

Rose Bay Secondary College

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Rose Bay Secondary College as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Richard Skinner

Principal

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Message from the Principal

Rose Bay Secondary College is an inclusive coeducational college that provides high quality education to students from all religious, cultural and socio-economic backgrounds.

This report contains details of the college's performance in implementing quality academic and extra-curricular programs which target the specific needs of our students and our community. Rose Bay Secondary College made significant progress and celebrated outstanding student achievements in 2016.

Rose Bay Secondary College was established in 2003 and continues to build on the educational traditions of its predecessors, Vaucluse and Dover Heights High Schools. The school has a proud record of academic excellence. Every student is encouraged to reach their full potential through participation in an extensive, diverse and flexible curriculum supported by experienced and dedicated teachers and support staff.

Curriculum options which include music, dance, drama, film and video production and visual arts are supplemented by an outstanding co-curricular program. Students have the opportunity to participate in the Music Ensemble Program, dance, debating, public speaking, V-Fest short film festival, numerous sporting teams including some Saturday sports, the Duke of Edinburgh Scheme and Tournament of Minds.

Rose Bay Secondary College offers Vocational Education and Training options through the provision of Hospitality, Media and Construction. This is supplemented with access to TAFE offerings for senior students. Our college has vibrant and strong links with the community.

Rose Bay Secondary College expects all students to strive for excellence, demonstrate pride, respect each other, celebrate our cultural diversity and take every opportunity available to enjoy their schooling. In the words of our school motto:

Opportunity, Achievement, Community

The outstanding achievements of 2016 would not have been possible without the dedication of the staff at Rose Bay Secondary College. The programs, opportunities and results that I have outlined in this report reflect their commitment and professionalism.

Message from the students

The school has a strong tradition of outstanding student leadership and this continued in 2016. The SRC, led by our Captains Emma Steele and Raphael Burkart-Radtke, provided excellent leadership. As a group they provided advice and support to the school as systems and structures have been reviewed.

The Valentine's Day and Halloween activities were very memorable and have become "not to be missed" events on our calendar.

In 2016 the school further enhanced the Arts Captains, Sports Captains and Environment Captains to support our existing captains providing a range of initiatives which was very successful and the range of programs developed by this group has given student voice a broader base.

Our Environment Captains Jezebel Sherborne and Christian Reeves, with the financial assistance of the SRC and Maccabi, led the installation of the cold water bubblers and water bottle refill stations outside the Gym and Locker Area. These have been well supported by students and have reduced the use of plastic water bottles around the school enormously. Jezebel and Christian also organised reusable water bottles as prizes for students awarded the Student of the Week at our plaza assemblies. These were kindly donated by Sydney Water.

The Rose Bay Student Voice Facebook page reached over 500 likes in 2016 and is proving very popular amongst the student body. We encourage all students and parents to like our page and view the posts throughout the year.

Some examples of the outstanding leadership on display at our school included:

- Rose Bay Secondary College joining with our Community of Schools in the Eastern Suburbs (CoSiES) partner schools and Woollahra Council for a White Ribbon Breakfast event in Term 4. Our School Captains and senior leaders were MCs and delivered speeches about the significance of White Ribbon.
- SRC members from each year group organised our first RUOK day celebration. It featured lots of black and yellow and demonstrated the great Rose Bay community spirit. So much time and effort went into the day and all students had a really great time.
- Our Beyond Blue Bash where everyone dressed up in blue to encourage awareness about youth mental health. Congratulations to our amazing Year 11 SRC who organised the day.

SRC 2016

School background

School vision statement

Rose Bay Secondary College develops respectful and caring young people striving for excellence through collaboration with highly motivated and professional teachers in a safe and inclusive environment.

School context

Rose Bay Secondary College, Years 7 -12, is a partially selective, coeducational high school in the eastern suburbs of Sydney, with a student population of approximately 1050 students in 2016. The school has a focus on high academic achievement and quality teaching in a rich learning environment.

The school has a support unit, the Inclusive Education Faculty, IEF, for students with special educational needs. The College is a member of the local and very active community of schools (CoSiES) working closely with our nine partner primary schools and enjoys active and supportive parent involvement including the coordination of significant programs such as the Music Ensembles Program and debating. An extensive co-curricular program caters for diverse student interests including sport, dance, drama, debating, Duke of Edinburgh, music, Tournament of the Minds and student leadership.

The school services a multicultural community with over 50 language backgrounds other than English spoken in the home. The school has strong links with the Board of Jewish Educators to support the provision of the teaching of Hebrew language in the school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning** the school is **sustaining and growing** in all elements with the exception of Wellbeing in which the school is strongly delivering. The school has developed a strong learning culture through well-developed policies, programs and practices designed to monitor, support and address student learning needs. Student wellbeing has respectful relationships as its central core and student wellbeing is enhanced through programs designed to reinforce high expectations, promote tolerance and acceptance of diversity and to provide support for students with special needs. The introduction of a *Positive Behaviour for Learning (PB4L)* framework in 2016/17 is expected to see the school move to sustaining and growing in all areas of the Learning domain in the near future. The school offers a comprehensive curriculum for students to study and an extensive extra-curricular program. Teaching and learning programs developed by teachers are differentiated to support all students and a Learning Hub has been created, as an initiative of the Learning Support Team, to support students with additional learning needs. This is complemented by a comprehensive assessment process across all years which clearly describes to students and parents the transparent criteria against which a student's performance will be judged. The school analyses a range of internal and external data sources which demonstrate that the school is achieving excellent value-added results in a range of measures.

The results of this process indicated that in the School Excellence Framework domain of **Teaching** the school is **delivering or sustaining and growing** across the different elements. As previously stated the school analyses a range of student assessment measures which were used to develop the projects to support our Strategic Directions within the School Plan. The main projects implemented as part of this process have been *ALARM*, Effective Feedback, Project Based Learning and Personal Goal Setting. The school has developed professional learning opportunities targeted on these priority areas for staff to develop the knowledge and skills needed for successful implementation. These programs have required teachers to review and revise their teaching and learning programs in collaboration with other teachers in their faculty or team. All teachers participate in a formal Performance and Development Plan process and most will target these project areas and their own professional needs when developing the plan. The major project areas are integral to the achievement of our Strategic Directions and progress towards established milestones is reviewed formally in an extended executive meeting each term. The school has a diverse mix of early career teachers and more experienced

staff who work collaboratively on assessment task setting and marking which allows consistency of teacher judgement and curriculum requirements to be met. The staff are highly committed and many work beyond their classrooms to contribute to broad school programs.

The results of this process indicated that in the School Excellence Framework domain of **Leading** the school is **sustaining and growing** across all elements. The high academic, cultural, sporting and leadership results of the school over the last few years has improved community perceptions about the school and the school community is now very positive about the education provision provided. Parent involvement in programs such as the Music Ensemble Program, Debating, Sport, Homework Centre and in bodies such as the P&C and School Council allows the school to develop positive relationships with our parent body and to develop a shared commitment towards achieving the school's Strategic Directions. This is complemented by a comprehensive communication strategy which has been developed by the school to streamline contact and information exchange with parents including, eAlerts, eNews, SENTRAL parent portal, school website with term by term assessment advice, student reports, parent teacher evenings and information nights. The school has well developed staffing, budgeting and financial processes which allows it to develop and resource a broad range of student learning opportunities. A school Management Structures document allows all staff to understand the roles and responsibilities of key staff and positions throughout the school and ensures that management systems and processes work effectively and in line with legislative requirements. A successful audit of the school's financial operation and WHS implementation in 2016 demonstrates the school's compliance in these areas.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Students will be respectful 21st Century learners who strive to achieve personal best.

Purpose

To ensure students develop critical and creative thinking skills and the ability to communicate learning through high quality curriculum delivery and assessment.

To provide a collaborative learning environment that has high expectations and adds value to all students' literacy, numeracy and academic levels.

To develop students to be resourceful, flexible and resilient learners beyond the classroom and to have the ability to work independently and in teams to make sense of the world.

Overall summary of progress

The school implemented three main strategies to help students achieve this strategic direction. They were:

1. The implementation of A Learning and Responding Matrix, ALARM, program to improve student performance in extended writing tasks, such as essays. The program equips teachers with the skills to ensure students access higher order thinking to conceptualise their understanding and provides them with a scaffold to ensure responses address the question fully. To address this strategy the staff have been provided with ongoing training and an ALARM team formed to oversee the implementation across all Key Learning Areas. Teachers implemented aspects of ALARM in the classrooms and opportunities were provided to share successes. The initial results have been very pleasing but the overall impact will be determined over the next two years as students demonstrate what they have learnt in the HSC. Anecdotally teachers are reporting an improvement in the quality of writing tasks following ALARM sessions.
2. A student personal best strategy was implemented, incorporating faculty based study skills programs. In 2016 all teachers implemented personal best goal setting in targeted classes to allow students to set goals and monitor progress. The plan is to expand this program as teachers become more adept with the demands of the process.
3. To ensure 21st Century learning skills are developed, the school has implemented a Project Based Learning, PBL, initiative across the school. Project based learning allows students to engage in rich tasks which provide them with the opportunity to explore, create, collaborate with others and connect with real world problems. Staff have been trained in aspects of PBL and each faculty has implemented a PBL task in a different year group.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN – Percentage of Year 9 students achieving at or above minimum standard in writing is above 88% from base of 84.5%.	In 2016, 87% of Year 9 students achieved at or above minimum standard in writing.	\$49 309
Student gain from Year 7 to Year 9 is equal to gain from schools at the same starting point in reading, writing and numeracy.	Data available on the mySchool website demonstrates that the school is making greater gains than schools at the same starting point in reading and writing and slightly lower gains in numeracy for the period of Year 7 2014 to Year 9 2016.	\$27 344
HSC – Proportion of students with 2 or more Band 5-6 results increased to over 50% of cohort from base average of 46%.	In 2016, 61% of HSC students achieved 2 or more Band 5 or 6 results in their examinations.	\$19 618
ALARM (A Learning And Responding Matrix) literacy strategy is utilised across the school.	An exit survey of Year 12 students indicated that ALARM is widely utilised across the key learning areas, but is not being fully implemented in all classrooms. A range of strategies was utilised in those classrooms implementing ALARM.	Professional learning funds \$5 000

Next Steps

The school will continue to implement ALARM, personal best goal setting, study skills and Project Based Learning to meet the needs of the strategic direction.

The ALARM implementation team has developed a plan with milestones throughout the year to further train staff, develop resources and trial aspects of the program. The Head Teacher Curriculum has established a cross-faculty team responsible for the overall implementation of ALARM in 2017.

Each faculty throughout the school will be developing a personal best goal setting program for each cohort. This will be implemented throughout the year. This program will align closely with the effective feedback strategy in Strategic Direction 2.

The Project Based Learning activities delivered in 2016 will be evaluated and the program will expand in 2017 to cover more classes within each faculty. A scope and sequence indicating when PBL activities will be delivered to different cohorts in each KLA. An interdisciplinary or cross faculty project is to be planned for later in the year. This PBL activity may be related to a STEM initiative, following on the 2016 project undertaken in conjunction with Sydney University.



Strategic Direction 2

Staff will be leading learners utilising quality teaching practices to nurture, inspire and engage students.

Purpose

To develop motivated, innovative and collaborative teachers who facilitate learning through creating an engaging, stimulating and nurturing learning environment.

To ensure all teachers are provided with the skills to demonstrate curriculum expertise, quality teaching, reflective practices and leadership capabilities that inspire learning.

To align staff professional growth to the Australian Standards for Teachers and/or Principals.

Overall summary of progress

The school implemented three main strategies to help staff achieve this strategic direction. They were:

1. The implementation of an Effective Feedback project. The school executive examining Hattie's research on the positive effects of feedback and evaluated different models during 2015. Several Head Teachers shared examples of effective feedback with their colleagues. Faculties developed and trialled their preferred proformas and processes across their faculties in specific classes. These processes have been implemented during 2016.
2. To become leading learners all staff completed the first full year of the Professional Development Program cycle which assisted teachers to identify professional goals which aligned with the school targets, the Professional Standards for Teachers or their own personal goals. Staff were required to identify training needs, participate in observations, collect evidence to support accomplishment of goals and to participate in a self-assessment and formal review.
3. The school has an aim to develop a culture of teachers sharing best practice and showcasing examples of best practice. Time was assigned to faculty and whole school staff meetings to facilitate the sharing process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers achieve professional competence level in the Australian Professional Standards for Teachers.	In 2016 all teachers requiring accreditation achieved professional competence level in the Australian Professional Standards for Teachers.	\$83 000 Beginning teacher funds
A collection of exemplar assessment tasks and teaching programs is regularly updated and is available for staff as a model.	Faculties are developing resource banks of exemplar tasks. Workshops held to ensure effective feedback is linked to goals, medals and missions and Task Differentiation is provided. Faculty Plans developed for effective feedback, both formative and summative to include HSC style Marker feedback sessions for students where appropriate.	nil

Next Steps

The Effective Feedback project will continue with the current processes and proformas being revised as necessary and the program being used more widely across all faculties. The plan will include professional learning activities with the executive to allow self and peer assessment, formative and summative assessments to be linked to the personal best goals setting in Strategic Direction 1.

2016 was the first full year for the implementation of the Professional Development Plan cycle and the aim will be to see individual plans that are more closely aligned to the school plan and professional standards and which clearly articulate the professional learning needs of the individual and the resources required to achieve them. Evidence to support completion will be developed from a range of sources including observations of classroom practice. A culture of sharing best practice and showcasing student achievement is slowly developing. In 2017 we aim to provide further opportunities for teachers to share resources and strategies, particularly for the ALARM initiative.

Strategic Direction 3

The school will engage our community in a partnership to develop a safe, inclusive environment focused on excellence.

Purpose

To develop a school community that embeds inclusive values, celebrates diversity and a culture of success.

Effective student wellbeing programs are delivered to support learning for all students.

To engage all stakeholders in our school community in a collaborative and sustainable manner to contribute positively to school initiatives and support student learning.

Overall summary of progress

The school implemented three main strategies to help staff achieve this strategic direction. They were:

1. The monitoring of attendance and wellbeing on Sentral, the school's electronic management system. A coordinated attendance monitoring process involving Year Advisers, Head Teachers and class teachers was developed and implemented. Each term students with attendance concerns were identified and support programs developed and implemented with parental involvement, if necessary. Sentral is also used to record positive and negative student incidents. Following a review of our Wellbeing processes in 2014 teachers were encouraged to issue positive rewards to students electronically which will automatically result in merit awards at Year Assemblies and at Presentation Night. A review of this implementation in 2016 indicated that the use of Sentral for this purpose has increased significantly across the school.
2. A well developed and coordinated Careers program was seen as a key strategy to ensure our students engage with our community to ensure they have developed productive future options. Years 9 and 10 career lessons were developed and delivered. Year 11 and 12 post school options talks were delivered at lunchtimes by universities, defence force and other providers. Year 10 students developed career and transition plans and participated in a Work Experience Week. This program of activities was managed exceptionally well by Ms Waser, the Careers Adviser and was an outstanding success. Over 90% of Year 10 students completed the work experience component in 2016.
3. A program of social skills and mentoring programs was implemented to support students in need of additional assistance with issues affecting their ability to engage and succeed at school. Numerous outside providers assisted with these targeted programs which included workshops, mentoring and outside support. The school surveyed all students using the Tell Them From Me survey tool to measure students engagement and enjoyment of their school experience. The results were very positive but will also provide further information to enable the Wellbeing Team to target support in 2017. Student Voice initiatives encourage a safe inclusive school environment with the establishment of the Arts, Sports and Environment Captains supporting the traditional School Captains.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Overall student attendance above 90% and is higher than state average.	<p>As can be seen from the attendance table printed in the student information section of this report, the first target has been met with the average student attendance across the school at 91.2%.</p> <p>Additionally every year group has an average attendance rate above the state average for that year.</p>	\$10 000
Increase in the number of positive incidences vs decrease in the number of negative incidences recorded on Sentral recording system.	<p>Sentral records show that there was an 87% increase in the number of positive incidents and awards being recorded on Sentral by teachers, whilst there was a slight drop of about 3.3% in the number of negative incidents recorded over the year.</p> <p>In 2016, there was a 21% reduction in the number of student suspensions from school compared to the previous year.</p>	nil

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student voice initiatives are implemented throughout the school in the areas of the leadership, arts, environment and sport.	<p>Successful Arts, Sports and Environment captains program gave student voice a greater profile. Each group initiated several initiatives during the year.</p> <p>Students were involved in the design and implementation of the uniform changes for 2017.</p>	nil

Next Steps

The monitoring of attendance and wellbeing on the school's electronic management system, Sentral will continue. The attendance monitoring process was reviewed and will be implemented in 2017. Students with attendance concerns will continue to be identified and support programs developed and implemented with parental involvement.

Sentral will also continue to be used to record positive and negative student incidents. A monitoring system will continue to be implemented to give teachers and Head Teachers feedback on the positive awards being issued to students and to ensure the Wellbeing Framework is being implemented.

The Careers program was seen as a key strategy to ensure our students engage with our community to ensure they have developed productive future options. Years 9 and 10 career lessons were developed and delivered. Year 11 and 12 post school options talks were delivered at lunchtimes by universities, defence force and other providers. Year 10 students developed career and transition plans and participated in a Work Experience Week.

The success of the Careers program has resulted in the decision to replace this initiative in our school plan with a Positive Behaviour for Learning (PB4L) initiative. This program will link our discipline and wellbeing initiatives into a consistent, school-wide program.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All Aboriginal students have a Personalised Learning Plan which has been reviewed during year. Additional teacher support was employed and located in the Learning Centre, 15 days in total. Targeted support is provided for Senior students to maximise successful completion of HSC requirements, especially those with HSC major works. Support is also provided to Aboriginal students with subject selections in Years 8 and 10.</p>	\$17 706
English language proficiency	<p>The school employed an additional teacher support, located in the Learning Centre, total of 34 days. They worked with the ESL teacher, Marika Horvath, to develop support plans for ESL and International students. Targeted ESL support was provided to Senior students to maximise completion of HSC requirements.</p>	\$27 344
Low level adjustment for disability	<p>Students requiring additional support were identified from current and new referrals, NCCoD spreadsheet, Orientation Day referrals and pre testing. Programs of explicit teaching were established to be taught by Learning and Support teacher (LaST) and additional teachers hired to staff the Learning Centre. The school employed a Support teacher (SLSO) to assist with referrals and support students in class. Review and update data on SENTRAL for students with disabilities who require adjustments was undertaken. A focus on MultiLit, comprehension and reading programs, numeracy topic programs were provided. Post testing of students on programs occurred. Feedback was given to teachers and parents through reporting system. Professional learning and workshops on ADHD, Autism, Learning Difficulties was provided for all staff.</p>	\$43 309
Socio-economic background	<p>The school employed a Support teacher (SLSO) to assist with the implementation of student referrals, total of 90 days support. The SLSO supported the Learning and Support Teacher to deliver programs to identified students in Learning Centre and in classes.</p>	\$19 618
Support for beginning teachers	<p>Support plans were developed for 11 Beginning Teachers in 2016. An induction program was delivered to all new Beginning Teachers. The HT Teaching and Learning and Mentors implemented support plans. Meetings with specific focus areas held twice per term: 1. Curriculum differentiation, 2. Reports, exams, marking, 3. Catering for students with learning difficulties in mainstream classes, 4. Behaviour management, 5. Classroom teaching strategies, and 6. Use of technology in classroom. HT T&L and Mentors supported Beginning Teachers to collect, annotate and prepare accreditation requirements.</p>	\$27 000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	568	597	571	562
Girls	374	417	428	458

Student attendance profile

School				
Year	2013	2014	2015	2016
7	95	95.1	93.2	94.6
8	93.2	93.1	90.9	91.8
9	92.4	93	87.7	91.1
10	89.2	92.9	89.9	89.3
11	91.1	90.6	90.3	89.3
12	89.3	85.9	89.8	91.2
All Years	91.7	92	90.4	91.2
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			0
Employment	50	33	6
TAFE entry		62	9
University Entry			62
Other	50	5	0
Unknown			22

School leavers during 2017 included 156 Year 12 students, 21 Year 11 students and 2 Year 10 students.

Year 12 students undertaking vocational or trade training

One student completed a school based traineeship (SBAT) in carpentry.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	51.4
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	2
School Counsellor	1
School Administration & Support Staff	15.17
Other Positions	2.2

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016 there were two Aboriginal members of staff at the school.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	86
Postgraduate degree	14

Professional learning and teacher accreditation

The school has an allocation for professional learning in the global funds provided to the school. Funds to support professional learning are provided to assist the school address the strategic directions reported above and to support personal goals for teachers.

Professional learning activities assist teachers to develop curriculum expertise or skills in student welfare and management. Beginning teachers are supporting with funds to allow them to develop their teaching expertise. All teachers who required professional accreditation or maintenance at proficient level in 2016 were successful.

Financial information (for schools using OASIS for the whole year)

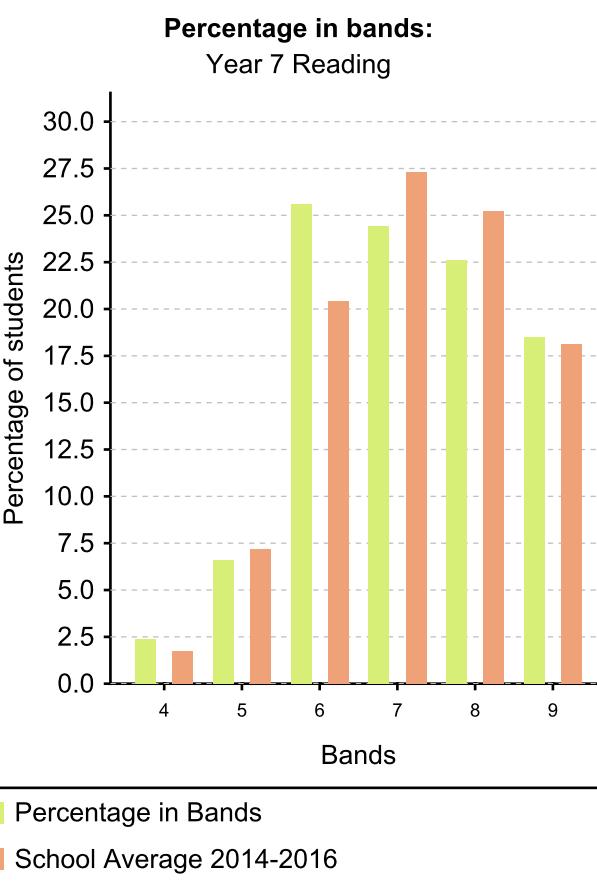
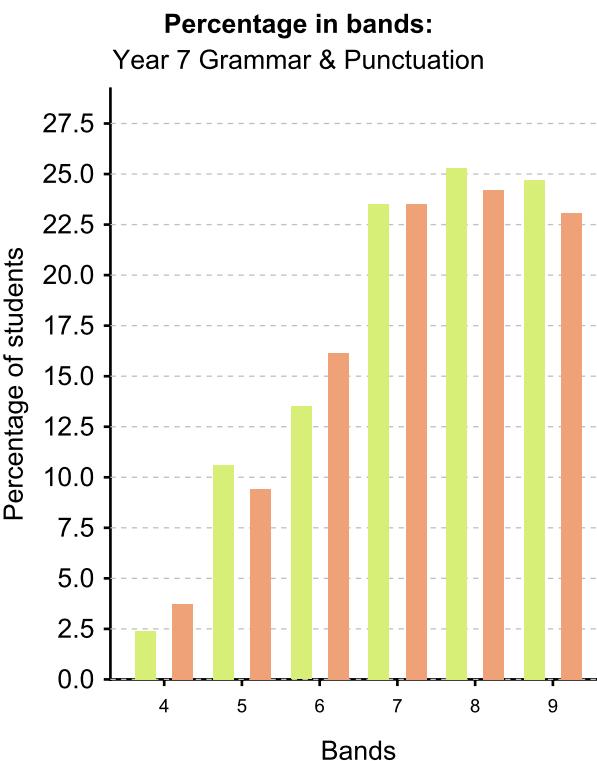
Income	\$
Balance brought forward	652 203.00
Global funds	927 614.00
Tied funds	361 875.00
School & community sources	826 311.00
Interest	16 538.00
Trust receipts	113 696.00
Canteen	0.00
Total income	2 898 237.00
Expenditure	
Teaching & learning	
Key learning areas	149 812.00
Excursions	104 416.00
Extracurricular dissections	490 251.00
Library	40 898.00
Training & development	0.00
Tied funds	367 857.00
Short term relief	300 535.00
Administration & office	308 067.00
School-operated canteen	0.00
Utilities	222 603.00
Maintenance	138 784.00
Trust accounts	128 373.00
Capital programs	23 231.00
Total expenditure	2 274 827.00
Balance carried forward	623 410.00

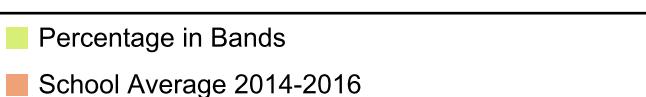
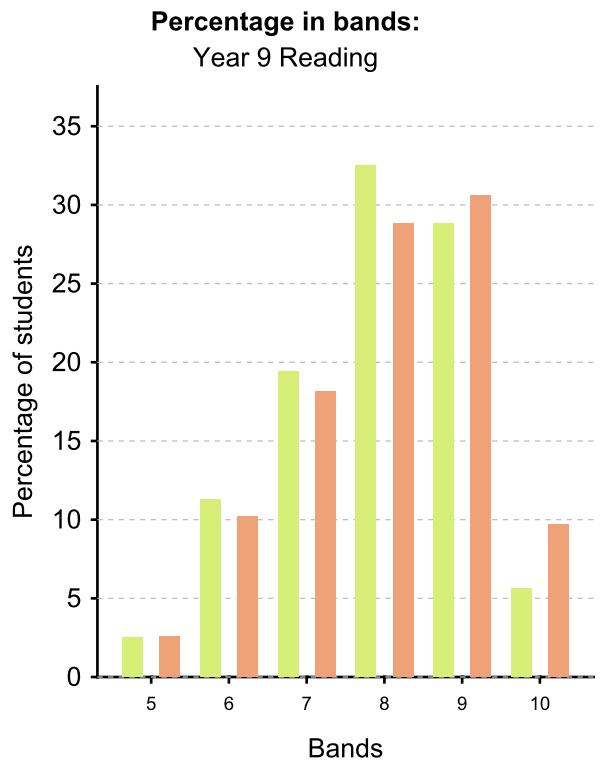
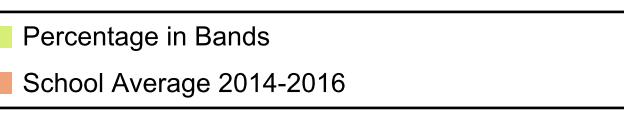
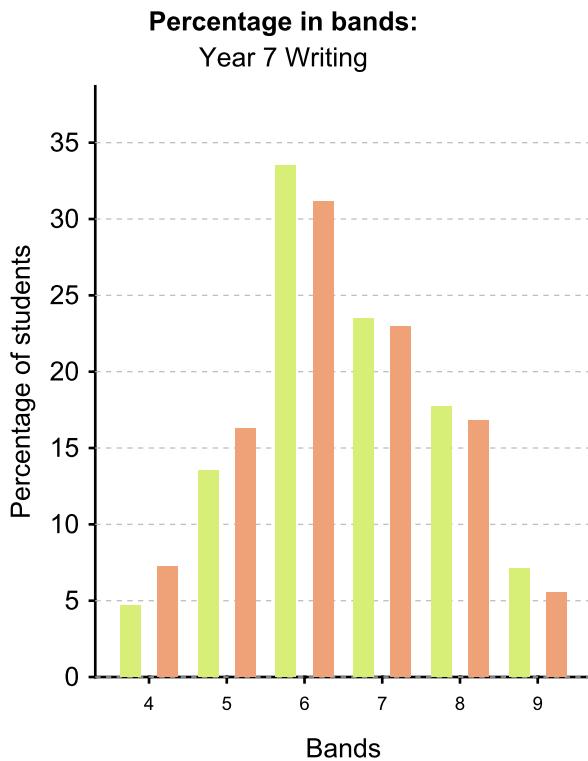
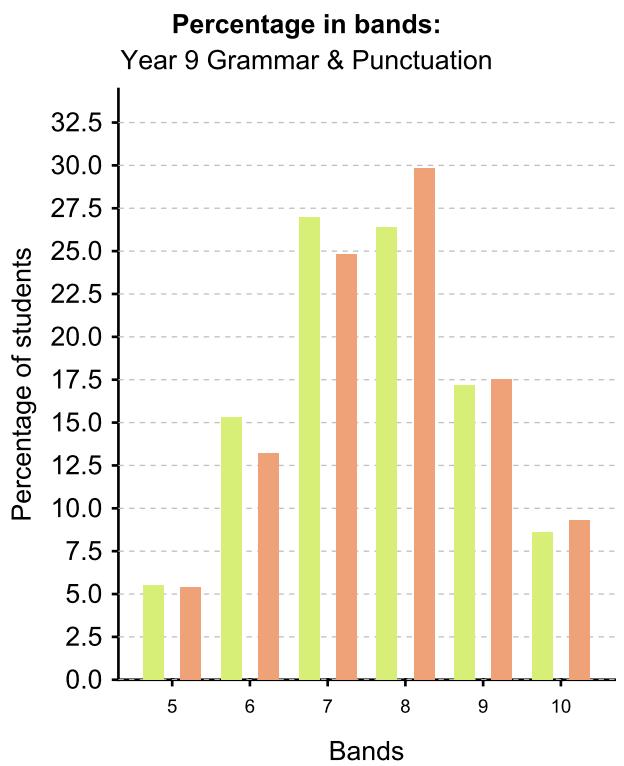
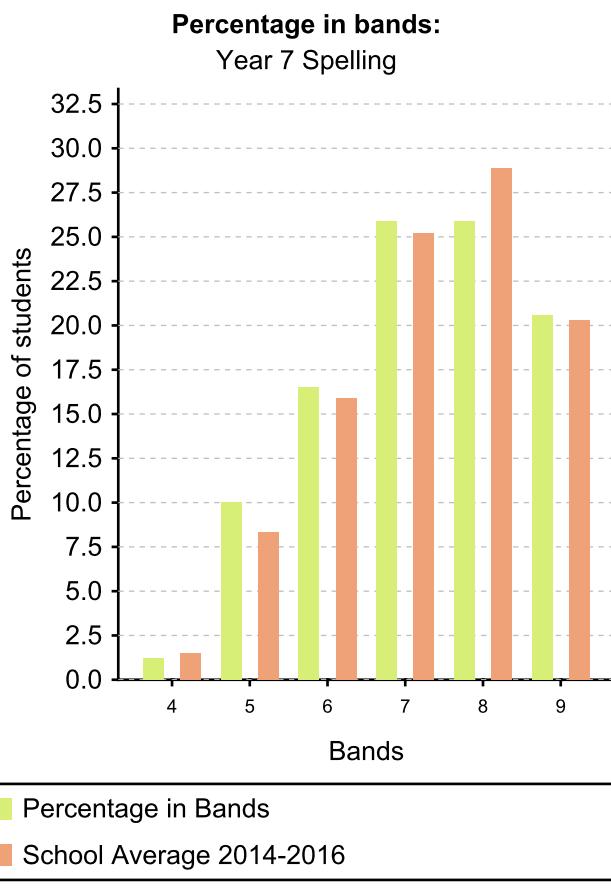
School performance

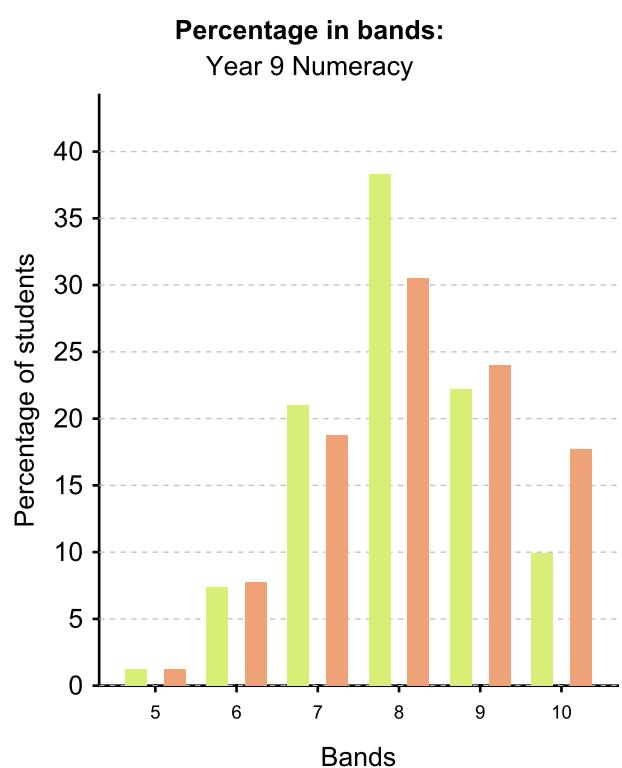
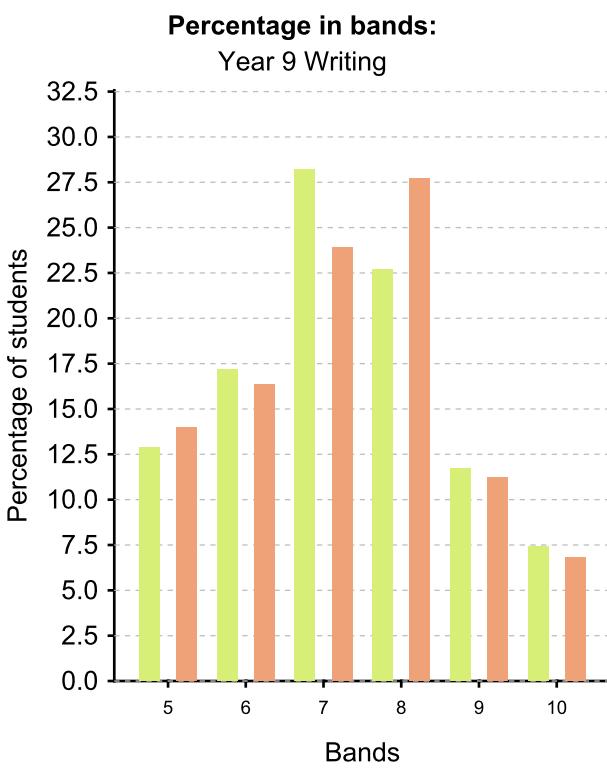
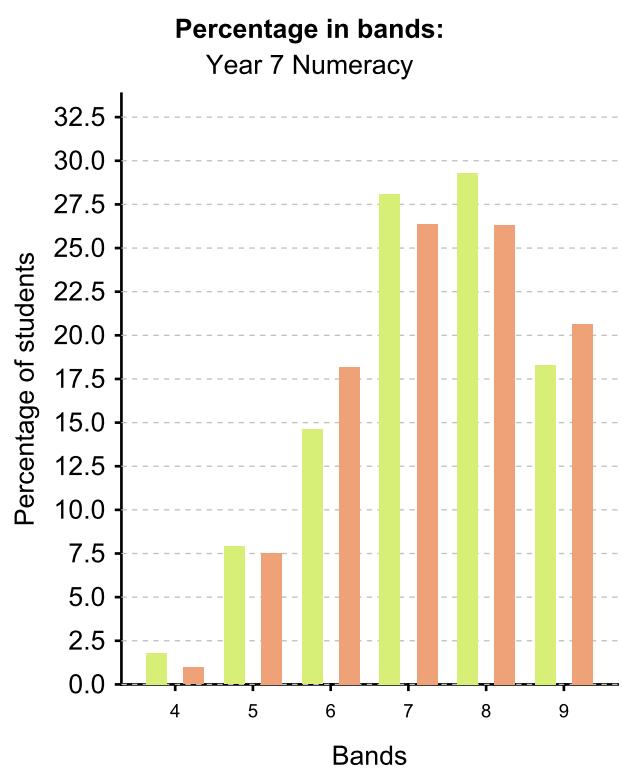
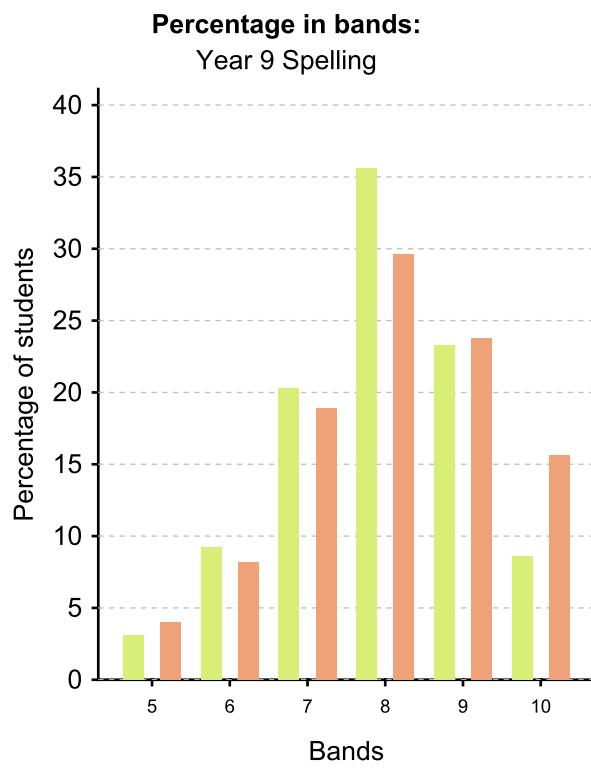
NAPLAN

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.





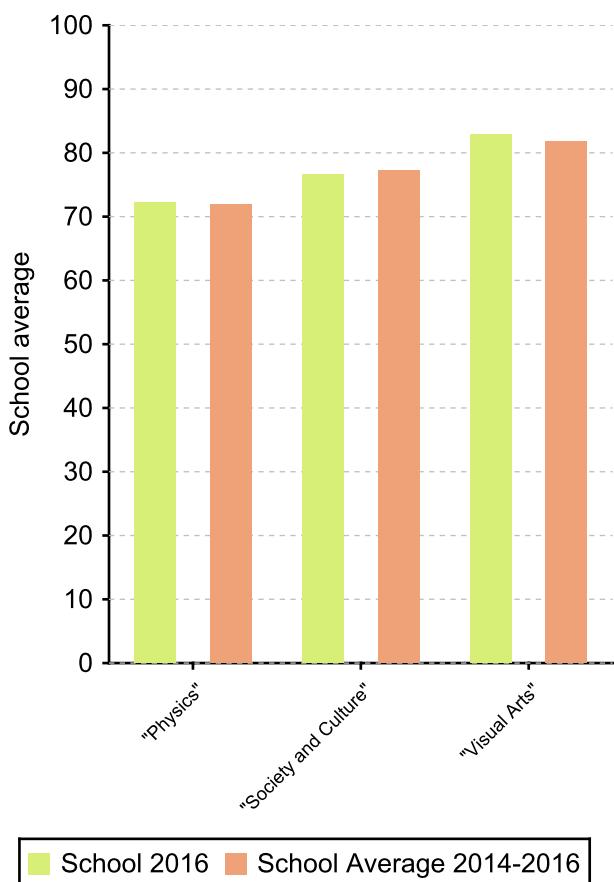
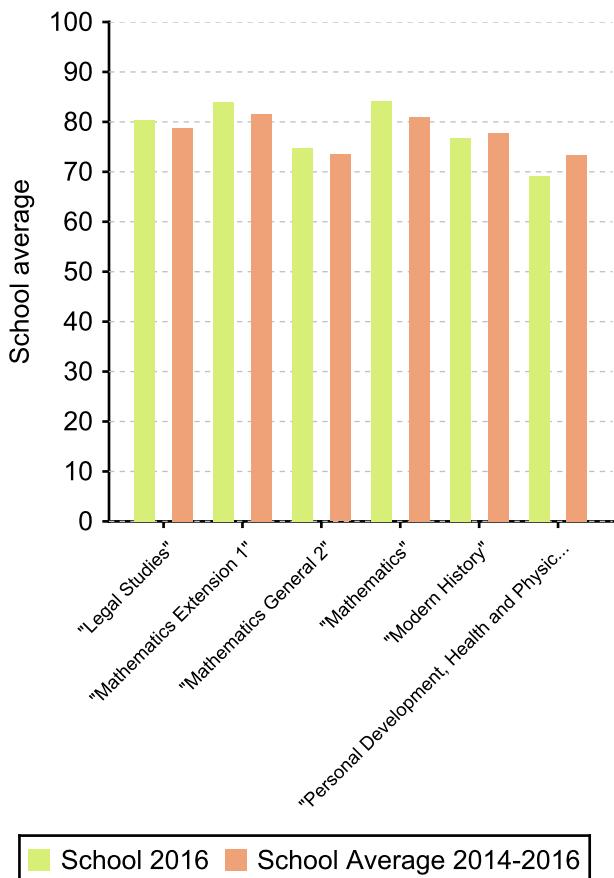
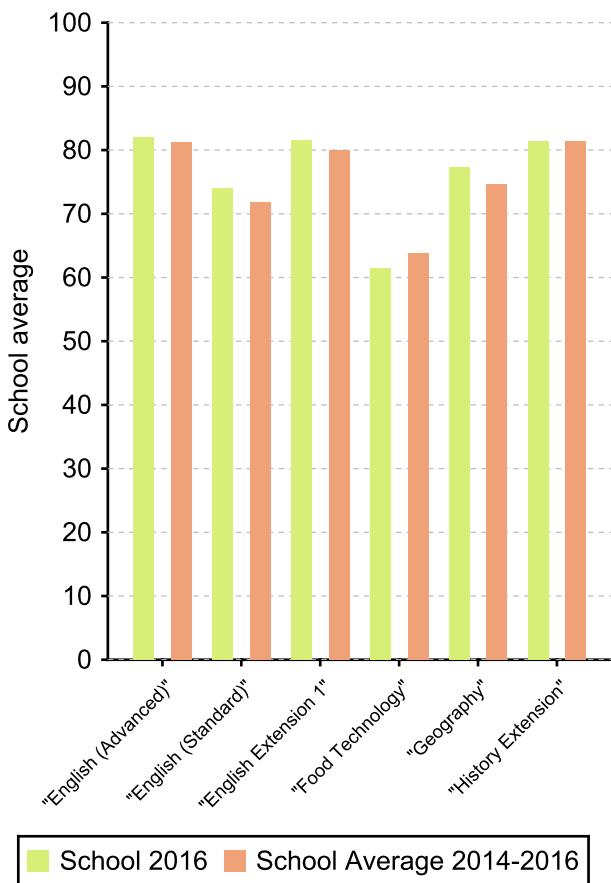
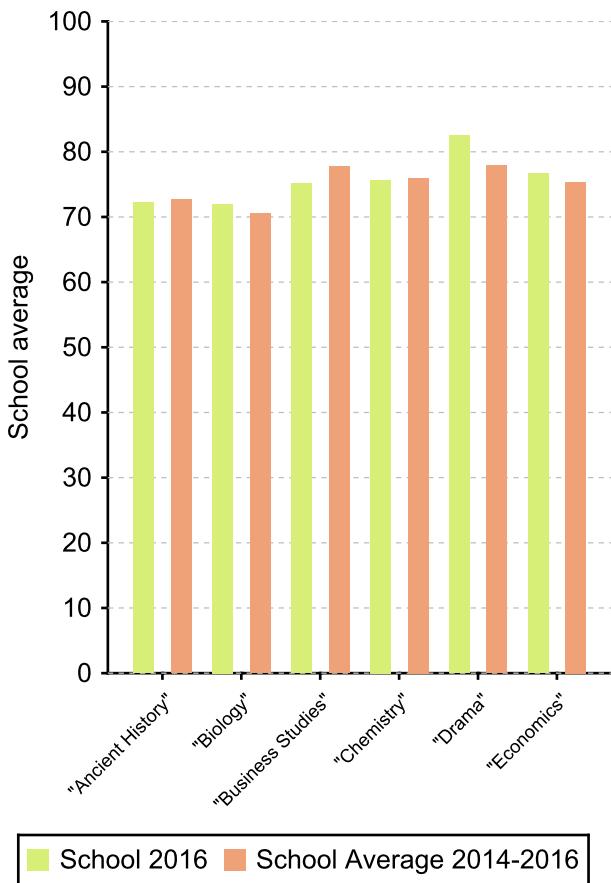


■ Percentage in Bands
■ School Average 2014-2016

■ Percentage in Bands
■ School Average 2014-2016

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



HSC 2016 Notable Mentions:

Individual student course placings in the state:

- English as a Second language: Abby Cao, 5th in state, Cecilia Yim, 10th in state.
- English Extension 2: Lewis Clark, 10th in state.
- Mathematics: Daniel Chee, 16th in state - an accelerated student.

- Society and Culture: Craig MacKenzie, 8th in state.

Abby Cao achieved the highest Australian Tertiary Admission Rank, ATAR, with 99.60. Over 30 students achieved an ATAR over 90, which corresponds to approximately a quarter of all Year 12 students achieving in the top 10% of ATAR scores.

Four students were recognised on the prestigious BOSTES All Rounders honour roll for achieving Band 6 in all subjects – Nicholas Adams, Abby Cao, Silvia Wu and Cecilia Yim.

Three of our students, who as part of the HSC studies, completed major projects produced such high quality work that they were selected for state-wide exhibition or performance in Drama and Music. These students are Andy Lam, Drama, OnStage nomination, Hugo Andrews, Music, Encore nomination and Natasha Wolf, Music, Encore confirmed.

The school recorded a total of 119 Band 6 or equivalent results in the extension courses (ie over 90%) compared with 86 in 2015 and 58 in 2014. This ranked the school 107th in the state against all schools. Individual subjects achieved excellent rankings including English Standard/ESL ranked 17th, English Advanced/ Ext 1&2 ranked 93rd and Mathematics/ Ext 1 &2 ranked 67th. Equally pleasing was a total of only 5 Band 1 results (ie less than 50%) compared with 18 in 2014.

In 2016, 60% of HSC courses were above state average.

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school.

This is gathered at P&C meetings, School Council meetings and for students in SRC meetings and via surveys on special interest areas.

The school runs a wide range of wellbeing programs to enhance student engagement and satisfaction. These included:

Student of the Week –All Years

In 2016, the Wellbeing Team inaugurated the *Student of the Week* Award. This award formally recognised the great number of students that achieved excellence and made a marked contribution to their community. Each week, the College awarded a junior and senior student for excellence in leadership, service, sporting and academia. The recipients were announced during assembly and received a \$5 canteen voucher. This year, we were proud to recognise approximately 60 of our dedicated and inspiring students.

Respectful, Responsible Citizens – All Years

Throughout 2016, students across Years 7 – 12 participated in workshops and presentations facilitated by our local *School Liaison Police Officer*. School Liaison Police Officers have consistently worked with the College to reduce youth crime, violence and anti-social behaviour through a range of educational programs and workshops that model respect and responsibility. During these sessions, students discussed important issues affecting their community, in addition to receiving education on cyber safety/crime, train safety, drug and alcohol use and safe and responsible social behaviours.

Breakfast Club – Year 7

During Semester Two, *Breakfast Club* provided the opportunity for Year 7 girls to socialise and interact in a positive and safe environment. Approximately 15 students met weekly at 8am and engaged in a range of pro-social activities. During Term 4, guest speakers ran short sessions focusing on building resilience and fostering emotional and physical wellbeing.

Stand Up Speak Out – Year 7

During Term 3, Year 7 students participated in the *Stand Up Speak Out Workshop* focusing on establishing and maintaining positive peer relationships. Students were provided with strategies to safely challenge antisocial and bullying behaviours, particularly within group contexts. Students were further empowered to engage in mindful and respectful behaviours on a daily basis – including understanding their responsibilities as respectful citizens within their wider community.

STRIVE Mentoring – Year 7

During Term 4, select Year 7 students participated in the *STRIVE Mentoring Program* facilitated by the *Come In Youth Resource Centre (CIYRC)* in Paddington. This expression-based program ran for 7 weeks and comprised of weekly two-hour sessions. Each session involved a variety of activities, including breathing and mindfulness, art, movement, problem-solving and discussions. These therapeutic activities provided students with strategies for coping with stress, managing peer relationships and overcoming academic challenges.

Respectful Relationships – Year 7

Throughout 2016, select students participated in the *Respectful Relationships Program*. Students met fortnightly and in groups created short films on the theme of respect. These films were screened at the *White Ribbon Assembly* in Term 4 to over 1000 students and members of the community. This program educated students in working collaboratively, problem-solving and communicating effectively. The films showcased the students' developing resilience and commitment to maintaining positive and respectful relationships.

Boys' Education Mentoring – Year 7/ 10

During Term 4, select Year 7 and 10 students participated in the inaugural *Boys' Education Mentoring Program*. The intensive program paired Year 7 boys with Year 10 mentors and ran twice-weekly over the course of one month. Under the guidance and leadership of these senior students, junior students were supported in transitioning successfully from their primary to middle years of schooling. Students learned vital strategies to manage anger, stress, communication and conflict. The course concluded in Week 7 with a presentation and lunch.

Digital Citizenship – Year 7 & 9

During Term 3, students in Year 7 and 9 participated in the *Optus Digital Citizenship Program*. This program focused on positive and safe online communication. Various original and interactive sessions provided students with a range of strategies to combat antisocial behaviour and be discerning digital citizens regarding information sharing and privacy.

Sisterhood Mentoring – Year 8/ 11

Throughout 2016, select Year 8 and 11 students participated in the *Sisterhood Mentoring Program*. The program paired Year 8 girls with Year 11 mentors and ran fortnightly over the course of the year. Under the guidance and leadership of these senior students, junior students were supported in managing their middle years of schooling. Students learned strategies to manage anger, stress, communication, conflict and develop positive and enduring relationships.

RAISE Mentoring – Year 9

During Term 2, select Year 9 students participated in the *In School Mentoring Program (ISMO)* facilitated by RAISE Youth Mentoring Foundation. For one hour each week, students were mentored one-on-one by a qualified community member. The program supported Year 9 students in improving wellbeing and school engagement. Students benefited greatly through this exposure to their wider community and successfully developed strategies to manage stress, build self-esteem and develop meaningful relationships.



Policy requirements

Aboriginal education

The Aboriginal Education Team assists the school to provide quality educational programs and opportunities for our Aboriginal students as well as ensuring all students acquire knowledge and deeper understanding of Aboriginal histories, cultures and experiences.

Successful initiatives have included:

- Accessing the Norta Norta individual sponsorship program to provide tutoring for senior students.
- Participating in the AIME, Australian Indigenous Mentoring Experience. The program partners university student volunteers in a one-to-one mentoring relationship with our students.
- Supporting the combined school's homework centre for Aboriginal students which operated out of the University of Technology.
- A student led NAIDOC Assembly supported by the AIME leaders.
- Participation in the Sydney Region public speaking Speak-Up! Forum and the Great Debate programs.



Multicultural and anti-racism education

Rose Bay Secondary College enrolls a significant number of overseas students. These international students are supported by our ESL teacher Ms Horvath.

A number of events and outings are organised to develop a sense of belonging to our college community. Mrs Horvath is also the school's anti-racism officer and she provides support to students and staff in relation to this area.

Other school programs

Debating

2016 was extremely eventful for the RBSC debating cohort. Over 80 students enrolled into the debating program with 33 students from the Year 7 group, highlighting the increasing popularity of debating as a co-curricular activity at the College. RBSC also convened the prestigious Eastside Debating Competition for the first time since entering the competition. We successfully hosted the regular debates throughout the Eastside season, which ran through to the end of Term 2. The competition Semi-finals and Grand Final were held at our College and the competition award ceremony was conducted in our College hall. Our Year 12 team performed consistently throughout the season and only narrowly missed out on a place in the competition semi-finals. The Year 7 debating team did us proud by defeating Sydney Girls' High School and emerging the victors in the Year 7 division of Eastside, thereby setting a College record.

In addition to debating activities, several of our debaters also participated in public speaking competitions this year. Mahime Watanabe represented the College in The Plain English Public Speaking Award convened by the Department of Education Arts Unit early in the year.

Creative and Performing Arts

The strength of our Music Ensembles Program continues to grow with over 150 students involved in junior and senior stage and concert bands, percussion groups, vocal ensembles, string ensembles and the ever expanding rock bands program. Special thanks must go to Director, Murray Jackson, for his commitment and dedication in coordinating the directors and tutors and training the bands to perform at such a high standard. Also to Clive Hopkins and his band of parent helpers who run MEP so efficiently. This year MEP introduced the Bayfest Music Festival which gave all bands and ensembles the chance to perform in a relaxed environment over the course of a day. Despite the weather which was not the best the day was extremely successful and will no doubt become a regular on our calendar.

On an individual level, two of our students, Jared Hui, represented our school with distinction playing in the Arts Unit Sydney Symphonic Wind Orchestra and the NSW Band and David MacDonald performed in the NSW Public Schools String Sinfonia.

Haze Trio, one of our rock bands won the prestigious Youth Rock contest, and were selected as featured artists and performed solo at the School Spectacular. They were Eddie Benjamin, Year 9, singing Prince's Purple Rain, accompanied by Natasha Wolf, Year 12, and Indy Linzbichler, Year 12 2015. The confidence and style of the band performing in front of a packed ACER arena was quite breathtaking.

This year the school produced the musical *The Addams Family* to great acclaim. The performances of the cast

were of an amazing level and they were supported by the band performing all the music live, as well as a backstage crew who managed the sets seamlessly, and a sound and lighting team who topped it all off brilliantly. A large portion of the cast were from Year 8 which augers well for the future. I would like to publicly acknowledge that the musical would not have been possible without the many hours after school, on weekends and during school holidays that our dedicated teachers freely gave to make sure the show was a success. There were many teachers involved but I would like to single out Ms Kelly Vine and Mr Edwin Carter for the sheer amount of work they performed and the level of performance they were able to elicit from everyone.

Dance is an area in our school program that is growing tremendously. Our Dance groups have performed with distinction this year in a number of forums. Three of our outstanding dance students are members of State Dance Ensembles which performed at School Spectacular and were also selected to perform at the World Festival of Children's Performing Arts in Toyama, Japan. They were Kai Taberner, Year 10, Aysha Abed, Year 8 and Bronte Cunio-Scarborough, Year 8.

Drama students had a number of opportunities to showcase their talent and creativity this year in front of their own classmates, the school and the wider community. Elective classes have performed for their peers in class assessments as well as at school assemblies. In term four, all elective classes were represented at our Dance and Drama night.

Year 11 and 12 Drama students experienced an excursion to "On Stage" early in the year. This gave them the opportunity to experience the best Drama HSC works from 2015. Excursions were also held to the following productions: "Stolen" at Parramatta Riverside Theatre and "Life Without Me" at the Seymour Centre. Year 12 Drama student Andy Lam created an excellent Individual Project Film for the Drama HSC and was nominated for "On Stage 2016."

The Visual Arts and Photography teachers and students have created some beautiful portrait paintings this year that we have been displaying in our gallery space in the school hall and outside the Drama studio. We will be continuing to showcase student work around the school in 2017.

The HSC Major Work exhibition was held in the staff common room and the works this year were diverse and well resolved. The Year 10 Photographic class have created some amazing work this year that was entered into the Woollahra Youth Photographic Prize Award. A number of excursions were held in 2016 including Year 12 Visual Art visited Art Express. There was also an excursion to the White Rabbit Gallery and the Art Gallery of NSW.

Our annual film festival, V Fest, drew 60 entries this year from 10 different private and public schools across Sydney. At the showcase evening 13 Junior films (Yr 7-10) and 11 (Yr 11-12) Senior films were screened. The films covered a wide range of themes and genres. Each

year the quality of the films continues to improve and our own number of entries continues to grow and the support from outside businesses also continues to grow. Special thanks to the Sydney Film School who so generously donated a High School Distinction Course in Film Making opportunity to one of the film makers. Rose Bay Secondary College was well represented at the festival and we were successful in being awarded 2nd place in the Seniors section was also voted as the People's Choice Award.

Inclusive Education Faculty Report

The Inclusive Education Faculty (IEF) has participated in a range of activities throughout the year. One student graduated from Year 12 with the Higher School Certificate Life Skills, whilst the RoSA Life Skills was awarded to three Year 10 students.

At the start of the year, seven students attended the Year 7 school camp, 17 at the school swimming carnival, fourteen at the school athletics carnival and thirteen successfully gained places at the Combined Metropolitan Swimming Carnival. In addition, in the second last week of Term 4, three students successfully participated in the Year 7 Surf School, with all three achieving beginner proficiency in water safety and ocean rescue skills.

There were eight students learning new dances and routines in our second year at Schools Spectacular, performing in two matinees and two-night time performances. These students were part of the largest amateur variety performance as recorded by the Guinness Book of World Records. Our involvement in this production was made possible by the fundraising efforts from three sets of IEF parents, together with IEF staff and the wider school community, raising \$1200 to pay for transport and performance related costs. Two students participated in the school musical production, The Addams Family, which involved one matinee and three-night time performances.

All students in the IEF regularly participate in the brain gym program each morning, before academic programs commence. In IEF 1, five students have been using the Pocketphonic iPad App each day, four students have been using the Writeboard program and four students have worked independently on the Storylands program.

In IEF 2, students, in addition to group class activities, individually integrate in various mainstream classes and curriculum, with two students enrolled in English, two in Science, three in Media Studies, two in Drama, one in Art and one student in PDHPE. One student is studying for all subjects in the mainstream for his HSC. One student is also representing the IEF on the Student Representative Council (SRC).

IEF 3 have had a very productive year, with six students attending Disability Services Australia (DSA), gaining a WHS Certificate in Work Skills. Other students have attended work placements at Miroma Light Industries and Windgap, participating in the café and workshop.

During the year, the Hardy St Harvest saw six students from IEF 3 and 1 student from IEF 1, design, construct and maintain a sustainable garden project that included setting up seven worm farms and twelve raised garden beds, including the installation of an irrigation system. This project based learning activity has raised \$140 in profit from the organic worm tea fertiliser, with another \$90 raised from vegetables and herbs sold to staff. The garden project was recognised at the Eastern Suburbs Sustainable Schools Award with a \$100 voucher presented to the school by Costa Georgiadis.

Sports Report

Rose Bay Secondary College had a very successful year in sport. Several new sports have been very popular including Beach swimming in year 10, Bubble Soccer for year 9, Netball, Sailing and Surf Squad in year 8 and Kayaking in year 7. These sports were an ideal way to finish the year in a recreational environment for both students and teachers. In our individual, knockout and competition teams there were some outstanding results. Some highlights included:

- Maddy Darke, Year 10, who was selected for the Cricket Australia XI to compete at the National Championships against U18 State teams in Hobart in November.
- Zavia Leslie-Adam, Year 12, was a member of NSW School Boys Tennis National Championships winning team, claiming the Jack Pizzey Cup.
- Valentina Alvarez, Year 9, placed 6th in the Regional Cross Country and was selected for the State carnival.
- Ben Zlattner, Year 7, won the Bronze medal at the NSW CHS Athletics in the 13 Boys Shot Put.
- Henry Beare, Year 9, smashed a four-year old swimming record in the Individual Medley at the Eastern Suburbs Zone Swimming Carnival in March and went on to place 12th in 50m Freestyle at the State Championships. In addition, Andrew Sabishchykov, also Year 9, was 8th in the 100m Breaststroke.
- Noah Walsh Gay was selected for Regional Basketball whilst our Year 8 Girls Netball and the 16 Years Boys Futsal teams performed very well in their respective competitions.

The PE/ Sports department also organised the Year 7 Life Saving week in Term 4. Over 170 students were awarded with a Surf Survival Award. Now in its twelfth year of operation, this amazing program has seen over 1,750 RBSC students become beach safe.

The week consisted of a five-day program culminating in the annual, and much anticipated, surf carnival on the Friday. Students gained many skills and knowledge through various activities including endurance swimming, identifying rips, strategies to minimise harm in water environments, basic first aid procedures, board races, flag races and beach sprints. This initiative is conducted in close community partnership with North Bondi Surf Club, Bondi Icebergs and the Cook and Phillip Aquatic Centre and we thank them for their support.