

2022

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 2022.

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)	17
5. Teacher Professional Learning	22
6. Workforce Composition	23
7. Student Attendance and Retention Rates and Post-School Destinations in Secondary Schools	24
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	36
13. Summary	37

1. A Message from Key School Bodies

From the Principal

In its 140th year, Kincoppal-Rose Bay School demonstrated its focus on continuing to provide young people with a contemporary Sacred Heart education. This included an emphasis on the care of the planet and the environment and the building programs and design of the Junior School Masterplan redevelopment all capture environment friendly features. Our youngest learners in the Early Learning Centre are taught about issues facing the environment and they are great advocates to care for our land, particularly the area surrounding the harbour where they spend time during their “wild time”.

At the same time, the Cor Unum values will never change but their expression, lived out through our five Sacred Heart goals, has ensured that KRB education is one that challenges the mind and infuses the heart of all who enter.

The School began 2022 with much optimism as students, staff and parents rose to the challenges and demonstrated resilience, while adhering to the messages and advice as the School mitigated risk during COVID. The community as a whole made every effort to ensure the 2022 Sacred Heart Goal of “Building Community as a Christian Value” was lived out.

Student Leadership

KRB students were inspiring in their leadership and in their wish to make strong connections across all year groups. The Fun Friday activities organised by the Year 12 students were a wonderful way for all the Year 12s to welcome younger year levels with a real sense of fun and enthusiasm. Similarly, the Year 6 student committees gave each of these students a chance to demonstrate leadership, work on an area of interest and connect with younger members of the School. The development of confidence and working as teams were demonstrated throughout the year in sport, debating and was very visible in the outstanding production of “Charlie

and the Chocolate Factory”. The group performances in HSC Drama were also examples of a very high standard of achievement, and the skills of these students were acknowledged through their nomination of some of the students for HSC Onstage.

Student Voice

The development of Student Voice was a focus in 2022. It was inspiring to hear KRB students and those from the three other Sacred Heart schools speak at the Sacred Heart Schools Conference held in August, where they urged staff from each school to be aware of changing times and the need for adaptation. The Forum of Year 12 students from 13 schools around the issue of consent education, gave both the boys and girls the opportunity to talk about changes in attitudes in their schools and what is needed for change in the community.

Global Connections

The importance of connecting as a global community was a focus of this year and the Country City Immersion scheme was one example of making connections across Sydney and regional NSW. The Virtual Collaboration Program with Sacred Heart schools in Australia, New Zealand and Tokyo, Osaka and Taipei enabled students to learn and build an awareness of global issues and create solutions at a local and global level. As well, KRB’s Reconciliation Action Plan was implemented. The trip to Arnhem Land with a group of students and staff was a wonderful experience for all who attended. First Nations People were a focus at staff meetings and student assemblies, where there were opportunities to share stories with indigenous students and those from other cultures.

Community Events

A broad variety of community events held throughout the year gave all families from the Early Learning Centre to Year 12 the opportunity to connect. Events were held for mothers

and fathers and significant women and men in the students' lives and for grandparents and special friends of ELC, Year 5 and Year 7 students. The KRB Long Lunch held in August raised significant funds for the Bursary Program. Events for Year 12 students included the Year 12 Mothers' Lunch, the Year 12 Boarder Farewell Dinner with all boarders and the Year 12 parents the night before Vale, the Vale Celebrations and the Graduation Ball. The Parents' & Friends' Association and the year representatives also organised a number of events for both boarders and respective year groups.

Higher School Certificate 2022

The 2022 cohort wholeheartedly embraced their roles as leaders in the school community and took every opportunity to support each other and nurture strong friendships. The Class of 2022 was keen to rekindle a sense of joy and a sense of fun into the school community after two years with Covid disruption and lockdown. These students had their learning significantly impacted by the Global Pandemic, including their HSC year which began in Term 4 2021 as the School returned from lockdown.

Some of the key highlights from this 2022 HSC performance included:

- The KRB Distinction in Studies student received an ATAR of 99.80, as well as First in State in French Extension and Design and Technology
- Three Top Achievers were placed in the top 20 in the State in Drama (two) and English
- There were Nine All-Rounders (Achieving the highest possible band in 10 units or more)
- 54 students (including two Year 11 Accelerants) appeared 157 times on the NESA Distinguished Achievers List
- The School gained a Median ATAR of 89
- 48% of students achieved an ATAR over 90

- Over 20% achieved an ATAR over 95, a reflection of how KRB boarders are nurtured to excellence in a supportive culture.
- The School was ranked 41 in The Sydney Morning Herald Top 100 Schools List.

My time as KRB Principal has been one in which I have seen the School community develop the ability to pivot and change where necessary, to listen more to each other, to consult and to come up with the best alternatives for the well-being of the students. I thank the alumnae who have shared their rich story telling with me, the parents who entrust the students into the care of the School and the staff and Leadership Team for their commitment to the students and support of each other. I also thank Dr Mark Sinclair, Board Chair for his outstanding leadership and commitment and the Board Directors for their collective time, wisdom, foresight, optimism and resilience in making significant decisions impacting the community. I express my gratitude to the Sophia Education Ministries for their commitment to seeing KRB thrive for the benefit of every student. Finally, a very special thanks to the Sisters of the Society of the Sacred Heart whose educational vision has made a profound difference to the lives of many young people.

Maureen Ryan

Principal



From the Board Chair

With more than 140 years of continuous educational delivery, Kincoppal-Rose Bay, driven by the ideals of the Society of the Sacred Heart, has remained at the forefront in the provision of quality education.

The past two years have been not without challenges, particularly due to the pandemic that had a profound effect on the organisation and running of a school like Kincoppal-Rose Bay. Indeed, the last five years have provided a suite of challenges that no one could have predicted, nor was there a ready-made and well tested solution immediately obvious.

I therefore write with great pride of the School's 2022 achievements, especially at a time of transition. The ability to stand the challenges of time owes much to the historical quality of the School's educational leaders. 2022 represented the final year of Ms Maureen Ryan's tenure as our Principal.

KRB, under Maureen's leadership was at the forefront in its transition to a remote learning platform prior to the arrival of the pandemic, which necessitated the decision to provide curriculum online. This was a defining moment in the School's history as it meant that our educational commitment to our students was no longer specifically tied to a campus site.

As a Sacred Heart school, we are part of a unique global network. The decision of the KRB Leadership Team and Maureen Ryan to appoint a Director of Global Education was transformational. The opportunities for our students, coupled by the on-line platforms currently available, are unparalleled. These connections can now occur at the earliest stages of our students' lives as well as providing a backdrop for enhancement of the careers and professional lives of our staff.

Other areas of focus in 2022 a specific plan for Appraisal for both Leadership Team and Middle Managers and the establishment of a process where internal leadership positions in middle manager roles are for three years – this

gives more opportunity for staff to apply for roles and gain opportunities for promotion.

As well, 2022 included a stronger focus on responding to data concerning students from Kindergarten to Year 12. The students have also been given the opportunity to have a strong voice in the School. This has been demonstrated by a greater connection between students in all year groups and a greater acceptance and understanding of diversity. Students in 2022 have grown in confidence through their voice being heard at events including the Sacred Heart Schools Conference and Consent Forums.

The Junior School Masterplan continues to roll out, and has been driven by the Board and the School Leadership Team. Financial stewardship, driven by the belief that our school environment should be of the highest quality, underlies much of the Board's decision process. The current new access road off Vaucluse Road, begun in 2022 has had a transformative effect on the access to the school facilities.

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 2022 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 2022 were exemplary in their commitment to their achieving their best, which they did in a broad array of subject offerings.

One of the most significant tasks undertaken by any Board must be the appointment of a new School Principal. This was true of the process undertaken at KRB with the appointment of Mrs Erica Thomas as the new KRB Principal in 2023. We thank Maureen Ryan for her outstanding tenure as Principal from 2018 to 2022 and wish Erica Thomas every success as she takes on this role.

Mark Sinclair
Board Chair



From the Head Girl

Entering the year, a spark began to burn very quickly within our year group. There was a shared communal feeling of fear and excitement, with the responsibility of the HSC and with our newly appointed roles as the leaders of the school. A certain spirit glimmering with passion and a strong hunger to officially enter a new era of our lives, as 'seriously begun' adults surrounded each of us. While uncertainty and fear was inevitable, taking into consideration the unexpected nature of time and newfound responsibilities. I write this now, having witnessed the year group take on everything with a hands-on approach, leading together, learning together. Transforming the moments of stress and hardships into little diamonds in the shape of friendships and memories, formed in the times of pressure to look back on and remember fondly.

Since being Head Girl, this passion and commitment has never been clearer. From both staff and students, I present myself as a leader through carrying a spark, lit by each person that has helped me along the way. As many former girls with my role will say, going into the position of a leader and let alone Year 12, is terrifying. With no prior understanding of what exactly is required from you, you are provided with a new set of challenges. These challenges extend who you are and ask for brilliance that you may not even be aware that you are capable of achieving yet. Of course, this initially comes as a challenge. However, with a supportive cohort, leadership team, and teachers constantly showing up for me, it was easy to begin to believe that I am capable of all that the school expected of me. Not perfection, but a version of myself that was confident in both my abilities and in my voice. They believed in and provided an environment for me to thrive.

I am incredibly proud of all that we were able to achieve as a leadership team and as a year group. Having chosen the Sacred Heart Goal of "a Social awareness that impels

action” during our Year 11 retreat, we stuck to our word. Raising funds and awareness for social issues locally and globally. Starting World Wednesdays, run and founded by our Head of Global Citizenship, Edie O’Rourke. We embraced education as a way of “bonding” as a school community. Furthermore, with the help of our entire cohort, our head of Social Justice, Jemima Senes, connected the KRB community, raising funds for a multitude of causes in a multitude of ways, bringing in alumni and expanding the meaning of each fundraiser further, displaying the unity of the community in a powerful way. With these being only two examples of the many achievements we have reached as a team, I have been honoured to have been given the opportunity to work with such passionate individuals who achieve everything to their fullest potential and with heart as a backbone to all that they do.

We began our leadership journey determined to put the community first, establishing “KRBond 0023” as our theme for our final year. With this theme we were able to bridge some of the gaps caused by Covid, bringing back traditions which had to be put on hold due to Covid such as committees, sports carnivals and bake sales. None of which would have been possible without the help of the commendable dedication and enthusiasm of the Year 12 cohort. With their willingness to contribute to anything that they could and their desire to connect with and help the younger years as well as each other, I truly believe that the school has been significantly impacted positively due to the amazing people in the Class of 2023 and I am so fortunate to have been chosen to represent such kind and generous minds and hearts.

To see the growth within the Year 12 cohort and within the school community throughout my many years here, I cannot help but feel the spark burn brighter. Both due to pride and hope for what we all can achieve in the future, assisted by everything that we have learned from our time at KRB. I’m

sure that when we look back at our schooling, some aspects will reflect the challenges of school. The challenges which when completed, enriched who we are and provided a clear perception of all the support we were fortunate to have around us.

Reflections of achievements will come to mind, the times we walked onto the MTC stage and got our first taste of what it feels like to be celebrated for our efforts. The forever lasting, strong bonds established between friends in all years. The advice from teachers which will carry us through to adulthood. KRB is truly a special place, where you cannot help but be spiritually connected with each person by the wisdom of the Sacred Heart, it is a place to grow and learn to be you at your fullest potential in all areas. It is this that differentiates us from the other schools, the holistic education and support led by the heart of Jesus and the Sacred Heart values. And for that, I will always be grateful.

Emma Kennedy

Head Girl 2022/2023

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 girls only in day and boarding from Years 7-12. A quarter of our senior school students are boarders and while the majority of these students come from Rural NSW, we also welcome boarders from all over the world. As a Sacred Heart school, KRB is part of a global network of over 140 schools in 41 countries. Sacred Heart education focuses on the development of the whole person - both the heart and mind. The Five Goals of Sacred Heart Education encourage students to think wisely and deeply, act with justice and value community. Kincoppal - Rose Bay takes a personalised approach to learning, tracking progress to ensure continued intellectual and social development. An academically rigorous program encourages every student to strive for excellence. Our HSC results demonstrate the high level of achievement attained as a result of our systematic focus on academic rigour with a non - selective intake of students. Through a broad co-curricular program as well as our Global program, students are provided with a diverse range of opportunities to expand their horizons, try new things, develop their skills and build confidence.

Early Learning Centre

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 of Northern Europe. The Joigny Centre and Sophie's Place have created spaces where children are inspired, captivated, engaged and provoked both indoors and outside in nature. Students are encouraged to marvel

at life, delight in the real and the imagined and engage hands-on with nature and the "wild". They are inspired by authentic interests and are actively encouraged to wonder, dream, invent, enquire and question. Our ELC is a calm and nurturing environment that is a place of discovery and learning, where eager thinkers and explorers make connection with conceptual and concrete research projects. Key to our program is the belief that children have so many wonderful curiosities and theories about the world, and we want them to explore them all.

Junior School (K-6)

Our co-educational K-6 Junior school, Barat Burn, provides students with a warm and nurturing environment to confidently explore their interests and talents. Through co-education we break gender stereotypes by appreciating the unique approaches that boys and girls bring to the learning environment. Within our framework of transformative education, every child learns they are unique and is encouraged to become the best version of themselves. 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 and social justice programs.

Senior School (7-12)

In our Senior School, our dedicated staff work with each individual student to develop her into a global citizen, guided by the five Sacred Heart Goals. We are committed to knowing every student and providing for them holistically. To encourage the academic growth of each child, we follow principles of individual care and seek best practice models of learning and support. Key aspects of our senior school are: high academic standards; an outstanding Wellbeing program; global student exchange opportunities; exceptional co-curricular opportunities and an After School Homework Centre and Extended Day Program.



Boarding

Kincoppal-Rose Bay is known for its vibrant and welcoming boarding community of over 130 girls in Years 7-12. We welcome boarders from rural, regional and international locations with boarders from rural NSW being the largest group. KRB boarding students have a strong presence in every aspect of school life including academic pursuits,

sports and leadership. Jackson and Woodward Houses are the boarding houses for Years 7 to 11 students whilst Sheldon House is a purpose-built facility designed to support our Year 12 students to achieve their academic goals.

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

3. Student Outcomes in Standardised National Literacy and Numeracy Testing



2022 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 2022 NAPLAN results:

% of Year 3 Students Achieving in Bands								
	Reading		Writing		Spelling		Grammar & Punctuation	
	KRB	State	KRB	State	KRB	State	KRB	State
Band 9 (top Y7 Band)	6.3	2.8	N/A	N/A	3.0	1.0	8	2.6
Band 8 (top Y5 Band)	10.0	5.4	6	0.7	8	3.4	13	5.1
Band 7 (2nd top Y5 Band)	25	11.2	11	4.3	17	9.2	13	10.2
Band 6	25	17.5	38	19.5	27	17.9	17.9	16.7
Band 5	21	21	32	35.0	23	22.9	22.9	20.1
Band 4	8	19.4	11	23.8	19	19.7	19.7	19.8
Band 3	2	11.6	2	10.1	6	13.0	13.0	13.1
Band 2	0	8.4	0	4.8	0	6.9	6.9	6.9
Band 1	2	2.7	0	1.7	0	6.0	6.0	4

% Of Year 5 Students Achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	KRB	State	KRB	State	KRB	State	KRB	State
Band 10 (top Y9 Band)	1	0.6	1	0.4	3	0.8	4	2.1
Band 9 (top Y7 Band)	7	3.7	11	1.6	7	3.4	11	4.0
Band 8	36	12.7	34	9.2	26	14.0	15	10.4
Band 7	27	26.7	19	18.7	23	24.9	32	20.0
Band 6	18	27.2	28	30.5	24	26.8	24	26.5
Band 5	7	17.6	3	24.5	16	17.9	9	23.2
Band 4	1	7.2	1	9.7	1	8	0	10.1
Band 3	0	3.4	3	3.4	0	2.9	0	3

% of Year 7 Students Achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	KRB	State	KRB	State	KRB	State	KRB	State
Band 10 (top Y9 Band)	3	2.4	8	2.3	1	2.8	5	4.1
Band 9	8	8.8	13	6.5	14	10.5	13	7.5
Band 8	32	19.7	26	21	38	26.7	40	17.5
Band 7	43	29.7	37	26.2	33	26.1	21	26.3
Band 6	9	24.6	16	25	13	19.2	19	25.4
Band 5	3	10.2	0	13	2	9.2	2	12.3
Band 4	1	4	0	3.7	0	3.5	0	4.7

% of Year 9 Students Achieving in Bands

	Reading		Writing		Spelling		Grammar & Punctuation	
	KRB	State	KRB	State	KRB	State	KRB	State
Band 10	13	7.3	8	6.5	4	5	13	11.1
Band 9	23	18.2	37	12.5	29	17.3	19	15.7
Band 8	38	28.3	39	27.5	38	32.3	39	23.9
Band 7	20	24.6	14	24.6	24	27.8	20	24.4
Band 6	5	12.7	0	17.4	6	11.3	8	14.3
Band 5	1	6.1	1	7.4	0	4.4	0	6.8

Numeracy Achievement in Bands

Kincoppal-Rose Bay percentage of students achieving in particular bands are compared to the state in the area of overall Numeracy.

% of Year 3 Students Achieving in Bands Overall Numeracy

	KRB	State
Band 8 (top Y5 band)	2	1.8
Band 7 (2nd top Y5 band)	2	5.4
Band 6	27	11.4
Band 5	25	20.4
Band 4	21	26.2
Band 3	19	20.2
Band 2	2	10.5
Band 1	2	3.3

% of Year 5 Students Achieving in Bands Overall Numeracy

	KRB	State
Band 10 (top Y9 band)	4	1.0
Band 9 (top Y7 band)	8	3.0
Band 8	9	8.4
Band 7	24	18.9
Band 6	31	28
Band 5	13	26.3
Band 4	4	11.5
Band 3	0	3

% of Year 7 Students Achieving in Bands Overall Numeracy

	KRB	State
Band 10 (top Y9 band)	3	6.9
Band 9	17	10.8
Band 8	32	19.3
Band 7	26	25.5
Band 6	19	20.4
Band 5	3	11.1
Band 4	0	4.9

% of Year 9 Students Achieving in Bands Overall Numeracy

	KRB	State
Band 10	14	9.3
Band 9	17	16.2
Band 8	43	28.1
Band 7	20	29.9
Band 6	5	14.1
Band 5	0	2.2

4. Senior Secondary Outcomes (student achievement)

2022 ROSA grades Stage 5

The Record of School Achievement (RoSA) is the credential from NESa 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. NESa issues the formal ROSA credential to students who satisfy the eligibility requirements when they leave school.

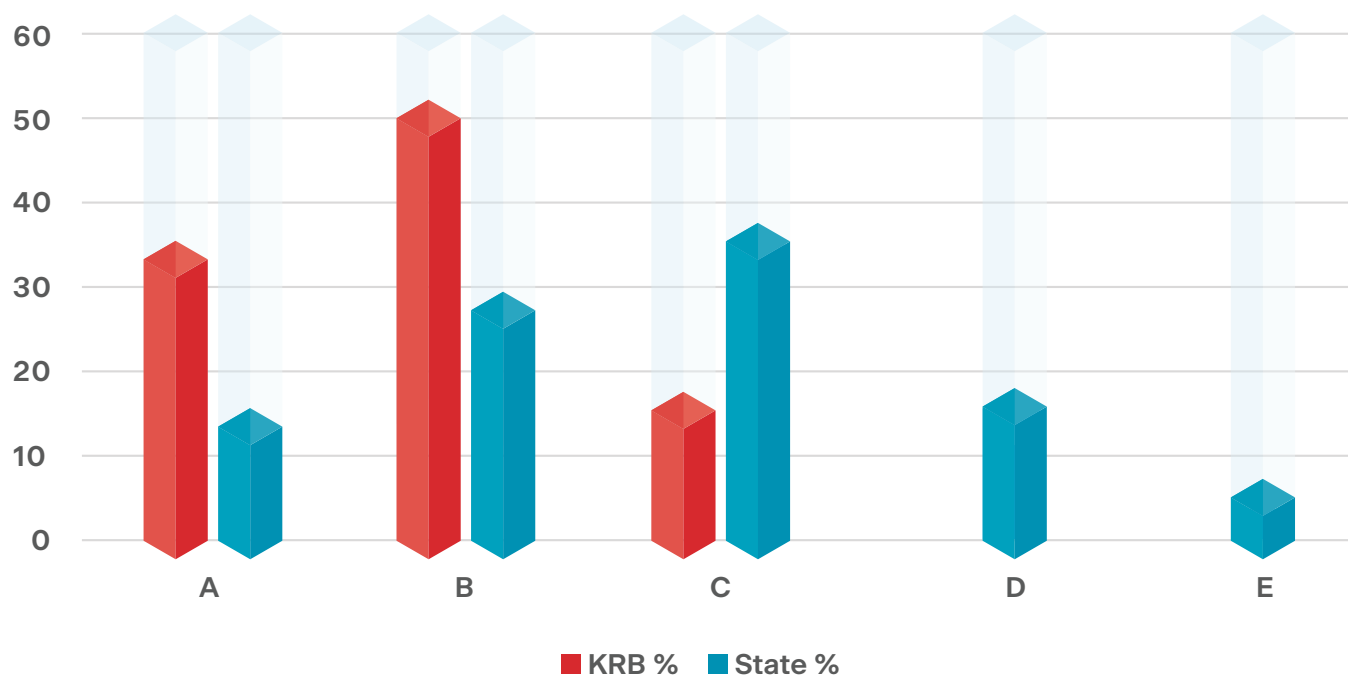
All our Year 10 students from 2022 have continued with further education so were not eligible for a ROSA but a summary of their results follows:

- Eight (8%) KRB Year 10 students attained a Grade A in all Stage 5 courses (9 courses).

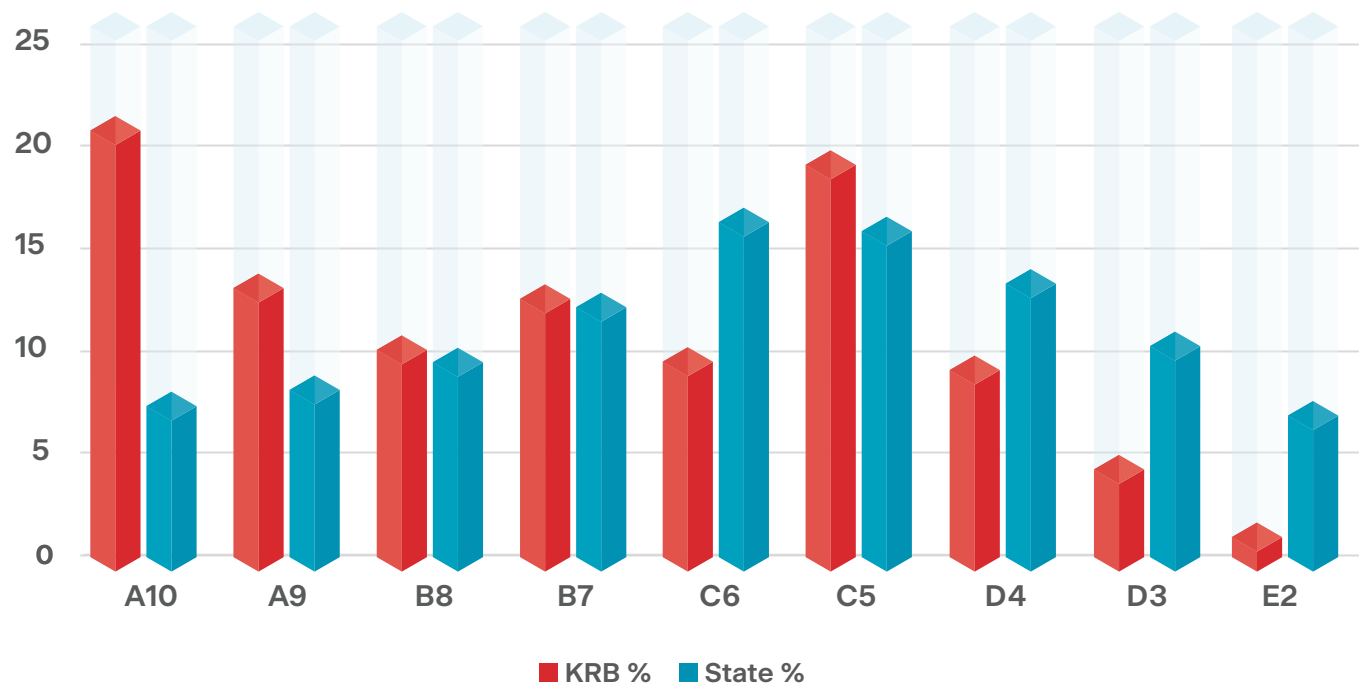
- Twenty-five (26%) KRB Year 10 students attained a Grade A in 6 or more Stage 5 courses.
- Eight (8%) KRB Year 11 students attained a Grade A in 10 or 11 units of Preliminary courses.
- Four (5%) KRB Year 11 attained a Grade A in 12 or more units of Preliminary courses.

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 2022.

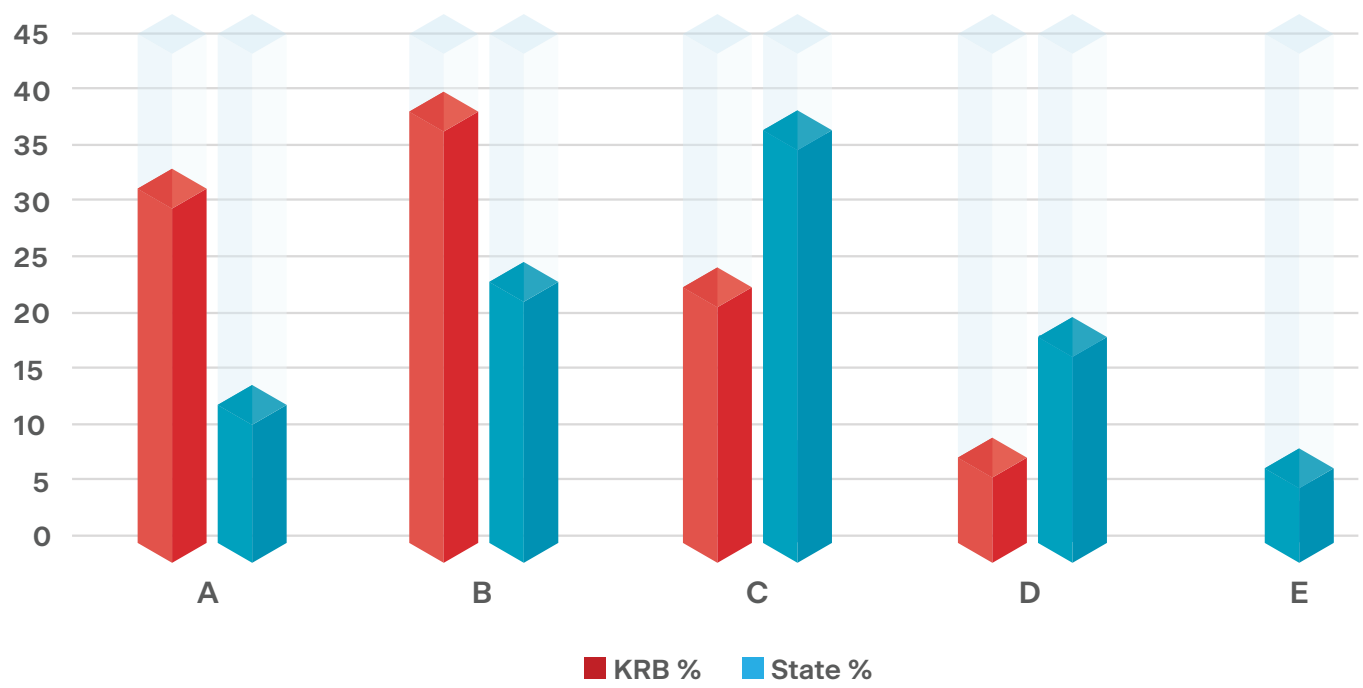
KRB ROSA Grades Stage 5 English 2022



KRB ROSA Grades Stage 5 Mathematics 2022



KRB ROSA Grades Stage 5 Science 2022



2022 Higher School Certificate Results

In 2022 96 Year 12 students and 4 accelerants undertook study in 34 NESA Developed Courses.

- 54 students (including 2 accelerants) received a result in the highest band possible for one or more courses and are recognised on the NESA Distinguished Achievers List.
- These 54 KRB students appeared 157 times (many more than once) on the NESA Distinguished Achievers List across 29 Courses.

This means 54% of our Year 12 students and 50% of our accelerants achieved at least one band 6 result.

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 2022, Kincoppal – Rose Bay was ranked 41st in the state by SMH (28th in 2021). We were the Top Catholic Independent boarding school in NSW.

In 2022 9 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.

2022 TOP ALL ROUNDERS

Emily Chubb

Lily Fogg

Sophie Joseph

Annalisa Morcos

Ellie Norburn

Anzhou Qiu

Abbey Ridgwell

Yufei Shao

Hailey Thill-Turke

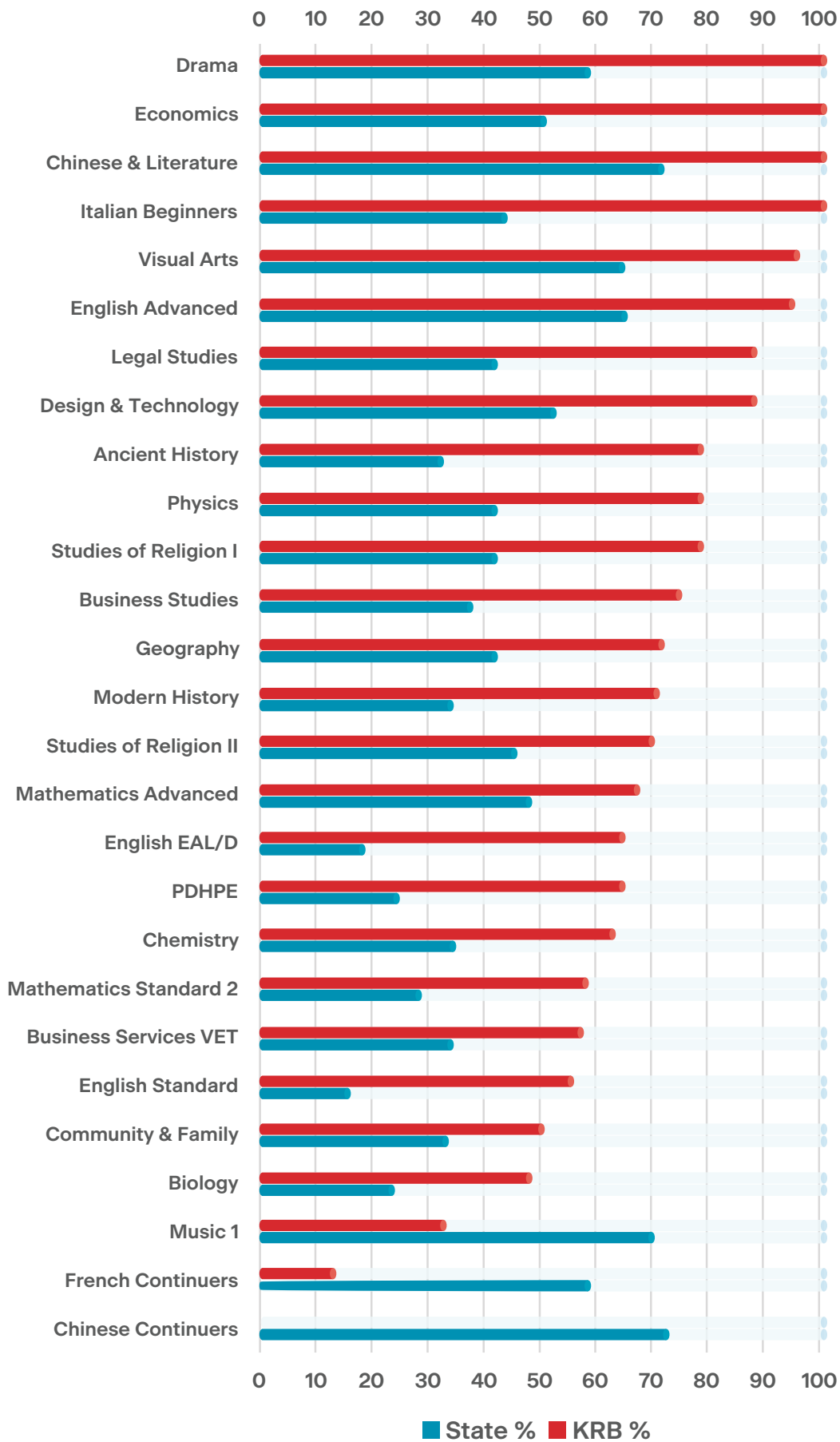
TOP ACHIEVERS IN COURSE

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

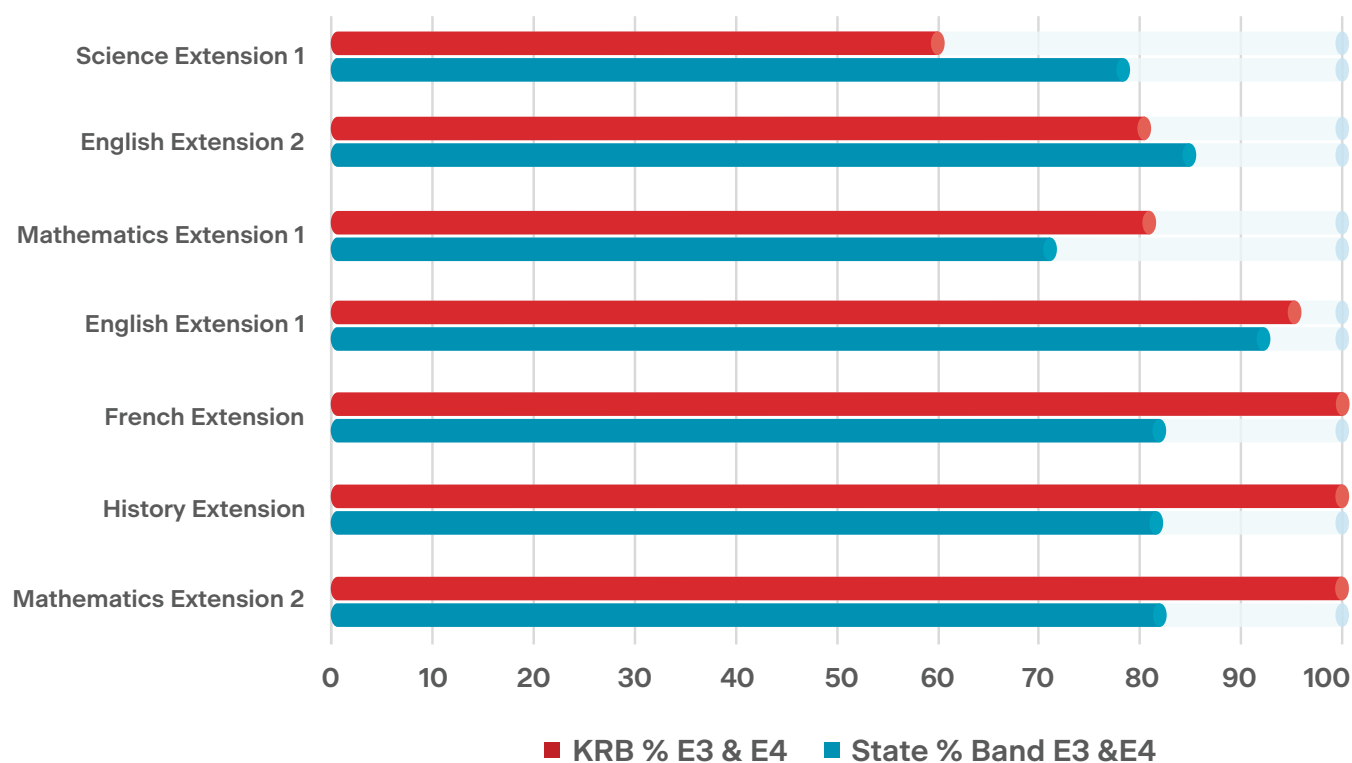
Student Name	Course	Place in Course
Emma Briand	Design and Technology	1st
Emma Briand	French Extension	1st
Lauren Whiting	Drama	5th
Emily Chubb	Drama	6th
Annalisa Morcos	English Advanced	13th

- In 12 of the 27 2 Unit Courses studied by KRB students in 2022 75% or more students achieved in the highest two performance bands possible.
- In 24 of the 27 2 Unit Courses in 2022 50% or more of students achieved in the highest two performance bands possible.
- In 6 of the 7 Extension Courses studied by KRB students 80% 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 NSW Education Standards Authority (NESA) showcases outstanding student project work in a series of exhibitions and performances.

The 2022 nominations were:

Shape - Design and Technology

Emma Briand – **nominated**

Lola Hunter – **nominated**

Erica Eather – **nominated**

Onstage – Drama

Thomasina Cook – **Individual Portfolio of Theatre Criticism Nominated & Selected**

Anoushka Nesbitt – **Individual Portfolio of Theatre Criticism Nominated**

Emily Chubb – **Individual Performance Nominated**

Lauren Whiting – **Individual Performance Nominated**

Group Performance 'Bleed for the Lead' Emily Chubb, Thomasina Cook, Anoushka Nesbitt, Lauren Whiting – **Nominated**

Group Performance 'Boys will be boys' Scarlett Fletcher, Edwina Robertson, Charlotte Summers – **Nominated**

ATARS

95 students were eligible for an ATAR.

The highest ATAR was **99.8**

The median ATAR was **89.15**.

48% of students achieved an ATAR over 90.

5. Teacher Professional Learning, Accreditation and Qualifications

Professional Learning at KRB was able to resume its pre-pandemic format in 2022 with whole school staff gatherings possible again. On average \$1000 per staff member was expended in 2022 across a range on in-house and externally provided professional learning experiences.

Whole School Teacher Professional Learning in 2022 was aligned with the goal of more deeply understanding the unique characteristics and needs of our students. We were specifically focused on inquiring into how they learn and how we can best prepare them for a future characterised by complexity, chaos and contradictions (Sardar, 2019).

The whole staff heard from Mark McCrindle about the unique characteristics and learning dispositions of Generation Alpha at our Professional Learning Day in April. This new generation of learners requires us to create intentional shifts in our learning culture for their benefit. The work undertaken in April was reinforced throughout Term 2 through the ELC-12 Staff meeting structure, classroom visits and cross campus collaboration.

Our Professional Learning Day in July specifically focused on learning from each other – a Learning Bazaar was a key feature of the day enabling each faculty to showcase their grade/ faculty application of shifts in learning culture.

Staff Spirituality focused on the Sacred Heart Goal for 2022, Community as a Christian Value. Staff were engaged with Sisters of the Society of the Sacred Heart and were able to participate in a series of activities to provide personal spiritual nourishment through History, Art, Community Works, and Music.

Middle leaders undertook a series of workshops and courses to improve their capacity as leaders and managers. Courses ranged from Leadership Coaching, Interviewing for Success, Managing with Underperformance, Successful Budgeting and the impact of Mother Janet Erskine Stuart on Education.

Individual external professional learning was undertaken by the majority of staff in 2022, with the resumption of many

face-to-face opportunities and the continued use of Zoom as a platform for remote learning.

Teachers in the Senior School were focused on developing specific subject based knowledge, with a particular focus on pedagogy and marking for the HSC. In the Junior School, subject based professional learning was sought in the areas of Literacy and Numeracy with the development and implementation of new curriculum in these areas. In Boarding there was an ongoing focus on staff training through the completion of studies in the application of residential care.

Teacher Accreditation Details

Conditional/ Provisional Accreditation	90
Proficient Accreditation	7
Highly Accomplished/ Lead Accreditation	1
Highly Accomplished	1

Based on Census data at as August 2022

6. Workforce Composition

As at the 2022 Census:

Workforce Composition Headcount	Female	Male
Teaching	81	17
Non-teaching	40	15

Based on Census data at as August 2022

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

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 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 94%

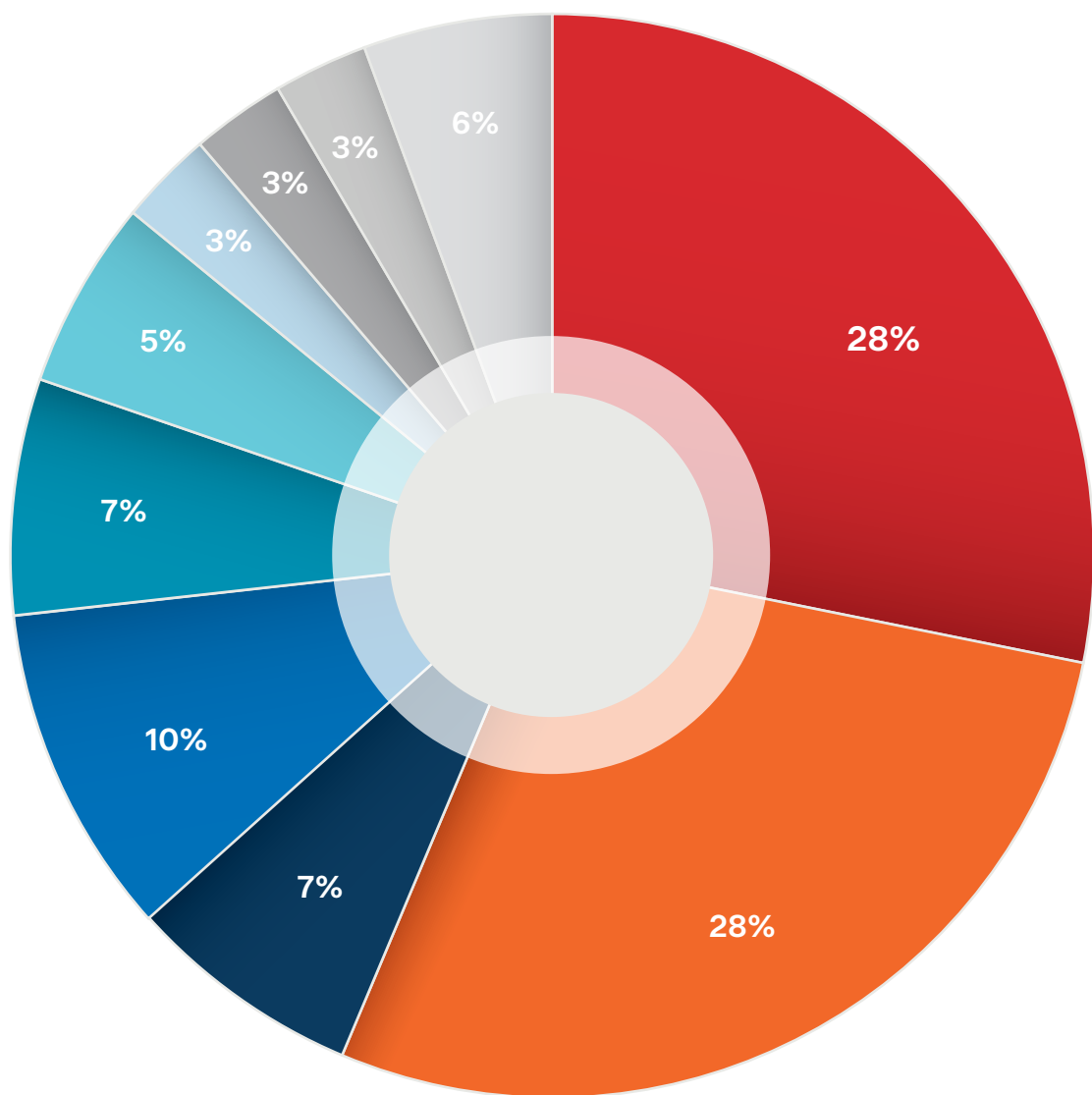
Individual Year Group Attendance Rate %

Year	%
Kindy	97%
1	96%
2	97%
3	97%
4	97%
5	96%
6	97%
7	91%
8	92%
9	89%
10	90%
11	89%
12	93%

Whole School Retention Rate 91.5%

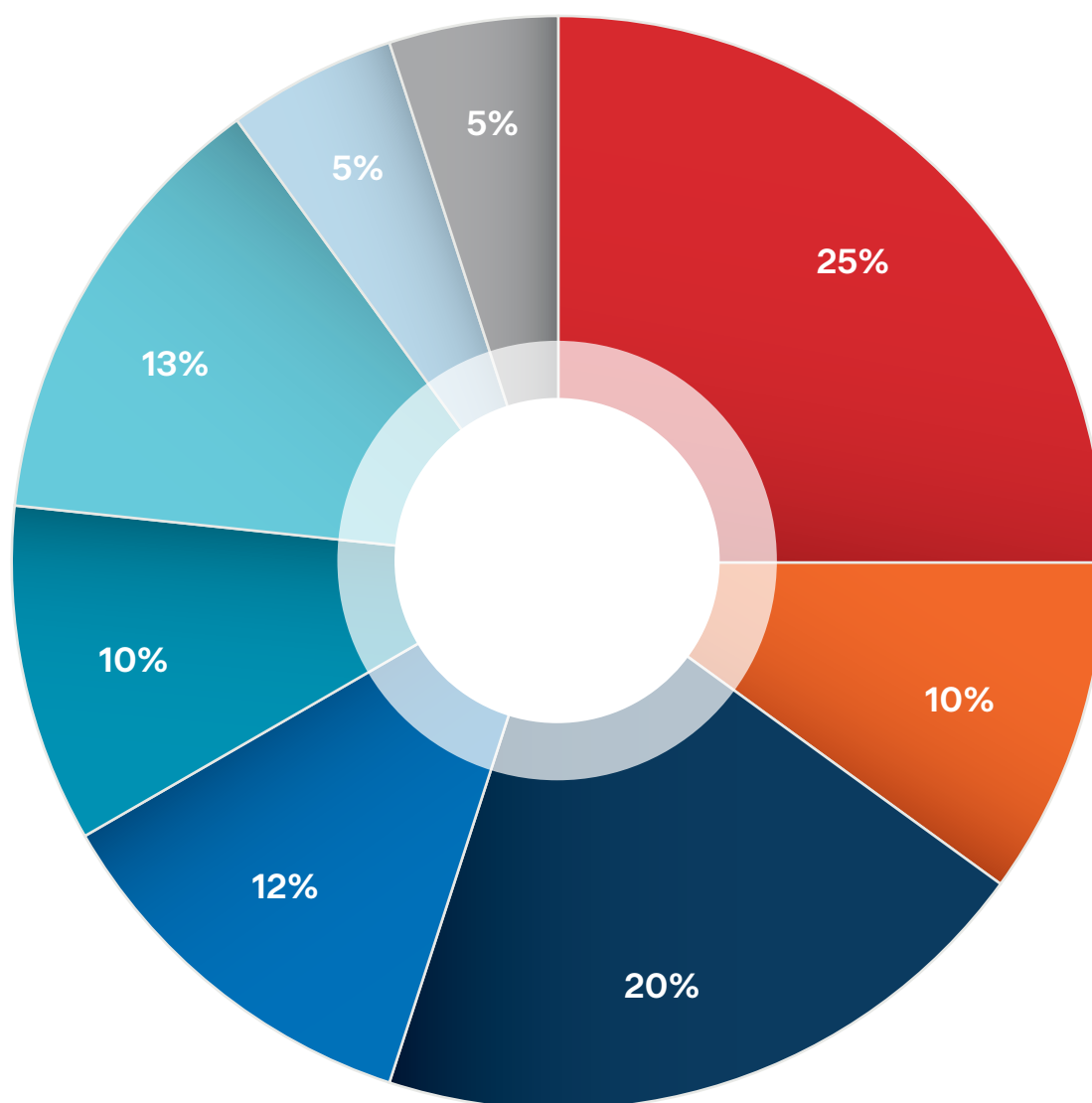
Individual Year Group Retention Rate %

Year	Retention
Kindy	89%
1	90%
2	93%
3	94%
4	89%
5	95%
6	81%
7	91%
8	88%
9	89%
10	95%
11	95%
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 2022:	
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.

4. 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 2022
Engaging with our Sacred Heart Network	Develop collaborative learning program opportunities for students	Virtual collaboration program for Year 9 students with schools in Australia, New Zealand and Asia Sacred Heart Conference for students and staff amongst the ANZ Network schools
Learning and Teaching	Provide effective reporting to demonstrate individual student growth Seeking best practice in developing learners	Implementation of continuous reporting model for students in Years 7-10 Implementing peer lesson observation as part of professional learning
Growing Sacred Heart Educators	Develop middle leader capacity	Programs focused on Coaching, Recruitment, and Spirituality delivered to Middle Leaders
Enhancing student wellbeing	Continue to innovate to provide ongoing and personalised Academic care Expansion of the retreat program	Implementation of consent education across all levels of the school as part of the Academic Care program Increased access of students to nursing and psychological care Introduction of the Year 10 retreat
Celebrating a dynamic and Diverse Community	Investment in the coeducational development of the Junior School Design of the Country immersion program for city students in boarding	Continued increased enrolment and retention of boys in the Junior School Successful implementation of immersion program for city students in boarding
Our School Environment	Continue to develop outstanding contemporary facilities in the masterplan	Completion of the first stage of the Traffic masterplan required by Council to start Stage 2 Works Design consultation for the redeveloped Junior School

11. Initiatives Promoting Respect and Responsibility

Kincoppal-Rose Bay invites all in our community into genuine and authentic relationships where the dignity of each person is upheld. Students are therefore expected to recognise their responsibility to contribute to a supportive community and respect the rights of those in the community and beyond.

Positive Education

Positive Education underpins the educational experience of all students and staff at Kincoppal-Rose Bay. Based on the work of Seligman (2009), it is defined as “education for both traditional skills and for happiness”. This approach integrates the science of Positive Psychology with best practice teaching and learning, with the aim to ensure that both the emotional and academic

needs of students are met. “The goal of Positive Education is to create a community where students and staff learn the skills to become their best possible selves, evolving toward their highest potential” (PESA, 2022).

At Kincoppal-Rose Bay student wellbeing is taught through:

- implementation of our Academic Care Program, which actively teaches aspects of positive psychology including, resilience, gratitude, positive relationships, positive emotion, and the identification of personal strengths.
- teaching ‘Growth Mindset’ (Dweck, 2007), where students are encouraged to view their skills and knowledge as changeable through effort.
- working with and supporting students to set, achieve and review personal and academic goals

Academic Care Program

The P – 12 Academic Care Program at Kincoppal – Rose Bay facilitates both the personal and academic care of students. Using positive psychology as the foundation, this Program focusses on the concepts of gratitude, the identification of personal strengths, and the development of

positive relationships, positive emotion, leadership skills, and resilience to support student wellbeing.

In the Junior School, students participate in a specially designed Academic Care Program, with explicit skills taught on a weekly basis with the classroom teacher. Students from K-6 engage in the program Friendology, by URstrong. This program focusses on age-appropriate content, where students learn lifelong skills including, understanding self and one’s own role in a friendship, recognising healthy versus unhealthy relationships, making and maintaining healthy friendships, navigating the cycle of friendships and conflict resolution, including how to navigate a ‘friendship fire’. K-6 students also engage in explicit lessons about Growth Mindset, which incorporate how the brain works. They understand that challenging themselves strengthens their brain and that skills and knowledge as changeable through effort. Mindfulness is practiced daily in all K-6 classrooms and encouraged as a self-regulation tool. Cyber safety and online bullying are explored through class discussions led by the teacher, along with sessions held with the local Police Liaison officer in Year 5 and 6.

In the Senior School, students meet daily with their Pastoral Mentor for mentoring and monitoring. They undertake an extensive Pastoral Care program fortnightly, delivered through a variety of structured activities, tailored presentations and guest speakers. The Pastoral Care Program is designed to cater for the varying developmental phases of students across their secondary schooling, and is based on the following conceptual framework:

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

At the core of the Pastoral Care Program are the Sacred Heart Goals. In 2022 it aligned to the goal The Building of Community as a Christian Value.

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.

Camps & Retreat program

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

- build meaningful relationships with peers and staff,
- enhance self-confidence and encourage risk-taking in a supportive environment,
- promote self-reflection and wise decision-making,
- deepen respect for the physical environment,
- promote collaboration and positive contributions to team environments,
- strengthen a sense of self-worth and usefulness, and
- develop outdoor education skills.

Students from K – 12 participate in both day and overnight camps and retreats. In 2022, students in K-2 engaged in day camps, facilitated upon the school campus. Year 3 and 4 students attended overnight camps at Fitzroy Falls, NSW, whilst Year 5 – 7 camps were impacted by the COVID pandemic resulting in them also participating in a day camp utilising the campus grounds, in place of a planned overnight camp. Outdoor Education Group led our Years 8 and 9 camps at Biloela and Wombaroo. Whilst Years 10-12 students participated in retreat programs both on and offsite.

Leadership

Cultivating leadership abilities holds significant value within a Sacred Heart education. In order for students to

make meaningful contributions to society, it is essential that they possess the ability to communicate and act with confidence and conviction. Kincoppal–Rose Bay is dedicated to nurturing students who embody this principle. The development of leadership skills extends beyond formal leadership roles; instead, all students are encouraged to embrace leadership qualities. Opportunities for leadership arise within the classroom, on the sports field, and through mentoring fellow students. Formal student leadership positions recognise the importance of serving the school and the community, including the responsibility to initiate positive change by raising awareness about global issues such as the environment and social justice. Kincoppal–Rose Bay motivates students to become future leaders in society who can effectively address these concerns. Throughout the school, an active Student Representative Council convenes regularly to ensure student voices are heard.

KRB Leadership Framework

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

Year 6 Student Leadership model

The Year 6 leadership model is centred around the belief that each student has a voice and should be provided with the opportunity to build and strengthen their leadership capacity. Under this model, Year 6 students nominate an area of passion to lead within the Junior School in conjunction with their peers and a teacher mentor.

The 2022 Year 6 leadership teams include:

- Sacred Heart
- Communication
- School Spirit
- Literature

- STEM
- ICT
- Creative Arts
- Wellbeing
- Environment
- Global Citizenship

Year 7 – 12 Leadership model

In Years 7 – 11 students are appointed to leadership roles in Environment, Liturgy, Justice & Peace, Wellness and the Student Representative Committee. These are extended to Year 12 and accompanied by House Captains, Committee Captains and Boarding positions. There are many opportunities, both internally and externally, for students to develop leadership. In 2022, the Student Leadership Committee participated in the Sacred Heart Conference. The conference, that invited the staff and students from Sacred Heart schools in Australia and New Zealand, saw our student leaders share their insights and imaginings about the future of education.

Boarding model

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 and responsibilities

At Kincoppal-Rose Bay we provide an environment where students feel a sense of connectedness and respect towards the school and stakeholders within the community. Positive and respectful relationships and personal responsibility towards self and others are at the core of Sacred Heart students and educators; stemming from the five goals of Sacred Heart Education.

At Kincoppal-Rose Bay we structure teaching and learning and wellbeing programs to help our students achieve:

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

Constructive and positive feedback is used throughout K-12 to support student achievement and growth academically and social and emotionally.

The Junior School adopts a Positive Behaviours for Learning (PBL) framework. As a K-6 behaviour management system, expected behaviours are clearly defined and explicitly taught to students, thereby providing consistent expectations to support students to thrive in a safe, supportive and positive learning environment. In 2022 expected behaviours pertaining to movement around the school, manners, respect of self and others and uniform were explicitly taught. Consistent expectations of behaviours support respectful relationships between student-to-student and student-to-teacher and positively impacts learning and teaching.

The Junior School Behaviour Management Plan clearly defines minor versus major adverse behaviours and consequences applied. In all behaviour management situations, a restorative approach is adopted; where students reflect and take responsibility for how their adverse behaviour affects themselves and others and what they would do differently next time, should the same situation arise.

Tracking & monitoring student progress

The School uses their learning management system, Aspire, to provide a holistic view of students' progress. A student profile and tracking system ensures that their participation

in various areas of the school can be monitored by the student's classroom teacher, 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.

In 2022 the Junior School piloted a wellbeing for learning tool through Pivot Professional Learning (Pivot). Pivot enables teachers to receive real-time insights on student wellbeing across the following domains; General Wellbeing, Resilience, Protective Behaviours, Belonging and Safety. Students in Years 1-6 completed a weekly check-in via the Pivot platform, which provided immediate information on student wellbeing, allowing for immediate intervention as necessary by teachers and leaders.

Transition & Orientation Programs

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

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.

3. Junior School students transitioning from Year 6 into Year 7 undertook a tailored transition program, focussing on Resilience, Independence, Success and Empowerment (RISE). The RISE program has been designed to facilitate a positive transition for the Year 6 girls into the Senior School. The program consists of structured sessions focussed on inclusion, building relationships, teamwork and collaboration and was attended by both current Kincoppal-Rose Bay Year 6 girls and students commencing from external schools. Additional sessions, focussed on expectations in Senior School, including organisation skills and diary use were facilitated by Senior School teachers and students to the current Year 6 students to promote continuity and connectedness as they prepare to commence Year 7.
4. New students to the Junior School undertake an orientation program, focussed on developing relationships and inclusion. They are assigned a peer-buddy and spend time with their new classmates and teacher prior to formally entering the school. Their buddy is responsible for orientating the new student when they formally commence Barat-Burn.
5. Students transitioning from our Early Learning Centre to Junior School Kindergarten undertake a series of orientation mornings, which are focused on familiarizing the students with the Junior School learning environment. Kindergarten students are assigned a Year 6 buddy who assist them as they enter their first year of formal schooling.
6. Within the boarding house, all new students are allocated a buddy when they enter KRB. Year 7 and 9 students are allocated a Year 12 buddy who supports them while in the boarding and day school. .

Mentor Program

Starting at a new school can be a very daunting experience. A new student most likely does not know anybody, nor do they know their way around or what to do at certain times. For this reason all new students are assigned a student

mentor on their entry into KRB. A mentor can help new students settle in by being a contact person, a source of advice and a friendly face. 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.
- Transition and Orientation programs

Celebration of Culture

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

An example in 2022 was our National Sorry Day Assembly, where the whole-school gathered to hear the stories of our First Nations students and their families. The community heard of their resilience, strength and determination and committed themselves to work towards reconciliation through their words and actions. Other examples of this included the Arnhem Land Immersion, where 42 students and 5 staff visited Arnhem Land and learnt from elders on their homelands and in community about their culture, history and spiritualities. Incursions such as the Year 9

Koomurri program as part of the City Immersion week also demonstrate this.

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

Social Justice Initiatives

Students from Years K – 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.

Examples of our social justice program include:

- Fundraising for causes such as Project Compassion and cancer research
- Donation of goods such as the St Vincent de Paul Christmas hamper appeal for the needy
- Raising of awareness such as the Year 6 Global Leaders preparing and delivering a lesson for Year 5 on the Ukraine war and our Justice, Peace and Integrity of Creation program in Years 9 & 10.

12. Parent, Teacher and Student Satisfaction

Student satisfaction

Increased opportunities for student voice were a feature of the 2022 academic year at Kincoppal-Rose Bay School. In the Senior School, students were given the opportunity to express their opinion through various forums, most notably the Student Representative Council (SRC) with elected representatives who met fortnightly to discuss areas of student focus and concern. The key need of the SRC was to resume whole school activities in order to build community after the cohorting demands of the COVID-19 pandemic.

The Senior Student Leadership Team continued to meet fortnightly with members of the College Leadership Team including the Principal, enabling a strong student voice in the community. This group were particularly visible to the community as regular assembly hosts. Senior students also participated actively in Consent Forums organised by the School with the input of young alumna. Strong attendance at these events indicated that it was a definite need for the students that the School was addressing.

Students were extremely satisfied that the School did not cancel any major events in 2022, rather it sought to reschedule or implement COVID safety modifications to allow these events to take place. Year 10 students were most appreciative of a new retreat to allow them to have the experience of an overnight stay with their cohort after their Year 8 and 9 experiences were cancelled due to the pandemic.

The Junior School leadership model allowed for strong student voice in the primary school. Year 6 Leaders met regularly with their staff mentor and were prominent in their role as assembly leaders and hosts of major events. Year 6 leaders took their role very seriously and were able to ascertain the needs of students across all years through their peer support and buddy systems. Again, students were most satisfied with the return to School events such as camps and excursions after COVID-19.

Sacred Heart Day 2022, despite the inclement weather, was a day when the whole school gathered together in celebration of our school, its heritage and its religious foundation. Students were extremely engaged on this day and indicated a high degree of satisfaction with their school through the celebration.

Staff Satisfaction

The Staff Values and Culture Committee continued to provide a voice for the staff and a forum to indicate concerns. A voluntary survey was undertaken by staff to assess culture and it was noted that out of 106 staff 92% are proud to work at Kincoppal-Rose Bay School and 96% believe they positively contribute to their colleagues' experience.

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

Celebrating with Families

It was wonderful to be able to welcome grandparents, mothers, fathers and other significant people in the students' lives, back on campus in 2022 and to celebrate the importance of each one.

The ELC Grandparents' & Special Friends' Morning featured a beautiful performance from the children. The visitors enjoyed morning tea with the children before visiting the Joigny Centre.

Mother's Day was celebrated with a special stall organized

by two parents. The Junior School children gave an outstanding performance for the visitors and this was followed by a special morning tea.

Senior School students celebrated the Mother Daughter Lunch at Le Montage on 7 May with over 600 guests attending.

A special lunch for Year 12 mothers was held on 2 September, the first of a number of events to celebrate the Graduating Class of 2022

Father's Day was also celebrated with a stall, a breakfast with the dads and Junior School children on 1 and 2 September and a Dinner at The Hyatt Regency on 3 September for Senior School students. A number of fathers whose eldest daughter was graduating in 2022 were acknowledged for being KRB or a Sacred Heart school parent for ten years or more or a boarder parent for six years or more.

Bursary Program

The School held the KRB Long Lunch on 5 August 2022, the first time since 2019. 600 guests, including parents, alumnae and business associates gathered to celebrate and help raise funds for the KRB Bursary Program. Vince Sorrenti was an outstanding MC and he and The Piano Man, Scot Finnie, provided much entertainment throughout the afternoon. He was ably supported by magician Adam Dean and some enthusiastic KRB parents.

Over \$250,000 was raised at the Lunch, and these funds were directed to the KRB Bursary Fund.

KRB's Bursary Program provides many opportunities for students from a diversity of backgrounds to attend KRB, to gain many benefits and to make a significant contribution to school life. In turn many of these students leave KRB and give back in a variety of ways. There were five students from a variety of regional areas in NSW and one from Sydney who were

recipients of the six named bursaries/scholarships in 2022.

Alumnae

A number of reunions were held throughout 2022 for the classes of 1952, 1956 and 1957, 1964, 1971, 1972, 1981, 1982, 1985, 1987, 1991 and 2016. Many groups had been unable to have these reunions because of the impact of COVID. These reunions included a tour of the school and a small gathering with members of the Sacre Coeur Association.

The Sacre Coeur Association was active in 2022 and organized a number of events, including a memorial mass to remember members of the Sacred Heart community who had passed away. The School and the Association also celebrated the Classes of 1972 back to 1938 at the annual Sandwiches and Song event in October.

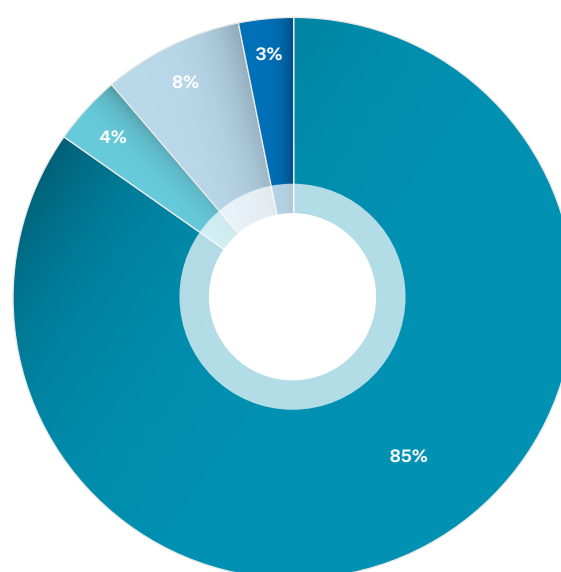
The KRB Connect Mentoring program was established for KRB Alumnae in 2022. This program will provide a significant link between experienced and talented members of the community and Alumnae who are in tertiary study, those just beginning their career journey, those seeking career progression, those considering starting a new business or a career change and those returning to work after a career break. In addition, Alumnae can be involved in providing advice, guidance and support to students in Years 10-12 as they consider their future study, work and career opportunities. Opportunities for forging connections, learning and career development have been enabled through networking and educational events and information shared on KRB Connect and KRB Social Media.



13. Summary Financial Information

2022 Recurrent / Capital Income

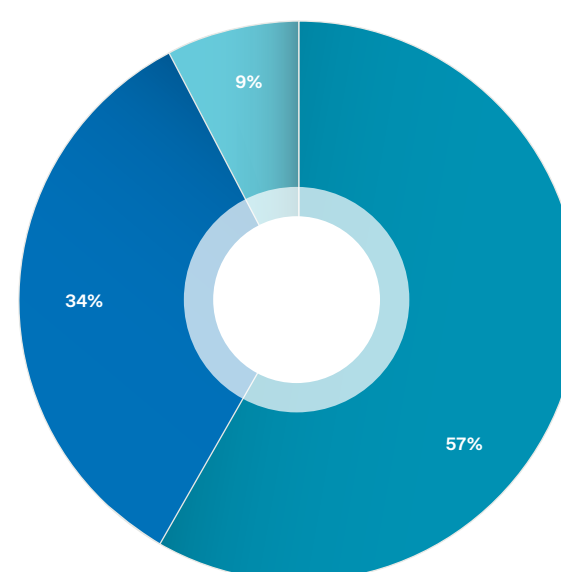
	Amount	Percentage
Fees & Private Income	35,211.0	85%
State recurrent grants	1,675.0	4%
Commonwealth recurrent grants	3,504.0	8%
Other capital income	1,173.0	3%
	41,563.0	



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

2022 Recurrent / Capital Expenditure

	Amount	Percentage
Salaries/allowances and related expenses	23,410	57%
Non-salary expenses	13,937	34%
Capital expenditure	3,910	9%
	41,257	



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



KINCOPPAL – ROSE BAY
SCHOOL OF THE SACRED HEART

New South Head Road

+61 (0) 2 9388 6014

Rose Bay NSW Australia 2029

krb.nsw.edu.au

CRICOS Provider Code 02268M ABN 47 003 942 603