

ANNUAL REPORT

2025



KINROSS WOLAROI
SCHOOL

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 approximately 1,000 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 six pillars, the Round Square IDEALS: Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service.

Guided by the educational philosophy of Kurt Hahn, Round Square schools engage students in challenging and enriching experiences that foster responsibility and concern for humanity, a commitment to enduring principles, the skills and confidence required for effective service and leadership, and a global perspective on social and environmental issues.

STRATEGIC DIRECTION 2024-26

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 2025 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
- 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 2025 INCLUDE:

50 YEARS OF CO-EDUCATION

- In 2025, Kinross Wolaroi School celebrated 50 years since the amalgamation of two of the region's most respected educational institutions - Kinross School (formerly PLC Orange) and Wolaroi College - to form one of the leading independent, co-educational schools in Orange and the Central West. The Inauguration Service for Kinross Wolaroi School was held on 9 February 1975.
- The School's Cadet Unit also celebrated its 80th anniversary in 2025. Originally established at Wolaroi College in 1945, the Unit has remained a valued part of the School's culture and tradition throughout the history of Kinross Wolaroi School.

LEADERSHIP CHANGE

- A significant focus of School Council during 2025 was the appointment of the School's next Principal. Following an extensive national search that attracted a strong field of candidates, Mr Timothy Kelly was appointed, to commence as Principal in 2026.

ACADEMIC EXCELLENCE

- Kinross Wolaroi students achieved national recognition through the Young Scientist Awards. Nethuli Pathirana (Year 10) was recognised for her project, The Effect of Storage Temperature on Free Fatty Acid Levels and Rancidity in Canola Oil, while Holly Bennett (Year 12) was recognised for her project, Reproductive Rate of Maiden Ewes and the Relationship with Liveweight at Mating and Birth Type. Their research was recognised among the best student scientific investigations in Australia. This was the third consecutive year Kinross Wolaroi students received national recognition and the first time a Year 10 student achieved this distinction.
- Outstanding results were achieved across NESA HSC showcase nominations, including:
 - Five OnSTAGE nominations for Individual Performance and eight nominations for Group Performance.
 - One SHAPE nomination for Textiles and Design.
 - Two ENCORE nominations for Music.
 - One ARTEXPRESS nomination for Visual Arts.
 - One Young Writers nomination for English Extension 2.
 - Twenty-four SHAPE nominations for Industrial Technology Major Projects.
- Claire Gordon, Olive McLaurin, Nick Strahorn and Joshua Westcott represented the School and the Central West at the National Final of the Kids' Lit Quiz at Glebe Town Hall.
- Twenty-three students from Years 9–12 participated in the Visual Arts Tour of Italy, visiting Rome, Siena, San Gimignano, Florence, Bologna and Venice.
- Year 5 and Year 6 teams were crowned champions in their respective divisions at the da Vinci Decathlon, demonstrating excellence in higher-order thinking, problem-solving and creativity.
- Wellbeing
- The School introduced a new Positive Behaviour Policy and Relational and Restorative Approach, reinforcing its commitment to student wellbeing and the development of a positive, supportive learning environment.
- Following extensive development, the School launched its bespoke Compass Wellbeing Program, based on the Visible Wellbeing framework developed by Professor Lea Waters.

CO-CURRICULAR ACHIEVEMENT

- Lilly Clarke and Sam Hill were selected in the 2025 Australian Emus National Youth Squads by Touch Football Australia.
- Annabelle van Wyk (Year 12) received the Orange Young Citizen of the Year Award in recognition of her contribution to the arts and her commitment to encouraging youth participation in the performing arts.
- Isabel Wong (Year 12) was selected to attend the Australian Youth Orchestra National Music Camp.
- The rowing program achieved exceptional success at the NSW State Championships, with Kinross Wolaroi named the highest-performing school for the third consecutive year and finishing fourth overall on the medal tally behind three elite clubs and universities.
- For the first time in School history, both a boys' and girls' crew qualified for the prestigious Henley Royal Regatta in the United Kingdom, with the Schoolgirl Eight and Schoolboy Quad earning selection.

- Phoebe Johnston (Year 10) was selected in the NSW All Schools Cricket Team and also represented the NSW Breakers.
- The Wiburd Shield team secured the NSW title for the second consecutive year.
- Bell Arnot (Year 12) was awarded a prestigious Hancock Scholarship to continue her swimming career at Bond University.
- Experiential Learning
- Round Square initiatives provided extensive opportunities for student leadership, service and global engagement through both Senior and Junior Student Committees.
- Kinross Wolaroi celebrated its most successful year on record in the Duke of Edinburgh's International Award program, with 70 students completing Bronze, Silver and Gold Awards. Gold Award recipients were Kajan Kandeepan, Alice Commins, James Ashton, Emily Caro, Sarah Johnston, Daisy Smith, Olivia McColl, Grace Simpson, Jemima Scammel, Krishan Kandeepan, Lucinda Clinton and Henry Baker.
- The Year 10 Internship Program continued to provide valuable workplace learning opportunities, with four internships completed during the year.
- Round Square environmental initiatives included a Clothes Swap, Book Swap, Plant Exchange and Return and Earn program.
- International exchanges continued to expand, with 14 students participating in exchange programs across Japan, South Africa, Scotland, Germany and Kenya, while the School also welcomed reciprocal international students.
- Seventeen national exchanges were undertaken by Year 8 students, connecting with schools in Perth, Newcastle, Alice Springs, Adelaide, Coffs Harbour and the Sunshine Coast.
- Round Square service initiatives included:
 - The Wontama Intergenerational Project, building connections with aged residents.
 - iStrings and Brass Ensemble performances at Calare Nursing Home.
 - Pink Stumps Day, which raised more than \$20,000 for the McGrath Foundation.
 - The preparation of 6,450 sandwiches for Eat Up Australia.
 - Volunteer support for Riding for the Disabled.
 - Ongoing assistance for the Uniting Church Hot Meals Outreach Program.
 - Boarding
- Significant progress was made on the School's new \$12 million boys' boarding facility, scheduled to open in 2026.

COMMUNITY ENGAGEMENT

- Community engagement remained a strong focus throughout the year, including:
 - Open Day, which attracted more than 100 prospective families.
 - Seven regional Connect events.
 - Parent welcome activities, including Icebreaker Drinks and a Welcome Coffee Morning.
 - Continued support for the Parents and Friends Association and its network of Year Representatives.

- The school community successfully funded the purchase of a new grand piano for the Music Faculty and four filtered water stations for student use.
- Indigenous students represented the School with distinction at a commemorative service in Sydney honouring Aboriginal and Torres Strait Islander servicemen and women. Hosted by the Department of Veterans' Affairs at the Anzac Memorial in Hyde Park, the event brought together veterans, dignitaries and students from across New South Wales.

ALUMNI

- The Ex-Students Association maintained strong alumni engagement throughout 2025, including reunion celebrations for graduates marking 5, 10, 20, 30, 40 and 50 years since leaving school, together with alumni networking events in Newcastle, Sydney and London.
- Former student Nedd Brockman (Class of 2020) was named the 2026 NSW Young Australian of the Year.

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.

Timothy Kelly
Principal



A MESSAGE FROM THE STUDENT EXECUTIVE BODY - HOW KWS PROMOTES STUDENT VOICE AND LEADERSHIP

Kinross Wolaroi School (KWS) continues to foster student leadership and expand opportunities for all students. Leadership development is embedded through the Round Square framework, with a strong focus on promoting student voice across the school. Round Square is a global network of over 130 like-minded schools committed not only to academic excellence, but also to character development through service, challenge, adventure and international understanding. This philosophy is underpinned by six IDEALS:

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

These principles are reflected across academic, co-curricular and pastoral programs at KWS.

Students further develop leadership skills and character through the Senior School Wellbeing program in Mentor Groups during Terms 2 and 3. These sessions support students to lead, collaborate, and navigate challenges, contributing to a thriving and inclusive school community.

Leadership at KWS is grounded in service to others, an important value within our community. Students are encouraged to reflect on the school values of commitment, courage and inclusiveness as they consider how they can contribute meaningfully to the world around them.

The School Cadet Program also plays a significant role in leadership development. Compulsory for Years 7–9, it culminates in the Promotions Camp held during the June–July holidays. From Year 9 onwards, students can progress through the ranks, developing initiative and leadership skills through to Year 12.

In Years 9 and 10, students who do not participate in Cadets or Music undertake Community Service, either locally or within boarding communities. These placements, organised by students, encourage initiative, responsibility and service. In Term 4, Year 10 students complete Peer Support training, focusing on teamwork, leadership and mentoring. Selected Peer Support Leaders then assist Year 7 students as they transition into Senior School.

Year 10 students can also develop leadership through the Global Exchange and Round Square Internship programs. The Internship Program allows students to work one day a week with a local industry mentor, culminating in a project that benefits both the organisation and the community.

In Year 11, leadership opportunities expand further. Students not involved in Cadets or Music complete Work Experience during Camps Week, taking responsibility for organising their placements and documentation.

Later in the year, students may apply for formal leadership roles, demonstrating their capacity as contributors, exemplars, team members and leaders of initiative. The Prefect body, including Head and Deputy Head Prefects, Boarding Prefects and House Prefects, is announced in Term 3, followed by other leadership positions. In 2025, over 91 students applied, with 15 selected as Prefects.

Leadership development begins in the Junior School, where students are encouraged to demonstrate kindness, service and responsibility. From participation in the Student Representative Council in Year 2, to buddy programs in Year 4, and leadership preparation in Year 5, students build skills progressively. By Year 6, all students contribute actively to the wellbeing of the school, supported through mentorship and practical opportunities to lead with confidence and creativity.

SECTION 2:

VALUE ADDED PERFORMANCE



VALUE ADDED PERFORMANCE

Kinross Wolaroi School (KWS) provides a rich, well-rounded education that extends beyond the classroom, supporting students to grow academically, socially and personally.

As a proud member of the global Round Square network, KWS is part of an international community committed to character education through experiential learning, guided by the IDEALS of International Understanding, Democracy, Environmental Stewardship, Adventure, Leadership and Service.

Our extensive co-curricular program, delivered by dedicated staff and specialist coaches, offers students a wide range of opportunities each year. These include musical ensembles, drama productions, leadership programs, outdoor education, Duke of Edinburgh Award, cadets, public speaking, debating, chess, agricultural shows and cultural exchanges.

Students are encouraged to explore their interests, challenge themselves and build confidence through meaningful participation.

Those with particular strengths in sport are supported to pursue excellence at state, national and international levels, reflecting KWS's commitment to both broad participation and individual achievement.

REPORTING COMPLAINTS AND GRIEVANCES

PARENTS AND STUDENTS

Parents and students are encouraged to resolve issues in the following ways. They are openly welcome to telephone, email 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. 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.

STAFF

Staff have access to professional counselling services through the School's Employee Assistance Program (EAP), ensuring confidential support is readily available when required. The School also maintains a comprehensive Sexual Harassment Policy, which is accessible to staff via the internal document system.

Kinross Wolaroi School is committed to maintaining a safe, respectful and transparent workplace culture. In support of this, the School's Whistleblower Policy is available on the School website within the Policy section, providing clear guidance on how to raise concerns in a protected and confidential manner.

Any allegation of reportable conduct is reported immediately to the Principal, and procedures outlined in the Child Protection Policy and Procedures are followed. The School has two trained staff members qualified to conduct formal investigations where required.

All processes are guided by principles of procedural fairness, as detailed in the School's Behaviour Management Policy. Complaints or grievances involving students are managed in accordance with these principles, ensuring matters are addressed consistently, respectfully and in a timely manner.

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

NAPLAN

2025	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	454	440	431	457	417
Year 5	551	518	504	568	535
Year 7	565	571	560	585	588
Year 9	596	604	582	600	606

KEY:

Well Above	Above	Close to	Below	Well Below
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The information above relates to 2025 NAPLAN results, which are available on the My School website.

NAPLAN Participation in 2025 was 99%

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

2025 HIGHER SCHOOL CERTIFICATE RESULTS

VOCATIONAL TRAINING

Thirty-five students (24%) completed a Vocational Education course as part of their HSC in either Hospitality (14 students) or Primary Industries (21 students).

Ten students (7%) 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 2025, 145 Year 12 students completed their Higher School Certificate at Kinross Wolaroi School.

ATAR

The top ATAR at KWS in 2025 was 99.45, achieved by Grace Simpson

The median ATAR at KWS in 2024 was 73.6

24 students achieved an ATAR of 90 or above (17% of the eligible Year 12 candidature).

50 students achieved an ATAR of 80 or above (35% of the eligible Year 12 candidature).

TOP ACHIEVERS – PLACE IN COURSE

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

- Emily Clunas - 12th in Personal Development, Health and Physical Education
- Grace Simpson - 15th in Personal Development, Health and Physical Education

DISTINGUISHED ACHIEVERS

40 students (27%) were featured on the Distinguished Achievers List.

There were 100 mentions on the Distinguished Achievers List (including Notional Band 6s), shared among the 40 students. This equates to 13% of all results.

ALL ROUNDERS

- Lucinda Clinton
- Emily Clunas
- Grace Simpson
- Isabel Wong

HSC 2025 SUBJECT SUMMARY

In 2025 at KWS, 360 Band 5 or 6 results were achieved (this includes Band E3 and E4 results in extension subjects), representing 46% of all Band results.

Six subjects had 100% of students receiving Band 5/6 or E3/4 results:

- Drama
- English Extension 1
- English Extension 2
- Music 1
- Music 2
- Music Extension.

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

- Legal Studies
- Music 1
- Industrial Technology
- Personal Development, Health and Physical Education
- Drama
- Music 2
- Textiles and Design
- Mathematics Standard (1 Examination)

*>4% above State average

Table 1 illustrates the achievement in Band 6 and E4, compared to the State from 2022 to 2025.

Table 2 illustrates the achievement of the top two bands (Band 5/6 and E3/4) from 2022 to 2025.

*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.

TABLE 1

Department	Course	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 % Band 6 & E4 2025	State % Band 6 & E4 2025	KWS Candidature 2025
English	English Advanced	10	15	10	14	9.6	15	13	13	72
	English Extension 1	33	40	33	41	5	42	57	42	14
	English Extension 2	0	29	29	29	33	34	63	35	8
	English Standard	0	1	0	0	0	1	0	0	62
	English Studies Examination	No Cohort for KWS		0	0	0	0	0	0	8
Mathematics	Mathematics Advanced	25	23	13	22	23	22	4	23	28
	Mathematics Extension 1	18	35	20	34	22	35	11	35	9
	Mathematics Extension 2	0	40	8	38	17	40	9	41	11
	Mathematics Standard 2	5	7	8	9	5	9	5	9	82
	Mathematics Standard 1 Examination	No Cohort for KWS		0	3	0	3	0	3	12
Science	Biology	11	6	14	8	3	7	0	7	40
	Chemistry	0	9	14	12	0	11	15	11	27
	Physics	18	12	5	13	5	12	13	13	16
	Science Extension	No Cohort for KWS		0	7	0	9	0	7	9
Agriculture	Agriculture	10	8	4	10	12	11	9	11	43
	Primary Industries Examination	0	3	9	2	0	3	0	2	20
History/RE	Ancient History	14	9	33	9	0	10	0	9	7
	Modern History	10	10	10	10	0	10	13	10	30
	History Extension	0	25	14	26	0	28	15	26	13
	Studies of Religion I	0	10	0	14	0	14	33	16	6
Languages	French Continuers	13	26	0	25	43	25	33	28	3
	French Extension	No Cohort for KWS				20	26	33	24	3
PDHPE	Community and Family Studies	12	6	14	6	0	6	11	5	18
	PDHPE	7	5	21	6	10	9	28	9	36
Performing Arts	Drama	50	21	50	22	42	23	25	23	8
	Music 1	33	22	50	23	13	20	100	22	3
	Music 2	0	34	50	35	50	36	75	40	4
	Music Extension	100	76	100	70	100	70	100	76	2
Social Sciences	Business Studies	0	10	6	11	7	11	11	12	46
	Economics	12	15	0	13	0	14	0	14	20
	Geography	0	11	0	10	0	10	9	12	22
	Legal Studies	37	15	8	14	16	15	48	15	21
TAS	Hospitality Examination (Kitchen Operations and Cookery)	4	7	0	8	5	7	8	7	13
	Industrial Technology	26	8	13	8	0	7	3	8	29
	Textiles and Design	44	17	58	17	67	16	43	16	7
	Design and Technology	NA	13	13	12	20	12	0	11	3
Visual Arts	Visual Arts	30	16	20	19	39	17	11	16	18

TABLE 2:

Department	Course	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	KWS % Band 5/6 & E3/4 2025	State % Band 5/6 & E3/4 2025
English	English Advanced	66	67	55	67	58	68	67	65
	English Extension 1	100	93	72	94	90	96	100	95
	English Extension 2	86	85	86	86	89	87	100	88
	English Standard	9	15	4	13	6	13	2	13
	English Studies Examination	No Cohort for KWS		0	0	0	0	0	0
Mathematics	Mathematics Advanced	43	49	49	50	39	50	29	51
	Mathematics Extension 1	61	74	66	72	70	80	44	77
	Mathematics Extension 2	75	85	62	86	67	86	55	84
	Mathematics Standard 2	31	29	42	32	43	29	38	30
	Mathematics Standard 1 Examination	No Cohort for KWS		0	22	17	23	17	19
Science	Biology	21	27	46	32	39	36	40	36
	Chemistry	53	33	41	38	19	39	41	38
	Physics	59	41	57	39	16	38	50	38
	Science Extension	No Cohort for KWS		71	78	83	82	89	76
Agriculture	Agriculture	25	26	21	31	36	31	40	35
	Primary Industries Examination	15	29	9	26	13	30	25	26
History/RE	Ancient History	21	34	100	33	58	37	14	35
	Modern History	39	34	29	35	18	39	33	36
	History Extension	70	84	71	85	100	86	69	87
	Studies of Religion I	25	41	50	49	50	44	83	46
Languages	French Continuers	13	58	0	59	71	63	33	63
	French Extension	No Cohort for KWS				100	89	67	87
PDHPE	Community and Family Studies	71	33	41	36	50	36	39	33
	PDHPE	44	26	52	31	43	35	58	35
Performing Arts	Drama	100	59	100	60	100	62	100	59
	Music 1	100	70	83	69	88	68	100	67
	Music 2	100	86	100	85	100	84	100	86
	Music Extension	100	97	100	96	100	97	100	98
Social Sciences	Business Studies	27	35	26	36	27	37	43	38
	Economics	62	49	27	49	46	52	30	53
	Geography	44	42	36	42	17	38	36	42
	Legal Studies	58	41	46	43	47	44	81	45
TAS	Hospitality Examination (Kitchen Operations and Cookery)	70	44	25	39	32	51	23	39
	Industrial Technology	70	22	80	24	12	23	59	23
	Textiles and Design	78	54	100	52	100	50	57	49
	Design and Technology	NA	47	50	47	80	48	33	49
Visual Arts	Visual Arts	85	66	100	66	91	67	89	64

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 and an opportunity for professional reflection – this induction includes 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; 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.

AIIS – 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 and other compliance based aspects of their role.
- 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 several mandatory annual courses including First Aid and CPR; Child Protection; NCCD evidence submission along with the whole school wellbeing initiative – Visible Wellbeing.

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 the 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.

In a development to the format of staff development and professional learning; several departments including Geography and History have hosted members of the Association of Independent Schools organisation to present to entire departments as nearly all academic departments navigate the introduction of new syllabus over the next 12-18 months. These professional learning sessions were opened up to the wider town community as KWS continues to position itself as a leader in pedagogy, pastoral care and classroom practice.

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. A key strategic focus for the year has been the whole school commitment to the Visible Wellbeing framework. All academic and the majority of support and operational staff have attended several face-to-face development sessions to embed whole community language, practices and philosophies.

All TPL is negotiated because 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.

The School hosted a professional learning and sharing of best practice event led by an industry leader in English for the wider Central West community.

Similar sessions have been run in support of the new taught Wellbeing Program – Compass for staff and parents as this crucial aspect of the School's Curriculum model is implemented as an innovative addition to the timetable.

14. Profits and Discounts

$$\text{Profit} = \text{Selling Price} - \text{Cost Price}$$

Markup is the amount added to cost price to make the selling price.

$$\text{Selling Price} = \text{Cost Price} + \text{Markup.}$$



SECTION 5: TEACHER ATTENDANCE AND RETENTION RATES

TEACHER ATTENDANCE RATES

In 2025 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 2025, the school retained 93% of its teaching staff. Of the eight staff members who departed:

- Four are taking a break from teaching
- Three relocated from Orange
- One changed to another local school

The total number of teaching staff across both the Senior and Junior Schools was 110.



SECTION 6: STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOLS

STUDENT ATTENDANCE

In 2025, Kinross Wolaroi School observed a student attendance average rate of 96.25%, an increase of 5% over last year's attendance rate.

Academic Year	Percentage
Year -1	95.74%
Year 0	92.63%
Year 1	91.47%
Year 2	92.59%
Year 3	90.78%
Year 4	90.92%
Year 5	90.74%
Year 6	91.71%
Year 7	90.38%
Year 8	89.19%
Year 9	89.20%
Year 10	89.82%
Year 11	90.20%
Year 12	92.75%
Total Average	96.25%

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

80.36% of Year 6 student of Kinross Wolaroi in 2025 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 91.52%.

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



SECTION 7:

POST SCHOOL DESTINATIONS

In Year 12 2025, 147 students presented for the Higher School Certificate at Kinross Wolaroi School. Of these 105 students were offered places through UAC with most of the places offered at universities in New South Wales. It should be noted that there was an increased number of students seeking admission to universities in Victoria and Queensland. It is anticipated that this trend will continue. Three students sought admission to universities abroad.

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

Sydney	12
New England	58
New South Wales	0
Wollongong	48
ANU	13
CSU	32
University of Technology	16
Western Sydney	2
University of Canberra	19
Australian Catholic University	0
Newcastle	47
Interstate	0
Southern Cross	7
Torrens	5

The range of courses selected was and included 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 2025 there was increased interest in the defence force and ADFA.

Approximately 131 students applied for an Early Entry Pathway either via SRS / UAC or by University Direct Entry. 100% of the 2025 cohort who were eligible for direct entry received an 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. There was an increased number of students seeking an apprenticeship in 2025.

In the 12 months prior to commencement of their post-school options approximately 48% of students elected to work for the year, take up a 12-month traineeship or have a formal GAP Year either in Britain / Europe or in an American / Canadian Summer Camp. Popular options for GAP work within Australia were Jackaroo/Jillaroo, construction / labouring, retail sales, Nannying and the 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 2025, all offers were made for 2027 and late offers for 2026.

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 2025 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 2025 for the award of scholarships commencing in 2026. The scholarships offered included:

- Academic (Years 5, and Year 7 to 11 in 2026) – eligibility for both current and prospective students
- Music (Years 7 to 11 in 2026) – eligibility for both current and prospective students
- Boarding (Years 7 to 11 in 2026) – eligibility for both current and prospective students
- Ex-students' (Year 11 in 2026)
- General Excellence (Years 9 to 11 in 2026)

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

2025 STUDENT NUMBERS (AS AT CENSUS DATE) WERE:

Pre-Kindergarten	40
Junior School	217
Senior School	801
TOTAL	1,058

2026 ESTIMATED NUMBERS ARE:

Pre-Kindergarten	35
Junior School	200
Senior School	762
TOTAL	997

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.



D.H. PREST
RECEPTION AND ADMINISTRATION

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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.

Additionally, KWS continued its planning of the Visible Wellbeing Compass program to be implemented in 2026. Based on psychological research from Professor Lea Waters and her SEARCH framework, a staff design team worked on creating the bespoke and culturally relevant taught wellbeing curriculum throughout 2025.

STUDENT BEHAVIOUR MANAGEMENT

POSITIVE BEHAVIOUR POLICY

At Kinross Wolaroi School (KWS), our approach to managing student behaviour is guided by our core values of courage, respect, resilience, commitment, and inclusiveness, along with a commitment to delivering an outstanding education that nurtures each student’s growth in all aspects of life. KWS has high expectations of student and staff behaviour which is supported through a relational lens. At times, students make unexpected behavioural choices, mistakes or poor decisions. When this occurs, our response integrates education, compassion, pastoral care and appropriate discipline.

We uphold our responsibility to set and maintain high behavioural standards for the benefit of the entire school community, ensuring the safety, care and welfare of all. This Policy is designed to ensure that students and all members of our community understand:

- the standards of student behaviour expected during enrolment at the School
- the KWS Student Code of Conduct
- examples of behaviours that do not meet the School’s standards
- the School’s responses to instances of student misconduct

The processes outlined in this Policy are intended to be constructive, non-adversarial, and practical.

Our School is dedicated to fostering an environment in which students are encouraged to develop behaviours that positively impact the community. We believe that these behaviours lay the foundation for responsible, respectful and constructive interactions that benefit all.

Our commitment extends beyond expectations to holistic support for each student’s growth, aligned with our Graduate Profile. We aim to nurture students who are authentic in their values, empathetic in their interactions, adaptable when facing challenges, collaborative in their teamwork, independent in their thinking, and creative in their problem-solving.

Through our programs and community support, we seek to equip each student with knowledge, understanding and skills, the tools and values to become well-rounded, impactful individuals prepared to thrive and contribute meaningfully now and in the future.

The Student Code of Conduct, set out below, outlines the key behaviours that all students at the School are expected to demonstrate. Staff and students will revisit this code regularly to ensure it is a living document.

STUDENT CODE OF CONDUCT

STUDENT EXPECTATIONS

Students will:

- respect all school codes, policies, rules, and procedures
- uphold and promote the School's vision, mission, and values in all actions
- take responsibility for their own behaviour and actions to ensure a safe and supportive learning environment for all
- be prepared to learn and show a commitment towards personal excellence in all endeavours
- communicate and act with respect, kindness and courtesy, both in person and online
- embrace, appreciate and support the diverse backgrounds, beliefs and abilities within the School community

STAFF EXPECTATIONS

The School will:

- uphold and promote its vision, mission, and values
- create a safe and focused learning environment by being prepared, engaging and passionate
- build relationships by being interested in the students and knowing their needs and abilities
- be reliable, consistent, clear and fair in expectations and actions
- meet the learning needs and abilities of students by knowing how students learn, using effective differentiation, adapting and using a variety of pedagogical strategies to ensure a positive learning environment
- foster respectful relationships characterised by positive dialogue and active listening
- enforce a zero-tolerance approach to bullying, discrimination, and sexual harassment, with prompt action against any such behaviour or other inappropriate conduct
- utilise restorative practices to address behavioural matters, promoting personal accountability, empathy, and conflict resolution among students
- offer professional development opportunities for all staff to enhance their skills in classroom management

CONSEQUENCES MAY INCLUDE:

LEVEL 1 – DOCUMENTED RESTORATIVE CONVERSATION

Documented Restorative Conversations occur after a student has been given an opportunity to adjust their actions to reflect the expected behaviour which has been remodelled, retaught and reinforced by the supervising/classroom teacher. Repeated unexpected or inappropriate behaviour hinders the ability of teachers or supervisors to maintain a safe, orderly environment and disrupts the environment's function and/or impacts student learning and wellbeing.

Behaviour at this level is typically managed and documented by the class or supervising teacher. Restorative conversations are documented on the Hub on the student's Pastoral Care page. Additional support and guidance are given by leaders including: the Director, Assistant Head of Junior School, Head of Department and the student's Mentor or Head Mentor.

Restorative Conversations are tracked by the Director, Assistant Head of Junior School and Head Mentors in the Senior School. An established pattern of behaviour escalates to the Challenging Behaviour Level. Typically, the 5th documented Restorative Conversation in a term is recorded as Challenging Behaviour and managed at Yellow Level.

Example Behaviour(s)	Possible Consequences
• late to class • out of bounds • littering • unfair, rough or dangerous play • uniform infringements (incorrect uniform or wearing the uniform incorrectly) • unsafe use of equipment • breach of hands-off rule • inappropriate language or behaviour • disrupting the learning of others • failure to follow a fair and reasonable request from a staff member • lack of preparedness for class • failure to complete homework to a satisfactory standard • failure to complete class work to a satisfactory standard • inappropriate use of ICT • breach of boarding guidelines and procedures	• re-teach and model expected behaviour • give verbal warning in appropriate tone • timeout / opportunity to regulate • loss of minutes (teacher facilitated) • restorative conversation documented on the Hub • phone call to parent/guardian(s) / note in diary • check Behaviour Management Plan and/or Individual Education Program (IEP) for strategies and adjustments • community service

LEVEL 2 - CHALLENGING BEHAVIOUR – YELLOW LEVEL CONSEQUENCE

Challenging Behaviour is medium-level behaviour that significantly challenges the day-to-day functioning of the School. The behaviours of significant concern may include some form of physical, emotional and/or psychological harm. It may:

- include breaches of academic expectations such as continued poor performance through a lack of consistent effort and academic misconduct,
- be a one-off incident or occur as the result of repeated issues over time,
- include actions that are significantly disruptive and impact on the learning opportunities and safety of other students and the ability of staff to function appropriately.

Behaviour at this level is typically managed by the Director, Assistant Head of Junior School, Head Mentor or Head of Boarding House. Heads of Department issue Yellow Detentions for academic misconduct. Sport MIC's and Co-Curricular leaders issue Yellow Detentions for unexplained absences from compulsory co-curricular activities. Yellow Detentions are documented on the Hub on the student's Pastoral Care page. Parents and guardians may also be contacted via phone call or email.

An established pattern of Challenging Behaviour escalates to the Serious Behaviour Level. Typically, the 2nd documented Challenging Behaviour in a term is recorded as Serious Behaviour and managed at Orange Level.

Example Behaviour(s):	Possible Consequence(s)
• use of discriminatory language towards members of the KWS community (1st offence) • truancy from class or school-based activity, including compulsory co-curricular activities • breach of Mobile Phone Policy • bullying (mean on purpose) behaviour towards another student (1st offence) • disrespectful language and/or behaviour towards staff • unsafe conduct • repeated inappropriate use of ICT • repeated breach of boarding guidelines and procedures	• formal reflection • letter of apology • restorative conversation documented on the Hub • time off playground • restorative conference • implementation or review of Behaviour Management Plan • review of Individual Education Program (IEP) • implementation of Character Strengths Book • Yellow Detention (Senior School Fatigue)* • restriction of leave privileges (boarding)** *Yellow Detentions are typically conducted 3:30pm – 4:30pm Friday afternoons during term time. **Restriction of leave is managed by the Head of Boarding House. Boarding matters are documented in Orah.

LEVEL 3 - SERIOUS BEHAVIOUR – ORANGE LEVEL CONSEQUENCE

Serious behaviour is high-level behaviour that is of significant concern. It may:

- include some form of physical, emotional and/or psychological harm to self or others
- be a one-off incident or occur as the result of repeated issues over time,
- include actions that cause serious disruption and impact on the learning opportunities and safety of other students and the ability of staff to function appropriately.

Behaviour at this level is typically managed by the ED Head of Junior School or ED Head of Senior School. The ED Learning & Wellbeing manages matters related to significant academic misconduct. The Principal will also be notified and included in discussions about appropriate action, including consequences, as required.

Repeated Serious Behaviour escalates to the 'At Risk' Behaviour Level. Typically, the 2nd documented Serious Behaviour in a term is recorded as 'At Risk' Behaviour and managed at Red Level.

Example Behaviour(s):

- aggressive, intimidating and/or threatening behaviour (not targeted)
- repeated and documented bullying behaviour towards a student (including online bullying)
- significant disrespectful language and/or behaviour towards staff
- significant graffiti/vandalism of school or student property
- deliberate misuse or damage of school equipment or property of others
- significant unsafe conduct
- significant inappropriate online behaviour
- significant breach of the School's Student Digital Agreement
- significant disruption to the learning environment
- significant academic misconduct
- significant breach of boarding guidelines and procedures

Possible Consequence(s):

- restorative conference involving the student and teacher and/or parent/guardian(s) and/or Middle Leaders and/or Senior Leaders and/or School Executive.
- extended time off playground
- Orange Detention*
- suspension (internal or external)**
- referral to School Psychologist or external clinician
- implementation or review of Behaviour Management Plan
- review of Individual Education Program (IEP)
- implementation or extension of Character Strengths Book
- N Warning for failure to complete class work, homework and/or Assessment tasks
- N Letter for failure to complete class work, homework, and/or Assessment tasks
- gating (boarding)***

*Orange Detentions are typically conducted 3:30pm-5:30pm Friday afternoons during term time. An Orange Detention may be issued by the ED Head of Senior School or ED Learning & Wellbeing for a one-off incident, or because of repeated conduct, following a restorative conference with the student and parent/guardian(s).

**Suspension may only be issued by the Head of Junior School, Head of Senior School or Principal.

***Gating is issued by Head of Boarding House in consultation with the Head of Boys Boarding or Head of Girls Boarding. Boarding matters are documented in Orah.

LEVEL 4 'AT RISK' BEHAVIOUR – RED LEVEL CONSEQUENCE

'At risk' behaviours are the most serious and involve behaviour or incidents that have the potential to significantly affect the wellbeing of one or more individuals,

- may be physical, emotional and/or psychological in nature and result in harm to self or others,
- may be a one-off incident or occur as the result of repeated incidents over time,
- any form of illegal activity requiring Police involvement

Behaviour at this level is typically managed by the ED Head of Junior School, ED Head of Senior School and the Principal. Parent/guardian(s) are contacted via phone to arrange a meeting.

Example Behaviour(s):

- serious behaviours that bully, intimidate, and/or harass
- serious disrespectful language and/or behaviour towards staff
- consumption, sale, possession or distribution of alcohol, weapons, cigarettes/e-cigarettes, or drugs (including related paraphernalia) on school campus, within boarding houses or whilst engaged in any school-related activity
- engaging in intimate or sexualised behaviour with another student on school grounds or during any school-related activity
- major graffiti/vandalism of school or student property
- targeted physical, aggressive, intimidating, threatening and/or verbal behaviour
- serious unsafe conduct
- theft of school or student property
- behaviour or conduct that may bring the School's name into disrepute
- behaviour resulting in Mandatory Reporting/Child Protection issues
- viewing and/or sharing of pornography
- any illegal activity
- major disruption to the learning environment
- serious breach of Academic Policies
- serious breach of the School's Student Digital Agreement
- serious breach of boarding guidelines and procedures

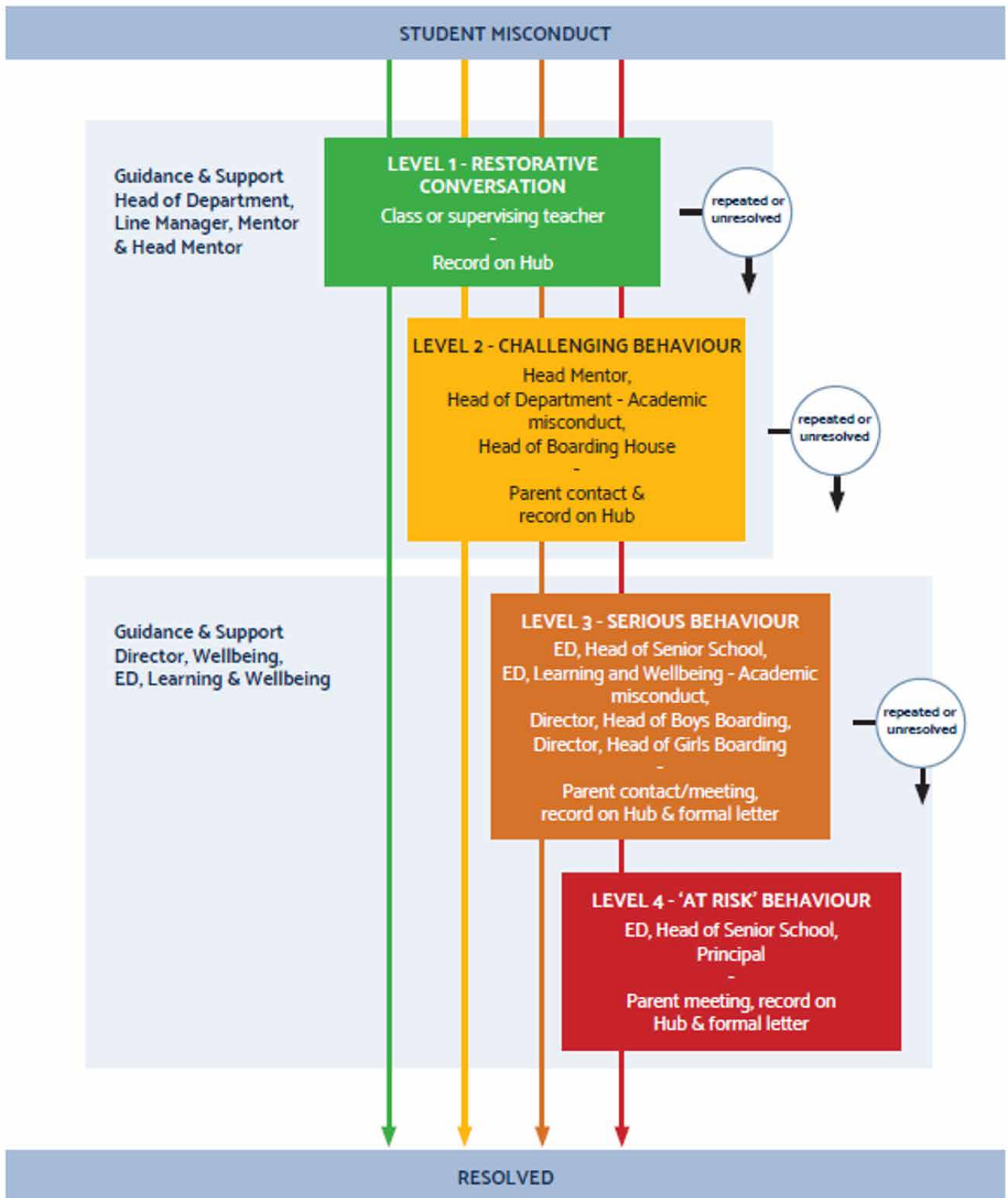
Possible Consequence(s):

- restorative conference involving the student and teacher and/or parent/guardian(s) and/or Middle Leaders and/or Senior Leaders and/or School Executive.
- implementation or Review of Behaviour Management Plan
- review of Individual Education Program (IEP)
- Suspension (internal or external)*
- implementation of Behaviour Contract with student and parent/guardian(s)
- academic probation
- Expulsion or withdrawal**

*Suspension may only be issued by the ED Head of Junior School, ED Head of Senior School or Principal.

**Expulsion or withdrawal may only be issued by the Principal or the nominated representative.

SENIOR SCHOOL CONSEQUENCE LEVELS FLOWCHART



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 electronic mediums to bully, harass, or stalk other people, or to encourage others to do so.
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.	Protect Others
4.1	I will report any activities that are hurtful, unsafe, offensive or bullying in intent toward others to my Head of House, Head of Boarding House and my parents.
4.2	I will report inappropriate material directed at others to my Head of House, Head of Boarding House and my parents.
4.3	If I am concerned about another person due to something I have seen online, I will report this to my Head of House, Head of Boarding House and my parents.
4.4	I will not visit sites which attempt to abuse or degrade others.
5.	Respect Property
5.1	I will care for and take precautions to keep any electronic devices, whether School-owned or owned by my family or myself, safe and secure.
5.2	I understand that if I am using a School device then it is my responsibility, and I will keep it in good working order.
5.3	I will ensure that I have my device when I need it in class, that it is charged and ready to use for each day's classes.
5.4	I will ensure that I have all of the required applications and programs on my device and keep them up to date.
5.5	I will be responsible for ensuring that my data is backed up securely and regularly to reduce the risk of losing my data.
6.	Protect Property
6.1	I will abide by any copyright or intellectual property requirements including acknowledging the author and citing references accordingly.

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

Teaching and learning remained a significant strategic focus throughout 2025, with considerable progress made across curriculum, pedagogy, wellbeing, literacy, data-informed practice and leadership development.

Key priorities included the continued implementation and refinement of the School's curriculum and timetable redesign, ensuring greater alignment between educational philosophy, student learning needs and operational sustainability. The Curriculum Forum was further embedded as a key consultative and strategic body, strengthening collaboration between middle leaders and fostering greater collective ownership of teaching and learning priorities.

A whole-school literacy framework was developed and embedded, centred on the explicit teaching of literacy through the first ten minutes of every lesson. This initiative has promoted greater consistency in classroom practice while reinforcing the importance of student readiness, engagement and access to learning across all subject areas.

Significant progress was also made in the use of evidence-informed practice through the integration of Australian Assessment Series (AAS), NAPLAN and PowerBI data. These measures have strengthened the School's capacity to identify trends, target interventions and support informed decision-making at the classroom, faculty and executive levels. Faculties were supported in this increased usage of data to inform pedagogical practices through worked examples and presentations from the ED Learning and Wellbeing.

The final stages of the development of the Compass taught wellbeing curriculum continued throughout the year, further strengthening the connection between student wellbeing and academic achievement. This work reflected the School's commitment to supporting the development of capable, connected and resilient learners through an intentionally integrated approach to learning and wellbeing. Regular feedback from staff, students and parents has been obtained as we continue to refine and reflect the community needs.

High Potential and Gifted Education (HPGE) initiatives were further expanded, with an increased focus on challenge, differentiation and opportunities for academic extension. Professional learning programs supported staff in responding to the diverse learning needs of neurodivergent students while enhancing contemporary pedagogical practice.

Collectively, these initiatives have strengthened alignment between strategic intent and classroom practice, built leadership capacity across the School, and reinforced a culture of continuous improvement focused on achieving the best possible outcomes for all students.

WELLBEING

In 2025, Kinross Wolaroi School continued its commitment to strengthening student wellbeing through the development of the Compass Wellbeing Program, a whole-school initiative designed for implementation from 2026. Building on the School's partnership with Professor Lea Waters and the Visible Wellbeing framework established in 2024, the focus shifted from professional learning to program design, curriculum development and implementation planning.

The Wellbeing Development Team evolved into the Compass Design Team, a cross-campus group of staff representing Junior School, Senior School, Boarding, Student Support and Counselling teams. Throughout the year, the team worked collaboratively to translate the evidence-based principles of Visible Wellbeing into a practical and distinctly KWS wellbeing curriculum. Drawing on the SEARCH Framework – Strengths, Emotional Management, Attention and Awareness, Relationships, Coping and Habits, and Goals – the team developed age-appropriate learning experiences that will be delivered to students from Kindergarten to Year 12.

Considerable time was invested in creating resources, lesson sequences and assessment measures that will allow the School to evaluate impact and continually refine its approach. All teaching staff also engaged in ongoing professional learning from Lea Waters on the SEARCH framework to ensure consistency in wellbeing language and practice across the School.

Student wellbeing at KWS extends beyond formal wellbeing lessons and is embedded throughout the life of the School. Our House system provides students with opportunities to develop connection, belonging and school spirit while fostering positive relationships across year groups. Mentor Groups continue to play an important role in supporting students through regular contact with a trusted staff member who provides guidance, advocacy and encouragement. In addition, students have access to a highly qualified Counselling and Psychological Services Team, offering confidential support and early intervention when challenges arise.

Together, these structures reflect KWS's commitment to creating an environment where every student is known, supported and challenged to thrive. By integrating evidence-based wellbeing education with the School's established pastoral care framework, KWS aims to equip young people with the skills, relationships and resilience required to flourish both at school and beyond.

BOARDING

The Heads' of Boarding provide feedback to Executive Management throughout the year and is an essential function in helping to improve students' wellbeing and experience at Kinross Wolaroi School. This year has been one of significant growth and change for our boarding community. In Term 1 2025, our boarders began the school year with a smooth transition, thanks in large part to the continued success of the Boarder Parent Welcoming Committee.

A major focus has been the Boarding Culture Review, which has given us valuable insight into the lived experience of our boarders and shaped our priorities across pastoral care, communication and community. The feedback gathered has directly informed our planning, with a clear action plan now in place.

Looking ahead, we are especially excited about the upcoming opening of Wyvern House in 2026, a brand new boys' boarding house for Year 7, Year 8 and selected senior students. This purpose-built facility marks an important milestone in our boarding provision and reflects the School's ongoing commitment to investing in the boarding experience.

We have also established the Boarder Parent Forum, replacing the former committee structure, and developed a

Charter to guide its purpose and operation. Feedback from the Forum has centred on strengthening communication between the Boarding School and the wider community. This feedback has been taken on board, and the resulting Charter and action plan are already being implemented as we move through the year.

CO-CURRICULAR

- 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.
- 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 2025 WE HAD SOME OUTSTANDING ACHIEVEMENTS:

CO-CURRICULAR ACHIEVEMENT

Sporting Highlights

- Athletics: Will Kline – NSW All Schools Bronze (High Jump).
- Cricket: Wiburd & Douglas Shield winners; multiple state representatives.
- Swimming: National Age Finalist Anabel Arnot; numerous state and national representatives.
- Rowing: 10 National Medals, 11 State Medals; NSW Pathways – six students.
- Rugby Girls: Lilly Clarke (NSW 7s, Australian 7s squad), Maddie O'Brien (NSW XV).
- Rugby Boys: Oscar Cleary (Australian Schoolboys), Harper Shaw (NSW Schoolboys II).
- Netball: Strong state selections across U14–U17 squads.
- Touch Football Girls: CISNSW – Lilly Clarke, Lucy Carney; numerous ISA representatives.
- Softball: Sophie Williams (NSW CIS Opens, NSW U18); Ollie Cullen (NSW U14).

EXPERIENTIAL LEARNING

- Round Square initiatives provided extensive opportunities for student leadership, service and global engagement through both Senior and Junior Student Committees.
- Kinross Wolaroi celebrated its most successful year on record in the Duke of Edinburgh's International Award program, with 70 students completing Bronze, Silver and Gold Awards. Gold Award recipients were Kajan Kandeepan, Alice Commins, James Ashton, Emily Caro, Sarah Johnston, Daisy Smith, Olivia McColl, Grace Simpson, Jemima Scammell, Krishan Kandeepan, Lucinda Clinton and Henry Baker.
- The Year 10 Internship Program continued to provide valuable workplace learning opportunities, with four internships completed during the year.
- Round Square environmental initiatives included a Clothes Swap, Book Swap, Plant Exchange and Return and Earn program.
- International exchanges continued to expand, with 14 students participating in exchange programs across Japan, South Africa, Scotland, Germany and Kenya, while the School also welcomed reciprocal international students.
- Seventeen national exchanges were undertaken by Year 8 students, connecting with schools in Perth, Newcastle, Alice Springs, Adelaide, Coffs Harbour and the Sunshine Coast.
- Round Square service initiatives included:
 - The Wontama Intergenerational Project, building connections with aged residents.
 - Strings and Brass Ensemble performances at Calare Nursing Home.
 - Pink Stumps Day, which raised more than \$20,000 for the McGrath Foundation.
 - The preparation of 6,450 sandwiches for Eat Up Australia.
 - Volunteer support for Riding for the Disabled.
 - Ongoing assistance for the Uniting Church Hot Meals Outreach Program.

CAMPS

- Year 7 Camp
- Senior School Music Immersion
- Cadet Bivouac
- Year 10 – Senior Preparation Camp
- Year 12 – Leadership Camp
- Annual Cadet Camp
- Service Camp
- Sony Camp
- Indigenous Immersion Camp to the Northern Territory

TOURS

- Italy – Art & History Tour
- USA – PDHPE Sporting Tour
- New Zealand – Cricket Tour

CADETS

The Cadet Unit demonstrated strong leadership and enthusiasm throughout 2025. First-year cadets embraced training with energy, while second-year cadets extended themselves through high-ropes activities and challenging hikes. Senior cadet leaders played a significant role in mentoring peers and supporting the smooth running of a unit exceeding 330 students.

- New Senior Leadership for 2026: SUO Jackson Davis, 2IC Grace Shea, ADJ Annabelle Kerridge, RSM Katie Lawler, RWO2 Nash Adam.
- Company Commanders: Ivy Askew (A), Jess Woods (B), Felix Kairaitis (C), Spencer Williams (D), Bukunmi Adetifa (HQ).

PERFORMING ARTS

The performing arts program serves as a platform for our students to explore their creativity, express themselves, and nurture 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 2025 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 the School. The String groups were very successful in winning all categories.

During 2025 the school was able to produce and perform the musical Aladdin. 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. The performance of Aladdin was a credit to the staff and students at the school and was a real highlight of 2025.

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.

DEBATING & PUBLIC SPEAKING

Debating continued to thrive with strong results in HICES and national competitions. Senior teams demonstrated exceptional reasoning and communication skills, while younger debaters gained valuable competitive experience. Public speaking was also a standout area with strong performances from middle years students.

- Mayor's Cup Winners: Abbey Cunial, Milo Mages, Rosie Hedley, Chamara Fernando.
- Best Debater Award: Milo Mages.
- CWA Public Speaking Finalist: Lola Mages.
- Dudley Cup Finalists: Poppy Warren, Chaitra Avirneni, Maisie Cooper, Lucy Campbell.

ENGAGEMENT

The 2025 Marketing Action Plan for Kinross Wolaroi School aligns with the school's 2024-2026 Marketing Strategy and incorporated the following priorities for 2025:

- Celebrating the 50-year anniversary of the school's amalgamation
- Maintain a strong throughline focus on Academics in messaging
- Establish and promote the new wellbeing curriculum as a driver for enrolment
- Sustaining a strong Junior School focus to bolster enrolment
- Establishing regular communication with families who have enquired or applied for enrolment
- Implementing a photo management platform to manage image permissions
- Pivoting to video content to capitalise on the strength of Youtube, and the high engagement that can be achieved on Facebook and Instagram with reels and stories
- Developing the school archives and creating a 'museum' display showcasing the school's history
- Conducting comprehensive market research to inform strategic decision-making
- Aligning marketing efforts with the school's 2024-2026 Strategic Plan, focusing on student experience, staff experience, community engagement, and sustainability

JUNIOR SCHOOL

STAFFING

The School continued its inclusive education partnerships with external allied health providers, including speech pathology and occupational therapy services. Providing access to these supports within the school setting strengthened collaboration between families, therapists and educators, enabling a coordinated approach to student learning, wellbeing and educational success.

PROFESSIONAL LEARNING

Investing in high-quality professional learning remained a key priority for the Junior School throughout the year, ensuring staff were equipped with the latest evidence-informed practices to support student learning and wellbeing. Staff engaged in a diverse range of professional learning opportunities, including training with Sue Larkey on Understanding Neurodiversity, supported by classroom observations and practical implementation strategies, and DIBELS professional learning with Sarah McDonagh to strengthen literacy assessment and intervention practices. All teaching staff from Kindergarten to Year 12 undertook training in the SEARCH Framework with Professor Lea Waters, further enhancing the School's wellbeing approach, while Stage 3 teachers completed Youth Mental Health First Aid accreditation. Staff also participated regularly in IPSHA network meetings, strengthening professional connections and sharing best practice across independent schools.

A key focus for 2025 was curriculum renewal and teacher professional learning, with staff engaging in targeted professional development through Independent Schools NSW to support the implementation of the new Science and Technology and Creative Arts syllabuses. In preparation for 2026, teachers completed InitialLit training and undertook collaborative curriculum planning and programming to embed new learning initiatives and further strengthen classroom practice. Further demonstrating a commitment to inclusive education, 11 staff completed the SPELD webinar Understanding and Responding to Reading Difficulties, while two teachers completed a Mini Certificate in Gifted Education. Collectively, these professional learning experiences have strengthened staff expertise and reinforced the Junior School's commitment to delivering high-quality, contemporary and inclusive educational practices.

TEACHING, LEARNING AND EXPERIENTIAL EDUCATION

Student wellbeing and character development remained central to the Junior School experience in 2025. Through the Amazing Me Program, students in Years 5 and 6 developed greater self-awareness, resilience, confidence and interpersonal skills, equipping them to navigate the challenges and opportunities of adolescence. Complementing this work, Grow Your Mind integrated neuroscience and wellbeing education, helping students understand how their brains work, recognise and regulate emotions and identify their character strengths. Together, these programs provide a proactive, strengths-based approach to wellbeing that supports emotional growth, fosters positive relationships and contributes to a safe, inclusive and supportive learning environment.

The Junior School continued to place a strong emphasis on experiential learning, recognising the value of authentic, hands-on experiences in deepening student engagement and understanding. A carefully planned program of excursions and incursions enriched classroom learning by connecting curriculum concepts with real-world applications. Students engaged with a wide range of local, regional and interstate educational providers and learning environments, including the Orange Regional Museum, Orange Civic Theatre, Hillside Orchard, Milthorpe Museum, Suma Park, the Orange Regional Resource Recovery Centre, Cook Park, Orange Botanic Gardens, Wellington Caves, Taronga Western Plains Zoo, Scenic World and Canberra. Specialist providers and presenters, including Bell Shakespeare, Orange Fire and Rescue, Rob Somerville and local agricultural enterprises, further enhanced learning through practical demonstrations and expert insights. These experiences fostered curiosity, critical thinking and a deeper appreciation of the world beyond the classroom.

Character education and global citizenship were further strengthened through the School's ongoing commitment to Round Square. All Junior School classes are named by students after environmental themes, reflecting the School's values and introducing Round Square language and concepts from an early age. Throughout 2025, students deepened their understanding of what it means to belong to the global Round Square community, exploring the six IDEALS of Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service. Through classroom learning, service opportunities and shared experiences, students strengthened their understanding of these principles and the ways they align with the School's core values, helping to develop compassionate, capable and globally minded young people.

STUDENT EXPERIENCES

The Junior School continued to broaden opportunities for student growth, leadership and enrichment through a diverse range of academic, cultural, sporting and co-curricular experiences. In 2025, the leadership program was expanded to provide meaningful opportunities for all students to contribute to the life of the School, with Year 4 students serving as buddies to Pre-Kindergarten students, the introduction of Round Square Champions, and all Year 6 students undertaking leadership responsibilities aligned with the Round Square IDEALS.

Students challenged themselves through participation in a range of academic and enrichment pursuits, including the Central West Da Vinci Decathlon, ICAS assessments, Maths Olympiad, Newcastle Permanent Primary Mathematics Competition, Maths Games, Chess competitions and HICES Debating. The K-4 Swimming Program continued to play an important role in developing students' water safety skills, confidence and physical wellbeing, while the introduction of Mythology studies in Years 5 and 6 enriched literacy learning, critical thinking and cultural understanding.

Students also showcased their creativity and talent through performances such as the Junior School production Sally Sells Seashells and the K-2 Nativity play Wind Through the Olive Trees. A strengthened co-curricular program, including opportunities such as KidsLit, the Todd Woodbridge Cup, Chess tournaments and a growing range of lunchtime and after-school activities, enabled students to pursue their individual interests, develop teamwork and problem-solving skills, build confidence and resilience, and discover new passions beyond the classroom. Together, these experiences enriched the educational journey of Junior School students, fostering curiosity, character, leadership and a commitment to lifelong learning.

COMMUNITY EXPERIENCES

Strengthening connections between school, home and the wider community remained a key focus of the Junior School in 2025. Families were warmly welcomed onto campus throughout the year to celebrate significant occasions, including Mother's Day, Father's Day, Grandparents Day and events recognising significant others, fostering a strong sense of belonging and partnership within the School community.

Students participated in a range of community-based experiences, including the ANZAC Day March, NAIDOC Week celebrations and the Orange Show, providing valuable opportunities to develop civic awareness, engage with local traditions and gain a deeper appreciation of Australia's history, culture and diverse communities.

Parent engagement was further enhanced through a series of workshops and information sessions covering topics such as digital technologies, classroom learning, NAPLAN, home learning, mathematics, learning to read and the Amazing Me program. Kindergarten Taster Day provided prospective students and their families with an immersive introduction to Kindergarten life, highlighting the rich learning experiences and specialist programs that distinguish the Junior School experience at KWS.

Together, these experiences reinforced the School's commitment to meaningful family engagement, community partnerships and student belonging.

STUDENT LEADERSHIP AND SERVICE

Student leadership and service remained central to the Junior School experience in 2025. The Student Representative Council (SRC), comprising students elected by their peers from Years 2–6, met regularly with staff mentors to represent student voice and support service-learning initiatives.

Leadership opportunities were embedded across all year levels through buddy programs, classroom responsibilities, assembly leadership, sporting captaincy and the expanded Year 6 leadership program. In alignment with the Round Square IDEALS, every Year 6 student undertook a leadership role, developing the skills, confidence and character required to make meaningful contributions to their school and wider community.

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 Co-ordinator.

HOUSE SOCIAL JUSTICE INITIATIVES:

- Blackman House: fundraising and awareness for the Black Dog Institute
- Brown House: fundraising and awareness for the Premmie Baby Marathon Challenge
- Dean House: termly visits to Wontama Aged Care
- Douglas: organised two School Socials to raise funds for Farmers For Climate Action
- Gordon: fundraising and awareness of the Cancer Council and Daffodil Day
- 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

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 Head of Senior School 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 repre

SECTION 12: PARENT, STUDENT AND TEACHER SATISFACTION

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

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

In 2025, 359 parents and 782 students participated in surveys and provided views on such areas as academic performance, student wellbeing, co-curricular sport and non-sport, communications and reputation.

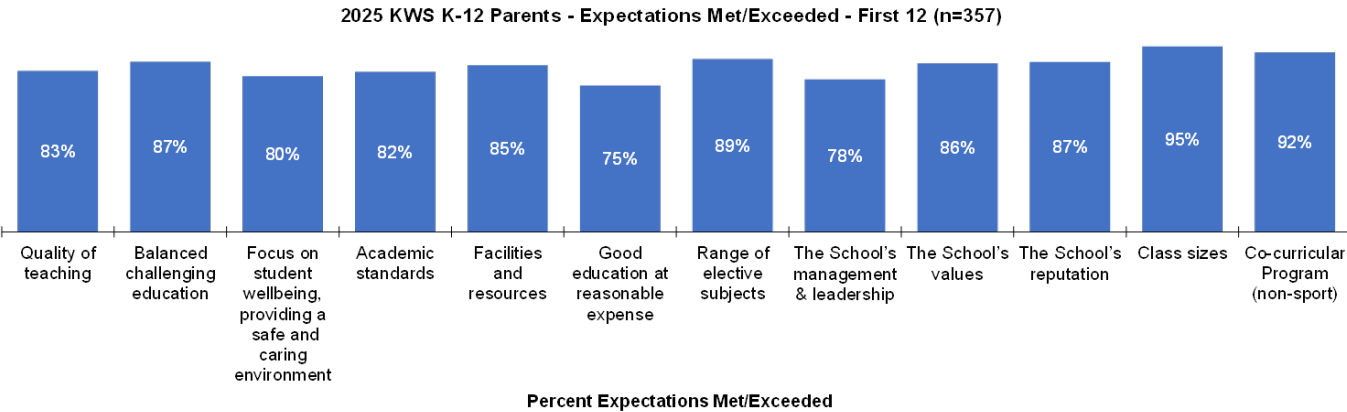
Staff were also surveyed, with 132 (71%) of staff participating in the research.

PARENT SATISFACTION

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

The top five areas are noted below:

1. 83% of parents noted their expectations were met or exceeded in relation to the quality of teaching
2. 87% of parents noted their expectations were met or exceeded in relation to balanced challenging education
3. 80% of parents noted their expectations were met or exceeded in relation to the focus on student wellbeing
4. 82% of parents noted their expectations were met or exceeded in relation to the academic standards
5. 85% of parents noted their expectations were met or exceeded in relation to the facilities and resources

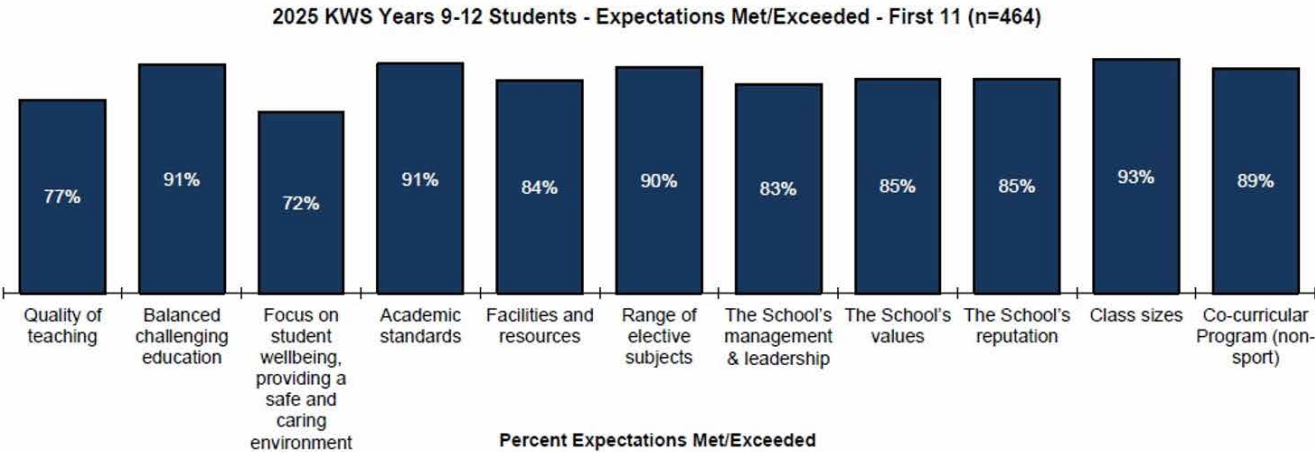


STUDENT SATISFACTION

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

The top five areas are noted below:

1. 77% of students noted their expectations were met or exceeded in relation to the quality of teaching
2. 91% of students noted their expectations were met or exceeded in relation to the balanced challenging education
3. 72% of students noted their expectations were met or exceeded in relation to the focus on student wellbeing
4. 91% of students noted their expectations were met or exceeded in relation to academic standards
5. 84% of students noted their expectations were met or exceeded in relation to the facilities & resources



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

2025 Parents – What do you value most about your association with the school? – Top 5
Wide range of opportunities
Supportive and caring staff
Community and belonging
Academic excellence
Friendship and social networks

2025 Students – What do you value most about your association with the school? – Top 5
Friendships and social connections
Sport and sporting opportunities
Boarding experience
School community and culture
Academic opportunities and learning

PARENT QUOTES ON WHAT THEY VALUE ABOUT KINROSS WOLAROI SCHOOL:

The positive engagement that our son has with the school, teachers, fellow students and the friendships he has made.

The sense of pride my children have in attending Kinross. When asked what school they go to they are proud to say!

My kids have made friends for life at Kinross. Getting to know the parents has been wonderful.

My children seem settled and content.

Our children have wonderful friends and have had a great experience at Kinross as have we as parents overall, especially with boarding, and they strive academically without getting overly stressed which is a good thing.

High standards expected and supported to achieve; teachers know my child and push him to achieve his potential; great cohort and peers; supportive learning environment and many varied opportunities to succeed in a holistic way through co-curricular activities.

The school is inclusion and has instilled great pride in the students. It is wonderful how they fully support children not with their education but children who have sporting abilities as well.

I have found the teaching and boarding staff very personable, caring and were able to satisfy my concerns and find solutions.

I most value the school's commitment to academic excellence and the positive partnership it fosters with families.

Feeling reassured that my child is nurtured, encouraged to be their best self and is safe. Feeling of being part of the KWS family.

Motivated and engaged students and staff. Friendly and professional overall. Pride from my student at being part of the school

Calibre of students Commitment and expertise of classroom teachers

STUDENT QUOTES ON WHAT THEY VALUE ABOUT KINROSS WOLAROI SCHOOL:

I value the supportive teachers who always encourage me to do my best, and the friendships I've made that make school feel like a community.

The friends I have made through sport, classes and other activities. I also like that there are many staff members at the school that I feel comfortable talking to when sad or upset. Boarding has also been a big thing for me that I enjoy a lot and have definitely grown from as a person. I LOVE KINROSS!!!

I love how there is a wide range of options for students to participate in for co-curricular and sports. I feel as though I have good relationships with my teachers and peers.

The sense of community.

The level of academic workshops and performances within the school environment.

The availability of leadership and extracurriculars like excursions and tours.

The support around school, the sports program.

I really value the experiences that I gain from going to Kinross and am very grateful that I go here because I know that many of my experiences are not accessible to many kids.

Personally, I really value the incredible school community which embraced me when I moved to KWS, as well as my participation in the rich co-curricular program within the performing arts and stuff, and academic success which has been enabled by excellent teaching.

The Performing Arts program and faculty. I spend a lot of time outside school hours doing activities related to music. I am very happy with the Performing Arts teachers.

STAFF SATISFACTION

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

2025 Staff – What do you value most about your association with the school? – Top 5
Positive relationships with students
Supportive and collegial staff culture
Sense of community
Leadership recognition and trust
Job satisfaction and role fulfillment

STAFF QUOTES ON WHAT THEY VALUE ABOUT KINROSS WOLAROI SCHOOL:

Fantastic relational balance between staff and students. Variety of areas for students to feel they belong and can succeed. Great staffroom support which translates to great classroom presence.

I've been made to feel a valued member of a respected community. In turn I feel proud to be a part of this community.

I value the friendships I have made and the students.

I am proud of what I and my teams achieve and provide for the students.

Being able to positive impact kids outlooks and lives to help them understand the world, their society and the opportunities they have in it.

The connection with the students and the opportunity to work with staff who are caring, knowledgeable, and good at what they do.

I enjoy going to work and the interactions I have with people associated with Kinross.

My ability to work well with students and make a positive difference in their lives.

Opportunities for students. Good staff professional development.

The strong community and passionate dedicated teaching staff and support staff.

Being an alumni has allowed me to continue to form connections with staff and community members. Being passionate about making a difference has been encouraged, at times with minimal reward or recognition, but has been allowed.

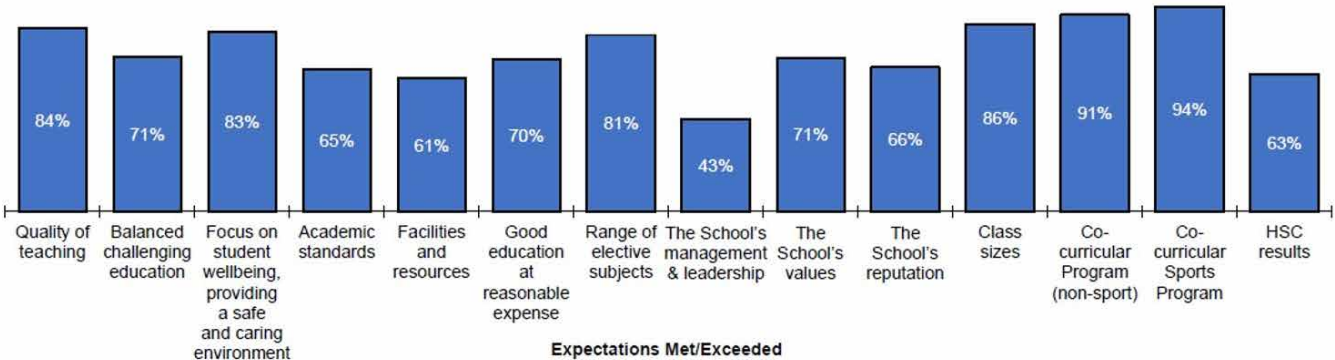
Lovely colleagues, varied opportunities to teach.

The close connections I have made with colleagues and parents and the pride I feel at being able to support the students to reach their own potential.

I value the opportunity to positively impact students and assist them to achieve to the best of their ability and make their time at school as enjoyable and rewarding as possible.

The chart below shows the percentage of staff who noted their expectations have been met/exceeded, ranked in order of parents' reasons for choosing the School. The overall staff expectations met/exceeded score is 'high' at 73%.

2025 KWS Staff - Expectations Met/Exceeded - First 14 (n=132)



COMMUNICATING WITH 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.

STUDENT FEEDBACK

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

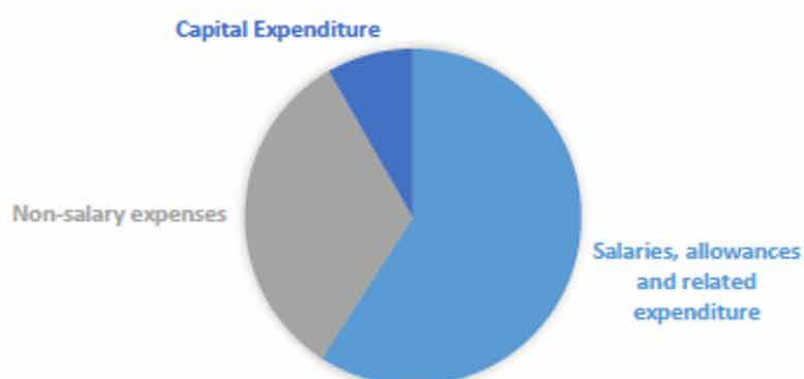
The Student Representative Council is key consultative body, operating in both the Junior and Senior School and designed to be responsive to student feedback.

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.

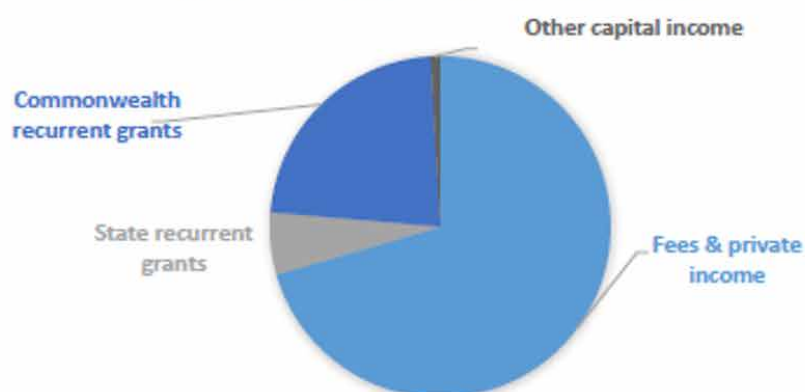
Recurrent & Capital Expenditure		2024 Financial Statements	
Salaries, allowances and related expenditure		29,308,788	59.2%
Non-salary expenses		16,122,022	32.5%
Capital Expenditure		4,115,366	8.3%
		49,546,176	

Recurrent & Capital Income		2024 Financial Statements	
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%
		45,377,813	

RECURRENT & CAPITAL EXPENDITURE



RECURRENT & CAPITAL INCOME







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— SCHOOL —

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