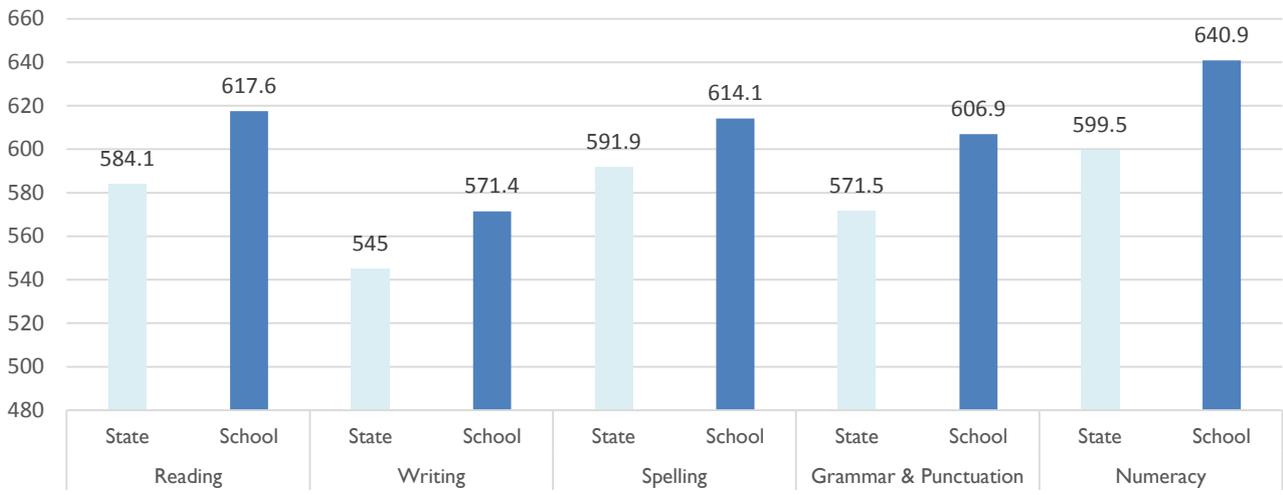
The Means comparison charts reveal strong Reading, Grammar & Punctuation and Numeracy results against other subset scores and against the state. The significant improvement in Numeracy in Year 9 (with a mean difference of 41.4) and in the Year 5 Reading score (41.8) are noticeable standouts.



### Year 7 State vs School Means Comparison

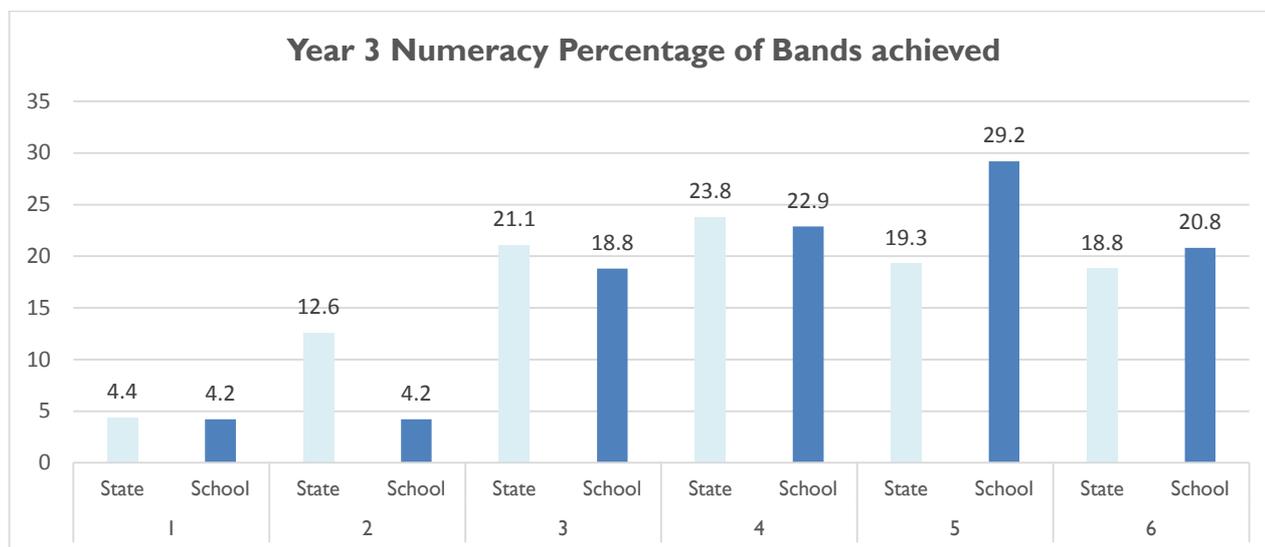
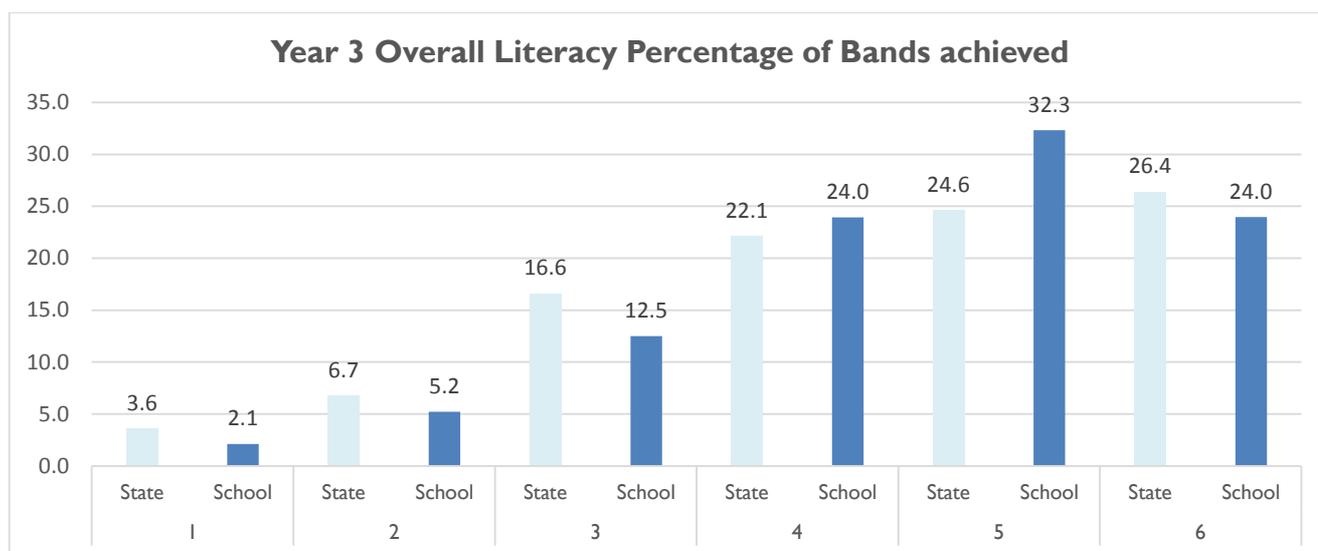


### Year 9 State vs School Means Comparison



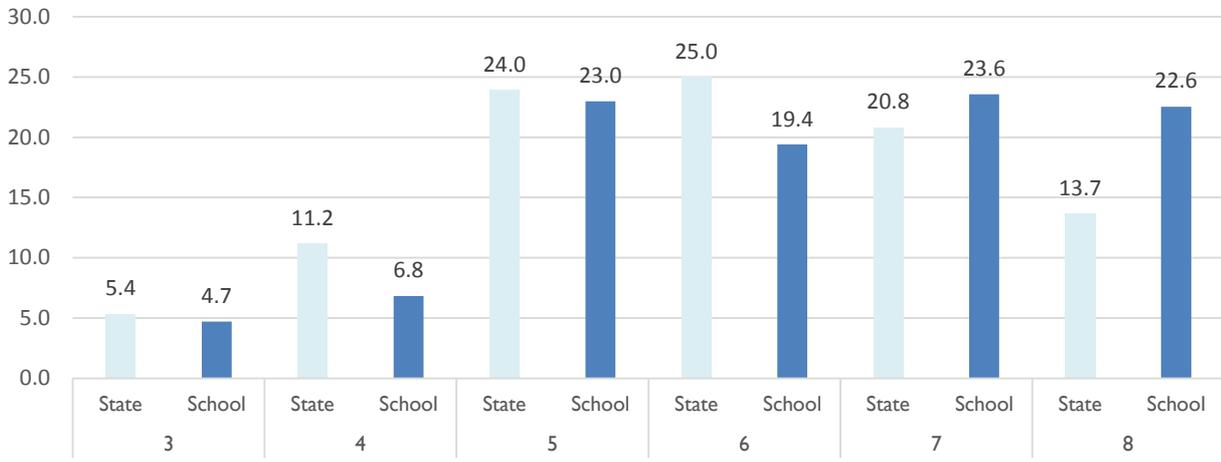
## Student achievement in Bands as a percentage of the cohort

The tables below are a breakdown of the overall Bands awarded to Year 3, 5, 7 and 9 in 2015. There is a table for both Literacy and Numeracy. Literacy is an average of all four literacy subset scores. The tables show how well our students performed, especially in the top two Bands. Also of note were the relatively low percentage of students performing below benchmark levels.

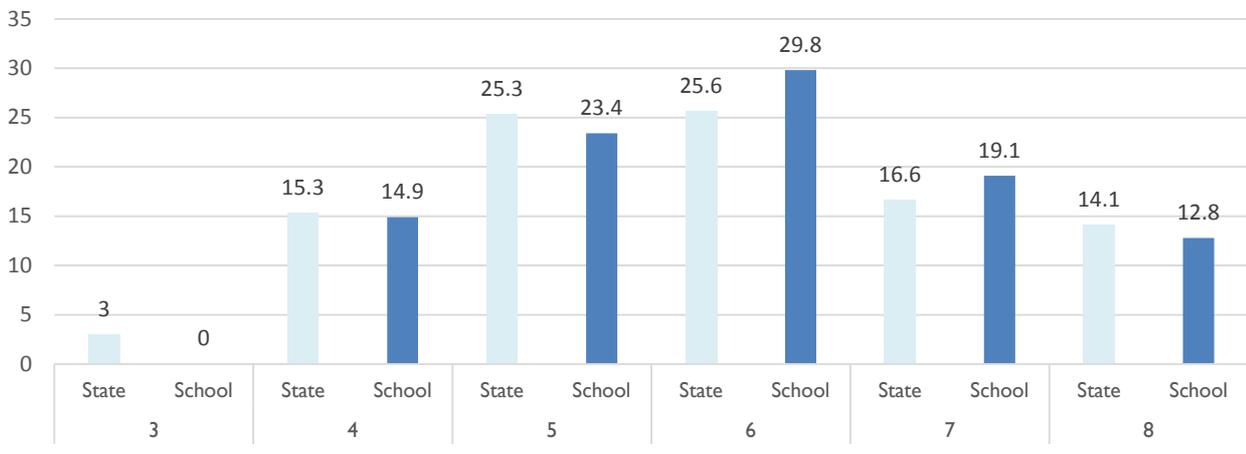


Year 3 graphs reveal strong results in Grammar & Punctuation with nearly 40% achieving the highest band. The lower Band 6 achievement in Literacy against the State is due to a lower Writing school mean (407.1) vs the state (423.1). In Numeracy 50% of the cohort achieved in the top two bands.

**Year 5 Overall Literacy Percentage of Bands achieved**

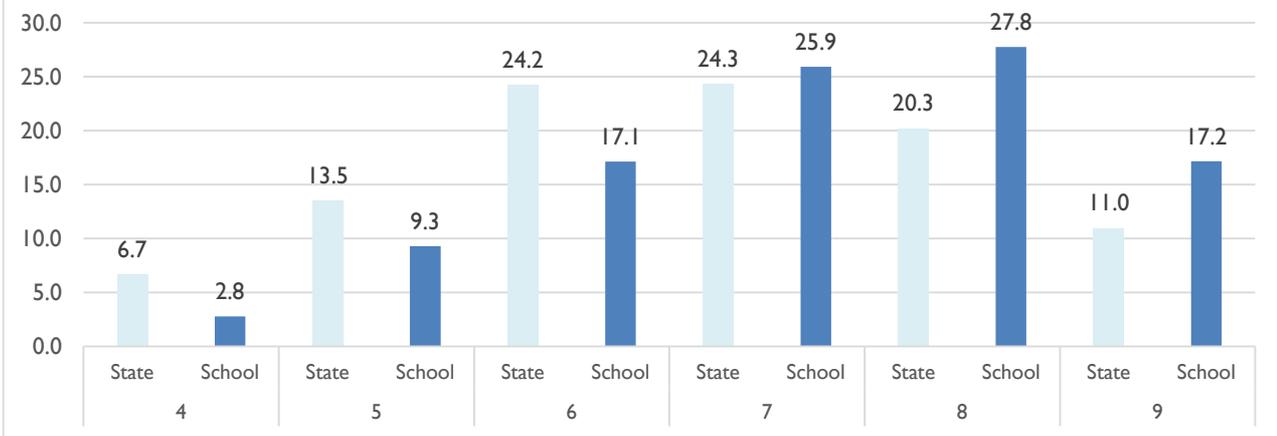


**Year 5 Numeracy Percentage of Bands achieved**

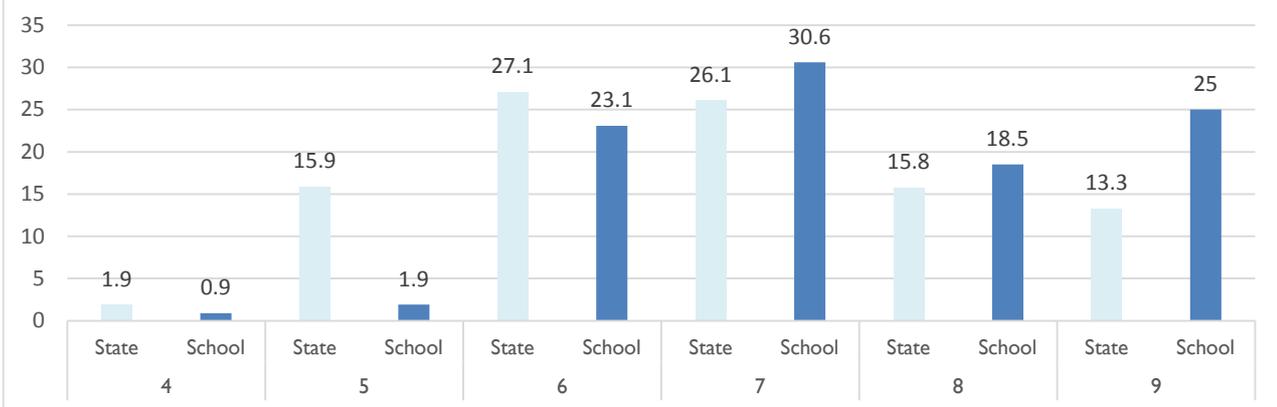


Year 5 graphs reveal strong results in Reading and Grammar & Punctuation with nearly a third of the cohort achieving in the highest band. A pleasing 8.9% percentage point difference was achieved in Band 8 between the school and the state. In Year 5, the Numeracy results were mixed. The school achieved a higher mean average score against the state but a lower percentage of Band 8s achieved.

**Year 7 Overall Literacy Percentage of Bands achieved**

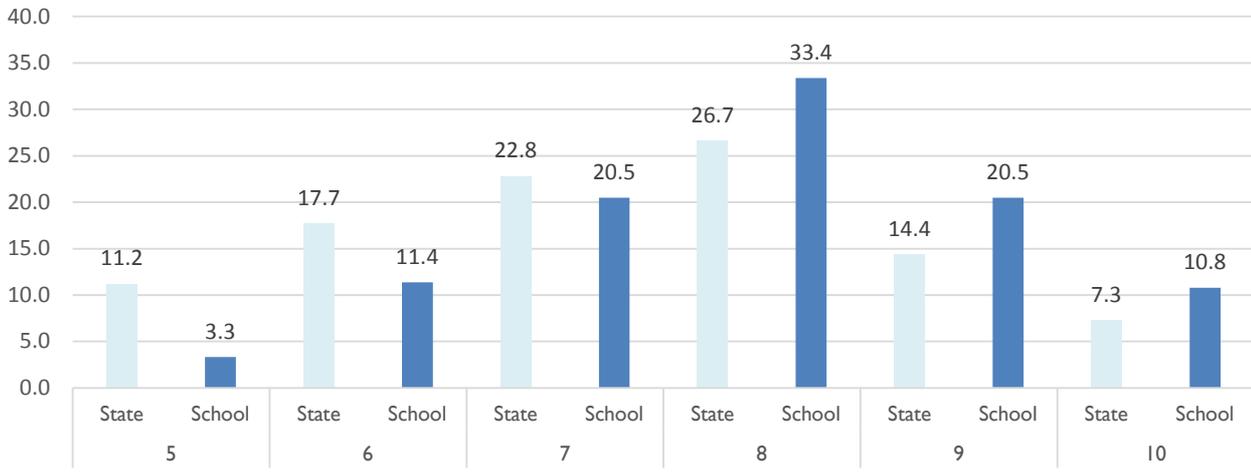


**Year 7 Numeracy Percentage of Bands achieved**

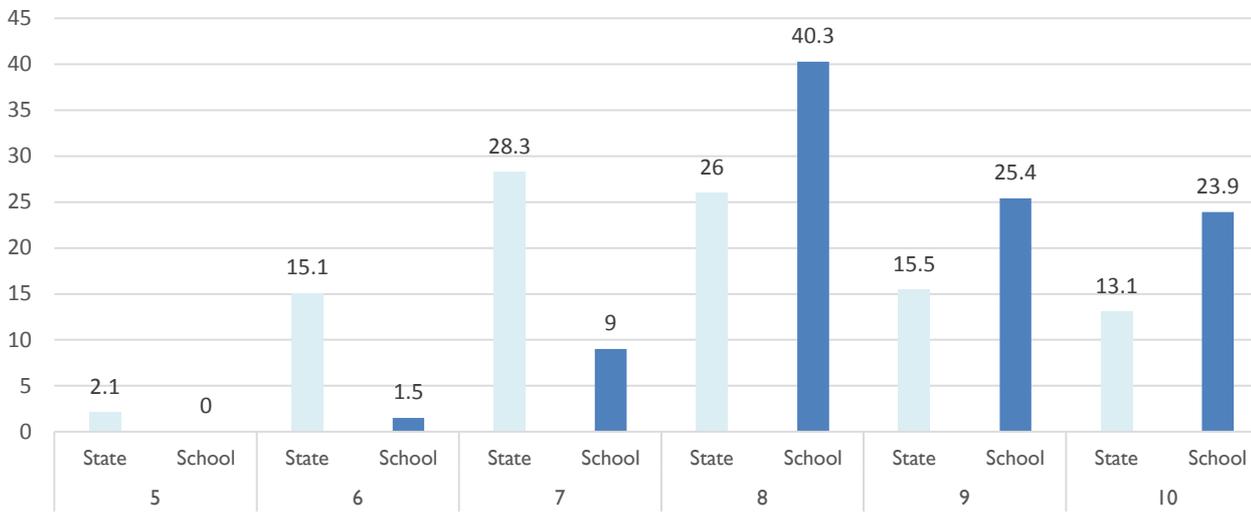


Year 7 graphs reveal good percentage differences against the state in the top bands, in particular in Reading and Grammar & Punctuation. Reading achieved more than double the state in Band 9 results (24.1 to 11.9). Numeracy in Band 9 is a standout with 25% of the cohort achieving the highest band and almost doubling the state's percentage (25 to 13.3)

**Year 9 Overall Literacy Percentage of Bands achieved**



**Year 9 Numeracy Percentage of Bands achieved**



Year 9 graphs reveal good results in Reading with 42.5% achieving in the top two bands. Writing reflects state trends with 20.3% of the state achieving below National Minimum standard. In Numeracy, the cohort displayed strong skills achieving almost double the number of Band 10s attained and 89.6% of the cohort in the top 3 bands.

## Percentages in Bands as a table

The following tables are a breakdown of the percentage of Bands achieved for each year group.

2015	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	4.3	4.2	5.7	4.2	19.0	12.5	21.0	16.7	19.5	35.4	30.5	27.1
Writing	1.8	0.0	4.3	6.3	16.4	20.8	23.0	35.4	38.5	31.3	15.9	6.3
Spelling	4.0	0.0	9.6	8.3	18.4	12.5	20.8	22.9	20.1	31.3	27.1	25.0
Grammar & Punctuation	4.1	4.2	7.3	2.1	12.6	4.2	23.6	20.8	20.4	31.3	32.1	37.5
<b>Overall Literacy</b>	3.6	2.1	6.7	5.2	16.6	12.5	22.1	24.0	24.6	32.3	26.4	24.0
<b>Numeracy</b>	4.4	4.2	12.6	4.2	21.1	18.8	23.8	22.9	19.3	29.2	18.8	20.8

2015	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	4.6	2.1	15.0	4.3	20.7	17.0	21.8	23.4	20.5	23.4	17.5	29.8
Writing	5.8	4.2	8.7	12.5	32.6	33.3	31.5	22.9	15.2	16.7	6.2	10.4
Spelling	4.5	4.2	10.4	6.3	20.0	22.9	25.2	18.8	27.0	25.0	12.9	22.9
Grammar & Punctuation	6.6	8.3	10.7	4.2	22.5	18.8	21.5	12.5	20.6	29.2	18.1	27.1
<b>Overall Literacy</b>	5.4	4.7	11.2	6.8	24.0	23	25	19.4	20.8	23.6	13.7	22.6
<b>Numeracy</b>	3.0	0.0	15.3	14.9	25.3	23.4	25.6	29.8	16.6	19.1	14.1	12.8

2015	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	2.6	0.0	13.5	5.6	26.3	17.6	25.8	20.4	19.9	32.4	11.9	24.1
Writing	10.4	6.5	21.4	15.7	27.4	20.4	21.9	34.3	14.4	17.6	4.5	5.6
Spelling	6.4	4.6	8.3	10.2	18.3	12.0	27.0	23.1	28.3	35.2	11.6	14.8
Grammar & Punctuation	7.4	0.0	10.8	5.6	24.9	18.5	22.6	25.9	18.4	25.9	15.9	24.1
<b>Overall Literacy</b>	6.7	2.8	13.5	9.3	24.2	17.1	24.3	25.9	20.3	27.8	11.0	17.2
<b>Numeracy</b>	1.9	0.9	15.9	1.9	27.1	23.1	26.1	30.6	15.8	18.5	13.3	25.0

2015	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	6.3	0.7	19.0	9.0	24.3	14.9	25.2	32.8	17.0	27.6	8.2	14.9
Writing	20.3	10.4	19.7	17.9	22.1	20.1	23.4	31.3	9.0	14.9	5.6	5.2
Spelling	8.1	0.7	10.8	8.2	22.4	23.1	31.1	32.8	18.7	23.1	9.0	11.9
Grammar & Punctuation	10.1	1.5	21.4	10.4	22.4	23.9	26.9	36.6	12.9	16.4	6.3	11.2
<b>Overall Literacy</b>	11.2	3.3	17.7	11.4	22.8	20.5	26.7	33.4	14.4	20.5	7.3	10.8
<b>Numeracy</b>	2.1	0.0	15.1	1.5	28.3	9.0	26.0	40.3	15.5	25.4	13.1	23.9

### Percentages of students in the top two bands: Performing at Proficiency level

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

Top Two Bands 2015		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
<b>Year 3</b>	School	62.5	37.6	56.3	68.8	50
	State	50.0	54.4	47.2	52.5	38.1
	% Diff	12.5	-16.8	9.1	16.3	11.9
<b>Year 5</b>	School	53.2	27.1	47.9	56.3	31.9
	State	38.0	21.4	39.9	38.7	30.7
	% Diff	15.2	5.7	8	17.6	1.2
<b>Year 7</b>	School	56.5	23.2	50	50	43.5
	State	31.8	18.9	39.9	34.3	29.1
	% Diff	24.7	4.3	10.1	15.7	14.4
<b>Year 9</b>	School	42.5	20.1	35.0	27.6	49.3
	State	25.2	14.6	27.7	19.2	28.6
	% Diff	17.3	5.5	7.3	8.4	20.7

In nearly every category, the school achieved a positive percentage point difference against the state. Nearly half the cohort (sometimes two-thirds – Year 3 Grammar & Punctuation) achieved in the top two bands. The percentage differences show a large gap between the school and the state performance. Both Reading, Grammar & Punctuation and Numeracy show significant percentage point differences. Year 9 Writing (20.1) and Grammar & Punctuation (27.6) are lower than Reading (42.5) results and Year 5 Numeracy results are marginally better than the state (1.2% difference).

## Students below benchmark standards: Below the National Minimum Standard

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

<b>Below Benchmark 2015</b>		<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
<b>Year 3</b>	School	4.2	0.0	0.0	4.2	4.2
(Band 1)	State	4.3	1.8	4.0	4.1	4.4
	% Diff	-0.1	-1.8	-4.0	0.1	-0.2
<b>Year 5</b>	School	2.1	4.2	4.2	8.3	0.0
(Band 3)	State	4.6	5.8	4.5	6.6	3.0
	% Diff	-2.5	-1.6	-0.3	1.7	-3.0
<b>Year 7</b>	School	0.0	6.5	4.6	0.0	0.9
	State	2.6	10.4	6.4	7.4	1.9
	% Diff	-2.6	-3.9	-1.8	-7.4	-1.0
<b>Year 9</b>	School	0.7	10.4	0.7	1.5	0.0
	State	6.3	20.3	8.1	10.1	2.1
	% Diff	-5.6	-9.9	-7.4	-8.6	-2.1

In nearly every category, the school had a lower percentage of students below benchmark (shown as minus Percent Point Difference), except in Year 3 and Year 5 Grammar & Punctuation. Students below benchmark represent a small proportion of the cohort. In several categories, there were no students below benchmark, notably in Year 3 Writing and Spelling and in Year 7 Reading and Grammar & Punctuation.

## Student Growth Chart

However, an important factor in NAPLAN is not necessarily 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 (2013 and 2015). NG equates to a Negative Growth (greater than -10). Growth scores include those above 10. A range of -10 to 10 is considered on par with their previous score. '% > 100' equates to the percentage of students who achieved a score of 100 or more difference in two years. AVG score equates to the average growth score for the cohort.

Year 3 to 5, 44 students out of 48 could be measured for growth; For Year 5 to Year 7, 103 out of 108 could be measured for growth; For Year 7 to Year 9, 131 out of 134 could be measured for growth.

Overall, student growth was impressive. In nearly every category, there was nearly 70% of every cohort showing some improvement. In Year 3 to 5, 87% of the cohort showed growth in Literacy with 98% in Spelling. The average growth score of 88 in Spelling reflects a high (42%) percent of the cohort achieving a score difference above 100. The average growth score of each student in Year 5 is very high. In Year 5 to 7, which includes new intake of approximately 60 new students, revealed pleasing results. In Reading, Spelling and Numeracy there was over 85% of the cohort improving over 2 years. Numeracy achieved an average score growth difference of 58. In Year 7 to 9, the Numeracy score average of 61 is impressive. 15% of the cohort of Year 9 achieved a score growth difference of above 100 in Writing.

2013 to 2015	Reading				Writing				Spelling			
	NG	Growth	% > 100	AVG score	NG	Growth	% > 100	AVG score	NG	Growth	% > 100	AVG score
Year 3 to 5	5%	86%	43%	85	18%	75%	18%	46	2%	98%	42%	88
Year 5 to 7	7%	85%	18%	56	25%	67%	7%	30	2%	88%	5%	52
Year 7 to 9	11%	77%	6%	36	24%	69%	15%	23	7%	82%	4%	35

2013 to 2015	Grammar & Punctuation				Numeracy			
	NG	Growth	% > 100	AVG score	NG	Growth	% > 100	AVG score
Year 3 to 5	7%	87%	40%	83	5%	93%	34%	80
Year 5 to 7	12%	76%	14%	49	6%	88%	13%	58
Year 7 to 9	27%	63%	8%	29	4%	92%	10%	61

## Conclusion

The School community should feel proud of this achievement. 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.

## 2015 Higher School Certificate Results

In 2015, 132 students sat for their Higher School Certificate at Kinross Wolaroi School. 30 students achieved an ATAR of 90 or above (23% of the candidature) and 42% of the candidature achieved an ATAR over 80.

One student received the Premier's Award for All-Round Excellence. Two 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', and five students had their Industrial Technology major works nominated for the 'InTech' exhibition.

KWS students received 111 Band 6 results (this includes Band E4 results in extension subjects). A total of 401 Band 5 or 6 results were achieved (this includes Band E3 and E4 results in extension subjects); this represents over 50% of all grades. Five subjects had 100% of candidates with a Band 5 or 6 (or an E3 or E4): Music 1, Music 2, Music Extension, Latin Extension and English Extension 2.

Subject	KWS Number in Subject	KWS % Band 5 & 6	State % Bands 5 & 6	KWS % Bands 1 to 4	State % Bands 1 to 4	State Numbers
Agriculture	14	21.4	28.4	78.6	71.7	1368
Ancient History	19	42.1	32.6	57.9	67.4	10838
Biology	43	46.5	28.0	53.5	72.0	17374
Business Studies	27	33.3	35.9	66.7	64.1	16763
Chemistry	22	40.9	41.1	59.1	59.0	10947
Drama	14	42.9	42.4	57.1	57.6	4602
Economics	27	29.6	45.9	70.4	54.2	5111
English (Standard)	34	0.0	8.3	100.0	91.7	31695
English (Advanced)	95	46.3	57.8	53.7	42.2	26031
ESL	2	0.0	25.9	100.0	74.1	2401
Geography	52	53.8	41.3	46.2	58.7	4308
Industrial Tech.	16	75.0	26.5	25.0	73.5	5552
Mathematics General	68	32.4	25.6	67.6	74.4	31817
Mathematics	53	49.1	52.3	50.9	47.7	16499
Modern History	38	60.5	43.7	39.5	56.4	11155
Music 1	4	100.0	61.8	0.0	38.2	4737
Music 2	1	100.0	88.0	0.0	12.0	694
PDHPE	49	38.8	29.6	61.2	70.4	15185
Physics	22	40.9	28.8	59.1	71.3	9563
SDD	10	30.0	30.4	70.0	69.7	1805
SOR 1	10	60.0	50.9	40.0	49.1	8973
Textiles	8	75.0	47.4	25.0	52.6	1643
Visual Art	17	94.1	53.4	5.9	46.6	9031
French Cont	12	41.7	66.3	58.3	33.7	727
Latin Cont	5	80.0	82.0	20.0	18.0	195
Extension Courses		KWS E3 & E4	State E3 & E4	KWS E1 & E2	State E1 & E2	State Numbers
English Extension 1	14	92.9	94.1	7.1	5.9	4520
English Extension 2	4	100.0	82.4	0.0	17.6	1634
Maths Ext 1	46	78.3	84.1	21.7	15.9	8975
Maths Ext 2	19	78.9	86.1	21.1	13.9	3338
History Ext	16	68.8	78.1	31.3	21.9	1881
Music Ext 1	1	100.0	93.2	0.0	6.8	424
French Ext	5	80.0	91.0	20.0	9.1	166
Latin Ext	3	100.0	96.9	0.0	3.1	130

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

### **Performance Development:**

In 2015 KWS Performance Development Program was directly aligned with the school Strategic Plan focus of 'reflective practice leading to innovative teaching and engaged learners'. The evidence-based research of Professor John Hattie and the concepts of Visible Learning were further implemented. The development and review process of staff was undertaken in Faculty/Stage groups using best practice methodologies and focused on SMART goal processes to effect change and achieve evidence-based real school improvement.

Appretio (AIS program) is linked to the Australian Professional Standards for Teachers and is evidence and action based. Appretio has provided a central place for teachers to record all professional learning activities, track Faculty/Stage goals and it ensures teachers align their actions and evidence to the concepts of Visible Learning. It is also a central place to access school-developed resources including student voice surveys, classroom observation and teacher reflection templates. A mentoring relationship with the teacher's Head of Department and the completion of a reflective report on the year of learning by the teacher are also recorded in Appretio. Appretio allows data to be collected on individual teacher learning, Faculty activity and whole school performance development. Engagement by staff with Appretio has exceeded baseline expectations.

KWS staff identified a number of Visible Learning factors and practices to implement in 2015. These included:

- A shared language of Visible Learning
- Effective feedback to students
- Student voice
- Evidence of assessment-capable learners
- Classroom observations – know thy impact

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 a structured 6-month probationary period. During this time the new teacher is 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.

In 2015 four staff members were working on gaining accreditation at Experienced Teacher level. This required an in-depth examination of their practice and assessment of their evidence portfolio including an identified Action Research Project and assessed external assessors. During 2015 four staff have been involved in the AIS Accreditation at Experienced Level Pilot Action Research Program. In addition, 10 staff have undertaken Maintenance of Accreditation processes. 2 staff were nominated for young and aspiring teacher Awards. All academic and many non-teaching staff have completed a number of mandatory annual courses including Child Protection and Resuscitation (also with a practical component).

KWS supports the wider teaching profession by making available opportunities for high-quality professional experiences for pre-service teachers. In 2015 ten students completed professional experience placements ranging from two to six weeks. An additional three internship placements of one term were undertaken. Such occasions provide professional development for the mentoring teacher and opportunities to provide input and leadership into the development of future colleagues in the profession.

## Professional Learning:

Professional Learning is 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
- support aspiring and current school leaders
- meet the school mandatory requirements in relation to Child Protection, Duty of Care, workplace safety etc.

Staff are provided with the opportunity to direct their own specific learning needs. Once identified they can engage in a mix of traditional face-to-face PD, various online options and other courses, individually and collectively. Tuesday PD workshops are run 'in house', aligned to the school Strategic Plan and Visible Learning and have a minimum mandatory requirement to attend for all staff. They have been extremely well attended in 2015 and have provided a real opportunity for professional dialogue and exchange of ideas to flourish. As a consequence, the school has supported a termly 'Teach Meet' program to further enhance opportunities for teachers to learn from each other.

Aligned to the School Strategic Plan, a committee consisting of secondary, prep and support staff has been implementing the new Learning Management System (FROG). Pilot studies have been completed, evidence and data collected in order to further implement this system into the school. Identified professional learning needs, time allocation and programs have been written to support this process.

During 2015, 15 staff have been enrolled in The National Excellence in School Leadership Program. This nine month program uses a blend of methodologies including peer knowledge-sharing and practical workplace application to support staff in their leadership learning. In addition, 3 staff have undertaken Masters Courses in school leadership and an additional 3 staff a 3-day leadership course facilitated by the AIS. 4 staff have presented papers at educational symposiums/conferences.

## Teacher Qualifications and Accreditation:

<b>The qualifications profile of our current staff is as follows:</b>	<b>Number of Teachers</b>
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	106
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 2015 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 2014 was 88%.

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

### **Student attendance**

The student attendance rate at Kinross Wolaroi School for 2015 was 95% 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 0-6 increased by 12% and in Years 7-11 were relatively static. 132 students sat the HSC in 2015.

## Section 7: Post school destinations

In Year 12 2015, 132 students presented for the Higher School Certificate at Kinross Wolaroi School. Of these students, 115 were offered places through UAC with 29 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 14  
New South Wales 17  
Macquarie 1  
University of Technology 4

Canberra University 7  
ANU 13  
Newcastle 18  
New England 8

Wollongong 17  
CSU 10  
Western Sydney 4  
Int College Mgmt 2

Courses selected are varied and include Medicine, Law, Economics, Sciences, Policing, Media and Communication, Tourism, Agriculture, Engineering and Information Sciences, 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 and other European nations.

## **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 to the School, to be considered for a position. On receipt of the completed form, fee and birth certificate, the following procedure is followed:

- (i) All applications are acknowledged in writing and the student is placed on the Active List on the database.
- (ii) 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.
- (iii) If they are after an immediate place, which is available, they are offered a position and progressed.

Enrolment offers are made at least 18 months out from year of entry. In 2015, all were made offers for 2017.

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

Demand has increased across the School for places in the Senior School and the Prep School with many families being placed on Wait Lists for their nominated year group. The 2017 Year 7 offers have created a flurry of enrolments in the Prep School, with a fear of missing out in the first round offers for Year 7. Many of the Prep School classes experienced Wait Lists, namely Years 2 through to Year 6.

Extending the enrolment offer period out to 18 months has ensured additional security for families and has eliminated many future students in our system who were not genuine enrolments. In a first for the School, Year 7 is Wait Listed 18 months out from commencement. This trend has continued throughout the future years of entry with more positions on the Wait List than what the School can offer.

Our Boarding numbers continue to remain strong, with a designated 40% of all senior school positions held for Boarders. In 2015 there was limited availability across all 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, 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. 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 encourage excellence at KWS, the following Scholarships were offered to day and boarding students (both current and future) entering Years 4 to 11.

Academic Assessment Services conducted the Scholarship examination on Friday 27 February 2015. The scholarships offered included:

- Academic (Years 4 to 11 in 2016)
- Music (Years 7 to 10 in 2016)
- Boarding (Years 7 and 9 in 2016)
- General Excellence (Years 4 to 10 in 2016)
- Ex-students' (Year 11 in 2016)
- ICPA (Year 7 in 2016)

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 2015 we had 134 registered applicants with the following Scholarships awarded for 2015:

- Preparatory School – 2 GE Scholarships
- Year 7 – 4 Academic Scholarships, 1 Music Scholarship, 4 Boarding Scholarships, 2 ICPA & 2 General Excellence Scholarships
- Year 8 – 1 Academic Scholarship and 1 Music Scholarship
- Year 9 – 2 Academic Scholarships
- Year 11 – 1 Academic Scholarship, 1 Music Scholarship & 1 Ex-students' Scholarship

## Student population

2015 student numbers (as at 7 August 2015) were:

- Pre-Prep 42
- Preparatory School 305
- Senior School 763 (Boarders – 301)

2016 estimated numbers are:

- Pre-Prep 36
- Preparatory School 313
- Senior School 780 (Boarders - 320 )

## 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. This system has proven to be a crucial element of the life of KWS and students have a very strong sense of House identity.

On enrolment at Kinross Wolaroi School, students have been (in the past) 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 has been 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.

In 2015, the Tutor system began the expansion to eight Houses. In order to improve our ability to oversee the wellbeing of students, and in line with our strategic focus on this area, a decision was reached to add another two Houses. This has involved a period of transition: the Houses had to be named, a meeting place established and fitted out for each House, Head Tutors appointed and students allocated to the new Houses. This has taken the full year and the new Houses will be part of the fabric of the school from 2016 onwards. We envisage it will take a few years for this change to be fully integrated but the signs are good that the new Houses will be dynamic and positive places.

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

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

The Year 7 Peer Support program operates with 20 Year 11 students “buddying” small groups of Year 7 students once a fortnight and during breaks in the day. Year 7 also have their own assemblies for the first half of the year, so that they can bond as a group and learn the format and procedures of whole-school assemblies in a less intimidating setting.

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

The Year 12 Coordinator oversees all matters relating to Year 12 in their lead-up to the HSC. The role also includes leadership training for Year 11 students; following a leadership camp, students who wish to may take on leadership roles in the school based on Service, Mission and Charity. The Prefects who head up these areas work with the rest of the school to take up particular “causes” such as fundraising for charity, cultural diversity, inter-school liaison, the school environment and academic tutoring of younger students. There is a sense of ownership and responsibility on the part of senior students, a dedicated group of Prefects and wonderful cohesiveness amongst the year group. Leadership opportunities also exist within the Cadet program, the boarding houses and the Tutor

House system outlined above. Year 12 students can 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, full-time School Psychologist who worked closely with the Head of Senior School. The Coordinators of Year 7 and Year 12, the School Psychologist, the Coordinator of Indigenous Students and Head Tutors met as a Wellbeing Team on a weekly basis. The School Psychologist ran a variety of programs during the year and provided guidance and assistance to Tutors as they supported their Tutor Groups; these included anger management sessions, mindfulness sessions and 'Getting ready for the HSC' sessions for Year 12. 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 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. The Head of Senior School is qualified to carry out Child Protection investigations, and all staff are required to update their knowledge and qualifications annually, via the AIS online program.

## **Student Behaviour Management**

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

## **Reporting Complaints and Grievances**

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

and fair investigation is undertaken, Senior Management may discuss the findings, and the parents of students are reported back to. Equally, any staff complaints or grievances are to be made directly to the Principal in writing. Procedural fairness is then followed with the Principal or his delegate, who investigates the complaint or grievance.

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

A formal complaint process was in place for students and Assessment issues. This was found in the Kinross Wolaroi Preliminary HSC and Higher School Certificate Policies and Procedures documents. The process was overseen by the 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 Preparatory School Learning Support Coordinator) 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.

## Section 10: School-determined improvement targets - 2015

- *Integration and increased staff uptake of the school's Learning Management Platform (FROG) and Appretio*

A FROG pilot staff group was established at the beginning of 2015. This group met regularly and now has considerable skills in using the platform; they will become the champions of the platform in their faculties in 2016. The Year 12 Coordinator, in particular, has used her experience of this pilot group, and her own expertise, to set up a FROG page for Year 12 students. All staff now go automatically to the FROG page if they open Google Chrome (access to Internet) on their school laptop, and notices, the Daily Bulletin, staff class covers are posted on FROG as well as being sent via email. In 2016 the email support will cease and staff will rely solely on FROG. It will also roll out across all faculties. *Appretio* has been used for faculty goal-setting and all teaching staff use it for documenting their own professional learning and the professional reading and conversations they have had with both peers and their direct supervisors. TPL has been held through the year to both support teacher use of *Appretio* and to provide time and expertise when it has been needed.

- *Delivery of student-centred learning that is focused on effort, improvement, perseverance and longer term commitment*

Ongoing TPL and professional focus has been on perseverance and persistence during 2015. There are posters in every room to draw the attention of both students and teachers to this, and a workshop on using the language of Visible Learning in reports was held to assist teachers to focus less on student behavioural compliance and outcomes, and more on the learning process and personal progress of students. Tuesday morning sessions led by the SAS faculty have helped staff develop their knowledge of formulating and writing success criteria. The SAS (learning support) faculty has worked across K-12 to up-skill teachers and to move away from the 'medical model' of support for students with learning challenges. Students have received over 2400 effort points from teachers, an average of four per student in Years 7-12 for extraordinary effort. In addition, on academic reports we had over 100 students who achieved an effort grade of A in all their subjects.

- *Development of evidence-based innovation in education*

Teachers are regularly getting evidence from their classes, in the form of student feedback and surveys, on how effectively they are teaching and how well students are learning. Two Science teachers have used a 'flipped classroom' approach with all their classes in 2015 and have carried out research into whether there is a preference by students for an external presenter or their regular teachers, and what impact this has on their learning. A 15-member group of teachers has worked on a leadership program developed and run by the AIS; this has involved using evidence, data and webinars to help the participants read and reflect on their own practice and what educational leadership means. Teacher observations of their peers' classes has taken place all year and has resulted in the spread of both ideas and classroom strategies.

- *Transition to a system of eight Tutor Houses*

The groundwork for this has occurred in 2015. The Houses have been named, two new Head Tutors have been appointed, and students have transferred into these Houses with the appointment of student leaders. The Property Manager has been heavily involved in planning for and implementing the building modifications required for setting up a House headquarters for each of these Houses. No student has been forced to move, so numbers are still smaller in the two new Houses than in existing Houses. It is envisaged that this will take a few years to even out completely but the process has been very positive thus far.

- *Transition to a 'zero-based budgeting' process for all school finances and departmental budgets*

All areas of the school, academic, ancillary and administrative, have been given professional training in the purpose and use of a zero-based budgeting process. Budget planning has been based on this approach and consultations have been frequent and far-reaching. There has been much greater transparency surrounding the allocation of budgets and all supervisors of the various areas have been 'walked through' their final budget allocations and responsibilities. The wider school community received a brochure giving information on budgeting processes and priorities; this whole financial area has been led by the Business Manager and he and his team have been very open with the wider school community.

## **School-determined Improvement Targets for 2016**

- Upgrading of boarding facilities and services on both sites
- A more formal structure for student wellbeing with the aim of reducing anxiety and increasing resilience
- WHS upgrades to policies, procedures and security systems
- Variation to Routine procedures to be formalised and established as an online process with a focus on reducing the disruptions to academic routines
- Commitment to maintaining affordability for all families
- Additional investment in teaching excellence
- Further development of the KWS Indigenous program
- Develop a vibrant and integrated agricultural program centred on a viable commercial farm to benefit all stages of learning

## **Co-curricular Overview**

The co-curricular program has provided a diverse range of options for our students during 2015. 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 2015. 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 2015 and many students reached CIS, State and National representation. The school's representative results in 2015 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 2015**

The KWSCU provided a strong presence in the co-curricular program. 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. We were fortunate this year that the annual Bivouac was held, unlike the previous year where rain forced it to be cancelled. As a result, the Cadet staff have been thrilled with the high level of responsibility and authority with which the senior rank have been able to plan and prepare for 2016. The Unit has had a successful year with all activities, both school and community, being strongly supported by staff and parents.

## **Sport 2015**

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 pool of external coaches.

Once again, 2015 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, Rugby 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 maintaining the number of participants in Water Polo and organizing some training at the local pool, which enhanced the use of our own pool for swimming training as well as increasing the opportunity for Water Polo training and competition. The Triathlon program continued to expand and we had over 100 participants in the NSW All Schools Triathlon Championships. Rowing had another successful season with many National and State Championship medals as well as multiple awards at the NSW Presentation Dinner. The trial in the 2014 -15 season to utilise 'Gap' rowing coaches from overseas proved very successful and this model may be taken up in other sports where applicable. The popularity of Girls Cricket has grown and Boys Cricket performed well with the positive impact of external coaches and players.

The Winter Season is dominated by the Football codes, Netball and Hockey with the majority of students being involved in these activities; successful seasons were had across all winter sports. Rugby was used as a trial to allow more time for the staff MIC to conduct the very demanding task of running this significant sport and the results of the trial will be used to develop future policy. The performance of our Football teams was very strong, especially the senior teams who compete in the local adult competitions. School based tournaments were also successful with the First XI reaching the final against Orange High School.

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 2015**

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 Little Shop of Horrors' which was staged at the Orange 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 2016 musical 'Jesus Christ Superstar'.

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.

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. Once again our ensembles were involved in numerous appearances at eisteddfods with fantastic results. The Performing Arts Festival was centered on the theme 'Around the World'. The festival showcased the Music, Dance and Drama abilities of our very talented students. The evening culminated in a massed choir and orchestral item 'Dry your tears, Africa' which was a highlight of the program.

In August, the Prep school hosted a community concert which was titled 'Share a story, sing a song'. Members of the local community were invited to attend and performances were given by both KWS groups and community choirs. This was also an opportunity to showcase the artistic and storytelling talents of our students with an incredible display of their artwork and creative writing.

Smaller events held throughout the calendar included studio recitals in which all students who are learning an instrument through our Instrumental program were invited to perform for family and friends. These recitals provide an exciting performance opportunity for the students and a wonderful platform for family to witness and engage in the development of students' musical abilities. Other events included the Camerata concert in which students who entered our Concerto Competition were able to perform their Concerto movement for an enthralled audience, and an 'Open Mic' night which enabled many students who do not have a performance outlet within our ensemble program to perform for family and friends. We hope to continue to develop our performance program to offer further opportunities such as these in the future.

## **Cattle Team 2015**

The Cattle Team had a very successful year on the show circuit with excellent results at the Sydney Royal Easter Show with 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.

There will be significant changes made to the Cattle Team in 2016. This year the School Council conducted a review of the operation of the KWS Farms and associated programs including the Cow/Calf program. The current stud operation will be reassessed to allow for more farm diversification. However, the school does intend to maintain a vibrant and engaged Cattle Team as we investigate sourcing cattle from other commercial stud operators. The Cattle Team at KWS has a long and distinguished history with the current students very keen to keep this tradition alive. The school will do everything possible to assist the students in this transition phase.

## **Section 11: Initiatives promoting respect and responsibility**

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

In 2015 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; whole school gift-giving to Wontama, a retirement village where students purchased gifts for those elderly residents who would otherwise have been alone at Christmas and not receiving gifts. 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.

There has been an explicit focus in 2015 on Indigenous issues. The school took part in local NAIDOC Week activities, Indigenous students have been supported and celebrated, and a very generous budget has been put in place to enable Indigenous KWS students to have every opportunity to play sport, learn musical instruments and take part in all school activities which they might otherwise have been unable to. There is considerable respect amongst the wider school community for our Aboriginal students and their achievements. This was evident in the appointment of two Aboriginal boys to the leadership positions in our Year 7 boys' boarding house, roles they carried out with warmth, dignity and effectiveness.

Fundraising was very much student-driven in 2015. 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 should continue from previous years 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. The local Ronald McDonald House was a particular focus in 2015; this is an important facility in Orange and our boarders from western regions are acutely aware of its significance for remote families. 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**

Kinross Wolaroi is committed to listening to the views and expectations from 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 its operational and strategic planning and its determination to continually improve the value proposition and educational experience offered to the students.

In the 2015 review, a total of 214 parents and 246 students from Years 6, 7 & 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 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.

## Year 12 Parent Views

A selection of the Year 12 parent top level findings is 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 in relation to focus on student wellbeing, providing a safe and caring environment

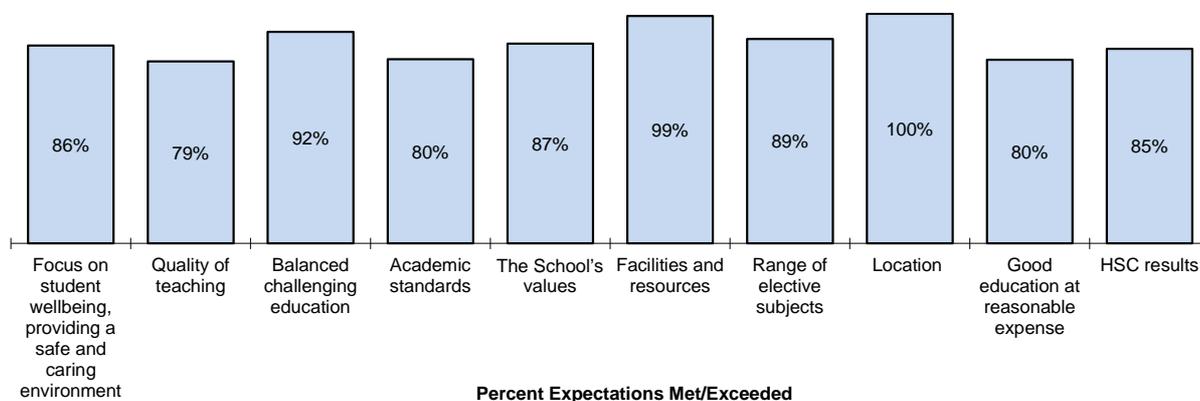
79% of parents' expectations were met or exceeded in relation to quality of teaching

92% of parents' expectations were met or exceeded in relation to balanced challenging education

80% of parents' expectations were met or exceeded in relation to academic standards

87% of parents' expectations were met or exceeded in relation to School's values

2015 KWS Yr 12 Parents - Expectations Met/Exceeded - First 10 Ranked in Importance (n=101)



MMG 2015

## Year 12 Student Views

A selection of the Year 12 student top level findings is detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their child:

90% of students' expectations were met or exceeded in relation to focus on student wellbeing, providing a safe and caring environment

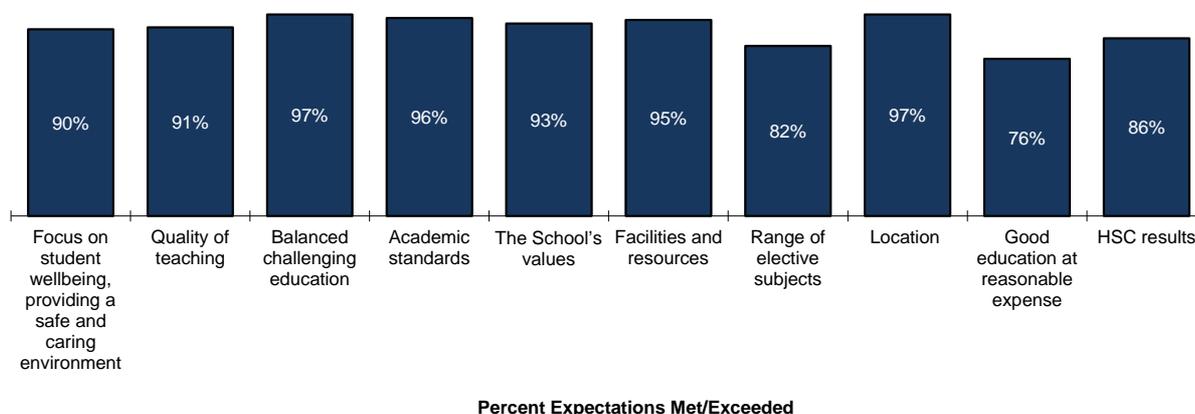
91% of students' expectations were met or exceeded in relation to quality of teaching

97% of students' expectations were met or exceeded in relation to balanced challenging education

96% of students' expectations were met or exceeded in relation to academic standards

93% of students' expectations were met or exceeded in relation to School's values

2015 KWS Yr 12 Students - Expectations Met/Exceeded - First 10 Ranked in Importance (n=113)



MMG 2015

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

2015 KWS Year 6 Parents	2015 KWS Year 6 Students
Friendly and welcoming environment	Friendships
Ethos of high achievement	Sports program
School community	Friendliness of teachers
Well-rounded education	Range of opportunities
Range of opportunities	Academic performance
2015 KWS Year 7 Parents	2015 KWS Year 7 Students
An excellent, well balanced education	The sports program
Access to a wide range of challenging opportunities	A very good education
Inclusive, welcoming & supportive community	The academic program
Students' happiness with life at KWS	Making & spending time with new friends
High quality pastoral care	Being part of a welcoming, supportive community
2015 KWS Year 12 Parents	2015 KWS Year 12 Students
A safe, warm & caring community	The development of life long friendships
A high quality, holistic education for boys & girls	Challenging experiences & opportunities
High quality staff	High quality education
Strong, meaningful relationships with other students	The inclusive, supportive School community
Wide range of opportunities	Quality relationship with teachers & other staff

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

*'That the school has given my child a better foot in the door for life with their strong and conscientious academic program, the School's high expectations, the accountability of the teaching staff and the provision of many opportunities for co-curricular activities and for giving my child an opportunity to believe they can be good at whatever they set their mind to. The smaller class sizes. The specific tuition for the students' needs in the younger years within the class groups.'*

*'My children are happy to attend every day. The other children who attend are of high calibre resulting in a cohesive network of like-minded families and children. This is very important to the school and reflects very well on the school.'*

*'The acceptance and support for my daughter, who is Aboriginal. The friendships my child has made and the exposure to a wide range of experiences.'*

*'The respect shown towards parents and students, and the air of respect between students, school leaders and teachers. Its approachability, its expected standards and its reputation. That it has developed my daughter to her academic potential. That she has been exposed to co-curricular activities that have enhanced her resilience and leadership (cadets). That she has genuinely enjoyed the learning environment and professional, engaged teachers.'*

*'The caring relationship of the students towards each other. The outstanding interest that the staff display towards the students. Friendships my child has made and positive relationships my child has with parents of other students. Teachers have gone above and beyond the job and are inspiring and have made a positive impact on my child.'*

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

*'I have developed a sense of individuality and a wide range of acceptance, which had been reflected onto me from the entire school community.'*

*'I have learned to balance my life better between school, family, friends and sport which I think is really important'*

*'I like coming to school and being a part of the Year 12 cohort'*

*'I really value the competitive, academic environment which has pushed me to reach my potential. I also really value the sense of community and the supportiveness of teachers and students in that success is a thing that is celebrated rather than ridiculed.'*

*'I value the friendships and experiences that I have been able to develop. I know that they will continue to be a significant part of my life in the future.'*

*'It's a great school and I've been here for years. I have good relationships with teachers and students and my education at KWS will help me later in life.'*

*'My relationships with peers and the teachers.'*

*'Relationships with friends and teachers who are genuinely interested in seeing you achieve your best'*

*'Sport has been the absolute highlight of my time at school and the connections and experiences I have made through sport are my most valuable experiences and memories and I believe these will help me in the future.'*

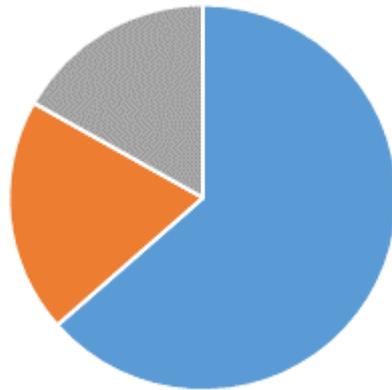
## Teacher satisfaction

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 2015, 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. The Leadership Program, introduced in 2015, gave 15 staff the opportunity to develop their own insights and skills in the qualities of excellent educational leaders. Satisfaction levels amongst these teachers are particularly high and the school is looking to have another 15 teachers complete the program in 2016.

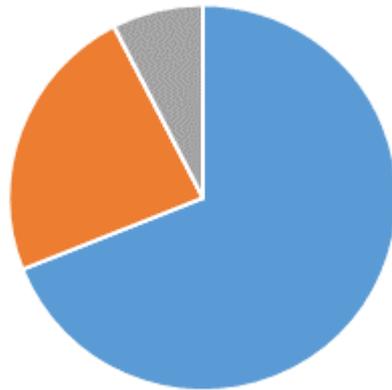
Kinross Wolaroi School is a not-for-profit entity, but adheres to contemporary commercial business practices to ensure that finances are managed in an effective and efficient manner. The accounts of the School are subject to an annual audit by a registered audit organisation. The charts below show the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

### Recurrent and Capital Expenditure 2015



■ Salary related expenditure ■ Non Salary ■ Capital

### Recurrent and Capital Income



■ Fees and private income ■ Commonwealth Grants ■ State Grants ■ Capital income