REPORTING AREAS

1. A Message From Key School Bodies
2. Contextual Information about the School
3. Student outcomes in national and state-wide tests and exams
4. Senior secondary outcomes
5. Professional Learning and Teacher Standards
6. Workforce composition 2015
7. Student attendance and retention rates in secondary schools 2015
8. Post school destinations (for secondary schools only) 2015
9. Enrolment policies and characteristics of the student body
10. School policies
11. School determined improvement targets
12. Initiatives promoting respect and responsibility
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ABOUT THE ANNUAL SCHOOL REPORT

Kincoppal – Rose Bay School is registered by the Board of Studies (New South Wales). The Annual Educational and Financial Report provide parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The report describes achievement of school achievements and developments in 2014.

This report is a legislative requirement under the Education Amendment (Non-Government Schools Registration) Act 2004. 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.
FROM THE PRINCIPAL

As a School of the Sacred Heart, Kincoppal – Rose Bay strives to educate both the hearts and minds of our students. We support and encourage them to find their own voice, to develop their special gifts and talents and become the very best people that they can be. All schools of the Sacred Heart throughout the world are connected by this educational vision that stems from that of the Founder of the Society of the Sacred Heart, St Madeleine Sophie Barat. This vision is articulated in the goals of a Sacred Heart education:

1. A personal and active faith in God
2. A deep respect for intellectual values
3. The building of community as a Christian value
4. A social awareness which impels to action
5. Personal growth in an atmosphere of wise freedom.

Our Sacred Heart Focus Goal for 2015 has been “A Personal and Active Faith in God”. It calls each of us in the school community to have a faith and belief in oneself and to recognise our individual gifts and talents.

During 2015 we encouraged each of our students to be the best they can be in many areas of school life and therefore to use the many gifts they each have in the best ways possible. Students have been encouraged to reflect on their own experiences to deepen the meaning in their lives. They understand that learning involves experiences both within and beyond the classroom and that they have many opportunities for the development of critical thinking, creativity and problem solving skills as well as confidence, persistence and resilience. I have been proud of the way so many of our students have demonstrated these qualities in 2015.

They have demonstrated commitment to all the goals of Sacred Heart education through their sense of social awareness and the efforts they have made to be the best they can be. We have seen this shown by the Year 12 Class of 2015. In my Vale address, I asked the Year 12 students, “What is your legacy?” For me it was their enthusiasm, creativity, support of each other and their commitment to the community of the School. The Class of 2015 demonstrated service to each other and to the school community, through their involvement in social justice activities, at school, in Sydney and overseas. Each student challenged herself academically and through her participation in a variety of co-curricular activities and each endeavoured to achieve her personal best.

KRB students have exhibited their commitment to the Sacred Heart Goals by:

- Showing resilience by rising above and learning from difficulties
- Achieving their best, both in and out of the classroom
- Taking advantage of every opportunity KRB offers
- Understanding the importance of serving and supporting others.

In 2015 we have continued to develop the minds of our students with a diverse range of intellectual challenges and learning opportunities, both inside and outside the classroom. We nurture the development of a growth mindset by empowering our young women and men to:

- Embrace life’s challenges
- Persist with the realisation of personal goals
- Succeed in the face of life’s setbacks.

Our ELC-12 student tracking program is an integral part of this approach. It has enabled staff to better monitor the academic, social, emotional and spiritual goals of each student and provide the necessary guidance to support them to achieve to their potential. Students have been provided with engaging learning experiences where they have had opportunities to achieve both collaboratively and individually.

Ongoing professional learning of our staff ensures that all are:

- Effective educators and leaders
- At the cutting edge of quality learning and teaching
- Modelling scholarship.

During the year, ELC-12 staff have participated in leadership seminars, conferences and in-services and have appreciated the opportunities to work with and learn from renowned and respected educators and leaders.

Positive Well Being

In 2015 KRB continued working with the Positive Education Program. This is based on the Positive Psychology movement, which aims to “educate for both traditional skills and for happiness.” The focus has been on a strengths based approach, which concentrates on students’ capabilities, whereby they learn the skills necessary for overcoming adversity and develop resilience.

Activities including the Year 9 City Immersion Experience, G10, for Year 10 students, Big Sister Program, peer to peer programs, outdoor education camps, transition to secondary school programs and the Positive Education program in the Boarding School, assisted in providing challenging opportunities for all students and helped build resilience.

Many KRB students took advantage of the Global Exchange Program, which developed independence and resourcefulness and gave students an understanding of other Sacred Heart Schools and the wonderful opportunities and challenges of travelling overseas.

New students were welcomed to the School in a series of
morning teas, where they were able to get to know the Principal and other new students in other years. Towards the end of Term 3, the Principal took the opportunity to connect with Year 12 students to discuss their thoughts on the upcoming HSC, their time at KRB and what the future held for them.

**Challenges outside the Classroom**

The strong KRB spirit has certainly been shown through the many co-curricular activities in which our students have been involved. Over 700 students have participated in sporting activities where they have learnt the value of teamwork and of the importance of practice and training to achieve one’s goals. Our sporting program has also challenged our students and it is admirable that so many have achieved significantly at both school and state level.

Students have also shone in the Performing Arts area and many will remember the outstanding performances of *The Ash Girl* held earlier in 2015. Public speaking and debating remain important components of the co-curricular program and a significant number of teams achieved at a high standard in both the ISDA and Archdale competitions.

**Development of Faith**

Throughout 2015 students have had opportunities for developing a greater understanding of their Catholic faith, other faiths, as well as reflection on the values of a Sacred Heart education. Retreats for each group, family Masses, celebration of particular sacraments as well as liturgies led by students, have all contributed to the development of faith.

**Offering Service**

Students from ELC through to Year 12 have demonstrated many examples of service, generosity and commitment both within and beyond the campus. The support of each student for one another, particularly in challenging times, is a hallmark of a Kincoppal - Rose Bay student. As well, students have participated in a number of social justice activities. These have included:

- Trips to Bowraville, Peru and India
- International Women’s Day
- City Immersion
- The Philanthropy Program
- The WEFT Stall at the KRB Spring Fair
- Joigny children raised over $3000 for a variety of charities.

**Leadership**

In 2015 many students took up the challenge of leadership, both in the day and boarding school. Students from both the Senior and Junior School heard from leaders through a variety of forums and programs and reflected on the fact that leadership is about learning constantly and being effective role models for others.

A number of programs have enabled students to develop their confidence and awareness of the importance of leadership as service to others and making a difference in the community. The Year 12 leaders of 2015 were a strong group who created opportunities for their peers and younger students to participate and develop their own potential. The Year 11 Class was also able to develop leadership skills before taking the role of leaders, at the Year 11 retreat in May, where the focus was both development of cohesion as a group and of leadership.

**Community**

We have continued to provide many opportunities to come together as a community in 2015. Every group which makes up KRB - our students, staff, current and past parents and past students - are an integral part of our School. We have offered a number of activities in which each of these can be involved. Many members of our community have commented on the strong sense of friendship that they experience at KRB, and we are grateful to all those who have assisted with the events we have held in 2015, especially the KRB Spring Fair held in November.

**Campus Development**

The following areas of development have been completed in 2015:

- The Sister Philomene Tiernan rscj Learning Centre
- Refurbishment of the Chapel belfry
- New drainage around the front elevation
- Year 8 classrooms repainted
- New lockers in Year 11 & 12
- Sophie’s Cottage for the new ELC centre.

**Hilary Johnston-Croke**
Principal
FROM THE SCHOOL BOARD

The principal activity of the School Board in 2015 was the operation of Kincoppal – Rose Bay School, offering students from Pre-school to Year 12 personalised, challenging learning experiences within the global community.

In 2015 the School Board continued its commitment to ensuring that the School has the resources to enable excellent outcomes in teaching and learning. The School continued with the implementation of the Kincoppal – Rose Bay Facilities Master Plan 2008 – 2015. The Sister Philomene Tiernan rscj Learning Space was opened in 2015, leaving only the Years 8 and 9 Learning Spaces to be upgraded. The Board also approved a Master Plan for the Junior School, which will result in a strategic approach to the upgrade of the Junior School over a number of years. It will incorporate contemporary teaching and learning spaces, improved administration and recreation areas, and the introduction of a new child care facility into the Early Learning Centre. “The Cottage by The Sea” called “Sophie’s Cottage” was scheduled for completion by the commencement of the 2016 school year, to be used for the three year old program.

The School’s extensive capital expenditure program in the last decade has been financed by a combination of donations from the school community, government grants, new loans and cash flow from the school operations. A portion of the School’s income, principally from school fees which represents 85% of income, is allocated to capital expenditure and also annual long term maintenance. Notwithstanding our significant capital expenditure program, in 2016 Kincoppal – Rose Bay’s school fees increased on average by no more than 4%, the lowest rate of increase in ten years and less than most comparable schools.

As well, the School’s aggregate capital expenditure on capital works, building and improvements since it became an incorporated entity in 1990 was in the order of $22 million, an average of $1.2 million per year. In four years this has risen to $35 million.

Our School’s debt peaked at $9.6 million in 2011 on completion of the Maureen Tudehope Centre. By the end of 2015 it was reduced to $5.6 million, owing to scheduled amortisation of our loans and the benefit of low interest rates.

We are grateful to a number of members of the Kincoppal-Rose Bay School community who have made gifts to the Appeal for the Sister Philomene Tiernan rscj Boarding Bursary. This Bursary will be awarded to a student from country NSW or QLD whose family is in financial need. The establishment of this Bursary came about, following the tragic death of Sister Tiernan on 17 July 2014. The decision to set up a bursary is a result of the wishes of many members of staff, past and current students and parents who wanted to honour Sister Tiernan and create a lasting memory to her in an area to which she was so dedicated. The first recipient for this bursary was chosen at the end of 2015.

The School Board is deeply grateful for the fine leadership provided by the Principal, Mrs Hilary Johnston-Croke and assisted by her Leadership Team. As well, excellence in teaching is fundamental to our success at Kincoppal – Rose Bay School and we also express our gratitude to all members of staff who work to ensure every student can achieve her or his personal best. We thank the Religious of the Society of the Sacred Heart for their significant presence at Kincoppal – Rose Bay and the gift of their rich charism to this School.

At the end of 2015 we were delighted to see a healthy trend in enrolments. This reflects favourably on all our strong and supportive community who mutually contribute to the success and mission of Kincoppal – Rose Bay School.

Bryan Curtin
Board Chair

FROM THE PARENTS

The spirit of community remained a focal point for Kincoppal – Rose Bay in 2015.

Events to welcome new families, to maintain connections with current and past families, both nationally and internationally and to offer networking opportunities, continued throughout the year.

The importance placed on developing strong connections between parents and the School begins early each year with the Welcome Dinners for new parents, hosted by the Principal. In 2015 all new families were invited to one of two Welcome Dinners, which provided an opportunity for members of the School Board and the Kincoppal – Rose Bay School Leadership Team, to meet these families and to share with them the educational vision for the School.

A number of events to foster connections between the School and the KRB community - current and past parents, grandparents and relatives - were held in 2015. Events were also held for families living in regional NSW and overseas.

These included:

• Family Masses followed by Morning Tea, creating connections between families of specific year groups and enabling KRB students to participate in the Eucharistic celebration

• Four events to acknowledge the importance of mothers and fathers. A Mass and Afternoon Tea was held for mothers and Junior School students, while a luncheon was held for mothers and Senior School students. Guest speaker at the Luncheon, Lyndall Stoyles (1987) Group General Counsel & Company Secretary for ASCIANO Ltd, gave an inspiring speech in which she described some of her journey and the opportunities and challenges she had faced. She emphasised the importance of education and the difference her KRB education had made to her life. Lyndall pointed out the many challenges in her role, particularly in relation to safety issues for those working at the ports. As well, she emphasised the importance of a work life balance and the changes having a child had made to her life.

• A breakfast and Mass was held for Junior School students and their fathers and a dinner was held for Senior School students and fathers. A special feature of
the Father Daughter Dinner was the acknowledgement by the Principal of those fathers who had been associated with KRB for ten years or as a boarding father for six years. The range included association from 21 years to six years.

- A Morning Tea for Year 7 mothers to welcome them to the Senior School and a luncheon held for Year 12 mothers. This lunch marked the end of their long involvement as KRB Year 12 parents.
- The Year 12 Graduation Mass, Awards Ceremony and luncheon was held to celebrate the Graduation of the Class of 2015.
- Grandparents & Special Friends’ Mornings, for ELC, Year 5 and 7 students.
- A Gathering for country families in Moree, NSW.
- Gatherings for members of the KRB community living overseas, hosted by the Principal.

**Events with a Fundraising Focus**

The main fundraising event held in 2015 was the KRB Rugby Lunch. All funds raised at this function were directed to the Kincoppal – Rose Bay Bursary Fund, set up to provide financial assistance for families whose daughters wish to be educated at Kincoppal – Rose Bay. The function was attended by over 400 guests and raised significant funds for the Bursary Fund.

**Parents’ & Friends’ Association**

The Parents’ & Friends’ Association provided many activities for families and individual year groups to come together as a community. These included:

- The P&F Welcome Cocktail Party for all families with an emphasis on welcoming new families.
- The Spring Fair held in November, organised jointly by the KRB Development Office and the Parents’ and Friends’ Association was an example of the KRB community working together to create a wonderful event. It was held on Sunday 8 November. The fair was preceded by a Mass followed by a performance from the Scots Pipe Band and officially opened by the Hon. Gabrielle Upton MP Member for Vaucluse and Attorney General of NSW. Many students and their families, together with staff and members of the broader community, attended the festivities. The Fair raised funds which will be used for the purchase of a larger KRB School bus, providing additional transport for our students.

**Past Students**

Kincoppal – Rose Bay places emphasis on maintaining close relationships with all students who leave the School. In 2015 assistance was given to the Rose Bay Class of 1964 and the Kincoppal – Rose Bay classes of 1975, 1985, 1995, 2005 and 2010 in the organisation of their class reunions, many of which were partially celebrated at the School. As well a special event for all past students who left School prior to 1960 was held at the School.

Past students were asked to consider becoming involved in the Bursary Program, set up for students whose families are in financial need. Past students were also asked to become ambassadors for the Program and to be involved in committees.

The Sacré Coeur Association of NSW continued to make connections with past students with a Mass held for relatives of deceased past students. The Association also supported all Kincoppal – Rose Bay School events. As well, the Association held a High Tea in October 2015 for all members of the KRB community.

A Networking Breakfast was held in May with over 50 members of the KRB community joining together in the QVB Tea Rooms. Past students from the Class of 2014 to those who left in the 80s attended. The panel of four professional women, provided wonderful insights into the challenges and opportunities they found in the work place.

**Partnering Kincoppal – Rose Bay School**

Kincoppal – Rose Bay School continued to encourage financial support from current and past parents and past students to support families who cannot afford a Sacred Heart education through donations to the Bursary Fund and to the Indigenous Fund and to support the development and refurbishment of facilities through the Building Fund. This was particularly done through the Annual Giving Appeal 2015.

Fundraising for the Philomene Tiernan rscj Boarding Bursary continued in 2015. A large number of parents, staff, past and current students contributed to this Appeal.

The fourth Rugby Lunch held in August 2015 raised significant funds for the KRB Bursary Fund. Over 400 guests, including current and past students and past parents attended this event.

**FROM THE HEAD GIRL**

Student Leadership over the past year has been an incredibly exciting time for the entire KRB community, largely due to the impressive involvement of the students in all leadership initiatives. The aim of the 2015/156 Leadership Committee was to strengthen the sense of community amongst students by introducing initiatives which would increase student participation and embrace the school spirit unique to KRB.

We have aimed to reflect the Sacred Heart goals in all that we do and our theme of “QueensKoppal” has been to reinforce that all students are the ‘queens’ of their own destiny and have the strength to strive for all that they desire. Our leadership focus has been to make KRB a positive environment for students, where they feel comfortable to be themselves around others.

A significant initiative of our leadership has been the inaugural Wellness Week at Kincoppal – Rose Bay. This week, in August, focused on developing students’ sense of self and promoted wellness for our whole community.
The week included both practical activities to engage the students as well as theoretical experiences to enhance one’s understanding of what it means to increase well-being. The week was an absolute success and aspects of it have continued throughout the year.

Another successful part of our leadership has been the continuation of the ‘Glory Shield’, an ongoing interhouse competition run throughout the year by our House Captains and Head of Sport, Phoebe McGeoch. This competition has been incredibly enjoyable for the entire student body, not only rewarding them for active involvement in co-curricular activities, but also providing opportunities to get involved in interhouse sport matches, trivia competitions and obstacle courses held throughout the year. The continuation of “Fun Friday” has served our Leadership Team well as many students participate in our initiatives and enjoy the relaxed play that occurs.

This sense of excitement amongst students has expanded well beyond the school gates, evident in the increase of student involvement with KRB’s Instagram page, which gained a massive 700 followers (and counting) over the past year. There was also the introduction of a student Facebook page – “the Sandstone Press”, as well as the modernisation of the student bulletin, which the editors have turned into an insightful blog. On top of this, Isabella Cooper, the Head of Social Justice, has led the School in a huge number of social justice projects over this past year. This started with her organisation of the City2Surf, raising money for Caritas and has also included collecting donations for the homeless community of Matthew Talbot as part of the Christmas appeal.

The boarding community has enjoyed a great year of initiatives from Head Boarder, Georgina Harrison and Head of Boarding Student Council, Gabrielle James-Bennett with the Boarding House Captains. They were responsible for the ongoing expansion of library opening hours and a later dinner time, meaning students were able to maximize study and co-curricular time after school. They also organised a number of “in weekends”, where boarders came together to enjoy activities such as a dress-up disco, featuring a special dance from Year 12.

The Student Committees have also been very active in contributing to leadership initiatives. The Sacred Heart Committee also had an extremely successful year, organising an exciting Sacred Heart Day which has continued to be the highlight of the school calendar. Antoinette Radford, Head of Liturgy, has also worked hard to bring energy into the liturgical side of the School with her engaging and insightful prayers at Assembly, as well as her involvement in the organisation of a number of school masses. Lara Parmenter has been heavily involved with students from younger years in bringing forward their initiatives as well as her own as Head of Student Council, including the organisation of the “Girls cut Curls” initiative in November. Madeleine Maganas has also contributed to the positive energy throughout the school with her optimistic messages on the digital screens, as part of her position of Head of Student Wellbeing. KRB is part of a very global community which Head of International Students, Roshni Chan and the Cultural Diversity Committee, celebrated in the very entertaining Cultural Diversity Assembly, where senior school students learnt about many different global cultures.

The success of the 2015/2016 leadership cohort would not have been possible without the support and active involvement of their Year 12 peers. Their unique energy has expanded into the school community in many ways, the greatest being the massive increase of involvement from younger students at the ‘Fun Friday’ activities held at lunch. Year 12 have not only supported those with a formal position, but have also contributed to the KRB community in their own ways.

It can definitely be determined that the 2015/2016 leadership cohort have been extremely successful in reaching their goal of strengthening a sense of unity and spirit amongst the KRB community. Their enthusiasm and determination as leaders has been reflected in the way they have approached leadership with an engaging and thoughtful mindset, resulting in many creative and successful initiatives. Personally, it has been such an honour to work with a group of strong and inspiring young women, whom I know have worked so hard to ensure they leave a fitting legacy at this school. We hope KRB has enjoyed our leadership as much as we have enjoyed contributing to such a special community.

Megan Fitzgerald
Head Girl
Kincoppal – Rose Bay School is a Catholic ELC –12 independent school, with a co-educational Early Learning Centre and Junior School, and girls only in day and boarding from Years 7–12. As a Sacred Heart School, it is part of a global network of more than 200 schools in 44 countries. A Sacred Heart (Sacré-Coeur) education focuses on the development of the whole person – both heart and mind – within a personalised community context. The goals of a Sacred Heart education encourage the students to think wisely and deeply, act with justice and value community highly. Kincoppal – Rose Bay takes a personalised approach to learning, tracking progress to ensure continued intellectual and social development. The School offers an academically rigorous program, providing diverse opportunities through a broad co-curricular program and many global opportunities. Our HSC results demonstrate the high level of achievement gained as a result of our systematic focus on academic rigour.

**EARLY LEARNING CENTRE**

Our co-educational ELC is comprised of Sophie’s Cottage (3 year olds) and the Joigny Centre (4 year olds). This is where our youngest students take their first steps on their learning journey. Our ELC program is influenced by the philosophies of Reggio Emilia, the goals of Sacred Heart Education and the philosophies of the Forest Schools. Sophie’s Cottage is home to our 3 year old students who are encouraged to marvel at life, delight in the real and the imagined and engage hands–on with nature and the “wild”. The children are inspired by authentic interests and are actively encouraged to wonder, dream, invent, enquire and question. The Joigny Centre is a calm and nurturing environment where learning is naturally and creatively embedded within play, discovery and investigation. Key to our program is the belief that the children have so many wonderful curiosities and theories about the world and we want to explore them all. The Centre is inspired by the minds and playfulness of every child. Their innocence, energy and independent views of life provide amazing opportunities for learning, exploring and making meaning of the world around us.

**JUNIOR SCHOOL (K – 6)**

Our co-educational Junior School provides students with a warm and nurturing environment where they can confidently explore their interests and talents. It is an environment that encourages all students to take risks, move beyond their comfort zone, build self-confidence and enables students to celebrate strong academic achievement with support and encouragement. Key aspects of the Junior School include: Specialist teachers in Languages, Music, Technology and PD/H/PE; Extensive and vibrant co-curricular program; Gifted and Talented and Learning Support Programs; Social justice and community emphasis.

**SENIOR SCHOOL (YEARS 7–12)**

With the excellent foundation given to our students in the Junior School, our senior students flourish both personally and academically in their senior years. Key aspects of our Senior School are: high academic standards; outstanding academic care; personalised notebook program; global student exchange opportunities; exceptional co-curricular opportunities; after school Homework Centre. The majority of our students go onto a wide range of options at tertiary level with almost 100% receiving their first choice option for their tertiary studies.

**BOARDING**

The boarding school operates at or near capacity year round, with 150 boarders in a Year 7 – 11 house and a separate Year 12 house. Seventy percent come from rural and regional NSW. Twenty percent of the boarders have an international background with many from Asian counties, in addition to various other countries worldwide. Reflecting our foundations in France, European students come for shorter periods of a semester to one year, to experience Australia. With the strong demand for boarding places, students from the Sydney area have reduced in numbers. The Year 12 Sheldon House with a 40 bed capacity has a residential model with the Head of the House and an Assistant Head of House living in quarters within the boarding house. This is a highly progressive model for a girls’ boarding school. See ACARA My Schools website: http://www.myschool.edu.au

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**Student background 2015**

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Percentages are rounded and may not add to 100
2015 NAPLAN RESULTS

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. When comparing the performance of KRB students to both the state and other similar schools:

- KRB performed above the State in all years and across all aspects (Reading, Writing, Spelling, Grammar and Punctuation, Numeracy, Measurement Space and Geometry and Number).
- KRB performed above the Region (NSW AIS) in all years across all aspects.
- There was strong whole school performance across year 3, 5, 7 and 9 in Writing and Grammar and Punctuation.
- The percentage of students performing in the top two bands at KRB was significantly above the state and NSW AIS in all years and all aspects.
- The percentage of students performing at or below the benchmark at KRB was well below the state and NSW AIS ranging between 0 – %.
- Student growth in all aspects across all years is as expected for KRB. There are no significant anomalies.

Visit the NAPLAN website: http://www.myschool.edu.au

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Grammar & Punctuation

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<td>4.7</td>
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<tr>
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<td>15.3</td>
<td>13</td>
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Numeracy

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</tr>
<tr>
<td>Grade</td>
<td>6.9</td>
<td>8.1</td>
<td>11.5</td>
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</table>

2015 SCHOOL CERTIFICATE OR ROSA GRADES STAGE 5

The Record of School Achievement or RoSA is a cumulative credential from BOSTES for students in Years 10 and 11. The RoSA lists all mandatory and additional Stage 5 courses and, where applicable, Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed. The Board issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school. Highlights of our Year 10 students performance in their courses for RoSa include: Fifteen KRB Year 10 students attained a Grade A in 4 or 5 of the mandatory Stage 5 courses (English, Mathematics, Science, History, Geography)

- Three KRB Year 10 students attained a Grade A in all Stage 5 courses (10 courses):  
- Three KRB Year 11 students attained a Grade A in 10 or 11 units of Preliminary courses:  
- Five KRB Year 11 attained a Grade A in 12 or more units of Preliminary courses:
The following graphs show KRB students’ performance compared to the State performance by percentage of (A-E) grades in the Stage 5 courses English, Mathematics and Science over the last 5 years:
2015 HIGHER SCHOOL CERTIFICATE RESULTS

Highlights of this year’s achievements include:

- Frances Ryan achieved an ATAR of 99.85 making her Dux of the Class of 2015 and recipient of the Distinction in Studies Award.
- Frances Ryan achieved Third in Course for Economics and Monica Jones achieved Fourth in Course for Chinese Continuers. This was KRB’s first HSC class of Chinese Continuers.
- KRB ranked 45th in the State, according to the Sydney Morning Herald’s Position of School list
- KRB ranked 14th in the State for English
- Stephanie Dammann’s major work in HSC Visual Arts was selected for inclusion in the Board of Studies ArtExpress
- 53% of students studied one or more Extension course
- Twelve Year 11 students accelerated in Mathematics Extension 1
- Ten of the 33 students who gained an ATAR of over 90 were Boarders.

Individual Course Performance:

There were a number of highly successful course performances in 2015. In particular the English results were outstanding in all courses. For all HSC courses, a significant proportion of KRB students achieved in the top two bands (Band 6 or 5). These results indicate the breadth of student achievement at KRB across a broad range of courses and student interests. We were particularly pleased with the performance of KRB students in the following courses, with high percentages of students achieving in the top two bands:

Performance in Bands School Compared to NSW AIS 2013–2014

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>Design and Technology</td>
</tr>
<tr>
<td></td>
<td>English Extension 2</td>
</tr>
<tr>
<td></td>
<td>History Extension</td>
</tr>
<tr>
<td></td>
<td>Music 1</td>
</tr>
<tr>
<td></td>
<td>Chinese Background</td>
</tr>
<tr>
<td>96%</td>
<td>English Extension 1</td>
</tr>
<tr>
<td>89%</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>86%</td>
<td>English Advanced</td>
</tr>
<tr>
<td></td>
<td>French Continuers</td>
</tr>
<tr>
<td>83%</td>
<td>Mathematics Extension 1</td>
</tr>
<tr>
<td>82%</td>
<td>Drama</td>
</tr>
</tbody>
</table>

*Based on a percentile ranking

All-Round Achievers

The All-Round Achievers Merit list acknowledges students who have achieved in the highest band (6 or E4 for Extension subjects) in 10 or more of their units of study. In 2015 there was one student who attained this result, Frances Ryan. A further six students achieved 90 or more in eight or nine units, which is an outstanding achievement:

- Sarah Cooper
- Kate Filippelis
- Antonia McGrath
- Liana Romeo
- Laura Wotherspoon
- Jennifer Wratten

Distinguished Achievers (Band 6 or E4)

The Distinguished Achievers List acknowledges students who have achieved the highest band, Band 6 for a course, or in the case of higher level extension courses, Band E4. To reach this standard students need to have achieved an HSC mark of at least 90. In 2015, Year 12 students from Kincoppal-Rose Bay achieved a total of 134 Band 6/E4 mentions on the Distinguished Achievers List.

Creative and Performing Arts:

The Drama and Visual Arts students performed extremely well and there were nominations for the prestigious OnStage and Art Express.

Two students were subsequently selected for OnStage and Art Express.

OnStage Nominations
- Francesca Daniel
- Sophia Grady (Selected)

Art Express Nominations
- Bijanka Bacic
- Stephanie Dammann (Selected)
- Sophie Kondilios
- Cong Cong Wu

Places in the State:

Frances Ryan was placed third in the subject Economics out of 5111 candidates. Monica Jones placed fourth in Chinese Continuers out of 102 candidates. This was the first HSC class for Chinese Continuers at KRB.

Creative and Performing Arts:
The table below shows student performance as percentages in Bands 5 and 6 (E3 and E4 Extension) by subject versus the state-wide performance for 2012–2014.

<table>
<thead>
<tr>
<th>HSC Band Analysis</th>
<th>2015 KRB Total Band 5–6 % or E3–4 Ext</th>
<th>2015 State Total Band 5–6 % or E3–4 Ext</th>
<th>2014 KRB Total Band 5–6 % or E3–4 Ext</th>
<th>2014 State Total Band 5–6 % or E3–4 Ext</th>
<th>2013 KRB Total Band 5–6 % or E3–4 Ext</th>
<th>2013 State Total Band 5–6 % or E3–4 Ext</th>
<th>2012 KRB Total Band 5–6 % or E3–4 Ext</th>
<th>2012 State Total Band 5–6 % or E3–4 Ext</th>
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</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>67</td>
<td>33</td>
<td>83</td>
<td>33</td>
<td>86</td>
<td>34</td>
<td>58.81</td>
<td>26.78</td>
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<tr>
<td>Biology</td>
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<td>28</td>
<td>40</td>
<td>30</td>
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<tr>
<td>Business Studies</td>
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<td>36</td>
<td>77</td>
<td>37</td>
<td>58</td>
<td>35</td>
<td>62.95</td>
<td>38.13</td>
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<tr>
<td>Chemistry</td>
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<td>41</td>
<td>33</td>
<td>36</td>
<td>36</td>
<td>42</td>
<td>52.93</td>
<td>42.6</td>
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<tr>
<td>Chinese Continuers</td>
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<td>69</td>
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<td></td>
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<td></td>
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<td></td>
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<tr>
<td>Design and Technology</td>
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<tr>
<td>Drama</td>
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<td>English Advanced</td>
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<td>82</td>
<td>59</td>
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<td>53</td>
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<td>78</td>
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<td>Italian Beginners</td>
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<td>41</td>
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<td>60</td>
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<td>59</td>
<td>80</td>
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<td>72</td>
<td>49</td>
<td>66</td>
<td>48</td>
<td>57.62</td>
<td>41.85</td>
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<td>49</td>
<td>93</td>
<td>51</td>
<td>97.21</td>
<td>53.96</td>
</tr>
</tbody>
</table>

The Australian Tertiary Admission Rank (ATAR)

Formerly the University Admission Index (UAI) is not given to schools, but directly to students.

The following graph shows the percentage of the Kincoppal – Rose Bay candidature in each UniScore bracket over the last five years. UniScores are estimates of the ATAR as schools are not given formal information about each student’s performance on the Australian Tertiary Admission Rank (ATAR).
4. SENIOR SECONDARY OUTCOMES

91 out of 91 students were eligible for HSC

- No VET students
- Those not eligible for an HSC were Year 11 Maths accelerated students (12 students)

http://myschool.edu.au
5. PROFESSIONAL LEARNING AND TEACHER STANDARDS

PROFESSIONAL LEARNING

During 2015 our staff actively participated in a range of quality professional learning programs including leadership seminars, conferences and in-services:

- In April the School conducted a successful Feedback for Excellence Professional Learning Conference. This incorporated elements such as professional learning through coaching, enhancing student-teacher feedback, pitching your message to get the right result, classroom best practice including the Moodle Learning Management System, and using data to measure the success of classroom interventions.

- Staff continue to model best practice with their peers. Staff, faculty and stage meetings have seen teachers demonstrate innovative pedagogical practices, initiatives and strategies in areas including ‘making thinking visible’, ‘Kindergarten and Year 6 buddying’, and ‘positive psychology for academic care’.

- Senior School Teachers including one Head of Department were selected as markers for the Higher School Certificate, and were able to share insights on the marking process and criteria for band allocation.

ALL TEACHING

- Staff engaged in a 360° Feedback process called Educator Impact in 2015. This evaluative tool provided feedback about teaching strengths and areas for development.

- 2015 saw an increasing focus on the professional development of staff in the STEM (Science, Technology, Engineering and Mathematics) across the School.

- Teaching staff were supported in their professional development curriculum areas through attendance at a variety of seminars, lectures and conferences provided by QTC (Quality Teacher Council) recognised organisations.

TEACHING STANDARDS

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher education qualifications from institution in Australia</td>
<td>87</td>
</tr>
<tr>
<td>Higher education qualifications from overseas institution</td>
<td>11</td>
</tr>
<tr>
<td>Degree from institution within Australia but not teaching qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Degree from institution overseas but not teaching qualifications</td>
<td>1</td>
</tr>
<tr>
<td>Not recognised qualifications (above) but experience (employed prior to 2004)</td>
<td>0</td>
</tr>
</tbody>
</table>
6. WORKFORCE COMPOSITION 2014

KRB has 146 employees (excluding casuals and accomplishment staff), made up of:

- **99 teachers**
  - 85 full time teachers
  - 14 part time teachers
- **47 full time ancillary employees**
  - 31 full time ancillary
  - 16 part time ancillary
7. STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOLS 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>96</td>
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<tr>
<td>2</td>
<td>97</td>
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<tr>
<td>3</td>
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</tr>
<tr>
<td>8</td>
<td>95</td>
</tr>
<tr>
<td>9</td>
<td>96</td>
</tr>
<tr>
<td>10</td>
<td>96</td>
</tr>
<tr>
<td>11</td>
<td>95</td>
</tr>
<tr>
<td>12</td>
<td>99</td>
</tr>
</tbody>
</table>

ATTENDANCE POLICY

- If a Senior School student is sick and unable to attend school a parent 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 absence is sent to Student Reception as soon as possible. This explanation is recorded on the student’s file.

- If a Junior School student is sick and unable to attend school a parent must inform 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 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 is aware that the student is going to be late, the parent should inform the Senior School Student Services Officer or Junior School Reception.

- No student may leave school grounds during school hours except with written permission from a parent and approval from the Year Co-ordinator 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 parents are away from home for more than a few days, the Director of Students or Head of Junior School should be notified by letter and the name, address and phone numbers of someone to act for parents must be provided.

- There was a 100% retention of students from Year 10 into Year 11 from 2014 into 2015.
8. POST SCHOOL DESTINATIONS (FOR SECONDARY SCHOOLS ONLY) 2015

TERTIARY DESTINATIONS

BY COURSE*

- Architecture
- Arts/Communications
- Business
- Commerce
- Design
- Education
- Exercise Physiology
- Fine Arts
- Global Studies
- Law
- Management/International Studies
- Occupational Therapy
- Pharmacy
- Political Economic & Social Science
- Psychology
- Science
- Social Work
- Visual Arts

BY DESTINATION*

- University of Technology Sydney 20
- University of Sydney 8
- University of NSW 13
- Macquarie University 14
- ANU 2
- University of New England 2
- Charles Sturt University 3
- University of Newcastle 2
- University of Wollongong 2
- Western Sydney University 3
- Australian Catholic University 1
- National Art School 2

Tertiary Destinations from UAC offers made in Round 1 January 2016
Kincoppal – Rose Bay is a co-educational school in the Junior School (Early Learning Centre – Year 6) and a day and boarding school in the Senior School for girls in Year 7 to Year 12. Kincoppal – Rose Bay aims to offer students the challenge of achieving personal excellence in all areas of school life. Students are challenged to develop the skills to become independent lifelong learners.

See MySchool website: Kincoppal – Rose Bay School of the Sacred Heart, Rose Bay NSW.

APPLICATION PROCESS

Applications for Admission to Kincoppal – Rose Bay, School of the Sacred Heart, should be made in writing by a parent or guardian on the Application Form provided or downloaded from the school website. The completed Application Form should be returned to the Registrar, along with documents indicated.

Completion of the Application Form (including details of ‘special conditions’):
- Application Form and Application Fee*
- Copy of Birth Certificate
- Copy of Baptismal Certificate
- Current Photograph (passport size)
- Copy of two latest school reports (in English)
- Copy of latest NAPLAN results (if applicable)
- Two written family references (addressed to the Principal)
- Copy of educational and/or medical assessment reports (where relevant)
- Copy of Family Court Orders (if applicable)
- Copy of AEAS Report (international students on Student Visa)
- Copy of current passport (international students)
- Copy of current visa (international students).

* A family application fee will apply when submitting two or more Application Forms at the same time.

INTERVIEW PROCESS

Prior to interview, families are requested to attend a Principal’s presentation and school tours at a KRB Experience morning, held regularly throughout the year. The interview provides an important opportunity for the Principal, Deputy Principal, Director of Students or Head of Junior School to meet each student, parent/s and/or guardian. It also provides an opportunity for questions about Kincoppal – Rose Bay. During the interview the student’s learning needs, interests and other issues can be discussed. All students applying to the Senior School meet with the Principal, Deputy Principal or Director of Students and Head of Admissions, and Director of Boarding, if the student is applying for a boarding place. Students with English as a second language undergo a basic English skills test for readiness to commence at appropriate level of entry. Interviews take place approximately 12 months to 2 years prior to commencement as follows:
- ELC: 12 months
- K – 6: 12 months to 2 years
- 7 – 12: 12 months to 2 years

CONFIRMING ENROLMENT

Following interview, a written letter of offer from the Principal confirms a place. This is accompanied by an Acceptance of Offer/Declaration, Conditions of Entry and current Schedule of Fees. The documents should be read carefully. With the Acceptance of Offer/Declaration the following are required to be completed and returned:
- Deposit/Additional Deposits/Prepayment as appropriate
- ACECQA (data collection)
- Student Health Form
- Notebook Rental Agreement
- Information Collection Notice
- Written Agreement (international students)

CONDITIONS OF ENROLMENT

A student’s place at Kincoppal – Rose Bay will be secured only on the following conditions:
- That the Conditions of Entry (see below) are observed satisfactorily at all times
- That the student conforms to the School’s Behaviour Policy
- That the conditions in the Schedule of Fees regarding payment and withdrawal are met (refer either Schedule of Fees or Schedule of Fees International).

TERMS AND CONDITIONS

The School Board may alter the Terms and Conditions at any time. Amendments will apply from the date of notice.
CONDITIONS OF ENTRY

Philosophy

1. Parents/guardians accepting an offer of enrolment at Kincoppal – Rose Bay agree to support the School’s Mission and Ethos, educational philosophy and implementation of school policies. The Mission and Ethos, philosophy and policies are published on the school website.

2. Parents/guardians are the prime educators of their child and share with the School the responsibility for his/her education. This implies a close harmony of purpose, of values and attitudes between home and school. It is essential that parents, in choosing Kincoppal – Rose Bay to educate their child, consider this principle of the utmost importance.

3. As Religious Education studies are central to the School’s Goals, participation in Religion classes and activities, Early Learning Centre to Year 12, is mandatory for all students enrolled at Kincoppal – Rose Bay. Participation in organised school activities is a requirement of all students.

4. In practice, parents’ and guardians’ support for the school’s Mission and Ethos and educational philosophy will be shown by regular communication with the School in regard to their child’s attendance, academic progress and participation in school activities and events.

Curriculum

1. The School provides an extensive Co-curricular Program. Students have the responsibility to honour their commitments in the activities in which they are enrolled. All students are encouraged to participate in co-curricular activities such as sport, music, choir, debating and social justice.

2. It is the student who must progressively accept prime responsibility for learning. The School expects that students will meet the requirements of the academic program according to their potential. Where the Principal, or a person deputising for the Principal in this regard, considers any student to be failing to apply herself/himself properly to her/his studies after due warning, the student may face temporary suspension or termination of enrolment.

3. The School may make amendments to its curriculum and other programs as required by external educational authorities or other internal factors.

4. Religious retreats, excursions, feast days, sporting carnivals and other events organised by the School all form an integral part of the curriculum. All students are expected to attend and participate fully in all such activities.

5. As the School curriculum is taught in English, a minimum level of proficiency in English will be a condition of enrolment. Kincoppal – Rose Bay reserves the right to determine the minimum level of English proficiency and the method of assessment. Students for whom English is their second language may be required to seek assistance in raising their proficiency in the language before enrolment is completed. Attendance at a language course may be a Condition of Entry in certain situations.

Attendance and Student Code of Behaviour

1. Except in the case of illness, permission for a student to be absent from school must be requested in writing from the Principal.

2. If there is a serious reason for parents wishing to have their son/daughter absent from school, requests are to be addressed in writing to the Principal well before the proposed absence.

3. It is expected that parents will support the School’s requirement that students act in accordance with the directions of school staff and observe the Code of Behaviour and policies and procedures of the School at all times.

4. Attendance and punctuality at classes, and compliance with assignment and assessment deadlines, are expected of all students. Only reasons of a serious nature, will be considered to justify absences.

5. All Kincoppal - Rose Bay students are representatives of the School. Therefore all students are required to be neatly dressed and groomed and wear the school uniform as specified in the School dress code. Students are expected to comply with the Code of Behaviour as detailed in the School diary.

6. Kincoppal – Rose Bay prohibits the use or possession of any alcohol, illegal substance and tobacco while on school premises, in school uniform or at any School organised activity.

7. Policies relating to Attendance and Student Code of Behaviour are published on the School website.

Exclusion from the School

If the Principal considers that a student is guilty of a serious breach of the rules, or has otherwise engaged in conduct which is prejudicial to the School or its students or staff, the Principal may exclude the student permanently or temporarily at their absolute discretion.

If the Principal believes that a mutually beneficial relationship of trust and co-operation between a parent and the School has broken down to the extent that it adversely impacts on that relationship, then the Principal may require the parent to remove the student from the School.
Student Welfare

Medical Information
At the beginning of each year parents/guardians will be required to complete/update in full a Student Health Form.

Health
Kincoppal - Rose Bay School is a nut-aware School to protect those students in our school community who are in danger of an anaphylactic reaction. Peanut butter, Nutella and any other foods that contain nuts or traces of nuts should not be brought to, or consumed at School. In the interests of promoting good health, the School has adopted a ‘smoke-free’ policy. All members of the school community are expected to refrain at all times from smoking on school property.

Emergency Response
In the event of a medical emergency First Aid will be administered by the School Nurse or First Aid Staff. Parents/guardians will be contacted if a student needs to be collected from school or if an emergency situation occurs. An ambulance will be called if required to transport a student to hospital and a school representative will stay with the student until a relative arrives or arrangements have been made with the family. If a student needs urgent hospital or medical treatment of any nature and the School is unable to contact the parent or guardian after making reasonable efforts, the parents/guardians authorise the School to give authority for such treatment. Parents/guardians indemnify the School, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatment.

Personal Belongings
All students are responsible for their personal belongings and the School will not be liable for any loss of these belongings.

Custodial Arrangements and Guardianship
Parents/guardians must notify the Principal in writing of any change of guardianship, custodial arrangements or change of residential address and contact details of parents and/or guardian of student.

Parents/guardians are asked to notify the Principal in writing if they will be absent for a period of time from the registered residential address supplied to the School and to provide contact details in the case of an emergency. Where parents/guardians are intending to travel overseas, a guardian must be nominated.

Fees & Associated Costs
1. The Application Fee, Deposit, School Fees and other related charges are determined by the School Board and are subject to variation.
2. The School’s fee policy is outlined in the Schedule of Fees attached also available on our website www.krb.nsw.edu.au./Admissions/Schedule of Fees.
3. Textbooks, stationery, Notebooks (laptops), excursions, sports registration, coaching levies and optional accomplishments (ie piano lessons, tennis, gymnastics etc) are additional to tuition and boarding fees.
4. There are specific conditions regarding withdrawal/transfer of students and the appropriate notice period. These are detailed in the Schedule of Fees.

Privacy
The School complies with the National Privacy Principles contained in the Commonwealth Privacy Act. The information on the Data Collection Form (ACECQA) must be accurate as it will be used by government agencies for reporting purposes for NAPLAN and MySchool. The School discloses personal and sensitive information to others for administrative and educational purposes. This may include other schools, government departments, medical practitioners, and people providing services to the School, including specialist visiting teachers, coaches and volunteers. The School compiles a directory of names and contact details of students and parents for community building. If you do not wish to be included in this directory please advise the Registrar. The School may, from time to time, review and update this Privacy Policy to take account of new laws and technology, changes to the School’s operations and practices and to make sure it remains appropriate to the changing school environment.
International Students

In addition to the above Conditions of Entry, international students are required to comply with the Education Services for Overseas Students Act 2000 (the ESOS Act) and the National Code 2007. Policies relating to international students as set out in the Agreement and Declaration acknowledging an international student’s application to Kincoppal - Rose Bay can be found on the School’s website www.krb.nsw.edu.au – Admissions – International Students. The role and requirements of guardians of international students is on the school website www.krb.nsw.edu.au – Admissions – International Students – Conditions of Boarding, Approved Guardian and/or Homestay and Passport & Visa Information.

Amendment of Conditions of Entry

The School Board may alter these Conditions of Entry at any time. Conditions of Entry are available on the school website.

Attendance and Student Code of Behaviour

1. Except in the case of illness, permission for a student to be absent from school must be requested in writing from the Principal.

2. If there is a serious reason for parents wishing to have their son/daughter absent from school, requests are to be addressed in writing to the Principal well before the proposed absence.

3. It is expected that parents will support the School’s requirement that students act in accordance with the directions of school staff and observe the Code of Behaviour and policies and procedures of the school at all times.

4. Attendance and punctuality at classes, and compliance with assignment and assessment deadlines, are expected of all students. Only reasons of a serious nature, will be considered to justify absences.
10. SCHOOL POLICIES

STUDENT WELFARE

Kincoppal – Rose Bay School P–12 The Positive Peer Relations/Anti Bullying Policy at http://www.krb.nsw.edu.au

Kincoppal – Rose Bay affirms that all members of its community have the right to enjoy a safe and supportive environment and to feel accepted as worthwhile members of the School. The School will work with students, parents and Staff to reduce the incidence of bullying so that all members of the School community feel safe and supported.

All members of the school community have the following rights and responsibilities:

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To feel safe</td>
<td>To respect the Sacred Heart values</td>
</tr>
<tr>
<td>To learn</td>
<td>To respect yourself</td>
</tr>
<tr>
<td>To be respected</td>
<td>To respect others</td>
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<tr>
<td>To be valued</td>
<td>To value and support others</td>
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</tbody>
</table>

STUDENT DISCIPLINE


Kincoppal – Rose Bay School is committed to creating a caring school climate based on Christian ideals and values, and aims to develop positive relationships between all members of the school community and high standards of behaviour and personal responsibility. Students are expected to show respect at all times and display behaviour that reflects well on themselves, their families and the School.

The School encourages the growth and development of the whole person – spiritually, intellectually, psychologically and socially – and aims to instil a deep sense of empathy and sensitivity towards the needs and feelings of others.

All members of the school community have the right to be treated with respect and dignity and to learn and work in a safe and supportive environment. This supports all students in their personal development and their progress towards achieving their personal best.

REPORTING COMPLAINTS AND RESOLVING GRIEVANCES

The School provides processes whereby parents and students can express their dissatisfaction and this is through the School Complaints and Grievance Policy which was updated in 2012 and available on our web site. As well, the School has an open channel of communication with the parents who can phone, email, write or visit the School at most times. The myriad of school functions allow an opportunity for staff and parents to meet informally to raise any matters of concern.
## 11. SCHOOL DETERMINED IMPROVEMENT TARGETS

### THE KRB 2015 OPERATIONAL PLAN

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>PRIORITY</th>
<th>WE WILL</th>
<th>OUR SUCCESS WILL BE MEASURED BY</th>
<th>ACHIEVEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learning and Teaching</td>
<td>Consistently achieving excellence in learning and teaching</td>
<td>Achieve agreed academic standards</td>
<td>Achievement of the agreed academic standards</td>
<td>Need for clear expectations around changes needed in assessment</td>
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<td></td>
<td></td>
<td>Evaluate assessment programs and practices K–12</td>
<td>Assessment programs and practices that reflect consistent interpretation and application of Board of Studies standards</td>
<td>Greater focus on using data</td>
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<td></td>
<td>Implement the Australian Curriculum as directed by the Board of Studies across Stages 1 – 5 and Early Stage 1</td>
<td>Teachers effectively implementing the Australian Curriculum in teaching and learning programs</td>
<td>Australian Curriculum implementation/development</td>
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<td>Development and implement student perception surveys across Stages 1 – 6</td>
<td>Improved learning and teaching outcomes as a result of feedback from surveys</td>
<td>Educator Impact program highlighting areas for improvement</td>
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<tr>
<td></td>
<td></td>
<td>Develop best practice learning and teaching for co-education P– 6 and girls 7–12</td>
<td>Teachers effectively using research-based pedagogy to best meet the learning needs of students in a junior co-educational and senior girls only setting</td>
<td>Greater focus on using data</td>
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<td></td>
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<td>Integrate technology-rich pedagogies that enhance 21st century skills</td>
<td>• Higher levels of staff and student digital literacy&lt;br&gt;• Improved student achievement&lt;br&gt;• Increased use of flip learning as a pedagogy</td>
<td>E-Learning integration significant/technology rich pedagogies</td>
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<td></td>
<td>Support gifted and talented students and students with learning support needs</td>
<td>Improved student learning outcomes for gifted and talented students and students with special learning needs</td>
<td>There has been better integration of G&amp;T/Learning Support in JS</td>
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<td></td>
<td></td>
<td>Develop and implement project-based learning programs in Years 7–10</td>
<td>The development, documentation and implementation of a project-based learning program in Years 7–10</td>
<td>Project-based learning programs developed for implementation incorporating 21st century skill matrix</td>
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<td></td>
<td></td>
<td>Prepare for the BoS Registration and Accreditation process 2015</td>
<td>Policy, curriculum and assessment documentation reviewed and further developed to meet BoS requirements</td>
<td>Focus on preparing for R&amp;A</td>
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<tr>
<td>Section</td>
<td>Goal</td>
<td>Initiative</td>
<td>Outcome</td>
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<tr>
<td>2. Inspiring Sacred Heart Students</td>
<td>Developing confident and courageous Sacred Heart students who will make a difference in the world</td>
<td>- Academic tracking still localised in P-6 and 7-12. Using data/evidence more effectively.</td>
<td>- A strategic plan for Academic Care in place for 2014 and beyond. Further development of academic tracking system for all academic outcomes.</td>
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<tr>
<td></td>
<td></td>
<td>- A strategic plan for Academic Care in place for 2014 and beyond. Further development of academic tracking system for all academic outcomes.</td>
<td>- A strategic plan for Academic Care in place for 2014 and beyond. Further development of academic tracking system  P –12.</td>
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</tr>
<tr>
<td>3. Quality Staff</td>
<td>Attracting and developing the best Sacred Heart Educators</td>
<td>- Develop a strategic plan for Academic Care P-12.</td>
<td>- Develop a strategic plan for Academic Care P-12.</td>
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<td>- Develop the leadership capacity of middle leaders.</td>
<td>- Develop the leadership capacity of middle leaders.</td>
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<td></td>
<td>- Continue to develop a quality work-life balance at KRB.</td>
<td>- Review co-curricular expectations. Transparent and equitable staff involvement in the co-curricular program.</td>
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<td></td>
<td>- Programs focusing on staff wellbeing to create a positive staff morale.</td>
<td>- Programs focusing on staff wellbeing to create a positive staff morale.</td>
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</tr>
<tr>
<td>4. Attraction and Retention</td>
<td>Promoting KRB as the school of choice</td>
<td>- Fundraise for the Bursary Program.</td>
<td>- Fundraise for the Bursary Program.</td>
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<td></td>
<td></td>
<td>- Enhancing satisfaction through continued parental engagement.</td>
<td>- Enhancing satisfaction through continued parental engagement.</td>
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<tr>
<td></td>
<td></td>
<td>- Launch the portal for P-12 parents, staff and students.</td>
<td>- Launch the portal for P-12 parents, staff and students.</td>
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<tr>
<td></td>
<td></td>
<td>- Ensure continuous feedback through student tracking.</td>
<td>- Ensure continuous feedback through student tracking.</td>
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<td></td>
<td>- Review parent information evenings P-12.</td>
<td>- Review parent information evenings P-12.</td>
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<tr>
<td>5. Parental Engagement</td>
<td>Enhancing satisfaction through continued parental engagement.</td>
<td>- Positive feedback from wider KRB community regarding communication strategies in place.</td>
<td>- Positive feedback from wider KRB community regarding communication strategies in place.</td>
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<tr>
<td>Enhancing satisfaction through continued parental engagement</td>
<td>Maintaining an infrastructure that supports world-class education</td>
<td>Ensuring a sustainable future</td>
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<tr>
<td>Develop a strategy for delivering outstanding personalised service</td>
<td>Develop a communication plan for the Junior School Master plan</td>
<td>Communicate the Strategic Plan to the KRB community in Term 2, 2014</td>
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<tr>
<td>Communicate a transparent fee structure</td>
<td>Update the Senior School Master plan in place by end of Term 2, 2014</td>
<td>Leverage the campus</td>
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<tr>
<td>Session on parental feedback expressed through formal and informal feedback</td>
<td>A final updated plan in place by end of Term 2, 2014</td>
<td>Increased funds available from leverage of the campus</td>
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<tr>
<td>Greater parent satisfaction in regard to fee expectations</td>
<td>Stage 1 of Communication plan in place by end of Term 1, 2014</td>
<td>Investigate opportunities for using the campus in non-term times for summer schools and holiday camps</td>
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<tr>
<td>Parent and student satisfaction expressed through formal and informal feedback</td>
<td>Implement the three year old program for the ELC beginning 2015</td>
<td>Communicate the Strategic Plan to the KRB community in Term 2, 2014</td>
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<tr>
<td>Develop a strategy for delivering outstanding personalised service</td>
<td>Implementing three year program and becoming an accredited early learning centre</td>
<td>More effective planning for major projects</td>
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<tr>
<td>Communicate a transparent fee structure</td>
<td>Project plan and team in place by Term 1, 2014</td>
<td>Understanding and application of the Strategic Plan</td>
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<tr>
<td>Greater parent satisfaction in regard to fee expectations</td>
<td>Project manager and successful builder contracted by end of 2014</td>
<td>An increase in external groups using the campus in available periods leading to increased revenue</td>
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<tr>
<td>Parent and student satisfaction expressed through formal and informal feedback</td>
<td>All staff accessing and using the WHS system by end of Term 1, 2014</td>
<td>Increased bookings and enquiries for use of campus in non-term time</td>
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<tr>
<td>Communicate a transparent fee structure</td>
<td>WHS framework/documentation/processes in place</td>
<td>Increased bookings and enquiries for use of campus in non-term time</td>
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<tr>
<td>Greater parent satisfaction in regard to fee expectations</td>
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<td>Enhanced financial/budget planning/budget rigour</td>
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<tr>
<td>Parent and student satisfaction expressed through formal and informal feedback</td>
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<td>Budgets are adhered to in 2014</td>
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<tr>
<td>Communicate a transparent fee structure</td>
<td></td>
<td>Ensure budget rigour is maintained</td>
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<tr>
<td>Greater parent satisfaction in regard to fee expectations</td>
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</tbody>
</table>
JUNIOR SCHOOL CAMPS

Each year all students from Year Two to Year Six participate in an Outdoor Education Program. The program highlights the value of teamwork placing an emphasis on each member of a team as crucial to a team’s success. It allows for each student to see that they have something to contribute to the group and a responsibility to encourage other members of the group to also contribute positively. The students work collaboratively towards a common goal. It helps to build the skills necessary for effective teamwork e.g. trust, initiative, active listening, inclusive decision making. The program achieves the following outcomes:

- Increased self-confidence
- Increased awareness and respect for their environment
- Increased participation in teamwork tasks
- Increased sense of self-worth and usefulness
- Development of outdoor education skills
- Improved relationships with peers and staff
- Increased empathy towards others
- Risk-taking
- Self-reflection.

LEADERSHIP PROGRAM

Year 6

The Leadership Program in Year Six encourages all students to take a leadership role, and the activities ensure maximum involvement. Year 6 students in Committee roles work with a teacher mentor to develop initiatives that promote harmony, cooperation and inclusiveness amongst the student body.

The Library Committee is an excellent example of promoting responsibility and respect as these Year 6 leaders worked with teachers and staff in organising a book swap stall where the funds raised supported projects in developing countries.

Cor Unum Leaders in Year 6 initiated and organised various Social Justice Activities throughout the school year, including the raising of funds to support the Nepal and Vanuatu appeals.

Year 6 students participated in a 3 day Ignatian/Sacré Coeur Youth Leadership Conference in the Yarra valley, outside Melbourne. The Conference focused on leadership and the call for these students to be leaders in their communities through service and action. The Conference explored every day leaders who are making a significant difference to people in need. Father Jeremy Clarke and Murrundindi (Aboriginal tribal leader) inspired the students with their sessions on how they make life better for others.

The Year 6 students showed responsibility and leadership when they planned and facilitated lunchtime sports sessions for the students in Kindergarten, Year 1 and Year 2. The Year 6 students taught the younger students skills needed for the games and ensured that the rules of the game were followed in a fair way. This helped the younger students to better understand how to play cooperatively in a team game and show respect to one and other. The funds raised went to support the “Tour De Cure”. This project began with a Dad who cycled in the tour, spoke to the students with the team from TDC and encouraged our students to become involved.

Year 5

The Year Five students participated in two days of Leadership training in preparation for the following year. The days were devoted to addressing Leadership skills and qualities and examining oneself in the light of these qualities. The students examined: how they can further develop these qualities, ways to co-operate with others in a group and listen effectively, ideas for working together towards solving a problem, speaking in a friendly way to others and finally the consequences of our actions on others.

PEER SUPPORT PROGRAM

In Term Two, the Year Five students undertook two days of intense training to become Peer Support Leaders. This was facilitated by the classroom teachers. They then led the weekly Peer Support program in the Junior School throughout Term Three. This involved two Year Five students leading a group of children of mixed ages from Kindergarten to Year 4 and guiding them through activities that helped the children to understand better and to further build respect and responsible behaviour in the School.

POSITIVE EDUCATION

Positive Education is a concept that underpins the educational experience of all students and Staff at Kincoppal – Rose Bay. Positive education is defined as ‘education for both traditional skills and for happiness’ (Seligman et al.2009). The purpose of such an educational approach is to ensure that both the emotional and academic needs of students are met; resulting in students achieving a greater sense of personal wellbeing and happiness.

At KRB we attempt to achieve student wellbeing by:

- Actively teaching aspects of positive psychology throughout Academic Care Program, including: resilience, gratitude, positive relationships, positive emotion, and the identification of personal strength
- Teaching students the concept of the ‘growth mindset’ (Dweck, 2007), where students are encouraged to view their skills and knowledge as changeable through effort
- Working with students to set personal and academic goals, and supporting students in achieving and reviewing these goals.
INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

At KRB we want students to achieve a/an:

- Sense of happiness, both at school and in their everyday lives
- Sense of their core strengths and their ability to develop new strengths
- Understanding that skills are nurtured and developed, and do not exist as a set of unchangeable attributes
- Sense of connectedness to the School and the broader school community
- Belief that they are capable of achieving whatever they set their minds to achieving greater understanding of self, resulting in higher self esteem and resilience.

ACADEMIC CARE

The P – 12 Academic Care Program at Kincoppal – Rose Bay facilitates both the personal and academic care of students. This program utilises a positive psychological approach in order to achieve student wellbeing. In particular the Academic Care Program has a focus on the concepts of gratitude, the identification of personal strengths, and the development of positive relationships, positive emotion, leadership skills, and resilience.

In the Junior School, students work through a specially designed Academic Care Program on a weekly basis with their classroom teacher. This program incorporates issues such as understanding self, recognising good and bad behaviour, being friendly, making friends, and working with others. In addition, issues such as bullying and cyber safety are also explored.

In the Senior School, students meet daily with their Pastoral Mentor for mentoring and monitoring, and fortnightly in order to undertake an extensive Pastoral Care Program. In order to cater for the varying developmental phases of students across their secondary schooling, the Pastoral Care Program is based on the following conceptual framework:

- Year 7 & 8: Understanding of Self
- Year 9 & 10: Understanding of Self in Relation to Others
- Year 11 & 12: Understanding of Self in Relation to the World

The Pastoral Care Program is firmly based on the Sacred Heart Goals and is delivered through a variety of structured activities including guest speakers and presentations. Camps and other external activities complement the in-school program. The range of experiences offered by the School ensures that students are extended spiritually, emotionally, intellectually and physically.

Pastoral care in Boarding

All new students are allocated a buddy when they enter KRB, the Year 7 and 9 students are allocated a Year 12 buddy who supports them while in the boarding and day school. The Boarding SRC play and integral role in the enhancing the well-being 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 leadership team.

STUDENT LEADERSHIP

Developing leadership skills is an important part of a Sacred Heart education. In order for students to contribute meaningfully to society they must first be able to speak and act with confidence and conviction. Kincoppal – Rose Bay is committed to developing students who can reflect this idea. The development of leadership skills is not just confined to formal leadership positions; instead all students are encouraged to be leaders. Opportunities for leadership may take place in the classroom, on the sporting field or as a mentor to other students. Formal student leadership positions acknowledge the importance of service to the School and the community; This includes the need to act as agents of change by raising awareness of global issues such as the environment and social justice. Students at Kincoppal – Rose Bay are encouraged to become future leaders in society who can address these concerns.

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!
CO-CURRICULAR & ACCOMPLISHMENTS

In catering for the individual needs of students, Kincoppal–Rose Bay offers an extensive co-curricular and accomplishment program. The School has a long tradition of excellence and enthusiastic participation in all areas of the arts such as Instrumental and Choral Music, Drama and Debating and Public Speaking. In addition, students enjoy opportunities to participate in a wide range of sports that improve physical fitness, benefit self-esteem, promote cooperation and team work, promote school spirit and develop friendships. Kincoppal – Rose Bay recognises the strong relationship between co-curricular activity and academic achievement. As a result all Senior School students are required to participate in at least one co-curricular activity per year.

In the Junior School some activities, such as Debating and Public Speaking, are built into the curriculum, allowing all children to develop these skills, whilst other activities are optional and operate outside the normal school hours.

SOCIAL JUSTICE PROGRAM

Students from Years P – 12 are required to participate in activities in the wider community. The aims of the 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.

Year 11 students are required to complete a Social Justice Project by researching a social justice issue and carrying out at least 20 hours of community work in an area related to their research. Satisfactory completion of this project is a prerequisite for a leadership position in Year 12 and entry into the HSC year.

AWARDS

Sacred Heart Award: Years 3 – 12

The Sacred Heart Award acknowledges the student from each year group in Years 3 to 12 who has best lived out the goals of a Sacred Heart education. A Sacred Heart education involves both the heart and mind in the spirit of Cor Unum. It aims to develop students who think wisely and deeply, act with justice, spend time in reflection and make a valuable contribution to their community. The student receiving this award has demonstrated integrity, personal responsibility, and leadership initiatives to fulfil the goals of the Sacred Heart. This Award is the School’s highest honour, and is presented by a Sister of the Sacred Heart.

A Year Scholar will be determined from the following criteria:

- Demonstrates high academic performance across a broad range of subjects
- Contributes to learning in a positive manner
- Demonstrates a consistent and ongoing commitment to learning Junior School

Junior School

The Junior School awards Principal’s Merit Certificates, Junior Leadership Awards and Cor Unum Certificates and Pennants to acknowledge achievement and effort.

Senior School

Principal’s Honour Award

Principal’s Honour Awards are presented to students who place 1st, 2nd, and 3rd in their course/subject for Semester 1 and 2. Principal’s Merit Certificates are awarded to students in Years 7–12 for outstanding effort and achievement. Teachers are asked to nominate approximately three students in their class who fulfil the set criteria.

Principal’s Merit Certificate

Principal’s Merit Certificates are awarded to students in Years 7–12 for outstanding effort and achievement. Teachers are asked to nominate approximately three students in their class who fulfil the set criteria. Boarding awards include the Citizenship award and Boarding Community awards in Years 7, 8 and 9.

School Pockets

School Pockets are awarded to individual students for excellence in commitment, service, and sportsmanship. To be awarded a School Pocket a student must be nominated by the teacher in charge of an activity and approved by the Director of Students in the Senior School.

Leadership Awards

At the Year 12 Graduation Ceremony, senior students may receive a Blue Ribbon for outstanding contribution to the life of the school. Leadership Awards for satisfactory contribution to the life of the School are given to Year 12 students at the end of their period of service. Both awards are based on valuation by staff and self-assessment by the school leaders.

Criteria for the Award of a Leadership Certificate:

- Support of the School’s Sacred Heart Goals shown in both personal manner and actions
- Leadership in some aspects of school life
- Consistent approach to learning

KINCPALP–ROSE BAY SCHOOL OF THE SACRED HEART
Criteria for the Award of a Blue Ribbon

• Strong support for the School’s Sacred Heart Goals shown in both personal manner and actions
• Initiative and commitment in performance of specific leadership responsibility
• Service to the School – going above and beyond their required expectations to serve students and community
• Active and independent approach in learning

Peg Magoffin Memorial Trophy
This Trophy is awarded to a student in Year 12 who demonstrates:

• A significant level of caring, dedication and selfless commitment to others
• Outstanding ability to build community in an unassuming way

Distinction in Studies (DUX)
Distinction in Studies is awarded to the student who achieves the highest ATAR in the Higher School Certificate.

Boarding Awards

• The Sister Philomene Tiernan Award (Year 10, 11 and 12) is presented to a Boarding student for her outstanding contribution to the Boarding community through living the goals of a Sacred Heart Education.
• Community Award for Boarding (Year 7, 8 and 9) to be awarded to a Boarder who has demonstrated a commitment to the Boarding community through service to others.

Tracking and Monitoring Student Progress

A student tracking system ensures that co-curricular participation is monitored by the student’s classroom teacher, Pastoral Mentor, Year Co-ordinator 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 being fundamental to the Academic Care program. Through the Co-curricular and Accomplishment programs students will develop a range of skills aimed at the growth of confident, independent learners.

New Students

Transition and Orientation Programs:
The Transition and Orientation Programs at KRB aim to ensure the smooth transition of students in the Senior School. The Transition Program is for new students entering Year 7 and focuses on such areas as planning and organisational skills, and making and accepting new friends.

The Orientation Program is for all new students 7–12. This program focuses on removing the anxiety of starting at a new school by introducing students to their Year Co-ordinator 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.

KRB also offers a Big Sister/Little Sister program. As part of this program all students in Year 7 are assigned a ‘Big Sister’ in Year 8. These students maintain this relationship with their Big Sister/Little Sister for the remainder of their time at KRB.

Boarders are supported through a range of programs including:

• Pastoral care program
• Student Leadership development programs
• SRC leadership
• Years 7 and 12 Buddy program
• City/Country families’ project

The Transition to Senior School Program is designed to assist our Year 6 students with a sense of continuity and connectedness as they begin their secondary schooling. Year 6 students are given an overview of the Senior laptop program and an introduction to the Year 7 Mathematics course by Senior teachers. Sessions on planning and organisational skills and social transition skills are also presented by the School Counsellor.

In the Early Learning Centre the Transition Program focuses on familiarising the students with the Kindergarten classroom and routines in preparation for the students commencing their junior school education. The students participate in an extensive program that involves participating in the following:

• English, Music and Art lessons in the Kindergarten room
• Attending Junior School Assembly Monday and Friday mornings
• Joining the Kindergarten students for lunchtime eating and play.

The Junior School Orientation Program is for all new students K – 6. Students visit the Junior School and are introduced to peers in their grade. Each new student is introduced to their buddy who will meet them on their first day of school and assist them in their transition to KRB.
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. In order to become a mentor KRB students must undertake 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, 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.

13. PARENT, STUDENT AND TEACHER SATISFACTION

Kincoppal – Rose Bay School has over 20,000 members on its data base and places emphasis on maintaining close relationships with all groups. Current parents are particularly significant and the School strives to communicate as effectively as possible with this group to ensure:

• they have up to date knowledge of their children’s progress
• they are aware of all significant events taking place at the School, including sporting and other co-curricular activities
• they are aware of specific celebrations in which they would like to become involved.

The School Portal was launched in 2014, to provide an even more effective means of communication for parents, students and staff. In 2015 the School used both print and social media to communicate with all families. The fortnightly KRB News and the weekly Junior School Bulletin were important forms of communication and included ‘good news’ stories on student involvement and learning. The KRB Website is also an important form of communication. The biannual Open Gate magazine is sent to over 6000 members of the KRB community and provides news of current and past students and significant occasions in the School.

Boarders are a very important component of school life and the School continued to place emphasis on maintaining close relationships with parents from regional NSW. The regional gathering held in Moree in 2015 was an opportunity for parents to hear about new initiatives at Kincoppal - Rose Bay from the Principal and to gather together as a community. Families interested in future enrolments for their daughters also attended and met the Principal. An Information Session held prior to the lunch gave prospective families an understanding of a KRB education.

In January 2015, the Principal hosted and gave a presentation at a Cocktail Party at the Royal Overseas League in London for past students (1940s to 2014) and some future families.

In April the Principal visited Beijing, Shanghai and Hong Kong to hold KRB community events to connect with current and past parents, to update them on what is happening at KRB, to discuss Student Reports with parents and to develop relationships with prospective families. An Alumnae function held in Hong Kong, was an opportunity to connect with alumnae from 2009 to 2014.
In June the Principal hosted a successful reception at the Harvard Club in New York for KRB alumnae in New York and nearby. It was an opportunity to hear about what our young KRB alumnae are achieving in finance, engineering, advertising and design in Manhattan.

Events are also placed strategically on the calendar to maximise the attendance of boarding parents. The year begins with a BBQ for all current and new parents, Year 12 boarding parents are invited to attend the Procession of the Lanterns as well as the Year 12 Boarders’ Farewell Dinner. The boarder/teachers parent interviews are held the night before the KRB Mother’s Day lunch to ensure that the parents can meet the teachers and then attend the Mother’s Day function.

Events at Kincoppal – Rose Bay are designed to be as inclusive as possible. Apart from fundraising events, many are ‘not for profit’ and are designed to encourage strong attendance. Some events including family Masses and Morning teas, involve all members of particular families. As well two events, the Music and Debating celebrations held for students and parents, are means of celebrating the achievements of all students involved in these co-curricular activities.

Kincoppal – Rose Bay is an independent School and as such parents can decide at any time whether their child should remain at the School. On the withdrawal from the School, parents are asked as to their reason and as a consequence this process is indeed an indicator of parent satisfaction.

The percentage of student leaver’s in the dissatisfaction category is extremely small compared to the total population, indicating a high degree of parent and student satisfaction at Kincoppal – Rose Bay. The School does provide processes whereby parents and students can express their dissatisfaction and this is through the School Complaints and Grievance Policy which was updated in 2011 and available on our web site. As well, the School has an open channel of communication with the parents who can phone, email, write or visit the School at most times. The myriad of school functions allow an opportunity for staff and parents to meet informally and to raise any matters of concern.

Each Year Group in the Senior School has an opportunity to meet with the Principal regularly at Form Meetings where ideas and comments can be expressed. The Principal also meets small groups of students for lunch over a number of lunch times where she meets all students in Year 7 and in Year 12. The Principal meets regularly with the Student Leadership Team and they present the voice of the Student Body.

The School also has a number of formal organisations and committees within the School that provide an opportunity for parent, teacher and student feedback and involvement in the School:

- Parents’ and Friends’ Association
- Boarder Parent Meetings
- Student Representative Council
- The Sacré Coeur Association

Teacher satisfaction is also gauged regularly through informal and formal processes. Formally, all departing staff undergo an exit interview and staff are regularly interviewed by the Deputy Principal.

Informally, opportunities are available for feedback through:

- P – 6, 7– 12 and P – 12 Staff Meetings held regularly throughout the year
- Heads of Department and Stage Coordinator Meetings held each fortnight
- Year Coordinator Meetings held at least three times a term.
- Various Working Parties held at regular intervals.
14. SUMMARY FINANCIAL INFORMATION

(A) RECURRENT/CAPITAL INCOME

- Commonwealth Recurrent Grants: 8%
- State Recurrent Grants: 4%
- Other Capital Income: 4%
- Fees and Private Income: 84%

(B) RECURRENT/CAPITAL EXPENDITURE

- Salaries, Allowances & Related Expenditure: 60%
- Non-Salary Expenses: 29%
- Capital Expenditure: 11%