

Rose Bay Secondary College Annual Report



2017



8555

Introduction

The Annual Report for 2017 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.

Juliette McMurray

Relieving Principal

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Message from the Principal

Rose Bay Secondary College continued in 2017 to provide high quality education to students from all religious, cultural and socio-economic backgrounds in an inclusive coeducational setting.

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 2017.

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 2017 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 2017. The SRC, led by our Captains Jenna Lewis and Perry Edgington, 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 2017 the Arts Captains, Sports Captains and Environment Captains supported our school captains providing a range of initiatives which were very successful and the range of programs developed by this group has given student voice a broader base. Our Arts and Environment Captains joined forces and with some financial assistance from the P&C, led the painting of school bins around the school .

The Rose Bay Student Voice Facebook page reached over 600 likes in 2017 and continues to be 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 organising RUOK day celebrations. This event 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.
- students and teachers rallying together on our Shave for a Cure day raising \$10 634 for the Cancer Council NSW. Tony Mellis from Badlambs in Bondi very generously volunteered his time to assist with this event.

SRC 2017

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 1150 students in 2017. 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. 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.

The results of this process indicated that in the School Excellence Framework domain of **Learning** the school is **sustaining and growing** in all elements. 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 responsible learners 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 2017 has resulted in the school moving from delivering in this area to sustaining and growing. 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 the Learning Hub – an initiative of the Learning Support Team, supported approximately 150 students with additional learning needs in 2017. 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, 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 broadrange 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.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 the ALARM team has overseen the implementation across all Key Learning Areas. Teachers implemented aspects of ALARM in the classrooms and opportunities were provided to share successes. Teachers and students 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 2017 all teachers expanded on this program to continue the implementation of personal goal setting in classes to allow students to set goals and monitor progress. Successful Study Skills lessons were delivered to students throughout the year.
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 engaged in Professional Learning to develop a highly collaborative Interdisciplinary Project for Year 10 students in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN – Percentage of Year 9 students achieving at or above minimum standard in writing is above 88% from base of 84.5%.	\$48 200	In 2017, 88% of Year 9 students achieved at or above minimum standards in writing.
Student gain from Year 7 to Year 9 is equal to gain from schools at the same starting point in reading, writing and numeracy.	\$29 500	Data available on the mySchool website demonstrates that the school is making greater gains than schools at the same starting point in reading and equal gains to the schools at the same starting point in writing and numeracy for the period of Year 7 2015 to Year 9 2017.
HSC – Proportion of students with 2 or more Band 5–6 results increased to over 50% of cohort from base average of 46%.	\$19 600	In 2017, 57% of HSC students achieved 2 or more Band 5 or 6 results in their examinations.
ALARM (A Learning And Responding Matrix) literacy strategy is utilised across the school.	\$4 000	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.

Next Steps

The school will have future focused learning as a strategic direction in 2018–2020. This will involve the continued implementation of ALARM and other writing strategies, literacy and numeracy strategies, Project Based Learning and other differentiation strategies in order to achieve this strategic direction.

The ALARM implementation team will set milestones for 2018 to further train staff, develop resources and expand the implementation of ALARM throughout the school and across all year groups.

The Study Skills Continuum will be expanded in 2018 with an approach that supports students while they are at school and at home.

The Project based learning activities delivered in 2017 will be evaluated and the program will expand in 2018 to cover more classes within each faculty with the aim to embed more of these projects across faculty areas to continue to challenge students with highly engaging, real world problems and projects.

A numeracy strategy will be developed in Term 1, 2018.

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 team have developed successful faculty proformas and processes to allow self and peer assessment, formative and summative assessments to be linked to the personal best goals setting in Strategic Direction One. Teachers continue to engage in professional learning at a faculty level on effective feedback, sharing best practice with colleagues regularly.
2. To become leading learners all staff have continued to engage with the Professional Development Program cycle which assists teachers to identify professional goals aligned with the school targets, the Professional Standards for Teachers or their own personal goals. Staff have created individual plans that are more closely aligned to the school plan and professional standards in 2017. Teachers have continued to identify training needs, participate in observations, collect a range of evidence to support accomplishment of goals and to participate in a self-assessment and formal review.
3. The school has developed a culture of teachers sharing best practice and showcasing examples of best practice. Time was assigned to faculty, beginning teacher and whole school staff meetings to facilitate the sharing process. Particular areas showcased include Positive Behaviour for Learning, the Accreditation Process, differentiation and the teaching of Gifted and Talented students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers achieve professional competence level in the Australian Professional Standards for Teachers.	\$106, 640 Beginning teacher funds	In 2017 all teachers requiring accreditation achieved professional competence level in the Australian Professional Standards for Teachers.
A collection of exemplar assessment tasks and teaching programs is regularly updated and is available for staff as a model.	nil	Faculties have developed 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 have been developed and implemented for effective feedback, both formative and summative to include HSC style marker feedback sessions for students where appropriate.

Next Steps

In 2018, RBSC will continue with a similar strategic direction 'staff as leading learners'. A greater emphasis will be placed on developing aspiring leaders within the staff and assisting teachers through the accreditation process of maintaining proficiency.

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 implementation of a PB4L strategy demonstrating our commitment within the school community to strengthen and deliver on school learning priorities and to foster and encourage positive, respectful relationships among students and staff, promoting wellbeing and ensuring good conditions for student learning. This strategy explicitly outlines expectations for all school settings and delivers systematic lessons to all students to ensure that the students and staff have a common understanding of behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.
2. 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 developed in 2016 continued to be implemented in 2017. 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. A review of this implementation in 2017 indicated that the use of Sentral for this purpose has increased significantly across the school.
3. A program of social skills and mentoring programs continued 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 2018. Student Voice initiatives encourage a safe inclusive school environment with even greater leadership of initiatives by the Arts, Sports and Environment Captains supporting the traditional School Captains.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Overall student attendance above 90% and is higher than state average.	\$10 000	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% Additionally every year group has an average attendance rate above the state average for that year.
Increase in the number of positive incidences vs decrease in the number of negative incidences recorded on Sentral recording system.	nil	Sentral records show that there was a 10% increase in the number of positive incidents being recorded on Sentral by teachers, while there was a 4% decrease of negative incidents recorded over the past year. In 2017, there was a 11% reduction in the number of student suspensions from school compared to the previous year.
Student voice initiatives are implemented throughout the	nil	Successful Arts, Sports and Environment captains program gave student voice a greater profile. each

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
school in the areas of the leadership, arts, environment and sport.		group initiated several initiatives throughout the year.

Next Steps

The monitoring of attendance and wellbeing on the school's electronic management system, Sentral will continue. More accurate data will be collected from 2018 onwards now that sentral has been restructured to better reflect the schools values and PB4L strategy. A greater focus will shift toward the monitoring and follow up of partial attendance.

The Positive behaviour for learning (PB4L) initiative will continue to link our discipline and wellbeing initiatives into a consistent, school-wide program.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5, 186	All Aboriginal students have a Personalised Learning Plan which has been reviewed during the year. Additional teacher support was employed on a part-time basis and located in the Learning Centre. 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.
English language proficiency	\$126, 967 – \$101, 575 staffing \$25, 393 flexible funding	The school employed an additional teacher support, located in the Learning Centre. 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.
Low level adjustment for disability	\$140, 725	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 Support Teachers (SLSO) to assist with referrals and to support students in class. Regular updates of Sentral data for students with disabilities who require adjustments was undertaken. A focus on MultiLit, comprehension and reading programs and numeracy programs were provided. Post testing of students on programs occurred. Feedback was given to teachers and parents through the reporting system. professional learning and workshops on Learning Difficulties and differentiation was provided for all staff.
Socio-economic background	\$21, 507	The school employed a Support teacher (SLSO) to assist with the implementation of student referrals, total of 86 days support. The SLSO supported the learning and Support Teacher to deliver programs to identified students in the Learning Centre and in classes.
Support for beginning teachers	\$59, 264	Support plans were developed for all Beginning Teachers in 2017. 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, exam marking, 3. Catering for students with learning difficulties in mainstream classes, 4. Behaviour management, 5. Classroom teaching strategies, and 6. Use of technology in the classroom. HT T&L and Mentors supported Beginning Teachers to collect, annotate and prepare accreditation requirements.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	597	570	562	633
Girls	416	428	458	509

Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.1	93.2	94.6	93.9
8	93.1	90.9	91.8	92.6
9	93	87.7	91.1	91.1
10	92.9	89.9	89.3	87.8
11	90.6	90.3	89.3	89.6
12	85.9	89.8	91.2	91.1
All Years	92	90.4	91.2	91.2
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Rose Bay Secondary College has developed systematic student attendance tracking processes to enable teachers to effectively monitor attendance of students in their classrooms and to create opportunities for dialogue with students and parents in order to increase student engagement.

Text messages are sent home each day to parents when students are absent from school. The wellbeing team meet every fortnight and review attendance data students whose attendance is causing concern are placed on wellbeing attendance monitoring. If student attendance falls below 85% a referral is made to the Home School Liaison Officer (HSLO).

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	5	2	7
TAFE entry	0	2	4
University Entry	0	0	79
Other	0	2	3
Unknown	0	0	7

School leavers during 2017 included 136 Year 12 students, 33 Year 11 students and 47 Year 10 students.

Year 12 students undertaking vocational or trade training

No students undertook vocational or trade training in 2017.

Year 12 students attaining HSC or equivalent vocational education qualification

In total 131 students attained an Higher School certificate in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	58.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	1
School Counsellor	1
School Administration & Support Staff	15.97
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. There are no teachers from an indigenous background on this school's staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	19

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Rose Bay Secondary College staff in 2017. Professional learning further developed the knowledge, understandings and skills of staff in relation to the courses they teach, programming those courses and effective pedagogy to promote learning. All teachers engaged in the Department of Education's Performance and Development Plan process in which they set their learning goals in consultation with the executive who supervised them, pursued their learning strategies and discussed their learning as part of their annual review with that supervisor.

During 2017 the school held 4 School Development Days which were attended by all teachers. Evaluations at the end of each day showed a very high level of teacher satisfaction with these professional learning opportunities.

The focus of each session on the 4 School Development Days was as follows:

TERM 1

- Unpacking the school plan and updating milestones for 2017
- Positive behaviour for learning
- Introduction to Year 7 students and individual needs
- ALARM – faculty implementation
- Induction for new teachers to Rose Bay Secondary College

TERM 2

- PB4L – class expectations and the continuum of response
- Unpacking the new syllabi and programming
- Project Based Learning Scope and Sequence in Faculty areas

TERM 3

- PB4L – encouraging expected behaviours
- New syllabus implementation – program writing and planning
- catch up for e–anaphylaxis

TERM 4

- New Writing Direction: Tactical Steps
- Catch up for SASS – CPR/Anaphylaxis
- HSC Analysis
- Faculty Planning for new NESA requirements
- Faculty Assessment Planners for 2018

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	630,457
Global funds	633,093
Tied funds	250,947
School & community sources	770,437
Interest	8,404
Trust receipts	90,762
Canteen	0
Total Receipts	1,753,643
Payments	
Teaching & learning	
Key Learning Areas	174,890
Excursions	118,095
Extracurricular dissections	340,790
Library	34,661
Training & Development	0
Tied Funds Payments	215,220
Short Term Relief	136,651
Administration & Office	264,812
Canteen Payments	0
Utilities	136,155
Maintenance	57,304
Trust Payments	89,833
Capital Programs	57,324
Total Payments	1,625,735
Balance carried forward	758,365

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,889,126
Appropriation	1,377,341
Sale of Goods and Services	59,255
Grants and Contributions	439,696
Gain and Loss	0
Other Revenue	11,230
Investment Income	1,604
Expenses	-993,983
Recurrent Expenses	-993,983
Employee Related	-474,892
Operating Expenses	-519,091
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	895,144
Balance Carried Forward	895,144

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	9,478,186
Base Per Capita	158,481
Base Location	0
Other Base	9,319,705
Equity Total	294,384
Equity Aboriginal	5,186
Equity Socio economic	21,507
Equity Language	126,967
Equity Disability	140,725
Targeted Total	709,878
Other Total	107,668
Grand Total	10,590,116

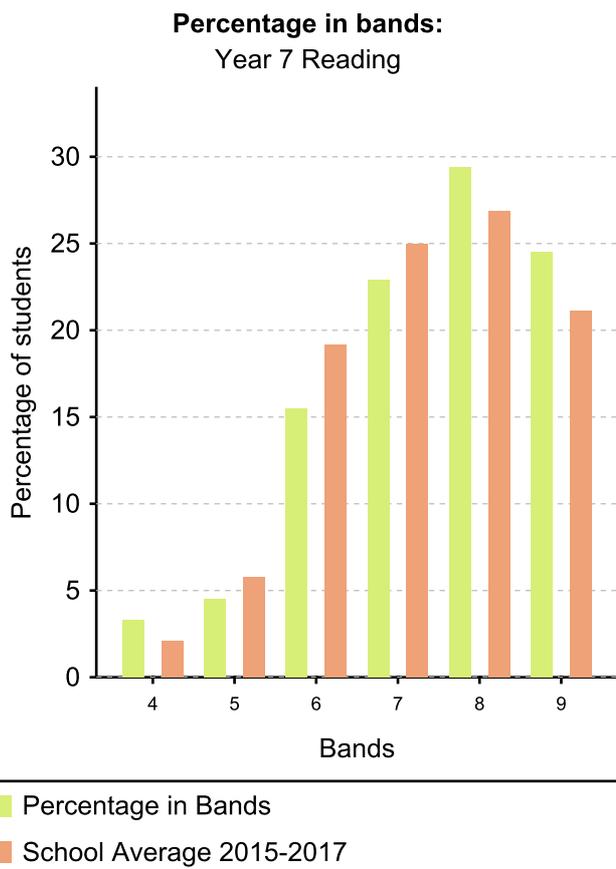
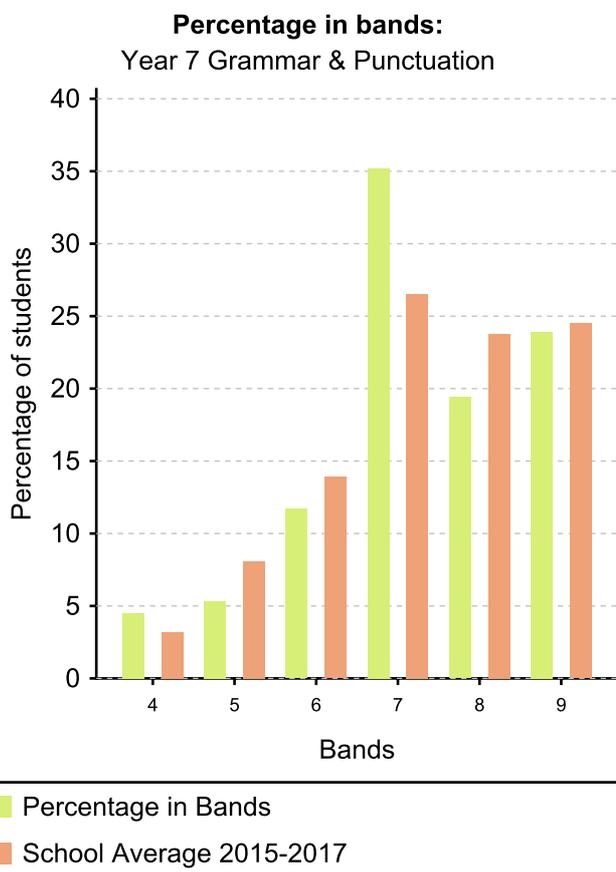
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

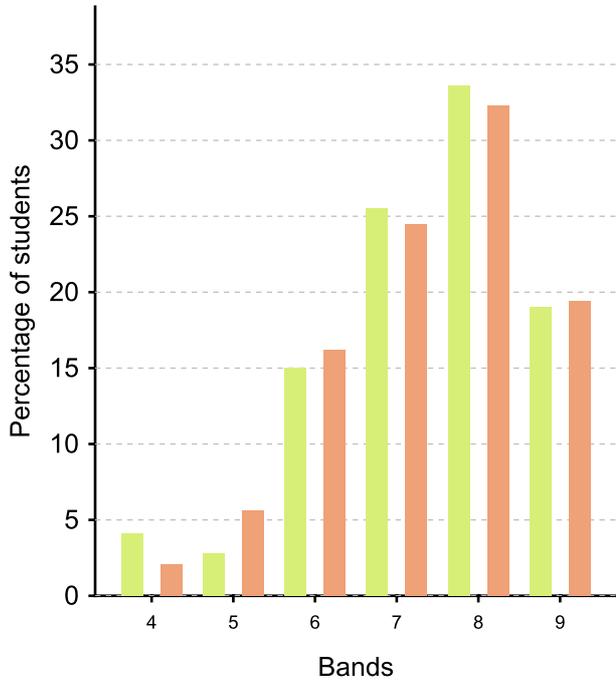
School performance

NAPLAN

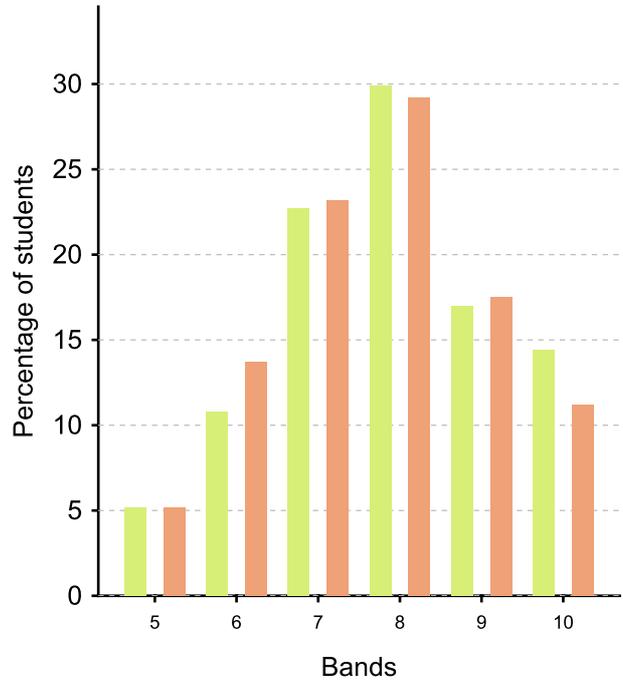
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



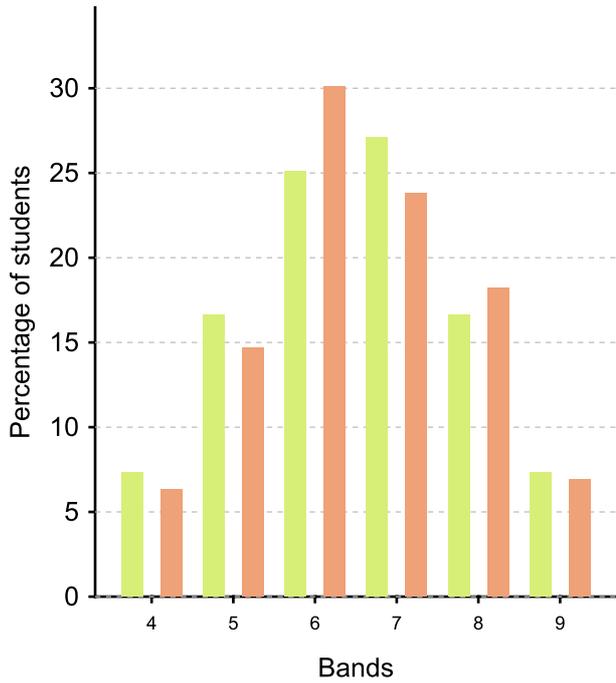
Percentage in bands:
Year 7 Spelling



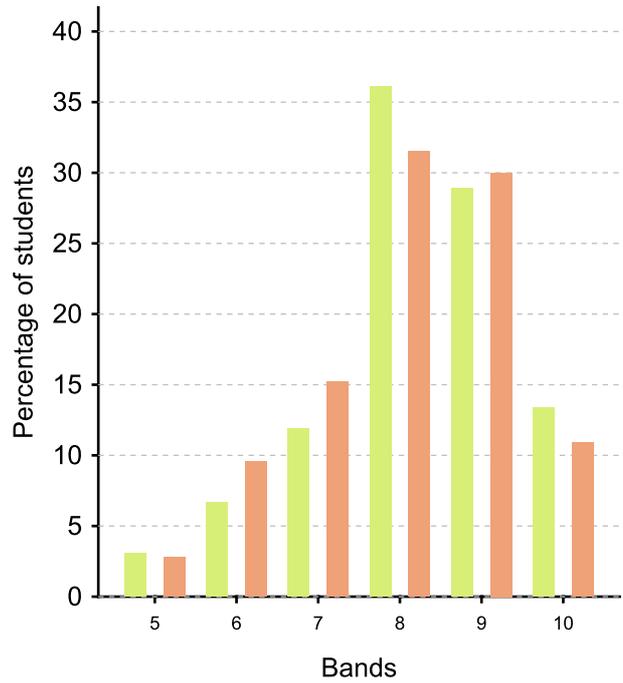
Percentage in bands:
Year 9 Grammar & Punctuation



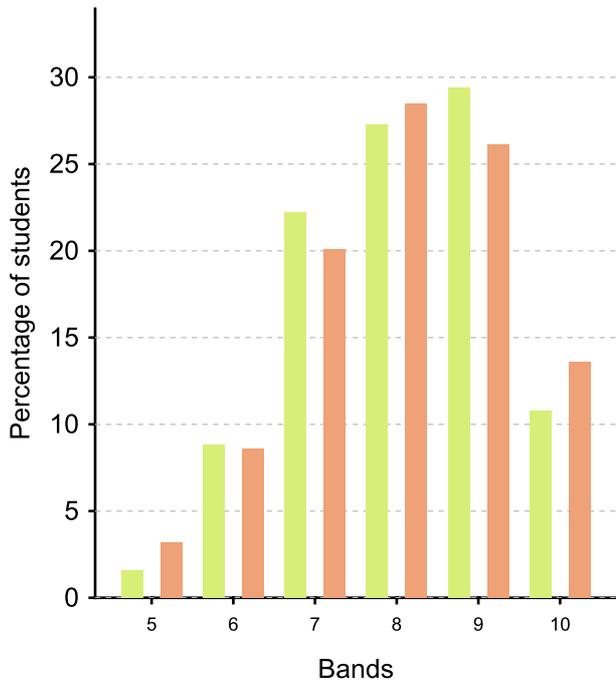
Percentage in bands:
Year 7 Writing



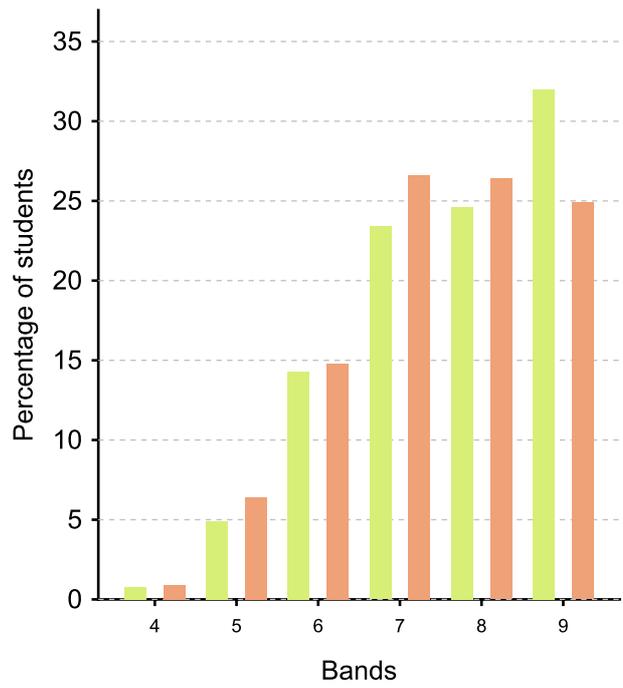
Percentage in bands:
Year 9 Reading



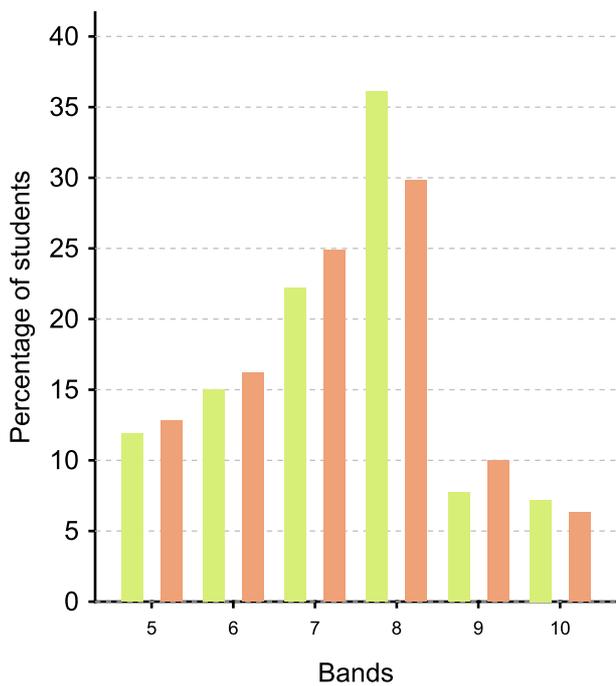
Percentage in bands:
Year 9 Spelling



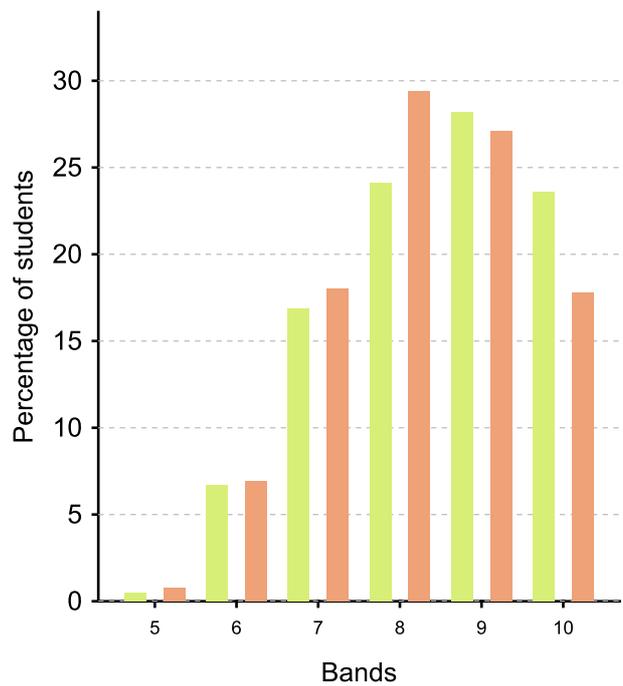
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

ALARM





A Learning And Responding Matrix

ALARM* is the unique literacy model used across all subjects and courses at Rose Bay Secondary College. ALARM teaches students how to learn, use higher order skills in their response to texts and issues; and improved learning outcomes

*ALARM was created and developed by Max Wood from Freshwater Senior Campus

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 2017 Notable Mentions:

Individual course placings in the state:

- Business Studies: Angela Peng, 5th in state
- Music 1: Ollie McCue, 7th in state
- Legal Studies: Tallulah Thangathurai, 18th in state

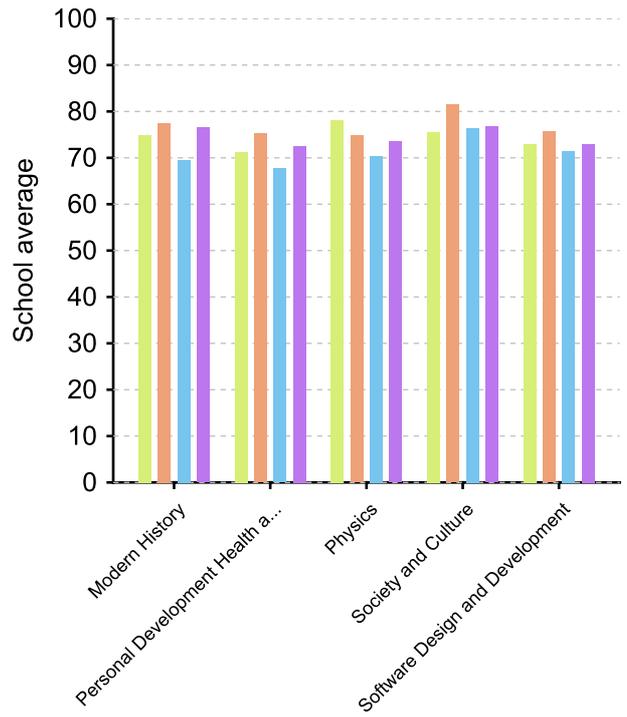
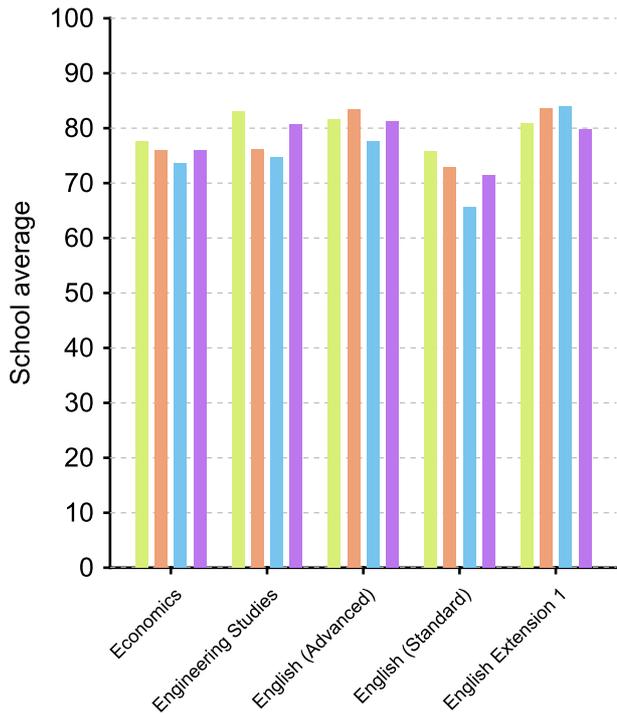
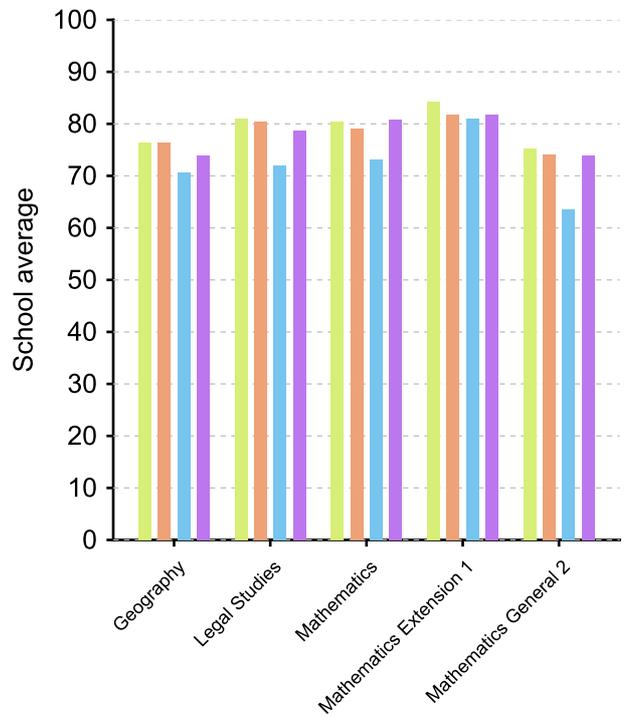
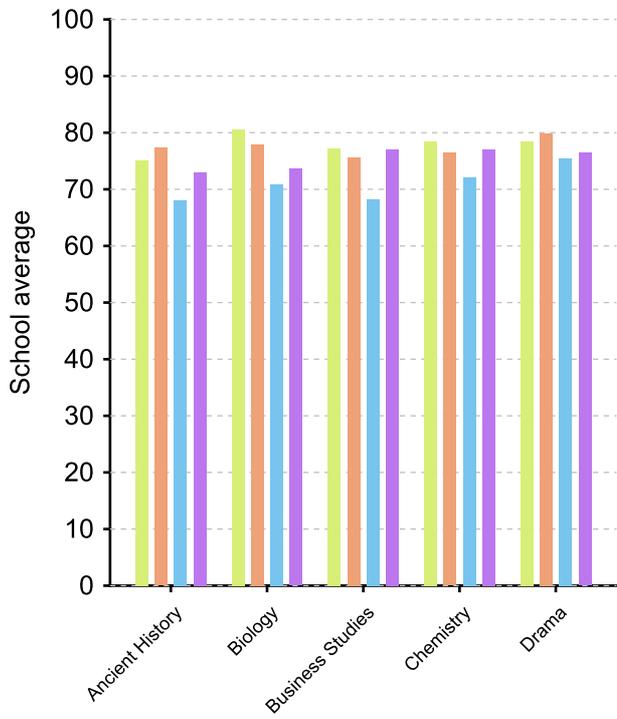
Daniel Chee achieved the highest Australian tertiary Admission rank, ATAR, with 99.85.

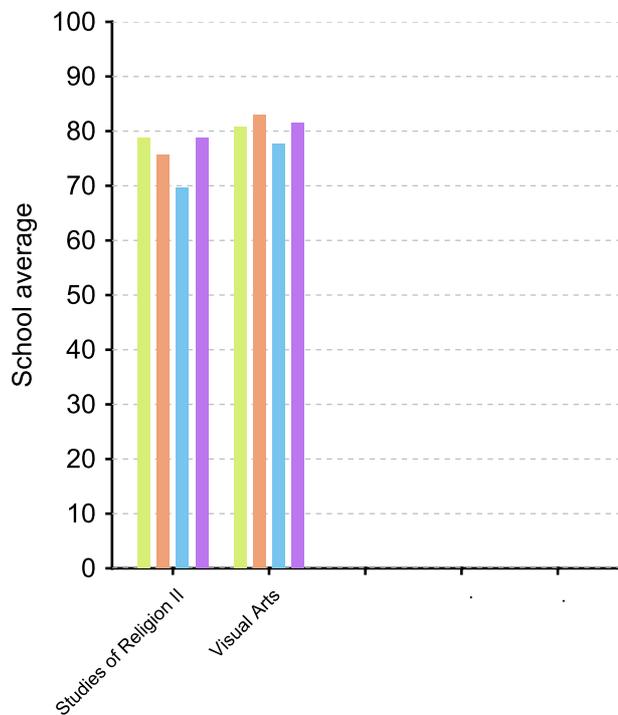
Three students were recognised on the prestigious BOSTES All Rounders honour roll for achieving Band 6 in all subjects – Daniel Chee, Tallulah Thangathurai and Luming Zhou.

Five of our students, who as part of the HSC studies, produced major projects of such high quality work that they were scheduled for state-wide exhibition or performance in Visual Art, Music, Dance and Drama. These students are Hannah Danon, Visual Art, Art Express nomination confirmed, Aurora Kilbey, Visual Art, Art Express nomination, Ollie McCue, Music, Encore nomination, Leo Shaw-Voysey, Drama, OnStage nomination, Kai Taberner, Dance, Callback nomination.

The school recorded a total of 112 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 102nd in the state against all schools. Individual subjects achieved excellent rankings including English Standard/ESL ranked 13th. Equally pleasing was a total of only 6 Band 1 results .

In 2017, 64% of HSC courses were above state average.





Personal Development Health and Physical Education	71.3	75.2	67.7	72.5
Physics	78.1	74.8	70.4	73.5
Society and Culture	75.6	81.4	76.4	76.8
Software Design and Development	73.0	75.7	71.5	73.0
Studies of Religion II	78.8	75.7	69.6	78.8
Visual Arts	80.7	82.9	77.7	81.5



Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	75.1	77.3	68.1	73.0
Biology	80.5	78.0	70.9	73.6
Business Studies	77.2	75.6	68.2	77.0
Chemistry	78.4	76.4	72.1	77.1
Drama	78.4	79.9	75.5	76.4
Economics	77.6	76.0	73.6	75.9
Engineering Studies	83.1	76.2	74.8	80.7
English (Advanced)	81.6	83.4	77.6	81.3
English (Standard)	75.7	72.9	65.6	71.4
English Extension 1	80.8	83.6	84.0	79.9
Geography	76.4	76.4	70.7	73.9
Legal Studies	81.0	80.4	72.1	78.8
Mathematics	80.4	79.0	73.2	80.8
Mathematics Extension 1	84.3	81.8	81.0	81.8
Mathematics General 2	75.3	74.0	63.6	73.9
Modern History	74.9	77.5	69.6	76.6

Parent/caregiver, student, teacher satisfaction

In 2017, the school worked across the school community to gain feedback on school life, learning and operation as a key strategy of consultation towards the development of the school strategic plan 2018 – 2020.

This feedback and reflection gathered the opinions, ideas and satisfaction of all in our school community including students, families and school staff. The feedback process included:

- Student, parent and teacher surveys delivered through the *Tell Them From Me* initiative focused on capturing insight into student engagement and wellbeing, and the impact of teaching practices
- Student and staff focus groups targeting feedback on specific areas including the development of whole school expectations
- Ideas and satisfaction from student leadership and extra curriculum groups
- Workshops with parents and teachers enabling feedback while providing deeper understanding of aspirations and challenges

The planning process culminated in a shared responsibility and ownership in the preparation, review and presentation of the plan by the school.

The 2017 *Tell Them From Me* survey results indicated:

Staff satisfaction was high in the following drivers of student learning; inclusivity, learning culture, data informs practice and teaching strategies.

Parent satisfaction was above state average for safety at school, school supports learning and parents feeling welcomed and informed.

Student satisfaction was highlighted with significantly high than state average in their sense of belonging, positive relationships and intellectual engagement at school.

Satisfaction across all areas of school life was enhanced by the introduction of the *Positive Behaviour for Learning (PB4L)* initiative. *PB4L* is a whole school approach for creating a positive, safe and supportive school climate in which students can learn and develop. *PB4L* is a whole school systems approach that encompasses clear school expectations, community engagement and diverse range of wellbeing initiatives.

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

2017 was another successful year for the RBSC Debating program as our students' abilities grow from strength to strength. We had almost 90 students enrolling into the debating program and we participated in a record number of debating competitions. Most notably, the College debaters had a remarkably successful season in the prestigious Eastside Debating Competition. Continuing our tradition of victories, in 2017 our Year 7 debating team retained the championship title in the Eastside Debating Year 7 division. Our Year 8 and 9 teams also put on stellar performances and were awarded medallions as runners-up for their respective divisions. This was an outstanding result as the College had the most number of teams competing in the Finals of the Eastside Competition. Many of our debaters also debated up in year groups, showcasing the resilience and versatility of our students.

The College debaters also participated in the Premier's Debating Challenge this year. Year 7 reached the zone semi-finals and the Year 9 team went as far as the inter-quartile Regional finals. Year 9 debater Ariella Zilka was selected to participate in the Combined High Schools state competition over a 3 day residential debating program in the Women's College at the University of Sydney. Our Year 7-9 students also participated in the University of Sydney Union Debating Competition and the junior debaters in Years 7 and 8 were victorious in many of the friendly debates against schools such as SCEGGS, Scots, Sydney Boys' High and Randwick Girls' High.

Creative and Performing Arts

2017 was a very busy and successful year for the CAPA faculty. We have continued to succeed both academically and through extra-curricular programs. This year we had HSC exemplar nominations in Dance, Drama, Music and Visual Art. This is quite an achievement. Congratulations to the following students for being nominated:

Dance: Call Back- Kai Taberner

Drama: On Stage- Leo Shaw -Voysey

Music: Encore- Ollie Mc Cue

Visual Art: Art Express- Aurora Kilbey

Hannah Danon (Chosen for the Art Express Regional Tour)

The CAPA faculty have a wide range of extra-curricular opportunities throughout the year that are open to all students. This year the school produced the play "The Twits." This was a collaborative work created by students from Year 7 to Year 12 with Ms Kelly Vine. The play is an opportunity for students to further their acting

and performance skills as well as building student's school to work skills in the areas of costume, set and lighting design, back stage crew and stage management.

The Dance Ensemble Program continues to grow both in the size of groups and in the number of ensembles. 2017 saw us provide four ensembles covering a number of styles including; contemporary, jazz, ballet and hip hop. Our Dance ensembles performed in a range of forums with distinction. Three of our students represented Australia at the International Arts Festival in Jakarta, Indonesia. They were Kai Taberner, Aysha Abed and Bronte Cunio-Scarborough.

On an individual level, Kai Taberner represented our school in a number of ensembles throughout the year, including the State Dance Ensemble and he was a feature dancer in the Schools Spectacular. We also had a number of students who excelled in the area of Music in 2017. Jared Hui represented our school in the Sinfonia Jubilate, Sydney Wind Orchestra, St Martins Academy of The Fields Workshop and the State Band Ensemble. Thomas Nix and Aidan Eccleshall were also involved in the St Martins Academy of The Fields Workshop. David McDonald was a member of the NSW Public Schools String Sinfonia.

This year the Visual Arts Department introduced a GAT Art Club specifically targeted to Year 8 students. This was a great success with students being given the opportunity to work in mediums that they had never experienced before and learn new techniques from practicing artists.

V Fest, our annual film festival continues to grow both in number and in the level of sophistication of entries. This year there were 65 entries from 12 different public and private schools from across Sydney. At the showcase evening 12 Junior Films (Yr 7-10) and 10 Senior Films (Yr 11-12) were screened. The films covered a wide range of themes and genres. Special thanks to AIT for donating a special effects workshop. As always Rose Bay Secondary College was well represented at the festival and were successful in gaining third place in the junior section for "Rewind" by Isabella Rimac and Ava Woodard. This film later went on to be showcased at Flickerfest." In the senior section, RBSC gained third place with Jazz Murphy's work "Penumbra." The people's choice award went to David MacDonald and Thomas Nix for "I Robert." This festival would not be possible without the extraordinary efforts of the wonderful Ms Deborah Cave.

Elective Dance, Drama and Music 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. Students have performed for their peers in class assessments as well as at school assemblies and whole school events.

Visual Arts and Photographic students had their works exhibited around the school in our gallery spaces as well as online on the school website. The HSC Major Work exhibition was held in the staff common room and the works were of a diverse and consistently high

standard.

Excursions play a major role in students' education when taking a creative and performing arts subject. This year students were offered the opportunity to attend each of the HSC Exemplar major work performances as well as live performances of the Drama HSC set works. Dance students were treated to workshops and performances from both Sydney Dance Company and Bangarra Dance Theatre. HSC Drama and Visual Arts students took part in HSC workshop days run by HSC markers and practicing artists.

The year culminated in our bi-annual performance event, MADD Night. This year MADD night showcased and exhibited performances and artworks from over 450 students. Along with an array of Dance, Drama and Music performances, Visual Arts students were given the opportunity to display their works in a large scale exhibition. Students were involved in every facet of putting together this performance night. They learnt how to hang artworks, organise ticketing, refreshments and catering as well as how to operate lighting, sound, back stage and stage management. It was a great success.

The Music Ensembles Program continues to thrive. Over 150 students were involved in the junior and senior concert and stage bands, percussion groups, vocal and string ensembles, choir and the rock bands program. A special thanks must go to Director Murray Jackson for overseeing and steering the Music Ensembles Program. Also, thank you to Dave Power for his co-ordination of the Rock Band Program. The MEP program would not be the success that it is without the support of the parent community, in particular, Anna McFarlane (Chairperson) and the whole MEP committee.

Inclusive Education Faculty

Students in all three classes participated in a Life Skills Syllabus/General Education Syllabus or a combination of both in 2017. Six students in the IEF 2 class integrated into various mainstream classes as part of their subject selections. In IEF 1 and 3, 14 students integrated for sport each week.

One student gained his Higher School Certificate (HSC) and two students were awarded the HSC Life Skills, and are now both employed by outside agencies through the ongoing links with the work experience program.

Two students were elected to represent the IEF on the Student Representative Council (SRC) and towards the end of the year seven students received an IEF Award and 13 were presented with a Platinum Award at Presentation Night.

All students in the IEF were involved in the Hardy St Harvest Program that teaches propagating; cultivating; potting up; marketing and selling produce at staff and community events. Two students were involved in a

fundraising activity at Bunnings Alexandria.

The social outing group saw seven students in IEF 2 organise and interact with each outside of school that promoted independence and friendships at various sites and locations of their choice.

As part of the Work Education and the Work and the Community Syllabus, four students were involved in work experience at Disability Services Australia (DSA) Mascot; five students at Fighting Chance Botany and three students at Windgap, Eastlakes.

Two students attended TAFE Retail and four participated in and received a certificate in the Barista course at Ultimo; as well as two mainstream and five IEF students gaining a certificate in the Hair and Beauty course held at school.

Many excursions were held over the year, including 21 students visiting the Royal Easter Show; 24 students at Sculptures by the Sea; 23 students participating in the Matraville Sports High interactive gala day; 17 students involved in the Agency Expo at J.J. Cahill Memorial High school; 15 students competing at the Combined Metropolitan Swim Carnival at Cabarita and eight students experiencing the Schools Spectacular at the end of the year.

Year 7 Life Saving Week

The Year 7 Surf Life Saving week was a huge success! Over 210 students completing the week and being awarded with a Surf Survival Award. Now in its thirteenth year of operation, this amazing program has seen over 2,000 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 swim stroke correction, endurance swimming, 400m time trials, identifying rips, strategies to minimise harm in water environments, basic first aid procedures and management including DRSABCD and RICER, positive behaviours towards lifelong physical activity, theory component with an exam, classifying dangerous wave types, water safety and rescue strategies, ocean swims, board races, flag races and beach sprints.

It was amazing to see the progress throughout the week and the building of confidence and development of new friendships within year group. There was a real sense of support and character development throughout each group.

For the first time ever IEF students participated in the Surf Life Saving week. They integrated seamlessly into the year group and developed important sun and surf safety skills.

The program caters for all ability levels ranging from beginners, intermediate to advanced. With a program specifically differentiated for each group and student

and build on their skills and knowledge of water based activities.

This initiative is in close community partnership with North Bondi Surf Club, Bondi Icebergs and the Cook and Phillip Aquatic Centre.

We would like to thank all the teachers and student lifesaving helpers involved to make this week such a success. The support and professionalism ensured this program ran smoothly and fun was had by all.

Annual Ski Trip

On Tuesday 8th August we set out to make our way down to Perisher as part of the Annual ski trip for Rose Bay Secondary College. We arrived at the Sport and Recreation Centre Jindabyne early afternoon and were greeted by the team at our accommodation. The next three days consisted of us getting up early, catching a bus and then tube through the mountain. Once at the top of the mountain, we were split into groups and teamed up with our professional instructors. After the 2 hour lesson we were then able to snow board the areas of the mountain in which our GPS passes allowed (the runs we completed throughout our lessons). New skills were developed and a lot of fun was had.

2017 RBSC Sports Report

RBSC Sport in 2017 can be broken into 3 categories:

1. Integrated Sport – weekly sport programs using the school Campus and local facilities.
2. Knockout sports – RBSC Teams playing competitive games against other High Schools.
3. RBSC External Sport – RBSC students participating as a RBSC team in local Netball, Basketball and Touch Football competitions.

Integrated sport was very successful in 2017 increasing students variety of skills, knowledge and appreciation of the different sports offered. Participation in Knockout Competitions increased in 2017, this means a larger number of students were participating in the knockout teams. This is a direct result of the increase skill level amongst the student cohort.

The outstanding team for 2017 was the Open Boys Soccer Team. They progressed to the fourth round. They beat JJ Cahill (Mascot) 7–0, Newtown Performing Arts 1–0, Woollooware High 1–0. This progressed them to the Semi-Final of the Sydney East Regional Competition where they went down narrowly 3–2 to Menai High School. Other teams also performed well in their competitions – Open Girls Soccer, Open Boys Basketball, 15 Boys Basketball and Open Girls Basketball.

The External Sporting program added an extra sport in 2017– Girls Touch Football, as well as Basketball (5 teams) and Netball (5 teams). A group of girls in year 9 and 7 decided to try the sport. Two teams were entered into the local Eastern Suburbs Touch Association competition. Netball has increased from 3 teams in 2016 to 5 teams in 2017. All teams play at Heffron Park

Courts on Saturdays. Basketball is continuing to be a strong sport at RBSC. With the external teams proving themselves week in and week out against their opponents it is leading to a higher skill level and better results in the knockout competitions.

The school would like to thank all parents who are involved in coaching, managing or helping an External Team. Without their support most of the teams would not be created and running.

Carnivals in 2017 were again successful. With student numbers increasing within the school, carnival participation rates are rising at these events. Increased participation in Swimming, Athletics and Cross Country has led to a more students qualifying to the Zone and Regional level carnivals. Year 7 Gala Day in Term 1 was a very successful day for RBSC. The Boys and Girls Soccer, Girls Netball and Boys Tee ball all won their competitions. All students demonstrated outstanding sportsmanship towards their teammates and their opposition. The 9/10 Gala Day in Term 3 was also another successful competition. Boys Soccer and Boys Touch won their respective competitions and the Netball Girls went down in a close final.