

2021 Annual Report



KINCOPPAL – ROSE BAY
SCHOOL OF THE SACRED HEART

About the Annual School Report

Kincoppal – Rose Bay School is registered by the NSW Educational Standards Authority. The Annual Educational and Financial Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The report describes areas of school achievement and developments in 2021.

The 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.



Reporting Areas

1. A Message from Key School Bodies	04
2. Contextual Information about the School	10
3. Student Outcomes in Standardised National Literacy and Numeracy Testing	12
4. Senior Secondary Outcomes (Student Achievement)	16
5. Teacher Professional Learning	22
6. Workforce Composition	24
7. Student Attendance and Retention Rates and Post-School Destinations in Secondary Schools	25
8. Enrolment Policy	28
9. Other School Policy	29
10. School Determined Priority Areas for Improvement	30
11. Initiatives Promoting Respect and Responsibility	31
12. Parent, Student and Teacher Satisfaction	37
13. Summary	38

1. A Message from Key School Bodies



Processions of Lanterns 2021



Sacred Heart Day 2021

From the Principal

Kincoppal – Rose Bay School began 2021 with much optimism, while keeping in mind the importance of maintaining a COVID-safe environment at KRB. Our Sacred Heart Goal “A Personal and Active Faith in God” emphasised the importance of active engagement in our faith and in our relationships with others. It was a goal that was vitally important as the school community needed to deal with constantly changing times, while maintaining a positive outlook and having as its focal point the need to offer the best education possible to each of the students.

Despite the very different year we have experienced, we have been able to provide many opportunities to develop each student’s intellectual values, to care for their wellbeing and to create community in new ways. The importance of belonging has been at the forefront of all we tried to offer during 2021.

As first term progressed, we saw the lifting of COVID-19 restrictions, more opportunities for our young people to engage more fully in their sport, debating, music and other co-curricular areas of the School. We were also able to celebrate significant celebrations including Procession of the Lanterns and Sacred Heart Day in Term Two.

We were also able to showcase the production of the musical “Matilda”. All involved in this outstanding production are to be commended. We pay tribute to their individual and collective resilience as this performance took two years to come to life, due to COVID-19 in 2020.

This year has also focused on the important issue of consent, and the petition that followed the article by Chanel Contos. Dealing with this issue required much collaboration with students, staff, parents and alumnae, the importance of belief in oneself and in one’s values was demonstrated in the way this issue was addressed by our community. Discussions with staff, students and alumnae resulted in changes to our curriculum, and the implementation of future programs to support young people with this challenging issue.

Maureen Ryan
Principal

From the Board Chair

2021 was again been a very different year to the one the School had anticipated. It began with much optimism with the Sacred Heart Goal, “A Personal and Active Faith in God” as the focus goal for the year. This goal has been particularly important in this past year and especially during the fifteen weeks of lockdown. It has been at the forefront as all members of the KRB community have dealt with constantly changing times and have continued to approach every different situation with a positive outlook.

It has also required much discernment from our Board Directors as we face the challenges brought on by COVID and the lockdown, strong leadership from the Principal and members of the Leadership Team, a commitment from all the KRB staff to continue to provide an outstanding education, and a positive attitude from all students who consistently support each other and endeavour to achieve their personal best. We are also very aware of the assistance of our parents who have offered valuable input in the educational offering provided, and have supported their children during the periods of remote learning.

No doubt we will be further challenged in the future, but the Board and I remain convinced of the quality and commitment of all facets of the School to respond in a manner characterised by a Sacred Heart educator.

The 2021 HSC cohort celebrated excellent academic results, and this is testament to the hard work of all staff and the commitment of the students. The Class of 2021 demonstrated much resilience and were exemplary in their commitment to their achieving their best, in their ability to adapt to different exam styles and to continue to focus on their studies up to the end of the HSC exams in November.

In 2021 we were delighted to announce that the NSW State Government Department of Planning Industry & Environment approved KRB’s State Significant Development Application (SSDA). The SSDA reflects the School’s Whole Campus Master Plan and comprises some fourteen individual projects, covering both the Junior School Campus and the Senior School Campus.

The SSDA approval gives us the permission to renew our campuses over several years to deliver improved learning spaces and facilities for our students and staff. Ensuring that our campuses are modern and vibrant is our obligation to future generations and in keeping with the Mission of the Society of the Sacred Heart. While the SSDA approval covers the Whole Campus Master Plan, the initial focus will be on the staged redevelopment of the Junior School Campus. The first project (referred to as Stage 1 of the Junior School Redevelopment) will be the New Junior School Entry, Access Road and Elevated Walkway.

I express my thanks to all staff and to the KRB Leadership Team for their tireless efforts and commitment to our students in providing them with an outstanding education, while always being mindful of their well-being. I thank in particular, Principal Maureen Ryan for all her efforts in leading this School through a time of change and challenge.

Mark Sinclair
Board Chair

From Senior School Students 2021

I entered the position with very little knowledge of what the role would entail. From my understanding, it was a position of high esteem, a girl leading the School through her words and actions. Of course, that is still true, yet coming to the end, I can't help but think that it's much more than that. It is a position that challenges you, motivates you and betters you, extending to not only myself, but the class of 2021.

As Head Girl, you don't stand on stage representing yourself as an individual, instead, you're representing a collective, ensuring that your message is one that involves collaboration and support. As a cohort it has been evident through our theme "KRBring it on", a message from Year 12, that you are part of a team, cheering for those around you, ready to bring on strength and determination for the year to come.

As a leadership team, we found it very important to include our theme in our whole school assemblies. We did this through the inclusion of 'Cheerleader of the Week', an award that recognised the students at Kincoppal- Rose Bay who have shared their Sacred Heart spirit, whether through sport and academic achievements or kind actions that have not gone unnoticed. It is through this award that as a community, we are able to acknowledge and cheer these students on, encouraging others to have similar attitudes.

Of course, this year has not come without its challenges. It has been within these moments that as a student body we have flourished. The determination and support shown by the community towards initiatives such as Girls Cut Curls, International Happiness Day, Fun Fridays have been a true testament to that. Each initiative is open to collaboration and inclusive to all.

To see the growth within Year 12, the School and the community as a whole has been the biggest reward. Understanding that each student, from Kindergarten to Year 12, has a unique talent to be shared and admired has been so significant. KRB does not judge that uniqueness, but instead embraces it into the community, something I will be eternally grateful for. Being in an environment that does not limit oneself has allowed me and others to explore aspects of our identity, doing so in a comfortable and safe setting.

I have been so lucky to have received the mentorship of Kincoppal – Rose Bay's Leadership Team, who have guided and supported me, providing me with the confidence to lead unapologetically. The experiences and lessons I have learnt within the gates of KRB will follow me for years to come. The bond we share as students of the Sacred Heart makes us different from other schools. We love each other differently, we care for each other differently and we respect each other differently. Uniquely to KRB, we love, care and respect each other according to the Sacred Heart values, creating a community that is forever connected through the heart of Jesus.

Olivia Wood
Head Girl 2020/21



Adaptability in Learning

We were able to successfully implement our teaching, learning, and wellbeing strategies and continue to provide an outstanding remote learning platform, when NSW went into lockdown at the beginning of Term Three. The staff worked tirelessly to provide the best quality remote learning possible for all our students. Feedback from parents and students helped us to continue to assess the quality of our remote learning and we adjusted our programs throughout the term to consistently improve. Our students remained motivated, engaged and contributed to their learning while off site throughout Term Three and the beginning of Term Four. They also involved themselves in a variety of sporting programs and used lockdown as a means of showing how they could adapt their learning. Different interpretations of remote learning were expressed through imagery in Visual Arts, and the Music department held concerts as a “Lockdown Antidote” and highlighted musical pieces created by our students.

Our Academic Care team worked with Pastoral groups in the Senior School and classes in Junior School on a variety of activities to support health and wellbeing, under the themes of Motivated Monday, Grati-Tuesday, Wellness Wednesday, Thoughtful Thursday and Fun Friday.

It was wonderful to see our students return to campus in Term Four and to see their sense of joy as they again connected with peers and teachers. It exemplifies the importance of belonging that is an inherent part of the KRB community. The students also accepted the “new normal” of being back on campus and were exemplary in adhering to all government regulations.

We particularly recognise our Year 12 Class of 2021 whose ability to adapt to many significant changes has been amplified this year. This was shown when the HSC Assessment tasks had to be done remotely, using a program called Exam.net. The students adapted to this and continued to strive to do their best. The changes to the HSC schedule was a huge challenge for them and it was admirable to see their ability to again remain focused with a belief in themselves and to demonstrate an

extraordinary amount of resilience. As a result of their motivation, hard work and resilience, along with the outstanding teaching and learning given to them by the staff, Kincoppal – Rose Bay was ranked 28th in the State and was the top-performing Catholic independent boarding school.

Contemporary Education

As a School we continued to look at the best ways that we can provide a quality education for all our students. We are deeply fortunate that we belong to a network of sister schools – 150 schools across 41 different countries. This enables us to really educate our young people with a globalised mindset and to that end we formed a new position this year and appointed Sarah Daff as Director of Global Citizenship & Education to build a program of study around ‘social entrepreneurship’. This program will be provided by an external international provider – such as Oxford University, so the students graduate with an additional certificate that will help prepare them to shape the world from where they are at.

50th Anniversary of the Amalgamation

2021 marked the 50th Anniversary of the Amalgamation of two schools, Kincoppal – Rose Bay, Elizabeth Bay, and Rose Bay Convent. Each of these Sacred Heart schools had its own rich history and culture, but shared one mission and one vision, and in 1971, with the Amalgamation became one school: Kincoppal – Rose Bay School of the Sacred Heart with the motto, ‘Cor Unum’, One Heart and One Mind.

Due to COVID-19 restrictions we were unable to meet in person to celebrate this significant anniversary as a KRB community. We launched an online platform on Sunday 28 November containing a Liturgy led by members of the Society of the Sacred Heart, alumnae and students from the KRB community. We also featured interviews with alumnae highlighting their experiences throughout the Amalgamation and a showcase of archives from this period.



Country City Immersion

In 2021 we began a plan to offer small number of our Year 9 and 10 2022 day students the chance to be boarders for a semester. We included in this a rural experience time on a KRB family property, involvement in a social justice initiative, and some activity that raises awareness about the rural history and culture. There will be an expectation of a reciprocal offering from the city to the country family/boarder, so the boarders will be able to experience some family life in the city, some of the special features of Sydney and its Harbour and special events, such as Vivid. We hope the offering will cultivate awareness of the lives and work of our country families and enhance our city and country connections.

We can be proud of how we demonstrated our commitment to the Sacred Heart value, "A Personal and Active Faith in God". We prevailed throughout the challenges of 2021 by adapting, demonstrating resilience, and looking for a variety of ways that we could support each other. Much of what we have achieved has been due to the work and support of all the KRB staff and we are deeply grateful to all those who have continued to provide the best possible learning opportunities for all students.

2. Contextual information about the School

Characteristics of the Student Body

Kincoppal– Rose Bay School is a Catholic ELC – 12 independent school, with a co-educational Early Learning Centre and Junior school, and from Years 7-12, girls only in day and boarding, for country, international and local students. As a Sacred Heart school, it is part of a global network of 150 schools in 41 countries. Sacred Heart (Sacre Coeur) education focuses on the development of the whole person – both heart and mind – within a personalised community context. The five goals of Sacred Heart education encourage students to think wisely and deeply, act with justice and value community. Kincoppal – Rose Bay takes a personalised approach to learning, tracking progress to ensure continued intellectual and social development. An academically rigorous program provides 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 with a non – selective intake of students.

Early Learning Centre

ELC, our co-educational early learning centre is comprised of Sophie's Place Long Day Care (3 and 4 year olds) and the Joigny Centre Term Time (4 year olds). This is where our youngest students take their first steps on their learning journey. Our ELC program is influenced by the approaches used in Reggio Emilia and the philosophies of the Forest Schools. Along with our strength in the five goals of Sacred Heart education, the Joigny Centre and Sophie's Place have created spaces where children are inspired, captivated, engaged and provoked both indoors and out in nature. Sophie's Place is home to our 3 and 4 year old Long Day Care

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 term time provides a calm and nurturing environment that is a place of wonder, discovery and leaning, where eager thinkers and explorers make connection with conceptual and concrete research projects. Key to our program is the belief that the children have so many wonderful curiosities and theories about the world and we want them to explore them all. Students can then seek entry from ELC to Kindergarten.

Junior School (K-6)

Our co-educational K-6 Junior school provides students with a warm and nurturing environment to confidently explore their interests and talents. Through co-education we break gender stereotypes. Girls learn to value healthy risk-taking behaviours and humour that boys bring to the learning environment. Boys learn to value the strong work ethic and importance of building relationships that girls bring to the learning environment. Every child learns they are unique and we are determined that they become the best version of themselves, with our goal of transformative education. Key aspects of the Junior school include: specialist teachers in Languages, Music, Science, Library and PDHPE; an extensive and vibrant co- curricular program; Diverse learning programs; social justice and community emphasis.

Senior School Years 7-12

Guided by the five Sacred Heart Goals, we work with each individual student to develop her into a global citizen committed to service. We are



committed to knowing every student and providing for them holistically. To encourage the academic growth of each child, we follow principles of individual care and seek best practice models of learning and support. Key aspects of our senior school are: high academic standards; outstanding academic care program; personalised notebook program; global student exchange opportunities; exceptional co-curricular opportunities; after school homework centre and extended Day program. The majority of our students go onto a wide range of options at tertiary level with the majority receiving their first choice option for their tertiary studies.

Boarding

The Boarding School can accommodate up to 150 boarders between a Year 7 - 11 house and a separate Year 12 house. The breakdown of the boarding house typically sees approximately sixty five percent come from rural and regional NSW. Twenty per cent of the boarders typically have an international background with many from Asian countries, in addition to various other countries worldwide. reflecting our foundations in France, European students come for shorter periods of a semester to one year, to experience Australia; students from the Sydney area typically comprise the balance.

The year 12 Sheldon House with a 40 bed capacity has a residential model with the Head of the House living in quarters within the boarding house. 2021 was an unusual year for the boarding house with

reduced enrolments from all overseas areas, due to COVID-19.

Further information is available on the ACARA My Schools website: www.myschool.edu.au/

Student Break down

Grade	Female	Male	Total
Kindy	34	4	38
1	32	8	40
2	38	15	53
3	34	6	40
4	52	13	65
5	44		44
6	71		71
7	85		85
8	94		94
9	87		87
10	95		95
11	97		97
12	94		94

As at 2021 Census

3. Student Outcomes in Standardised National Literacy and Numeracy Testing

2021 NAPLAN Results:

The National Assessment Plan – Literacy and Numeracy (NAPLAN) tests the Numeracy and Literacy skills of all Australian students in Years 3, 5, 7, and 9. The performance of each student is reported in National Achievement Bands for each year level. The national scale of achievement across the 10 bands makes it possible to monitor the progress made by individual students across their years of schooling. Year 3 achievement is reported across Bands 1–6, Year 5 achievement across Bands 3–8, Year 7 across Bands 4–9, and Year 9 across Bands 5–10.

Literacy Achievement in Bands

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



Table of 2021 NAPLAN results:

% of Year 3 Students Achieving in Bands								
	Reading		Writing		Spelling		Grammar & Punctuation	
	KRB	State	KRB	State	KRB	State	KRB	State
Band 9	2.6	1.3			0	0.6	5.3	1.0
Band 8	7.9	4.0	5.3	0.6	2.6	1.6	2.6	5.1
Band 7	31.6	8.3	5.3	3.9	18.4	7.2	21.1	6.5
Band 6	28.9	21.5	52.6	20.2	28.9	23.1	42.1	22.3
Band 5	15.8	21.9	21.1	37.0	34.2	23.4	15.8	24.1
Band 4	13.2	19.1	13.2	23.0	13.2	20.2	5.3	19.4
Band 3	0	12.8	2.6	9.0	2.6	13.0	7.9	10.4
Band 2	0	7.8	0	4.3	0	6.5	0	6.4
Band 1	0	2.6	0	1.9	0	4.6	0	4.4

% Of Year 5 Students Achieving in Bands								
	Reading		Writing		Spelling		Grammar & Punctuation	
	KRB	State	KRB	State	KRB	State	KRB	State
Band 10	0	0.4	0	0.2	2.2	0.5	2.2	1.7
Band 9	6.7	2.7	6.8	1.1	0	2.5	8.9	3.4
Band 8	31.1	15.5	11.4	7.5	20.0	15.1	20	12.9
Band 7	27.7	24.7	25.0	17.0	46.7	27.5	31.1	20.6
Band 6	26.7	27.2	45.5	32.6	20	24.4	24.4	27.1
Band 5	8.9	18.3	11.4	26.8	8.9	17.2	13.3	19.7
Band 4	0	7.5	0	9.7	0	8.2	0	9.2
Band 3	0	3.3	0	3.2	2.2	3.8	0	4.5

Table of 2021 NAPLAN results continued

% of Year 7 Students Achieving in Bands								
	Reading		Writing		Spelling		Grammar & Punctuation	
	KRB	State	KRB	State	KRB	State	KRB	State
Band 10	1.2	1.5	4.8	1.7	0	1.2	9.4	3.6
Band 9	16.5	9.6	8.3	5.0	14.1	11.6	7.1	10.7
Band 8	40.0	20.5	39.3	19.2	28.2	23.4	30.6	17.4
Band 7	25.9	26.9	32.1	24.9	47.1	31.8	23.5	21.7
Band 6	15.3	24.5	14.3	27.4	10.6	18.3	24.7	25.9
Band 5	1.2	11.7	1.2	14.5	0	8.8	3.5	12.0
Band 4	0	4.6	0	4.3	0	3.8	1.2	6.1

% of Year 9 Students Achieving in Bands								
	Reading		Writing		Spelling		Grammar & Punctuation	
	KRB	State	KRB	State	KRB	State	KRB	State
Band 10	12.4	7.5	11.5	5.0	6.7	6.5	13.5	9.0
Band 9	37.1	17.5	20.7	10.3	31.5	18.9	25.8	14.7
Band 8	30.3	26.4	43.7	26.5	36.0	30.6	38.2	27
Band 7	14.6	24.9	14.9	24.7	20.2	23.4	18.0	24.0
Band 6	4.5	14.8	9.2	19.7	5.6	13.4	2.2	14.9
Band 5	1.1	7.1	0	8.6	0	5.5	2.2	7.5

Numeracy Achievement in Bands

% of Year 3 Students Achieving in Bands Overall Numeracy

	KRB	State
Band 7	10.5	4.0
Band 6	21.1	13.6
Band 5	34.2	22.1
Band 4	26.3	27.4
Band 3	5.3	18.5
Band 2	2.6	9.8
Band 1	0	2.7

% of Year 5 Students Achieving in Bands Overall Numeracy

	KRB	State
Band 8	22.2	10.2
Band 7	20.0	20.9
Band 6	37.8	28.8
Band 5	17.8	23.6
Band 4	2.2	10.0
Band 3	0	3.1

% of Year 7 Students Achieving in Bands Overall Numeracy

	KRB	State
Band 10	5.9	3.7
Band 9	15.3	14.2
Band 8	31.8	19.4
Band 7	31.8	25.9
Band 6	11.8	20.8
Band 5	3.5	10.8
Band 4	0	4.5

% of Year 9 Students Achieving in Bands Overall Numeracy

	KRB	State
Band 10	13.5	11.0
Band 9	27.0	15.4
Band 8	41.6	28.7
Band 7	16.9	28.2
Band 6	1.1	13.6
Band 5	0	2.9



4. Senior Secondary Outcomes (student achievement)

2021 ROSA grades Stage 5

The Record of School Achievement (RoSA) is the credential from NESAs for students in Years 10 and 11. The RoSA lists all mandatory and additional Stage 5 courses and, where applicable, any Stage 6 courses completed by the student. NESAs issue the formal RoSA credential to students who satisfy the eligibility requirements when they leave school.

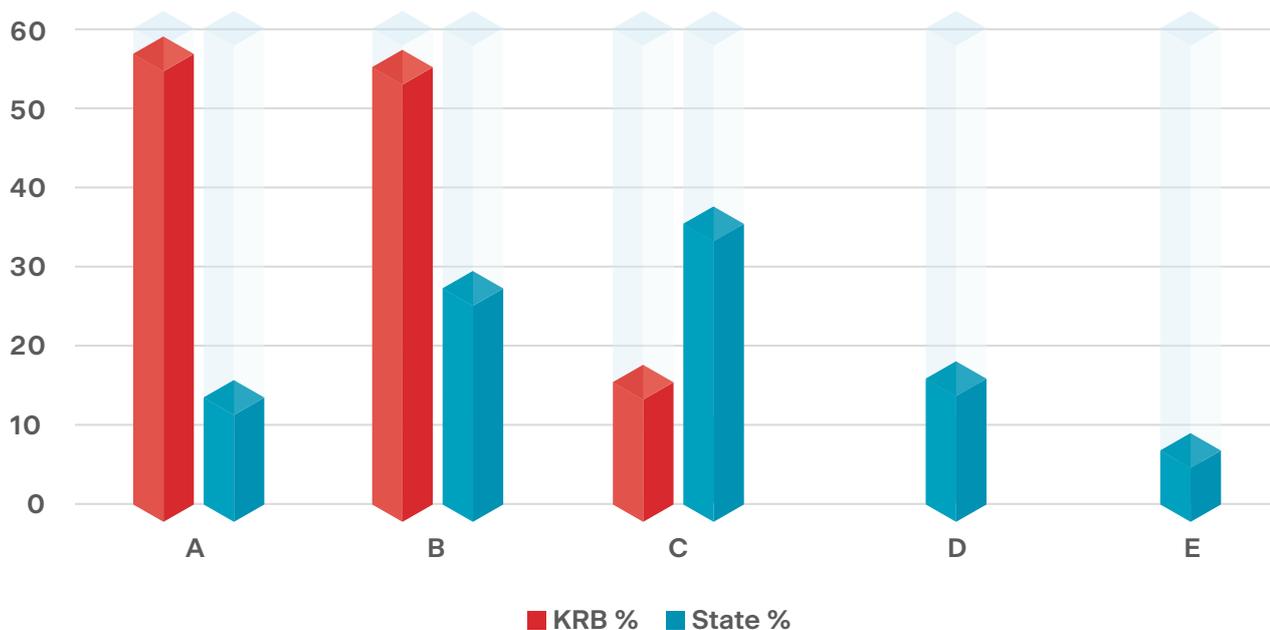
All our Year 10 students from 2021 have continued with further education so were not eligible for a ROSA but a summary of their results follows:

- Six (6%) KRB Year 10 students attained a Grade A in all Stage 5 courses (10 courses).

- Thirty-three (35%) KRB Year 10 students attained a Grade A in 6 or more Stage 5 courses.
- Fifteen (16%) KRB Year 11 students attained a Grade A in 10 or 11 units of Preliminary courses.
- Five (5%) KRB Year 11 attained a Grade A in 12 or more units of Preliminary courses.

The following graphs show KRB students' performance compared to the State performance by percentage of (A-E) grades in the Stage 5 courses English, Mathematics and Science for 2021.

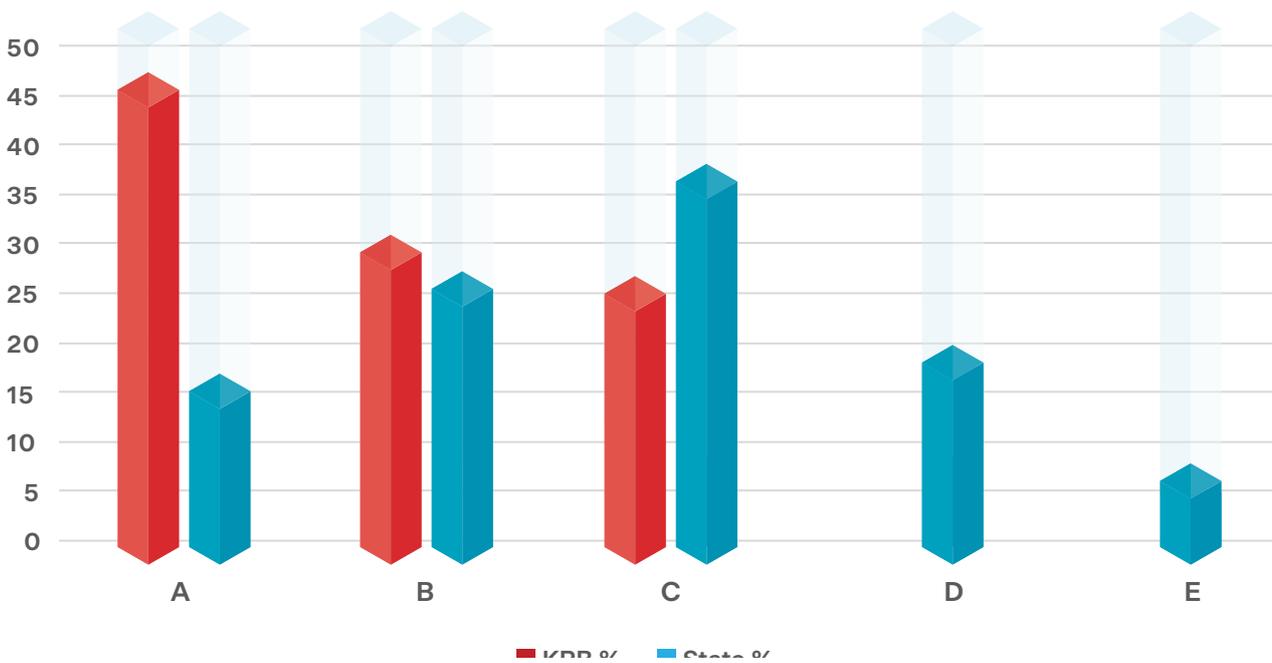
KRB ROSA Grades Stage 5 English 2021



KRB ROSA Grades Stage 5 Mathematics 2021



KRB ROSA Grades Stage 5 Science 2021



2021 Higher School Certificate Results

In 2021, 94 Year 12 students and 13 accelerants undertook study in 35 NESA Developed Courses).

- 76 students (including accelerants) received a result in the highest band possible for one or more courses and were recognised on the NESA Distinguished Achievers List.
- These 76 KRB students appeared 196 times (many more than once) on the NESA Distinguished Achievers List across 30 Courses.
- 12 of the 13 accelerated students received a Band 6/E4 result on the Distinguished Achievers list with 7 students receiving two Band 6/E4 results.

This meant 68% of our Year 12 students and 92% of our accelerants achieved at least one band 6 result (Approximately 11% of students achieve at this level across the state)

The SMH school ranking is based on the number of Band 6 or E4 the students achieve as a percentage of all examinations sat on the school. In 2021, Kincoppal – Rose Bay was ranked 28th in the state by SMH (56th in 2020). The SMH also listed KRB as the 16th top performing private school in NSW and we were the Top Catholic Independent boarding school in NSW.

In 2021, 12 KRB students featured on the HSC Top All-rounders List. This list acknowledges students who achieved in the highest performance band in 10 or more units in the HSC.

2021 TOP ALL ROUNDERS

Emma Chiew

On Yui (Jolie) Choi

Harriet Cook

Olivia Deakin-Bell

Marie Khoury

Nicole Lai

Sophia Laverty

Lok Wun Serenus Law

Bianca Meli

Molly North

Charlotte Smeallie

Hankie Xie

TOP ACHIEVERS IN COURSE

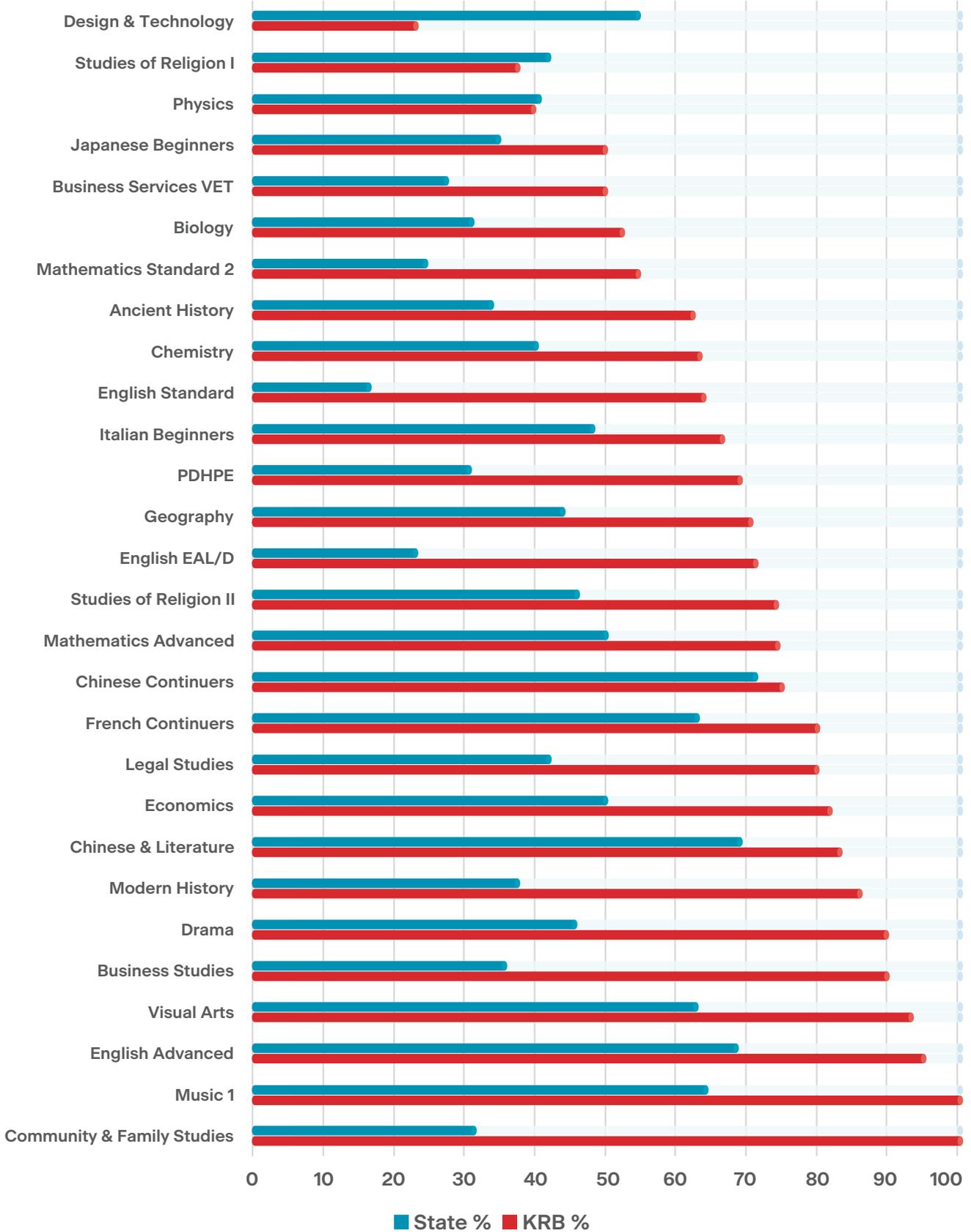
The Top Achievers in Course List indicates the students who achieved in the top 5, 10 or 20 places (depending on candidature size) for each HSC course.

Student Name	Course	Place in Course
Emma Briand	French Continuers	1st
Cook, Harriet Rose	Studies of Religion II	4th
Xie, Hanke	English EAL/D	7th
Fletcher, Emmeline Marie	Studies of Religion II	9th
Deakin-Bell, Olivia Catherine	Modern History	13th
Cook, Harriet Rose	English Advanced	19th

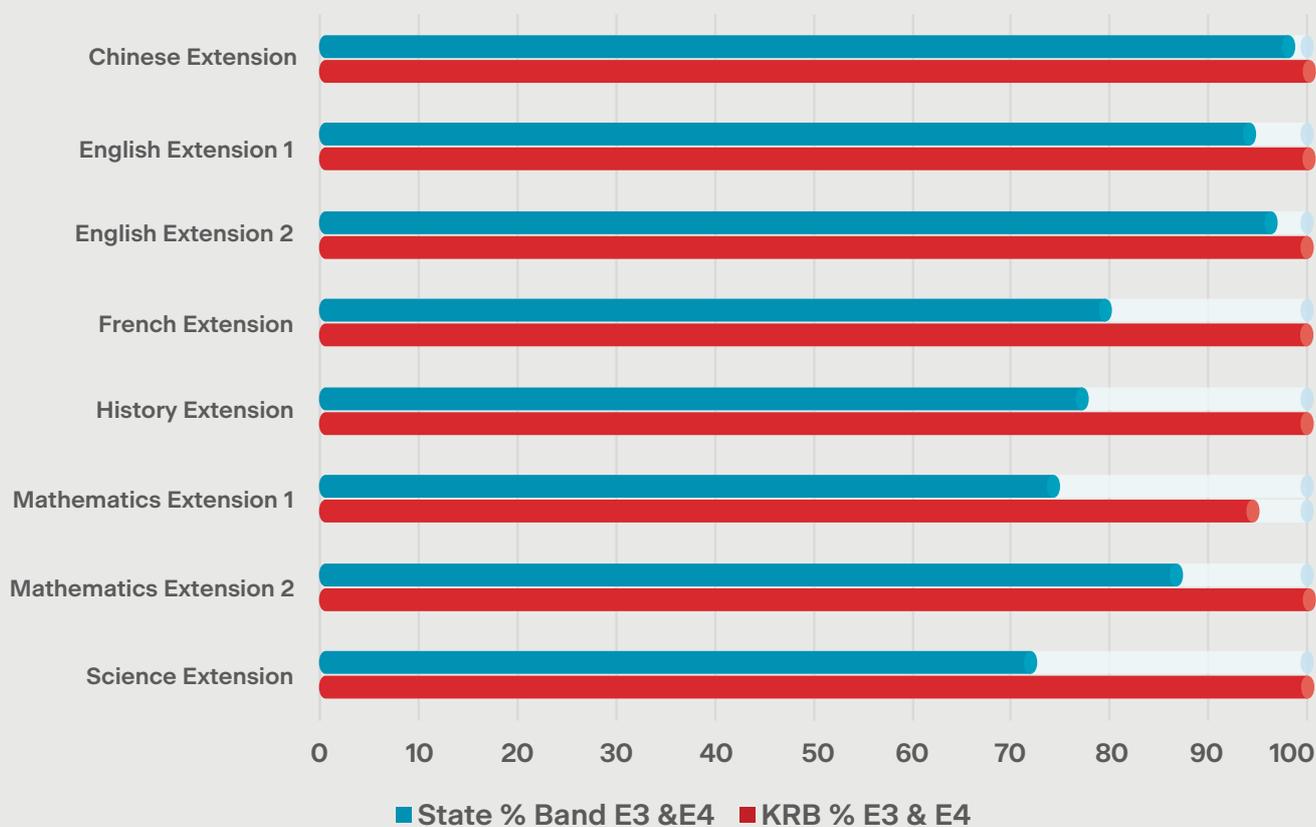
- In 14 of the 28 2 Unit Courses studied by KRB students in 2021, 75% or more students achieved in the highest two performance bands possible.
- In 25 of the 28 2 Unit Courses in 2021, 50% or more of students achieved in the highest two performance bands possible.
- In 7 of the 8 Extension Courses studied by KRB students 100% of students achieved in the highest 2 Performance Bands possible.



2U Courses Top Two Performance Bands (5/6)



Extension Courses Top Two Performance Bands (E3/E4)



Showcasing Outstanding Student Work

Each year the Board of Studies showcases outstanding student project work in a series of exhibitions and performances. The 2021 nominations were:

Shape - Design and Technology

Claudia Graham – Selected

Art Express – Visual Arts

Coco Remond - Nominated

Onstage – Drama

Hannah Hunter – Nominated

Phoebe Macdonald Gill – Nominated

Angelina Daniel - Selected

ATARS

93 students were eligible for an ATAR.

The highest ATAR was 99.75, and the median ATAR was 87.70.

47% of students and 56% of boarders achieved an ATAR over 90.

5. Teacher Professional Learning, Accreditation and Qualifications

Teacher Professional Learning was again impacted by the COVID-19 pandemic in the 2021 academic year. Whole school staff professional learning time was focused on effective delivery of course material in a digital learning environment. Upskilling in digital delivery, working effectively with colleagues in a digital learning space were both key areas for staff professional learning and engagement. The inability to gather as a staff, due to COVID-19 safe - work provisions reduced the capacity for large groups to gather together.

Externally provided professional learning took many forms in 2021, Staff engaged in online modules to reinforce their knowledge regarding matters related to Child Protection provided by the Association of Independent Schools. All professional learning conferences were moved to online formats and this enabled greater participation by staff. Feedback from participants on the effectiveness of online courses indicated that staff felt it was hard to sustain engagement long term on a virtual platform and that opportunities for networking and building relationships with colleagues from other schools were greatly diminished.

Staff well-being was an increased priority throughout 2021, and the ability to give staff extra time to focus on their personal professional needs was a priority. Two of our whole staff days were given back to staff to enable organisation for periods of remote delivery. Our staff spirituality day in June enabled staff to choose to focus on an area that personally delivered spiritual nourishment in a time of challenge.

Staff accreditation

Level of Accreditation	Number of Teachers (excludes casuals)
Conditional	2
Provisional	2
Proficient	101
Highly Accomplished	1
Total Number of teachers	106
As at the 2021 Census	



6. Workforce Composition

As at the 2021 Census:

Workforce Composition Headcount	Female	Male
Teaching	88	18
Non-teaching	40	16



7. Attendance and retention Rates and Post School destinations in Secondary Schools

Attendance policy

If a senior school student is sick and unable to attend school a parent must inform the Student Services Officer by phone (02 9388 6023) or email: studentservices@krb.nsw.edu.au before 8.30am. An email confirming the absence is sent to Student Reception as soon as possible. This explanation is recorded on the student's file.

If a Junior School student is sick and unable to attend school, a parent must inform Junior School Reception by phone (02 9388 6080) or email: juniorschool@krb.nsw.edu.au before 8.30am. A note confirming the absence must to 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 in writing and the name, address and phone numbers of someone to act for parents must be provided.

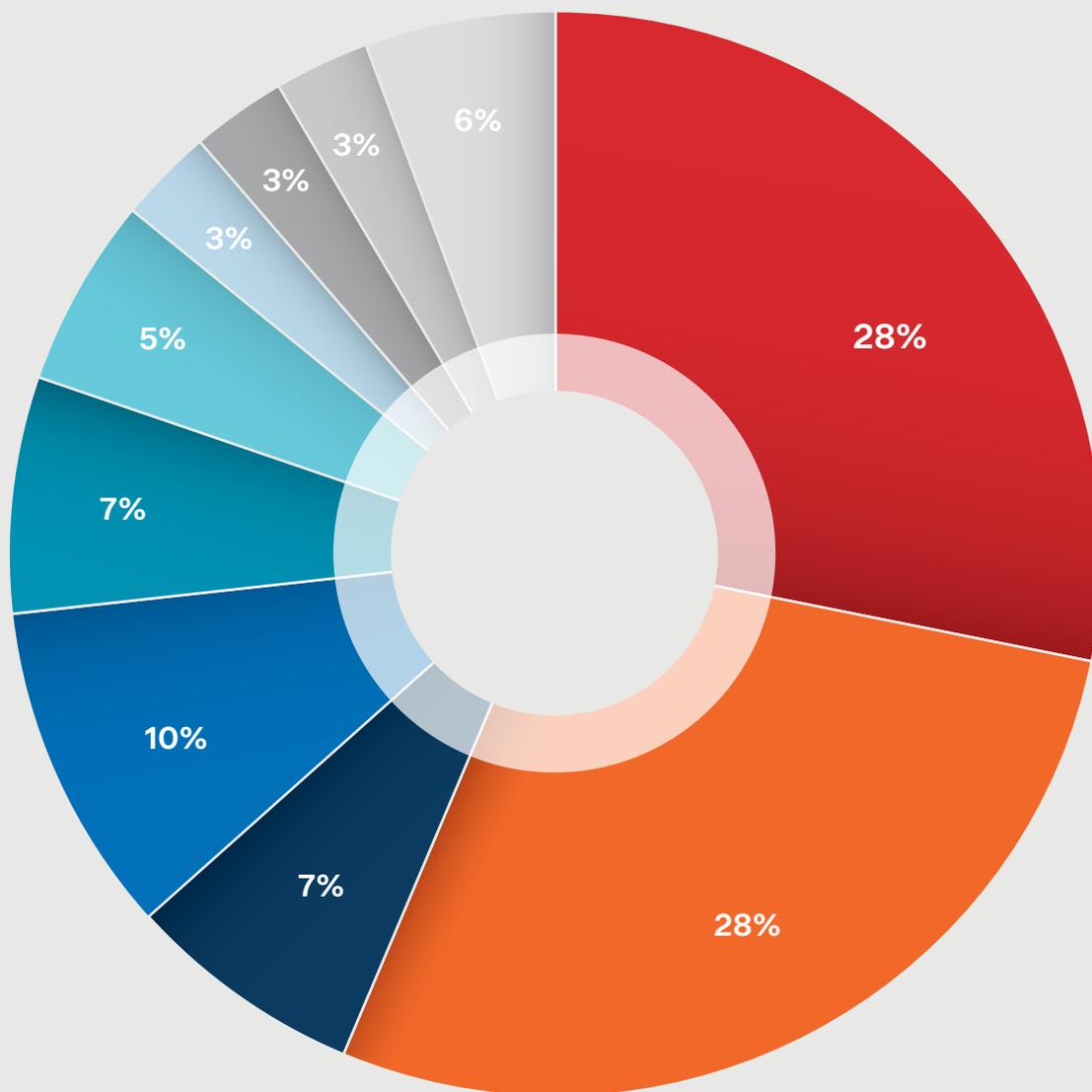
Extended leave must be applied for in advance through the Principal's Office.

Whole School Attendance Rate 96.0% Individual Year Group Attendance Rate %

Year	%
Kindy	97
1	96
2	97
3	97
4	97
5	97
6	96
7	96
8	94
9	95
10	94
11	96
12	97

Whole School Retention Rate 92.4% Individual Year Group Retention Rate %

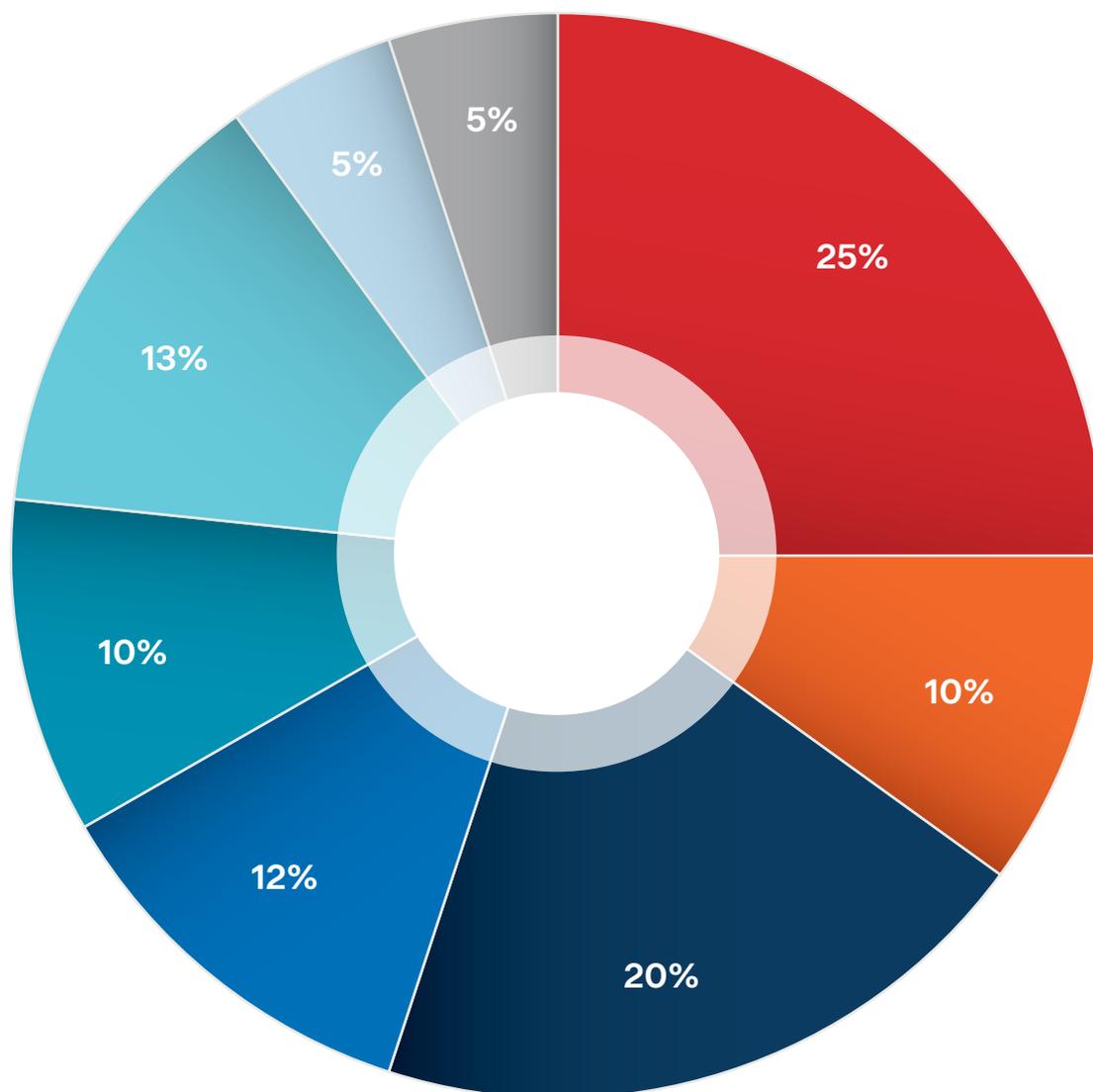
Year	Retention
Kindy	89
1	91
2	84
3	98
4	94
5	96
6	91
7	89
8	89
9	89
10	93
11	98
12	100



- UTS
- USYD
- UNSW
- The ANU
- Interstate (UMelb & Bond Uni)
- Notre Dame
- Macquarie
- NIDA & NAS
- Regional NSW (incl. CSU, Newcastle & Canberra Uni)
- Pathway courses

Tertiary Destinations Class of 2021:

UTS	20
USYD	20
UNSW	5
The ANU	7
Interstate (UMelb & Bond Uni)	5
Notre Dame	4
Macquarie	2
NIDA & NAS	2
Regional NSW (incl. CSU, Newcastle & Canberra Uni)	2
Pathway courses	4
Applied Overseas	7



- Commerce / Business / Economics
- Medicine, Nursing & Allied Health
- Arts & Int'l Studies
- Law Combined
- Communications & Media
- Science, Eng & Maths
- Design & Architecture
- Music, Theatre & Fine Arts

Areas of study 2022:

Commerce / Business / Economics	15
Medicine, Nursing & Allied Health	6
Arts & Int'l Studies	12
Law Combined	7
Communications & Media	6
Science, Eng & Maths	8
Design & Architecture	3
Music, Theatre & Fine Arts	3
Psychology & Criminology	5
Gap year	13
Others	4

8. Enrolment Policy

1. Applications for enrolment may be made at any time by the parent/carer(s) of students to commence at Kincoppal – Rose Bay School. Applications should be fully completed on the Application Form and accompanied by relevant documentation as outlined on the checklist. An Application for Admission does not constitute acceptance by KRB of a student's enrolment.
2. Students enrolling at the School for the first time in ELC should be three years old by 31 March of the year of commencement or five years old in Kindergarten by 31 March of year of commencement, except with discussion with Head of Junior School at interview. Age for entry to Year 7 should be discussed with Admissions staff, prior to submission of Application, on an individual basis.
3. Offers of place are only made in writing by the Principal or Deputy Principal following family interview. The School will base any decision about offering a place to a student on a range of factors including:
 - Congruence of values with the School based on the goals of Sacred Heart education. Based on these goals parent/carer(s) express a Statement of Interest on the Application Form and discuss at interview.
 - Family relationship with the School
 - i Attitudes, values and priorities that are compatible with the School's mission and ethos
 - ii Sibling of a current or ex-student
 - iii Sibling of a current or ex-student;
 - iv Parents attended the School

The Student

- i The contribution that the student may make to the School, including the co-curricular activities
- ii The student's reports from previous schools or prior to school e.g. the NSW Department of Education's Transition to School Statement

The School

- i Ability to meet the special needs or abilities of the student

Other consideration

- i Order of receipt - when the application to enrol is received by the School
4. The School will interview parent/carer(s) and the student before offering a place. Parent/carer(s) and age appropriate students are encouraged to attend a KRB Information Morning at the School prior to interview.
5. The School has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.
6. Continued enrolment at the School is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct and other requirements of the School.

9. Other School Policies

Student Welfare and Anti-Bullying (Summary)

Positive Peer Relations (Anti-Bullying) Policy is to ensure that all members of the school community enjoy a safe and supportive school environment. This policy aims to: identify bullying behaviour; acknowledges that all students, their families and Kincoppal – Rose Bay School staff have rights and responsibilities; processes for preventing and responding to bullying; encourage a community approach towards dealing with bullying behaviour.

The policy aims to protect the following student rights:

- To feel safe
- To learn
- To be respected
- To be valued

Student Discipline – Behaviour Management Policy (Summary)

Kincoppal – Rose Bay School is committed to creating a caring school climate based on Christian ideals and values. The School encourages the growth and development of the whole person – spiritually, intellectually, psychologically and socially – and aims to instill 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 learn and work in a safe and supportive environment. These principles stem from the five goals of 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

Reporting Complaints and Resolving Grievances (Summary)

The purpose of this policy is to ensure that students, parents/guardians and other external

complainants can raise matters of concern, lodge complaints and have them dealt with and responded to efficiently.

Employees of Kincoppal – Rose Bay School are responsible for managing the resolution of enquiries, concerns, complaints and disputes lodged by students, parents/guardians and members of the community. Staff will make every effort to resolve all enquiries, concerns and disputes promptly and in accordance with procedural fairness/ natural justice principles.

When managing a complaint or appeal, the School seeks to ensure

- Student well-being is the first priority
- Procedural fairness is offered to all parties
- That all persons in the school community are treated with respect and courtesy
- That information is provided to the school community about how and where to complain and to make the process as simple and accessible as possible
- That confidentiality is maintained as appropriate
- The process is accessible to all parties and there is a commitment to cooperation by school staff
- That the subject of the complaint is informed of its substance
- That the School will keep records of complaints and the information collected in the complaints resolution process.
- The process of complaints and appeals are available to all parties and there is a commitment to cooperation by all staff.

The policy also refers to Whistleblower complaints and the separate complaints procedure for Overseas Students

The full text of these policies is available by contacting the School. They also are published on our website or in our Student Diary.

10. School Determined Improvement Targets

Focus Area	Action Plan	Evidenced by End of 2021
Best Practice Education for Students K-12	<ul style="list-style-type: none"> Improved results in external examinations Focus on Year 12 learning Improved use of the Learning Management System 	<ul style="list-style-type: none"> KRB moved from 56 to 28 on the SMH HSC rankings list Increased use of ASPIRE in teaching and learning context in Senior School
Focus on culture, relationships and inclusivity	Genuine efforts to build staff and student relationships during periods where activities were restricted by COVID	<p>Encouragement and thank you packs to students and staff</p> <p>Commitment to online delivery of community events rather than cancellation</p> <p>Development of a school culture statement</p>
Commit to growing an authentic co-educational context in Junior School	<p>Continue to offer coeducational scholarships in the Junior School</p> <p>Focus on programs that reflect co-education</p>	<p>Increased enrolment and retention numbers for boys in the Junior School</p> <p>More sporting opportunities for boys</p>
Continue to provide a safe school environment	Continue to implement the 10 Child safe standards	Ongoing Training of staff in this area
A commitment to continuous improvement	Review of the sports program	Sports improvement plans for all Saturday sports
Outstanding school situation on an iconic location	Submission of a campus masterplan for building and development for the next 25 years	State Significant Development Application approved
A diverse, cohesive community brought about by genuine relationships which include a co-educational Early Learning Centre and Junior School, a Girls' Senior day and boarding School including international, rural, local and indigenous students	<p>New opportunities developed to help students experience boarding</p> <p>Developing new community partnerships to support indigenous education</p>	<p>Introduction of a country immersion experience for day girls</p> <p>Increased numbers of indigenous students in boarding</p>
All students receive an education which develops confidence, compassion and resilience	Ongoing academic care in a virtual environment	Academic care programs that allow the opportunity for students to connect remotely

11. Initiatives Promoting Respect and Responsibility

Positive Education

Underpinning the educational experience of all students and staff at KRB is positive education. Based on the work of Seligman (2009), it is defined as “education for both traditional skills and for happiness. This approach aims to ensure that the emotional and academic needs of students are met, allowing students to achieve a greater sense of 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.

Academic Care at KRB

The P – 12 Academic Care Program at Kincoppal – Rose Bay facilitates both the personal and academic care of students.

This Program utilises a positive psychological approach in order to achieve student wellbeing. In particular the Academic Care Program has a focus on the concepts of gratitude, the identification of personal strengths, and the development of positive relationships, positive emotion, leadership skills, and resilience.

In the Junior School, students work through a specially designed Academic Care Program on a weekly basis with their classroom teacher. This

program incorporates issues such as understanding self, recognising good and bad behaviour, being friendly, making friends, and working with others.

In addition, issues such as bullying and cyber safety are also explored.

In the Senior School, students meet daily with their Pastoral Mentor for mentoring and monitoring, and fortnightly in order to undertake an extensive Pastoral Care Program.

In order to cater for the varying developmental phases of students across their secondary schooling, the Pastoral Care Program is based on the following conceptual framework:

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

The Pastoral Care Program is firmly based on the Sacred Heart goals and is delivered through a variety of structured activities including guest speakers and presentations. In 2021 it was heavily influenced by the goal of a Personal and Active Faith in God.

Camps & Retreat Program

Retreats, 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.

The retreats, camps and external activities program were heavily impacted in 2021 by the COVID pandemic. Our programs pivoted to in-school day programs following the same principles but the overnight component was removed.

Within the Boarding School pastoral care is a strong focus. All boarding students are allocated to a boarding house and the Head of House, who works in both the day and boarding school is proactive in the academic and pastoral care of the students.

Within the boarding house, all new students are allocated a buddy when they enter KRB. Year 7 and 9 students are allocated a Year 12 buddy who supports them while in the boarding and day school.

In 2021 this program was impacted by the COVID pandemic where Year 12 students remained separate to the other students within the boarding house in order to create an “academic bubble” to ensure the minimum potential exposure to COVID-19.

The Boarding SRC play an integral role in the enhancing the wellbeing of all girls in the boarding school.

The senior leadership consists of the Head Boarder, the Head of the Boarding SRC and the three house captains. Two year groups representatives are chosen to complete the leadership team.

Initiatives Promoting Respect & Responsibility

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.

Tracking & 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 Cocurricular and Accomplishment programs, students will develop a range of skills aimed at the growth of confident, independent learners.

New Students

Transition & Orientation Programs

The Transition and Orientation Programs at KRB aim to ensure the smooth transition of students in the Senior School.

1. The Transition Program is for new students entering Year 7 and focuses on such things as planning and organisational skills, and making and accepting new friends.
2. The Orientation Program is for all new students 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. Again in 2021 the transition and orientation occurred with amendment due to the COVID pandemic. The element of the program that was removed was the overnight stay in the boarding school.

3. 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.
4. 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

This was strictly modified in 2021 due to cohorting rules.

5. 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 his/ her 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.

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.

Across the School there is an active Student Representative Council that meets regularly.

KRB Leadership Framework

- Model the Way – Show others what is expected of them
- Inspire a Shared Vision – Set a direction in which others want to follow
- Create Challenges – For yourself and others
- Enable Others to Act – Create a team and work together
- Lead by the Heart – Be passionate about what you are doing!

Year 6 Student Leadership Model

The Year 6 leadership model celebrates each Year 6 student's leadership strengths and builds their leadership capacity through a structured program. After engaging in two leadership workshop days, the Year 6 students nominate their passion areas and form leadership teams that take responsibility for growing an area of the school. The teams include:

- Environment
- Literature
- Creative Arts
- Communications
- Spirit
- STEM
- Wellbeing
- ICT
- House
- Sacred Heart

Specific Initiatives in 2021

2021 was another unusual year for KRB with COVID-19 restrictions dictating that whole school gatherings and mixing activities between year groups were not best practice in terms of physical distancing. As a boarding school, this was a necessary action. It did however limit opportunities to build community.

Sacred Heart Day

Sacred Heart Day 2021 in Term 2 was the first whole School gathering since February 2020. Students were buddied between the Senior and Junior Schools and engaged in a kite building activity. In 2021 students had the opportunity to explore other cultures through the food and activities typically associated with Cultural Diversity Day.

NAIDOC Week

The Junior School celebrated NAIDOC Week by engaging in activities that celebrated Indigenous perspectives. Some of the activities included learning about the craft of dreaming stories, painting artworks inspired by elders, learning the language of our Indigenous people.

Helping Hearts

Helping Hearts raises money for families in need in our immediate community. Students contribute to this fundraising opportunity.

Project Compassion

Project Compassion Lenten appeal involves students learning about Caritas Australia and how this charity greatly supports those in need. During the season of Lent, students donated money to their class Project Compassion boxes.

Winter Appeal

Students in the Senior School contributed strongly to the St Vincent de Paul Winter appeal, providing food, toiletries, blankets and money to this well-known charity.

Justice, Peace & the Integrity of Creation (JPIC) Programs

This formal program is specifically organised in Years 9 and 10 to increase awareness around social justice and environmental issues. Guest speakers and activities are organised to stimulate the students' involvement in this key focus area for the School. This program relied heavily on zoom in 2021.

Positive Behaviours for Learning

Positive Behaviours for Learning (PBL) is a framework that was introduced to students from Kindergarten to Year 6. The purpose of this program is to make clear the expectations for students to ensure they are able to thrive in a safe, supportive and positive learning environment. In their first lesson, the students were explicitly taught how to move around the school in a safe manner. In their second lesson, the students were explicitly taught how to wear their uniform correctly and with pride. These skills are being reinforced daily by Junior School staff. In promoting respectful behaviours,

students create meaningful connections with their peers, learn the value of self-respect, and maximise their learning time.

Friendology Framework

Students from Kindergarten to Year 6 engage in weekly Friendology lessons where they learn explicit skills in making and maintaining healthy friendships. Students learn lifelong skills, including how to navigate a 'friendship fire', how to identify a healthy and an unhealthy friendship, and how to appreciate the cycles of friendships. The language and skills within these lessons are reinforced by all staff to ensure a consistent approach to supporting students' friendships.

Environmental Awareness

The Year 6 Environment Leadership Team led campaigns to reduce the community's environmental footprint. Students and staff were challenged to turn off lights, fans and air conditioners when leaving rooms. This team also introduced Waste Wednesdays where staff and students were asked to ensure food from home was brought in reusable containers.




CORUNUM
KINCOPPAL-
ROSE BAY

12. Parent, Teacher and Student Satisfaction

KRB regularly engages with students and parents to assess satisfaction with the educational experience at the School. KRB use MMG Education to conduct surveys so that their benchmarked scale of independent schools can be used to give a context for the data received. As with 2020 it was important to ascertain the impact of Term 3 remote learning.

In 2020 the School conducted a full survey across all year groups, in 2021 we had a tracking survey that focused on students in Years 6, 8, 10 and 12. These year groups were chosen as key transition points in the school – the Stages 3,4,5 and 6 exit points. The data returned from the students indicates that overall satisfaction was at a high level on the MMG Scale. Eighty percent of the students in the target group completed the survey.

The data that was returned from the parents indicated that overall satisfaction on the MMG scale was very high at KRB. Over 50% of parents in the target group completed the survey. The School was happy to receive the feedback in a year where COVID-19 was prevalent, it was pleasing to see that parents rated communication very high.

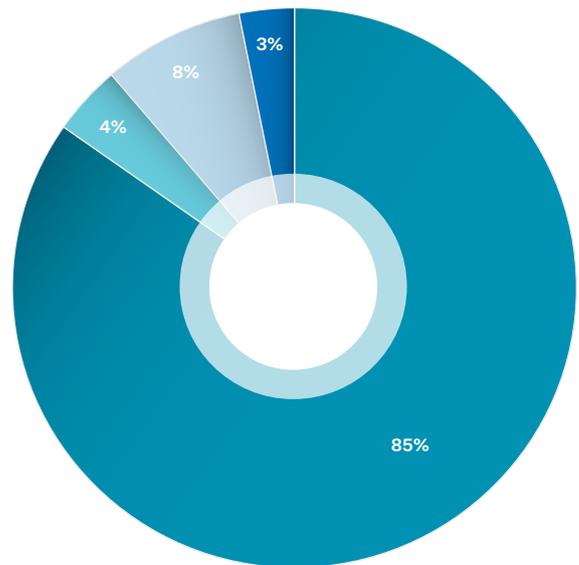
Early in 2021 the School conducted a separate Sports Survey to ascertain parent and student feelings about the sports program at KRB. The need for this specialist survey was driven by data that indicated that the Sports provision during the 2020 COVID-19 period did not meet expectation. The data received from this survey; inspired a sports improvement plan across a wide variety of sports; gave future direction in terms of sports to consider and resoundingly supported the provision of compulsory sport for all students in the Senior School.

The KRB Culture and Values Committee continued to work with staff in 2021 to ascertain their expectations as a staff member at the School. They produced a Culture and Values Statement that ascertained the expectations of all staff across the School. Staff felt very appreciated by the School's recognition of the challenges of remote learning and the support that was offered to all staff members.

13. Summary Financial Information

2021 Recurrent / Capital Income

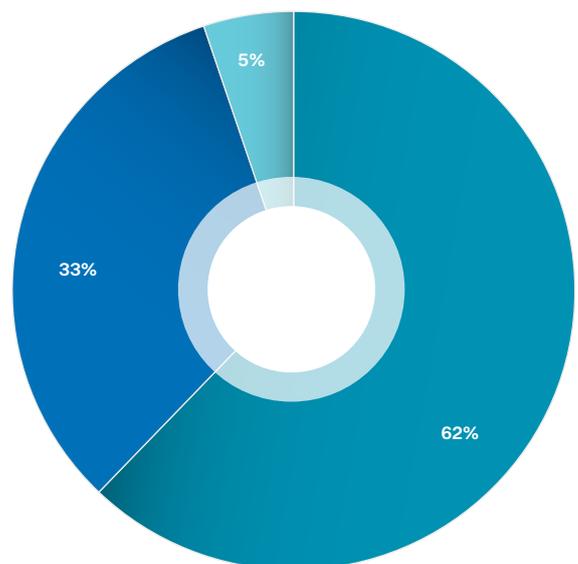
	Amount	Percentage
Fees & Private Income	32,413	85%
State recurrent grants	1,540	4%
Commonwealth recurrent grants	3,090	8%
Other capital income	1,208	3%
	38,251	



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

2021 Recurrent / Capital Expenditure

	Amount	Percentage
Salaries/allowances and related expenses	21,709	62%
Non-salary expenses	11,405	33%
Capital expenditure	1,807	5%
	34,921	



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





Jean Marie Flynn
Year 12
Learning Hub



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