

2006

Annual School Report



Kincoppal – Rose Bay School

School of the Sacred Heart

New South Head Road
Rose Bay, Sydney 2029 Australia
Telephone + 61 (2) 9388 6000
Facsimile +61 (2) 9388 6001
Website: <http://www.krb.nsw.edu.au/>

About the Annual School Report

Kincoppal-Rose Bay School is registered by the Board of Studies (New South Wales). The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The report describes achievement of school development priorities in 2006 and gives information about 2007 priorities.

This report is a legislative requirement under the Education Amendment (Non-Government Schools Registration) Act 2004. The information in this report is complemented by other school publications such as the school prospectus, policies and newsletters which are distributed and published on the school web site.

Message from key school bodies

School Board's Message

Kincoppal-Rose Bay School is part of a network of more than 200 Sacred Heart Schools in 44 countries. This Catholic School is founded on the concept of educating the whole person. This education creates individuals who are prepared for a life of courage and confidence and who can make a profound difference to the world at large.

The School is operated by Kincoppal-Rose Bay School Limited (Company). The Board is appointed by the Trustees to oversee the management of the company in accordance with its Constitution and the Corporation Law for the benefit of the Trustees. The Board does not manage the School on a day to day basis. This duty is delegated to the Principal who is appointed by, and reports to, the Board. The Principal is the Chief Executive Officer of the Company and a Director.

The main responsibility of the Board is to oversee the management to the Company in accordance with its Constitution and the Corporations Law for the benefit of the Trustees. Oversight of the management of the Company means ensuring that the objects of the Company are achieved.

The objects of the Company as stated in its Constitution are:

- (a) to undertake the ownership, management and control of Kincoppal-Rose Bay School and to govern, conduct and carry on the School. subject always to the provision of relevant legislation at Rose Bay or elsewhere in the State of New South Wales as part of the mission of the Catholic Church, in conformity within its canon law and in conformity with the educational philosophy of the Society, based on the educational tradition begun by Madeleine Sophie Barat, Foundress of the Society, which is expressed in the Goals of Sacred Heart Education;
- (b) to carry on or assist in carrying on and promote the religious, apostolic and charitable activities of the Society; and
- (c) to do all such other things as are incidental or conducive to the attainment of the objectives of the Company.

Message from key school bodies

Principal's Message

Kincoppal-Rose Bay School is a member of the international group of schools conducted by the Society of the Sacred Heart, a Catholic teaching order established by Saint Madeleine Sophie Barat in France in 1800.

The Convent of the Sacred Heart, Rose Bay, was founded in 1882. Kincoppal was established at Elizabeth Bay in 1909. In 1971 the two schools were amalgamated and today, Kincoppal-Rose Bay School comprises a fully co-educational P-6 school for girls and boys, and a senior boarding and day 7-12 school for girls.

Kincoppal-Rose Bay School offers:

- A Sacred Heart education firmly grounded on the development of a strong and vibrant faith in God
- A balanced, 21st century, educational program, nurturing the development of the whole person and encouraging each to achieve his/her personal best
- The opportunity to be part of a P-12 learning environment
- A community which cares about each individual and encourages each to think critically and act with courage and compassion
- A global focus for students
- An education in a diverse international community.

At Kincoppal-Rose Bay we aim to offer all our students the challenge of achieving personal excellence in all areas of school life, no matter what their gifts and talents turn out to be. We challenge our students to become independent life-long learners and we equip them with the skills necessary for life-long learning. Informed by our education in the Catholic faith, we provide a strong sense of community and opportunities for each student to be part of a global educational network of Sacred Heart schools. We aim to give our students an empathy with others as well as the self confidence to believe that they can make a difference to their world.

The school's population during 2006 consisted of 905 students, of whom 144 live on site as boarders attending the secondary school. Demand for places, both in the day school and boarding house, is strong.

Parent Body Message

The Parents and Friends Association of Kincoppal-Rose Bay School seeks to assist the school's continued growth and prosperity by building a strong sense of community among school families and by raising funds for the school. Parents of current students are very satisfied with the school and the way it supports each individual student to achieve his or her best.

Message from key school bodies

Student Body Message

From the earliest years, students are taught to be articulate, confident and to show respect for the other. They are regularly given responsibilities appropriate to their age and stage of development. Older students are encouraged to be role models for younger students through peer support programs. The school promotes an understanding of leadership as service to all members of the school and the wider community, and commitment to the values of the school.

Student leaders are expected to demonstrate moral integrity, initiative and strong commitment to their specific leadership responsibilities. The school hopes that the student leaders, through the opportunities offered, will:

- Develop a life-long capacity for discernment, compassion and reflection
- Be seekers of truth, in all its dimensions, even if it involves challenging accepted notions and modes of our society.

In Year 11, specific leadership training includes workshops and a weekend retreat, where all senior students learn to set and prioritise goals, and to develop strategies to achieve these goals. Midway through Year 11, there is an election process in which Year 11 students self-nominate, presenting their goals and vision for the school to their peers and teachers.

A Leadership Committee is then appointed, comprising Head Girl and three Assistant Head Girls, Head Boarder and Assistant Head Boarder, Head of Sport and Head of International Students. For each of the four Day School Houses, a Captain and Vice-Captain are appointed, along with two Social Justice Captains for each House. Also in the Day School, there are Captains and Vice-Captains of the various committees, and in the Boarding School, a Captain of each of the three Boarding Houses.

The newly appointed 2006 Head Girl in her inaugural address to the school, said: ‘True leadership being service, I believe that the greatest service we can give one another as students of Kincoppal-Rose Bay is to have the courage and love to support one another in making good decisions’.

Value added information

At Kincoppal-Rose Bay, we adapt the goals of Sacred Heart Education to our school. The goals currently find expression in the School's Strategic Plan 2006 to 2008 which was developed through extensive community consultation during Term 4 of 2005 and launched at the beginning of 2006.

The Strategic Plan actively helps focus the school's efforts, expertise and resources in the direction that our School Board, the Society of the Sacred Heart, parents, teachers, students and alumnae believe is appropriate for Kincoppal Rose Bay. This plan shapes how we approach the education of our students, the sort of experiences we design for them, how to best identify and promote their unique skills and talents, how to ensure they learn in an optimum environment and with the best possible teachers.

The school has demonstrated its commitment to the Sacred Heart Goal of *A Deep Respect for Intellectual Values* by focusing on the strategies required to develop students as independent, life long learners who will be capable of facing the challenges of the 21st century.

These five strategies were a particular focus for 2006:

1. To use personalised learning as a framework for school transformation for the 21st century.

Assembly for HSC High Achievers from the class of 2005

- Year 12 student interviews
- 2005 HSC analysis by Heads of Department, including value-added data
- Review of Stage 6 Assessment Program
- Changes to the Academic Award Structures

2. To implement Pedagogy which encourages students to take responsibility for their own learning.

- Learning to Learn Courses
- Gifted and Talented Education
- Identification of Students
- Strategies and Programs for Gifted and Talented students
- Acceleration Opportunities
- Mentor Program for Gifted & Talented students in the Junior School
- Co-Curricular Programs/External Competitions
- Learning Support

3. To develop Kincoppal-Rose Bay School as a learning community.

- The Teaching and Learning Team
- Independent Learning Centre
- Tutoring Program
- The Peer Tutoring Scheme
- Provision of Study Centre for Years 5 & 6 Students
- Teachers as Learners: Professional Development

Value added information

4. To structure the Curriculum to meet the Learning Needs and Interests of Students P-12.

- The re-structure of the school day
- Curriculum review process and recommendations
- Subject-selection processes for Years 9 and 11 students
- Introduction of new courses in Year 11
- Introduction of Integrated Studies in the Junior School
- Redevelopment of the reporting process in Years 1-10

5. To Harness New Technologies to Support Effective Learning.

- New Technologies Team
- New Technologies Support Team P-12
- KRB i-School
- Laptops at point of need
- Interactive Whiteboards
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Student performance in statewide or equivalent tests and examinations

The 2006 Higher School Certificate

Our young Women from the class of 2006 showed their commitment and a deep respect for intellectual values through their achievements of personal best in the Higher School Certificate this year.

Five students achieved UAIs over 98 and 12 students achieved UAIs over 95. The University Admission Indexes were:

- 5% achieved UAIs over 98
- 12% achieved UAIs over 95
- 30% achieved UAIs over 90
- 52% achieved UAIs over 80

These tertiary entry achievements provide our students with the opportunities of tertiary study in Australia and overseas and experiences working and training overseas. Ninety-seven students sat for the HSC as well as two Year 11 accelerants in Languages courses and 96 members of the class were eligible for the NSW University Admissions Index (UAI).

Significant HSC achievements

- 92 KRB students achieved the top Band in a HSC course or Extension course (Band 6 or E4)
- In Mathematics, the school was ranked 54th overall in the state for the results in all the Mathematics courses. 91% of students studying the *Mathematics Extension 1* Course achieved in Bands 5 and 6
- In English, the school was ranked in the top 100 schools. In *English Advanced* 66% of students achieved in Bands 5 and 6, in *English Extension 1* 94% achieved in the top two Bands (E3 and E4) and in *English Extension 2* 100% (5 students)
- The proportion of KRB students achieving Bands 5 and 6 was well above the state average

Student performance in statewide or equivalent tests and examinations

2006 HSC Results Overview

Subject	No of Students	% Bands 5&6 KRB	% Bands 5&6 State	KRB % Mean	State % Mean
Ancient History	16	62.5	40.08	80.75	74.66
Biology	20	25	30.08	76.49	71.92
Business Studies	31	54.83	29.39	80.12	71.15
Chemistry	20	55	36.03	78.60	73.52
Drama	17	88.22	41.43	89.55	76.17
Economics	13	53.83	46.71	80.98	76.42
English Standard	48	22.91	3.26	74.83	65.15
English Advanced	48	66.66	38.73	81.87	76.61
English Ext 1	16	E3&4 93.75	E3&4 83.67	40.57	38.91
English Ext 2	5	E3&4 100	E3&4 79.34	44.64	39.28
Geography	12	50	47.56	78.52	76.66
IPT	10	10	33.81	71.70	72.14
General Mathematics	21	33.32	17.79	77.35	67.72
Mathematics 2 unit	38	63.15	38.68	80.18	72.61
Mathematics Ext 1	23	91.29	71.53	84.01	75.64
Mathematics Ext 2	10	E3&4 80	E3&4 81.89	81.44	79.12
Modern History	22	77.26	42.35	82.81	75.49
History Extension	11	E3&4 45.45	E3&4 65.89	33.83	36.30
Music 1	1	100	46.89	92.80	77.77
Music 2	5	60	80.02	82.28	84.87
Music Extension	4	E3&4 100	E3&4 92.75	42.93	43.38
PDHPE	15	46.66	38.06	77.78	72.81
Physics	9	66.66	37.29	79.82	74.53
Studies of Religion 1u	45	71.1	47.66	40.28	38.14
Studies of Religion 2u	36	55.54	46.36	78.53	76.42
Visual Arts	29	93.09	55.65	86.66	80.19
French Continuers	1	100	58.87	91.4	80.73
Italian Beginners	21	33.32	32.26	78.17	71.48
Japanese Beginners	12	91.66	42.84	90.25	75.46

Student performance in statewide or equivalent tests and examinations

School Certificate Grades Awarded at Kincoppal - Rose Bay in 2006

School Certificate Courses taught at Kincoppal - Rose Bay in 2006	% A Sch ool	% B Sch ool	% C Sch ool	% D Sch ool	% E Sch ool	% A Sta te	% B Sta te	% C Sta te	% D Sta te	% E Sta te
Australian Geography MAND	18	39	24	15	3	12	22	35	22	9
Australian History MAND	21	31	44	3	0	13	22	34	22	9
Commerce 100H	47	7	20	27	0	16	28	33	18	6
Commerce 200H	35	35	25	4	0	25	29	29	13	4
Design & Technology 100H	14	29	29	29	0	17	32	33	13	5
Design and Technology 200H	16	26	42	16	0	21	28	32	15	5
Drama 100H	20	70	10	0	0	13	28	36	17	6
Drama 200H	30	39	30	0	0	22	32	30	12	4
English	10	30	41	12	6	13	25	37	18	6
French 100H	13	13	63	13	0	9	26	39	19	6
French 200H	46	15	38	0	0	32	28	25	12	2
Graphics Technology 100H	100	0	0	0	0	12	25	37	18	7
Info & S/Ware Technol100H	38	54	8	0	0	13	24	34	21	8
Japanese 100H	100	0	0	0	0	18	20	30	17	15
Music 100H	33	44	22	0	0	12	24	32	22	10
Music 200H	40	50	10	0	0	22	29	29	14	6
Per Dev Health & P.E 200H	12	16	58	11	3	13	27	35	17	6
Science	17	29	47	6	0	13	23	36	20	7
Spanish 100H	100	0	0	0	0	17	35	31	12	2
Visual Arts 100H	25	38	13	25	0	15	29	36	15	5
Visual Arts 200H	33	28	21	18	0	24	30	29	12	4

Student performance in statewide or equivalent tests and examinations

School Certificate Tests

The following table sets out the proportion of KRB students achieving in the top two Bands in the SC external tests in 2006, compared to the previous year and the State.

	Band 6		Band 5	
	KRB	State	KRB	State
English				
2006	21%	5%	47%	26%
2005	11%	6%	40%	23%
Mathematics				
2006	18%	6%	29%	14%
2005	8%	7%	39%	18%
Science				
2006	11%	5%	36%	25%
2005	11%	6%	30%	26%
Australian Geography				
2006	17%	8%	45%	23%
2005	2%	4%	34%	23%
Australian History				
2006	28%	7%	27%	17%
2005	3%	6%	32%	24%

In the new 2006 Computing Skills test the proportion assessed as ‘Highly Competent’ was 93%. This proportion reflects the fact that Kincoppal-Rose Bay continues to invest not just in technology infrastructure but also in developing the skills of students in using technology to improve their learning.

Student performance in statewide or equivalent tests and examinations

Literacy and Numeracy Assessments in Years 3, 5 and 7

ELLA and SNAP, Year 7

In 2006, 99% of Year 7 students participated in state wide literacy testing. In the English Language and Literacy Assessment (ELLA) test, all students performed at or above the state level in each of the three components of Literacy. 100% of students who sat the test achieved at elementary level or above in Writing, Reading and Language. The result in both Reading and Language has improved by 2% on the school's 2005 result of 98%.

In 2006, 99% of students also participated in state wide numeracy testing. In the Secondary Numeracy Assessment Program (SNAP) test, 100% of students who sat the test achieved at or above elementary level in overall Numeracy as compared with 93% state wide. This result equals the school's achievements for the previous 3 years.

2006 Test	Yr 7 Percentage of students achieving		
	Elementary band or higher	Statewide	Benchmark
English Language and Literacy Assessment (ELLA)	KRB School	Statewide	
Writing	100%	(95%)	99%
Reading	100%	(97%)	91%
Language	100%	(95%)	99%
Secondary Numeracy Assessment Program (SNAP)	100%	(93%)	87%

Student performance in statewide or equivalent tests and examinations

Basic Skills Tests (BST) Results for 2006 (Years 3 and 5)

In 2006, 56 Year 3 (98%) and 44 Year 5 (100%) students participated in the BST and the Primary Writing Assessment. In Year 3, 98% of students achieved skill bands 2 or higher in literacy compared to 92% of the state and 96% achieved skill bands 2 or higher in numeracy compared to 91% of the state. As in previous years students performed consistently across all aspects of numeracy and literacy. Achievement in writing was 98% at band 2 and above which is comparable to the rest of the state at 90%. Improvement in numeracy was especially pleasing.

In Year 5, 99% of students achieved skill bands 3 or higher in literacy as compared to 83% of the state and 100% achieved skill bands 3 or higher in numeracy compared to 95% of the state. In writing, 100% of students achieved skill band 3 or higher compared with 93% in the state. The achievement of this group shows a significant improvement since they were tested in Year 3, particularly in numeracy and writing.

Percentage of KRB students and the state comparison per band

Year 3 Literacy						
	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
KRB		36	44	16	2	2
State		14	28	32	19	8

Year 3 Numeracy						
	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
KRB		46	27	16	7	4
State		22	24	26	19	9

Year 5 Literacy						
	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
KRB	52	36	9	2	0	0
State	22	28	29	14	5	1

Year 5 Numeracy						
	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
KRB	59	32	7	2	0	0
State	30	26	24	15	5	1

Professional learning and teacher standards

A New Technologies Team was established in 2006 to research available new technologies and their application to KRB. The resource needs in integrating ICT into the curriculum was examined, along with strategies that would support learning in the classroom. All full time staff were issued with laptops or desktop computers to improve and facilitate the use of ICT in learning and teaching. Staff received training in the use of Information and Communication Technologies. •

KRB i-School is an open source software (Moodle) student learning management system. In 2006, all students Years 3-12 and staff learnt to use i-School. This is a more sophisticated tool than our previous intranet and allows for online discussions, the storage of any lesson, opportunities to display student work, assignment submission and homework tasks.

The average expenditure on professional development per teacher for 2006 was \$360

Professional Development	Number of Courses attended	Number of staff Involved
Pastoral Care/ Counselling	16	5
Early Learning Centre	10	4
Primary School	48	18
Secondary School KLAS		
Mathematics	24	6
English	10	6
HSIE	16	6
Science	8	5
PDHPE	9	4
TAS/ IT	29	5
RE	4	3
Visual Arts/ Drama/ Music	8	5
LOTE	5	3
Teaching and Learning	4	2
Assessment and Reporting	5	1
Boarding	5	2
Learning Support P-12	12	8
Library	6	3
Other	3	3

Teacher Standards

1. Number of teaching staff in 2006 who have teaching qualifications from a higher education institution = 90
2. Number of teaching staff who have qualifications from a higher education institution but lack teacher education qualifications = 0
3. Numbers who do not have qualifications as described in 1 or 2 but have been employed as teachers = 0

Teacher attendance and retention rates

In 2006 the average daily staff attendance rate was 98 %. Of the 2006 teaching staff, 96% were retained from 2005.

Student attendance and retention rates in secondary schools

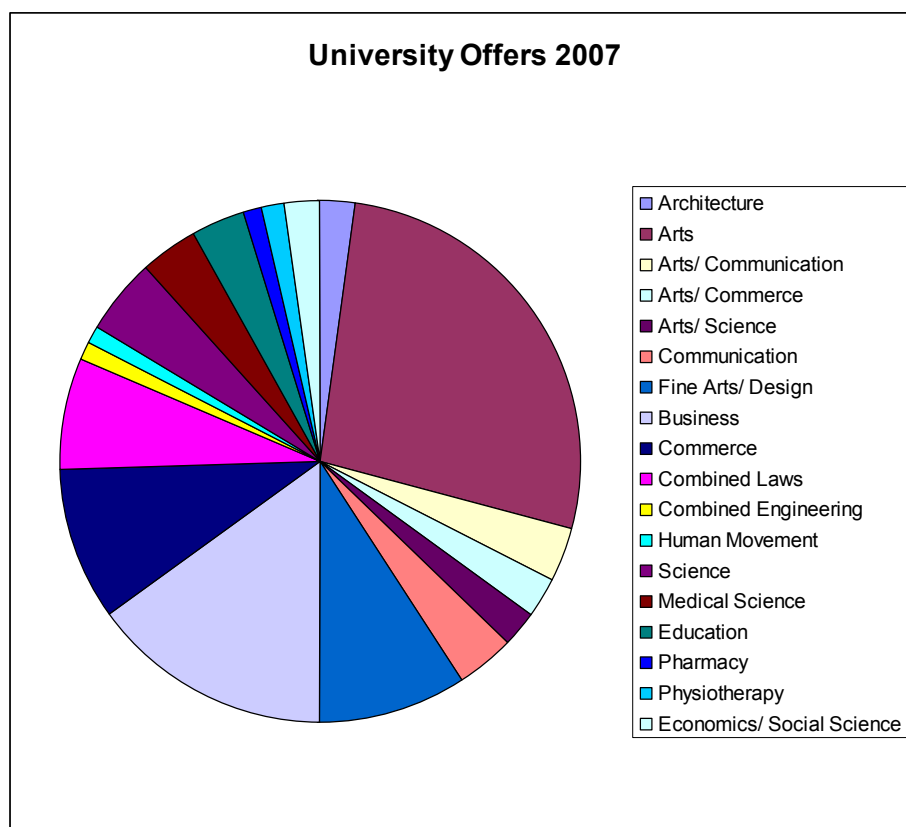
The average student attendance for 2006 was 95.6%.

The percentage for the actual retention rate of students from Year 10 to Year 12 is 96%. Students leave Years 10 and 11 for a variety of reasons: change of family circumstances, relocation, change of environment, or to pursue employment or vocational training.

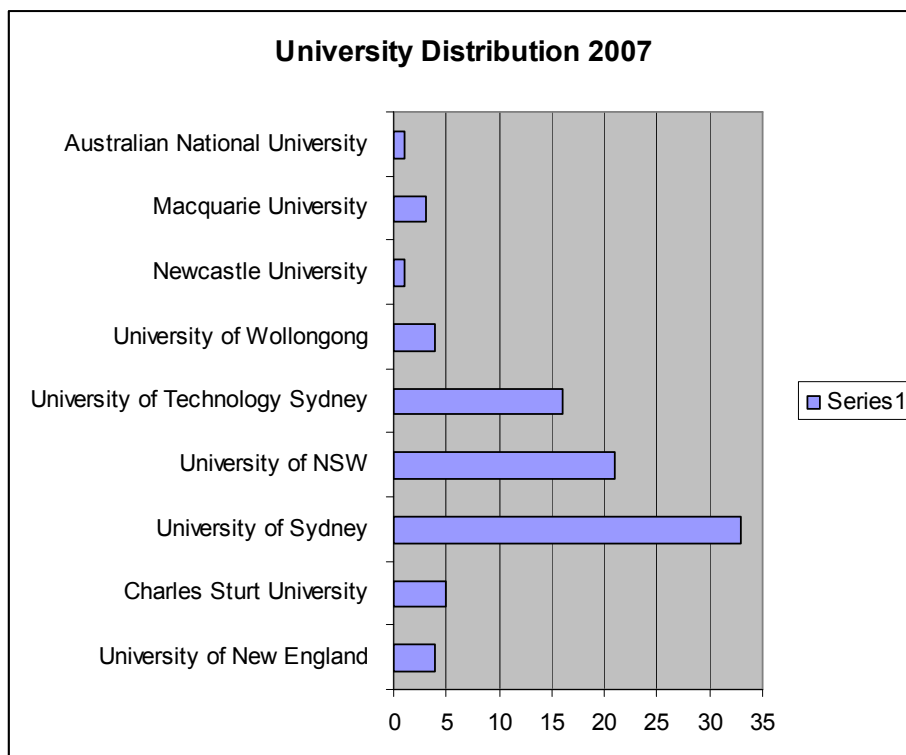
Post school destinations

The vast majority of students go on to university with a small minority going to TAFE or Private Colleges. A small but significant number of students attend universities overseas.

The graphs below and over page detail University courses into which the majority of 2006 students gained entry.



Post school destinations



Enrolment policies and profiles

The education offered by the school gives priority to the development of a mature Christian faith, and operates within the policies of the NSW Board of Studies. Students are encouraged to be committed to and to enjoy learning, to know and realise their potential, and to develop skills and attitudes that help them strive for academic excellence. A similar commitment to excellence is also fostered in a wide range of sporting and cultural pursuits.

Priority is given to students or families who are actively Catholic, whose values are coherent with the school's values and who will support the philosophy of the school. The school is open to applicants with other Christian or non-Christian backgrounds, provided there is respect for Christian education and willingness to support the philosophy of the school and acceptance of participation in the Religious Education program.

Prior to the enrolment being approved, each family is required to have an interview with the Principal. The school has CRITICOS registration and accepts international students. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time.

Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment.

School Profiles

As part of the international network of Sacred Heart Schools, Kincoppal-Rose Bay School has connections with schools in over 40 countries on five continents, and currently has students from 34 different countries. The school is registered to accept students from overseas, who meet Australian Government requirements. Close liaison with families of overseas students and local guardians is maintained. Upon graduation, all students benefit from:

- The ability to maintain links with the worldwide Association of Sacred Heart Schools
- The international Hospitality Program offering welcome in more than 40 countries.

In 2006, there were approximately 503 girls enrolled in the secondary school and 420 students in the primary school.

School policies

Student management / welfare / discipline policies

The five goals of Sacred Heart Education underpin the School's approach to providing a safe and supportive environment for all students where:

- the risk of harm is minimised and all students feel secure
- their social, academic, spiritual, physical and emotional development is enhanced
- a sense of self-worth and personal development is fostered

The school management/welfare and discipline policies reflect these five goals of Sacred Heart Education. The school publishes copies of all documents for students and parents, including Internet Policy, Positive Peer Relations – Anti Bullying Policy, Strategic Plan.

The full text of student management/welfare and discipline policies can be obtained via the school web site, school diaries and by contacting the Director of Pastoral Care or the Director of Curriculum. These documents remain unchanged for the 2006 school year.

Reporting complaints and resolving grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the five goals of Sacred Heart Education which underpin the School's approach. The School's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness. A copy of these school policies is available from the Director of Pastoral Care or the Director of Curriculum.

School determined improvement targets Strategic Plan 2006 - 2008

1. To continue to build a connected and purposeful Catholic school community.

1. To provide students with an education in the Catholic faith which deepens their understanding of the faith and offers them an experience of belonging in a faith community
2. To enhance KRB's commitment to the goals and criteria of Sacred Heart education
3. To celebrate KRB's 125th Anniversary in ways which give expression to the goals
4. To integrate Religious of the Sacred Heart, alumnae, past parents and other friends into the school community
5. To foster a culture of communication and engagement with parents

2. To develop our students as leaders and responsible citizens in a global community.

1. To create opportunities through which all students will enhance their experience of leadership as service
2. To support and promote the Sacred Heart network of schools
3. To support students in living the Christian call to be 'neighbour' to those with whom they interact
4. To develop in senior school students the capacity to be young women who, through their social contribution, will help create an ethical, responsible and compassionate society

3. To foster a culture of independent, life long learning.

1. To use 'personalised learning' as a framework for school transformation for the 21st century
2. To implement pedagogy which encourages students to take responsibility for their own learning
3. To develop KRB as a learning community P-12
4. To structure the curriculum to meet the learning needs and interests of students P-12
5. To foster the qualities required for engagement with, and for, others
6. To harness new technologies to support effective learning

4. To attain best practice in employment relations. *To pursue best practice in:*

1. the recruitment, selection, induction and development of staff
2. retaining, developing and appropriately rewarding staff
3. reviewing teachers' work, with a focus on meeting the learning needs of students
4. providing teachers and support staff with structured feedback about their professional performance

5. To provide the resources to underpin the objectives of the school.

1. To maintain a sensitivity to the needs and pressures of modern family life in the provision of educational services
2. To align the provision of facilities and resources with educational best practice
3. To develop financial plans in response to the school's resource requirements
4. To act strategically in relation to enrolments
5. To create ways of increasing the sources of income available to the School
6. To develop and extend the bursary and scholarship programs

School determined improvement targets - Strategic Plan 2006 - 2008

The School has made a major commitment to developing a whole-School approach to the support of faculties and teachers in differentiating the curriculum to ensure students' individual needs are best met. The appointment of specialist teachers and development of programs commenced in 2005.

The successful completion of registration and accreditation with the Office of the Board of Studies assisted in the further development of programs and learning and teaching resources.

Initiatives promoting respect and responsibility

A broad range of programs has been used to develop students' understanding of respect for each other and responsibilities for their own actions.

The pastoral programs in Years 7-12 in 2006 have encompassed all areas of the five Goals of Sacred Heart Education.

- Students have been active participants in the Interfaith Dialogue Program established by Youth Encounters, an initiative by Christians, Jews and Muslims. There was a large gathering of students for Interfaith in Australia at MLC College Burwood in November of 2006.
- Students continued to be involved with WATAC during 2006. This provides an opportunity to explore issues pertinent to women and the Australian Church.
- During the course of 2006, the school increased its allocation of time for Religious Education in alignment with the requirements of the Archdiocese of Sydney.
- Student Leaders attended a weekend retreat at Kerever Park on Leadership in order to understand better the centrality of Social Justice to Sacred Heart Education.
- School liturgies were celebrated as a P-12 school where possible, e.g. Opening of the School Year Mass, Closing of the School Year Mass, Sacred Heart Day.
- School camps provide opportunities for students to engage in a variety of activities encouraging respect for each other and responsibility for their own actions.
- There has been involvement in programs such as the Resourceful Adolescence Program and the Peer Support Program, developing skills, building support networks, coping with life issues and bullying.
- The senior student body attends regular seminars on a variety of topics including safe partying, conflict resolution, building positive relationships and bullying.

Parent, Student and Teacher Satisfaction

Parent satisfaction

The Parents' and Friends' Association of Kincoppal-Rose Bay School report that parents of current students are very satisfied with the school and the way it supports each individual student to achieve his or her best. This is demonstrated by staff in the caring way they assist both the intellectual and spiritual development of students.

In particular, parents value the strong social justice focus of the school and its desire to produce young adults who can deal with the real world with discernment, with a strong sense of their own dignity and the dignity of others.

In future, the P & F would like to continue to develop stronger ties between families and the school, especially families in the senior school, and to raise funds for equipment which supports staff and students in their efforts in classrooms, sporting fields and the many other areas of endeavour that form part of their Sacred Heart education. Community building initiatives have included very successful regional meetings to connect with boarding families, alumnae, and future parents and students.

Student satisfaction

Data was collected in a number of student voice sessions in both the primary and secondary schools. In student voice sessions in 2006 students reported that they were satisfied with:

- Implementation of new technologies in key learning areas
- New study arrangements for Year 12
- A range of motivational speakers in the pastoral program
- Differentiated learning opportunities
- Opportunities for participation in a wide range of external competitions and activities
- Their caring teachers
- Exchange opportunities in other countries
- Learning support
- Leadership opportunities
- Learning opportunities outside the classroom

Teacher Satisfaction

Data was collected at Heads of Department, Stage Coordinator and staff meetings. In 2006 evidence to show teachers were satisfied with the school included

- Attendance rates
- Retention rates
- Willingness to take part in professional learning opportunities
- High levels of participation in co-curricular activities
- Involvement in both pastoral and academic life of the School
- Relationships with other staff and the wider community

Summary of financial information

