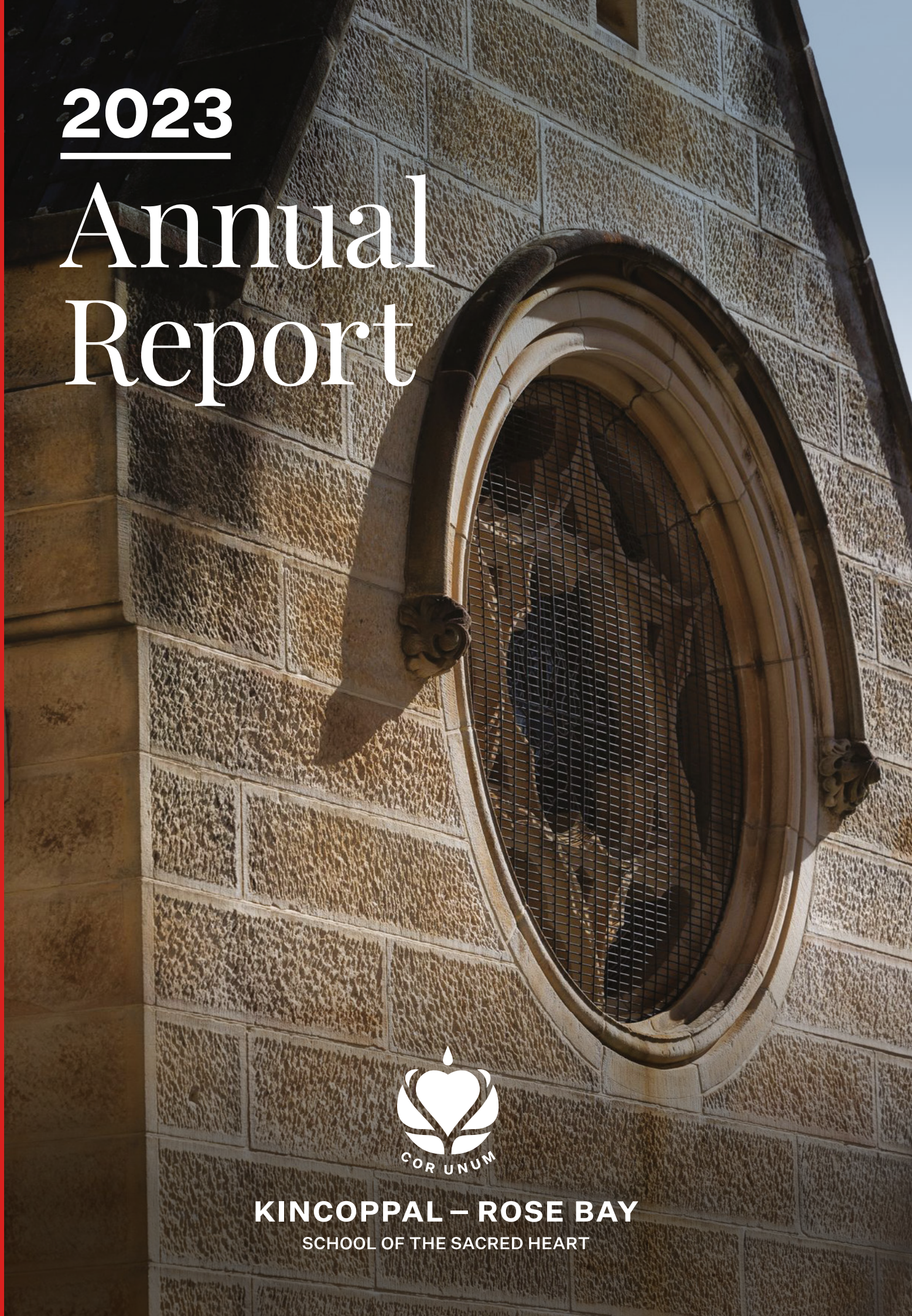

2023 Annual Report

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KINCOPPAL – ROSE BAY

SCHOOL OF THE SACRED HEART

About the Annual School Report

Kincoppal-Rose Bay School is registered by the NSW Educational Standards Authority. The Annual Educational and Financial Report provides parents and the wider community with fair, accurate and objective information about various aspects of School performance and development. The report describes areas of School achievement and developments in 2023.

The report is a legislative requirement under the *Education Act 1990*. The information in this report is complemented by other School publications such as the School Prospectus, policies and procedures, publications and newsletters which are published on the School website.

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1. A Message from Key School Bodies

From The Principal

The year 2023, when I began as Principal, marked significant changes for Kincoppal-Rose Bay School (KRB). Both the privilege and the responsibility of leading this School were very significant for me. I was also delighted to return to a place where the values and goals of Sacred Heart Education had been so important to me, and ones I have continued to live out in my career. In 2023, I continued to see the mission of the School – to live the vision of our foundress, Saint Madeleine Sophie Barat, by educating the heart and mind of each child and the vision to provide a world class Sacred Heart Education – being lived out.

Sacred Heart Goal

Our Sacred Heart Goal for 2023, A Social Awareness Which Impels to Action, was exemplified in several ways, including an event organised by the Sacré Coeur Alumnae Association, which saw Year 12 students and the Mission Team raise funds for Türkiye and Syria. Our Year 12 students also came together to participate in KRB Girls Cut Curls to support those impacted by cancer. We also implemented the St Vincent de Paul Night Patrol in which both Senior students and staff participated.

Strategic Plan

At the beginning of 2023, we launched a new Strategic Plan with a vision to be true to our Sacred Heart values as we empower students to live lives of purpose and thrive in a complex world; and to ensure that by 2026, KRB will be recognised as a world-class centre for holistic teaching, learning and spiritual development.

The focus areas of the plan include:

- **Our Distinct Sacred Heart Advantage** – which aims to develop community understanding of the value and responsibilities of being part of a Sacred Heart community.
- **Global Connectivity** – to build connections for students and staff within our Sacred Heart network and to develop greater awareness of diverse cultures and peoples.
- **Teaching and Learning** – to build and embed a Kindergarten to Year 12 teaching and learning framework based on rich learning experiences.
- **Staff and Professional Learning** – to foster a culture of continuous improvement through the establishment of a KRB Professional Learning Centre.
- **Wellbeing** – a distinctive Wellbeing Framework, with a SELF + (Social Emotional Learning to Flourish) Program that enables students to develop resilience and optimism.
- **Sustainability** – building partnerships with parents and Alumnae, modernising business practices, and further development of the KRB Masterplan.

Much work was done throughout 2023 to cover the areas in the plan. These included embedding an Early Learning Centre (ELC) to Year 12 Wellbeing Framework, ensuring best practice in teaching and learning and in the care of all our students. We also created a cross-campus community of teachers with purposeful, best practice professional teaching and learning. As well, we increased our use of data to know students and inform our teaching practices. The data assists in informing the School as to how our students build friendships, push themselves outside of their comfort zones, take up Co-curricular activities and how they connect to the community.

Time was also spent looking at Artificial Intelligence and the issues that are associated with it. We were delighted to have Professor Toby Walsh, a leading Artificial Intelligence (AI) expert from UNSW Sydney, for a special presentation about AI and the future of education. The presentation gave the School confidence that if we use AI wisely, we can increasingly personalise learning for every student.

Higher School Certificate

The HSC Class of 2023 performed well in their courses and above the State HSC Examination average in over 90 percent of courses (31 out of 34 courses). Almost 40 percent of students studying Visual Arts, Design and Technology, and Drama were nominated for exhibition including every Drama student. Our 62 Distinguished Achievers appeared 152 times (many more than once) on the NESA Distinguished Achievers List across 21 courses. One hundred percent of students in Ancient History, Design and Technology, Drama, Music 1 and 2, Italian Beginners, History Extension and English Extension 1 achieved a Band 5 or 6.

Wellbeing

In 2023, we saw the launch of the KRB SELF + Program, designed to assist in the development of young adults who will contribute positively to the world. At each stage of the SELF + framework, evidence-based programs target the skills and attributes needed to assist the individual to flourish. All aspects of the framework serve to support the growth of our Sacred Heart students. The continuum of skill development not only increases their wellbeing, but importantly, their ability to flourish throughout their lives.

Global Connections

In 2023, we enhanced our global connectivity through various means, including the Reconciliation Action Plan which offers our students the opportunities to develop a shared understanding of the need to work effectively with our First Nations People. The importance that KRB placed on connections with our First Nations People was shown through the number of students who participated in the Arnhem Land Immersion and the Bowraville experience. We are privileged to belong to a network of sister schools – 150 schools across 42 different countries – and this enabled the School to educate our young people with a globalised mindset. The Virtual Collaboration Program continued in 2023 and enabled students to continue to learn about, and with, other cultures. In addition, many students participated in the Student Exchange Program through our international Sacred Heart network and beyond.

Enrolment

KRB transitioned to an online enrolment system, EnrolHQ, in 2023. This increased the number of enquiries, tour bookings and applications to the School.

School Masterplan

Much work continued on the School's Masterplan in both the Senior and Junior School, and a Building Advisory Committee was established in 2023 to support this. The new road from Vaucluse Road to the Junior School has proved beneficial in enhancing traffic flow. The focus in 2023 was on the development of the Year 5 and 6 Centre and transformation of the Hughes Centre in the Senior School into a Performing Arts Centre.

Community

The strong sense of community was seen throughout the year in many areas, including events for mothers, fathers, grandparents, the Year 12 Vale celebrations, Sacred Heart Day, events organised by the Parents' and Friends' Association and Boarding parents, and the 2023 fundraiser, the KRB Long Lunch.

Conclusion

It was a busy year with a wide range of activities happening each day. We saw much growth in the musical abilities of our Junior School students, witnessed the talent in acting and stage production in *Daisy Pulls it Off*, and awarded to students a number of Principal's and Academic Excellence Awards across the School. Sporting success across a range of different sports and the introduction of the National Basketball Association (NBA) Basketball Program and Sailing Program was met with great enthusiasm.

Student involvement in the Carnivals, Debating, Public Speaking, Robotics and opportunities such as da Vinci Decathlon and Ethics Olympiads was outstanding. Our Junior School Assemblies in Term 4 shifted in their model and provided a strong blueprint for the future. The nomination for 'Boarding School of the Year' at the Australian Education Awards was certainly something to celebrate.

At the end of 2023, we farewelled our Year 6 boys who made an outstanding contribution to the life of our Junior School. Many achieved Distinctions and High Distinctions in the Australian Maths Trust Competition, Mathematical Association of NSW (MANSW) Mathematical Investigations, and International Competitions and Assessments for Schools (ICAS). Their results in competitions such as da Vinci Decathlon and Maths Olympiad were outstanding, often scoring in the top 10 percentile. Two students received competitive scholarships to highly respected secondary schools.

I thank Dr Mark Sinclair, the 2023 Board Chair, for his leadership and commitment, and the Board Directors for their collective time and wisdom in making significant decisions impacting the School community. I express my gratitude to the Sophia Education Ministries for their commitment to seeing KRB thrive for the benefit of every student. Finally, a very special thanks to the Sisters of the Society of the Sacred Heart, whose educational vision has made a profound difference to the lives of many young people.

Erica Thomas
Principal

From The Board Chair

It is with great pride that I acknowledge 2023 marked many significant and exciting changes at KRB. At the same time, the charism, ethos and values which are at the core of Sacred Heart Education, and which have been part of the School since 1882, remain the same.

In my final year as Chair of the KRB Board, I have become even more aware of the many aspects of the School which complement and contribute to its success. Each aspect focuses on advancement and growth, while ensuring the Sacred Heart Goals remain at the forefront of all we do. I am extremely proud of what KRB has collectively achieved over time.

What has been achieved is very much due to the commitment of KRB's Principal, Erica Thomas, Executive Leadership and Staff. The *Strategic Plan 2023-2026* is testament to this. It has provided an outstanding framework for the future of the School and we have seen its benefits in areas including teaching and learning, wellbeing and global connections. The area of sustainability is one of the key elements of the *Strategic Plan 2023-2026*. In 2023, the Board focused on the development of the Masterplan, which will ensure the School both remains and grows as an educational environment of the highest quality.

As part of the Masterplan, we had very positive feedback about the new access road from Vaucluse Road to the Junior School and we continued to work with architects to finalise the Year 5 and 6 Centre. There was also a focus on the development of the Hughes Centre, which will be transformed into a Performing Arts Centre in 2024. Additionally, the Board implemented a Building Advisory Committee, made up of qualified members of the School community, to provide expert advice on future developments.

At the end of 2023, enrolments were strong across all year levels at KRB and this underpins the focus on excellence and the importance the School places on giving every student the opportunity to be the best they can be. I am particularly delighted that our Boarding School was at capacity at the end of the year. Having strong enrolment ensures the School is in a good financial position and that we can discern what is best to ensure we continue to provide a quality educational environment. One of the ways to do this, which was also a focus in 2023, is to continue to maintain and attract staff of the highest calibre and provide staff with learning and growth opportunities. At the same time, we continued to maintain a rich diversity in the School population by offering a certain number of bursaries to families in financial need.

Enduring institutions, such as KRB, pre-select in so many ways the people they entrust with their beliefs, charism and core values. All members of the KRB staff, both teaching and administrative, have continued to serve this School community in outstanding ways, and for that I want to express my thanks, and that of the Board.

I pay tribute to Erica Thomas, who completed her first year as Principal at the end of 2023. Erica's appointment in 2022 was the culmination of an eight-month global search and required a Principal of special standing to deliver a multifaceted, complex business. I strongly believe Erica has gone above and beyond to fulfil these requirements and is taking KRB to the next level in its journey in all areas, particularly excellence in teaching and learning. We are deeply grateful for her commitment, innovative ideas and her wish to ensure that the School is a world-class centre for holistic teaching, learning and spiritual development.

With more than 140 years of continuous educational delivery, KRB, driven by the ideals of the Society of the Sacred Heart, has remained at the forefront in the provision of quality education. I have every confidence that this will continue in the future.

Mark Sinclair
Board Chair

From The Head Girl

For as long as I can remember being at KRB, we are always told that leadership is much more than a badge. That a badge does not define who is a leader and who is not. As a Year 12 cohort we will all be leaders of the School, and set the example for the younger years. Leadership is about our actions and behaviours, how we inspire and interact with others. A badge or title may signify a leadership role, yet true leadership is demonstrated through actions, integrity and positive changes brought as a result of this.

As Head Girl for 2023/2024, I have encountered many challenges, but I also have received many positive experiences. With the HSC looming, exams, Co-curriculars and special events, Year 12 is one packed year. However, our Year 12 cohort will take this in their stride, and we will power through it together. On Friday morning Pastorals, we get together as a group and do an activity to brighten our moods and get us ready for the day, an initiative started by our wonderful Head of Student Wellbeing, Isabella McMahon. Reflecting on our theme for 2024, 23-24KRBGold, we aim to encapsulate all the things that make a KRB student 'golden'. We decided that to be a 'golden girl' is about shining together, sharing and acknowledging talents, self-love and, most importantly, having a heart of gold.

As a year group, we have gotten closer and more cohesive as the years go by, our final year allowing us to become incredibly close. We want to model this for our younger years and reflect the incredible benefits of the holistic Sacred Heart Education. We have achieved a lot this year, not only as a Leadership Team but as a whole Year 12 cohort. The eventful Assembly for Cultural Diversity Week, KRB Girls Cut Girls, Sacred Heart Day event and the Athletics Carnival are all highlights.

Now, although challenges arise every step of the way, the KRB community and support we receive from teachers and peers is a key element in tackling these adversities. It's not easy to get up onstage and talk to a crowd of several hundred people, yet I know I am representing the Class of 2023-2024 as a collective. Knowing I have their support makes it much easier, as well as the welcoming, golden girls of our Senior School in the audience. This is exactly the community the Class of 2022-2023 left, which we current Year 12's will strive to emulate and continue in our leadership.

It is truly amazing to see the growth of not only the Class of 2023-2024, but the entirety of the School as well. We are so lucky to receive the education and care provided by KRB, and take all the lessons and experiences we have beyond the gates. The Leadership Team has provided such great care and guidance, providing me and my Year group, with confidence in our ability to balance all aspects of Year 12. The bond we have, strengthened by the Sacred Heart, is one we will have for the rest of our lives. The values instilled in us allow us to achieve our full potential and become the best versions of ourselves, which we all will be eternally grateful for.

Holly Dawson
Head Girl 2023/2024

2. Contextual Information about the School

Characteristics of the Student Body

Kincoppal-Rose Bay School (KRB) is an Early Learning Centre (ELC) to Year 12 Catholic Independent school. It is composed of a co-educational ELC and Junior School, as well as a girls-only Day and Boarding Senior School. Located in the eastern suburbs of Sydney, it is registered with the New South Wales Education Standards Authority (NESA) and is accredited to provide the NSW Record of School Achievement (RoSA) and Higher School Certificate (HSC) Curriculum.

Founded by the Society of the Sacred Heart, KRB is part of a global network of over 150 Sacred Heart schools across 41 countries. Sacred Heart Education focuses on the development of the whole person, both the heart and mind. The Five Goals of Sacred Heart Education encourage students to think wisely and deeply, act with justice and to value community.

KRB takes a personalised approach to learning, tracking progress to ensure continued intellectual and social development. An academically rigorous program encourages every student to strive for excellence. Our HSC results demonstrate the high level of achievement, attained through our systematic focus on academic rigour with a non-selective intake of students. Through broad Co-curricular and global opportunities, KRB students are able to expand their horizons, try new things and build confidence.

Early Learning Centre

At KRB, our co-educational ELC is comprised of Sophie's Place (Long Day Care) for three and four year olds and the Joigny Centre (Term Time) for four year olds. This is where our youngest students take their first leaps on their learning journey. Our ELC is influenced by the principles of the Reggio Emilia Approach and the philosophies of Forest Schools in Europe. Our 'ngmaru' (the d'harawal word for compass, which translates to 'see the way') and 'progettazione' (Italian translation of 'design') intertwine to provide contexts of learning and directions for staff and children to be guided by. In synergy, they create a winding road to somewhere. As children encounter doubt, uncertainty and error, we see these as resources.

The Joigny Centre and Sophie's Place are environments where children are curious, captivated, passionate and encouraged. Students are challenged to marvel at the wonders of life, delighting in its many mysteries, sharing imagined and practical solutions to find truths around life's intriguing complexities. Students engage in authentic research alongside passionate staff and are actively supported to question, theorise, debate and encounter dialogue with their peers and others. By embracing the concept of the 'Hundred Languages' – a metaphor for the many forms of expression children have – the ELC presents a calm, nurturing, rich environment where learning is visible. It is a place of discovery and absolute joy, where creativity, collaboration and connection with conceptual understandings are part of the everyday. Underpinning our philosophy is the genuine belief in a strong 'Image of the Child' filled with possibility and potential.

Junior School (Kindergarten to Year 6)

Our co-educational Kindergarten to Year 6 Junior School, Barat-Burn, prides itself on fostering an environment that strives for academic excellence, while also cultivating social and emotional learning. Recognising that each student has their unique interests and talents, we embrace an individualised learning approach, tailoring learning to meet the distinct needs and abilities of every student.

Within our educational framework, and guided by the Five Sacred Heart Goals, we are committed to ensuring that each child learns they are unique and is encouraged to be the best version of themselves. Our holistic approach to learning empowers our boys and girls with important foundational

skills to navigate the complexities of the world, both inside and outside the classroom. Our dedicated educators guide the students on their learning journey, supporting them to reach their full potential.

Key aspects of our Junior School include specialist teachers in Music, Languages, Visual Art, Personal Development, Health and Physical Education (PDHPE), Library, Science, Technology, Engineering, Arts and Mathematics (STEAM) Programs, an outstanding diverse learning offering, a comprehensive Years 3 to 6 Band Program, a bespoke Year 6 Leadership Program, Years 2 to 6 Sport, a range of co-educational activities and social justice initiatives.

Senior School (7-12)

In our Senior School, our dedicated staff work with each individual student to develop them into global citizens, guided by the Five Goals of Sacred Heart Education. We are committed to knowing every student and providing for them holistically.

To encourage the academic growth of each child, we follow principles of individual care and seek best practice models of learning and support. Key aspects of our Senior School are; high academic standards, an outstanding Wellbeing Program, global student exchange opportunities, exceptional Co-curricular opportunities and an After School Homework Centre and Extended Day Program.

Boarding

KRB is known for its vibrant and welcoming boarding community of over 130 girls in Years 7 to 12. We welcome boarders from rural, regional and international locations with boarders from rural NSW being the largest group. KRB boarding students have a strong presence in every aspect of School life including academic pursuits, sports and leadership. Jackson and Woodward Houses are the boarding houses for Years 7 to 11 students, whilst Sheldon House is a purpose-built facility designed to support our Year 12 students to achieve their academic goals. Further information is available on the Australian Curriculum, Assessment and Reporting Authority (ACARA) *My School* website: **https://www.myschool.edu.au/school/43686**

3. Initiatives Promoting Respect and Responsibility

KRB invites all in our community into genuine and authentic relationships where the dignity of each person is upheld. Students are therefore expected to recognise their responsibility to contribute to a supportive community, through A Social Awareness Which Impels to Action, and respect the rights of those in the community and beyond.

Positive Education

Positive Education underpins the educational experience of all students and Staff at KRB. Based on the work of *Seligman (2009)*, a Positive Education is defined as "education for both traditional skills and for happiness." This approach integrates the science of positive psychology with best practice teaching and learning, with the aim to ensure that both the emotional and academic needs of students are met. "The goal of Positive Education is to create a community where students and staff learn the skills to become their best possible selves, evolving toward their highest potential." *(Positive Education School Association, 2022)*.

At KRB, student wellbeing is taught through:

- Implementation of our Wellbeing Program, which actively teaches aspects of positive psychology including, resilience, gratitude, positive relationships, positive emotion and the identification of personal strengths.
- Teaching 'Growth Mindset' *(Dweck, 2007)*, where students are encouraged to view their skills and knowledge as changeable through effort.
- Working with and supporting students to set, achieve and review personal and academic goals.

Camps and Retreats

Retreats, camps and other external activities are used to support our Wellbeing Program at the School. The range of experiences offered by the School ensures that students are extended spiritually, emotionally, intellectually and physically. They aim to:

- Build meaningful relationships with peers and staff.
- Enhance self-confidence and encourage risk-taking in a supportive environment.
- Promote self-reflection and wise decision-making.
- Deepen respect for the physical environment.
- Promote collaboration and positive contributions to team environments.
- Strengthen a sense of self-worth and usefulness.
- Develop outdoor education skills.

Students from Kindergarten to Year 12 participate in both day and overnight camps and retreats. In 2023, students in Kindergarten to Year 6 engaged in camps facilitated by Optimum Experiences Outdoor Adventures. Kindergarten to Year 2 students engaged in day camps, utilising the campus grounds. Years 3 and 4 students attended overnight camps at Fitzroy Falls, whilst Years 5 to 6 attended overnight camps at Coolendal. The Outdoor Education Group facilitated Years 7 to 9 camps at various sites across New South Wales, and Years 10 to 12 students participated in retreat programs both on and offsite.

Leadership

Cultivating leadership abilities holds significant value within a Sacred Heart Education. For students to make meaningful contributions to society, it is essential they possess the ability to communicate and act with confidence and conviction. KRB is dedicated to nurturing students who embody this principle.

The development of leadership skills extends beyond formal leadership roles; instead, all students are encouraged to embrace leadership qualities. Opportunities for leadership arise within the classroom, on the sports field, and through mentoring fellow students. Formal student leadership positions recognise the importance of serving the School

and the community, including the responsibility to initiate positive change by raising awareness about global issues such as the environment and social justice. KRB motivates students to become future leaders in society who can effectively address these concerns. Throughout the School, an active Student Representative Council (SRC) convenes regularly to ensure student voices are heard.

KRB Leadership Framework

- **Model the Way** – show others what is expected of them.
- **Inspire a Shared Vision** – set a direction in which others want to follow.
- **Create Challenges** – for yourself and others.
- **Enable Others to Act** – create a team and work together.
- **Lead by the Heart** – be passionate about what you are doing.

Year 6 Student Leadership Model

The Year 6 Student Leadership model is centred around the belief that every student has a voice and should be provided with the opportunity to build and strengthen their leadership capacity. Year 6 students nominate an area of passion to lead in Junior School with their peers and a Teacher Mentor. In 2023, Year 6 students were appointed to the following leadership teams:

- Sacred Heart
- Communication
- School Spirit
- Literature
- STEAM
- House
- Environment
- Global Citizenship
- Wellbeing
- Creative Arts

Years 7 to 12 Student Leadership Model

In Years 7 to 11, students are appointed to leadership roles in Environment, Liturgy, Justice and Peace, Wellness and the Student Representative Committee. These are extended to Year 12 and accompanied by House Captains, Committee Captains and Boarding positions.

There are many opportunities, both internally and externally, for students to develop leadership. In 2022, the Student Leadership Committee participated in the Sacred Heart Conference. The Conference, which invited staff and students from Sacred Heart schools in Australia and New Zealand, saw our student leaders share their insights and imaginings about the future of education.

Boarding School Model

The Boarding Student Representative Council (SRC) plays an integral role in enhancing the wellbeing of all girls in the Boarding School. The Senior Leadership consists of the Head Boarder, the Head of the Boarding SRC and the three House Captains. Two year group representatives are chosen to complete the duties of the Senior Leadership Team.

Initiatives Promoting Respect and Responsibility

At KRB we provide an environment where students feel a sense of connectedness and respect towards the School and stakeholders within our community. Positive and respectful relationships and personal responsibility towards self and others are at the core of Sacred Heart students and educators; stemming from the Five Goals of Sacred Heart Education.

Teaching, learning and wellbeing programs are intentionally structured to help KRB students achieve:

- Wellbeing and happiness at School and in their everyday lives.
- The feeling of belonging to a safe and supportive school environment.
- A sense of connectedness to the School and the broader School community.
- An appreciation of their strengths and their potential to develop new strengths.
- The belief that they can achieve whatever they set their minds to.
- Respect of self and others and of the Sacred Heart values.

Constructive and positive feedback is used throughout Kindergarten to Year 12 to support student achievement and growth academically, socially and emotionally.

The Junior School adopts a Kindergaren to Year 6 Positive Behaviours for Learning (PBL) Framework, providing a structured approach that aims to foster a safe and supportive learning environment. The PBL Framework explicitly defines and teaches expected behaviours, thereby setting consistent, clear expectations for students. Emphasis is on promoting respect and responsibility between students and students and teachers, thereby positively impacting learning and teaching. In 2023, expected behaviours pertaining to movement around the School, manners and respectful play were explicitly reinforced.

The Junior School Behaviour Management Plan clearly defines minor versus major adverse behaviours and consequences applied. A restorative approach is adopted, where students reflect and take responsibility for how their adverse behaviour affects themself and others and what they would do differently next time, should the same situation arise. This approach supports the students' social and emotional development. By creating a predictable and positive environment, students are encouraged to engage in appropriate behaviours and practice respect for self and others.

Tracking and Monitoring Student Progress

The School uses the Learning Management System, Aspire, to provide a holistic view of students' progress. A student profile and tracking system ensures that their participation in various areas of the School can be monitored by the student's classroom teacher, Wellbeing Mentor, Year Coordinator, Director of Teaching and Learning, and Director of Students. The linking of this tracking system to academic performance ensures that the whole child is both developed and supported by the School as fundamental to the Wellbeing Program. Through the Co-curricular and Accomplishment Programs, students will develop a range of skills aimed at the growth of confident, independent learners.

In Junior School, student wellbeing is tracked through the Pivot Professional Learning tool (Pivot). Pivot enables teachers to receive real-time insights on student wellbeing across the domains of general wellbeing, resilience, protective behaviours, belonging and safety, allowing for immediate intervention by teachers and leaders.

Transition and Orientation Programs

The Transition and Orientation Programs at Kincoppal-Rose Bay aim to ensure the smooth transition of students into both our Junior and Senior School.

1. The Transition Program is for new students entering Year 7 and focuses on such things as planning and organisational skills and making and accepting new friends.
2. The Orientation Program is for all new students in Years 7 to 12. This Program focuses on removing the anxiety of starting at a new school by introducing students to their Year Coordinator and other important people involved in their life at School. Students go on a tour of the School grounds and buildings, and are introduced to the Sacred Heart philosophy of the School. On Orientation Day, students are also introduced to a Student Mentor who will meet them on their first day of school and assist in the

transition phase of starting life at a new school. Boarding students are also invited to stay for the night after Orientation Day for a Boarding Experience.

3. Junior School students transitioning from Year 6 into Year 7 in 2023, took part in a tailored transition program, focusing on Resilience, Independence, Success and Empowerment (RISE). The RISE Program has been designed to facilitate a positive transition for the Year 6 girls into the Senior School. The Program consists of structured sessions focused on inclusion, building relationships, teamwork and collaboration and was attended by both current KRB Year 6 girls and students commencing from external schools. Additional sessions, focused on expectations in Senior School, including organisation skills and diary use, were delivered by Senior School teachers and students to the current Year 6 students to promote continuity and connectedness as they prepare to commence Year 7.
4. New students to the Junior School undertake an Orientation Program focused on developing relationships and inclusion. They are assigned a peer-buddy and spend time with their new classmates and teacher before formally entering School. Their buddy is responsible for orientating the new student when they formally commence at Barat-Burn.
5. Students transitioning from our ELC to Junior School Kindergarten undertake a series of orientation mornings, focused on familiarising them with the Junior School learning environment. Kindergarten students are assigned a Year 6 buddy who assists them as they enter their first year of formal schooling.
6. Within the Boarding House, all new students are allocated a buddy when they enter the School. Year 7 and 9 students are allocated a Year 12 buddy who supports them while in the Boarding and Day School.

Mentor Program

Starting at a new school can be a very daunting experience. A new student most likely does not know anybody, nor do they know their way around or what to do at certain times. For this reason, all new students are assigned a Student Mentor on their entry into KRB. A mentor can help new students settle in by being a contact person, a source of advice and a friendly face. To become a mentor, KRB students must complete a Mentor Program.

Goals of the Mentoring Program – For Mentors

- To develop skills in helping other people.
- To develop leadership skills, such as good communication, empathy and initiative.
- To become aware of how people feel and what their needs may be.
- To feel success through helping others.

Goals of the Mentoring Program – For New Students

- To feel happy, safe and secure in a new school.
- To feel connected to the KRB School community.
- To make new friends.
- To complete a successful transition to a new school.

Celebration of Culture

KRB students are encouraged to understand the cultural forces that have shaped them as individuals so that they may develop their ability to relate and work with people from a variety of cultural backgrounds. One way we do this is through empowering our students to share their cultural perspectives and worldviews, whilst deepening their understanding of others.

An example in 2023 was our National Sorry Day Assembly, where the whole School gathered to hear the stories of our First Nations students and their families. The community heard of their resilience, strength and determination and committed themselves to work towards reconciliation through their words and actions.

Other examples of this included the Arnhem Land Immersion, where 42 students and five staff visited Arnhem Land and learnt from elders on their homelands and in community about their culture, history and spiritualities. Incursions such as the Year 9 Koomurri Program as part of City Immersion Week also demonstrate this.

In addition, events such as Harmony Day and Cultural Diversity Week help celebrate the cultural diversity of our community, both at KRB and in Australia, and encourage us to learn from one another's cultural and linguistic backgrounds.

Social Justice Program Initiatives

Students from Kindergarten to Year 12 are required to participate in activities in the wider community. The aims of the Social Justice Program are:

- To complement other areas of the curriculum and School life, which educate for social justice.
- To help students develop a critical awareness and social responsibility through practical experiences in the wider community.

Examples of our Social Justice Program include:

- Fundraising for Catholic charity organisations such as Caritas Australia's Project Compassion.
- Donation of goods for the St Vincent de Paul Society's Christmas Hamper Appeal for families in need during the holiday season.
- Raising of awareness such as our Justice, Peace and Integrity of Creation (JPIC) Program in Years 9, 10 and 11.

4. Outcomes and Results

2023 National Assessment Plan - Literacy and Numeracy (NAPLAN) Results

The National Assessment Plan – Literacy and Numeracy (NAPLAN) tests the numeracy and literacy skills of all Australian students in Years 3, 5, 7 and 9.

There were a few changes to NAPLAN in 2023, including the earlier date of testing in March and the reporting of student performance using four new Proficiency Levels: Exceeding, Strong, Developing and Needs Additional Support.

The NAPLAN testing is an adaptive test with students directed to appropriate test items based on the level of achievement in each stage. The benefits of this adaptive testing include a more precise measurement of student performance and greater differentiation for students.

The tables on the following page reflect the achievement standards of KRB students as compared to students at other schools across New South Wales in both literacy and numeracy.

Literacy Achievement in Proficiency

Achievements in Literacy are reported in the separate domains of Reading, Writing, Spelling and Grammar and Punctuation.

NAPLAN Results Tables – Literacy

Percentage (%) of Year 3 students achieving in Proficiency Levels

	Reading		Writing		Spelling		Grammar & Punctuation	
	KRB %	State %	KRB %	State %	KRB %	State %	KRB %	State %
Exceeding	40	20.1	33	11.8	35	20.7	17	11.4
Strong	48	49.6	60	67.9	50	45.4	60	47.7
Developing	10	20.9	6	14	13	23	19	27.9
Needs Additional Support	2	7.7	0	4.6	2	9.2	4	11.4

Percentage (%) of Year 5 students achieving in Proficiency Levels

	Reading		Writing		Spelling		Grammar & Punctuation	
	KRB %	State %	KRB %	State %	KRB %	State %	KRB %	State %
Exceeding	53	23.7	31	14	36	24.5	36	16
Strong	42	51.7	60	55.8	55	48.1	55	50.3
Developing	2	16.6	5	20.6	7	18.6	5	22.8
Needs Additional Support	4	6.6	2	8.3	2	7.5	4	9.5

Note to results tables:

Percentage of KRB students for each Proficiency Level may not total 100 because of rounding.

Percentages of State students for each Proficiency Level may not total 100 because students who were exempt or withdrawn are not included.

NAPLAN Results Tables – Literacy (continued)

Percentage (%) of Year 7 students achieving in Proficiency Levels

	Reading		Writing		Spelling		Grammar & Punctuation	
	KRB %	State %	KRB %	State %	KRB %	State %	KRB %	State %
Exceeding	33	21.5	24	16.5	25	25.8	24	16.1
Strong	54	49	68	49.6	65	50.7	57	50.1
Developing	11	19.9	7	23.3	8	15.9	18	22.6
Needs Additional Support	1	8.1	1	9.1	1	6.1	1	9.7

Percentage (%) of Year 9 students achieving in Proficiency Levels

	Reading		Writing		Spelling		Grammar & Punctuation	
	KRB %	State %	KRB %	State %	KRB %	State %	KRB %	State %
Exceeding	30	18	35	18	31	20.2	17	14.8
Strong	61	45.5	48	41.2	60	53	65	42.8
Developing	10	24.4	17	28.3	8	18	18	28.8
Needs Additional Support	0	10.4	1	10.8	1	7	0	12

Note to results tables:

Percentage of KRB students for each Proficiency Level may not total 100 because of rounding.

Percentages of State students for each Proficiency Level may not total 100 because students who were exempt or withdrawn are not included.

NAPLAN Results Tables – Numeracy

Achievements in Numeracy have been provided as an overall Numeracy score.

Percentage (%) of Year 3 students achieving in Proficiency Levels

	Numeracy	
	KRB %	State %
Exceeding	17	15.4
Strong	67	52.9
Developing	10	21.6
Needs Additional Support	10	8.6

Percentage (%) of Year 5 students achieving in Proficiency Levels

	Numeracy	
	KRB %	State %
Exceeding	22	15.6
Strong	67	55.3
Developing	5	19.5
Needs Additional Support	2	8.3

Percentage (%) of Year 7 students achieving in Proficiency Levels

	Numeracy	
	KRB %	State %
Exceeding	17	8.2
Strong	71	20.3
Developing	13	54.3
Needs Additional Support	0	15.8

Percentage (%) of Year 9 students achieving in Proficiency Levels

	Numeracy	
	KRB %	State %
Exceeding	15	9.2
Strong	74	23
Developing	11	53.5
Needs Additional Support	0	12.7

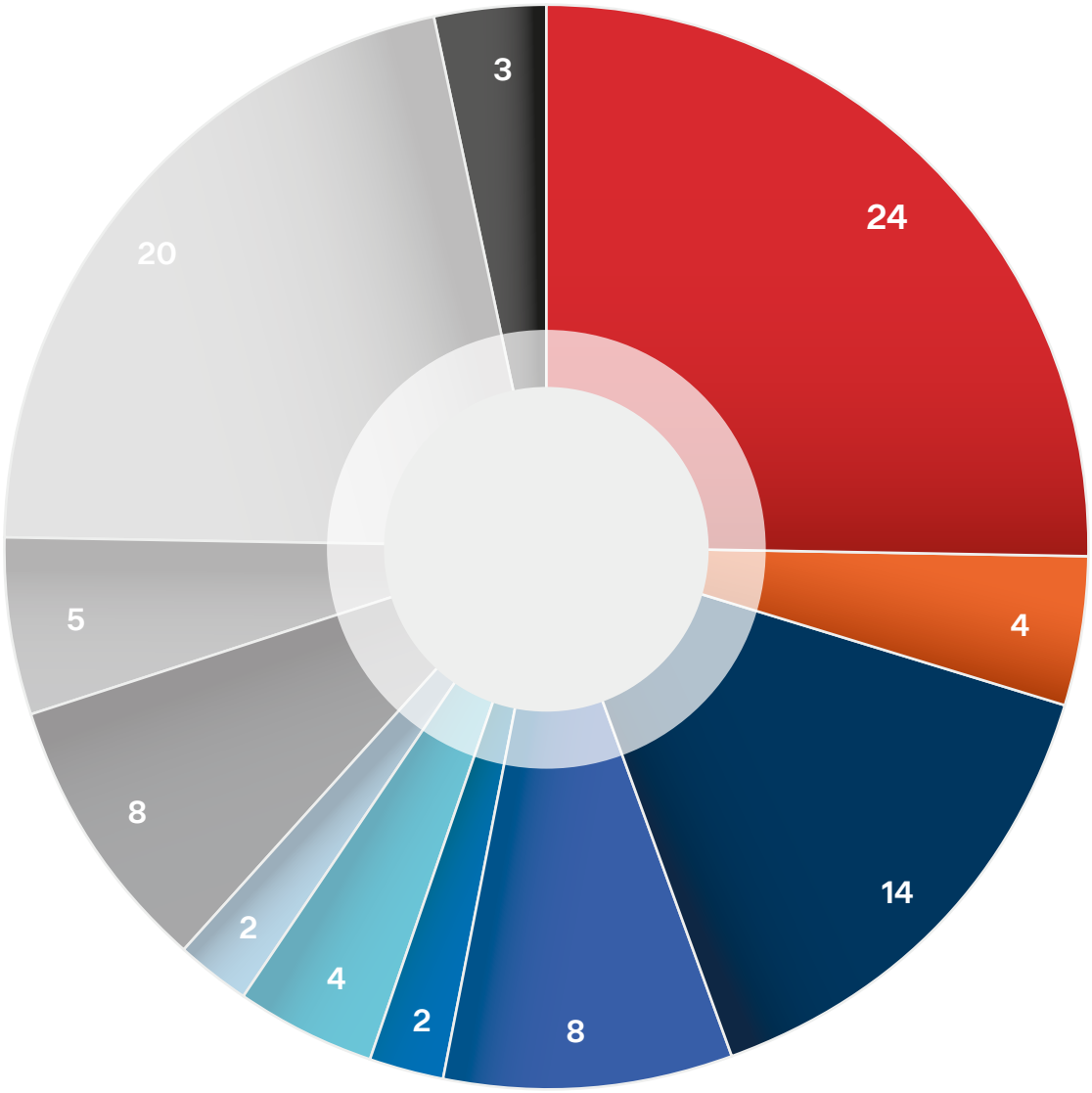
Note to results tables:

Percentage of KRB students for each Proficiency Level may not total 100 because of rounding.

Percentages of State students for each Proficiency Level may not total 100 because students who were exempt or withdrawn are not included.

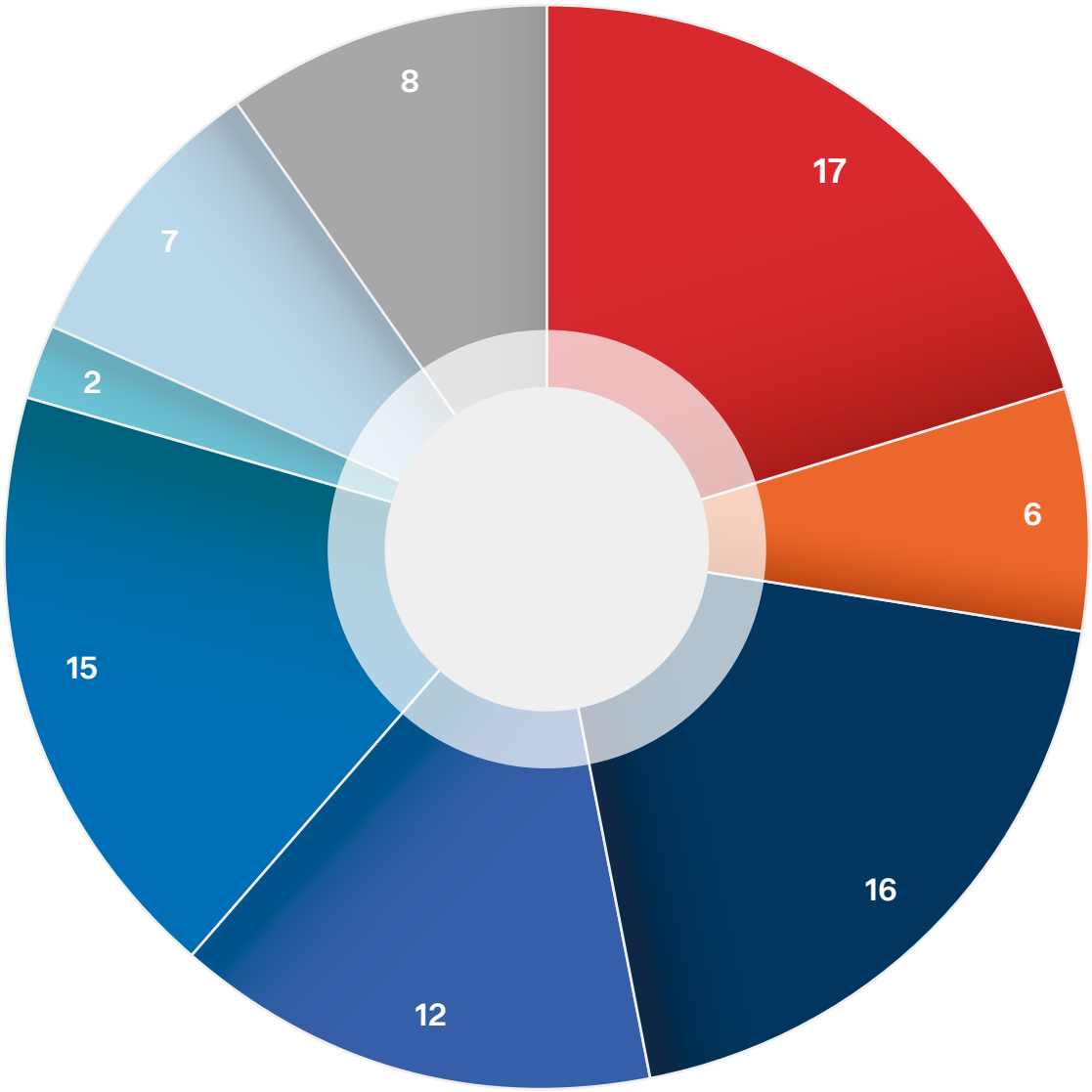
Post School Destinations

2023 Graduate Destinations



●	University of Sydney	24
●	University of NSW	4
●	University of Technology Sydney	14
●	Australian National University	8
●	Macquarie University	2
●	Notre Dame	4
●	Australian Catholic University	2
●	Regional & Interstate	8
●	Overseas (some outcomes pending)	5
●	Gap Year	20
●	Other institutions	3

2023 Areas of Tertiary Study



Humanities	17
Combined Law	6
Medicine, Science & Agriculture	16
Engineering, Design & Fine Arts	12
Commerce / Business	15
Education	2
Allied Health (incl Psychology)	7
Communications	8

5. Senior Secondary Outcomes

2023 Higher School Certificate (HSC) Results

In 2023, 97 Year 12 students and five accelerants undertook study in 35 NSW Education Standards Authority (NESA) Developed Courses. Of these students:

- Sixty-two students (including all five accelerants) received a result in the highest Band possible (Band 6 or Band E4) for one or more courses and are recognised on the NESA Distinguished Achievers List.
- These 62 KRB students appeared 152 times (many more than once) on the NESA Distinguished Achievers List across 21 courses.

This means 59 percent of our Year 12 students and 100 percent of our accelerants achieved at least one Band 6 result.

The *Sydney Morning Herald* (SMH) school ranking is based on the number of Band 6 or Band E4 students achieve as a percentage of all examinations sat at the School. In 2023, KRB was ranked 49th in the state by SMH (41st in 2022).

In 2023, one KRB student featured on the Higher School Certificate (HSC) Top All-Rounders List. This list acknowledges students who achieved in the highest Performance Band 6 in 10 or more units in the HSC.

2023 Top All-Rounder
Leah Sweetman

HSC Top Achievers in Course List

The Top Achievers in Course List indicates the students who achieved in the top 5, 10 or 20 places (depending on candidature size) for each HSC Course. One student received a place in the list.

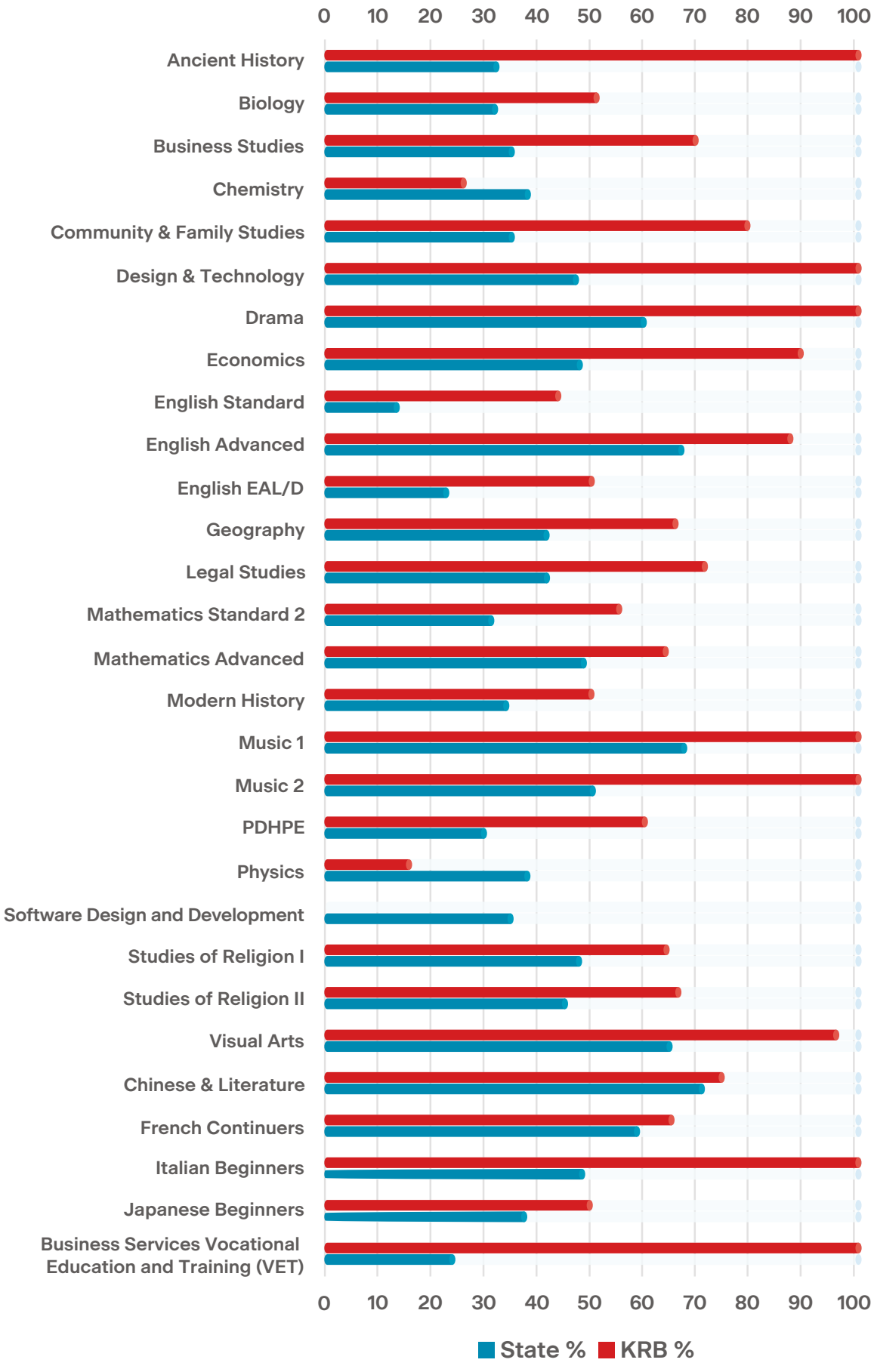
Student Name	Course	Place in Course
Elisa Hood	Design and Technology	6th

High Marks were also awarded to:

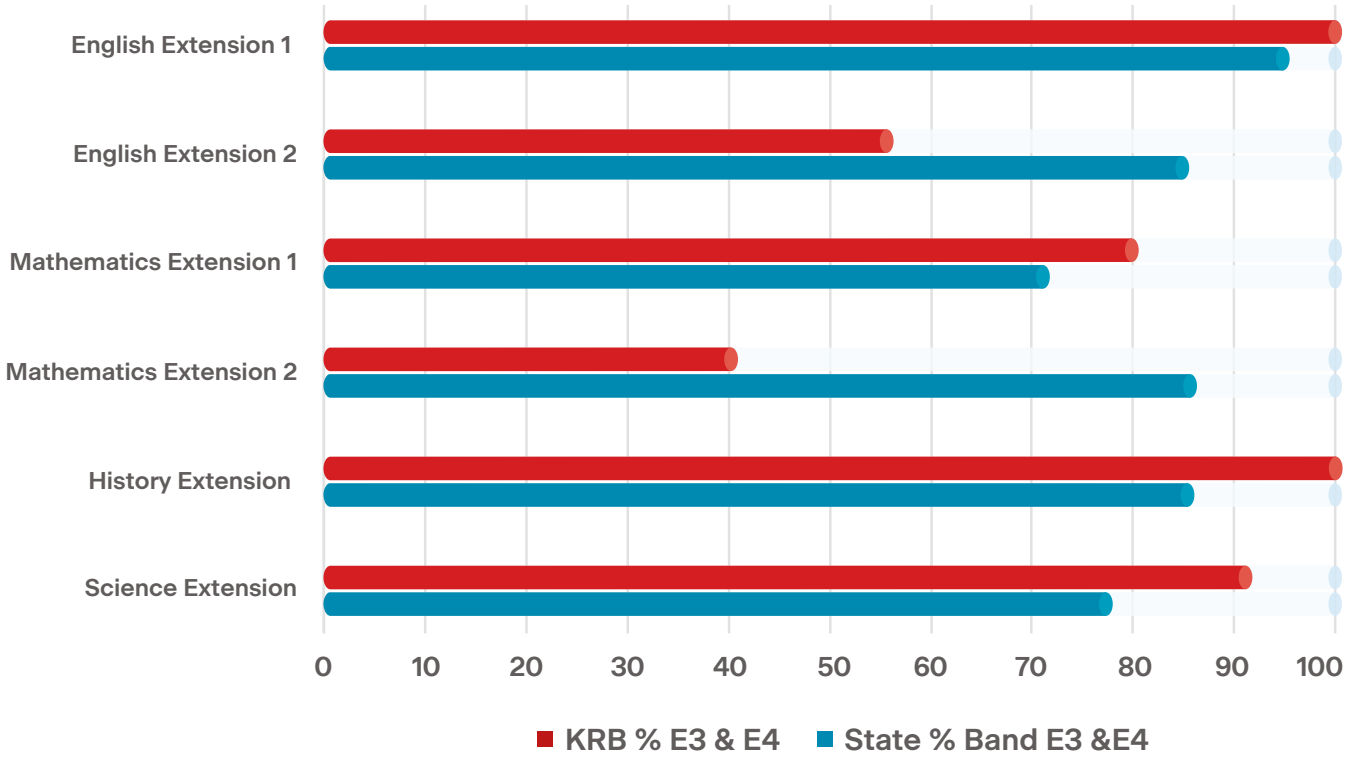
Student Name	Course	Place in Course
Charlotte Laundy	Drama	99th
Allegra McDonald	Advanced Mathematics	99th
Zoe Thomson	Advanced Mathematics	99th

- In 11 of the 29 2 Unit Courses studied by KRB students in 2023, 75 percent or more students achieved in the highest two Performance Bands possible.
- In 25 of the 29 2 Unit Courses in 2023, 50 percent or more of students achieved in the highest two Performance Bands.
- In English Extension 1 and History Extension Courses studied by KRB students, 100 percent of students achieved in the highest possible Performance Bands.

2 Unit Courses Top Two Performance Bands 5 and 6



Extension Courses Top Two Performance Bands E3 and E4



Showcasing Outstanding Student Work

Each year, the NSW Education Standards Authority (NESA) showcases outstanding student project work in a series of exhibitions and performances.

The 2023 nominations were:

Shape – Design and Technology Nominations

Elisa Hood
Alexandra O'Gorman

Onstage – Drama Individual Portfolio of Theatre Criticism Nominations

Selina Lokin
Jemima Senes

Individual Performance Nominations

Zara Fahey – *Dog*
Francesca Gorman-Coates – *Redback*
Charlotte Laundy – *Maniac*
Airlie Thomas – *Lieutenant of Inishmore*

Group Performance Nominations

Charlotte Allen-Cooper, Matilda Curran, Jessica Nicholson and Airlie Thomas – *Villanous women in History*
Sahara Butcherine, Charlotte Laundy, Selina Lokan and Jemima Senes – *'Man, I feel like a Woman'*
Zara Fahey, Francesca Gorman-Coates, Emma Kennedy – *'Cockpi'* – also selected as reserve
*Of all 11 students, 100 percent of the cohort was nominated.

Art Express – Visual Arts Nominations

Grace Carter
Georgia Kirkby
Charlotte Laundy
Catherine Nakhle
Alexandra O'Gorman
Mia Polese

Australian Tertiary Admission Rank (ATAR)

- A total of 97 students were eligible for an ATAR.
- The highest ATAR was 99.5.
- The median ATAR was 86.
- Thirty eight percent of students achieved an ATAR over 90.

Senior Secondary Outcomes

Vocational Education and Training (VET)

In the Class of 2023, no Year 12 students completed external VET qualifications. However, three students completed a Certificate III in Business Services Administration through internally delivered VET.

6. Staffing

Teacher Accreditation Details

Conditional/Provisional Accreditation	7
Proficient Accreditation	98
Highly Accomplished	1
Lead	1

Based on Census data at as August 2023.

Workforce Composition

Workforce Composition Headcount	Female	Male
Teaching	89	17
Non-teaching	45	18

Based on Census data at as August 2023.

No staff members identified as Aboriginal or Torres Strait Islander Background in 2023.

7. Student Attendance

Attendance Policy

If a Senior School student is sick and unable to attend School, a parent/carer must inform the Student Services Officer by phone (02 9388 6023) or email: studentservices@krb.nsw.edu.au before 8.30am. An email confirming the reason for absence is sent to Student Reception and recorded on the student's file.

If a Junior School student is sick and unable to attend School, a parent/carer must inform the Junior School Reception by phone (02 9388 6080) or email: juniorschool@krb.nsw.edu.au before 8.30am. A note confirming the absence must be given to the Class Teacher when the student returns to the School.

Students must attend School punctually. If a student is late for School, they must sign in at either Senior School Student Reception or Junior School Reception. If the parent/carer knows the student will be late, they should inform the Senior School Student Services Officer or Junior School Reception.

No student may leave the School grounds during School hours, except with written permission from a parent/carer and approval from the Year Coordinator or Director of Students in the Senior School or Head of Junior School. Students must sign out at either Senior School Student Reception or Junior School reception before departure.

If a student's parents/carers are away from home for more than a few days, the Director of Students or Head of Junior School should be notified in writing and the name, address and phone numbers of someone to act in place for the parents/carers must be provided.

Extended leave must be applied for in advance through the Principal's Office.

Attendance Rates

Whole School Attendance Rate 93%
Individual Year Group Attendance Rate %

Year	%
K	93%
1	93%
2	93%
3	95%
4	94%
5	96%
6	94%
7	92%
8	92%
9	93%
10	90%
11	93%
12	93%

Whole School Retention Rate 89%
Individual Year Group Retention Rate %

Year	Retention
K	84%
1	97%
2	90%
3	92%
4	80%
5	96%
6 (M & F)	77%
6 (F)	96%
7	100%
8	85%
9	87%
10	84%
11	86%
12	100%

8. School Policies

The Kincoppal-Rose Bay Child Protection, Anti-Bullying, Discipline, Managing Complaints and Enrolment policies are publicly available in the student diary or by contacting the Junior School or Senior School Reception. They also are published on our website (**krb.nsw.edu.au**).

9. Stakeholder Satisfaction

Student Satisfaction

Increased opportunities for student voice were a feature of the 2023 academic year at KRB. In the Senior School, students were given the opportunity to express their opinions through various forums, most notably the Student Representative Council (SRC) with elected representatives meeting fortnightly to discuss areas of student focus and concern. The key focus of the SRC was to resume whole-School activities to re-build community spirit after the lockdown period of the COVID-19 pandemic.

The Senior Student Leadership Team (SLT) continued to meet fortnightly with members of the College Leadership Team, including the Principal, enabling a strong student voice in the community. Members of this group were particularly visible to the community as regular Assembly hosts. Senior students also participated actively in Consent Forums organised by the School, with the input of young Alumnae. Strong attendance at these events indicated this was definitely an area of need the School was addressing for the students.

The Junior School Leadership model, coupled with the SRC – comprising of two representatives from each class in Years 2 to 6 – allowed for strong student voice in the Primary School. Year 6 leaders met regularly with their Staff Mentor and were prominent in their role as Assembly leaders and hosts of major events. Year 6 Leaders took their role very seriously and were able to ascertain the needs of students across all years through their peer support and buddy systems. Again, students were most satisfied with the return to School events such as camps and excursions after COVID-19.

Sacred Heart Day 2023, was a day when the whole School gathered in celebration of KRB, its heritage and its religious foundation. Students were extremely engaged on this day and indicated a high degree of satisfaction with their School through the celebration.

Staff Satisfaction

The Staff Values and Culture Committee continued to provide a voice and a forum to indicate concerns. Staff participated in a voluntary survey to assess culture. The results showed that out of 106 Staff, 92 percent are proud to work KRB and 96 percent believe they positively contribute to their colleagues' experience.

Staff are encouraged to express their level of satisfaction through the regular forum of meetings at the School. WHS, Faculty, Coordinator, Senior Staff, Junior Staff and Whole Staff Meetings are held regularly and are well attended, providing ample opportunity for Staff feedback. Further opportunities for staff to express satisfaction are provided on their completion of contract through an exit survey.

Parent and Alumnae Satisfaction

Celebrating with Families

In 2023, members of the KRB community placed great value on opportunities to connect with families across all years and within their year group.

There were many moments to celebrate the importance of parents, grandparents and special friends in 2023.

The Grandparents' and Special Friends' Morning featured a beautiful performance from the children in the ELC.

Visitors enjoyed morning tea with students in Kindergarten to Year 7 before visiting the Joigny Centre. These events gave the special visitors an opportunity to tour the School and see the students in a variety of learning activities.

Mother's Day was celebrated with a special stall organised by two volunteers (KRB parents). Junior School students gave an outstanding performance for their mothers in the morning which was followed by a special morning tea.

Senior School students celebrated the **Mother Daughter Lunch** at the Australian Turf Club in May 2023, with over 700 guests attending.

In September 2023, **Father's Day** was celebrated by Junior School students and their fathers/carers with a stall and a breakfast. For Senior School students and their fathers/carers, a dinner at Doltone House was held in September 2023.

Over 100 members of the KRB community enjoyed the **Country Weekend in Wagga Wagga** in May 2023, with the function kindly hosted at a KRB parent's home and a lunch provided the next day.

Bursary Program

The School held the **KRB Long Lunch** on 4 August 2023. Approximately 500 guests, including parents, Alumnae and business associates, gathered to celebrate and help raise funds for the KRB Bursary Program. Comedian Vince Sorrenti was an outstanding emcee and he and 'The Piano Man', Scot Finnie, provided much entertainment throughout the afternoon. They were ably supported by speed painter, Brad Blaze.

Over $235,000 was raised at the lunch and these funds were directed to the KRB Bursary Fund.

KRB's Bursary Program provides extensive opportunities for students from a diversity of backgrounds to attend KRB, to gain many benefits and to make a significant contribution to School life. In turn, many of these students give back in a variety of ways. Five students from regional areas in New South Wales and one student from Sydney were recipients of the six Bursaries/Scholarships in 2023.

Alumnae

Several reunions were held throughout 2023 for the following Classes: 1968, 1973, 1988, 1993, 2003, 2008 and 2013.
In addition, several reunions were held over the inaugural **Alumnae Weekend** in October, which began with a Cocktail Party attended by Alumnae guest speaker Claire Palmer (Class of 1998).

The Sacré Coeur Association was active in 2023 and organised several events, including a Memorial Mass to honour members of the Sacred Heart community who had passed away in the past year. The School and the Association also celebrated the Classes of 1938 through to 1973 at the annual **Sandwiches and Song** event in October.

The KRB Connect Mentoring Program continued for KRB Alumnae in 2023. This Program provided a significant link between experienced and talented members of the community and Alumnae who are in tertiary study, those just beginning their career journey, seeking career progression, considering starting a new business or a career change and those returning to work after a career break. In addition, Alumnae can be involved in providing advice, guidance and support to Senior School students in Years 10 to 12 as they consider their future study, work and career opportunities.

Opportunities for forging connections, learning and career development have been enabled through networking and educational events. In 2023, many informal mentoring relationships were established and nurtured through the KRB Connect Mentoring Program. Relationships exist between Alumnae in the education, legal, banking and finance and medical fields. We have several mentoring partnerships that extend internationally and partnerships that exist with

those having just graduated from KRB and those that have had their daughters graduate from KRB. We are constantly promoting the Program through our social media channels, during Alumnae events and careers evenings.

Information Sessions and Parent Teacher Meetings

Parents were able to participate in Information Sessions and Parent Teacher Meetings via Zoom in 2023. This was particularly beneficial for Boarding parents.

Parents, students from a number of Year groups and staff were given the opportunity to participate in the **2023 AISNSW Perspective Survey**.

Areas identified as strengths were:

- The School environment and community.
- The School values all cultures.
- Students believe they can succeed and agree that they are given opportunities to make a difference to others.
- The School's values and mission.

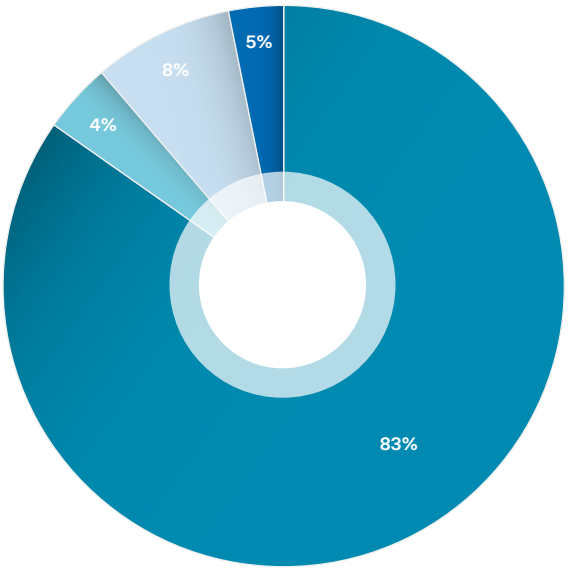
Opportunities for growth included:

- Staff professional learning.
- Equitable interpretation of School rules.
- Quality pedagogical learning tasks.
- KRB Sport.

10. Summary of Financial Information

2023 Recurrent / Capital Income ($'000)

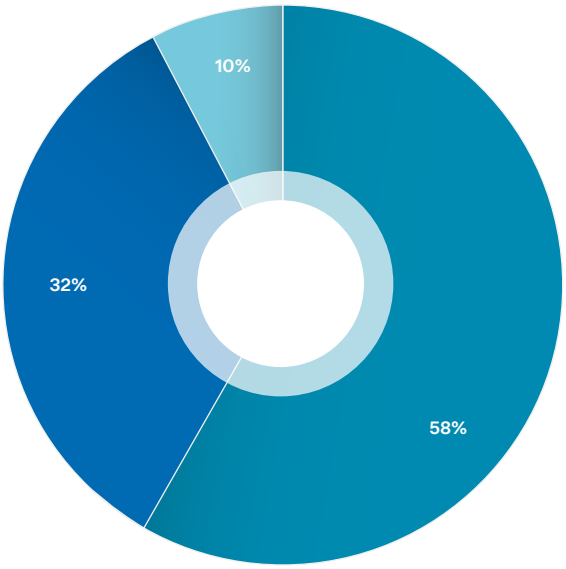
	Amount	Percentage
Fees & Private Income	37,604	83%
State and Recurrent Grants	1,733	4%
Commonwealth Recurrent Grants	3,880	8%
Other Capital Income	2,090	5%
	45,307	



Fees & Private Income State Recurrent Grants Commonwealth Recurrent Grants Other Capital Income

2023 Recurrent / Capital Expenditure ($'000)

	Amount	Percentage
Salaries/Allowances and Related Expenses	26,543	58%
Non-Salary Expenses	14,442	32%
Capital Expenditure	4,599	10%
	45,584	



Salaries/Allowances and Related Expenses Non - Salary Expenses Capital Expenditure

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