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
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6. Workforce composition 2013
7. Student attendance and retention rates in secondary schools 2013
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9. Enrolment policies and characteristics of the student body
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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 2014 has been “Personal Growth in an Atmosphere of Wise Freedom.” Students have grown as individuals and as a community and have all made a unique and enriching contribution to school life. Kincoppal – Rose Bay places a great importance on encouraging students to be aware of their strengths and limitations and to recognise how they can make a difference in their own lives and the lives of others.

Our students of 2014 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 demonstrated by the Year 12 Class of 2014. I described them in my Vale address as being “a group of individuals, who have certainly been transformed and grown over their years at KRB. Through knowledge and awareness of their own capabilities, they have made the transformation to the wonderful young women they are today.” The Class of 2014 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. Each has endeavoured to achieve her personal best.

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

- Showing resilience in rising above and learning from challenges and 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 2014 we have continued to develop the minds of our students with a diverse range of intellectual challenges and learning opportunities. 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 setbacks.

Our P–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 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, P–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 2014 KRB continued working with our Positive Education Program. This is based on the Positive Psychology movement, which aims to “educate for both traditional skills and 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, Young Entrepreneur Week (YEW), 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 meet me and other new students in other years. Towards the end of Term 3, I met with Year 12 students to discuss their thoughts on the upcoming HSC, their time at KRB and what the future might hold for them.
In Term 4 we welcomed new students in 2015, from ELC to Year 11, with a series of engaging Orientation Days. In Term 4, I was able to meet with groups of Year 6 students to hear their reflections on their time at Barat Burn.

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 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 and many will remember the outstanding performances of the musical, Once on This Island held earlier this year. Public speaking and debating remain as 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 2014 students have had opportunities for developing a greater understanding of their Christian faith, other faiths and as well, 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.

Social Justice

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:

- Bowraville
- India Tour
- Legs Out for Lymphoma
- International Women’s Day
- K – 6 Catholic World Mission Day Appeal
- City Immersion
- The Philanthropy Program
- Joigny children have raised over $3000 for a variety of charities.

Leadership

In 2014 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 a service to others and making a difference in the community. The Year 12 leaders of 2014 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 2014. 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 2014.

The School showed its strength as a community at the time of the tragic death of Sister Philomene Tiernan rscj. Students, staff, parents and alumnae came together to celebrate the life of Sister Tiernan and to support and care for each other during this very difficult time.

Campus Development

The following areas of development and refurbishment have been completed in 2014.

- The Boarders’ Dining Room and Servery
- Mary Agnes O’Neil Library Level 1 as a digital, flexible learning centre
- Sheldon House (Senior Boarding House) including a new kitchen
- The Basement Corridor including the installation of new lockers
- Synthetic grass in the Junior School
- The Year 5 Learning Space foyer.

In September, KRB commenced work on the new Year 10 Community Learning Centre. This will be completed before School begins in 2015.

Sophie’s Cottage, KRB’s Long Day Care Centre for 3 year old children, will open at the beginning of 2015. Their Orientation Day, held in October, involved the children experiencing some of the activities that they will participate in next year.

Hilary Johnston-Croke
Principal
FROM THE SCHOOL BOARD

The principal activity of the School Board in 2014 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 2014 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 final design and concept for the upgrade of the Year 10 Community Learning Space was approved by the Board and was undertaken at the end of 2014, 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. Work on Stage One, including adaptation of “The Cottage by The Sea” for use as an interim childcare facility was scheduled for completion by the commencement of the 2015 school year.

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 80% of income, is allocated to capital expenditure. Notwithstanding our significant capital expenditure program, in 2014 Kincoppal – Rose Bay’s school fees will increase on average less than 4.5%, 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 $10 million in 2011 on completion of the Maureen Tudehope Centre. By the end of 2014 it was reduced to $6.7 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 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 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 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 2014 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 2014. 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 2014 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 2014. 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, Marjorie Mpundu, a parent and Legal Counsel for the World Bank emphasised the importance of education and the difference an education had made to her life. She also spoke of the importance of resilience, of dealing with challenge and of the importance of maintaining integrity. As well 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, were held to mark 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 2014
• Grandparents & Special Friends’ Mornings, for ELC, Year 5 and 7 students
• A Gathering for country families in Wagga Wagga, NSW
• A Gathering for members of the KRB community living in Hong Kong, hosted by the Principal.

Events with a Fundraising Focus
The main fundraising event held in 2014 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 Trivia Night held in May where over 300 parents attended.

Past Students
Kincoppal – Rose Bay places emphasis on maintaining close relationships with all students who leave the School. In 2014 assistance was given to the Rose Bay Class of 1964 and the Kincoppal – Rose Bay classes of 1974, 1984, 1994, 2004 and 2009 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 1954 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 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 2014 for all members of the KRB community.

A Networking Evening with the focus on the Art and Design professions was held in 2014. These gave past students and current parents and students the opportunity to hear from professionals in these professions and to network with the speakers and other professionals to discuss future career paths and the possibilities of internships.

The first KRB Connection Breakfast was held in 2014. Current and past parents and past students who are involved in legal and financial professions came together to network and hear from two professionals in these areas.

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 2014.

The Appeal to raise funds for the Year 7 Community Learning Space, now called the Stuart Centre, concluded in February 2014.

Fundraising for the Philomene Tiernan rscj Boarding Bursary began in October 2014. A large number of parents, past and current and past students contributed to this Appeal.

As a result of the generosity of Alison Stephen (Rose Bay 1938) and Margaret Kirkpatrick (Rose Bay 1949) two new scholarships, the Alison Stephen Scholarship and the Margaret Kirkpatrick Scholarship were initiated in 2014. The recipients came from country NSW and began in Year 10 and Year 11 respectively.

The third Rugby Lunch held in August 2014 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 2014/15 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. The year started with an inspiring talk from our Year Coordinator, Miss Bartley, who told us the focus goal for 2015 – “a personal and active faith in God”, starts by having an active faith in ourselves. We have aimed to reflect this in our leadership by making KRB a positive environment for students, where they feel comfortable to be themselves around others.

One of the most successful parts of this goal has been the induction of the ‘Glory Shield’, an ongoing interhouse competition run throughout the year by our House Captains and Head of Sport, Molly Windsor. This program 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.
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 400 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.

We have also worked hard to contribute to the community outside KRB. The House Captains, in conjunction with Rebecca Gallagher of Year 12 were responsible for the organization of the “Teddy Bear’s Picnic”, which managed to raise over $1300 toward the Westmead Children’s Unit, doing so in a fun and creative way.

On top of this, Sasha Allerton, 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 with Molly Windsor, raising money for Caritas and has also included collecting donations for the homeless community of Matthew Talbot as part of the Christmas appeal. Apart from a number of other projects from Sasha, her latest and possibly most successful one has been leading the school in the collection of over a thousand items for the victims of the Nepal earthquake.

The boarding community has enjoyed a great year of initiatives from Head Boarder, Grace Gerathy and Head of Boarding Student Council, Alice Hamblin with the Boarding House Captains. They were responsible for the expansion of library opening hours and a later dinner time, meaning students were able to maximize study and co-curricular time after school. They introduced a little sister, big sister program and organised to have a touching memorial of Sister Philomene Tiernan in the boarding 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 committees have also been very active in contributing to leadership initiatives. The Art and Technology captains, with Molly Windsor and Sasha Allerton, ran International Women’s Day themed activities as well as a photo competition, using the hashtag “#makeithappenkrb” to encourage girls to get involved with the international celebration. The Sacred Heart committee also had an extremely successful year, organising an exciting Sacred Heart Day which has continued to go down as the highlight of the school calendar.

Sophie Kondilios, 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, including the memorial for Sister Tiernan in August 2014. Frances Ryan 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 for Jeans for Genes Day. Liberty Griffin has also contributed to the positive energy throughout the school with her optimistic messages on the digital screens, as part of her inaugural position of Head of Student Wellbeing.

Of course, KRB is part of a very global community which Head of International Students, Congcong Wu 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 2014/15 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’ dance parties held at lunch. Year 12 have been wonderful not only supporting those with a formal position, but by contributing to the KRB community in their own ways. Arabella Robinson is a fantastic example of this, with her introduction of an Alumnae Mentoring program, and continuation of the tradition of visiting the Sacred Heart sisters at Claremont for afternoon tea.

It can definitely be determined that the 2014/15 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 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.

Emily Shaw
Head Girl
Kincoppal–Rose Bay School is a Catholic P–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 (Sacre-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 enable 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 per cent of the boarders have an international background with many from Asian counties, in addition to various countries worldwide. Reflecting our foundations in France, European students come for shorter periods of 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 the 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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Percentages are rounded and may not add to 100
3. STUDENT OUTCOMES IN NATIONAL AND STATE-WIDE TESTS AND EXAMS

NAPLAN 2014 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 Patterns and Algebra)
- KRB performed above the Region (NSW AIS) in all years across all aspects (in Year 9 Numeracy, KRB students’ performance was equivalent to the NSW AIS region)
- There was strong whole school performance across year 3, 5, 7 and 9 in Reading, Writing and Grammar and Punctuation
- There has been an improved performance in Year 3 and 5 over the last two years in Numeracy. This has been a focus of the Junior School in their professional learning and tracking of students.
- 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 (in Year 9 Numeracy, KRB students’ performance was equivalent to the NSW AIS region)
- The percentage of students performing at or below the benchmark at KRB was well below the state and NSW AIS ranging between 0 – 12%
- 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

### Performance in Bands School Compared to NSW AIS 2013–2014

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<th>% at proficiency (top two bands)</th>
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<td>44.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% at proficiency (at or below minimum benchmark)</th>
<th>Year</th>
<th>3</th>
<th>5</th>
<th>7</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AIS</td>
<td>KRB</td>
<td>AIS</td>
<td>KRB</td>
<td>AIS</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
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</tr>
<tr>
<td>2014</td>
<td>6.5</td>
<td>0</td>
<td>9.5</td>
<td>0</td>
<td>7.6</td>
</tr>
<tr>
<td>2013</td>
<td>7.1</td>
<td>1.8</td>
<td>5.2</td>
<td>0</td>
<td>8.8</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>5.1</td>
<td>0</td>
<td>9.4</td>
<td>0</td>
<td>18.5</td>
</tr>
<tr>
<td>2013</td>
<td>3.7</td>
<td>0</td>
<td>7.8</td>
<td>1.7</td>
<td>16.1</td>
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<tr>
<td>Spelling</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>8</td>
<td>4.8</td>
<td>7.3</td>
<td>2.3</td>
<td>9.4</td>
</tr>
<tr>
<td>2013</td>
<td>5.2</td>
<td>0</td>
<td>6.3</td>
<td>1.7</td>
<td>7.2</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>5.2</td>
<td>2.4</td>
<td>7.7</td>
<td>0</td>
<td>11.1</td>
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<tr>
<td>2013</td>
<td>5.7</td>
<td>1.8</td>
<td>5.9</td>
<td>1.7</td>
<td>12.4</td>
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<td>Numeracy</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>2014</td>
<td>8.2</td>
<td>0</td>
<td>9.6</td>
<td>0</td>
<td>7.7</td>
</tr>
<tr>
<td>2013</td>
<td>5.0</td>
<td>0</td>
<td>10.4</td>
<td>3.3</td>
<td>8.1</td>
</tr>
</tbody>
</table>
SCHOOL CERTIFICATE OR ROSA GRADES STAGE 5 2014

KRB RoSa Grades English 2012-2014

KRB RoSa Grades Mathematics 2012-2014

KRB RoSa Grades Science 2012-2014
2014 HIGHER SCHOOL CERTIFICATE RESULTS

Highlights
Highlights of this year’s achievements include:

- Lucy Miller and Zhenyi (Carrie) Wang both achieved an ATAR of 99.85, making them joint Dux of the Class of 2014 and combined recipients of the Distinction in Studies Award
- Zhenyi (Carrie) Wang achieved First in Course for English as a Second Language
- KRB ranked 17th in the state for English (ranked numerically)
- Claudia Nolan’s major work in HSC Drama has been selected for inclusion in the Board of Studies OnStage
- 67% of students studied one or more Extension courses
- The majority of the Class of 2014 was accepted into their first choice tertiary courses
- Two students received offers from overseas universities – Madison Mooney to Peterhouse Cambridge and Sabrina Kwok to UCLA Berkeley
- Seven of the 11 students who started in ELC gained an ATAR over 90
- Nine of the 27 students who gained an ATAR over 90 were boarders

Places in the State
Zhenyi (Carrie) Wang was placed first in the subject, English as a Second Language out of 2,316 candidates. Carrie attended the First in Course Ceremony on Tuesday 16 December, where she was awarded the Certificate for Excellence by NSW Education Minister Adrian Piccoli.

Individual Course Performance
For all HSC subjects, a significant proportion of KRB students achieved in the top two performance bands (Band 6 or Band 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.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>Chinese Background Speakers, Drama, English Extension 1, English Extension 2, French Extension, History Extension, Japanese Continuers, Legal Studies, Music 1, Music 2</td>
</tr>
<tr>
<td>93%</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>83%</td>
<td>Ancient History</td>
</tr>
<tr>
<td>82%</td>
<td>English (Advanced)</td>
</tr>
<tr>
<td>80%</td>
<td>French Continuers, Mathematics Extension 1</td>
</tr>
</tbody>
</table>

*Based on a percentile ranking

All-Round Achievers
The Board of Studies ‘All-Round Achievers’ List contains the names of all students who achieved 90 or more (Band 6) for courses totalling ten or more units. Seven students from the Class of 2014 performed exceptionally well to be included on the ‘All-Round Achievers’ List:

- Madeleine Clunies-Ross
- Eloise Gibbs
- Lucy Miller
- Madison Mooney
- Zoe Sigalla
- Zhenyi (Carrie) Wang
- Gina Welsh

A further five students achieved 90 or more in eight or nine units, which is an outstanding achievement. These high performing students are:

- Claire Dunworth Possati
- Alexandra Powell
- Georgina Ringler
- Nicola Ryan
- Angela Stevens

The Distinguished Achievers
The Distinguished Achievers List contains 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 2014, Year 12 students from Kincoppal–Rose Bay School achieved a total of 105 mentions on the Distinguished Achievers List in 2014 and 15 mentions in 2013 when they sat the examinations for the Mathematics 2 Unit, Mathematics Extension 1, French Continuers and French Extension courses.

Creative Arts
Claudia Nolan’s major work in HSC Drama was selected for inclusion in the Board of Studies OnStage.

Claudia’s Portfolio of Theatre Criticism was presented in the style of an arts magazine publication, and included her reviews of both international and contemporary Australian theatre productions.

Michaela Wong was awarded the Monsignor Doherty Award in 2014 which is a part of the Clancy Art Prize for Religious Art.

She was awarded this prize for her HSC Major Work entitled “Which Side Are You Drawn To”. 
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>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>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>
<td>22</td>
<td>28</td>
<td>40</td>
<td>30</td>
<td>47.36</td>
<td>26.76</td>
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<tr>
<td>Business Studies</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>
<td>33</td>
<td>36</td>
<td>36</td>
<td>42</td>
<td>52.93</td>
<td>42.6</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>70</td>
<td>37</td>
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<td></td>
<td></td>
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<tr>
<td>Drama</td>
<td>100</td>
<td>42</td>
<td>78</td>
<td>44</td>
<td>76.46</td>
<td>43.85</td>
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<tr>
<td>Economics</td>
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<td>45</td>
<td>71</td>
<td>43</td>
<td>45</td>
<td>47.2</td>
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<tr>
<td>English Advanced</td>
<td>82</td>
<td>59</td>
<td>85</td>
<td>53</td>
<td>89.18</td>
<td>54.09</td>
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<tr>
<td>English as a Second Lang</td>
<td>57</td>
<td>28</td>
<td>67</td>
<td>23</td>
<td>41.66</td>
<td>24.67</td>
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<tr>
<td>English Extension 1</td>
<td>100</td>
<td>93</td>
<td>100</td>
<td>88</td>
<td>94.43</td>
<td>87.11</td>
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<tr>
<td>English Extension 2</td>
<td>100</td>
<td>77</td>
<td>100</td>
<td>78</td>
<td>100</td>
<td>78.43</td>
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<tr>
<td>English Standard</td>
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<td>8</td>
<td>0</td>
<td>7</td>
<td>16.66</td>
<td>15.75</td>
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<tr>
<td>French Continuers</td>
<td>80</td>
<td>66</td>
<td>67</td>
<td>67</td>
<td>88.88</td>
<td>64.59</td>
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<tr>
<td>French Extension</td>
<td>100</td>
<td>95</td>
<td>100</td>
<td>97</td>
<td>100</td>
<td>90.67</td>
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<tr>
<td>General Mathematics</td>
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<td>25</td>
<td>33</td>
<td>21</td>
<td>69.22</td>
<td>22.05</td>
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<td>44</td>
<td>63</td>
<td>40</td>
<td>58.33</td>
<td>40.27</td>
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<td>History Extension</td>
<td>100</td>
<td>78</td>
<td>100</td>
<td>74</td>
<td>83.33</td>
<td>65.98</td>
</tr>
<tr>
<td>Italian Beginners</td>
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<td>34</td>
<td>50</td>
<td>30</td>
<td>80</td>
<td>33.32</td>
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<tr>
<td>Japanese Beginners</td>
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<td>41</td>
<td>80</td>
<td>39</td>
<td>62.5</td>
<td>39.77</td>
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<td>Legal Studies</td>
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<td>86</td>
<td>43</td>
<td>72.72</td>
<td>40.24</td>
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<tr>
<td>Mathematics</td>
<td>49</td>
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<td>49</td>
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<td>52.5</td>
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<tr>
<td>Mathematics Extension 1</td>
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<td>84</td>
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<td>Mathematics Extension 2</td>
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<td>86</td>
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<td>87</td>
<td>100</td>
<td>88.37</td>
</tr>
<tr>
<td>Modern History</td>
<td>72</td>
<td>42</td>
<td>57</td>
<td>47</td>
<td>65</td>
<td>45.94</td>
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<tr>
<td>Music 1</td>
<td>100</td>
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<td>80</td>
<td>58.38</td>
</tr>
<tr>
<td>Music 2</td>
<td>100</td>
<td>87</td>
<td></td>
<td></td>
<td>100</td>
<td>85.02</td>
</tr>
<tr>
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<td>30</td>
<td>63</td>
<td>28</td>
<td>50</td>
<td>32.88</td>
</tr>
<tr>
<td>Physics</td>
<td>63</td>
<td>31</td>
<td>80</td>
<td>33</td>
<td>44.44</td>
<td>34.05</td>
</tr>
<tr>
<td>Studies of Religion I</td>
<td>72</td>
<td>49</td>
<td>66</td>
<td>48</td>
<td>57.62</td>
<td>41.85</td>
</tr>
<tr>
<td>Studies of Religion II</td>
<td>78</td>
<td>44</td>
<td>64</td>
<td>46</td>
<td>60.6</td>
<td>41.01</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>93</td>
<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)

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

- 72 out of 72 students eligible for HSC
- No VET students
- Those not eligible were Year 11 Maths accelerated students (6 students)

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

PROFESSIONAL LEARNING
During 2014 our staff actively participated in a range of quality professional learning programs including leadership seminars, conferences and in-services, as follows:

• In April we conducted a successful Shifting Thinking and Practice Professional Learning Conference, and this incorporated elements such as positive psychology for student pastoral care, practical ways for teachers to effectively assess their learning, and the launch of the KRB Teacher Review Model, Educator Impact which incorporates structured classroom observation, self and peer reflection, and 360 degree feedback.

• Twenty six KRB teachers participated in the Educator Impact pilot program, with representation from Stage 3 in the Junior School, and the Mathematics, History and PDHPE Departments in the Senior School. From feedback received, these teachers were able to identify their own growth areas and participate in targeted professional learning as a result.

• The development of our middle leaders was another strategic focus in 2014. Five employees attended a middle leaders’ program through the Queensland Leadership Institute, with the final phase of the course conducted in Sydney at KRB. Other KRB leaders also represented the School at the Leading, Learning and Caring AHISA Pastoral Care Conference in August.

• Twelve senior school teachers including 3 Heads 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.

• This year has also seen a focus on staff modeling best practice with their peers. Staff, Faculty and Stage Meetings have seen teachers demonstrate innovative pedagogical practices and initiatives, showcase strategies to provide effective feedback, and our e-learning team’s insights on effectively using the Moodle Learning Management System.

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>84</td>
</tr>
<tr>
<td>Higher education qualifications from overseas institution</td>
<td>12</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 154 employees (excluding casuals and accomplishment staff), made up of:

- **97 teachers**
  - 85 full time teachers
  - 12 part time teachers
- **57 full time ancillary employees**
  - 41 full time ancillary
  - 16 part time ancillary
7. STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOLS 2014

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>96</td>
</tr>
<tr>
<td>2</td>
<td>97</td>
</tr>
<tr>
<td>3</td>
<td>96</td>
</tr>
<tr>
<td>4</td>
<td>96</td>
</tr>
<tr>
<td>5</td>
<td>96</td>
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<td>6</td>
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<td>97</td>
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</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. A note confirming the absence is brought to Student Reception when the student returns to school.

- 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 2013 into 2014.
8. POST SCHOOL DESTINATIONS (FOR SECONDARY SCHOOLS ONLY) 2013

**TERTIARY DESTINATIONS**

**BY COURSE**

- Arts: 7
- Arts/Comms: 17
- Arts/Business: 4
- Business: 5
- Commerce: 3
- General Studies: 1
- Architecture: 2
- Speech Pathology: 1
- Social Work: 1
- Science: 3
- Political Philosophy: 1
- Nursing: 1
- Medicinal Science: 2
- Liberal Arts/Sci: 3
- Int/Global Studies: 4
- Fine Arts: 3
- Engineering: 1
- Education: 2
- Design: 2
- Law: 6

**BY DESTINATION**

- University of New South Wales: 13
- Australian National University: 8
- University of Sydney: 13
- University of Technology Sydney: 14
- Charles Sturt University: 2
- Australian Catholic University: 2
- University of Western Sydney: 3
- University of Newcastle: 2
- University of New England: 2
- National Arts School: 3
- University of California, Los Angeles: 1

* 7 students are studying abroad or taking a gap year.
Kincoppal – Rose Bay is a co-educational school in the Junior School (ELC – 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 life-long 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 Applications Forms at the same time.

INTERVIEW PROCESS
The interview provides an important opportunity for the Principal, Deputy Principal 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 or Deputy Principal, 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
- MCEEDYA (data collection)
- Student Health Form
- Notebook Rental Agreement
- Information Collection Notice
- Written Agreement 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, education 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, Preparatory 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 and 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

(a) 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.

(b) 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 (MCEETYA) must be accurate as it will be used by government agencies for reporting purposes for NAPLAN and MySchool. The forms enclosed include MCEETYA and Student Health Care Form.

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 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.

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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>
</tr>
<tr>
<td>To be valued</td>
<td>To value and support others</td>
</tr>
</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 and to raise any matters of concern.
## 11. SCHOOL DETERMINED IMPROVEMENT TARGETS

<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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<tr>
<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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<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<td></td>
<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>
</tr>
<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>
</tr>
</tbody>
</table>
| | | Integrate technology-rich pedagogies that enhance 21st century skills | • Higher levels of staff and student digital literacy  
• Improved student achievement  
• Increased use of flip learning as a pedagogy | E-Learning integration significant/technology rich pedagogies |
| | | Support gifted and talented students and students with learning support needs | Improved student learning outcomes for gifted and talented students and students with special learning needs | There has been better integration of G&T/Learning Support in JS |
| | | Develop and implement project-based learning programs in Years 7–10 | The development, documentation and implementation of a project-based learning program in Years 7–10 | Project-based learning programs developed for implementation incorporating 21st century skill matrix |
| | | Prepare for the BoS Registration and Accreditation process 2015 | Policy, curriculum and assessment documentation reviewed and further developed to meet BoS requirements | Focus on preparing for R&A |
## 2. Inspiring Sacred Heart Students

- Developing confident and courageous Sacred Heart students who will make a difference in the world

### Key Actions

<table>
<thead>
<tr>
<th>Area</th>
<th>Action</th>
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<tr>
<td>A strategic plan for Academic Care P-12</td>
<td>• Implement new Year 11 Mentoring System</td>
</tr>
<tr>
<td></td>
<td>• Develop the leadership capacity of middle leaders</td>
</tr>
<tr>
<td></td>
<td>• Review curriculum expectations</td>
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<tr>
<td></td>
<td>• Continue to develop a quality work-life balance at KRB</td>
</tr>
<tr>
<td>Quality Staff</td>
<td>• Attracting and developing the best Sacred Heart Educators</td>
</tr>
<tr>
<td></td>
<td>• Developing middle leaders</td>
</tr>
<tr>
<td></td>
<td>• Review co-curricular expectations</td>
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<td></td>
<td>• Continue to develop a quality work-life balance at KRB</td>
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<tr>
<td>Attraction and Retention</td>
<td>• Promoting KRB as the school of choice</td>
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<tr>
<td></td>
<td>• Develop a marketing and communication plan to promote the three and four year old program in the EIC</td>
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<tr>
<td></td>
<td>• Fundraise for the Bursary Program</td>
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<tr>
<td></td>
<td>• Continue to implement programs to support the transition and assimilation of international students into the KRB</td>
</tr>
</tbody>
</table>

### Results

- Three year old program practically full
- An increase in donations to the Bursary Fund
- Improved retention, satisfaction and academic outcomes from international students

## 3. Quality Staff

- Attracting and developing the best Sacred Heart Educators
- Developing middle leaders
- Developing a marketing and communication plan to promote the three and four year old program in the EIC

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### Results

- Middle leaders demonstrating effective leadership qualities
- Middle Leaders attended SH leadership workshop
- Improved retention, satisfaction and academic outcomes from international students
- Positive feedback from wider KRB community regarding communication strategies in place

## 4. Attraction and Retention

- Promoting KRB as the school of choice
- Developing a marketing and communication plan to promote the three and four year old program in the EIC
- Fundraise for the Bursary Program
- Continue to implement programs to support the transition and assimilation of international students into the KRB

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### Results

- An increase in confirmed enrolments in the four year old program for 2015
- An approved service established for children from three years of age, ready to commence in 2015
- Improved retention, satisfaction and academic outcomes from international students
- Positive feedback from wider KRB community regarding communication strategies in place

## 5. Parental Engagement

- Enhancing satisfaction through continued parental engagement
- Launch the portal for P-12 parents, staff and students
- Ensure continuous feedback through student tracking
- Review parent information evenings

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### Results

- Positive feedback from wider KRB community regarding communication strategies in place
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## Kincoppal – Rose Bay School of the Sacred Heart

- Academic tracking still localised in P-6 and 7-12
- Using data/evidence more effectively
- Year 11 mentoring system implemented and working well
- Middle leaders attending SH leadership workshops
- Review of staff co-curricular program complete and recommended
- Work-life balance factors have been addressed

<table>
<thead>
<tr>
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<tbody>
<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>
</tr>
<tr>
<td>Develop a strategy for delivering outstanding personalised service</td>
<td>Update the Senior School Master plan</td>
<td>Communicate the Strategic Plan to the KRB community in Term 1, 2014</td>
</tr>
<tr>
<td>Communicate a transparent fee structure</td>
<td>Develop a communication plan for the Junior School Master plan</td>
<td>Communicate the Strategic Plan to the KRB community in Term 1, 2014</td>
</tr>
<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>Investigating opportunities for using the campus in non-term times for summer schools and holiday camps</td>
</tr>
<tr>
<td>Analysis of total cost per year group complete (fee transparency)</td>
<td>Build the Year 10 Community Learning Space</td>
<td>Increased funds available from leveraging the campus</td>
</tr>
<tr>
<td>Greater parent satisfaction in regard to fee expectations</td>
<td>Continue to embed the WH&amp;S system into KRB</td>
<td>Enhanced financial/budget planning/budget rigour</td>
</tr>
<tr>
<td>Session on parental feedback at PLC</td>
<td>Project manager and successful builder contracted by end of 2014</td>
<td>Budgets are adhered to in 2014</td>
</tr>
<tr>
<td>Communicate a transparent fee structure</td>
<td>All staff accessing and using the system by end of Term 1, 2014</td>
<td>Ensure budget rigour is maintained</td>
</tr>
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<td>Parent and student satisfaction expressed through formal and informal feedback</td>
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</tr>
</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.

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 through our Academic Care Program, including: resilience, gratitude, positive relationships, positive emotion, and the identification of personal strengths
- 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
• using constructive and positive feedback as a way of supporting student improvement
• supporting students in all aspects of their lives.

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
• It is based on the 2013 focus goal of A Deep Respect for Intellectual Values

• 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 an 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 groups 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 form 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 and personal responsibility, and leadership initiatives to fulfill the goals of the Sacred Heart. This Award is the school’s highest honour, and is presented by a Sister of the Sacred Heart.

Year Scholar Award: Years 3 – 12

Year Scholars are awarded at each year level from Year 3 to 12. A Year Scholar will be determined from the 1st, 2nd and 3rd ranked placing as well as meeting 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

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 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, 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 evaluation 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
- 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 girl 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) to be 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 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 things 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 Coordinator and other important people involved in their life at school.

Students go on a tour of the School grounds and buildings, and are introduced to the Sacred Heart philosophy of the School. On Orientation Day students are also introduced to a Student Mentor who will meet them on their first day of school and assist in the transition phase of starting life at a new school. Boarding students are also invited to stay for the night after Orientation Day for a boarding experience.

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.
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 2014 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 Wagga Wagga in 2014 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 dinner gave prospective families an understanding of a KRB education.

The sense of maintaining connections with the overseas community is equally significant and in 2014, the Principal hosted a function in Hong Kong. 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 Mothers’ 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 Dinner and the Debating Dinner 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 once a term in a forum called Student Voice where ideas and comments can be expressed.

The Principal also meets small groups of students for lunch over a number of lunch times so she can meet all students in Year 7 and in Year 12.

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 undergoes an exit interview and staff is 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 each fortnight
- 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%