



KINROSS WOLAROI
SCHOOL



ANNUAL REPORT 2020

SECTION 1

A message from key school bodies

A MESSAGE FROM THE PRINCIPAL



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

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

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

The School motto of '*Nurturing Friendships, Seeking Knowledge and*

Developing Integrity' is evident in all that we do. From the role modelling of inspirational and committed staff to the engagement of students there is energy and vibrancy in all areas of School life.

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

COURAGE
RESPECT
INCLUSIVENESS
RESILIENCE
COMMITMENT

Some of the highlights of 2020 include:

- An outstanding response from staff in the face of the challenges and disruption of the COVID-19 pandemic. Staff displayed great flexibility, adaptability and innovation as they embraced the delivery of Remote Learning and imposed restrictions
- Continued high enrolments with extremely healthy numbers in Boarding. In total over 1120 students from Pre-Kindergarten to Year 12 with 330 Boarders.
- Continued to attract highly experienced and well credentialed

staff to further enhance our broad educational offering focussed upon developing the whole person.

- Despite the interruptions incurred by the pandemic, strong progress was made in the third year of implementation of our Strategic Plan 2018-2022. Our plan builds upon the traditional strengths of the School and the successes of previous plans but also embarks upon new initiatives to influence and inspire a new generation of students. It sees us navigate a course that will create a dynamic learning community and will empower our students to become independent and adaptable learners.

Five key areas of Strategic Intent are:

- Best Practice Learning
- Wellbeing
- Co-Curricular
- Boarding
- Engagement
- The successful delivery of many programs via Virtual platforms that have seen improved practice e.g. Virtual Parent Teacher Interviews, Academic Subject Information and subject selection, Virtual Study Groups, virtual academic support

for Boarders in the evening; student Enrolment Interviews, Virtual Open Days, Virtual School Tours and new avenues for student and staff communication via Microsoft Teams.

- Implementation of a new Software Program 'Edval'. The project enables a more efficient construction of the School timetable providing an optimum solution that is flexible and integrates with other School functions and processes.
- Continued emphasis on 'Grit' as a crucial element of the learning journey. 'Grit' encourages students to be resilient and persistent in their learning and to act upon feedback as the students strive to be independent and lifelong learners. This has been seen through Teacher Professional Learning on how to facilitate a 'Grit-Growth' environment – classroom management: an understanding of the neuroscience and psychology of education; asking questions which encourage rich and deep learning and discussion.
- Design of a targeted program delivering and assessing Literacy for Stage 4. Two new literary Integrators appointed and leading a Literacy Drive across the School – one each for Junior and Senior School.

Data Analysis: the tracking and monitoring of student academic performance to inform:

- Academic Faculties to maximise cohort performance
- Develop individual student profiles as a component of the Semester Report package
- Parents and students regarding subject selection
- Successful pivot to online delivery for Teacher Professional Learning that demonstrated strong alignment and focus established with our Strategic Intent for Best Practice Learning.
- A continued focus on academic achievement has again produced impressive Higher School Certificate results 6 students achieving an ATAR over 95, 19 students an ATAR over 90 (15%)

and 33% of all students achieving at least one Band 6.

- Commencement of Primary Industries as an HSC elective to better serve the diverse range of students we have, some with greater interests in more practical fields.
- The design and implementation of a taught Wellbeing Program. The program framework highlights the four pillars of Self, Leadership, Character and Empathy. These have been aligned to our School values and have been converted into age and stage appropriate outcomes for K – 12.
- Successful implementation of a new Behavioural Management Plan and education of staff and pastoral leaders in its implementation.
- Successful application for Kinross Wolaroi School to become a Round Square School. Membership of this excellent International Schools Network to commence in early 2021. This movement embraces the holistic educational philosophy that is central to Kinross Wolaroi School. It promotes an outstanding framework for us to better deliver and enhance a number of key areas of co-curricular learning. Round Square's approach to education is based on six IDEALS: Internationalism; Democracy; Environmentalism; Adventure; Leadership and Service.
- Re-design of the Student Leadership selection and training.
- Continued development of a culture that supports and encourages personal bests across all areas of School life.
- Implementation of a new Staffing Model for Boarding that sees fewer staff have a greater presence across the week to enhance pastoral care in each Boarding House setting.
- Greater opportunities for student voice have been created. For example, students also engaged in advising on COVID-19 impact on students and planning of activities.
- Ongoing development and expansion of the Duke of Edinburgh Award Scheme. Significant increase in numbers of students participating at each level of the Award despite

challenges of COVID 19.

- The consolidation and expansion of our marvellous pioneering educational initiative The Regional Engagement Enterprise (TREE). This exciting and innovative program provides contextual, cross curricular, community-based learning experiences for all students across the School. 2020 saw a greater number of Internships offered and considerable interest from a number of schools across the nation and from professional organisations such as the Association of Independent Schools.
- Commencement of consultation and design of a new School Uniform with a view to refreshing and modernising our students' look to integrate our traditions but become more contemporary and distinctive in fabrics used, style and adaptability.

In line with our new Master Plan two new buildings have been designed to enhance our Teaching and Learning fabric

1. State of the Art English Faculty
2. Purpose built Industrial Technology facility

We are blessed with beautiful grounds and value the continued improvements that are made in this area. None of these wonderful achievements are possible without the commitment from the hard-working and dedicated staff. The success of the School is driven by their energy, loyalty and willingness to seek improvement in all that they do. We are indeed fortunate to have such a highly professional staff.

Kinross Wolaroi School is highly successful in educating young people, providing an outstanding holistic education that prepares its students for life. I thank the staff, students and parents for their contribution in ensuring we continue to flourish as a School.

Dr Andrew Parry
Principal
Kinross Wolaroi School

A MESSAGE FROM THE STUDENT EXECUTIVE BODY



Kinross Wolaroi School (KWS) continues to develop student leadership and expand opportunities available to students. Student voice is an integral part of the school. Having been established in 2017, the Student Representative Council (SRC) in the Senior School is composed of elected students from Years 7-12 whom meet fortnightly. The SRC are tasked with providing feedback to the Senior Management Team, organising fundraisers within the school, participating in Community events, and advocating for changes that will impact positively on the student body. Students at KWS further develop leadership skills and character by engaging with our taught Wellbeing program in their Senior School Mentor Groups throughout Terms 2 and 3. Providing opportunities for all students to flourish and lead their peers as well as providing support and advice with challenging situations are essential for the student body to thrive.

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

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

Leadership in Years 9 and 10 extends the notion of service leadership. Students in these years, who chose not to participate in the Cadet or Music program, are given the opportunity to undertake Community Service either in Orange or within the local communities of boarders. These placements are organised by the students themselves and allows them to take initiative and social responsibility by helping others. In Term 3, Year 10 students undertake Peer Support training. This involves a range of activities that focus on team building, leadership and mentoring younger students. Following these training days, students are asked to nominate themselves for selection as Peer Support Leaders. Leaders are then chosen with the program run within the eight Mentor Houses during Terms 1 and 2. The leaders act

as positive role models for our new Year 7s, helping to both ease their transition into the Senior School and developing positive relationships that continue into the years ahead.

Year 10 students can explore and develop their leadership attributes through both our Global Exchange Program and TREE Internship Program. A select number of students are chosen to be involved in both programs following a rigorous selection process. Within the Global Exchange Program, students travel overseas to one of our numerous partner schools to engage in up to a term's worth of learning. Within the TREE Internship Program, students work with a mentor in local industry for 1 day a week for up to 20 weeks, culminating in a project that benefits them, the company, and the wider local community.

Year 11 students have many opportunities to develop and display their leadership. Those students not involved in Cadets or Music are requested to organise a Work Experience placement for the period of Camps Week. This means that each family needs to discuss possible opportunities before the student contacts the prospective employer and arranges their placement.

Students need to take responsibility for making sure that their placement is organised, and the paperwork submitted by the due date. Once the placement is completed, they then need to return the appraisal sheet to the Careers Adviser who will prepare a certificate for inclusion in their resume.

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

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

Students have the option to either write a letter or create a short video presentation for their application. Staff and students (Y7-12) are asked to nominate those students who they believed could best represent our school and its values. The incoming Head and Deputy Head Prefects along with the Prefects body are announced during Term 3, giving them a term of orientation to work with the outgoing Prefects and build their confidence. Following the announcement of these positions the SUO of Cadets, Captain of Music, Boarding House Captains and House Captains are elected. In 2020, over 60 Year 11 students applied, 29 students were interviewed, and 14 students were selected as Prefects.

In the Junior School there are 8 Prefects elected from our Year 6 students. Their role includes a number for public speaking engagements and setting the benchmark for our students.

House Captains are also elected by the students and staff who represent the sporting domain of our School. A Student Representative Council consisting of a student from each class from Year 1 to Year 6 meet regularly looking at ways to enhance our School and provide an important forum for students to share their views.

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: the School's 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 whole student. The provision of a wide ranging co-curricular program, delivered by dedicated and enthusiastic staff alongside specialist coaches, caters for the individual needs of our students.

Every year students can engage in musical ensembles, musicals, drama productions, leadership programs, spiritual retreats, outdoor education programs, Duke of Edinburgh Award programmes, cadet camps, public speaking forums, inter-school debating competitions, cattle and sheep shows and cultural language exchanges. Students who show aptitude for a sport are able, and encouraged, to pursue that sport to the very highest levels, not only state-wide, but also in the national, international and professional arena.

SECTION 3

Student performance in state-wide or equivalent tests and examinations

Education ministers made the decision to cancel NAPLAN in 2020 due to the COVID-19 pandemic. This means students in Years 3, 5, 7 and 9 in 2020 did not undertake the assessment in 2020 and will not do a 'catch-up' test in 2021. Those in Years 3, 5, 7 and 9 in 2021 will sit the NAPLAN assessments.



2020 Higher School Certificate Results

In 2020, 145 students including Year 11 accelerants, sat for their Higher School Certificate at Kinross Wolaroi School. 19 students achieved an ATAR of 90 or above (13% of the candidature) and 52 students (36% of the candidature) achieved an ATAR over 80.

Kinross Wolaroi School maintained a place in the top 20% of schools in NSW and as the top ranked school in the Central West in the 2020 Higher School Certificate. The highest ATAR in 2020 was 99.6 by Edward Taylor. There were two All Round Achievers (top band results in 10 or more units) and one Top Achiever (one of the State's highest places in an HSC Course). 6 students achieved an ATAR over 95. 19 students (15%) achieved an ATAR over 90. Over 25% of students achieved ATARs over 85. 33% of all students featured on the Distinguished Achievers list. There were 48 students who achieved 78 mentions by achieving Band 6/E4 rankings.

Five of our Year 12 Drama students were nominated for inclusion in OnSTAGE, NESA's showcase of

exemplary work in HSC Drama: Congratulations to Xanthe Booth for 'I Tonya'; Laura Cockerill for 'Fool for Love'; Ondine Slack-Smith for 'Dog Eat Dog'; Sophie Starr for 'D.I.D. He Do It?'; and Harrison Straw for 'Ze Rats'.

Year 12 students Sarah Chamberlain, Sophie Davidson, Rosanna Flatau, Amy Hall, Lucy Jenkins, Sarah McCaskie and Eliza Mitchell were all nominated for Textstyle, the annual exhibition of outstanding Major Textiles Projects developed by HSC Textiles and Design students. The exhibition is coordinated by the Technology Educators Association NSW (TEANSW). These students were also nominated for Shape 2020, the combined exhibition of HSC Technology projects at the Museum of Applied Arts and Sciences (MAAS), Powerhouse Museum in Sydney.

Seven of our students were nominated for possible inclusion in InTech, the annual exhibition of outstanding major projects developed by HSC Industrial Technology students: Sam Archer | Clock; Digby Cooper | Writing desk; Jack Davison |

Tandem axle trailer; Lachlan Donnelly | Triple axle tipping trailer; Hamish Donnelly | Refueling trailer; Harry Kermode | Remote mini loader; Thomas Richardson | Tipping trailer.

These students were also nominated for Shape 2020, an exhibition of outstanding Major Projects developed by HSC Design and Technology, Industrial Technology and Textiles and Design students. Sam Archer's and Harry Kermode's works were selected to be part of the Shape 2020 exhibition, held at the Powerhouse Museum, Museum of Applied Arts and Sciences, Ultimo, from 26 February to 9 May 2021.

KWS students received 78 Band 6 results (this includes Band E4 results in extension subjects). A total of 354 Band 5 or 6 results were achieved (this includes Band E3 and E4 results in extension subjects); this represents 47% of all grades. Five subjects had 100% of candidates with a Band 5 or 6 (or an E3 or E4): English Extension 2, Latin Extension, Music 1, Textiles and Design and Visual Arts.

HSC 2020 KWS SUBJECT SUMMARY

Course	KWS Candidature	KWS Band 5 & 6	KWS % Band 5 & 6	State % Band 5 & 6	KWS % Band 1 to 4	State % Band 1 to 4	State Numbers
Agriculture	25	7	28%	32%	72%	68%	1,579
Ancient History	11	7	64%	36%	36%	64%	7,233
Automotive Exam	7	0	0%	19%	100%	81%	259
Biology	54	14	26%	31%	74%	69%	18,667
Business Studies	28	12	43%	33%	57%	67%	17,586
Chemistry	27	15	56%	46%	44%	54%	10,277
Community & Family Studies	15	11	73%	37%	27%	63%	8,406
Dance	1	1	100%	54%	0%	46%	969
Drama	8	6	75%	44%	25%	56%	4,080
Economics	17	10	59%	52%	41%	48%	5,100
English Advanced	118	40	34%	61%	66%	39%	25,251
English Standard	12	0	0%	12%	100%	88%	30,228
French Continuers	6	3	50%	65%	50%	36%	648
Geography	44	20	45%	43%	55%	57%	4,188
Hospitality Exam	18	6	33%	34%	67%	66%	4,518
Industrial Technology	13	10	77%	22%	23%	78%	5,702
Latin Continuers	4	1	25%	89%	75%	11%	131
Legal Studies	1	1	100%	42%	0%	58%	10,516
Mathematics	55	21	38%	50%	62%	50%	17,311
Mathematics Standard 2	66	18	27%	24%	73%	76%	29,656
Modern History	19	8	42%	40%	58%	60%	11,329
Music 1	5	5	100%	66%	0%	34%	4,676
Music 2	3	3	100%	91%	0%	10%	730
PDH&PE	29	12	41%	31%	59%	69%	15,545
Physics	18	10	56%	37%	44%	63%	8,404
Society & Culture	1	0	0%	44%	100%	56%	4,769
Software Design & Development	10	4	40%	44%	60%	56%	1,796
Studies of Religion I	7	7	100%	46%	0%	54%	8,475
Studies of Religion II	6	1	17%	44%	83%	56%	6,046
Textiles & Design	9	8	89%	53%	11%	47%	1,274
Visual Arts	23	19	83%	63%	17%	37%	8,526
Extension Course	KWS Candidature	KWS E3 & E4	KWS % E3 & E4	State % E3 & E4	KWS % E1 & E2	State % E1 & E2	State Numbers
English Extension 1	17	17	100%	94%	0%	6%	3,490
English Extension 2	3	3	100%	80%	0%	20%	1,326
French Extension	3	1	33%	88%	67%	12%	177
History Extension	12	7	58%	77%	42%	23%	1,825
Mathematics Extension 1	38	29	76%	80%	24%	20%	8,830
Mathematics Extension 2	17	11	65%	86%	35%	14%	3,134
Music Extension	2	2	100%	97%	0%	3%	417

HSC 5 YEARS TREND 2015-2020

Courses	2016				2017				2018				2019				2020				Courses	
	KWS Number enrolled	KWS Bands 5 & 6	KWS % Bands 5 & 6	State % Bands 5 & 6	KWS Number enrolled	KWS Bands 5 & 6	KWS % Bands 5 & 6	State % Bands 5 & 6	KWS Number enrolled	KWS Bands 5 & 6	KWS % Bands 5 & 6	State % Bands 5 & 6	KWS Number enrolled	KWS Bands 5 & 6	KWS % Bands 5 & 6	State % Bands 5 & 6	KWS Number enrolled	KWS Bands 5 & 6	KWS % Bands 5 & 6	State % Bands 5 & 6		
Agriculture	18	3	17	31	17	3	18	26	20	7	35	32	25	7	28	32	23	13	57	38	Agriculture	
Ancient History					13	13	100	36	5	5	100	36	11	7	64	36	9	6	67	34	Ancient History	
Biology	40	19	48	35	48	30	63	39	47	14	30	37	54	14	26	31	49	25	51	31	Biology	
Business Studies	31	14	45	34	31	13	42	36	33	13	39	37	28	12	43	33	27	16	59	35	Business Studies	
Chemistry	32	14	44	41	40	19	48	43	27	10	37	42	27	15	56	46	20	5	25	43	Chemistry	
CAFS	15	9	60	31	16	6	38	30	15	4	27	29	15	11	73	37	17	12	71	34	CAFS	
Design and Technology																	7	4	57	48	Design and Technology	
Drama	13	4	31	43	14	5	36	42	16	10	63	42	8	6	75	44	12	10	83	47	Drama	
EES																	6	5	83	29	EES	
Economics	16	6	38	45	25	12	48	49	27	8	30	46	17	10	59	52	25	10	40	51	Economics	
English (Standard)	45	0	0	13	37	3	8	16	32	0	0	15	12	0	0	12	33	0	0	12	English (Standard)	
English (Advanced)	80	41	51	62	109	62	57	64	94	42	45	63	118	40	34	61	97	41	42	63	English (Advanced)	
Geography	33	18	55	41	21	14	67	42	30	21	70	43	44	20	45	43	23	14	61	42	Geography	
Hospitality	5	4	80	30	10	5	50	30	11	4	36	29	18	6	33	34	23	8	35	31	Hospitality	
Industrial Technology	10	10	100	26	15	14	93	22	16	14	88	22	13	10	77	22	12	9	75	24	Industrial Technology	
Legal studies																	19	9	47	40	Legal studies	
Mathematics General	61	16	26	26	66	24	36	26	67	21	31	27	66	18	27	24	66	22	33	24	Mathematics General	
Mathematics	67	32	48	53	66	27	41	54	60	28	47	52	55	21	38	50	58	27	47	52	Mathematics	
Modern History	27	11	41	41	27	17	63	39	15	6	40	42	19	8	42	40	33	10	30	37	Modern History	
Music 1					7	6	86	65	4	4	100	65	5	5	100	66	1	1	100	65	Music 1	
Music 2	5	5	100	90	6	4	67	89	3	3	100	91	3	3	100	91			0	0	Music 2	
PDHPE	35	19	54	34	55	22	40	31	40	12	30	33	29	12	41	31	40	19	48	34	PDHPE	
Physics	18	8	44	30	24	10	42	34	14	4	29	34	18	10	56	37	18	7	39	41	Physics	
Senior Science	24	6	25	29	13	8	62	24	7	0	0	21							0	0	Senior Science	
SDD	7	5	71	33	5	2	40	36	14	2	14	37	10	4	40	44	12	4	33	38	SDD	
SOR 1	8	7	88	50	15	13	87	50	12	8	67	37	7	7	100	46	7	1	14	44	SOR 1	
SOR 2	8	4	50	48	9	4	44	47	14	5	36	41	6	1	17	44	8	4	50	44	SOR 2	
Textiles and Design	9	9	100	47	8	7	88	51	9	9	100	46	9	8	89	53	11	11	100	56	Textiles and Design	
Visual Arts	24	18	75	54	19	15	79	55	11	9	82	53	23	19	83	63	12	12	100	65	Visual Arts	
French Continuers	8	7	88	65	11	6	55	66	13	9	69	64	6	3	50	65	23	14	61	42	French Continuers	
German Beginners	6	5	83	61													1	0	0	51	German Beginners	
Latin Continuers	2	2	100	81	2	2	100	82	2	2	100	87	4	1	25	89	2	0	0	89	Latin Continuers	
Extension Courses	KWS Number enrolled	KWS Bands E3 & E4	KWS % Bands E3 & E4	State % Bands E3 & E4	KWS Number enrolled	KWS Bands E3 & E4	KWS % Bands E3 & E4	State % Bands E3 & E4	KWS Number enrolled	KWS Bands E3 & E4	KWS % Bands E3 & E4	State % Bands E3 & E4	KWS Number enrolled	KWS Bands E3 & E4	KWS % Bands E3 & E4	State % Bands E3 & E4	KWS Number enrolled	KWS Bands E3 & E4	KWS % Bands E3 & E4	State % Bands E3 & E4	Extension Courses	
English Extension 1	7	7	100	95	11	11	100	93	13	13	100	95	17	17	100	94.0	13	12	92	93	English Extension 1	
English Extension 2	2	2	100	79	2	2	100	78	2	2	100	71	3	3	100	80.0	2	2	100	83	English Extension 2	
Maths Extension 1	44	33	75	79	60	35	58	82	45	29	64	80	38	29	76	80.0	37	23	62	75	Maths Extension 1	
Maths Extension 2	11	10	91	86	22	12	55	84	9	5	56	85	17	11	65	86.0	10	7	70	84	Maths Extension 2	
History Extension	6	3	50	81	12	9	75	80	5	3	60	79	12	7	58	77.0	15	10	67	77	History Extension	
Music Extension	3	3	100	94	4	4	100	95	2	2	100	96	2	2	100	97.0					Music Extension	
French Extension	3	3	100	89	1	1	100	93	6	5	83	82	3	1	33	88.0					French Extension	
Latin Extension	3	3	100	97	1	1	100	97	1	1	100	99					2	2	100	100	Latin Extension	
Total	726	360	49.6%		842	441	52.4%		741	334	45.1%		742	348	46.9%		773	373	48.5%			

SECTION 4:

Professional and Performance Development and Teacher Accreditation

COVID-19

Late in Term 1, 2020 KWS moved into teaching remotely via the MS platform Teams. Due to national and state-wide Coronavirus cases, the decision was made to close the School campus and continue to deliver our teaching programs online. Staff were given two pupil-free days to prepare their teaching resources and to familiarise themselves with the

Teams platform for communication before moving into remote learning for all students.

Given the uncertainty of the situation, and the changed conditions staff were working in there was a halt on any TPL for the remainder of the semester. Staff managed the shift to remote teaching and learning remarkably quickly, and adapted

programs and teaching experiences to the remote setting. A large proportion of staff TPL for 2020 moved to remote delivery as large gatherings of staff were not allowed due to COVID-19 restrictions. Staff meetings moved to online delivery with the Teams platform used as the main communication tool.

Teacher Professional Learning (TPL)

Despite the major disruptions to the Year, in 2020 KWS Teacher Professional Learning (TPL) continued to be aligned with the school's Strategic Plan for Best Practice Learning (BPL). Effective TPL will create *a community of committed teachers and learners who value effort, self-responsibility, persistence, creativity and high levels of engagement to establish a foundation for lifelong learning and innovation.*¹

TPL was a focus for the BPL intents:

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

The direction for TPL ensures:

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

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

the facilitation of these key learning behaviours.

The School-Based Registered Provider Status of KWS means that we were able to provide a number of Courses and Workshops to all academic staff that were contextualised and wholly relevant to our School Vision – the creation of 'Literate' and 'Gritty' Learners. All courses provided under this umbrella offer NESAs Endorsed Hours at the level of Proficiency to ensure that the school can actively support teachers in maintaining their Professional Development Proficiency Cycle (5 year cycles of 100 hours of PD at Proficiency Level).

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

The School-Based Registered Provider status has been effectively utilised to ensure that all in-school TPL is focused on the BPL Strategic Intents. All Outsourced TPL is also negotiated as a result of the BPL Strategic Intents focus:

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

accordingly.

- Raising Whole-School standards of literacy.
- Cultivating a culture of academic challenge and high expectations – informed by meaningful tracking and mapping of student performance.
- Increasing opportunities for Student Voice and Student Centred Learning as well as Student ownership of their learning.
- An appropriate, engaging and varied curriculum.
- Increasing opportunities for collaboration to enhance performance - teachers and students.

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

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

New Staff Induction Program

- Begins with three days of New Staff Induction Training. This includes Code of Conduct and Compliance Training School Orientation – both a physical orientation and an orientation of Systems and Policies; ICT training; Introduction to Key Members of Academic Staff and the School's Vision, Ethos and Philosophy.

1. Experienced Teacher Standards Based
2. Experienced Teacher Action Research

- All new teachers are assigned a Mentor.
- The Induction continues throughout the first Semester through one to one meetings; lesson observations which include one to one formalised and personalised feedback and an opportunity for professional reflection; Student Surveys and a meeting with the Principal. This is a significant element of the 6-month probation period for all new Teaching Staff. This process is used to determine if new staff are a good fit for the school and to provide support where needed.

KWS Observation and Personal Goal Setting Program

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

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

NESA Proficiency Accreditation

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

AIS - Experienced Teacher

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

In 2020, 3 staff members successfully gained their Experienced Teacher status, which was a significant achievement in such a disrupted and unsettled year.

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

Professional Learning:

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

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

- deliver best practice student-centred learning

Teaching staff are provided with a number of pathways to learning including cross faculty and research based. Individuals can also identify and direct their own learning needs. Professional learning is a mix of traditional face-to-face PD, attendance at Faculty peak body conferences, various online options and other courses, individually and collectively. Throughout the latter half of 2020, most Professional Learning experiences were undertaken online.

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

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

SECTION 5:

Teacher attendance and retention rates

Teacher attendance rates

In 2020 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 2020 was 83.3%.

19 left - of which 5 were retirement / 114 teaching staff

SECTION 6:

Student attendance and retention rates in secondary schools

Student attendance

The student attendance rate at Kinross Wolaroi School for 2020 was 94.93% from K-12.

Academic Year	Percentage
Year -1	99.95%
Year 0	95.62%
Year 1	96.03%
Year 2	96.34%
Year 3	94.55%
Year 4	94.75%
Year 5	96.08%
Year 6	95.68%
Year 7	93.3%
Year 8	93.44%
Year 9	92.39%
Year 10	92.3%
Year 11	93.04%
Year 12	95.56%
Total Average	94.93%

Follow-Up of Non-Attendance

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

Student retention rates

Student retention rates from Year 6 into Year 7 at Kinross Wolaroi School are very high, with 96% of students continuing into Year 7. Family relocation and Sydney school choice are usually the main reasons for non-continuance from the Junior to Secondary School at KWS.

Student retention rates continue to be strong. Our numbers in Years 0-11 were relatively static. 130 students sat the HSC in 2020.

SECTION 7:

Post school destinations



In Year 12 2020, 130 students presented for the Higher School Certificate at Kinross Wolaroi School. Of these 102 students were offered places through UAC with most of the places offered at universities in New South Wales. Some students also opted to study in Victoria and Queensland.

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

Newcastle	46
CSU	36
Wollongong	29
Sydney	20
New South Wales	11
University of Technology	11
University of Canberra	10
Interstate	6
New England	5
Western Sydney	5
Australian Catholic University	2
ANU	2

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

Approximately 53 students applied for an Early Entry Pathway via UAC or by Direct Entry. Approximately half of this number took up the Early Entry offer.

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

In the 12 months prior to commencement of their tertiary studies, several students elected to work for the year, take up a 12-month traineeship or have a formal GAP Year in Britain (significantly reduced due to COVID 19). Popular options for work within Australia were Jackaroo/Jillaroo, retail sales, Nannying or Pearling.

SECTION 8:

Enrolment policies and profiles

Applications for Enrolment

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

Prospective families submit an Application for Enrolment, with an Enrolment Fee paid to the School, to be considered for a position.

On receipt of the completed form, payment of fee and birth certificate, the following procedure is followed:

1. (All applications are acknowledged in writing and the student is placed on the Active List on the database.
2. Any applicant applying for a place in a year which no longer has any vacancies is informed there are currently no places and they are being placed on a Wait List.

3. If they seek an immediate place, which is available, they are offered a position and progressed.

Enrolment offers are generally made around 18 months out from year of entry. In 2020, all offers were made for 2022 and late offers for 2021.

Enrolment Offers / Entry Year Levels

Demand has increased across the School for places in the Senior School and the Junior School, with many families being placed on Wait Lists for their nominated year group. The Junior School is committed to two streams from Year 2 to Year 6. This has created availability in some year groups, but year groups from 5-6 were at full capacity.

The School continues to enjoy strong demand for places, with waiting lists building in many year groups, particularly for entry at Year 7.

Our Boarding numbers continue to remain strong, with a designated 40% of all Senior School positions held for Boarders. In 2020 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, or his delegate, and have paid the Enrolment Fee.

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

- The Enrolment Form being completed, signed and returned

with the appropriate Enrolment Fee and Confirmation Fee having been paid by the due date.

- Full, complete and accurate disclosure at all times of all relevant information being made about the student, including special needs. An enrolment may be refused if full and accurate disclosure is not made.
- The student's school reports at the time of entry being satisfactory in all respects.

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

Scholarships

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

Academic Assessment Services conducted the Scholarship examination in February 2020.

The scholarships offered included:

- Academic (Years 7 to 11 in 2021)
- Music (Years 7 to 10 in 2021)
- Boarding (Years 7 to 11 in 2021)
- Ex-students' (Year 11 in 2021)

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

Student population

2020 student numbers (as at Census date 2019) were:

Pre-Prep	38
Junior School	257
Senior School	804 (Boarders – 305)

2021 estimated numbers are:

Pre-Prep	38
Junior School	229
Senior School	817 (Boarders – 317)

Conditions for continuing enrolment

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

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

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

- The family is expected to help the School by supporting its ethos, School rules and codes of conduct.

Where an account has not been maintained in accordance with the enrolment terms and conditions, approaches are made to seek payment. Prior to initiating any action that will impact on a student's enrolment, multiple attempts are made to negotiate an acceptable payment arrangement with the family.

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

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

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

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

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

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

SECTION 9:

School policies

Student Wellbeing

Senior School

It is our commitment that Kinross Wolaroi School should be a place where each person in it can feel safe, secure and able to achieve to their potential. The main “umbrella” under which student wellbeing is monitored and supported is the Mentor 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 are allocated to one of eight Mentor Houses. Mentor Houses play a pivotal role in a student’s school life, both day to day and over the course of their time at the School. Mentor Houses form the basis for student wellbeing within the school, and issues that may arise are discussed with a student’s Mentor as the first point of contact. Each year group has been divided into eight Mentor Groups, with an allocated Mentor who will oversee a student’s day-to-day wellbeing and remain with them as they progress from year to year. Each House has a Head Mentor with an office in the House area, and has student leaders elected by House members. Additionally, there is a Year 7 Coordinator who assists students with their transition from Junior to Secondary School, and a Senior Years Coordinator who assists students with their transition from Secondary School to life after School. Each Mentor House has a designated area for students that houses their locker, where school bags and sporting equipment may be stored during the school day.

Between lunch and Period 5 on a Monday, Tuesday, Thursday and Friday, students gather in an allocated room with their Mentor to discuss aspects of their Wellbeing. Wellbeing themes for the year include Self, Leadership, Character, and Empathy. Monday it utilised in checking diaries, and in reading the notices for the week. Tuesday allows for a taught

age and stage appropriate Wellbeing session on the theme for the Term. Thursday is a year meeting or house meeting, both of which rotate with the fortnightly timetable, and Friday is usually a physical or fun activity. Other activities occur at the Mentor’s discretion and may include reading, group discussions, fund-raising and rehearsals. It is also an opportunity for students to speak with their Mentor regarding any concerns they may have. The whole School attends a Chapel service and an assembly once a fortnight each Wednesday. Students represent their Mentor House at sporting carnivals, House Spectacular, and special lunches. It is via the Mentor House that a student can be allocated citizenship and academic points and Merit Certificates are awarded at House meetings.

Each term, the entire Senior School stops for a Wellbeing Day during which the normal timetable is dissolved. Together with their mentors, the students engage in activities, talks, and immersive experiences that build upon the relationships and conversations had in mentor to date. Each Wellbeing Day is mapped to the theme for that term, with age and stage appropriate topics building sequentially throughout the Senior School years.

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

The Year 7 Peer Support program operates with 20 Year 11 students “buddying” small groups of Year 7 students once a week during Wellbeing time. Year 7 also have their own locker area for the first three terms of the year, so that they

can bond as a group and be closely overseen by the Year 7 Coordinator.

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

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

The focus of the school’s duty of care is the protection of children from abuse. The procedures followed are in accordance with all relevant legislation and take into account other appropriate practices and guidelines aimed at the protection of children. Our policy is available on the school network. Four Senior Management Team Members are qualified to carry out Child Protection investigations, and all staff are required to update their knowledge and qualifications annually, via the AISNSW online program.

Junior School

In the Junior School student wellbeing is managed by the Wellbeing Coordinator and classroom teachers.

In Term 1, students explore cyber-safety and how they can be appropriate digital citizens. They also spend the term investigating the School values and what they mean to them as students. Term 1 also serves as an excellent opportunity for students to get to know each other to form lasting friendships.

In Term 2, students explore the '5 ways to Wellbeing' and put in practical application, ways for them to better understand themselves, so that they can best care for their own personal wellbeing. A Peer Support program also runs during Term 2. Here, Year 6 students are prepared and guided into presenting lessons to their fellow students on a range of subjects aimed at establishing and managing their wellbeing.

In Term 4, our Year 6 students prepare for life in the Senior School, whilst our younger students engage in our 'Friends for Life' Program. This program encourages them to better understand what makes effective friendships and arms them with skills in conflict resolution.

Buddy programs for both Kindergarten students and new enrolments are also in place.

Student Behaviour Management 2020

Parent Information

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

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

include praise and celebration of student achievement in all areas of School life and referral to Mentors, Head Mentors, Head of Teaching and Learning, Head of Student Wellbeing, Deputy Principal or the Principal for commendation. The Behaviour Management approach will be reviewed at the end of 2021 and feedback will be obtained from key stakeholders from the School community.

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

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

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

1) Inappropriate Behaviour:

- Any low-level behaviour that occurs within the classroom or other settings that disrupts the functioning of the setting;
- This behaviour impacts on student learning and / or wellbeing, and disrupts the ability of a teacher, as well as other staff including coaches, to function in a safe and orderly environment;
- Behaviour at this level is typically managed by the Teacher, Coach and / or Mentor.

2) Challenging Behaviour:

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

3) At Risk' Behaviour:

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

4) Serious Behavioural Issues:

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

Consequences

At Kinross Wolaroi School, our aspiration is to encourage good

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

There will be times when a conversation with a student and then that individual's Mentor is all that is needed, but to support Staff, there is also a clear structure of consequences that can be applied. Before consequences are applied, students can expect to be given a warning to correct their behaviour, or meet a reasonable expectation. If the warning is ignored, the student should expect to be given a consequence according to the guidelines provided. Where consequences are needed, they should always be employed judiciously and in such a way as to form a positive and productive part of the educational process for everyone in our care. In seeking to build relationships built on integrity and trust, honesty on the part of the student and a willingness to take responsibility should be commended wherever possible.

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

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

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

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

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

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

Following a serious behaviour incident, the School will ensure that the student does not feel alienated because of their behaviour and that the student will not be disadvantaged in any way. After a suspension, the student will have a re-entry meeting with the Deputy Principal, Head of

Student Wellbeing and Head Mentor to welcome them back to the school, to reflect on their actions and to consider positive patterns of behaviour moving forward.

Consequences may include:

DETENTION DETAILS
<p>LEVEL 1 Tuesday / Thursday Lunch - 1.20pm-1.45pm GENERAL DETENTION Detentions of this type are for low-level inappropriate Academic and / or General behaviour</p>
<p>LEVEL 2 Friday - 3.30pm-4.30pm ACADEMIC / GENERAL DETENTION Detentions of this type are for challenging Academic and / or General behaviour</p>
<p>LEVEL 3 90 MINUTE DETENTION Detentions of this type are for serious at risk Academic and / or General behaviour</p>
<p>LEVEL 4 DEPUTY PRINCIPAL ACTION Serious Academic and / or General behaviour issues</p>

DETENTION DETAILS	PROCESS
<p>Inappropriate Behaviour Tuesday / Thursday Lunch 120pm-145pm GREEN DETENTION Detentions of this type are for low-level inappropriate Academic and / or General behaviour</p>	<ul style="list-style-type: none"> • Supervised by the General Duties Officer; • Students are to meet outside the GDO Office at 120pm; • They will be met by the GDO who will then provide further instructions; • Duties will include community service activities within the grounds of the School such as litter collecting or assisting with set up of events; • Failure to attend will see the consequence doubled.
<p>Challenging Behaviour Friday 330pm-430pm YELLOW DETENTION Detentions of this type are for challenging Academic and / or General behaviour</p>	<ul style="list-style-type: none"> • Supervised by SMT on a roster organised by the Deputy Principal's Office; • Students should report to Room 1 at the conclusion of School when the roll will be taken; • Students are not to leave before completion of the detention; • Students will complete a reflective task in line with their actions – this will be provided by the Head of Student Wellbeing (HSW).
<p>At-Risk Behaviour ORANGE DETENTION Detentions of this type are for at risk Academic and / or General behaviour and last 90 minutes</p>	<ul style="list-style-type: none"> • Supervised by the Deputy Principal or HSW; • These are issued for at-risk behaviours contrary to Student Code of Conduct; • This detention may take place at various times – such as Saturday or another time during the week, as determined by the Deputy Principal; • The student must complete the detention on the allocated date; • Students will complete a reflective task in line with their actions – this will be provided by the Deputy Principal.
<p>Serious Behaviour DEPUTY PRINCIPAL ACTION Serious Academic and / or General behaviour issues</p>	<ul style="list-style-type: none"> • Managed by the Deputy Principal and can include suspension – internal or external; potential to forfeit place at School. • If suspension does occur, then student will complete a reflective task upon their return to School.

Student Digital Agreement

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

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

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

1. Respect yourself

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

2. Protect yourself

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

3. Respect Others

- 3.1 I will show respect to others online, using common sense and appropriate language.
- 3.2 I will not use electronic mediums to bully, harass, or stalk other people, or to encourage others to do so.
- 3.3 I will not deliberately search for, download, store or distribute material online that is degrading, pornographic, racist, discriminatory, violent, illegal or otherwise inappropriate or offensive.
- 3.4 I will only take and share photos or sound or video recordings when others are aware the recording is taking place and have provided their consent.
- 3.5 I understand that class time is learning time. I will ensure I am doing the right thing by not playing games, or watching movies, television shows or videos online, unless as part of a lesson / study

period activity. I understand this is a distraction not only to me but also to teachers and others around me.

- 3.6 I will not use others' passwords or try to access or interfere with their private information.
- 3.7 I will not create fake identities or upload misleading or false information about myself or other people.

4. Protect Others

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

5. Respect Property

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

6. Protect Property

6.1 I will abide by any copyright or intellectual property requirements including acknowledging the author and citing references accordingly.

6.2 I will use free and open source alternatives for software and not illegally downloaded software or use pirated software.

6.3 I will purchase my music and other media, and understand that downloading music and videos without the owner's permission is illegal, as is sharing my purchased music and other media with others.

7. Maintain Security

7.1 I will have anti-virus and anti-malware software installed on my device and keep it up-to-date. I will report any issues with viruses, spyware or malware to the IT Helpdesk.

7.2 I will never knowingly initiate or forward emails or other messages that have been sent in confidence, that contain a virus or attachment that may damage someone else's computer, or that are spam (such as advertisements, chain letters and hoax emails).

7.3 I will only use the internet within the School proxy and filtering system when at School, and will not attempt to bypass or breach security or filtering software in any way, including setting up proxies, using wireless hotspots, or tethering to a personal data plan to access alternative networks.

7.4 I will not download unauthorised programs, including games or 'hacking' software.

7.5 I will keep my student card safe and report any loss or theft of my student card to the IT Helpdesk immediately.

8. Respect Resources

8.1 I will only photocopy and print material that is required for research or class submission.

8.2 I will print double-sided and in colour only when required.

8.3 I will review and meet the terms and conditions for any digital or online tool that I use and abide by the licence conditions of any software or application I use or have on my electronic devices.

9. Sensible Use

9.1 I will use my electronic devices at School as determined by staff, including where and for how long I can use these devices, and which sites, applications and games I am allowed to access.

9.2 I am aware that all activity is monitored, logged and can be traced and that the School can access any files I store on the School's network as well as my emails and browsing history.

9.3 As a Boarder I will follow the guidelines regarding use of technology in my House – i.e. handing in before prep, before bedtime and at the discretion of the Head of House.

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 staff, Mentors or with more senior staff if an issue arises which needs addressing. Following on from that, the Principal, the Deputy Principal, Head of Student Wellbeing and Heads of House are readily available and accessible to assist in conflict resolution. In addition to this process, formal complaints are required to be in writing, addressed to the Principal.

Staff refer parents and students to this process as needed. Procedural fairness is the basis for dealing with any complaint or grievance. After receiving the complaint or grievance a full and fair investigation is undertaken, Senior Management may discuss the findings, and the parents of students are reported back to. Equally, any staff complaints or grievances are to be made directly to the Principal in writing. Procedural fairness is then followed with the Principal or his delegate, who investigates the complaint or grievance.

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

A formal complaint process is in place for students and issues regarding assessment tasks. This can be found in the School diary for all students Y7-12. Further information can be found in the Kinross Wolaroi Preliminary HSC and Higher School Certificate Policies and Procedures documents. The Director of Studies regularly updates these policies as directed by NESA.

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

These processes incorporate, as appropriate, principles of procedural fairness as detailed in the school's Behaviour Management Policy. Follow-up of complaints and grievances involving other children is similarly dealt with in this policy.

SECTION 10:

School Determined Improvement Targets

Teaching and Learning

- Teaching and Learning focus continues to be on 'Grit' -encouraging students to be resilient and persistent in their learning; to seek and act upon feedback and to strive to be independent and lifelong learners. The TPL will continue to focus on how best to facilitate a 'Grit-Growth' environment -classroom management; an understanding of the Neuroscience and Psychology of education; asking questions which encourage rich and deep thinking and discussion. External presenters were booked to deliver (Michael Griffin and Tim Connell) but this was been postponed due to COVID. The focus will now need to widen and incorporate the nurturing of student transition back to face to face learning. Remote and face to face learning are very different. During the period of Remote learning, TPL was designed to assist this -was responsive to teacher requests.
- The ICT Steering Committee have completed the BYOT Policy. This will help to ensure that technology enhances and supports the curriculum. The period of Remote learning ensured a school-wide familiarity and confidence with the MS Teams Platform which will continue to be an excellent source for shared resources and communication between teachers and students.
- The Literacy Drive in the Senior School Targets:
 - Formulation of a targeted program delivering and assessing literacy for the Stage 4 Boarding Boys for 2021.
- The development of the Senior School literacy Working Party; a focus on wider reading through the Library/English partnership with Stage 4 students.
- The development of literacy resources for student self-guided literacy development in Boarding.
- Tracking and monitoring continue to be a focus
 - HSC Analysis and advice for Faculties regarding strategic tweaks to maximise cohort performance.
 - Development of individual student profiling as part of the Semester Report
 - Using data to help guide student subject selection.

Wellbeing

Evaluation and formulation of an effective Wellbeing/Pastoral Care/Character Education program.

- Development and introduction of Wellbeing Outcomes for Years 7-12.
- Introduction of a Wellbeing Coordinator – Junior School.
- Pilot Academic Student tracking.
- Reformation of Citizenship points system.

Boarding

Strategic Priorities

- To review and implement changes to the provision of academic support for Boarders.
- Continue to improve staff and student accommodation and to implement a rolling plan of improvement for both boarding campuses.
- Review the opportunities for student leadership and student voice and promote a culture where

students take greater responsibility for their own boarding experience and play an active role in its development.

- Demonstrate a commitment to and an understanding of the communities our boarding families come from.
- Improve our systems, processes and policies and develop a clear communications plan to build better partnerships with our stakeholders.

Strategic Outcomes

Due to the onset of the COVID19 situation, some of the strategic priorities for 2020 were placed on hold as all time and resources have been directed towards managing the COVID19 situation within Boarding.

However, the following outcomes have been achieved in 2020:

- Introduction of a new pilot program of online academic support for Boarders using the MS Teams platform - 'Homework Help for Boarders'
- Introduction of a new Behaviour Management System for Boarding which closely aligns with the equivalent behaviour management in the Day School. This is being trialled two Boarding Houses

and after a period of review and improvement, will be rolled out across all Houses commencing January 2021.

- A new system of record keeping is being trialled in two Boarding Houses that links with the new Behaviour Management System.
- Policy Development
- Management of Risk of Anaphylaxis Policy has been amended to be Boarding specific.

- Allergy Awareness Policy has been amended with guidelines specific to Boarding.
- Student Leadership in Boarding Policy has been formalised.
- Professional Learning -All Boarding staff have been trained in Food Handling and Allergy Awareness to complement the Allergy Awareness Policy.

Co-Curricular

Co-curricular Review

Following the review process that began in 2019, a preliminary report has been produced detailing initial recommendations for change. Whilst the review process has taken into account the broad co-curricular program, a number of the recommendations in the report are biased towards Sport as that is the area with the greatest inconsistency, and the area that involves the most staff and students.

In 2020 it is planned to conclude the review process and to implement changes which will focus on greater consistency in the cc staffing structure including the leadership model and load release for staff, our co-curricular offerings including commitment to Associations and representative activities, as well as resourcing and student participation across all co-curricular activities. It will also be essential to ensure that we clearly define the purpose of the co-curricular program, and each area of the program specifically. We will also look further at the progression of our co-curricular program throughout the K-12 school.

Communication

Communication is an area of high-priority in 2020. This includes the consistency of communication channels, updating of policies and the communication of them to stakeholders, communication of student achievement as well as the implementation of a platform or application which will provide consistency of communication across all areas of co-curricular.

The implementation of the application must be considered with the wider School communication strategy. There are already a number of means of communication across various areas of the School and it is important to consider the implementation of a new product with this in mind. The new ICT director is in the process of developing a plan for the direction of ICT and this will be considered in that plan.

Calendar and VTR Processes

There are plans in place to streamline the calendar and VTR processes for 2020. Where previously there were fortnightly meetings to discuss and approve VTRs we are moving to system in which activities are given initial approval and will be added to the calendar a term in advance. The hope is that the activities can be planned with more notice, which will ease the burden on resources such as transport and catering. With further notice there will be greater oversight into the schedule for various year groups, avoiding bottlenecks or periods where groups of students are engaged in numerous activities which impact their academic schedule.

2019 saw some changes made to our camps schedule, mainly the end of year Bivouac Camp. We will continue to look for opportunities for change to ensure the benefits of our camps activities meet our expectations for all groups involved. This includes annual camp, in particular for students who are not involved in the Cadet program.

Engagement

2020 Initiatives

- Branding strategy completed & implementation begins.
- New prospectus & enrolment kit developed and produced.
- Parent portal/app launch.
- Email management system launch.
- Trivia Night Fundraiser with P&F.
- Review of website performance and implementation of improvements identified including optimising the website for search (SEO).
- Introduction of photography permissions and management software (subject to budget).
- New academic uniform launch, Sport Uniform Review Commences.
- Advancement/fundraising planning progresses.
- Alumni Engagement Strategy commences with establishment and launch of an alumni portal.
- Corporate Identity (Logo) signage update around School grounds, change of identity from Prep to Junior School undertaken.
- Communications program for prospective and future student families commences.
- Scholarship advertising program expanded.
- Engagement Morning Teas with School Faculties.
- Golden Alumni SO+ Luncheon.
- Family Newsletter transferred to new 'posts' format.
- Engagement Reporting Framework established.

- Co-curricular App/ web page launch.

2020 Outcomes

- Development a strong and clearly articulated brand.
- Delivery of clearer enrolment policy and processes.
- Implementation of an excellent parent communications platform for families.
- Establishment of an alumni portal and begin to re-engage more effectively with past students.
- Planned messaging across all communications in line with a clearly defined brand strategy.
- Strengthen parent engagement.

The Regional Engagement Enterprise (TREE)

The overall aim for improvement and achievement is to strengthen the existing projects through review and refinement as well as to broaden the scope of the TREE umbrella through its community engagement and service arms.

Curriculum

- Review curriculum projects PK-12 to ensure they are outcome driven and curriculum aligned.
- Create new opportunities for industry connection through existing and new projects - eg de Salis Winery and Yr 12 Chemistry.
- Create a cross-curricula Stage 5 project (TREEnglish/Elective or Ag/Science/Geography).
- Create Junior -Senior School learning opportunities (Grant application Stage 1/Stage 5 'What a

Farmer Does' TREE initiative).

- Continue to develop Windermere for use across the campus.
- Devise - School to Work Curriculum program of learning for Stage 6 (non- ATAR students, grant application due June).

Co-curricular

- TWIG re-focus towards a sustainable enterprise.
- PLC Ag plot and Wolaroi to have year-round planting plans.
- Grow Cattle and Agriculture Teams.
- Refocus and refine end of year cross-curricular programs.

Community Engagement / Community Service

- Increase community engagement and involvement.

- Increase KWS led community events - IWD, Yr 12 Study Club, Sustainability Information Sessions.
- Provide opportunities for staff to be involved with Community Service.

Post School Opportunities

- Created Industry Mentor program for Year 12 students.
- Offer lunch time career sessions.
- Diversify our Internship program to ensure that a broad section of industries are offered ensuring more students needs are met.
- Refine and rewrite all industry/work placement policies and procedures to ensure they are compliant but also to simplify for our industry hosts.

SECTION 11:

Initiatives promoting respect and responsibility



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

In 2020, despite the challenges of Covid-19, 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 within our Mentor Houses, and various charitable activities as part of our House Shield competition.

Values education takes place across the curriculum but especially within the Religious Education program where a unit on Respect and Responsibility is taught, and during our unit on empathy in Term 4 as part of our taught Wellbeing Program.

There continues to be an explicit focus on the responsible and respectful use of technology, especially in relation to Social Media. This was carried out via the Mentor system as well as in individual PDHPE, Commerce and Rite Journey sessions. Students unpacked our updated Student Digital Agreement and Student Code of Conduct within their Mentor Groups, both of which heavily focus upon self-responsibility.

Fundraising at KWS continues to be largely student-driven. In 2020, the SRC, Prefect Body, and House Captains chose the priorities and the forms that events took, and subsequently carried out the organisation, publicity and management for these events. The Cancer Council's Shave for a Cure continues to be a consistently well supported initiative and yet again a considerable sum of money was raised for this cause. Additionally, each house chose a particular initiative to support as part of our House Shield Competition, with proceeds collected from a variety of activities including cake sales, BBQs, multi-days, and gift collection and distribution.

Senior School Student Code of Conduct

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

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

Safety

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

- Remaining on School grounds during the School day unless otherwise approved by the Deputy Principal or delegated person.

Effort

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

Respect

- Being respectful and supportive of the School's beliefs and values.
- Abiding by School rules regarding inappropriate expression of personal relationships.
- Being courteous and refraining from using inappropriate language – such as swearing.
- Not bullying, harassing, intimidating or discriminating against anyone in the School, either in person or online.
- Not discriminating against those with protected characteristics – i.e. age, disability, race, religion etc.
- Respecting all adults, both teachers, support staff and visitors to the School.
- Not engaging in any form of cyber bullying or cyber abuse.

- Not sending inappropriate, offensive or explicit text messages, photos or videos.
- Respecting School property, the property of staff, contractors, visitors and other students.
- Dressing neatly and appropriately with due regard for health, hygiene and safety in accordance with the School's uniform expectations.
- Strictly adhering to the School's policies and procedures.

Self-Responsibility

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

SECTION 12:

Parent, student and teacher satisfaction



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

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

In 2020, 171 parents and 226 students from selected year groups participated in surveys and provided views on such areas as academic performance, student wellbeing,

co-curricular sport and non-sport, communications and reputation.

Parent Satisfaction

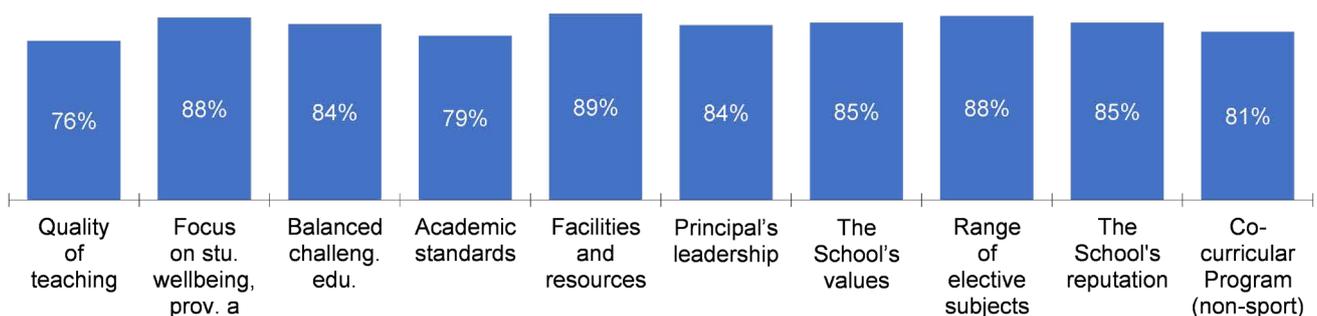
A selection of the parents' top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their children.

The top five areas are noted below:

1. 76% of parents noted their expectations were met or exceeded in relation to the quality of teaching
2. 88% of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing

3. 84% of parents noted their expectations were met or exceeded in relation to the balanced challenging education
4. 79% of parents noted their expectations were met or exceeded in relation to academic standards
5. 89% of parents noted their expectations were met or exceeded in relation to the facilities & resources

2020 KWS Parents - Expectations Met/Exceeded - Top 10 (n=171)



Percent Expectations Met/Exceeded

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

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

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

Parent Quotes on what they value about Kinross Wolaroi School:

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

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

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

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

There are many aspects we love.
#1 our kids are happy and engaged
#2 we feel part of a very positive community
#3 the teaching is of a high standard and expectation /
Congratulations must be passed

on to ALL this year. Kinross has been spot on and ahead of most other schools and even government decisions with all its Covid directions including initially making the call to send children home in March. I applaud those decisions that would have been so hard and had major financial implications for the school. At ALL times I have felt the school has put the children's and staff safety ahead of monetary loss. Again congratulations on getting online learning up and going so quickly and effectively. That was no mean feat. Even though we've had Covid this year, the year has still passed by so quickly. I hope you all get a decent break over the Christmas holidays and that next year will be smoother and simpler for all. Thank you for your passion.

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

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

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

Student Quotes on what they value about Kinross Wolaroi School:

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

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

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

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

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

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

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

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

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

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

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

Making friends and having fun and learning

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

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

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

Communicating with Parents

Kinross Wolaroi has an active Parents and Friends Association who meet regularly and who offer a forum for discussion. The Principal and the Head of Junior School also attend these meetings, thereby allowing for a direct avenue of communication. Unfortunately the Association was unable to meet during 2020.

The Principal, Head of Senior School and Head of Junior 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 staff and this was continued in an online format during the year in response to COVID-19 restrictions.

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

Student satisfaction

Student satisfaction at Kinross Wolaroi can be gauged in a number of ways. Increased enrolments, the overwhelming participation in non-mandatory co-curricular activities such as debating, public speaking,

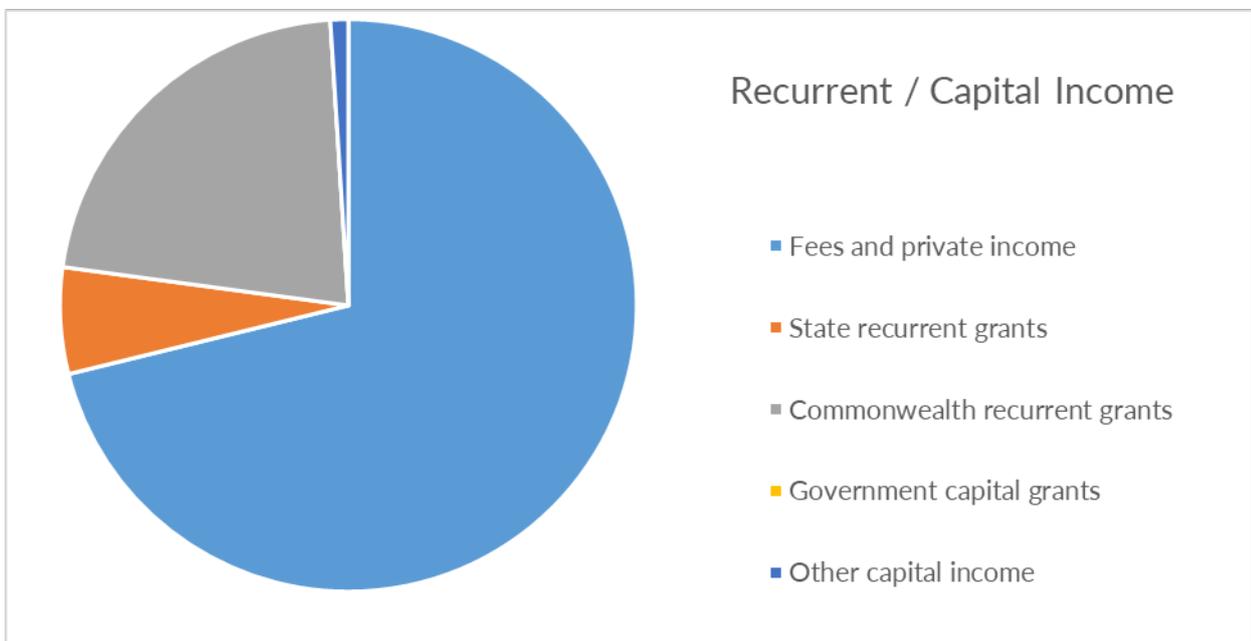
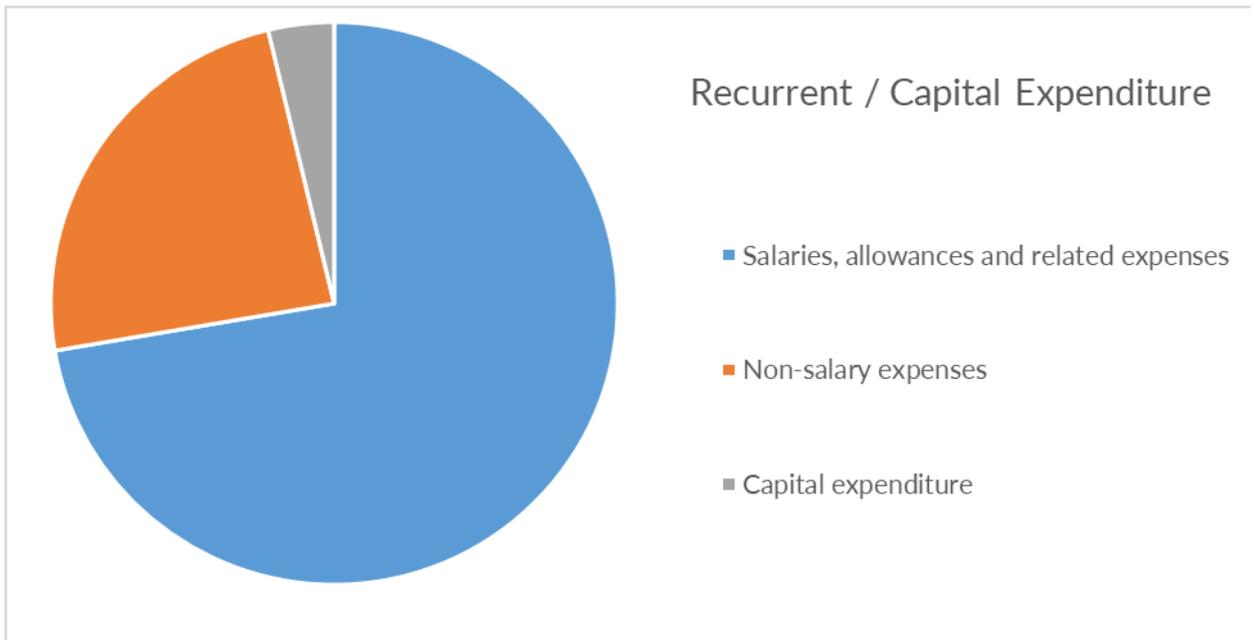
drama, musicals and additional sport teams, to name a few, as well as having opportunities to assist in the review of camps, would all indicate widespread student satisfaction. Students, both day and boarding, also have the opportunities to voice their satisfaction or otherwise through various student leadership bodies, including the SRC and a committee of boarders, and they are encouraged to do so. Staff/student rapport is strong, another indicator for student satisfaction.

Student Satisfaction

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Expenditure	2020 (Financial Statements)	2020 Graph
Salaries, allowances and related expenses	\$ 26,356,237	72.32%
Non-salary expenses	\$ 8,722,605	23.93%
Capital expenditure	\$ 1,366,889	3.75%
	\$ 36,445,731	
Income		
Fees and private income	\$ 29,157,309	71.14%
State recurrent grants	\$ 2,460,843	6.00%
Commonwealth recurrent grants	\$ 8,956,938	21.85%
Government capital grants	\$ -	0.00%
Other capital income	\$ 410,468	1.00%
	\$ 40,985,558	





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