



KINROSS WOLAROI
— SCHOOL —

ANNUAL REPORT

2016



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.

2016 saw us celebrate our 130th year of operation; as ever, we remain 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 2016 year include:

- Continued high 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
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- A focus on student effort, improvement, perseverance and longer term commitment as shown by the awarding of more than 2,500 effort points. In addition, on academic reports we had over 110 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 Teacher Professional Learning 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: three student accomplishing the honour of the Premier's HSC Honour Roll for Band 6 Grades in 10 or more units; 25 students achieved ATAR scores over 90; over 50% of the overall subject results were either a Band 6 or 5 Grade. 4 students were acknowledged as a 2016 Top Achiever.
- 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 extremely smooth transition to eight Tutor Houses, further supporting our excellent pastoral program
- 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.

Bev West

**Acting Principal
December 2016**

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 2016 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.

A Leaders' Handbook has been produced to assist all student leaders carry out their role and to help them understand what leadership entails; it also provides advice on dealing with challenging situations and on how to seek help when needed.

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 2016. 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

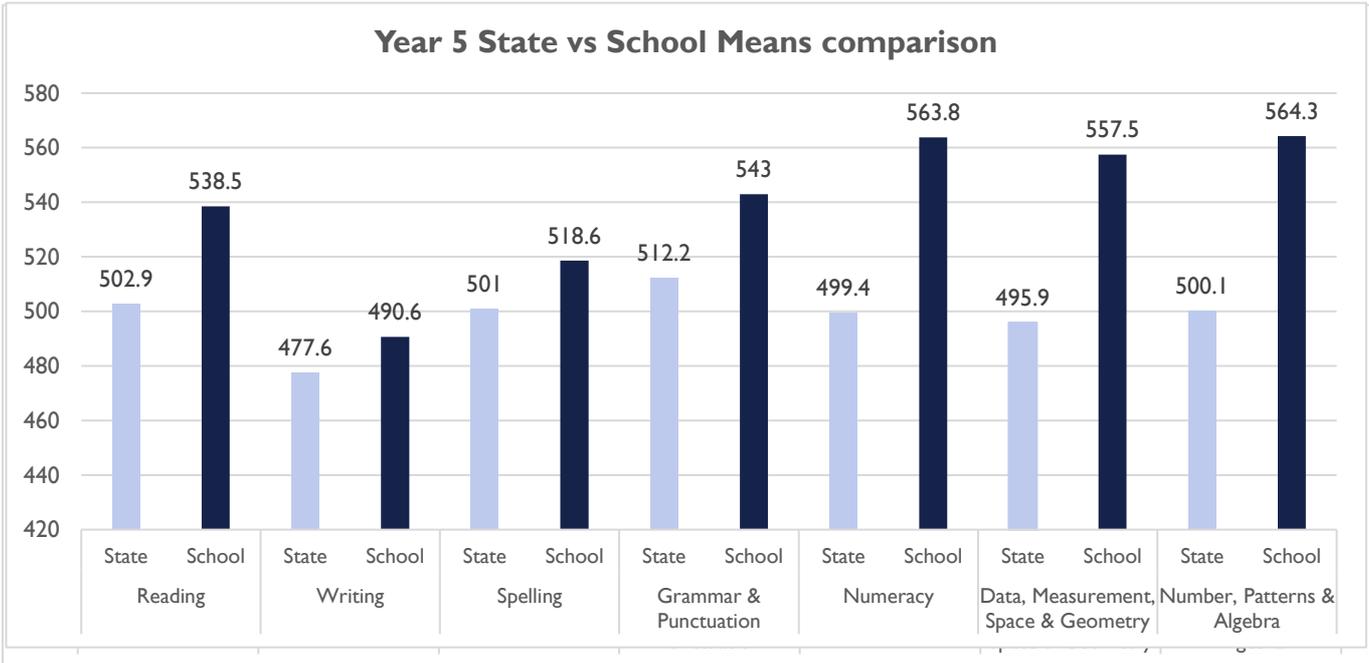
In 2016, there were 52 x Year 3, 50 x Year 5, 125 x Year 7 and 129 x Year 9 students who sat NAPLAN, with 1 withdrawn (parent request) and 2 absent in Year 3, 1 absent in Year 5, 1 absent (2 in Numeracy) in Year 7 and 1 (Numeracy only) in Year 9. In all years there were no exemptions or non-attempts.

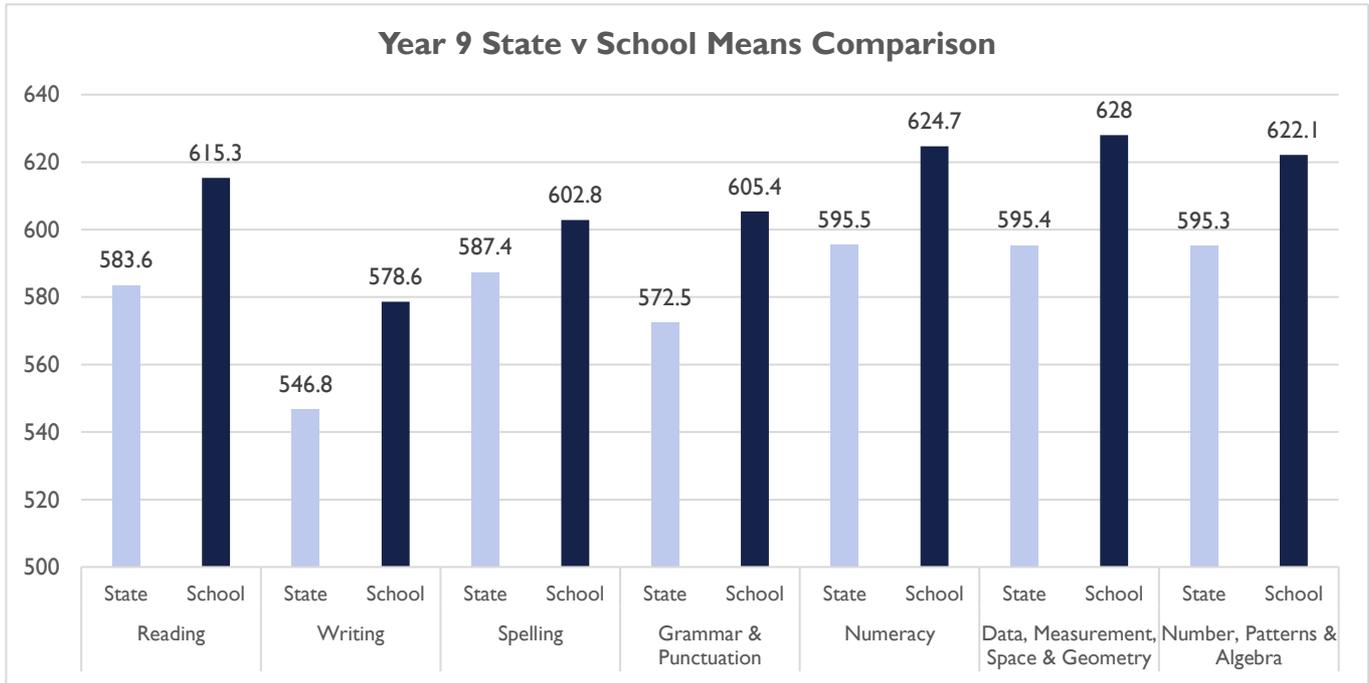
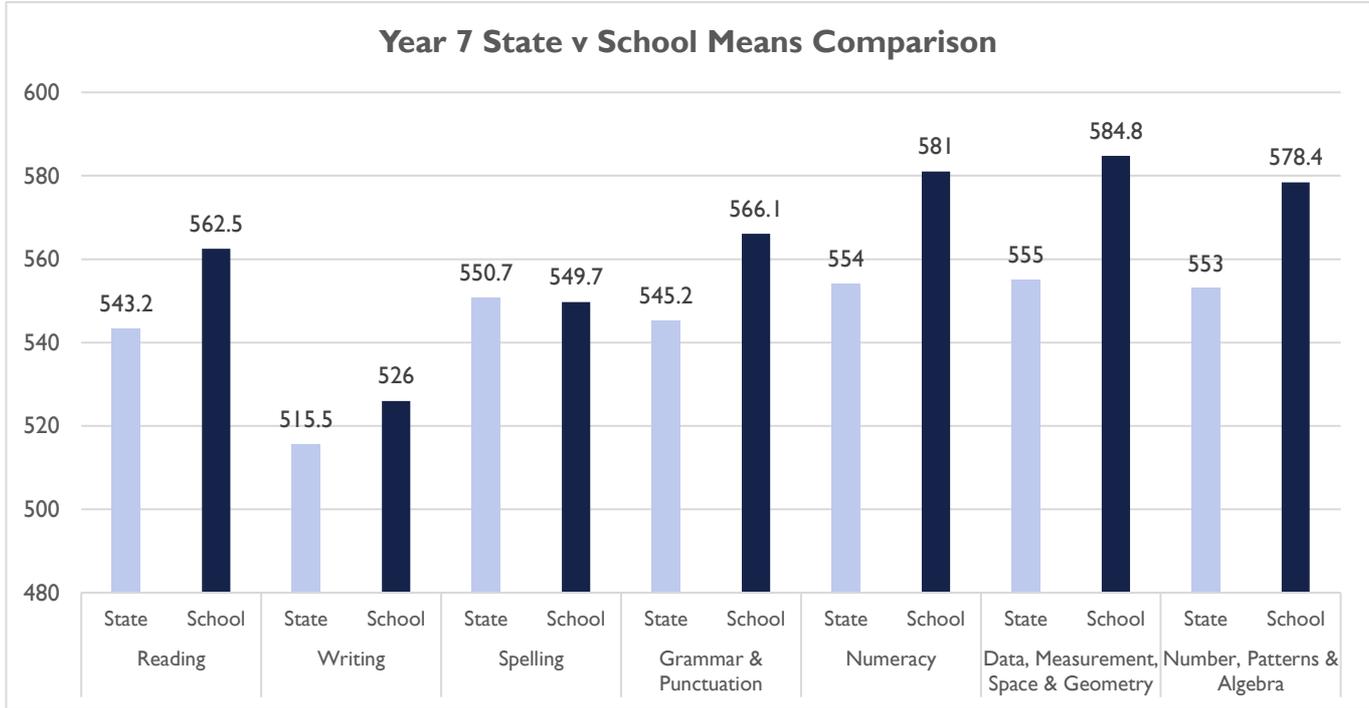
Summary of performance

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 all but one category.

State vs School Means Comparison

The Means comparison charts reveal strong Reading (AVG 30.1 mean percentage point difference across all year groups), Grammar & Punctuation (AVG 31.4) and Numeracy (AVG 40.0) results against other subset scores and against the state. The significant improvement in Numeracy in Year 5 (64.4), Grammar & Punctuation in Year 3 (41.0) and in the Year 9 Writing (31.8) are noticeable standouts. Writing across all year groups was a pleasing 19.5 (AVG) mean difference from the state.

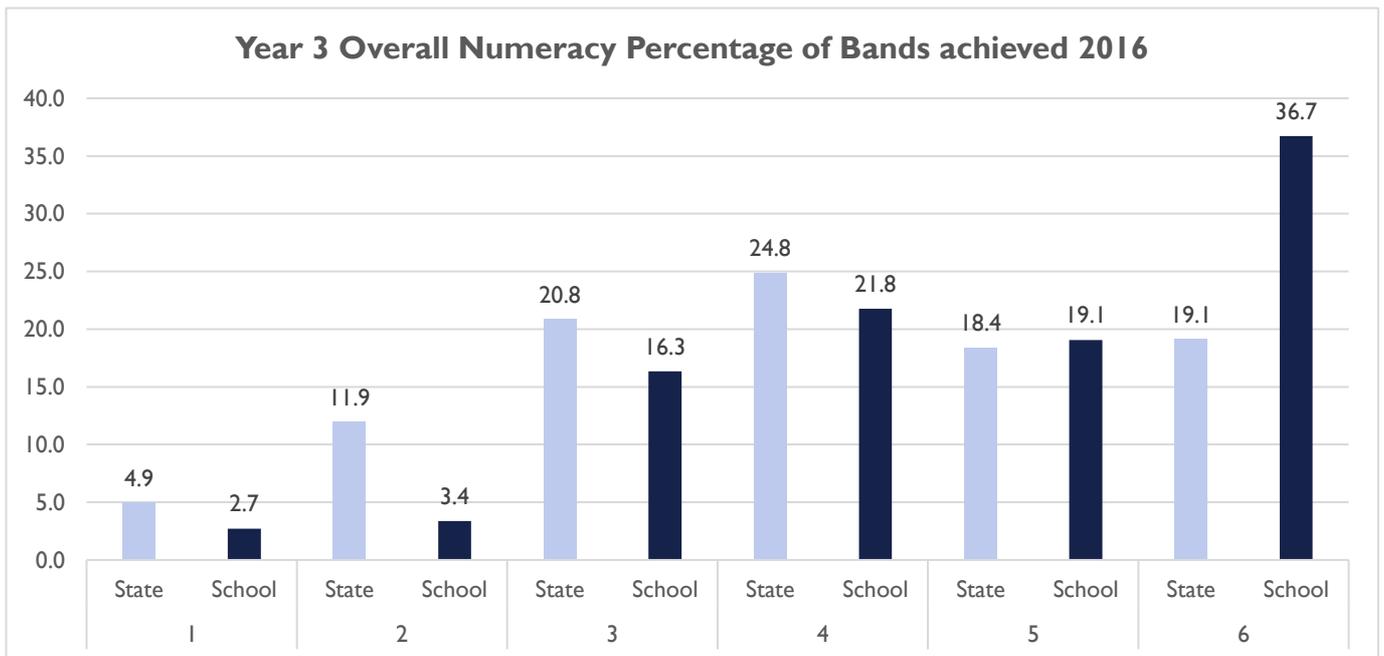
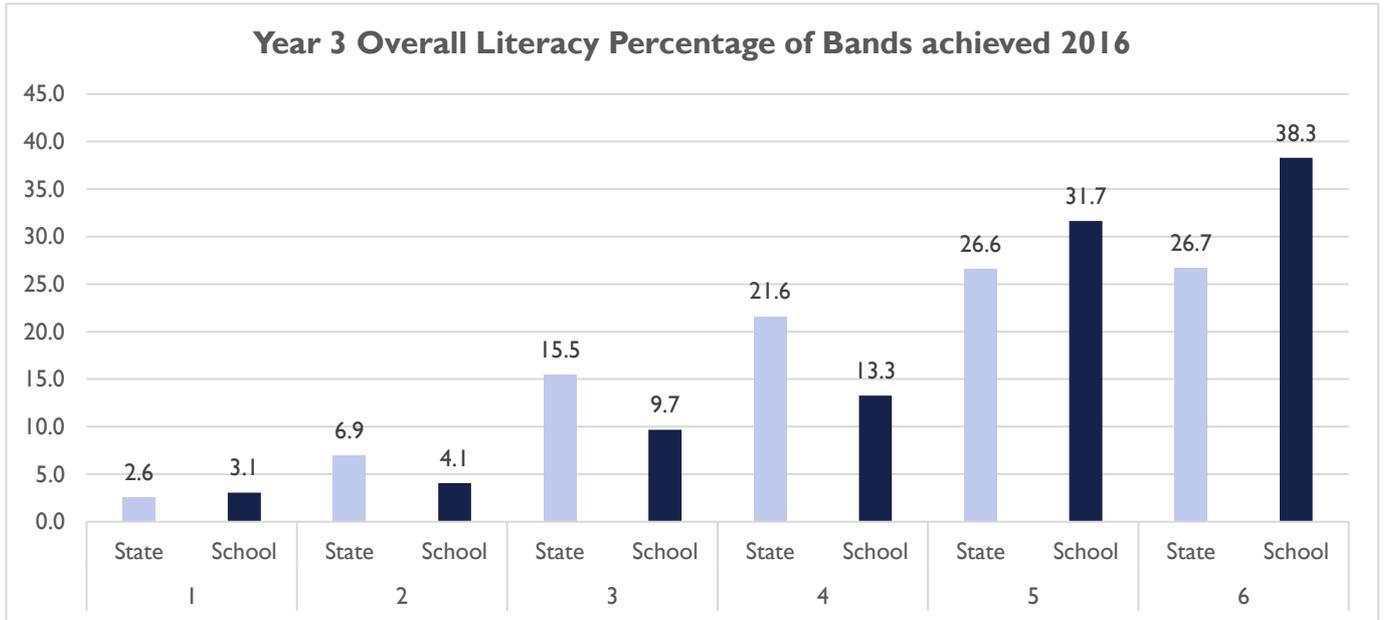




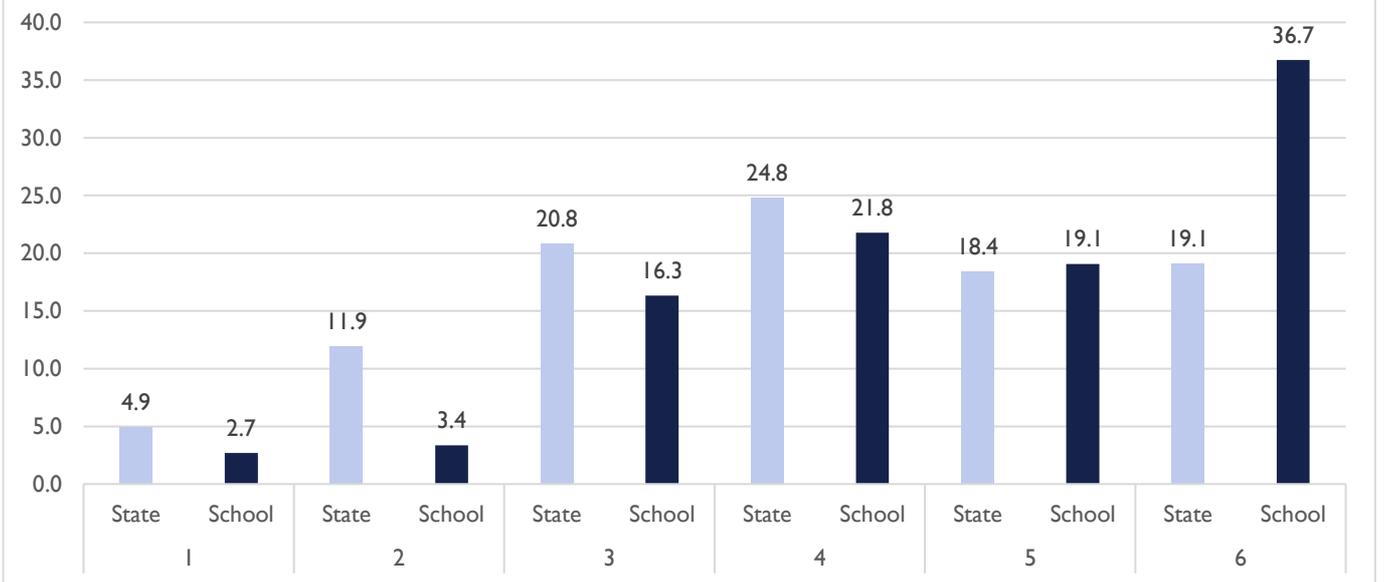
Student achievement in Bands as a percentage of the cohort

The tables below are a breakdown of the overall Bands awarded to Year 3, 5, 7 and 9 in 2016. 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 (Proficiency). Also of note were the relatively low percentage of students performing below benchmark levels.

Year 3



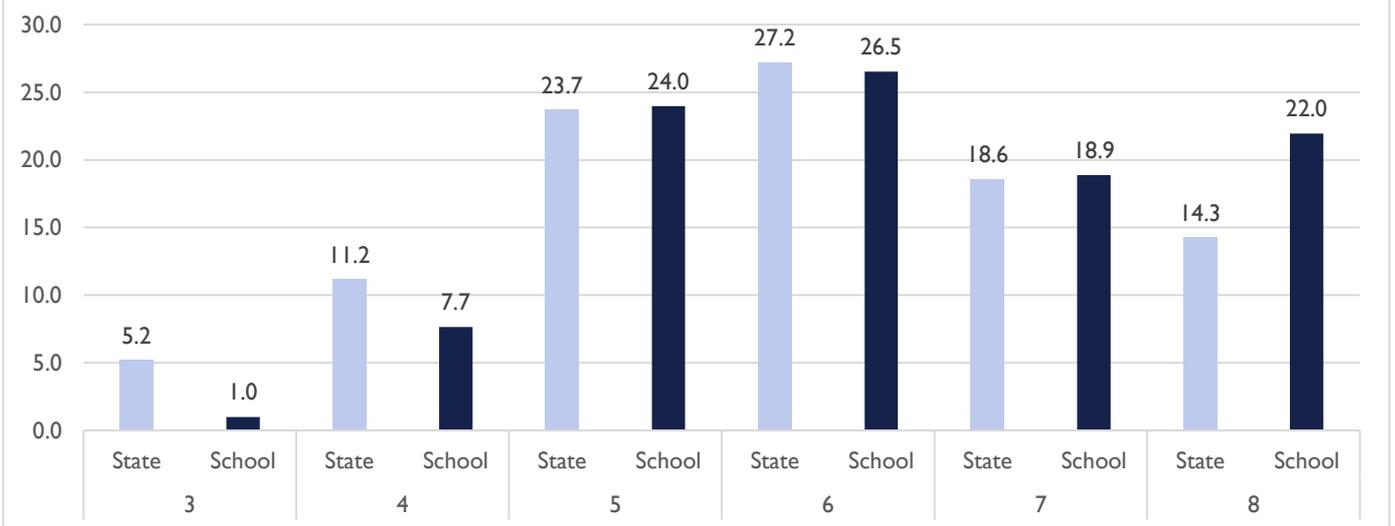
Year 3 Overall Numeracy Percentage of Bands achieved 2016



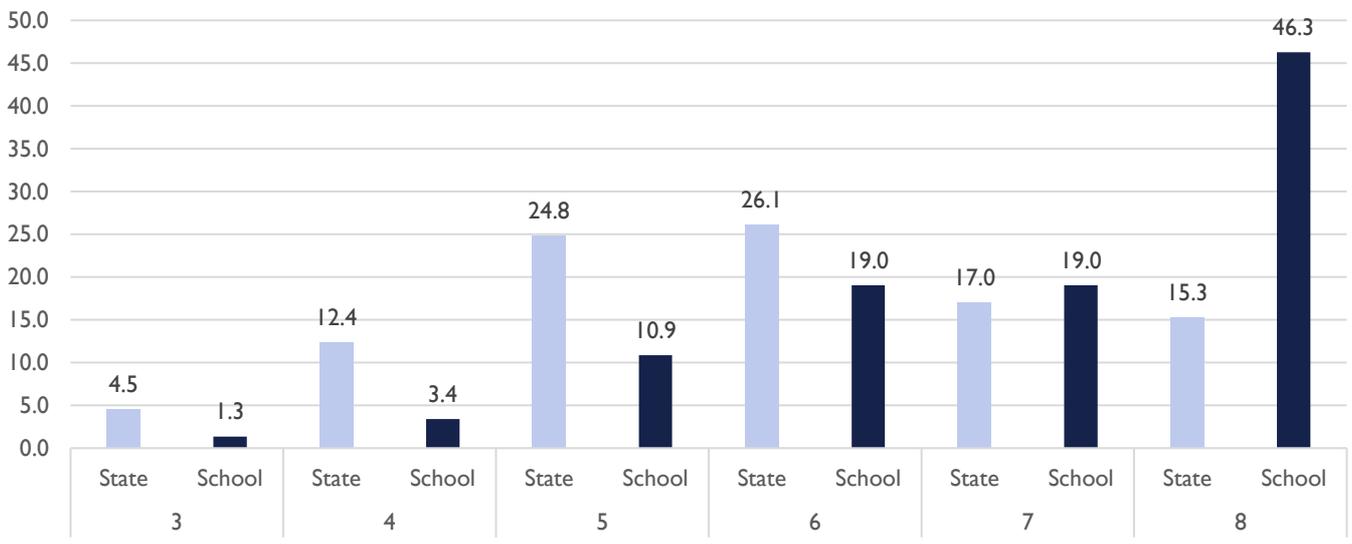
Year 3 results reveal strong results in Literacy and Numeracy with well over half the cohort performing in the top Band (70% in Literacy and 56% in Numeracy). In Grammar & Punctuation, 61% of the cohort achieved the top Band and 39% in Reading. 80% of the cohort achieved in the top two bands in Reading. In the top Band, there is a large disparity between Number, Patterns & Algebra (45%) and Data, Measurement, Space & Geometry (27%).

Year 5

Year 5 Overall Literacy Percentage of Bands achieved 2016



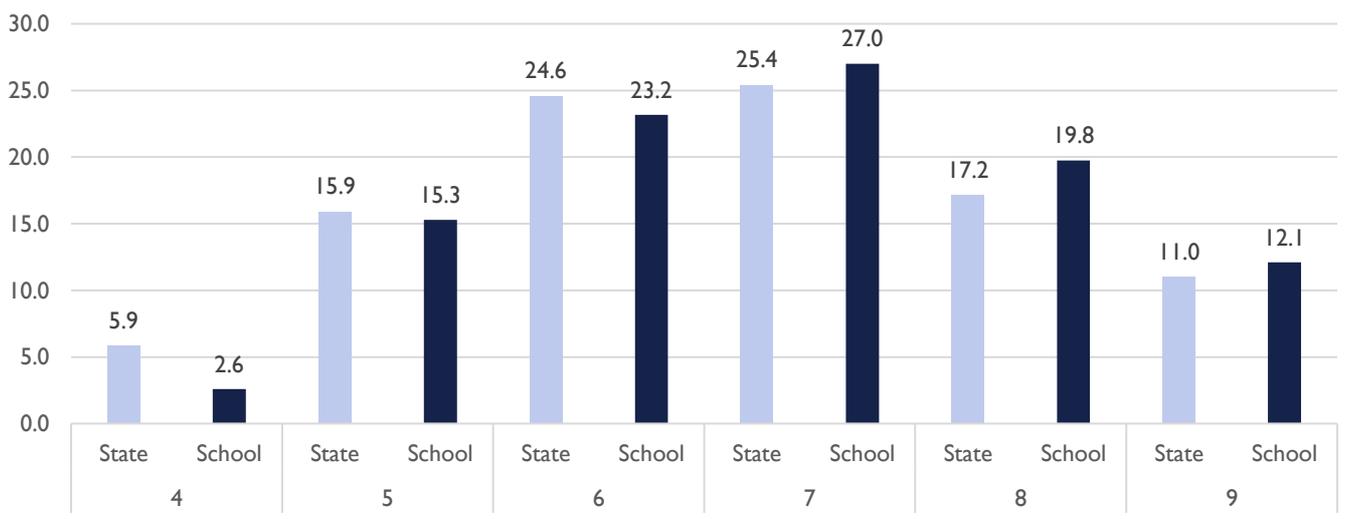
Year 5 Overall Numeracy Percentage of Bands achieved 2016



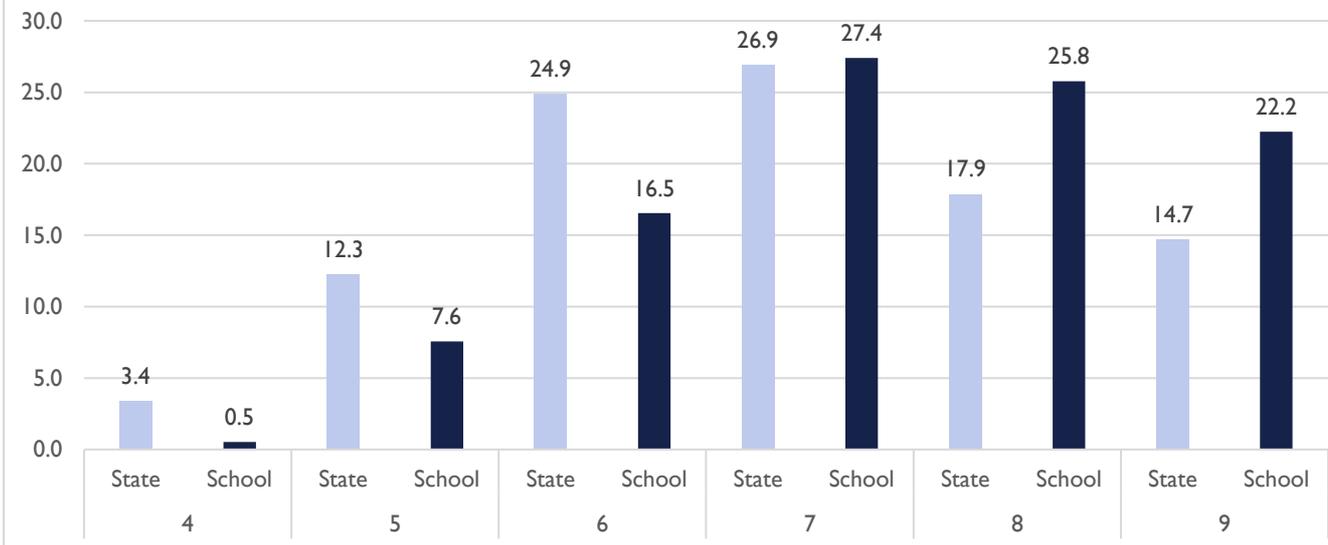
Year 5 results reveal strong results in Reading (35%) and Numeracy (46%) of the cohort achieving in the top band. In Numeracy, there was a pleasing 31 percentage point difference between the school and the state. 49% of the cohort achieved in the top two bands in Grammar & Punctuation and 65% in Numeracy. There was only 4% of the cohort in the top Band in Writing.

Year 7

Year 7 Overall Literacy % Bands achieved against the State 2016



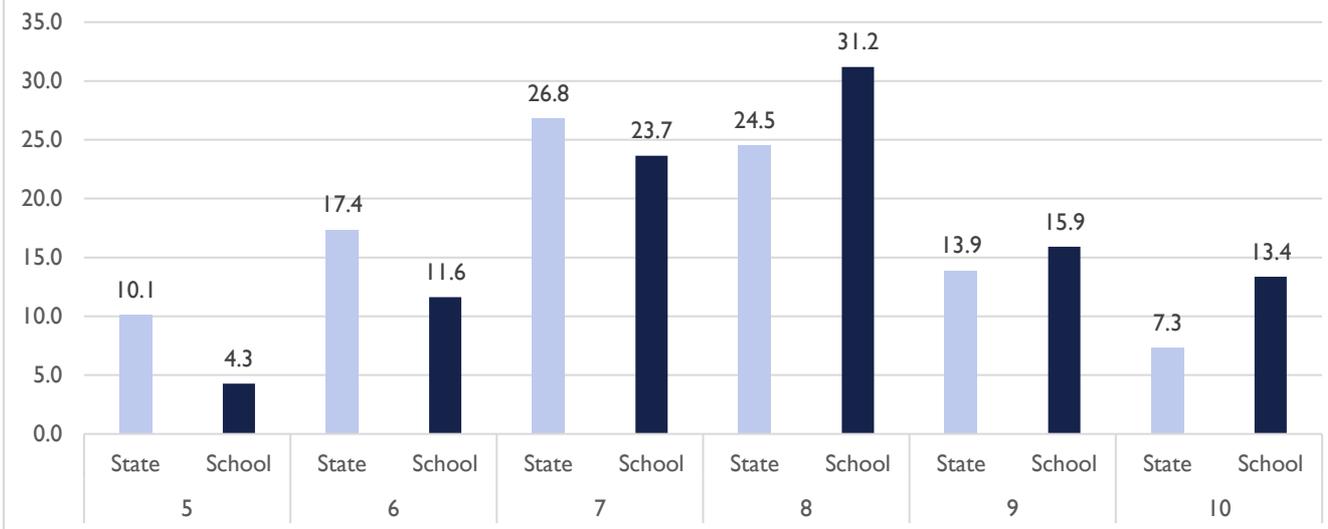
Year 7 Overall Numeracy % Bands achieved against the State 2016



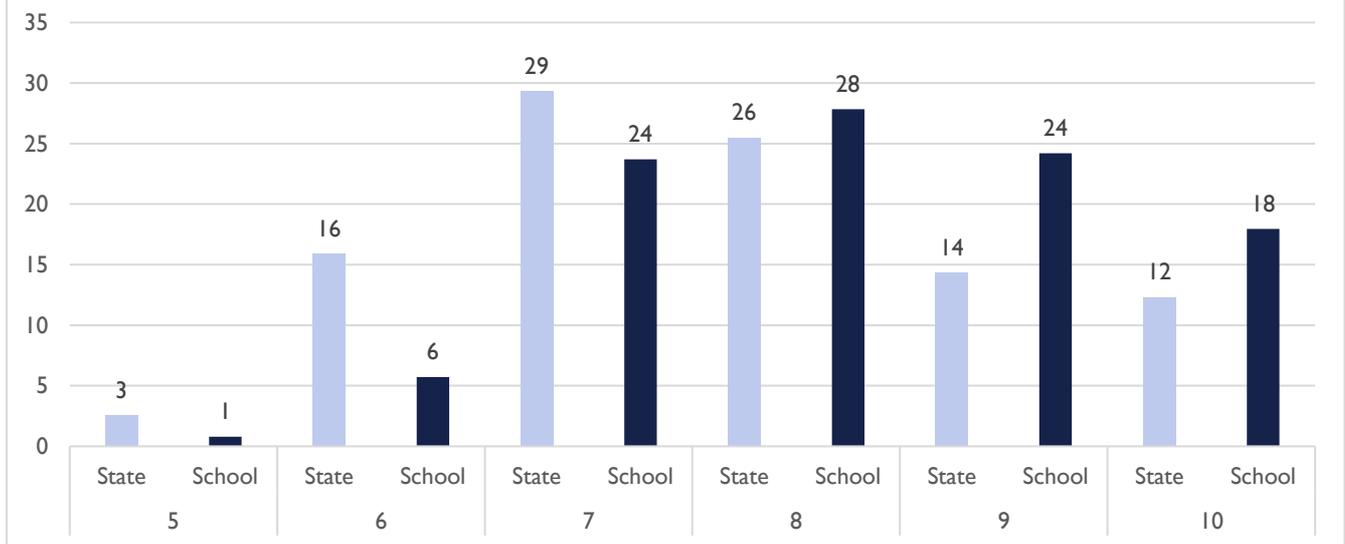
Year 7 results reveal good percentage differences against the state in the top bands, in particular, in Reading, Grammar & Punctuation and Numeracy. Nearly 40% of the cohort achieved in the top 2 bands in Reading and Grammar & Punctuation and nearly 50% in Numeracy. In Numeracy, there was a 15% point difference from the state in the top two bands.

Year 9

Year 9 Overall Literacy % of Bands achieved 2016



Year 9 Overall Numeracy % of Bands achieved 2016



Year 9 results reveal good results in Reading with 36% achieving in the top two bands. Writing reflects state trends with 16% of the state achieving below National Minimum standard. In Writing, there was a pleasing 8% point difference against the state in the top two bands. In Numeracy, the cohort displayed strong skills achieving 42% in the top two bands against 26% in the state.

Percentages in Bands as a table

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

2016	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	3.1	4.1	8.9	6.1	17.1	10.2	19.0	0.0	23.7	40.8	28.1	38.8
Writing	1.2	0.0	4.8	0.0	13.1	6.1	26.7	24.5	37.5	44.9	16.6	24.5
Spelling	3.1	2.0	9.2	10.2	11.5	12.2	21.7	14.3	27.0	32.7	27.4	28.6
Grammar & Punctuation	3.0	6.1	4.8	0.0	20.2	10.2	19.0	14.3	18.3	8.2	34.6	61.2
Overall Literacy	2.6	3.1	6.9	4.1	15.5	9.7	21.6	13.3	26.6	31.7	26.7	38.3
Numeracy	3.1	2.0	11.4	2.0	24.5	16.3	22.3	22.4	19.0	16.4	19.7	38.8

2016	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	6.0	2.0	12.9	10.2	18.8	16.3	23.7	18.4	23.2	18.4	15.4	34.7
Writing	5.3	0.0	11.1	10.2	33.7	38.8	31.3	24.5	13.5	22.4	5.2	4.1
Spelling	5.4	0.0	9.2	4.1	21.8	24.5	30.4	36.7	17.7	14.3	15.5	20.4
Grammar & Punctuation	4.0	2.0	11.4	6.1	20.4	16.3	23.4	26.5	19.9	20.4	20.9	28.6
Overall Literacy	5.2	1.0	11.2	7.7	23.7	24.0	27.2	26.5	18.6	18.9	14.3	22.0
Numeracy	4.3	2.0	12.9	4.1	25.8	10.2	26.6	16.3	15.0	22.4	15.5	44.9

2016	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	4.8	1.6	14.9	12.9	27.1	21.0	23.1	26.6	18.0	23.4	12.0	14.5
Writing	8.1	4.0	19.3	16.1	30.8	36.3	24.1	27.4	13.3	11.3	4.5	4.8
Spelling	5.4	2.4	11.8	18.5	20.6	16.9	28.1	28.2	21.8	25.8	12.3	8.1
Grammar & Punctuation	5.2	2.4	17.7	13.7	19.9	18.5	26.4	25.6	15.6	18.5	15.2	21.0
Overall Literacy	5.9	2.6	15.9	15.3	24.6	23.2	25.4	27.0	17.2	19.8	11.0	12.1
Numeracy	3.0	0.8	12.9	7.3	23.4	15.4	29.3	30.9	17.7	25.2	13.7	20.3

2016	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	5.6	0.8	16.8	7.8	26.7	20.2	26.2	34.9	16.9	20.2	7.9	16.3
Writing	16.3	6.2	22.5	17.8	26.2	26.4	22.6	30.2	8.2	10.9	4.2	8.5
Spelling	8.5	4.7	12.9	11.6	23.5	20.9	29.5	33.3	17.1	17.8	8.4	11.6
Grammar & Punctuation	10.0	5.4	17.3	9.3	30.8	27.1	19.7	26.4	13.4	14.7	8.8	17.1
Overall Literacy	10.1	4.3	17.4	11.6	26.8	23.7	24.5	31.2	13.9	15.9	7.3	13.4
Numeracy	2.3	0.0	16.3	7.0	28.6	21.1	25.9	27.3	15.4	28.1	11.5	16.4

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 2016		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	School	80	69	61	69	57
	State	52	54	55	53	39
	% Diff	28	15	6	16	18
Year 5	School	53	27	35	49	67
	State	39	19	33	41	31
	% Diff	14	8	2	8	36
Year 7	School	38	16	34	40	46
	State	30	18	31	31	31
	% Diff	8	-2	3	9	15
Year 9	School	36	19	29	32	45
	State	25	12	26	22	27
	% Diff	11	7	3	10	18

In almost every category, the school achieved a positive percentage point difference against the state. In most categories, nearly half the cohort achieved in the top two bands. In most categories, the percentage differences show a large gap between the school and state notably in Year 3 Reading (28), Year 5 Numeracy (36) and in Year 9 Numeracy (18). A pleasing 80% of Year 3 are performing at proficiency in Reading. Year 7 Writing revealed a negative percentage point difference (-2) with 16% of the cohort achieving proficiency.

Students below benchmark standards: Below the National Minimum Standard

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

Below Benchmark 2016		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	School	4	0	2	6	2
(Band 1)	State	5	3	5	5	5
	% Diff	-1	-3	-3	1	-3
Year 5	School	2	0	0	2	2
(Band 3)	State	7	7	7	5	6
	% Diff	-5	-7	-7	-3	-4
Year 7	School	2	4	2	2	1
(Band 4)	State	6	9	7	7	4
	% Diff	-4	-5	-5	-5	-3
Year 9	School	1	6	5	5	0
(Band 5)	State	7	18	10	11	4
	% Diff	-6	-12	-5	-6	-4

In nearly every category, the school had a lower percentage of students below the National Minimum Standard (NMS) benchmark against the state. This is shown as a minus Percentage Point Difference. Students below NMS represents a small proportion of the cohort (for instance in Year 7 2% represents 2-3 students). In several categories, there were no students below benchmark notably in Year 3 Writing, Year 5 Writing and Spelling and in Year 9 Numeracy. The relatively small number of students below NMS and the large gap (shown as a high negative number) is testament of the schools collective effort to improve the learning outcomes of students with additional learning needs and disabilities.

Student Growth Chart

However, an important factor in NAPLAN is not necessarily how many students achieved in the highest or lowest 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 (2014 and 2016). The table is only to be used as a general guide as to the whole cohort. 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. '% > 80' equates to the percentage of students who achieved a score of 80 or more difference in two years. This equates to approximately 40 average expected growth per student. AVG score equates to the average growth score for the whole cohort.

Note that NAPLAN does not supply Growth scores for Writing for this year, as the genre changed from Persuasive to Narrative task and as such had different marking criteria.

2014 to 2016	Reading				Writing				Spelling			
	NG	Growth	% >80	AVGs core	NG	Growth	% > 100	AVG score	NG	Growth	% >80	AVG score
Year 3 to 5	14%	84%	47%	75					2%	94%	41%	74
Year 5 to 7	22%	68%	19%	31					7%	82%	15%	41
Year 7 to 9	8%	77%	12%	35					8%	82%	8%	34

2014 to 2016	Grammar & Punctuation				Numeracy			
	NG	Growth	% >80	AVGs core	NG	Growth	% >80	AVG score
Year 3 to 5	10%	86%	47%	67	2%	98%	88%	123
Year 5 to 7	22%	64%	17%	32	3%	92%	29%	64
Year 7 to 9	30%	62%	18%	25	2%	86%	11%	44

Overall, student growth was impressive. In nearly every category, there was a range from 62% to 98% of the cohort showing various degree of improvement over 2 years. In Year 3 to 5, 91% of the cohort on average showed growth with 94% in Spelling and nearly the whole cohort in Numeracy. The high average growth score of 98% in Numeracy reflects a high (88%) of the cohort achieving a score above 80 over the two years. In Year 5 to 7, which includes new intake of approximately 70 new students, also revealed pleasing results. In Spelling and Numeracy, there was a range from 82% to 92% of the cohort improving and nearly 1 in 5 (19%) of the cohort scoring above 80 points in Reading. In Year 7 to 9, 77% of the cohort in Reading and 82% in Spelling showed pleasing growth. In Numeracy, 86% of the cohort showed improvement with a pleasing average of 44 points. 18% of the Year 7 to 9 cohort scored above 80 or more points in Grammar & Punctuation.

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.

2016 Higher School Certificate Results

In 2016, 125 students sat for their Higher School Certificate at Kinross Wolaroi School. 25 students achieved an ATAR of 90 or above (20% of the candidature).

Three students 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', one student had her work nominated for inclusion in the 'Textsyle' Exhibition, and six students had their Industrial Technology major works nominated for the 'InTech' exhibition.

KWS students received 117 Band 6 results (this includes Band E4 results in extension subjects). A total of 376 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): Industrial Technology, Textiles and Design, Music 2, Music Extension, Latin Continuers, French Extension, English Extension 1 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	18	16.7	30.9	83.3	69.0	1416
Ancient History	1	0	30.7	100	69.3	10016
Biology	40	47.5	35.1	52.5	64.9	17823
Business Studies	31	45.2	34.3	54.8	65.7	17343
Chemistry	32	43.6	40.9	56.4	59.1	10603
CAFS	15	59.9	30.5	40.1	69.5	8053
Dance	1	100	47.9	0	52.1	882
Drama	13	30.8	42.6	69.2	57.4	4736
Economics	16	37.5	45.2	62.5	54.8	5217
English (Standard)	45	0.0	13.4	100.0	86.6	31490
English (Advanced)	80	51.3	61.9	53.7	38.1	26031
ESL	2	0.0	25.9	100.0	74.1	2401
Geography	33	55.4	41.2	44.6	58.8	4321
Hospitality	5	80	29.8	20	70.2	3401
Industrial Tech.	10	100	25.8	0	74.2	5552
Legal Studies	2	50	42.3	50	57.7	10421
Mathematics General	61	26.2	25.6	73.8	74.4	31817
Mathematics	67	47.6	52.5	52.4	47.5	16499
Modern History	27	40.7	40.8	59.3	59.2	10862
Music 2	5	100.0	89.6	0.0	10.4	717
PDHPE	35	54.3	34.4	45.7	65.6	15664
Physics	18	44.4	29.9	55.6	70.1	9280
Senior Science	24	25	28.6	75	71.4	6754
SDD	7	71.4	33.3	28.6	66.7	1860
SOR 1	8	87.5	49.9	12.5	49.1	8973
SOR 2	8	50	47.9	50	52.1	6313
Textiles	9	100	46.6	0	53.4	1643
Visual Art	24	75	54.4	25	45.6	9031
French Cont	8	87.5	65.3	18.5	34.7	779
German Beginners	6	83.3	61	16.7	39	113
Latin Cont	2	100	80.5	0	19.5	164
Extension Courses		KWS E3 & E4	State E3 & E4	KWS E1 & E2	State E1 & E2	State Numbers
English Extension 1	7	100	94.9	0	5.1	4363
English Extension 2	2	100.0	79.4	0.0	20.6	1634
Maths Ext 1	44	75	79.4	25	20.6	8693
Maths Ext 2	11	91	85.5	9	14.5	3256
History Ext	6	50	80.6	50	19.4	1866
Music Ext	3	100	93.6	0	6.4	453
French Ext	3	100	88.7	0	11.3	187
Latin Ext	3	100.0	96.9	0.0	3.1	130

Section 4: Professional and Performance Development and Teacher Accreditation

Performance Development:

In 2016 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 provides the central place for teachers to record all professional learning activities, track Faculty/Stage goals and it ensure their actions and evidence align 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 2016. These included:

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

Teachers new to the profession complete a mandatory New Teachers Accreditation program as their performance development pathway. Teachers who are new to the school, undergo a structured 6-month performance appraisal 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 2016, six staff members were working on their maintenance of accreditation at Proficient Teacher level.

Three staff have been involved in the AIS Accreditation at Experienced Teacher through an Action Research Program. In addition, one staff member has undertaken the Standards pathway to work towards AIS Experience Teacher Accreditation. Two staff received NSW Teaching Awards. All academic and many non-teaching staff have completed a number of mandatory annual courses including Child Protection, Disability Act and Resuscitation.

KWS supports the wider teaching profession by making available opportunities for high-quality professional experiences for pre-service teachers. In 2016 twelve students completed professional experience placements ranging from two to ten weeks. 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.

KWS has partnership agreements in place with UTS, CSU and Macquarie Universities to support teachers in their learning and understanding of best pedagogical practice. Faculties involved in research include Mathematics, Science and Social Science.

Completed over an eight month period, 15 staff have successfully completed the National Excellence in School Leadership Course supporting staff in leading improvement and innovation in their classroom. This course has provided a pathway for six staff to commence study through Monash University, completing a Master's degree in Leadership.

Professional Learning:

Professional Learning is one of five key strategic themes at KWS. All staff (academic, administrative and ancillary) are encouraged to undertake Professional Learning in order to:

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

Staff are provided with a number of pathways to learning including cross faculty and research based. Individuals can also identify and direct their own learning needs. Professional learning is a mix of traditional face-to-face PD, 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. Teaching staff have a minimum mandatory requirement to attend these courses. In house Tuesday workshops are a popular option for staff. They provide opportunities for professional dialogue, collaboration and the exchange of ideas to flourish.

Aligned to the School Strategic Plan, the implementation phases the new Learning Management System (FROG) has been completed. The professional learning needs of staff are being continually monitored and Tuesday workshops are offered and aligned to 'point in time' needs.

By the end of 2016, 30 staff had successfully graduated from The National Excellence in School Leadership Program. Staff who completed this program were given the opportunity to undertake an immersion experience visiting a number of Melbourne schools and supporting participants learning. KWS received funding from the AIS to undertake a two year research project associated with student engagement in Science. This project involves teachers in both the Preparatory and Secondary school. Formal research partnerships supporting teacher engagement in innovative learning also exist with UTS and KWS Mathematics teachers and Macquarie University and KWS Geography teachers. Six staff presented papers based on their research at educational symposiums/conferences over the year.

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	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 2016 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 2015 was 96%.

Section 6: Student attendance and retention rates in secondary schools

Student attendance

The student attendance rate at Kinross Wolaroi School for 2016 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 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. 125 students sat the HSC in 2016.

Section 7: Post school destinations

In Year 12 2016, 125 students presented for the Higher School Certificate at Kinross Wolaroi School. Of these students 109 were offered places through UAC with the majority of the places offered were at universities in New South Wales. Students also opted to study in Victoria and Queensland.

Sydney 15

New South Wales 13

Macquarie 6

University of Technology 4

Canberra University 7

ANU 13

Newcastle 18

New England 24

Wollongong 10

CSU 11

Western Sydney 2

Australian Catholic University 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 2016, all offers were made for 2018 and late 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 Preparatory School is committed to two streams from Kindergarten to Year 6, this has created availability in some year groups, but year groups from 3-6 were at full capacity. 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 demand exceeding availability.

Our Boarding numbers continue to remain strong, with a designated 40% of all senior school positions held for Boarders. In 2016 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 7 to 11.

Academic Assessment Services conducted the Scholarship examination on 26 February 2016. The scholarships offered included:

- Academic (Years 7 to 11 in 2017)
- Music General Excellence (Years 7 to 10 in 2017)
- Boarding General Excellence (Years 7 and 9 in 2017)
- Ex-students' (Year 11 in 2017)
- ICPA (Year 7 in 2017)

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 2016 we had 101 registered applicants with the following Scholarships awarded for 2016:

- Year 7 – 4 Academic Scholarships (1 boarder) and 1 Music Scholarship
- Year 8 – 1 Academic Scholarship
- Year 9 – 3 Academic Scholarships (3 boarders)
- Year 10 – 1 Academic Scholarship
- Year 11 – 2 Academic Scholarship (1 boarder) and 1 Ex-student Scholarship

Student population

2016 student numbers (as at 5 August 2016) were:

- Pre-Prep 38
- Preparatory School 315
- Senior School 780 (Boarders – 323)

2017 estimated numbers are:

- Pre-Prep 36
- Preparatory School 299
- Senior School 789 (Boarders - 330)

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 2016, the Tutor system expanded 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 in 2015 to add another two Houses. We envisaged it would take a few years for this change to be fully integrated but in fact, the new Houses are already 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, and special lunches. 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. In 2016 a new student diary was introduced. This diary contains a wealth of resources for Tutors and students to work with in areas of wellbeing, study skills, personal organisation and self-awareness.

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.

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 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. Teachers are also rostered to ensure that all areas of our extensive grounds are monitored.

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 - 2016

- *Upgrading of boarding facilities and services on both sites*
Over a million dollars was spent on boarding infrastructure in 2016. Painting, replacement of beds, upgrading of bathrooms, refurbishment of common areas, improved fire and evacuation systems, and upgrading of lighting happened on both boys' and girls' sites.
- *A more formal structure for student wellbeing with the aim of reducing anxiety and increasing resilience*
Introduction of the two new Tutor Houses coupled with a formal wellbeing plan to cover all six Year groups across the whole year. The School Psychologist also ran sessions for specific Year groups with known issues in this area.
- *WHS upgrades to policies, procedures and security systems*
Focus on allocating resources to this area. WHS centralised under the supervision of the Business Manager and his EA who has expertise and experience in WHS. Monthly data produced and presented to both School Council and Senior Management. This data has been used to target processes, especially in relation to student safety (for example, Concussion Protocols are now ahead of current best practice). A new security company has been employed and upgrades to the evacuation and lockdown systems undertaken.
- *Variation to Routine procedures to be formalised and established as an online process with a focus on reducing the disruptions to academic routines*
This has continued during 2016. The online system, using the Denbigh data base as a platform, is still being refined. Some elements of it are still clunky but the majority of excursions and other Variations to Routine are routinely planned considered and approved using the online system. A weekly meeting of key staff, including Heads of Faculty on a rotating basis, assess each application.
- *Commitment to maintaining affordability for all families*
The school has been able to maintain affordability by judiciously overseeing and controlling expenditure. The separation of residential from food components of boarding fees has enabled greater transparency of fee structures for parents. Balancing class sizes, staff numbers and elective offerings has been done prudently and with an eye for keeping the school affordable for rural and regional families
- *Additional investment in teaching excellence*
The budget for Teacher Professional Learning was increased to allow for ongoing teacher development, with a focus on courses and strategies that supported to school's commitment to Visible Learning. Oversight by the Director of Staff Development and documentation of TPL on Appretio has enabled this to be closely monitored. Tuesday morning, in-house TPL has grown in both number of courses offered and staff attendance at the sessions.
- *Further development of the KWS Indigenous program*
During 2016, plans were formalised for the offering of the first KWS Indigenous Scholarship, to be offered in 2017 to a local Aboriginal child who would benefit from an education at KWS. The aim is to increase our connection with the Wiradjuri people of our region and to broaden the Indigenous student program so that boarders are not necessarily so heavily in the majority. Leadership opportunities for Indigenous students saw an Aboriginal boy appointed as House Captain of a boarding house.

- *Develop a vibrant and integrated agricultural program centred on a viable commercial farm to benefit all stages of learning*
An in-principle plan for this program was drawn up with oversight and refinement to be carried out by the successful appointee. At the end of 2016 this appointment had not yet been made.

School-determined Improvement Targets for 2017

- Smooth transition for the new Principal
- Appointment of an agribusiness director to sit on SMT and to develop a school-wide program to benefit all stage of learning and all subject areas
- Review and updating of all policies, procedures and compliance areas in order to ensure that we are operating at best-practice level and are able to meet all requirements of the Registration and Accreditation process in 2018
- Design and construction of a large, general purpose learning space to provide extra teaching rooms and the opportunity to carry out progressive upgrades to all other classroom buildings
- Further refinement of the marketing, enrolment and community engagement strategies
- Increased focus on school “tone” and on high-quality and committed learning by students and staff

Co-curricular Overview

The Co-curricular program has provided a diverse range of options for our students during 2016. 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, including a Rugby and Hockey Tour of the UK during the September term break. Cadet camps, Year 7 outdoor education camp, music camps, cattle, rowing and rugby camps and the volunteer service and work experience programs were all run successfully in 2016. 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 2016 and many students reached CIS, State and National representation. The school’s representative results in 2016 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.

A Co-curricular review was completed during 2016 and changes to the recruitment and remuneration for both staff and external coaches and facilitators was modified. An accurate audit of all that we offer was completed to ensure that we can continue to offer the full range of activities for our students. Although there are significant challenges in sourcing the full range of external staffing requirements, we are confident that we are offering the right balance of activities to ensure that all our students are challenged in the Co-curricular environment in a way that supports their overall development.

Cadets 2016

The KWSCU continues to be a very significant and important part of the Co-curricular program at the School. The Unit maintained the seven companies from the previous year and this facilitated the leadership training for our cadets at all levels. The leadership pathway for those students wishing to continue through the ranks continues to provide a unique opportunity for leadership development. The organisation of Cadets in 2016 was modified to provide more opportunities for the development of individual Cadets by organising the administration into distinct ‘cells’, including Catering, Training, Operations and Administration. This proved to be very successful and, as a result, the Cadet staff have been pleased with the high level of responsibility and authority with which the senior rank have been able to

plan and prepare for 2017. Moving Bivouac to the Macquarie Woods location was also a great success and this provided more opportunities for Cadets to utilise the school facilities to enhance their skills and prepare them for annual camp. Major Vernon, who took long service leave during 2016, was well supported by Captain Simon Lun and Captain Garry Yeo. The Unit has had a successful year with all activities, both school and community, being strongly supported by staff and parents.

Sport 2016

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.

2016 saw the continuation of the strategy of attracting quality external coaches in many sports. External coaches provided valuable input to assist staff coaches across the full range of sports. The delivery of the overall sports program continued to be enhanced by an expanded use of the strength and conditioning program and by the extra time given to MIC's of the major sports. The decision was also made to increase the involvement of a full-time strength and conditioning coordinator for 2017.

Our summer season saw many successful engagements by our students. The range of activities include the traditional competitive sports as well as 'participation' activities, such as Aerobics, Squash and Social Tennis. Basketball had a successful season for both the boys and girls, with a greater number of participants than ever before, with over 160 players in both the boys' and girls' competitions. In Cricket, we had more teams than any other year, with two girls' teams entered in the inaugural local competition, which was won by KWS. Water Polo maintained its popularity with the use of the local pool continuing to enhance our provision of this sport. For the first time, 2 teams entered the Bathurst competition in the second half of 2016 and they have begun their season well. Rowing had another successful season with many National and State Championship medals as well as medals at the Schoolboy and Schoolgirl Heads of the River. The highlights at the National Championships were seven medals, with two of these being gold in the Under 19 Women's Coxless Pairs and in the Under 17 Schoolgirl Vllls, our first gold medal in an eight-oared event. Mr Richard Roach relinquished his position as Head of Rowing after guiding KWS Rowing to one of its most successful seasons ever.

One of the significant changes in sport in 2016 was the employment of Mr Kim Taylor as the Head Swimming Coach to replace Mr Gary Hollywood, who, after many years of service, has returned to coach in New Zealand. Our strong swimming tradition has been continued with several swimmers qualifying for the State and National Age Championships, as well as the 2016 Georgina Hope Foundation Championships in Adelaide.

Triathlon continued to thrive and we had a strong participation rate as well as some exceptional performances at the NSW All Schools Championships. Connor Whiteley qualified for the National Triathlon Championships for the fourth year and his team won gold in the teams' relay event.

In Golf, James Conron finished first in the NSW School Championships and qualified for the 8-man team in the National School Golf Championships where they finished first in the Team Stroke and runners up in Matchplay.

The Winter Season is dominated by the Football codes, as well as Netball and Hockey with the majority of students being involved in these activities; successful seasons were had across all winter sports. This year was the first time for home and away competitions for first division Rugby, with these teams playing one another twice in the season. A successful season was highlighted by the 16As being crowned ISA Premiers. 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 Boys' team losing in the final to Orange High School. Our Girls' team narrowly missed out on making the finals in the Orange Interschool Competition.

The Swimming, Athletics and 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. In Athletics, an outstanding individual performance was achieved by a female student winning a silver medal in the Under 17 Women's Hammer.

Performing Arts 2016

Performing Arts at the School continue to provide opportunities for our students to excel in their chosen Co-curricular activity, with dedicated and talented staff ensuring a full range of activities.

One of the highlights of the year was the Senior School musical 'Jesus Christ Superstar' which was staged at the Orange Theatre in July. This was a very challenging production, but the quality of performance and commitment of both staff and students was simply outstanding. Many observers described this as one of the finest productions in recent memory. The participation level was significant with over 80 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 2017 musical 'West Side Story'.

During annual camp week, Music students were involved in a camp in the Blue Mountains and concluded their week with a performance at the Blue Mountains Grammar school. The camp was a wonderful opportunity for students to enhance their performance skills and to forge new relationships. Performance was also enhanced 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 a community concert that was held during Bivouac week, wonderful eisteddfod results, our Koristers choir participating in the chorus with Opera Australia in the production of 'The Marriage of Figaro' and the annual Camerata Concert, which was held at the Orange Regional Conservatorium of Music. In a big boost for the Performing Arts, the annual Performing Arts Festival 'Sounds of Space' was held this year at the Orange Civic Theatre, receiving very positive feedback and support from the KWS community.

Cattle Team 2016

Whilst there were significant changes made to the Cattle Co-curricular program, students still had opportunities for involvement with the Steer program allowing showings at several local shows, including Parkes, Manildra and Forbes. This program follows the 'paddock to plate' model utilizing steers rather than stud cattle and plans are underway for participation in the Royal Easter Show for 2018. Future planning will also involve a cross faculty approach, with the vision of involving a large number of students in various co-curricular activities to support their academic endeavours.

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 2016 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 2016 on the responsible and respectful use of technology, especially in relation to Social Media. This was carried out via the Tutor system as well as in individual PDHPE, Commerce and Rite Journey sessions. This issue is an ongoing one for schools and will continue to be a focus in future years.

Fundraising was very much student-driven in 2016. 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. Students became acutely aware of leukaemia later in the year, after the Headshave, because of the diagnosis of a teacher with the illness. This led to reinvigorated fund-raising for the Cancer Council. 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 2016 review, a total of 99 parents and 110 students from Year 12 participated in a survey 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 an 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:

82% of parents' expectations were met or exceeded in relation to focus on student wellbeing, providing a safe and caring environment

90% of parents' expectations were met or exceeded in relation to balanced challenging education

77% 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

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:

78% of students' expectations were met or exceeded in relation to focus on student wellbeing, providing a safe and caring environment

80% of students' expectations were met or exceeded in relation to quality of teaching

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

88% of students' expectations were met or exceeded in relation to academic standards

79% of students' expectations were met or exceeded in relation to School's values

Year 12 Parent Quotes on what they value about Kinross Wolaroi

'The school provides suitable direction and support for our child to attain their potential while at school, building on their skills and confidence to be an active part of a post-school adult community.'

'Kinross provided an excellent education for my son and gave him many opportunities that helped him grow into a valuable member of the school community and wider community. Kinross not only educated him but developed him to be a confident and well balanced student.'

'Setting good standards in wellbeing, academia and taking a strong stand on no bullying.'

'That the students grow into happy, well rounded members of society with great values and social responsibility. A balance in the senior years of keeping an active mind and not being pigeon-holed into all study. Keeping sport compulsory means students are maintaining an active mind, they don't need to be over the top, but they need to do something physical.'

'The "community" aspect and the holistic approach to learning and development.'

'Quality of the teachers. The mutual respect between student and teacher.'

Year 12 Student Quotes on what they value about Kinross Wolaroi

'Its reputation of academic excellence and values. The beautiful grounds. Most teachers are dedicated and willing to devote their personal time to help me. The leadership and career programs.'

'I'm proud to call my school KWS. I believe they have successfully acknowledged my efforts and academic achievements even though I have been here less than two years.'

'The independence and willpower to do something and not be spoon fed. Rather the school has given me the tools to achieve my goals.'

'The support provided by the teachers and opportunities to further my learning. The sense of community is high and I have lots of opportunities to extend myself. I love the sport and the co-curricular program.'

'The friendships I have made and my boarding life which have both prepared me for the future.'

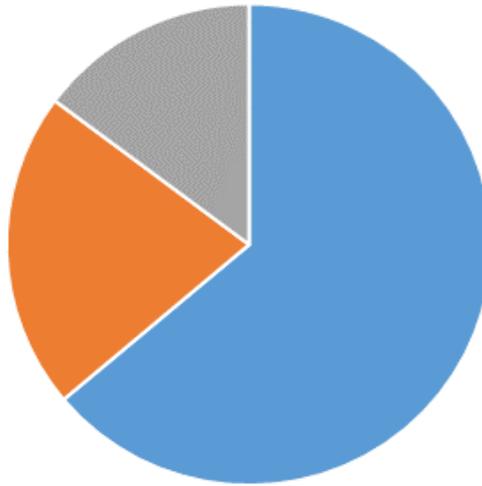
Teacher satisfaction

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 2016, 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 were particularly high and another 15 teachers completed the program in 2016.

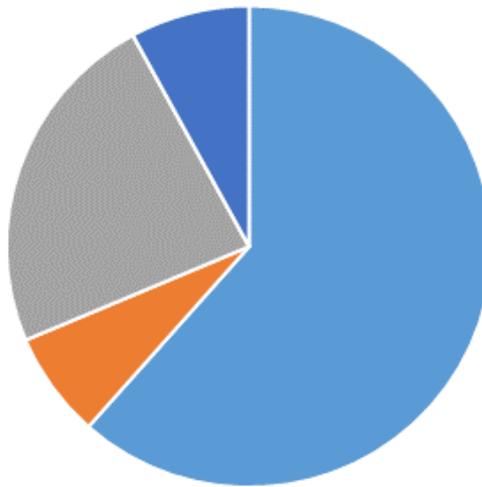
Kinross Wolaroi School is a not-for-profit entity, but adheres to contemporary commercial business practices to ensure that finances are managed in an effective and efficient manner. The accounts of the School are subject to an annual audit by a registered audit organisation. The charts below show the sources of income gained during the 2016 calendar year and the areas of expenditure.

Recurrent / Capital Expenditure



■ Salaries, allowances and related expenses ■ Non-salary expenses ■ Capital expenditure

Recurrent / Capital Income



■ Fees and private income ■ State recurrent grants ■ Commonwealth recurrent grants ■ Government capital grants ■ Other capital income