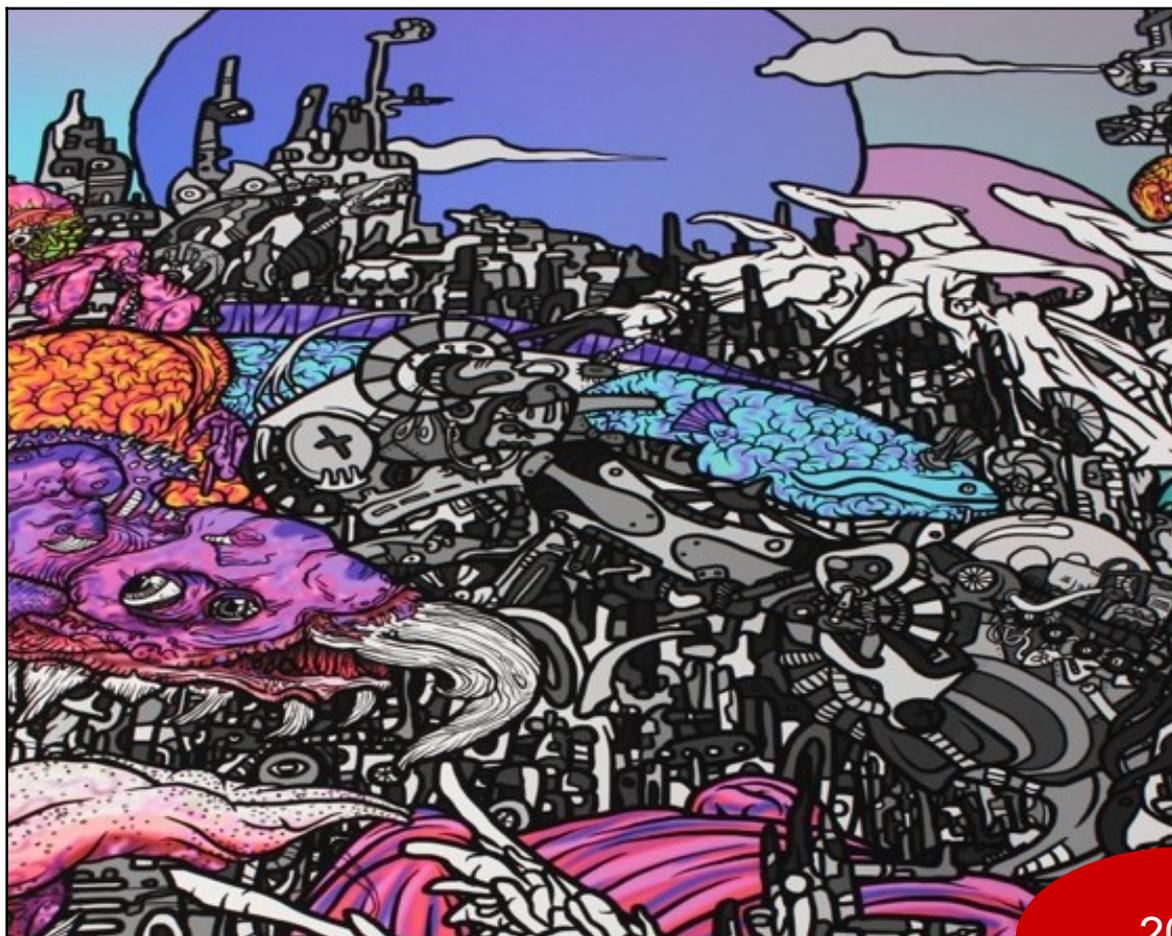


Rose Bay Secondary College Annual Report



2018



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Introduction

The Annual Report for 2018 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.

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Message from the Principal

A successful and vibrant public education community in the Eastern suburbs, Rose Bay Secondary College (RBSC) has a proud history of growth and achievement in an inclusive coeducational setting. In 2018, our college continued to provide high quality education to students from diverse cultural, religious and socio-economic backgrounds. RBSC students are expected to be respectful responsible learners who strive for excellence, demonstrate pride, respect each other, celebrate cultural diversity and take every opportunity available to enjoy their schooling.

Established in 2003, Rose Bay Secondary College continues to build on the educational traditions of its predecessors, Vaucluse and Dover Heights High Schools.

The college has a proud record of academic excellence with a focus on preparing our students for the real world that is global and ever changing. 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, visual arts, drama, dance, film and video production 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.

As a College, we continue to reach outwards to ensure opportunity and quality education for our students. 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 diverse curriculum options not only allow us to ensure that we put our College motto, '**Opportunity, Achievement, Community**' into practice, but also attain an enviable record of academic success in the HSC. Many of our 2018 Year 12 students achieved outstanding results across all key learning areas, attained a creditable ATAR ranking and gained entry to the country's leading universities or employment in the field of their choice.

George Rezcallah

Principal

Message from the students

The school has a strong tradition of outstanding student leadership and this continued in 2018. The SRC, led by our Captains Jack Fyfe and Jill Termaat, provided excellent leadership for our growing student body.

As a group of student representatives from years 8–12, they provided advice and support to the staff as systems and structures have been reviewed and improved during 2018. This included our PB4L systems and the implementation of our new house system. The Valentine's Day and Halloween activities were very memorable and have become "not to be missed" events on our calendar, raising funds for 'Movember' and the school gift. In 2018 the Arts, Sports and

Environment Captains supported our School and Vice Captains in providing a range of opportunities for students to participate in and show their individual passions. These programs were very successful and included:

- gaining a Randwick council grant for the Bee Hive
- selling Key Rings and Keep Cups to raise money for the Environment Team
- finalising the murals around the school and painting the bins in the plaza.

The Rose Bay Student Voice Facebook page reached over 680 likes in 2018 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. The RBSC Student Voice Instagram Page has almost 300 followers and provides another platform for the SRC to share their achievements.

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 in-depth discussions about mental health conditions, support services, and demonstrated the great Rose Bay community spirit. Grant Trebilco from ONE WAVE spoke to the student body and the students created a human formation of the RUOK slogan in the plaza, which is featured on the One Wave website
- students and teachers rallying together to design and construct the senior study room to honour the memory of Luke Smidmore.

School background

School vision statement

Rose Bay Secondary College develops respectful, responsible learners who strive 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 1270 students in 2018. 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, a wide range of sports and debating. An extensive co-curricular program caters for diverse student interests including sport, dance, drama, debating, Duke of Edinburgh, music, film, 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.

In the domain of **Learning**, the self-assessment encompassed the elements of learning culture; wellbeing; curriculum; assessment; reporting; and student performance measures. The school reported that it was **sustaining and growing** in all of these elements, except for the Curriculum element, which is **delivering**. The school has continued to foster 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 school offers a comprehensive curriculum which provides students with a high expectations framework to develop their knowledge, understanding, and skills. The school also offers an extensive extra-curricular program. Teaching and learning programs developed by teachers are differentiated to support the diverse needs of students, especially those 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 analysed a range of internal and external data sources which demonstrate that the school is achieving excellent value-added results in a range of measures.

In the domain of **Teaching**, the school assessed itself on the elements of effective classroom practice; dataskills and use; professional standards; and learning and development. The results indicated that the school is **delivering** on effective classroom practice, and learning and development, while **sustaining and growing** across the others. The school analysed 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. Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. The leadership team comprehensively analysed student progress and achievement data for insights into student learning, and discusses results with the whole staff. 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.

In the domain of **Leading**, the assessment areas were educational leadership; school planning, implementation and reporting; school resources; and management practices and processes. The results of this process indicated that the school is **sustaining and growing** across all elements. Teaching and non-teaching staff proactively seek to improve their performance and the school regularly solicits and addresses feedback on its performance from students, staff, parents and the broader community. The school community is now very positive about the education provision provided, which includes academia, culture, sporting, and leadership. Parent involvement in programs such as Debating, the Music Ensemble Program, Sport, Homework Centre and in bodies such as the P&C and School Council allows the school to develop positive relationships with the 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. In particular, the school collaborates with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community. Streamlined, flexible processes exist to ensure that the school makes informed choices about administrative practices based on cost effectiveness, evidence, and in response to local context and need.

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

Future focused learning.

Purpose

To provide a collaborative learning environment culture that develops students' literacy, numeracy and future-focused skills across all learning areas. Striving to achieve their personal best, students will become active, resourceful, creative learners and mindful global citizens capable of solving complex problems.

Overall summary of progress

Our school's efforts in ensuring that all staff and students adopt a future focused learning approach through the provision of a supportive, encouraging and stimulating environment by our staff was very successful, encouraging and significant. RBSC is providing a collaborative learning environment culture that develops students' literacy, numeracy and future-focused skills across all learning areas. Striving to achieve their personal best, students are becoming active, resourceful, creative learners and mindful global citizens capable of solving complex problems.

In the first year of the school plan there is evidence that there is continuing improvement in the engagement of students across the range of the school population due to the initiatives employed at the school. The various Key Learning Areas (KLAs) were engaged, under the leadership of the Head Teachers, and with the support of the new Teams approach to develop rich programs and assessment tasks to ensure all students engage in learning. There is a focus on learning strategies such as PBL, ALARM, TEAL and Effective Feedback.

Programs reflecting good practice are collaboratively developed from new NSW syllabuses. These include the implementation and use of differentiation, NSWQTF, cross-curriculum priorities and GCAC to engage, support and explicitly teach students how to achieve their personal best.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in students' reading, writing and numeracy skills as measured by increased percentage of NAPLAN: <ul style="list-style-type: none">• students in top two bands.• Year 9 students achieving at or above minimum standard in Writing is above 88% from a base of 84.5%.• Year 9 students achieving expected growth or better	\$52, 000	<ul style="list-style-type: none">• 20% of Year 9 students were in the top 2 Bands for Writing, 34% for Reading and 43% for Numeracy showing an improvement in Writing from the previous year.• 89% of Year 9 students achieved at or above minimum standard in Writing.• 62% of students achieved expected growth or better.
HSC: Increased percentage of students achieving 2 or more Band 5–6 and E3 and E4 results from a base average of 46%.	\$17, 000	<ul style="list-style-type: none">• 52.4% of students achieved Band 5–6 and E3 – E4 results.
Best practice is evident in Teaching and Learning across the school: <ul style="list-style-type: none">• Evidence-based literacy and numeracy strategies.• PBL tasks in all Stage 4 and 5.• Differentiation, NSWQTF, cross curricular priorities and GCAC.	\$23,375	<ul style="list-style-type: none">• 100% of faculties delivered PBL initiatives within their KLA's and 30% of faculties worked collaboratively in cross KLA PBL initiatives.• 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. Faculties developed resource banks of exemplar tasks. Workshops held to ensure task differentiation was provided.

Next Steps

In 2019 RBSC plans to:

- have the literacy and GAT teams work towards improving writing by ensuring that TEAL and ALARM are embedded in all Stage 6 T&L programs to assist students of all abilities
- develop exemplar templates for use in unit plans, assessments and examinations that will be utilised by all faculties
- ensure that all staff are using the NSWQTF and GCAG in the development of Teaching, Learning and Assessment Programs
- develop a Year 7 Interdisciplinary PBL project and have it timetabled/programmed and ready for implementation
- ensure that all KLA's have at least one Stage 4 and one Stage 5 Mini PBL task timetabled/programmed for 2019 implementation.

Strategic Direction 2

Staff will be leading learners.

Purpose

To professionally develop motivated, innovative and collaborative staff demonstrating leadership and curriculum expertise. As leading learners, staff will utilise research-informed pedagogy, quality teaching and reflective practices to nurture, inspire and engage students.

Overall summary of progress

Rose Bay Secondary College staff members enthusiastically build on their professional capacity through effective collaboration, classroom observation, mentoring and opportunities to model effective practice in order to sustain school-wide improvement in teaching practice and student outcomes. RBSC is supporting the attainment of staff being leading learners through the introduction of teams leadership structure, building capacity across whole-school and ensuring cross faculty collaboration. Performance and Development process continues to encourage staff members to reflect and build on their practice, as well as allowing the Teaching and Learning team to provide professional development targeted to staff and school needs. Time has been assigned to faculty, beginning teacher and whole school staff meetings to facilitate the sharing process, with teachers showcasing good practice examples. Particular areas showcased include Positive Behaviour for Learning, the accreditation process, differentiation and the teaching of gifted and talented students. Professional sharing was supported by the instruction of Microsoft Teams.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Development of school-wide annual review tool to track staff achievement of PDP goals and track improvement from a 2018 baseline.	nil	In 2018, 100% of permanent and full time temporary teachers completed Professional Development Plans and worked through the year to gather and attach evidence to support development goals.
Whole school roles are shared and exemplar programs are implemented to develop the leadership capacity of aspiring staff leaders.	\$8564	All staff are active members of teams driving school strategic directs. Newly created positions have supported leadership capacity building across the school.
Development of school-based NESA Accredited professional learning programs.	Nil	Staff delivered professional development presentation have been accredited with NESA
Implementation of all new NESA syllabus requirements.	\$16,300	All KLA's are delivering new NESA syllabuses supported by teacher professional development and faculty planning time.

Next Steps

In 2019, Rose Bay Secondary College will have a focus on promoting a culture of high value-added Teacher Professional Learning with the introduction of an action research partnership with the University of Sydney and Quality Teaching Rounds (QTR) Professional Learning Communities (PLC). RBSC will continue to strengthen the teams leadership strategy through teacher professional development dedicated to developing communication and collaboration skills across the school. Through the Teaching and Learning team, RBSC will continue the Beginning Teacher support sessions as well as NESA accreditation support sessions for teachers attaining and maintaining accreditation at Proficient as well as those interested in higher levels of accreditation.

Strategic Direction 3

Positive Community Partnerships.

Purpose

To engage all stakeholders in our school community in a collaborative and sustainable manner to develop a culture of success and excellence by contributing positively to school initiatives, supporting student learning, embedding inclusive values and celebrating diversity. Effective student wellbeing programs are delivered to enable students to become respectful, responsible learners both at school and within the wider community.

Overall summary of progress

In 2018 Rose Bay Secondary College planned the restructure of the school's existing House system. This was part of a systematic and planned transformation of a traditional sports focussed model into a whole school platform that braids school culture, current positive rewards in Sentral for Positive Behaviour for Learning, school representation across the entire school programs and community service. This restructure is designed to be a vehicle for providing a sense of community and to provide a centralised delivery of whole school approaches. The new School Houses embed respect for the traditional custodians of the land by being named for local significant elders. To effect this, narratives were developed with consultation with local Council and elders. The team developing this initiative worked closely with the P&C to fund a screen to promote the house points and provide positive teaching points and celebration of student achievement.

Attendance data was documented and a system of tracking and following up on targeted students was refined over the year. Communication with parents and students was systemised to ensure timely notification and information was shared.

In Term 4, planning took place to reboot the PB4L framework within RBSC. Staff attended professional learning to support sustainability and consistent understanding in leading this wellbeing framework. A PB4L Coordinator position was created to assist in leading this area in 2019. Initial baseline data from Sentral and TTFM survey was collected, PL was run for the Community and Engagement Team on the Staff Assessment survey.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Within the Sentral Wellbeing module: <ul style="list-style-type: none">Negative Behaviour incidents are reduced from an established 2018 baseline.Positive Behaviour incidents are increased from an established baseline and exceed Negative behaviour incidents.	\$16,000	Baseline Data was collected and analysed at the end of 2018. This data included Negative and Positive behaviour entries. The analysis was of trend data by Year, Behaviour, Time and Location.
More students are receiving awards at higher levels (Silver, Gold, School Medal) from an established 2018 baseline.	\$1,000	Baseline data collected with raw figures of Gold, Silver and Bronze.
Overall student attendance is increased and overall student truancy is reduced.	\$10,000	Baseline data based on Sentral collection of attendance commenced.
Improved parent satisfaction data.	Nil	TTFM Survey Data captured an increase in parent satisfaction related to students sense of belonging and clear communication.

Next Steps

In 2019, the PB4L team will be reformed to review and refine current school wide systems to support consistent classroom practice and positive behavioural responses. A system of analysing and presenting trend data at monthly intervals will be initiated to allow tracking of micro and macro data on Negative and Positive behaviour. A program of data sharing through Staff meetings and PL sessions will be planned and implemented. Induction processes for new and beginning staff will be developed. Ongoing review and refinement of Sentral processes will be embedded into PB4L team and school practice. A scaffolded series of lessons with a classroom focus based on this data will be developed and delivered to support staff and student recognition of desired behaviours.

The new House system will be launched with all students assigned to a new House. A system of House meetings will be implemented and student designed House logos will be developed in collaboration with a local indigenous artist. The digital screen will be installed in the Central Plaza area and keep a running House point score as well as PB4L foci and positive behavioural reminders.

Parent communication channels will be reviewed by the Teams group and ways of collecting and analysing meaningful parental engagement will be assess.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3,889	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 through 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, through our Careers Advisor.
English language proficiency	\$254, 349 \$208, 226 – staffing \$46, 123 – flexible funding	The school employed an additional teacher support who worked with the EAL/D teacher, Marika Horvath, to develop support plans for ESL and International students. Targeted ESL support, such as one-on-one mentoring for assessments and class work, was provided to Senior students to maximise completion of HSC requirements.
Low level adjustment for disability	\$93, 702	The funding was used to provide the following support: <ul style="list-style-type: none"> • Nationally Consistent Collection of Data on Students with Disability (NCCoD) was completed • current and new referrals, NCCoD spreadsheet, orientation day referrals, and pre testing were used to identify students requiring additional support • programs of explicit teaching were established to be taught by the Learning and Support teacher (LaST) • additional teachers were hired to staff the Learning Centre • School Learning Support Officers (SLSOs) were employed to assist with referrals and support students in class • Sentral data was regularly updated for students with disabilities who require adjustments • a focus on MultiLit, comprehension and reading programs and numeracy programs were provided • after post testing of students on programs, feedback was given to teachers and parents through the reporting system • all staff were provided with professional learning and workshops on Learning Difficulties.
Socio-economic background	\$23, 268	The funding was used to: <ul style="list-style-type: none"> • support students requiring financial assistance with the aim of increasing their participation and engagement in learning and co-curricular activities. This helped to create an inclusive and positive school culture • employ a SLSO to assist with teacher support and the implementation of student referrals.
Support for beginning teachers		Support plans were developed and an induction program was delivered to all new beginning teachers. Support plans were implemented by the Head Teacher (HT)

Support for beginning teachers

Teaching and Learning and teacher mentors.

As a result of the support provided, beginning teachers demonstrated more confidence in the classroom, particularly with student engagement.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	570	562	633	668
Girls	428	458	509	577

Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.2	94.6	93.9	93.1
8	90.9	91.8	92.6	90.6
9	87.7	91.1	91.1	88.2
10	89.9	89.3	87.8	85.7
11	90.3	89.3	89.6	84.5
12	89.8	91.2	91.1	87.6
All Years	90.4	91.2	91.2	88.7
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Rose Bay Secondary College has implemented 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 meets every fortnight and reviews 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	3	4	7
TAFE entry	1	1	9
University Entry	0	0	74
Other	0	2	7
Unknown	0	0	3

School leavers during 2018 included 154 Year 12 students, 51 Year 11 students and 25 Year 10 students.

Year 12 students undertaking vocational or trade training

Nine students undertook vocational or trade training in 2018; four were in Construction whilst the remaining five were in Screen & Media.

Year 12 students attaining HSC or equivalent vocational education qualification

In total, 143 students attained a Higher School Certificate in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	65.2
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.4
Teacher ESL	2
School Counsellor	1
School Administration and Support Staff	17.17
Other Positions	1

*Full Time Equivalent

In 2018 there was one teacher who identified as Aboriginal.

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	20

Professional learning and teacher accreditation

Great Teaching, Inspired Learning, the NSW Government's plan to improve the quality of teaching and learning across the State's schools, recognises teacher professional learning as critical to improving teacher quality and student outcomes. At RBSC, the purpose of Strategic Direction 2 of the School Plan 2018–2020 is to professionally develop motivated, innovative and collaborative staff demonstrating leadership and curriculum expertise. To achieve these goals, all teachers engaged in a range of professional development opportunities throughout 2018 guided by their personal Performance and Development Plan with the supervision of their supervisor.

During 2018, all teachers also attended five School Development Days covering a range of teaching and learning objectives. Evaluations at the end of each session showed a very high level of teacher engagement and satisfaction with these professional learning opportunities, leading to improved student outcomes due to updated pedagogical approaches and greater collaboration amongst staff.

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

TERM 1

- Staff Wellbeing presentation
- Year 7 high support student needs
- New School Plan
- PB4L: Setting up for Success
- Faculty assessment planning
- New Teachers Induction

TERM 2

- RBSC School Plan update
- Attendance Plan update
- PB4L implementation
- Literacy Team activities
- Faculty programming (New Syllabus)

TERM 3

- Counsellors' Report – Intervention Strategies
- Rotations: Literacy, Numeracy and PB4L
- School Pride and Engagement– House System

- School Excellence Framework and Evidence Informed Practices
- Faculty syllabus planning and implementation

TERM 4

- Overview of 2018 including staffing
- Challenges/opportunities for 2019
- Proposal for twilight School Development Days
- Teams – Milestone assessment and feedback
- Faculty Planning – implementation of new syllabus
- Assessment calendar for 2019
- HSC results reflection
- Staff Planning: Performance and Development Plans – review 2018, plan for 2019, accreditation maintenance and eTAMS
- CPR Training and Anaphylaxis Update
- Classrooms – ensure that every learning space contains correct notifications – evacuation, TEAL, ALARM, PB4L matrix

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	895,144
Revenue	14,067,657
Appropriation	12,674,708
Sale of Goods and Services	105,039
Grants and Contributions	1,241,764
Gain and Loss	0
Other Revenue	31,858
Investment Income	14,289
Expenses	-13,340,471
Recurrent Expenses	-13,340,471
Employee Related	-11,787,018
Operating Expenses	-1,553,452
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	727,186
Balance Carried Forward	1,622,330

Rose Bay Secondary College follows rigorous financial

practices and governance structures which meet Departmental and legislative requirements in administering funds across the school throughout 2018. The Principal plans and implements an annual school budget that:

- plans to maximise the operation of the school within available physical and financial resources
- ensures appropriate application of existing resources to identified areas of need including school buildings and grounds
- identifies and addresses occupational health and safety issues
- maintains appropriate records in accordance with Audit requirements.

Throughout 2018, substantial funds were expended in equity funding. Specifically, the school supported our students and their families through subsidising and providing resources in the key areas of: Aboriginal education, socio economic disadvantage, English as Another/Additional Language, and Literacy and Numeracy support. These funds were mapped against the School Plan and are represented in the 2018 School Plan Monitoring

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	10,649,169
Base Per Capita	224,320
Base Location	0
Other Base	10,424,849
Equity Total	449,775
Equity Aboriginal	3,889
Equity Socio economic	23,268
Equity Language	254,349
Equity Disability	168,269
Targeted Total	739,261
Other Total	110,267
Grand Total	11,948,472

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

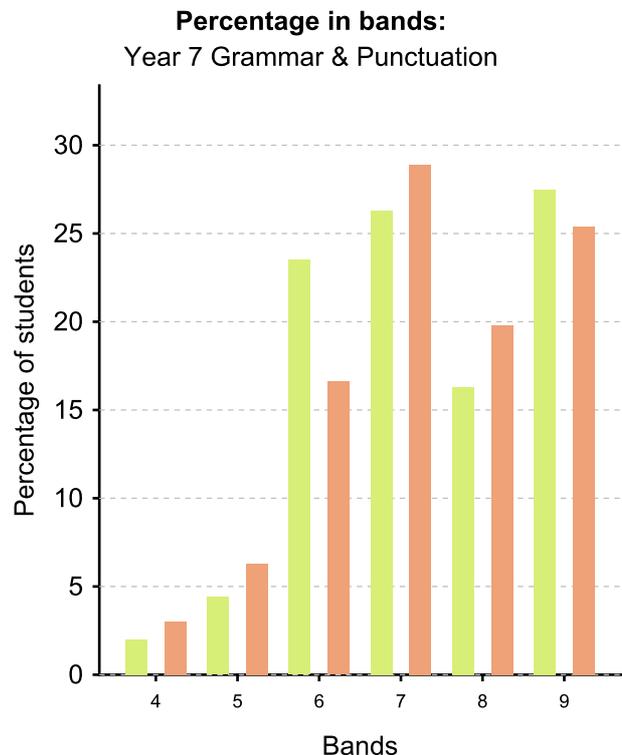
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

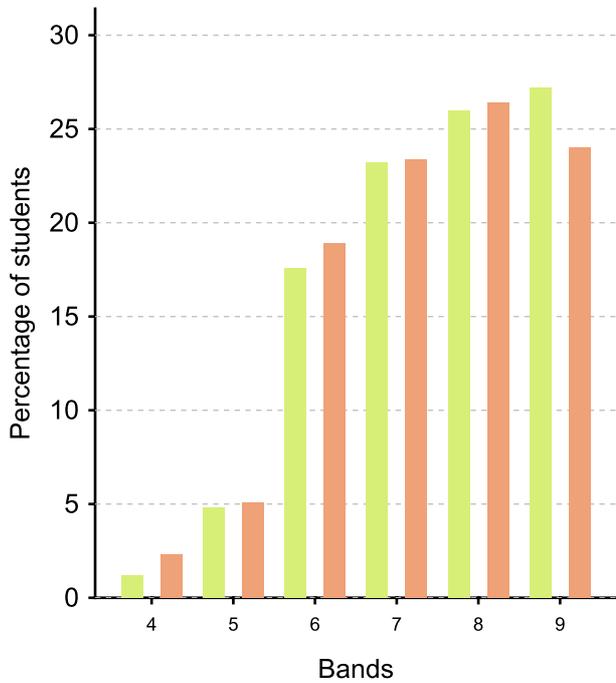
Literacy

Year 7 and Year 9 students were tested in Grammar & Punctuation, Spelling, Reading and Writing. The data below shows the detailed distribution of results across year groups, skill areas, and bands.



Band	4	5	6	7	8	9
Percentage of students	2.0	4.4	23.5	26.3	16.3	27.5
School avg 2016-2018	3	6.3	16.6	28.9	19.8	25.4

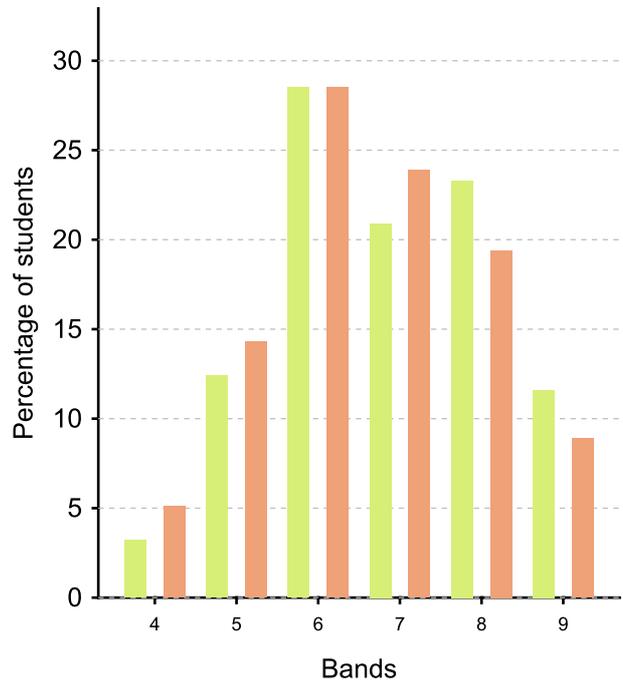
**Percentage in bands:
Year 7 Reading**



Band	4	5	6	7	8	9
Percentage of students	1.2	4.8	17.6	23.2	26.0	27.2
School avg 2016-2018	2.3	5.1	18.9	23.4	26.4	24

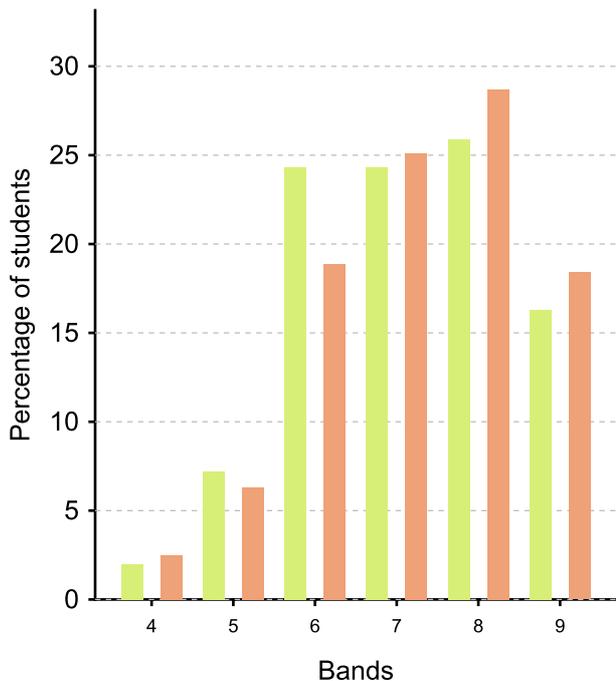
Band	4	5	6	7	8	9
Percentage of students	2.0	7.2	24.3	24.3	25.9	16.3
School avg 2016-2018	2.5	6.3	18.9	25.1	28.7	18.4

**Percentage in bands:
Year 7 Writing**

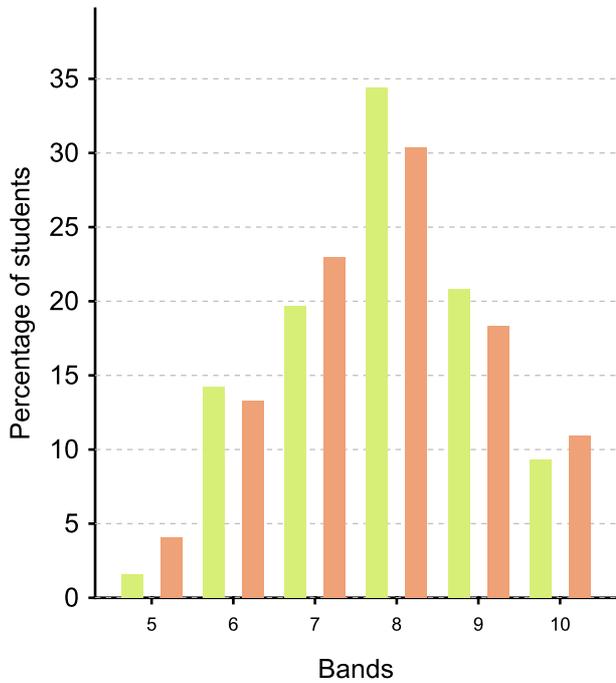


Band	4	5	6	7	8	9
Percentage of students	3.2	12.4	28.5	20.9	23.3	11.6
School avg 2016-2018	5.1	14.3	28.5	23.9	19.4	8.9

**Percentage in bands:
Year 7 Spelling**



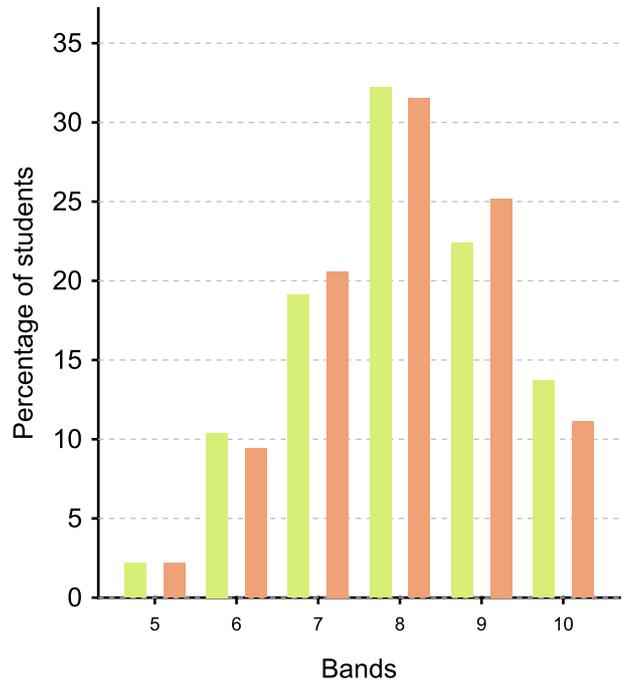
Percentage in bands:
Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	1.6	14.2	19.7	34.4	20.8	9.3
School avg 2016-2018	4.1	13.3	23	30.4	18.3	10.9

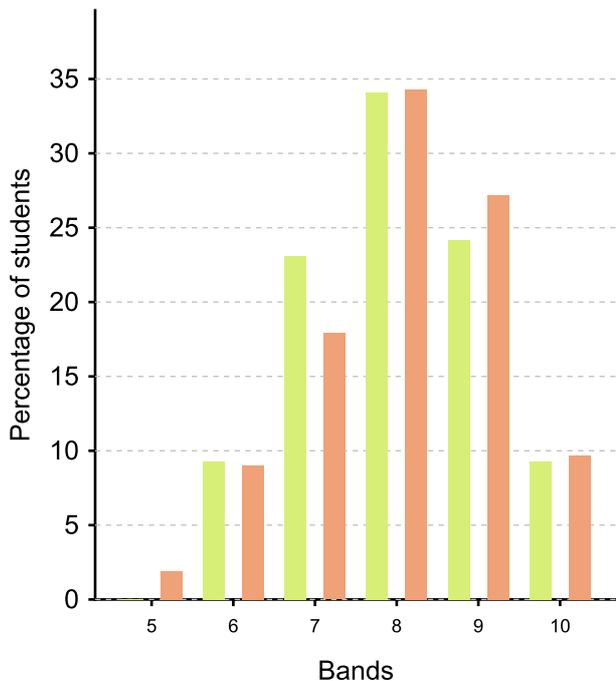
Band	5	6	7	8	9	10
Percentage of students	0.0	9.3	23.1	34.1	24.2	9.3
School avg 2016-2018	1.9	9	17.9	34.3	27.2	9.7

Percentage in bands:
Year 9 Spelling

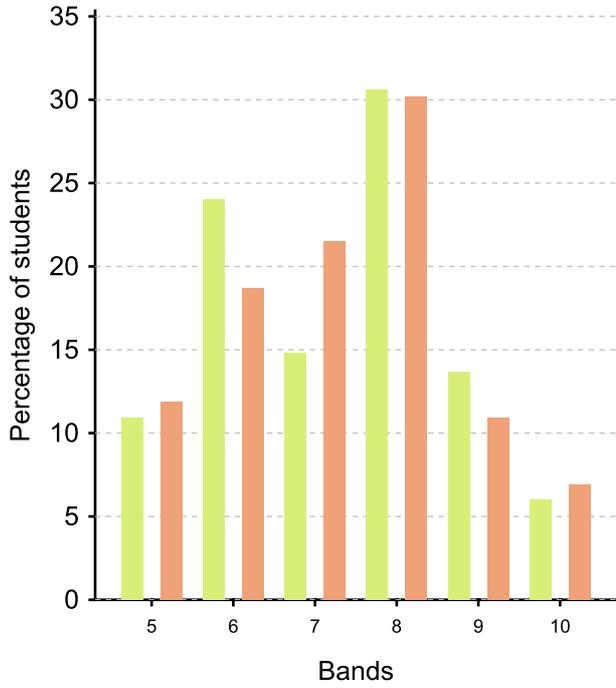


Band	5	6	7	8	9	10
Percentage of students	2.2	10.4	19.1	32.2	22.4	13.7
School avg 2016-2018	2.2	9.4	20.6	31.5	25.2	11.1

Percentage in bands:
Year 9 Reading



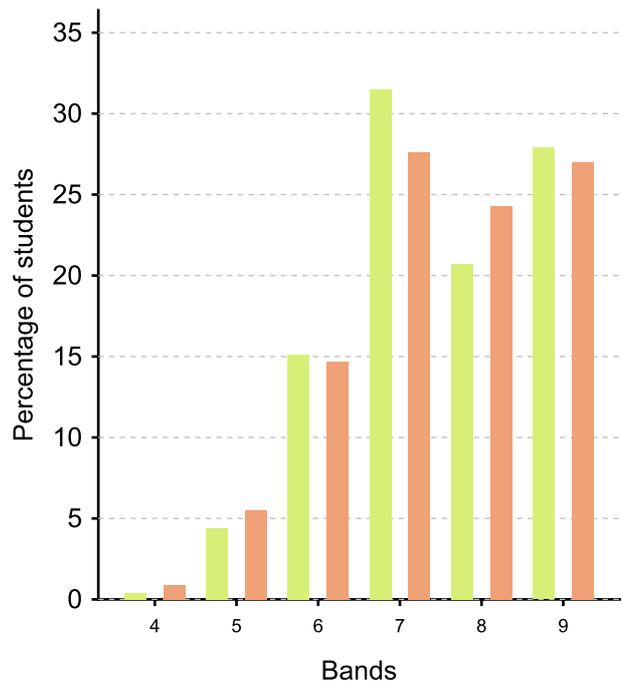
Percentage in bands:
Year 9 Writing



■ Percentage in Bands
■ School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	10.9	24.0	14.8	30.6	13.7	6.0
School avg 2016-2018	11.9	18.7	21.5	30.2	10.9	6.9

Percentage in bands:
Year 7 Numeracy



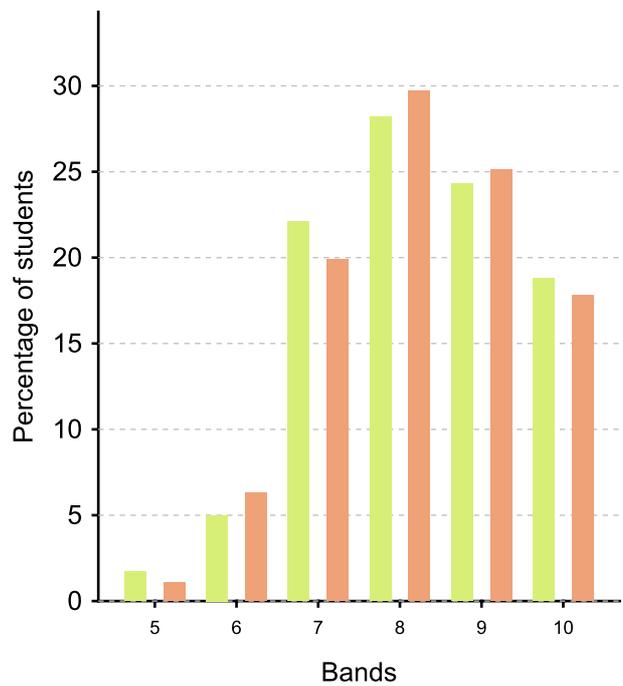
■ Percentage in Bands
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.4	4.4	15.1	31.5	20.7	27.9
School avg 2016-2018	0.9	5.5	14.7	27.6	24.3	27

Numeracy

Year 7 and Year 9 students were tested across the following areas: Data, Measurement, Space and Geometry, Number Patterns and Algebra. As shown in the data below, the majority of students in both years achieved in the top 3 bands.

Percentage in bands:
Year 9 Numeracy



■ Percentage in Bands
■ School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	1.7	5.0	22.1	28.2	24.3	18.8
School avg 2016-2018	1.1	6.3	19.9	29.7	25.1	17.8

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.

In terms of the Premier's Priority, refer to the table below.

Average % Results in Top 2 Bands

Assessment	Domain	Average % of Results in Top 2 Bands
NAPLAN 7	Numeracy	48.61%
NAPLAN 9	Numeracy	43.09%
NAPLAN 7	Reading	53.20%
NAPLAN 9	Reading	33.52%
Total		45.60%

Higher School Certificate (HSC)

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

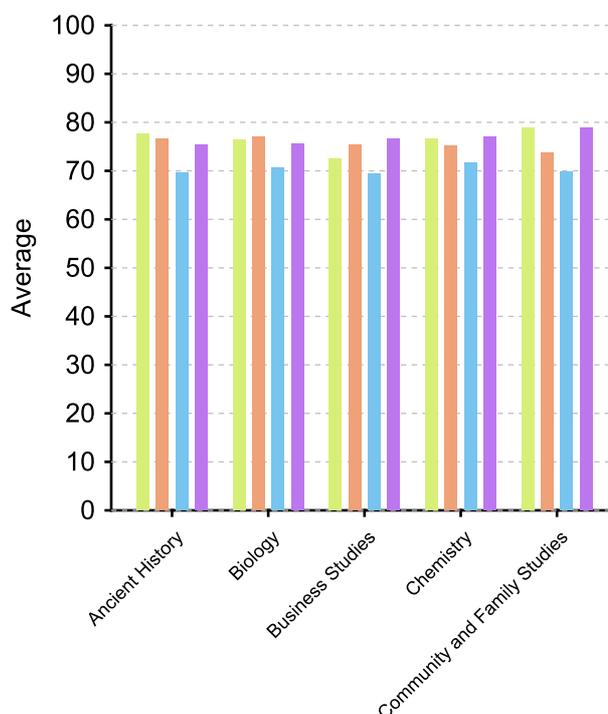
HSC 2018 Notable Mentions

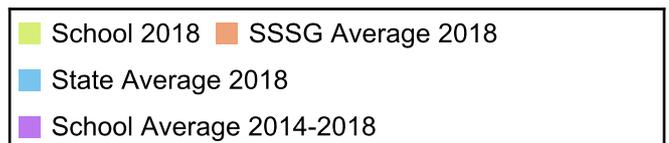
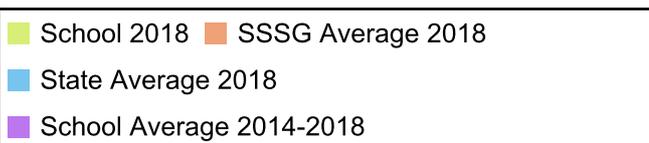
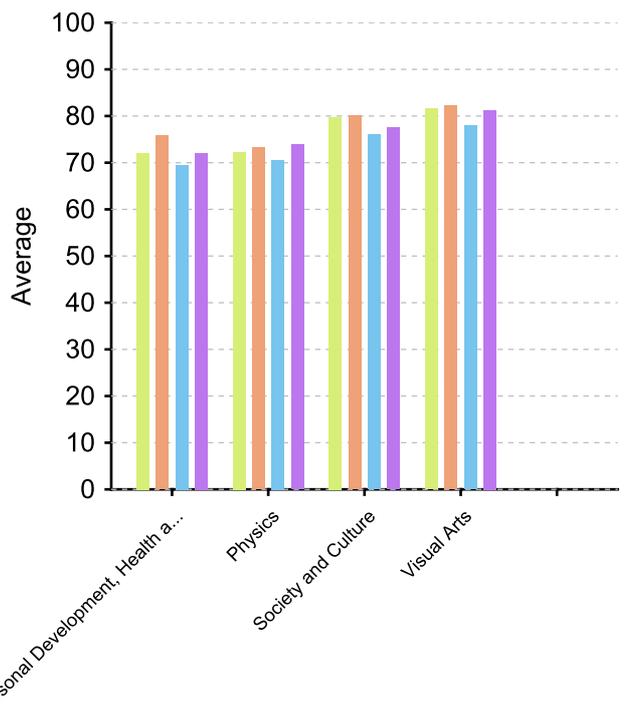
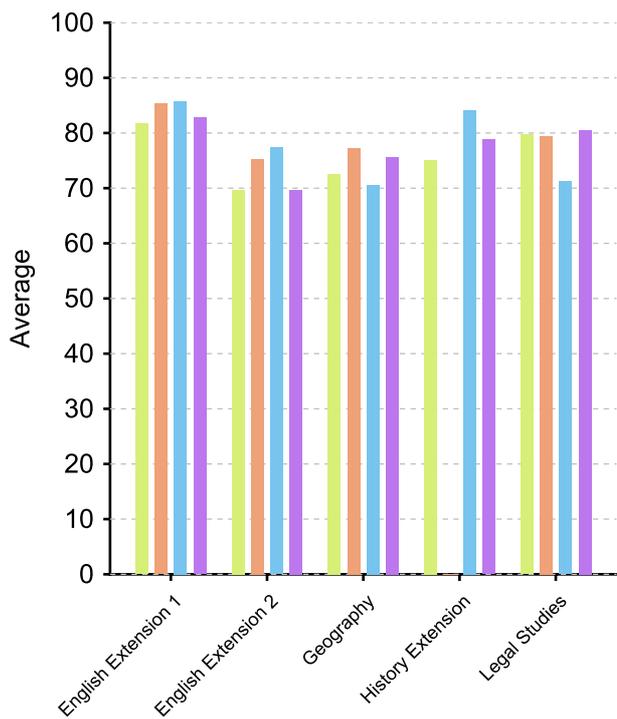
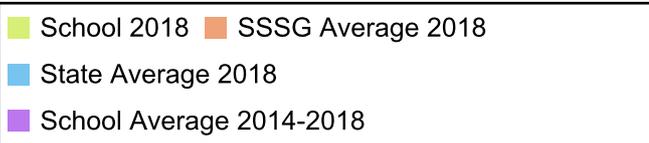
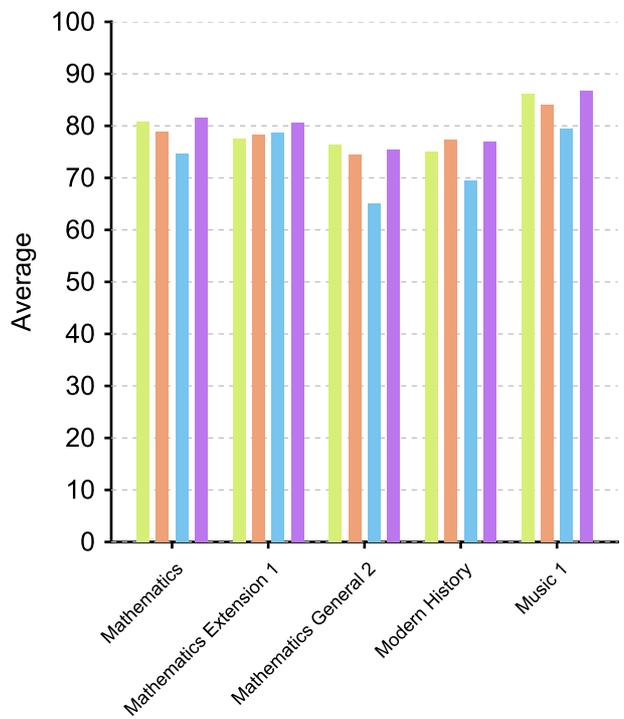
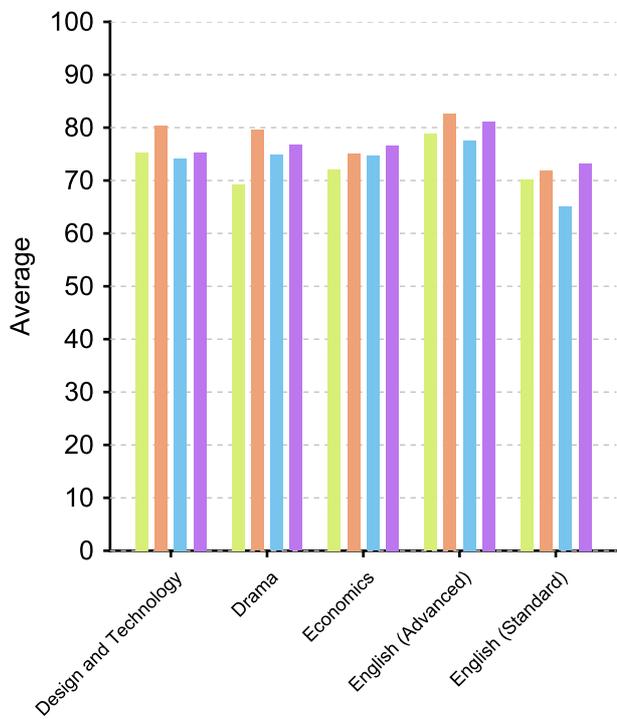
Individual achievements

- Freddie Sywak was the Dux, achieving an Australian Tertiary Admission rank (ATAR) of 98.2
- Leo Barry achieved a mark of 90% or more in 10 or more units placing him on the HSC All Rounders list
- Heather Smith took 4th place in the state in English Standard
- Jack Fyfe, 2018 School Captain, was named Dean's Scholar (University of Western Sydney)
- Bryan Lim and Hugo Odgers were nominated and selected for *Art Express* (Visual Arts)
- Aaron Kaplan was nominated for *Shape 2018* (Industrial Technology Timber)

Overall school achievements

- Altogether there were 76 mentions on the Distinguished Achievers List – a list for students who achieve a Band 6 in one or more subjects
- RBSC ranked 25th overall in the state in English Standard
- Close to 30% of RBSC students received a Band 6 in Community and Family Studies, compared to 4% of the state
- 75 out of 143 students (52.4%) achieved Band 5–6 and E3 and E4 results.





Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	77.7	76.7	69.5	75.3
Biology	76.3	76.9	70.7	75.6

Business Studies	72.5	75.4	69.3	76.5
Chemistry	76.5	75.2	71.8	77.0
Community and Family Studies	78.9	73.8	69.9	78.9
Design and Technology	75.3	80.3	74.2	75.3
Drama	69.3	79.6	74.8	76.7
Economics	72.1	75.1	74.7	76.7
English (Advanced)	78.8	82.5	77.5	81.1
English (Standard)	70.2	71.9	65.0	73.3
English Extension 1	81.7	85.3	85.8	82.8
English Extension 2	69.7	75.3	77.4	69.7
Geography	72.6	77.3	70.6	75.7
History Extension	75.1	0.0	84.2	78.8
Legal Studies	79.7	79.4	71.2	80.5
Mathematics	80.8	78.9	74.8	81.6
Mathematics Extension 1	77.6	78.4	78.7	80.7
Mathematics General 2	76.4	74.5	65.1	75.4
Modern History	75.1	77.4	69.5	77.1
Music 1	86.2	84.0	79.5	86.7
Personal Development, Health and Physical Education	72.1	75.8	69.5	72.1
Physics	72.3	73.2	70.6	73.9
Society and Culture	79.8	80.1	76.1	77.6
Visual Arts	81.6	82.2	78.0	81.3

Parent/caregiver, student, teacher satisfaction

In 2018, there was a focus on the collaboration of staff, students and parents towards improvements within the school community. The school sought the opinions of students, parents and staff through a range of methods, providing on school life, learning and operation. These 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, staff and parent focus groups targeting feedback on specific areas including the development of whole school improvement initiatives
- ideas and satisfaction from student leadership and extra curriculum groups.

Data to inform planning was extracted from the following qualitative sources:

- Beginner Teacher Mentor program that ran throughout the year. Teachers reported that they felt supported and respected by their school community. This mentor scheme provided opportunity for early career teachers to manage their accreditation process as well as collaborate with more experienced teachers for the purposes of observation, goals assistance and mentoring support
- quarterly professional development staff surveys. The majority of staff rated the professional learning data as "very good" and "excellent" as they liked the differentiated approach to professional learning and targeted sessions on school priorities.
- Student Representative Council meetings allowed student leaders to discuss educational, school culture and wellbeing issues
- ongoing meetings with parents throughout the year and parent consultation groups.

Feedback indicated:

- the majority of students have a positive attitude to their work and a high sense of belonging to the school. They have friends at school who they trust and make positive choices
- there is a vibrant and inclusive school community that fosters and continues to support the needs of students. Parents were very appreciative of the range of extra-curricular programs being offered to students. These programs improved student engagement and offered the opportunity to discover and develop interests and talents
- primary school partnerships, university partnerships, local councils and local community groups, parent groups, TAFE and Eastern Suburbs youth services are valued. Both staff and parents want our College to maintain and build on these partnerships to enhance and expand student learning
- parents value effective communication systems that cater for changing needs. RBSC continues to accommodate different parent/caregiver preferences through the use of a variety of communication platforms including websites, School Bytes, Edmodo and school newsletters
- parents and caregivers at RBSC are proactive and willing to engage with and contribute to school life and programs. RBSC has a strong Parents and Citizens association
- staff felt that the school fosters a school climate that supports professional learning and leadership opportunities within the school.

Policy requirements

Aboriginal education

Rose Bay Secondary College is committed to providing Aboriginal students a supportive and culturally inclusive learning environment, high quality educational programs and opportunities. There is also a commitment for all RSBC students to acquire knowledge and deeper understanding of Aboriginal histories, cultures and experiences.

RSBC's Aboriginal and Torres Strait Islander (ATSI) students were integral in the running of our whole school NAIDOC Assembly. They opened all formal assemblies with a welcome to country and have been involved in programs such as the public speaking program 'Speak Up'.

2018 saw the construction of an Aboriginal outdoor classroom and garden which was funded by the P&C and supported by the Social Science and Science faculties and parents from the local community. Aboriginal expert gardeners assisted in the development of this project which will support the integration of Aboriginal learning experiences across History, Geography, Science and Studies of Religion.

Staff have also been involved in targeted Aboriginal Education professional development opportunities run by external providers in order to better support our Aboriginal students.

A draft proposal was put together for an Aboriginal Education Committee, which will be further developed and implemented in 2019 which focuses on two areas:

- 1) more authentically embedding Aboriginal perspectives and content across all Key Learning Areas in conjunction with local community groups and individuals
- 2) bringing our ATSI students together to be involved in activities and initiatives to bind them as a group and connect them to local community.

Multicultural and anti-racism education

A strong focus of multicultural and anti-racism education was on respectful relationships and celebration of cultural diversity. Rose Bay Secondary College is a school composed of students from a diverse range of cultural backgrounds. The school community strives to acknowledge and embrace our cultural differences which helps to maintain a high level of respect for each student and their cultural background. Multiculturalism is integrated in our school curriculum, enhancing acceptance and harmony in our culturally diverse community. To reinforce the values of being respectful and inclusive, the anti-racism contact officer (ARCO) addressed students in their year meetings, focusing on the importance of using appropriate language when communicating. Students learnt that respectful language fosters positive relationships and creates a cohesive and inclusive

learning environment.

The International Students at Rose Bay Secondary College during 2018 ranged from grades 8–12 with a collective total of 17 students. The International students are an integral part of our school community. Students brought to the school cultural diversity and provided their peers with insight into their customs and traditions.

Students participate in a range of academic classes as well as extra-curricular activities. The four students in year 12 all achieved an ATAR of over 80.0 and have all gone on to tertiary studies. These International students diligently approach all their course and elective classes with confidence and are on par with mainstream students with regard to academic achievement. Students participate in a range of extra-curricular academic groups and competitions such as STEM and Mathematics Competitions.

The International students participate in a diversity of sporting groups and competitions. Students competed at Athletic and Swimming Carnivals and are involved in Volley Ball and Table Tennis teams. One student also went on to compete with her golf skills on both a State and International level.

At Rose Bay Secondary College we offer a range of support options for our International students to help them both feel welcomed into the Australian School system as well as for any academic needs. On starting at our school, students are paired with a buddy to help them integrate into the new environment. Students are given mentoring and support from the International Student Coordinator on a daily basis with morning teas during the year to discuss key issues and experience Australian food. An International Roll Call for all International students runs daily to allow students to discuss daily life in Australia and raise any issues or concerns regarding curriculum or Homestay. This forum provides an opportunity for the International Student Coordinator to monitor student attendance and update students on any DE International policy changes.

Other school programs

Debating

The RBSC debating cohort enjoyed another year of successes in the Eastside Debating Competition (EDC) and the Premier's Debating Challenge (PDC). We hosted four EDC debating rounds in 2018. The Year 7 team emerged as runner-up medallists in the EDC, defeating Sydney Grammar School, Sydney Boys' High School, Sydney Girls' High School, The Scots College, Cranbrook School and Reddam House. The Year 10 team performed consistently in the competition and reached the semi-finals in the EDC. Our Years 7, 8 and 10 teams participated in the PDC with Year 7 reaching the Zone finals and Year 10 performing outstandingly as Regional Finalists. The students attended weekly debating coaching sessions throughout Terms 1 to 3. Social debates for Years 7 and 8 were held in Term 2 against Sydney Girls' High and SCEGGS Darlinghurst

to increase debating opportunities for the junior debaters. Our Year 7 students were also engaged in the RBSC Junior Debating Challenge held during Friday training sessions that were adjudicated by our debating coaches. Overall enrolments remained strong at approximately 60 students across all year groups.

Creative and Performing Arts

Creative and Performing Arts Faculty have had an excellent 2018 across all subject areas in both extra-curricular and classroom activities.

Our Dance Ensemble program continues to thrive to this year, increasing to six ensembles. Our ensembles had the honour of representing our school at several events which included the spotlight Regional Dance Festival, South Junior Showcase, Sharp, Short Dance Festival. They also showcase their performance for the school such as Dance and Drama Evenings, Honour Roll Assembly and Presentation Night. In 2019 Rose Bay Secondary College saw the introduction of the Gifted and Talented Combined School Dance Initiative. This Program involved students from across several local primary schools as well as students from Rose Bay Secondary College. Their involvement in the project was creating a work based on their knowledge and experiences of bullying.

Our creative and talented Drama students have taken several opportunities to perform in front of their classmates and to the wider community while our elective classes have showcased their performance for their peers and the class assessments as well as showcasing to our school assemblies. In Term 4, Rose Bay Secondary College elective classes were represented at our Dance and Drama night.

Music had a busy year in 2018. The elective classes have demonstrated their skills at performance evenings across events within the community. A special congratulations to Jared Hui of Year 11 for all of his excellent achievements this year in Music. Jared is a talented flute player who was a member of the NSW State Senior Wind Band.

The Visual Arts, Photography and Digital Imaging teacher and students have created some beautiful portrait painting 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 2019. Congratulations to Hugo Odgers and Bryan Lim for being chosen to showcase their HSC Body of Works in Art Express.

V-Fest NEVER disappoints. V-Fest stats for 2018: 55 entries from 11 schools. On Monday night 17th September, at the Chauvel Cinema Paddington, 280 enthusiastic and fortunate people were treated to one of the most exquisite collections of student short films. Brooding drama, quirky animations and, sophisticated social comment were amongst the themes explored. Technically sophisticated, the audience was on the edge of their seats for 104 minutes. It is a wonderful achievement that this little film festival which had its

roots in a school hall in 1999 is going to be celebrating 21 years in 2019.

In 2018, the CAPA faculty put on the musical "Legally Blonde." The show played to over 1200 audience members over three days. With 90 students involved in both the cast, crew, and orchestra. The musical provided students with the opportunity to gain industry knowledge in the inner workings of a musical.

2018 saw the introduction of a Gifted and Talented Band Program run by Music Teacher David Regina. The program consisted of 20 auditioned students who had shown a high level of aptitude for the performance and composition components of Music. Rehearsals were held once a week and students performed at several formal assemblies and external community events.

This year the Visual Art department continued the success of the Year 8 Gifted and Talented Art Club. These 15 students were nominated by their Art teachers to be involved in this extension program. The program ran one afternoon a week and provided students with the opportunity to gain hands on experience with several different medium through the creation of practical projects and art works.

Inclusive Education Faculty

The Inclusive Education Faculty (IEF), had a very busy year, with four new enrolments in 2018.

Students in all three classes participated in a Life Skills Syllabus/General Education Syllabus or a combination of both. Three students in IEF 2, by the end of the year, were participating and integrating in all General Education courses in the mainstream. One was in Year 10, whilst two were in Year 11. In IEF 1 and 3, ten students were enrolled in mainstream sport. Six students were also involved in the Year 7 mainstream camp at the start of the year.

Two students gained their Higher School Certificate Life Skills (HSC) and are now both employed by outside agencies through the ongoing links with the work experience program.

Four students were elected to represent the IEF on the Student Representative Council (SRC), with one student, Matthew Vass in Year 11, being voted in by his peers and teachers to be the first IEF Captain on the SRC.

Two students in Year 10 were appointed as Peer Support Leaders, William Gibbons and Frederic Lofthouse. Three students continued with their studies in Retail services at Ultimo TAFE, whilst one student participated in Graphic Design at Enmore TAFE.

During the year, students who participated in the Hardy St Harvest program won two Waverley Council Garden awards: coming runner up in the Dirt Kids category and winning The Mayor's Award for Caring Community, in recognition of our community impact and caring; and work with Timber Home and Hardware in Rose Bay.

As part of the Work Education and the Work and the Community Syllabus, six students participated in the work skills program at Fighting Chance, Botany, one student at Fighting Chance, Frenchs Forest and three students attending Coles, Bondi, to enhance their retail skills learned at TAFE each week.

During Term One, 18 students enjoyed improving their swimming skills at the Little Heroes program and in Term Four, 13 students acquired some riding skills and learned about animal care, through the Riding for Disabled program each week.

In Term One, six students and their parents volunteered their services at the school's annual working bee, and again in Term Four, five students and their parents worked on the barbeque and cake stall at a fund raising event when a by-election was held.

Many excursions were held over the year, including 20 students visiting the Royal Easter Show; 22 students at Sculptures by the Sea; 23 students (and nine year 9 mainstream students) participating in the RBSC interactive Sports Gala Day held at school; seven students involved in the Agency Expo at Oatley Senior Campus High School; seven students attended the Treetops excursion at Cumberland State Forest, 17 students competing at the Combined Metropolitan Swim Carnival, one student participated in the school musical, Legally Blonde and 20 students travelled to WetnWild for Rewards Day, at the end of the year.

Sports

RBSC Sport in 2018 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 2018. Many students participating in different sports every term, showing a variety of skills, knowledge and appreciation of the various sports offered. Some new paid sports were offered this year; Martial Arts and Jungle Body (a cardio fitness workout program) as well as the always popular Beach Swimming, Sailing and kayaking and Bubble Soccer (when the students climb into a blown up plastic ball and play soccer). Competition for places in a Knockout Team is growing and this year was no different. With the introduction of Eastern Suburbs Zone Trial/Selection days in Boys/Girls Soccer, Girls Netball, Boys/Girls Basketball and Boys/Girls Touch Football, held at various schools in our zone, places were competitive and highly sort after. Many students from across the teams were selected to represent the Zone at the Regional Sport Trials. Our other RBSC knockout team's results were mixed. Many teams bowing out in the first round due to higher and tougher quality opposition. A memorable highlight was Jaka Murray and Eugene Bomze winning the NSW Beach Volleyball Schools Cup Open division. The External Sporting

Program (ESP) where our students play sport outside of school hours against other clubs continues to grow. Touch Football has grown from two teams in 2017 to six teams in 2018. Netball has increased from five teams in 2017 to eight teams in 2018. 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, resulting in a higher skill level and better results in the knockout competitions.

Carnivals in 2018 were highly 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 greater number of students qualifying to the Zone and Regional level carnivals. One of many highlights was that we had 4 students from year 7 represent our school, zone and region at the NSW State Cross Country Championship. Well done to Benson Liu, Ben Smith, Tara Jeevaratnam and Anna Hempton. Year 7 Gala Day in Term 1 was a very successful day for RBSC. The Boys and Girls Soccer and Girls Netball all winning their competitions.