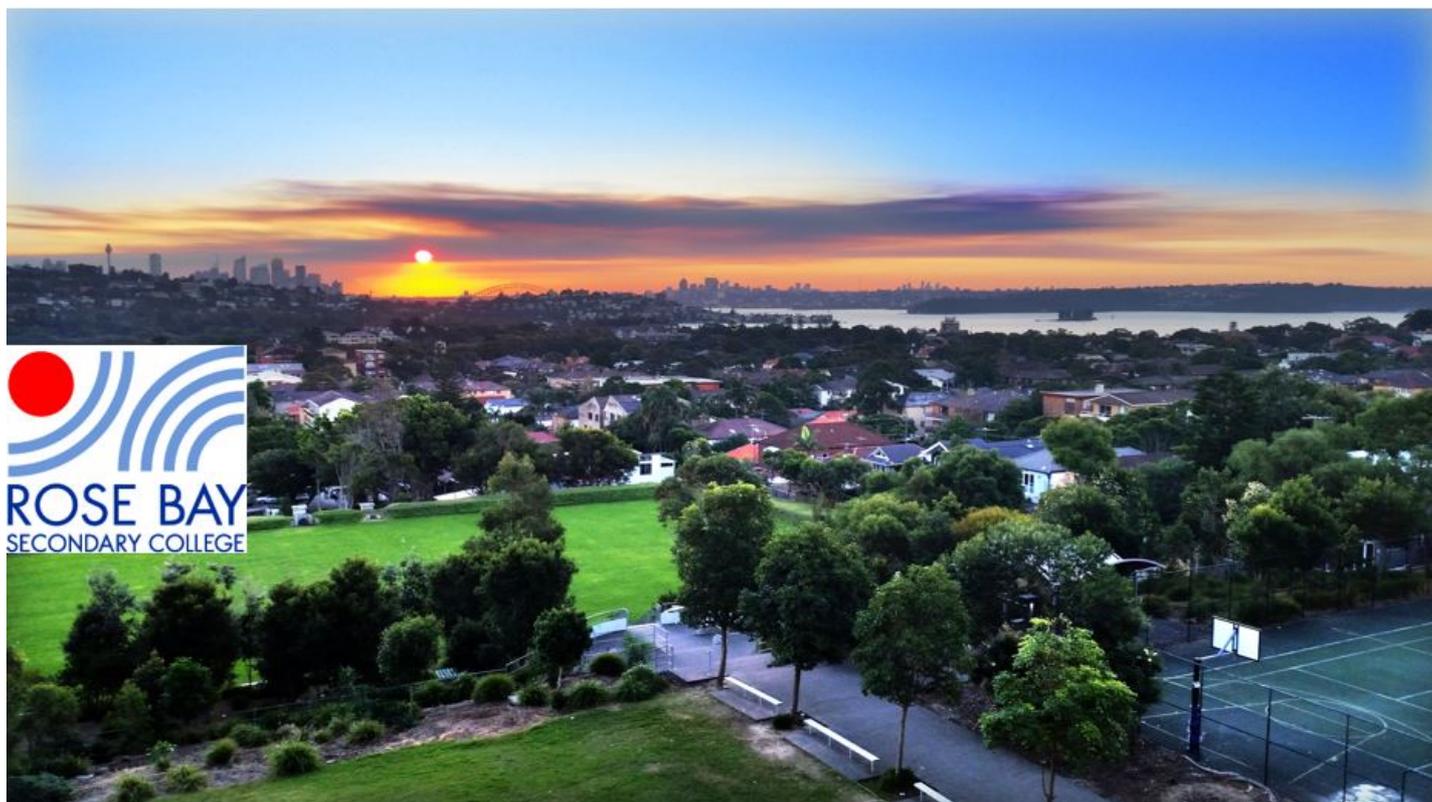# 2020 Annual Report

Rose Bay Secondary College

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Introduction

The Annual Report for 2020 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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School vision

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

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.

Improvement Measures

Improvement in students' reading, writing and numeracy skills as measured by increased percentage of NAPLAN:
 • 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

HSC: Increased percentage of students achieving 2 or more Band 5-6 and E3 and E4 results from a base average of 46%.

Best practice is evident in Teaching and Learning across the school:
 • Evidence-based literacy and numeracy strategies.
 • PBL tasks in all Stage 4 and 5.
 • Differentiation, NSWQTF, cross curricular priorities and GCAC.

Progress towards achieving improvement measures

Process 1:   Literacy and Numeracy - Embed school-wide evidence-based literacy and numeracy strategies in all KLAs' teaching and learning programs that are directed at improving students' written responses.

Evaluation	Funds Expended (Resources)
Literacy and numeracy strategies are embedded across all KLA teaching and learning programs to support the improvement of students' written response as well as recognising the transferable quality of number-based skills. Professional dialogue has been established between faculties through the Strategic Direction Teams to strengthen the capacity of staff to identify opportunities for the implementation of literacy and numeracy strategies school-wide. The Literacy and Numeracy Strategic Direction Teams have presented to all staff regarding specific strategies and each faculty has undertaken a regular review of their teaching and learning programs to ensure that literacy is addressed across all stages and subjects. The College will continue to monitor the Best Start, NAPLAN and HSC results as well as school-based measures to assess student growth in literacy and numeracy.	

Process 2:   Differentiation - Develop exemplar T&L and assessment programs in all KLAs, modelled on the NSWQTF and GCAC. These will provide appropriate differentiation and effective feedback processes to enable students to achieve their personal best.

Evaluation	Funds Expended (Resources)
From 2018 - 2020, all KLAs have established consistent teaching, learning and assessment programs. Greater focus could have been given to the incorporation of the NSW Quality Teaching Framework and the General Capabilities of the Australian Curriculum, however, there is a higher level of understanding of the relevance of these frameworks and, while not explicit across all KLAs, the programs are in alignment with aims of the NSWQTF and the GCAC. Differentiation has been a significant focus for the College over the past 3 years and the recognition of the need to tailor teaching, learning and assessment to the individual needs of all students has determined the direction of revision and refinement of KLA programs. Additionally, support through the Learning Hub has allowed for the implementation of modifications, derived for teaching, learning and	

Progress towards achieving improvement measures	
assessment strategies and programs, for students with learning difficulties and challenges. All teaching and learning programs have provided for specific strategies for high potential and gifted students and staff have been provided with various opportunities to gain professional learning related to enriching and extending gifted students in the classroom.	

Process 3: **Inquiry Based Learning** - Develop stage appropriate project/problem (inquiry) based learning (PBL) units and/or tasks that allow students to develop critical and creative thinking skills and formulate authentic solutions to 'real world' problems.

Evaluation	Funds Expended (Resources)
The College has embraced inquiry and project-based learning as a pedagogical approach to supplement teaching and learning in the classroom. Across all KLAs, PBL activities and units have been incorporated into programs and students are engaging with critical and creative thinking skills both through classroom activities and assessment tasks. The Project-Based Learning team has provided consistent professional learning to all staff to develop their understanding of the specific nature of PBL pedagogy and have modelled best practice through designated staff development workshops. The PBL Team continues to work towards a whole year group, stand-alone, transdisciplinary PBL. The design of the project has been completed but implementation was prevented by the departmental restrictions of COVID-19. The PBL Team has successfully introduced the gold standard model of PBL that is now used consistently by all faculties when designing PBL tasks. The College will continue to pursue avenues to further expand PBL as a future-focused pedagogical approach.	

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.

Improvement Measures

Development of school-wide annual review tool to track staff achievement of PDP goals and track improvement from a 2018 baseline.

Whole school roles are shared and exemplar programs are implemented to develop the leadership capacity of aspiring staff leaders.

Development of school-based NESA Accredited professional learning programs.

Implementation of all new NESA syllabus requirements.

Progress towards achieving improvement measures

Process 1: **Evidence Based Collaborative Practices** - Use evidence based collaborative practices between staff across faculties to promote professional growth. Provide mentoring and coaching support to staff.

Evaluation	Funds Expended (Resources)
The College has a culture of collaboration within and across faculties. This has been achieved through the mixed faculty Strategic Direction Teams where staff have worked with colleagues to promote professional growth and achieve the priorities of the College. The collaborative culture of the school is further embedded at an executive level through extended executive meetings, which have focused on sharing practices across faculties. A formal mentoring program supports Beginning Teachers during the early stages of their career, which has led to a significant proportion achieving Proficient accreditation. A significant evidence-based collaborative practice that has been introduced to the Colleges is the Quality Teaching Rounds, created by the University of Newcastle and based on the Quality Teaching Model. This program has the potential to expanded to include more staff and to make a deep impact on student outcomes at the College.	

Process 2: **Curriculum Delivery** - Develop and lead targeted and accredited professional learning for all staff to develop skills, embed exemplar practices and support the implementation of new syllabi.

Evaluation	Funds Expended (Resources)
Professional learning at the College was focused on developing the teaching practices of staff to ensure they are well equipped to deliver the curriculum. A clear focus of professional learning has been to the incorporation of technology into teaching practice. This has included the adoption of Microsoft Teams, Turnitin and the significant technology upgrade including staff laptops and classroom panels. With the impact of Learning from Home necessitating the use of technology for curriculum delivery, professional learning has adapted to support staff and students. This includes accreditated online courses distributed by the Department of Education. Beyond this scope, the College has maintained a policy of equity in the distribution of funding for external professional development opportunity to allow staff at all stages of their career to develop their teaching practices. This is supported by internal professional development through staff development days and Twilight sessions. The College has a rich culture of staff seeking to improve and expand their teaching practices through professional development.	

Progress towards achieving improvement measures

Process 3: **Distributing Leadership** - Focus on distributing instructional leadership through embedding explicit systems and practices to build leadership capacity and support maintenance of accreditation.

Evaluation	Funds Expended (Resources)
Through staff survey data, developing leadership capacity was identified as a key priority for staff at the College. The provision of leadership opportunities through the Strategic Direction Teams, the Wellbeing Team, within faculties at the executive and senior executive level have been a key element in driving the establishment of leadership as an essential quality of staff at the College. Additionally, the College has provided specific professional learning that has addressed both accreditation requirements and career development to help support and nurture the aspirations of staff. A continuing focus on career development and pathways with the creation of more explicit systems would help to further embed instructional leadership throughout the College.	

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.

Improvement Measures

Within the Sentral Wellbeing module:
 • Negative Behaviour incidents are reduced from an established 2018 baseline.
 • Positive Behaviour incidents are increased from an established baseline and exceed Negative behaviour incidents.

More students are receiving awards at higher levels (Silver, Gold, School Medal) from an established 2018 baseline.

Overall student attendance is increased and overall student truancy is reduced.

Improved parent satisfaction data.

Progress towards achieving improvement measures

Process 1: **Positive school culture** - Develop a positive school culture of challenge and support, based on high expectations and authentic (reliable, transparent, supportive, respectful and consistent) relationships which are modelled, practised and reinforced across the school.

Evaluation	Funds Expended (Resources)
The challenges presented by the COVID-19 pandemic and the impact this had on schools provided a stern test for the strength of school culture. At Rose Bay Secondary College, the effective transition to learning from home ensured continuity in learning and provided students with a continued connection to their teachers and peers. This was achieved through the use of digital learning platforms and a coordinated effort between the College and the school community. Wellbeing was a particular focus during learning from home and the College was able to identify and support students during this period. On students return to full-time face-to-face teaching, the College was vigilant in providing a positive learning environment. The disruption caused to the HSC and Year 12 cohort of 2020 was significant. To address the College created a range of initiatives to maintain a positive attitude amongst the group. This was achieved through frequent communication from teachers and executive as well as the development of resources to help students managed the challenges they faced. As a result of the proactive approach of the College, the Year 12 cohort of 2020 successfully navigated their final year of schooling.	

Process 2: **Wellbeing and engagement** - Embed a consistent whole school approach to wellbeing and engagement which includes the positive behaviour for learning (PB4L) Framework, student leadership opportunities and successful transition programs.

Evaluation	Funds Expended (Resources)
PB4L has remained as the main focus for Wellbeing and Engagement at the College. The PB4L Team has actively engaged staff in professional learning to ensure the fidelity of the behaviour management model is maintained. In addition, PB4L lessons have been embedded in the school structure by adapting assembly time as an opportunity to focus on the core characteristics of PB4L at the College. The Wellbeing Team has used PB4L data to help target behaviours, year groups and identify additional factors that are shaping wellbeing and engagement. This informs the approach taken by the	

Progress towards achieving improvement measures	
Wellbeing Team in providing support for students and staff. Part of this approach is the use of the Reflection Room as a key measure in supporting students reconnect with their learning and meet the expectations of the College.	

Process 3: **Successful Partnerships** - Ensure active collaboration with the School Council, P&C and partnerships with organisations, community groups, community of schools and other schools assist and promote school improvement across multiple platforms.

Evaluation	Funds Expended (Resources)
Two significant projects have been completed in 2020 as a result of the partnerships the College has established with the community are the refurbishment of the basketball courts and the construction of the outdoor classroom. The improvement of the basketball was a result of the College's relationship with the local member, Gabrielle Upton, who was able to work with the NSW Government to improve the sporting facilities of the College. The College with support from the community applied for a grant to fund the construction of an outdoor classroom. Faculties have already begun planning the utilisation of the space into teaching and learning programs. The College has maintained a strong relationship with the P&C despite the challenges caused by COVID-19 restrictions, which has ensured the optimal functioning of the College. This has included involvement in staffing arrangements.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$5646 Human Resources	Not all students developed a PLP, plans in place to improve systems and support for 2021.
English language proficiency	$218768 funding for EALD teachers $41470	New strategy implemented effectively to support students
Low level adjustment for disability	$191733 spent on provision of support by Student Learning Support Officers	Students were well supported.
Socio-economic background	$31419	COVID 19 meant that not all funds were expended.
Support for beginning teachers	$85530	Not all funds were expended due to COVID 19.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	633	668	685	720
Girls	509	577	619	623

Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.9	93.1	92.1	94.3
8	92.6	90.6	89.5	91.3
9	91.1	88.2	89	90.6
10	87.8	85.7	87.2	89.1
11	89.6	84.5	89.5	91.1
12	91.1	87.6	86.1	90.7
All Years	91.2	88.7	89.1	91.2
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

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	1	2	18
TAFE entry	1	2	11
University Entry	0	1	68
Other	3	3	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

14.29% of Year 12 students at Rose Bay Secondary College undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

95.6% of all Year 12 students at Rose Bay Secondary College expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	14
Classroom Teacher(s)	69.8
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.4
Teacher ESL	2
School Counsellor	1
School Administration and Support Staff	17.97
Other Positions	1.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	1,639,681
Revenue	15,151,829
Appropriation	14,050,991
Sale of Goods and Services	56,249
Grants and contributions	1,002,352
Investment income	6,374
Other revenue	35,863
Expenses	-15,565,744
Employee related	-13,225,838
Operating expenses	-2,339,906
Surplus / deficit for the year	-413,915
Closing Balance	1,225,766

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 **Approved SBA** ($)
Targeted Total	199,842
Equity Total	489,036
Equity - Aboriginal	5,646
Equity - Socio-economic	31,419
Equity - Language	260,238
Equity - Disability	191,733
Base Total	12,773,036
Base - Per Capita	317,850
Base - Location	0
Base - Other	12,455,185
Other Total	449,587
Grand Total	13,911,500

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
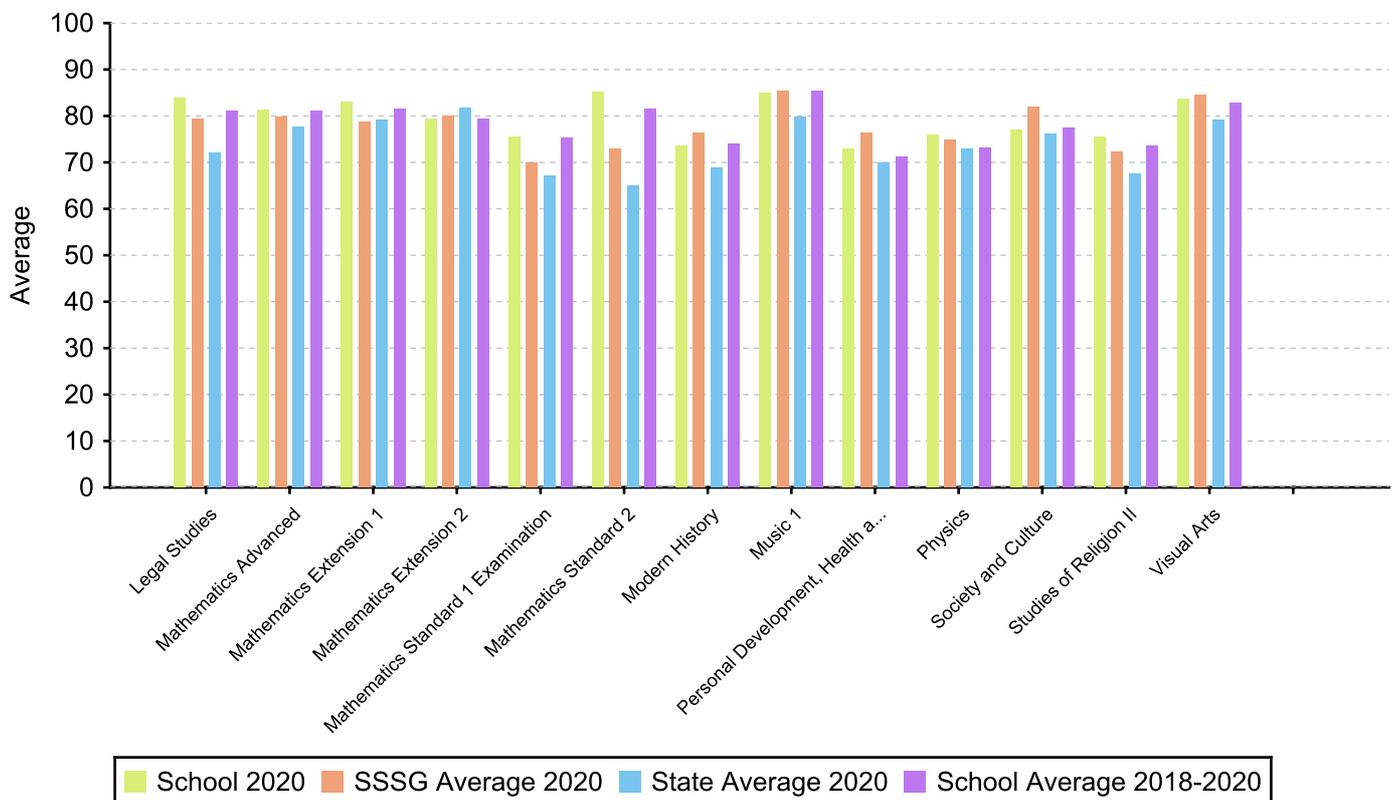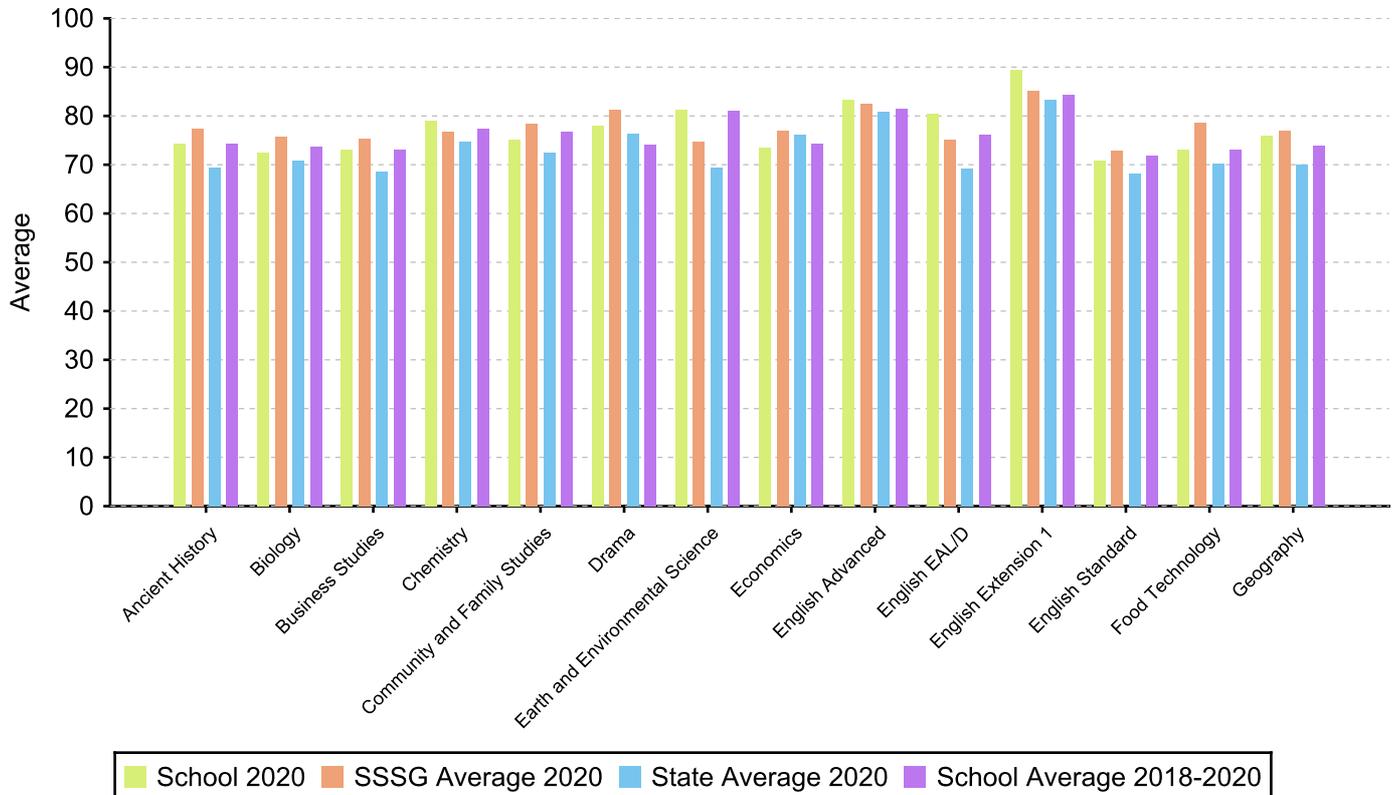
Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	74.4	77.5	69.4	74.4
Biology	72.5	75.8	70.8	73.8
Business Studies	73.2	75.4	68.6	73.2
Chemistry	79.0	76.8	74.8	77.5
Community and Family Studies	75.1	78.4	72.4	76.8
Drama	78.1	81.3	76.4	74.1
Earth and Environmental Science	81.2	74.7	69.5	81.1
Economics	73.6	76.9	76.1	74.3
English Advanced	83.3	82.5	80.8	81.4
English EAL/D	80.4	75.2	69.3	76.1
English Extension 1	89.4	85.2	83.4	84.4
English Standard	70.9	73.0	68.1	71.8
Food Technology	73.0	78.6	70.2	73.0
Geography	76.0	76.9	70.1	74.0
Legal Studies	83.8	79.4	72.1	81.2
Mathematics Advanced	81.2	79.8	77.7	81.2
Mathematics Extension 1	83.0	78.6	79.1	81.4
Mathematics Extension 2	79.3	80.0	81.8	79.3
Mathematics Standard 1 Examination	75.4	69.8	67.2	75.2
Mathematics Standard 2	85.2	73.0	64.9	81.4
Modern History	73.6	76.3	68.9	74.1
Music 1	85.0	85.4	79.8	85.3
Personal Development, Health and Physical Education	73.0	76.5	69.9	71.1
Physics	76.0	74.8	73.0	73.0
Society and Culture	77.1	81.9	76.2	77.5
Studies of Religion II	75.6	72.3	67.5	73.6
Visual Arts	83.7	84.5	79.2	82.7

Parent/caregiver, student, teacher satisfaction

Tell Them From Me 2020 survey results indicate that parents and students believe students have strong advocacy, belonging and expectations for success.

Teachers reported through the 2020 People Matter Survey, an increase in autonomy and employee voice, an improvement in feedback and performance management and improved learning and development opportunities.

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Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.