



KINROSS WOLAROI  
— SCHOOL —

# ANNUAL REPORT

## 2024





# SECTION 1:

## A MESSAGE FROM KEY SCHOOL BODIES



## A MESSAGE FROM THE PRINCIPAL

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

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

The School has a strong history of excellent academic results along with an extensive and diverse co-curricular offering. Kinross Wolaroi is a non-selective school with over 1,100 students (including 350 boarders in Years 7 to 12), located in the NSW central tablelands in the city of Orange. The School has a proud tradition of educating young people in an environment where ideals are based solidly on friendship, spirituality, the security of family values, hard work and the pursuit of excellence to the very best of one's ability. The School offers the unique opportunity for co-educational learning with separate boarding sites for boys and girls. Students are provided with a holistic education with a varied curriculum to meet the diverse needs of our students.

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

Kinross Wolaroi School is a Global Member of Round Square, an international network of over 250 schools who share an educational philosophy that supports the growth of the whole person. The philosophy is based upon 6 pillars, the Round Square IDEALS: Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service.

Round Square schools which experience the educational philosophy of Kurt Hahn, impel the young into challenging, instructive experiences, through which they can develop: responsibility and care for humanity; commitment to principles; skills and confidence needed for effective service and leadership; a global perspective on society and the environment.

## STRATEGIC DIRECTION 2023-26

In 2023 work was undertaken to formulate the Strategic Direction for the School over the next three years. Our full range of stakeholders played an active role in evolving this strategy through a process of deep listening and appreciative inquiry. The result is a new Vision; the addition of a Diversity Statement, and for the first time at Kinross Wolaroi, the creation of a Graduate Profile. The need for courageous, collaborative and evidenced-informed leadership underpins the Strategic Plan, with a focus on development of a values-driven and thriving school climate.

The Strategic Plan 2024-26 identified four drivers for action; Student Experience, Staff Experience, Community Engagement and Sustainability. It is designed to propel focused and deliverable strategic change over a compact timeframe.

## VISION

Our vision is to deliver leading practice in education that is responsive to the needs of our students and community in our regional context.

Through a focus on continuous improvement, investment in people and sustainability, we will thrive in an ever-changing world.

We are aspirational for every individual, aiming to live and work with conviction, purpose and meaning, guided by an ethos of social justice, equity and inclusiveness.

## MISSION

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

## VALUES

- Courage
- Commitment
- Inclusivity
- Resilience
- Respect

## DIVERSITY STATEMENT

At Kinross Wolaroi, we believe respect and inclusivity lie at the heart of our vibrant school. We embrace and celebrate the uniqueness of our community, recognising that our differences enrich our collective experience, which enables us to thrive.

Kinross Wolaroi proudly sits on Wiradjuri land, a place where we celebrate the rich culture of our First Nations peoples. We are committed to fostering a respectful and inclusive environment that embraces the wisdom, knowledge, and history of Australia's First Nations. We aim to empower students to appreciate Indigenous heritage, promoting mutual respect and understanding, as we work towards reconciliation and harmony.

We understand each person brings their own perspectives, strengths, and talents, and we actively promote a culture that appreciates and embraces diversity. Diversity encompasses every aspect of identity including ability, culture, religion, language, gender, academic readiness, and neurodiversity. We are committed to creating a safe and inclusive environment where everyone feels affirmed and supported. This is achieved through open dialogue, understanding, and mutual respect, contributing to a stronger and more compassionate world.

## GRADUATE PROFILE

Our Graduate Profile reflects the attributes that we believe equip our students to approach life with confidence, able to pursue their aspirations and contribute positively to their communities. Our Graduates will be; authentic, adaptable, empathetic, collaborative, creative and independent.

## STRATEGIC PLANNING

Throughout 2024 members of the broader School community, staff, parents and students have continued to contribute to fulfilling the objectives of our new Strategic Plan.

Our staff have done a great deal of excellent work particularly in the areas of enhancing student and staff experience. Their experience, wisdom and initiative are contributing to the development of academic, wellbeing and professional learning opportunities that will position KWS at the forefront of education practice.

We are working to increase linkages in our learning programs between Stages 3, 4, 5 and 6 with an overarching emphasis on:

- Powering up academic skills development
- Having a learning culture in which a strong work ethic is encouraged and celebrated
- Providing 'stretch' opportunities for students

and

- Developing student agency, expecting students to approach their studies with purpose and a belief in their ability to meet and move through challenges

An aligned and exciting initiative is the introduction in 2025 of two new KWS Professional Development Programs:

- LIFT (Leadership and Instructional Focus for Teachers) is an initiative aimed at building staff capacity and fostering instructional leadership to further enhance the quality of teaching and learning across the school.
- RISE (Roadmap for Initiating and Supporting Educators) is our revamped teacher induction program, based on comprehensive feedback from our staff and research into similar, successful programs.

We are delighted to share that we have formed a School partnership with Professor Lea Waters AM, whose globally renowned Visible Wellbeing Program and SEARCH Framework will be used to design and deliver an improved, evidence-based KWS Wellbeing Program for students Pre-K-12 from Term 1 2026. This project stems from the priority in the Schools' Strategic Plan to contemporise and improve student wellbeing provisions.

Another Working Group are doing some excellent work focusing on our Relationship Model Project, which aims to enhance our school culture and foster a more inclusive and supportive environment for all students. This initiative is grounded in the principles of relational behaviour models and restorative practices, both of which have been shown to significantly improve student outcomes and nurture positive school cultures.



## SOME OF THE HIGHLIGHTS OF 2024 INCLUDE:

- Continued high enrolments with extremely healthy numbers in Boarding. In total over 1,100 students from Pre-Kindergarten to Year 12 with 350 Boarders.
- Continued to attract highly experienced and well credentialed academic and co-curricular staff to further enhance our broad educational offering focused upon developing the whole person.
- Implementation of a Literacy Support Program that operates two evenings per week to support the development of Literacy Skills for our Year 7 Boarders.
- Data Analysis: the tracking and monitoring of student academic performance to:
  - Assist Academic Faculties to maximise cohort performance
  - Develop individual student profiles as a component of the Semester Report package
  - Assist Parents and students regarding subject selection
  - Continued development of a taught Wellbeing Program.
- The program framework highlights the four pillars of Self, Leadership, Character and Empathy. These have been aligned to our School values and have been converted into age and stage appropriate outcomes for K-12.
- Continued development of a culture that supports and encourages personal bests across all areas of School life.
- Focus on empowering student voice and initiative through the re-design of the Student Leadership selection and training.
- Round Square continues to flourish at the School. 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.
- Greater opportunities for student voice have been created through the committees that lead each of the IDEALS of Round Square.
- The Duke of Edinburgh Award Scheme continues to grow with significant numbers of students participating at each level of the Award.
- Our International Exchanges continued to grow with 30 of our students experience schooling across the globe, and for the first time this year we engaged some shorter national exchanges for our Year 8 students.
- The Round Square Committees have provided outstanding opportunities for student leadership, demonstration of initiative, and generation of a positive desire to contribute to the School and broader community. A very positive initiative in 2024 has been the creation of a Junior Committee which has broadened the opportunity for students of all ages to engage in this outstanding experiential learning and character development program.
- There have been many immensely valuable service initiatives such as the:
  - The Intergenerational Program supporting the elderly at Wontama has been highly valuable
  - The support provided to the Uniting Church Hot Meals Outreach program
  - The provision of lunches to primary schools in Orange for students who go without
  - The many, many other hugely valuable causes supported by our School Houses
- We have seen the embedding of our KWS Portfolio of Achievement for our Year 9 and 10. A values-based framework designed to foster character development. It challenges students to set goals that reflect the School Values and demonstrate actions that reveal their attainment.
- The commencement of construction of a new Boarding House for boys to be finished during 2025.
- Once again we have achieved considerable success with an extraordinary number of our HSC students receiving nominations for excellence in Performance and Major Works.
- Twenty five nominations across the full spectrum of subjects – Visual Arts, Music, Drama, Textiles and Industrial Technology – speaks volumes about the skill and dedication of our students and of the superb teaching talent of our staff.
- The introduction of improved effort awards at our Academic Assembly saw students celebrated for their hard work and commitment to their studies.
- Our Performing Arts continues to flourish. Wonderful performances from so many of our students in the Orange Eisteddfod, seeing our orchestra and ensembles placing first in almost every section they entered, and of course our excellent Music Festival.
- Outstanding results achieved in the Australian Music Examination Board assessments and students have been working and playing in the Australian Youth Orchestra, an opportunity only available to the very best in the country.
- Our Musical Chicago: High School Edition was spectacular with students from year 7 to 12 demonstrating great talent, skill, and passion.
- Students were awarded First Prize in the University of Canberra's National Creative Writing Competition, First Place and a perfect score in the National Latin Examination, a student was named Rural Young Scientist of the Year.
- Our Debaters once again won the local High School Competition – the Dudley Cup and reached the finals of the National Virtual Debating Competition.
- In the realm of sport, we have also achieved considerable success.
- Our Cricket Club won four Premierships and most notably the statewide knockout tournament for Year 9s, the Wiburd Shield.
- Three of our swimmers medalled at the National Age Swimming Championships while representing NSW.
- A student was selected in the Australian Schools Rugby First XV.
- We have continue to embed our Strategic Partnership with Sydney University Rugby Club that will benefit our students' academic and athletic endeavours. The only school in NSW to do so.

- In Rowing KWS was the top performing school on the medal tally at the Australian National Championships, the NSW Championships and were point score winners at the NSW School Boy Head of the River and NSW Sprint Championships.
- Our Cattle Team had a fabulous year at the Sydney Royal Show.
- We staged three highly successful international tours. A culturally enriching History and Religious Education tour of Cambodia and Vietnam, Rugby tours to Japan for our senior boys and girls team and a cricket tour to New Zealand.
- Our Student Leaders in 2024 demonstrated courage and commitment in their desire to make our School and broader community a finer place. Their actions revealed a genuine care and concern for the welfare of others, particularly those whose life journeys have been less fortunate than our own.
- Our Parents and Friends continue to do marvellous things to enhance the spirit and life of our special community. The new style 'Country Fair' was an outstanding success providing an amazing community day and raised over \$90,000 for the school.

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 - HOW KWS PROMOTES STUDENT VOICE AND LEADERSHIP

Kinross Wolaroi School (KWS) continues to develop student leadership and expand opportunities available to students. KWS embeds student leadership through the Round Square framework, with a primary focus on promoting student voice in the school. Round Square is an international network of 130 likeminded schools who share a commitment, beyond academic excellence, to personal development and responsibility through service, challenge, adventure and international understanding. Round Square schools are founded on a philosophy which embraces six pillars or IDEALS that are embedded within their academic, co-curricular and pastoral programs:

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

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

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

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

Leadership in Years 9 and 10 extends the notion of service leadership. Students in these years, who chose not to participate in the Cadet or Music programs, 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 Round Square Internship Program. Within the Round Square Internship Program, students work with a mentor in local industry for 1 day a week for up to 20 weeks, culminating in a project that benefits them, the company, and the wider local community.

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

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

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

Students are required to write a letter for their application outlining how they meet the selection criteria and their vision for their leadership legacy. Staff and students (Years 7-12) are asked to nominate those students who they believe could best represent our School and its values.

The incoming Head and Deputy Head Prefects, Boarding Prefects along with the SUO of Cadets and House 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 Captain of Music, Boarding House Captains and House Captains are elected. In 2024, over 70 Year 11 students applied, 27 students were interviewed and 15 students were selected as Prefects.

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

Every Year 6 student contributes to the improvement of the School and the wellbeing of others.

They experience training and ongoing support through mentorship and practical activities. All students have the scope to go above and beyond their portfolio and serve the School with enthusiasm and creativity.



## SECTION 2:

# VALUE ADDED PERFORMANCE



## VALUE ADDED PERFORMANCE

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

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

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

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

## REPORTING COMPLAINTS AND GRIEVANCES

### PARENTS AND STUDENTS

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

In addition to this process, formal complaints are required to be in writing, addressed to the Principal. Staff refer parents

and students to this process as needed. Procedural fairness is the basis for dealing with any complaint or grievance. After receiving the complaint or grievance a full and fair investigation is undertaken, Senior Management may discuss the findings, and the parents of students are reported back to.

Equally, any staff complaints or grievances are to be made directly to the Principal in writing. Procedural fairness is then followed with the Principal or his delegate, who investigates the complaint or grievance.

A formal complaint process is in place for students and issues regarding assessment tasks. This can be found on the School website – [www.kws.nsw.edu.au/resources/policies](http://www.kws.nsw.edu.au/resources/policies). 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. Updated policies and procedures are located on the School intranet – [www.thehub.kws.nsw.edu.au](http://www.thehub.kws.nsw.edu.au).

### STAFF

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

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

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



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

# NAPLAN

2024	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	467	445	409	448	427
Year 5	547	516	507	545	522
Year 7	569	556	538	571	572
Year 9	602	606	587	606	613

## KEY:

Well Above	Above	Close to	Below	Well Below
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The information above relates to 2024 NAPLAN results, which are available on the My School website.

NAPLAN Participation in 2024 was 99%

The information above compares Kinross Wolaroi School against the Australian averages.

## 2024 HIGHER SCHOOL CERTIFICATE RESULTS

### VOCATIONAL TRAINING

Thirty students (23%) completed a Vocational Education course as part of their HSC in either Hospitality (22) or Primary Industries (8).

Twelve students (9%) studied a TAFE course

### HIGHER SCHOOL CERTIFICATE

Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands, and each band aligns with a description of a typical performance by a student within that mark range.

The performance bands and descriptions give meaning to the HSC mark. A Band 6 or E4 (extension subjects) indicates the highest level of performance. A student who achieves a Band 6 or E4 result is mentioned on the Distinguished Achievers List.

The HSC results are used by the Universities Admissions Centre (UAC) to calculate a rank order of students known as the Australian Tertiary Admission Rank (ATAR). The ATAR is not a mark nor a summary of the HSC. It is a ranking system used to allocate university placements.

In 2024, 148 students, including Year 11 accelerants (15), sat for their Higher School Certificate at Kinross Wolaroi School.

### ATAR

The top ATAR at KWS in 2024 was 99.3 achieved by Niamh Webster

The median ATAR at KWS in 2024 was 71

15 students achieved an ATAR of 90 or above (12% of the eligible Year 12 candidature).

45 students achieved an ATAR over 80 (35% of the eligible Year 12 candidature).

### TOP ACHIEVERS - PLACE IN COURSE

KWS had three Top Achievers (one of the State's highest places in an HSC Course):

- Maggie Anderson, Textiles and Design (2nd)
- Tessa Lawson, Textiles and Design (8th)
- Niamh Webster, Drama (6th)

### DISTINGUISHED ACHIEVERS

47 students (32%) were featured on the Distinguished Achievers List.

There were 76 mentions on the Distinguished Achievers List, shared among the 47 students. This equates to 10% of all results.

### HSC 2024 SUBJECT SUMMARY

In 2024 at KWS, 337 Band 5 or 6 results were achieved (this includes Band E3 and E4 results in extension subjects), representing 44% of all Band results.

Six subjects had 100% of students receiving Band 5/6 or E3/4 results: French Extension, History Extension, Music 2, Music Extension, Drama and Textiles and Design.

KWS had strong results\* when compared to the rest of the State in:

- Textiles and Design
- Drama
- Legal Studies
- Ancient History
- English Studies Examination
- Music 1
- Visual Arts
- Mathematics Standard
- Design and Technology
- French Continuers

\* >4% above State average

Table 1 illustrates the achievement in Band 6 and E4, compared to the State from 2021 to 2024.

Table 2 illustrates the achievement of the top two bands (Band 5/6 and E3/4) from 2021 to 2024.

\*Subjects with smaller cohort sizes will see great variability as they are more susceptible to influence from outliers. Caution should be used when generalising these results.

\*\*NA denotes that there was no cohort that year.



TABLE 1

Department	Course	KWS % Band 6 & E4 2021	State % Band 6 & E4 2021	KWS % Band 6 & E4 2022	State % Band 6 & E4 2022	KWS % Band 6 & E4 2023	State % Band 6 & E4 2023	KWS % Band 6 & E4 2024	State % Band 6 & E4 2024	KWS Candidature 2024
English	English Advanced	12	16	10	15	10	14	9.6	15	73
	English Extension 1	13	41	33	40	33	41	5	42	21
	English Extension 2	0	25	0	29	29	29	33	34	9
	English Standard	0	1	0	1	0	0	0	1	51
	English Studies Examination	No Cohort for KWS				0	0	0	0	3
Mathematics	Mathematics Advanced	22	23	25	23	13	22	23	22	44
	Mathematics Extension 1	24	37	18	35	20	34	22	35	27
	Mathematics Extension 2	17	43	0	40	8	38	17	40	6
	Mathematics Standard 2	5	6	5	7	8	9	5	9	77
	Mathematics Standard 1 Examination	No Cohort for KWS				0	3	0	3	6
Science	Biology	20	7	11	6	14	8	3	7	36
	Chemistry	7	11	0	9	14	12	0	11	21
	Earth and Environmental Science	10	5	0	6	No Cohort for KWS		0	6	10
	Physics	8	12	18	12	5	13	5	12	19
	Science Extension	No Cohort for KWS				0	7	0	9	12
Agriculture	Agriculture	6	11	10	8	4	10	12	11	33
	Primary Industries Examination	0	5	0	3	9	2	0	3	8
History/RE	Ancient History	0	10	14	9	33	9	0	10	12
	Modern History	25	11	10	10	10	10	0	10	22
	History Extension	0	24	0	25	14	26	0	28	7
	Studies of Religion I	0	13	0	10	0	14	0	14	6
Languages	French Continuers	29	33	13	26	0	25	43	25	7
	French Extension	0	24	No Cohort for KWS				20	26	5
PDHPE	Community and Family Studies	0	6	12	6	14	6	0	6	8
	PDHPE	3	7	7	5	21	6	10	9	30
Performing Arts	Drama	0	18	50	21	50	22	42	23	12
	Music 1	33	20	33	22	50	23	13	20	8
	Music 2	67	45	0	34	50	35	50	36	4
	Music Extension	50	64	100	76	100	70	100	70	3
Social Sciences	Business Studies	13	9	0	10	6	11	7	11	30
	Economics	14	15	12	15	0	13	0	14	13
	Geography	0	9	0	11	0	10	0	10	30
	Legal Studies	33	15	37	15	8	14	16	15	19
TAS	Hospitality Examination (Kitchen Operations and Cookery)	4	6	4	7	0	8	5	7	22
	Industrial Technology	0	7	26	8	13	8	0	7	26
	Textiles and Design	38	18	44	17	58	17	67	16	6
	Design and Technology	0	17	NA	13	13	12	20	12	5
Visual Arts	Visual Arts	0	17	30	16	20	19	39	17	23

TABLE 2

Department	Course	KWS % Band 5/6 & E3/4 2021	State % Band 5/6 & E3/4 2021	KWS % Band 5/6 & E3/4 2022	State % Band 5/6 & E3/4 2022	KWS % Band 5/6 & E3/4 2023	State % Band 5/6 & E3/4 2023	KWS % Band 5/6 & E3/4 2024	State % Band 5/6 & E3/4 2024
English	English Advanced	54	69	66	67	55	67	58	68
	English Extension 1	100	94	100	93	72	94	90	96
	English Extension 2	86	84	86	85	86	86	89	87
	English Standard	0	17	9	15	4	13	6	13
	English Studies Examination	No Cohort for KWS				0	0	0	0
Mathematics	Mathematics Advanced	44	50	43	49	49	50	39	50
	Mathematics Extension 1	72	74	61	74	66	72	70	80
	Mathematics Extension 2	83	87	75	85	62	86	67	86
	Mathematics Standard 2	14	25	31	29	42	32	43	29
	Mathematics Standard 1 Examination	No Cohort for KWS				0	22	17	23
Science	Biology	52	31	21	27	46	32	39	36
	Chemistry	29	40	53	33	41	38	19	39
	Earth and Environmental Science	90	28	20	32	No Cohort for KWS		10	33
	Physics	25	41	59	41	57	39	16	38
	Science Extension	No Cohort for KWS				71	78	83	82
Agriculture	Agriculture	44	34	25	26	21	31	36	31
	Primary Industries Examination	27	27	15	29	9	26	13	30
History/RE	Ancient History	75	34	21	34	100	33	58	37
	Modern History	67	38	39	34	29	35	18	39
	History Extension	71	77	70	84	71	85	100	86
	Studies of Religion I	54	42	25	41	50	49	50	44
Languages	French Continuers	50	63	13	58	0	59	71	63
	French Extension	50	80	No Cohort for KWS				100	89
PDHPE	Community and Family Studies	44	32	71	33	41	36	50	36
	PDHPE	25	31	44	26	52	31	43	35
Performing Arts	Drama	13	46	100	59	100	60	100	62
	Music 1	100	64	100	70	83	69	88	68
	Music 2	100	88	100	86	100	85	100	84
	Music Extension	100	95	100	97	100	96	100	97
Social Sciences	Business Studies	33	36	27	35	26	36	27	37
	Economics	71	50	62	49	27	49	46	52
	Geography	31	44	44	42	36	42	17	38
	Legal Studies	58	42	58	41	46	43	47	44
TAS	Hospitality Examination (Kitchen Operations and Cookery)	39	34	70	44	25	39	32	51
	Industrial Technology	0	25	70	22	80	24	12	23
	Textiles and Design	50	57	78	54	100	52	100	50
	Design and Technology	0	55	NA	47	50	47	80	48
Visual Arts	Visual Arts	89	63	85	66	100	66	91	67



# SECTION 4: PROFESSIONAL AND PERFORMANCE DEVELOPMENT AND TEACHER ACCREDITATION

## NEW STAFF INDUCTION PROGRAM

- The start of Term 1 begins with three days of New Staff Induction Training. This includes Code of Conduct and Compliance Training School Orientation – both a physical orientation and an orientation of Systems and Policies; ICT training; Introduction to Key Members of Academic Staff and the School's Vision, Ethos and Philosophy.
- All teachers new to KWS are assigned a Mentor to help them settle into the School, and to the community if they are new to Orange.
- Staff 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 six-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 teaching staff meet with their Line Manager and agree to 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.

Following the establishment of goals, academic staff are asked to 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 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

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 accredited at Provisional or Conditional level who are seeking to undertake the NESA Proficiency

Accreditation process. 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 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 ISTAA pathway to achieve the status of Experienced Teacher. 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.

## PROFESSIONAL DEVELOPMENT

Professional Development 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

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

## TEACHER PROFESSIONAL LEARNING (TPL)

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

KWS are a NESA Accredited Professional Development provider. Throughout the year KWS were able to offer a number of accredited professional development experiences for our staff, which are tailored to our context and the needs of our community.

KWS Teacher Professional Learning (TPL) continues to be aligned with the school's Strategic Plan for Best Practice Learning (BPL). Effective TPL is targeted to creating 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.

A number of Teacher Professional Learning sessions throughout the year were dedicated to upskilling staff on the use of our Learning Management System (LMS)/HUB platform, for Teaching and Learning, Assessment, Co-curricular, Communication, and Pastoral tracking of students.

All TPL is negotiated as a result of the BPL Strategic Intent focus:

- 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.

## COMMUNITY LEARNING

At the beginning of Term 4, we held a 'Welcome to Year 12' information evening for our families. This was an opportunity for staff to share information with parents and students around the HSC/ ATAR and mark calculations, Policies and Procedures, patterns of study, University and after school pathways and opportunities, support for disability provision applications, study support and preventative wellbeing supports. For families new to the HSC there are a large number of specific protocols to be cognisant of. This was an opportunity to provide our families with tools and information to be able to support their children.





## SECTION 5: TEACHER ATTENDANCE AND RETENTION RATES

## TEACHER ATTENDANCE RATES

In 2024 the average daily staff attendance rate was 100%.

For the purpose of this reporting section, non-attendance relates to any non-approved absence of more than five consecutive days.

## TEACHER RETENTION RATES

In 2024, the school retained 92% of its teaching staff. Of the nine staff members who departed:

- Two retired
- Two chose not to return full-time following maternity leave, and
- Five relocated from Orange

The total number of teaching staff across both the Senior and Junior Schools was 109.



# SECTION 6: STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOLS



# STUDENT ATTENDANCE

In 2024, Kinross Wolaroi School observed a student attendance average rate of 91.20%.

Academic Year	Percentage
Year -1	94.15%
Year 0	93.38%
Year 1	93.20%
Year 2	91.06%
Year 3	90.94%
Year 4	90.81%
Year 5	90.00%
Year 6	90.16%
Year 7	91.18%
Year 8	90.60%
Year 9	89.29%
Year 10	90.71%
Year 11	91.89%
Year 12	93.10%
Total Average	91.20%

# FOLLOW-UP OF NON-ATTENDANCE

Accurate attendance records are maintained on the database by administrative staff at the front desk of both Junior and Senior School. In the Senior School the roll is taken (electronically) in each lesson and at co-curricular activities. For Junior School, the roll is marked at the start of the day.

Chronic non-attendance is extremely rare at Kinross Wolaroi. Parents are alerted that their child was absent if the school has not received a prior application/advise of the student absence.

At a school level, the Head Mentor of each student monitors attendance and follows up with parents where there is concern. All leave must be approved by the Head of Junior or Senior School and relevant staff are informed accordingly.

# STUDENT RETENTION RATES

86.67% of Year 6 student of Kinross Wolaroi in 2024 have continued into Year 7. 'Transferring to another school' is recorded as the main reason for non-continuance from the Junior to Secondary School.

The student retention rate stands at 89.86%. There is a slight increase compared to the previous year.

For most year levels both in Junior and Senior School, our enrolment numbers remained relatively stable.



## SECTION 7:

# POST SCHOOL DESTINATIONS

In Year 12 2024, 134 students presented for the Higher School Certificate at Kinross Wolaroi School. Of these 91 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. Several students opted to study abroad.

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

Sydney	17
New England	42
New South Wales	0
Wollongong	48
ANU	11
CSU	26
University of Technology	16
Western Sydney	2
University of Canberra	11
Australian Catholic University	0
Newcastle	35
Interstate	0
Southern Cross	7
Torrens	6

Courses selected are varied and include Medicine, Law, Economics, Business and Commerce, the Sciences, Media and Communication, Tourism, Agriculture, Engineering and Information Sciences, Performing Arts, Nursing, Creative Arts, Sports Medicine and Science, Environmental Science and Education. In 2024 there was some interest in the Defence Force and ADFA.

Approximately 122 students applied for an Early Entry Pathway either via UAC or by University Direct Entry. Approximately 95% of the 2024 cohort received a direct Early Entry Offer of which over half of this number took up the offer.

Post-school destinations for non-university pathway students included paid work, TAFE courses, traineeships, cadetships and apprenticeships.

In the 12 months prior to commencement of their post-school options approximately 43% of students elected to work for the year, take up a 12-month traineeship or have a formal GAP Year in Britain or Europe. Popular options for GAP work within Australia were Jackaroo/Jillaroo, construction/labouring, retail sales, nannying and ADF.





## 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, and where a place exists, they may be progressed to an interview for consideration of place.

Enrolment offers are generally made around 24 months out from year of entry. In 2024, all offers were made for 2026 and late offers for 2025.

## ENROLMENT OFFERS/ENTRY YEAR LEVELS

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

Our Boarding numbers continue to remain strong, with a designated 42% of all Senior School positions held for Boarders. In 2024 there has been very limited availability of placement for boarding across the year groups. Vacancies have mostly existed in Year 7 for both boys and girls.

## 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 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 5 and 7, 9 and 11.

ACER conducted the Scholarship examination in February 2024 for the award of scholarships commencing in 2025. The scholarships offered included:

- Academic (Years 5, and Year 7 to 11 in 2025) – eligibility for both current and prospective students
- Music (Years 7 to 11 in 2025) – eligibility for both current and prospective students
- Boarding (Years 7 to 11 in 2025) – eligibility for both current and prospective students
- Ex-students' (Year 11 in 2025)
- General Excellence (Years 9 to 11 in 2025)

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

### 2024 STUDENT NUMBERS (AS AT CENSUS DATE)WERE:

Pre-Kindergarten	41
Junior School	210
Senior School	805
TOTAL	1,056

### 2025 ESTIMATED NUMBERS ARE:

Pre-Kindergarten	39
Junior School	219
Senior School	819
TOTAL	1,077

## 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 program and support the School's ethos and code of conduct; and
- The family is expected to help the School by supporting its ethos, School rules and codes of conduct.

Where an account has not been maintained in accordance with the enrolment terms and conditions, approaches are made to seek payment. Prior to initiating any action that will impact on a student's enrolment, multiple attempts are made to negotiate an acceptable payment arrangement with the family. However, where accounts remain outstanding at the end of a term, the enrolment of students may be impacted. This can include the temporary suspension of enrolment until the account is settled or the termination of enrolment where formal legal recovery action is required.

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

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

The Student may also be permanently excluded from the School if the Principal considers that a mutually

beneficial relationship of trust and co-operation between a Caregiver and the School has broken down to the extent that it adversely impacts upon that relationship.

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

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



## SECTION 9: SCHOOL POLICIES

# STUDENT WELLBEING

## SENIOR SCHOOL

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

Between Period 2 and Recess on a Monday, Tuesday, Thursday and Friday, students gather in an allocated room with their Wellbeing Mentor to discuss aspects of Wellbeing.

Wellbeing themes for the year include Self, Wellbeing, Respectful Relationships, and Character. Monday is utilised for checking diaries and helping students organise their upcoming week. Tuesday, Thursday and Friday are used at the Wellbeing Mentor’s discretion for a variety of activities, including stage appropriate wellbeing discussions, Year Group or House meetings, organising fundraising activities for House Social Justice Initiatives, or engaging in cross-year activities to build strong and positive peer relationships. The whole School attends a Chapel service and an Assembly once a fortnight each Wednesday. Each Semester, the entire Senior School engages in a Wellbeing Day during which the normal timetable is dissolved. Together with their Wellbeing mentors, the students engage in activities, talks, and immersive experiences that build upon the relationships and conversations had in mentor to date. Each Wellbeing Day is mapped to the themes for that semester, with age and stage appropriate topics building sequentially throughout the Senior School years.

# STUDENT BEHAVIOUR MANAGEMENT 2024

## PARENT INFORMATION

Kinross Wolaroi School cultivates an ethos of positive behaviour through clear expectations and the development of mutual respect between teachers and students. We aim to foster good relationships with students, instilling in them a sense of responsibility and self-discipline, working

in partnership with parents. We also aim to treat students as individuals, offering support where necessary and making any reasonable adjustments that may be required. The Kinross Wolaroi community understands that actions have consequences, and it is important that students fully understand the link between the two.

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

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

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

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

### 1. Inappropriate Behaviour & Academic Concerns:

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

### 2. Challenging Behaviour:

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

### 3. Serious Behaviour:

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

#### 4. At Risk Behaviour

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

### CONSEQUENCES

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

There will be times when a conversation with a student and then that individual's Mentor is all that is needed, but to support Staff, there is also a clear structure of consequences that can be applied. Before consequences are applied, students are given an opportunity to correct their behaviour. This takes the form of a restorative conversation between the student and appropriate staff member. During this conversation, the staff member will reteach and model the expected behaviour. Staff the student can go to for support are also identified, as are the consequences for failure to correct their behaviour. If the warning is ignored, the student should expect to be given a consequence according to the guidelines provided.

Where consequences are needed, they should always be employed judiciously and in such a way as to form a positive and productive part of the educational process for everyone. In seeking to build relationships built on integrity and trust, honesty on the part of the student and a willingness to take responsibility should be commended wherever possible.

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

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

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

It is also important that any disciplinary measures imposed on a student will take into consideration any disability, special educational need or specific learning support.

Advocacy should also be provided for all students involved in a behaviour incident – both victim and perpetrator. In some circumstances, students who are disciplined may need additional support and guidance from the School's Counselling Team and other support services.

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

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

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



## CONSEQUENCES MAY INCLUDE:

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

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

# 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.

I will not use	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.
3.2	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.
3.3	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.
3.4	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.
3.5	I will not use others' passwords or try to access or interfere with their private information.
3.6	I will not create fake identities or upload misleading or false information about myself or other people.
4.1	I will report any activities that are hurtful, unsafe, offensive or bullying in intent toward others to my Head of House, Head of Boarding House and my parents.
4.2	I will report inappropriate material directed at others to my Head of House, Head of Boarding House and my parents.
4.3	If I am concerned about another person due to something I have seen online, I will report this to my Head of House, Head of Boarding House and my parents.
4.4	I will not visit sites which attempt to abuse or degrade others.
5.	Respect Property
5.1	I will care for and take precautions to keep any electronic devices, whether School-owned or owned by my family or myself, safe and secure.
5.2	I understand that if I am using a School device then it is my responsibility, and I will keep it in good working order.
5.3	I will ensure that I have my device when I need it in class, that it is charged and ready to use for each day's classes.
5.4	I will ensure that I have all of the required applications and programs on my device and keep them up to date.
5.5	I will be responsible for ensuring that my data is backed up securely and regularly to reduce the risk of losing my data.
6.	Protect Property
6.1	I will abide by any copyright or intellectual property requirements including acknowledging the author and citing references accordingly.
6.2	I will use free and open source alternatives for software and not illegally downloaded software or use pirated software.



6.3	I will purchase my music and other media and understand that downloading music and videos without the owner's permission is illegal, as is sharing my purchased music and other media with others.
7.	Maintain Security
7.1	I will have anti-virus and anti-malware software installed on my device and keep it up to date. I will report any issues with viruses, spyware or malware to the IT Helpdesk.
7.2	I will never knowingly initiate or forward emails or other messages that have been sent in confidence, that contain a virus or attachment that may damage someone else's computer, or that are spam (such as advertisements, chain letters and hoax emails).
7.3	I will only use the internet within the School proxy and filtering system when at School and will not attempt to bypass or breach security or filtering software in any way, including setting up proxies, using wireless hotspots, or tethering to a personal data plan to access alternative networks.
7.4	I will not download unauthorised programs, including games or 'hacking' software.
7.5	I will keep my student card safe and report any loss or theft of my student card to the IT Helpdesk immediately.
8.	Respect Resources
8.1	I will only photocopy and print material that is required for research or class submission.
8.2	I will print double-sided and in colour only when required.
8.3	I will review and meet the terms and conditions for any digital or online tool that I use and abide by the licence conditions of any software or application I use or have on my electronic devices.
9.	Sensible Use
9.1	I will use my electronic devices at School as determined by staff, including where and for how long I can use these devices, and which sites, applications and games I am allowed to access.
9.2	I am aware that all activity is monitored, logged and can be traced and that the School can access any files I store on the School's network as well as my emails and browsing history.
9.3	As a Boarder I will follow the guidelines regarding use of technology in my House – i.e. handing in before prep, before bedtime and at the discretion of the Head of House

## SECTION 10: SCHOOL-DETERMINED IMPROVEMENT TARGETS

## TEACHING AND LEARNING

- Lead through the Heads of Department, the Senior School have been looking at a more consistent approach to Learning and Responding, with an initial focus on Stage 6. The ALARM protocol has been in use sporadically throughout the Senior School for a number of years, but has this year been adopted more widely particularly across the logical subjects. All Senior School staff have been trained in this protocol and students have been allocated study and revision aides to assist in their use of consistent practice with extended response questions.
- The Science faculty organised a Science Extension symposium, which was highly successful. We played host to a number of Schools in the region for workshops and presentations from NESA Senior Markers for Science Extension as well as industry researchers and mentors who are assisting students with their projects. This experience was extremely beneficial for both our students, and the Science staff.
- The student insight dashboard has been fully released to staff, providing teachers with comprehensive tools to monitor student progress and tailor support accordingly, enhancing the learning experience for all students.

### ALARM TEAM DEVELOPMENT

- The ALARM team has continued to build momentum across faculties by developing targeted resources and fostering collaboration. Each logical subject area now has a dedicated representative who meets regularly to discuss implementation strategies, share best practices, and refine processes to enhance student learning outcomes.

### ACADEMIC SUPPORT TEAM INTRODUCTION

- A dedicated Academic Support Team was introduced to strengthen student wellbeing and academic performance. This team identifies students of concern using a range of academic and engagement criteria, then initiates tailored interventions and outreach to support these students in achieving success.

### ENHANCED USE OF LEARNING ANALYTICS

- Heads of Department have significantly increased their use of learning analytics to drive instructional improvement. These tools help pinpoint strengths and gaps in teaching programs, identify students at risk, and facilitate data-informed discussions around targeted learning interventions and support strategies.

### CURRICULUM FORUM EXPANSION

- The former Academic Committee has been restructured and renamed the Curriculum Forum, reflecting its broader scope and increased representation. The inclusion of junior school staff has strengthened the alignment of curriculum planning, ensuring greater consistency and continuity in students' learning journeys from early years through to senior school.

## WELLBEING

We are delighted to share that we have formed a School partnership with Professor Lea Waters AM, PhD, whose globally renowned Visible Wellbeing Program and SEARCH Framework will be used to design and deliver an improved,

evidence-based KWS Wellbeing Program for students Pre-K-12 from Term 1 2026. This project stems from the priority in the School's Strategic Plan to contemporise and improve student wellbeing provisions.

Professor Waters is the Founding Director and Inaugural Gerry Higgins Chair in Positive Psychology at the Centre for Wellbeing Science, University of Melbourne, where she has held an academic position for over twenty years. Lea holds affiliate positions at Cambridge University and the University of Michigan and serves on the Scientific Board at UC Berkeley's Greater Good Science Centre. She is a registered psychologist (AHPRA) and a full member of the Australian Psychological Society.

Visible Wellbeing combines the science of wellbeing with the science of learning, and is the culmination of twenty years of high-quality research in psychology and education. It is a whole-school program that provides both staff and students with a toolkit of strategies to support wellbeing and buffer against mental ill-health.

We have formed the Wellbeing Development Team (WBDT), comprised of 16 staff members from across Junior and Senior Schools, under the leadership of Olivia Kite, our Director of Wellbeing, to develop this Program. They have each successfully attained the Visible Wellbeing Teacher Certificate, making them an expert group who are highly enthusiastic about this important KWS initiative.

## BOARDING

- Heads of Boarding House meet with the Heads of Boarding fortnightly to discuss any pertinent issues in their respective Houses. Students of concern, students achieving in all spheres of School life, staff, facilities and any Child Protection issues are discussed at this time. Staff are provided with regular training to ensure they are achieving best-practice standard. Australian Boarding School's Association (ABSA) professional development packages are made available to all staff including Housemothers and Residential Assistants.
- Provision of diverse, weekly activity program incorporating feedback from Boarder Parent Committee (Year group specific cross-site activities), whole community and house/site.
- The PLC Prep program has greatly benefited from the inclusion of third-year postgraduate medical students from Sydney University's School of Rural Health on our roster. Boarders now have access not only to excellent academic support but also to outstanding role models who tutor them.
- Construction on the new boarding facility for Junior Year 7 and 8 boarders on the Wolaroi site continues.

## CO-CURRICULAR

- This year has been a return to business as usual for the co-curricular programs. The diverse co-curricular programs offered by the school have shaped the educational landscape over the past year. This report aims to provide valuable insights into the significant role the co-curricular program plays in the school's holistic education, accomplishments, and impact of our co-curricular offerings.



- Co-curricular plays a pivotal role in enhancing the overall educational experience of our students. The school offers a wide range of activities including a compulsory sport program, cadet program, comprehensive performing arts program, debating, chess, cattle team which all provide opportunities for students to explore their passions, develop new skills and foster personal growth outside of the traditional academic curriculum.
- The sports program has been instrumental in promoting physical fitness fostering sportsmanship and cultivating a sense of teamwork among our students. Throughout the year, students have competed in local competitions in basketball, cricket, football, hockey and netball, ISA competitions in rugby, touch football and tennis and school-based events in triathlon, rowing. A girls rugby seven's competition was also added to the sport offerings with great success in 2024.
- The school has continued to recruit quality coaches to our school. The benefits of this were evident across the course of the recent summer season. This is a direct result of the recruitment of appropriately skilled coaches into the program.

#### **During 2024 we had some outstanding achievements:**

- Our Musical Chicago: High School Edition was spectacular with students from year 7 to 12 demonstrating great talent, skill, and passion.
- Students were awarded First Prize in the University of Canberra's National Creative Writing Competition, First Place and a perfect score in the National Latin Examination, a student was named Rural Young Scientist of the Year.
- Our Debaters once again won the local High School Competition – the Dudley Cup and reached the finals of the National Virtual Debating Competition.
- In the realm of sport, we have also achieved considerable success.
- Our Cricket Club won four Premierships and most notably the statewide knockout tournament for Year 9s, the Wiburd Shield.
- Three of our swimmers medalled at the National Age Swimming Championships while representing NSW.
- A student was selected in the Australian Schools Rugby First XV.
- We have continue to embed our Strategic Partnership with Sydney University Rugby Club that will benefit our students' academic and athletic endeavours. The only school in NSW to do so.
- And in Rowing, we were the top placed school at the largest ever Rowing NSW State Championships. KWS was the top performing school on the medal tally at the Australian National Championships, the NSW Championships and were point score winners at the NSW School Boy Head of the River and NSW Sprint Championships.
- Our Cattle Team had a fabulous year at the Sydney Royal Show.
- We staged three highly successful international tours. A culturally enriching History and Religious Education tour of Cambodia and Vietnam, Rugby tours to Japan for our senior boys and girls team and a cricket tour to New Zealand.

## **CADETS**

- The cadet's program has value-added to our school offering students an invaluable opportunity to develop leadership skills, discipline and a sense of service.
- Through participation in cadet training and camps, our cadets have not only honed their organisational skills but allowed all students to challenge themselves in a context outside of the classroom.
- Continued training within the cadet unit is required to have additional staff qualified to provide OIC2 level activity supervision approval from the Australian Army Cadets (AAC). Training is also required to provide additional command qualifications within the unit, should the need arise. The cadet unit has also identified the need for staff to complete abseiling and watermanship courses as a priority. This again allows for the ability of the unit to maintain the current offering of activities moving into the future.
- The cadet unit has worked with external bodies to aid in the delivery of Abseiling during camps. This has provided an improved positive experience for staff and cadets
- OIC2 Training has led to the appointment of 2x Unit 2ICs. The 2ICs are providing additional support to the OC in the areas of administration, camp planning and logistics and command.
- Cadets explored a new venue at Nangar National Park for Year 7 to experience an overnight bivouac, Treetops high ropes course in Sydney for Year 8, other activities at Lake Canobolas and Wolaroi campus.
- The recommendation to run home training on one day was upheld, this has provided improved home training conditions.

## **PERFORMING ARTS**

The performing arts program serves as a platform for our students to explore their creativity, express themselves, and nature their artistic talents. Through various events, competitions, and performances our students have showcased their skills.

Many of our co-curricular ensembles competed in the City of Orange Eisteddfod, gaining outstanding results across all areas. The 2024 Eisteddfod was a very large one and our ensembles placed in every section entered. The adjudicator commented on both the high standard of music and size of the music program at KWS. The String groups were very successful in winning all categories.

During 2024 the school was able to produce and perform the musical Chicago. It was fantastic to be able to produce a musical for our wider community. This gave many of our students the opportunity to showcase their talents, both on stage performing, and in the pit, where all the music was performed by students and staff from KWS. The performance of Chicago was a credit to the staff and students at the school and was a real highlight of 2024.

The strength of the current co-curricular program is testament to the quality of staff working in the program. We extend our gratitude to the teachers, coaches, instructors, tutors, parents, and support staff who have played an integral role in making these programs thrive.







As we celebrate the achievements of the past year we look forward to the future with renewed enthusiasm, commitment, and a continued focus on fostering the holistic development of our students through co-curricular activities.

## ENGAGEMENT

### Strategic Outcomes 2024-2026

- Through the friend-raising efforts of the Parents' & Friends' Association, the Ex-Students' Association and parent supporter groups, our community participates in shaping the future of our School.
- A vibrant, engaged, and supportive network of alumni provides outstanding post-school experiences for Kinross Wolaroi graduates.
- The Kinross Wolaroi School Foundation supports a philanthropic culture, encouraging community members to be active in their desire to 'give back' and be a part of our future success.

## JUNIOR SCHOOL

### STAFFING

- Development of partnerships with external Allied Health providers; speech therapists and occupational therapists to provide this service within the school.

## PROFESSIONAL LEARNING

- Ongoing professional development program in partnership with Prof. Tessa Daffern on the Components of Spelling (CoST) and DIBELS with Sarah McDonagh
- Regular attendance by Junior School staff at IPSHA meetings
- Engagement with AISNSW for staff professional development. Focus on Restorative Conversations, Restorative Practices and Positive Behaviour.
- Completion of Mini Certificate in Gifted Education by two members of staff
- Youth Mental Health First Aid completed by Stage 3 teachers

## TEACHING AND LEARNING

Continued application of URSTRONG and Grow Your Mind program. URSTRONG empowers students with a common language and practical strategies to build healthy friendships, fostering emotional resilience and positive social connections. Grow Your Mind integrates neuroscience and wellbeing education to help students understand their brains, emotions, and character strengths, promoting self-awareness and mental health. Together, these programs create a proactive, strengths-based approach to wellbeing that supports students' emotional development and cultivates a safe, inclusive school culture.

Development of regular experiential learning opportunities through termly experiences has enriched student understanding. Engagements with the Orange Regional Museum and excursions to local providers—including Huntly Berry Farm, Botanic Gardens, Bathurst Train Museum and Goldfields, Wellington Caves, Parkes CSIRO, and Bonington Wind Farm—have offered in-depth, hands-on experiences that connect classroom concepts to real-world applications.

All classes are named by students after environmental themes, a concept that reflects the spirit of Round Square and introduces its language to the Junior School community. In 2024, the Junior School explored what it means to be part of the Round Square community—a network united by a shared commitment to character education and experiential learning, built around six themes known as the IDEALS. The Junior School continues to strengthen their knowledge and understanding of the language of Round Square, its IDEALS, and how these align with the school's core values.

Collection of baseline data using evidence informed assessment approaches to track growth in literacy, mathematics and spelling. This has led to more targeted approaches in teaching and learning to meet individual student needs at a moment in time.

## STUDENT EXPERIENCES

- Diversification of leadership program with Year 4 students becoming buddies to Pre-Kinder, Year students Round Square Champions and Year leadership seeing the inclusion of all Year 6 in leadership roles in line with the ideals from Round Square.
- Participation in the Central West DaVinci Decathlon
- Entry into the IPSHA Gala Debating Day
- Engagement in ICAS, Maths Olympiad, Maths Games competitions alongside Newcastle Permanent Primary Mathematics competition, Chess competitions, and HICES debating
- Continuation of Student Led Conferences, keeping the child at the centre of the conversation as student share their growth, challenges and next steps.
- Junior School production 'The Grunch' and the K-2 Nativity play.
- Lunchtime and after-school co-curricular and extra-curricular programs have been strengthened to further develop and extend students beyond the core offerings in sport and music. These activities are designed to broaden student horizons, helping them discover their passions, build confidence, and strive for excellence in all areas of life. They also provide meaningful opportunities for students to connect their learning with the world around them, deepening their understanding of their place in the broader community.
- Strengthened, ongoing use of the Hub in the first instance as a communication platform for parents
- Purchase of extensive hands-on materials to support learning in science.



## COMMUNITY EXPERIENCES

- The community was welcomed onto campus to celebrate Mothers, Fathers and significant others along with Grand friends.
- Parent workshops on ICT, the Hub, classroom learning experiences, NAPLAN, Home learning, mathematics, learning to Read, All About Me (puberty), ICT showcase experiences, Wellbeing – Grow Your Mind and URSTRONG
- Kindergarten Taster Day –A morning of immersion allowed students and their families to experience the daily rhythm of Kindergarten, participating in Initial Lit, PE, library, and technology sessions. The purpose of this event was to open KWS to the wider community, offering a glimpse into what families can expect in Kindergarten and highlighting our specialist staff as a distinctive feature when considering enrolment at KWS.

## LEADERSHIP

### SRC

The Student Representative Council (SRC) in the Junior School is made up of students elected by their peers from Years 2–6. Meeting fortnightly with Junior School mentors, SRC members provide a voice for students and help raise awareness of community organisations through service-learning events. Being part of the SRC is a rewarding and enjoyable experience, giving students a sense of pride, purpose, and the opportunity to make a meaningful impact within their school community.

## STUDENT LEADERS

At Kinross Wolaroi Junior School, leadership is viewed as both a responsibility and a privilege, with strong training and opportunities provided to help students develop essential skills. We believe that everyone will exercise leadership at some point in life, and our philosophy promotes leadership by students, for students. Through various roles, students learn to lead with initiative, courage, and reflection, understanding that effective leadership is not about charisma or popularity, but about qualities like mental courage, compassion, and a constructive spirit—traits that lie within us all.

Each leadership role fulfils a special service in the School and there are many opportunities for students to gain leadership experience. Every day in the classroom and playground presents opportunities to grow and show leadership in kindness and service to others without any hope of personal gain. Being a captain of a sporting team, a Pre-Kinder or Kindergarten 'Buddy', having a particular task in the classroom, organising and leading assemblies and being elected Prefect or House Captain are some examples.

## PREFECTS, HOUSE CAPTAINS AND PORTFOLIOS

Every Year 6 student plays a vital role in their final year of Junior School, contributing to school improvement and the wellbeing of others. With training, mentorship, and hands-on experiences, students are supported in developing their leadership skills and encouraged to go beyond their assigned portfolios with enthusiasm and creativity. This leadership journey begins in Year 5 through a series of formal and informal activities that help students reflect on the responsibilities and opportunities that come with leading in Year 6.

# SECTION 11: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

## INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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

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

Additionally, the Senior School has been involved in the following initiatives that promote respect and responsibility:

- Wellbeing Day Term 1:
- Health Relationships Workshop: Year 8 and Year 11
- Enlighten Education: Year 9 girls.
- Good fellas: Year 9 boys.
- Senior Constable Jane Heffernan: Year 7 and Year 10
- Family Planning: Year 10 and Year 11

### WELLBEING DAY TERM 3:

- Senior Constable Jane Heffernan: Year 8 and Year 9
- Eat Up Australia: Year 10

### GUEST SPEAKERS:

- Term 1: Brent Sanders: Year 10, 11 and 12 students,
- Term 4: Paul Dillon – Drug and Alcohol Education

### WELLBEING CURRICULUM:

- Term 1: School Values
- Term 2: SEARCH Framework
- Term 3: Graduate Attributes
- Term 4: Character

### INTRODUCTION OF RESTORATIVE CONVERSATIONS:

Introduction of Restorative Conversations as the first step in our behaviour management approach

Racism is managed at a challenging behaviour level. The consequence for this behaviour is a Friday afternoon detention completed as a restorative Cultural Conversation with our First Nations Coordinator.

### HOUSE SOCIAL JUSTICE INITIATIVES:

- McLachlan House: collecting for and preparing emergency bags for women and children at The Orchard
- Richards House: collecting non-perishable goods for homelessness
- Williams House: celebrating and educating the community about Wear it Purple Day
- Dean House: termly visits to Wontama

These initiatives are implemented to ensure students are provided with up to date, relevant, evidence-based information and supports about the contemporary wellbeing issues they face within school and within their wider community.

## SENIOR SCHOOL STUDENT CODE OF CONDUCT

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

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

### SAFETY

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

### EFFORT

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







## RESPECT

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

## SELF-RESPONSIBILITY

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

## SECTION 12: PARENT, STUDENT AND TEACHER SATISFACTION

Kinross Wolaroi School is committed to listening to the views and expectations of key stakeholders. The School encourages parental involvement and feedback and the executive team engages regularly with stakeholders in a range of settings.

## RESEARCH & PLANNING

MMG Education (MMG) was commissioned by the Principal to obtain deep insights and research-based information relating to prospective parents (including current families with future siblings). The survey addressed perceptions of the school and its reputation, with the following outcomes:

- Academic - Prospective parents noted a 'very high' score (85%) regarding the School having a good reputation for helping its students achieve high academic standards.
- Student Wellbeing - Prospective parents noted a 'very high' score (81%) regarding the School having a reputation for providing a safe and caring environment for students.
- Sports Program - Prospective parents noted a 'very high' score (82%) regarding the School having a reputation for providing a Sports Program that meets the need of the students.
- Co-curricular (Non-sport) Activities - Prospective parents noted a 'very high' score (84%) regarding the School having a reputation for providing co-curricular activities that meets the need of the students.

## PARENTS

Parent/carer contact with teachers, wellbeing mentors, head mentors, counsellors, chaplain and boarding heads of houses is encouraged at all times.

This can be via phone, email or meetings and includes regular parent/teacher events both online and on campus.

Parents and carers attend school functions frequently, including school information sessions on topics such as literacy, mathematics and cybersafety, student musical and drama performances, art and technology exhibitions, Mother's Day and Father's Day events, Christmas carol services, and as supporters across the full range of sports and extra-curricular activities. They also attend speech days and graduation celebrations.

In conjunction with the Parents and Friends Association, the school supports the conduct of annual welcome and end of year social events, fundraising nights, and regular year-group based social gatherings.

Boarding families are a particular focus and are supported to build social connections through their own boarding parent committee and through staging boarding dinners, barbecues and other gatherings.

The Parents and Friends Association has regular meetings with the Principal and other members of the Executive team and this is an avenue for parents to communicate both satisfaction and concerns.

## STAFF

In addition to the above, staff are encouraged to share constructive feedback with leadership through a variety of forums; from weekly staff meetings and workshops to 1:1 meetings. Staff Experience is a focus of the school's Strategic Plan, with a focus on developing a positive school culture. By welcoming and being responsive to feedback, our aim is to foster a focus on excellence and enhance motivation that leads to continuous improvement for the School and its students.

Staff also have the opportunity to join the Staff Association, which organises regular social events, gatherings and activities. New teachers are allocated a staff mentor to coach and support them throughout their first year of employment and beyond.

## STUDENTS

Student feedback is facilitated across the school. Students meet in small mentor groups where feedback is encouraged.

The Student Representative Council is key consultative body, operating in both the Junior and Senior School and designed to be responsive to student feedback.

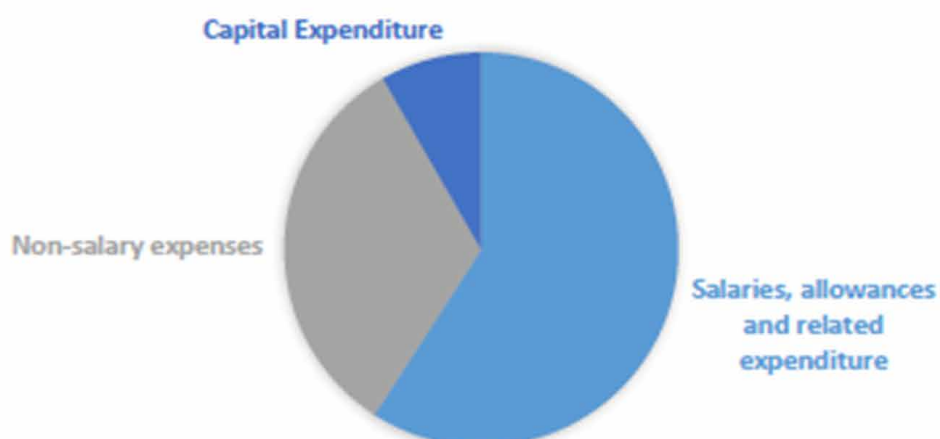
Student leadership includes prefects, house leaders, boarding leaders and co-curricular leadership. Student leaders meet regularly together with the Principal and other senior executives with respect to their views and experiences at the school.

<b>Recurrent &amp; Capital Expenditure</b>		<b>2024 Financial Statements</b>	
Salaries, allowances and related expenditure		29,308,788	59.2%
Non-salary expenses		16,122,022	32.5%
Capital Expenditure		4,115,366	8.3%
		<b>49,546,176</b>	

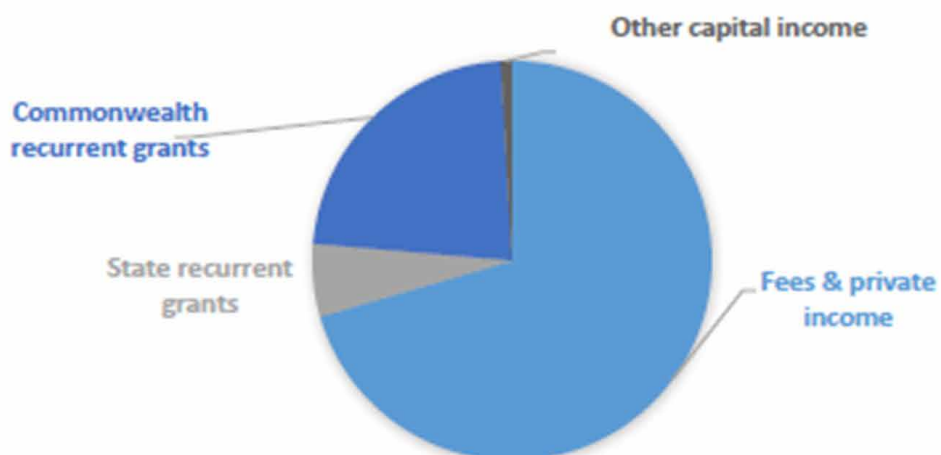
  

<b>Recurrent &amp; Capital Income</b>		<b>2024 Financial Statements</b>	
Fees & private income		31,980,375	70.5%
State recurrent grants		2,673,501	5.9%
Commonwealth recurrent grants		10,312,397	22.7%
Government Capital grants		-	0.0%
Other capital income		411,539	0.9%
		<b>45,377,813</b>	

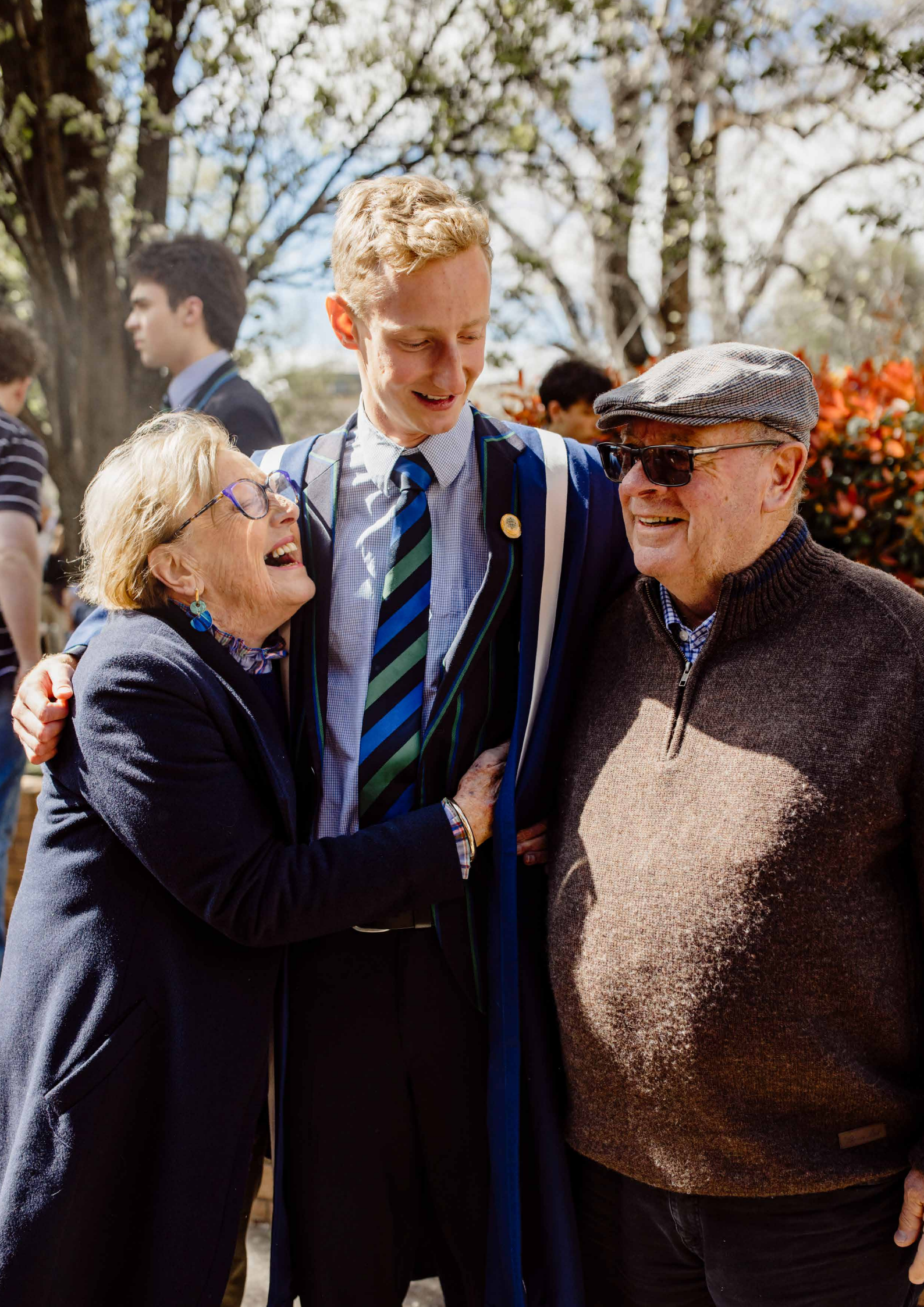
### RECURRENT & CAPITAL EXPENDITURE



### RECURRENT & CAPITAL INCOME











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