Rose Bay Secondary College

Annual School Report

School Code: 8555
Our school at a glance

Rose Bay Secondary College is a partially selective co-educational college, blending a comprehensive local enrolment with two selective classes in each scholastic year. Our college has a support class for students with learning disabilities who thrive within an exceptional environment. Our college is well-known for its state-of-the-art facilities and the campus grounds are framed by ocean and harbor views.

Students

Our students come from a wide range of cultural and socio-economic backgrounds. Students have a wide range of interests and abilities. They participate actively in their learning and are good ambassadors for our college as exhibited by their results, participation and conduct at school and in the community.

Staff

The college has committed hard working teaching and support staff who deliver quality teaching and learning programs for all students. The staff seeks continual improvement through participation in ongoing professional learning programs.

The staff exercises their duty of care through a strong focus on the welfare of their students.

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

Significant programs and initiatives

There are a wide range of curricula and extra-curricular programs at Rose Bay. The college has selective stream classes for academically gifted students and a support class for students with special learning needs.

Student achievement in 2011

Students sat for important exams to measure progress and achievement. These were NAPLAN tests which are the national tests for literacy and numeracy in years 7 & 9, the School Certificate which marks the completion of stage 5 of schooling and the Higher School Certificate marking the end of Stage 6 of school. Following the HSC, the University Admission Centre calculates an ATAR for each student which forms the basis of their university entrance.

Rose Bay student performed well on all these tests with a high percentage of students achieving above the national standards in literacy and numeracy. School Certificate and Higher School Certificate results were strong.

Our highest achievers in the 2011 HSC were:

<table>
<thead>
<tr>
<th>Student</th>
<th>University Course</th>
<th>ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harrison Nobis</td>
<td>Aeronautical engineering/Mathematics USYD</td>
<td>99.4</td>
</tr>
<tr>
<td>Campbell Burns</td>
<td>Commerce/Law UNSW</td>
<td>99.3</td>
</tr>
<tr>
<td>Frank Salmon</td>
<td>Neuroscience UNSW</td>
<td>97.1</td>
</tr>
<tr>
<td>Sooji Hur</td>
<td>Medical Science UNSW</td>
<td>96</td>
</tr>
<tr>
<td>Nhat Hong Vu</td>
<td>Science/Adv mathematics UNSW</td>
<td>95.4</td>
</tr>
<tr>
<td>Huong Giang Tran</td>
<td>Business UTS</td>
<td>94.65</td>
</tr>
<tr>
<td>Jonathan Delley</td>
<td>Material science/Biomedical engineering UNSW</td>
<td>94.45</td>
</tr>
<tr>
<td>Shaul Tsor</td>
<td>Engineering/Commer ce UTS</td>
<td>93.4</td>
</tr>
<tr>
<td>Pavlo Dobrocvsky</td>
<td>Engineering UNSW</td>
<td>90+</td>
</tr>
<tr>
<td>Martha Zwartz</td>
<td>Visual Arts SCA, USYD</td>
<td>93</td>
</tr>
<tr>
<td>Pamela Wu</td>
<td>Commerce/Arts UNSW</td>
<td>92.95</td>
</tr>
<tr>
<td>Dana Leidl</td>
<td>Medical science UNSW</td>
<td>91.85</td>
</tr>
<tr>
<td>Adam Krajewski</td>
<td>Science (Studying in Canada)</td>
<td>90.9</td>
</tr>
<tr>
<td>Livya Steigrad</td>
<td>Writing and cultural studies UTS</td>
<td>90.7</td>
</tr>
<tr>
<td>Pamela Soh</td>
<td>Animal and veterinary bio. Science UNSW</td>
<td>90.5</td>
</tr>
<tr>
<td>Dylan Bye</td>
<td>Media, communications and journalism UNSW</td>
<td>90.45</td>
</tr>
<tr>
<td>Maxwell Bardsley</td>
<td>Science/Arts USYD</td>
<td>90.1</td>
</tr>
</tbody>
</table>

14.7% of our 2011 HSC cohort achieved an ATAR greater than 90.

Harrison Nobis achieved 2nd in NSW for the Software Design and Development course.
Campbell Burns achieved 14th in NSW for the Ancient History course.

Martha Zwartz’s major Visual Art work was exhibited in Art Express.

Sara-Naomi Taberner’s Dance routine was selected for Encore.

Messages

Principal’s message

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

This report contains details of the college’s performance in implementing quality academic and extra-curricular programs which target the specific needs of our students and our community. Rose Bay Secondary College (RBSC) made significant achievements in 2011.

The college has selective streams in years 7 to 10 for intellectually gifted and academically talented learners. The curriculum is differentiated to meet the learning needs of these students. Opportunities are given for independent learning and research, negotiated curriculum, higher order critical thinking, specific enrichment, curriculum compaction and acceleration.

The offering of selective and mainstream classes provides for quality learning opportunities for all our students. The breadth of the elective subjects provides for all interests. Students have the opportunity to achieve excellence across the academic, creative, sporting and socio-effective domains.

Our support class offers quality individualised education programs under the leadership of a trained teacher and teacher’s aide in purpose built facilities.

Our college’s culture of success and its responsive curriculum cater for all students in a climate of respect where learning is a valued, positive and rewarding experience.

I certify that the information in this report is the result of rigorous school self-evaluation processes and is a balanced and genuine account of the school’s achievements and areas for development.

Mr Jim Linton MSc JP

P & C message

The RBSC P&C Association can look back at another successful year.

We held a total of 9 meetings last year and sent several parent representatives onto the school council and school staff selection panels as well as presentation and open days and several functions where they endeavour to represent our school and its unique standing as a local, public, co-educational school where we celebrate achievement, community and opportunity.

The P&C operates both the canteen and uniform shop and with the profit financed two interactive whiteboards, including one for the support class, the production of the college magazine, the refurbishing of and new signage for the school’s entrance area, the purchase of new science kits, the debating program, a school promotional stall and the design and printing of new promotional
material, a student’s attendance at a science forum and a lunch for the teachers in appreciation of their work and dedication throughout the year.

We made contact with our newly elected state parliament member, the Hon Gabrielle Upton who has visited our school several times since and with whose support we obtained a government grant to help finance the upgrade of our school oval.

We appointed a project manager to run the oval upgrade and will be, at the beginning of 2012, in the process of getting the oval upgrade underway.

The P&C runs several committees and interest groups that address specific topics and issues relating to our school. These are communication, debating, sport, MEP, personal best (looks at academic achievement) and participation (looks at behaviour management). These groups meet regularly, often in conjunction with the school executive.

I would like to thank all parents involved for their many and varied contributions in 2011 and the school executive for their willingness to be open minded and work constructively with the parent body.

It is a privilege of public education that we, as parents, have an input into the school’s running and decision making processes.

As a public school we rely on the input of enthusiastic parents and your involvement will give your children the message that their schooling and education are relevant and important.

I’d like to encourage parents to remain or become involved in 2012 and make this another successful and productive year for our P&C.

Information on upcoming meetings, previous minutes etc can be found on the school’s website under ‘Parents and Community’.

Gaby Munro
P&C President

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**Student representative’s message**

“Education is what remains after one has forgotten what one has learnt in school” - Albert Einstein.

Of all people you might think Albert Einstein is the least likely to have had this belief, but he did. I think it is an interesting thing to question. What is an education? If we take Einstein’s definition, then it is that knowledge which affects us deeply. Knowledge that can only be learnt through experience. But I know school can provide this. The most important thing a school needs is to merely provide the opportunity. Opportunity to try things, to learn, but more importantly the opportunity to learn about yourself. Where is school taking you? Where can it take you?

I had only vague ideas of the future when I came to Rose Bay Secondary College, having just completed year six at Bellevue Hill Public School. In truth I only had one idea. I wanted to write. I soon discovered however that it was impossible to write without knowing anything. I then took it upon myself to broaden my experience. I joined the year seven film club, organized by Ms Cave. I became heavily involved in the practical side of music, and joined the Music Ensemble Program. I have pursued a Gold Duke of Edinburgh award, which has offered me skills in community service, and navigation.

It strikes me that I see my future as holding all these things which I had discounted before. I am still interested in writing, but it is the range of experience, provided by Rose Bay teachers and facilities, that mean we are not confined to one idea. We have the ability to see the bigger picture and bring these elements to bear on whatever it is we decide to pursue.

I strongly encourage you to think about what opportunity you want school to provide, and whether you want to remember your school years as a time of discovery and knowledge. I encourage you to take advantage of the
education that Rose Bay offers to all its students who seek it out.

Alex Menyhart – year 11

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Student Enrolment

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>497</td>
<td>530</td>
<td>562</td>
<td>582</td>
<td>574</td>
</tr>
<tr>
<td>Female</td>
<td>367</td>
<td>379</td>
<td>383</td>
<td>411</td>
<td>401</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance is recorded daily and in each class. Parents are notified daily by SMS messages if their child is absent or late to school. Attendance patterns are monitored for each student. Students with serious non-attendance are placed on an attendance plan which is jointly supervised by the HT student welfare and Home School Liaison Officer.
Retention to Year 12

<table>
<thead>
<tr>
<th>School</th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10</th>
<th>SC09-HSC11</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEG</td>
<td>61.3</td>
<td>58.2</td>
<td>56.1</td>
<td>60.8</td>
<td>59.5</td>
</tr>
<tr>
<td>State</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
<td>64.4</td>
</tr>
</tbody>
</table>

Please note:
- Figures in the graph shown above are percentages.
- An attempt was made to contact all the students.
- Some students who were offered university places have deferred or have not taken up their places. They are working or travelling.
- Others are taking this year to work and or travel and may apply to study next year.

Year 12 students undertaking vocational or trade training

35 students studied vocational or trade training courses as a part of their HSC either in-school (Hospitality, Media and Construction) or as a Joint School/TAFE course (Entertainment Industry; Accounting; Automotive; Beauty Therapy; Design; Fashion; Heath Services assistance; Maritime; Plumbing and Retail).

Year 12 students attaining HSC or equivalent vocational educational qualification

121 Year 12 students attained a HSC or equivalent vocational educational qualification in 2011.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>56.6</td>
</tr>
<tr>
<td>Teacher of Mod. Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12.7</td>
</tr>
<tr>
<td>Total</td>
<td>87.3</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are no Aboriginal teachers in the college

Staff retention

Mr Edwin Liew and Ms Lina Tesoriero retired at the end of 2011. Ms Edith Bocaz retired in May 2011. Mr Benjamin Pickering was transferred to a school in the Central Coast while Mr Giffard O’Hare was transferred to Mckellar Girls’ High School. All other staff was retained.

Mr Liew, 21 years and Ms Tesoriero, 14 years are congratulated for their excellent service to the students of NSW, in particular at Rose Bay.
Secondary College. Ms Bocaz was at Rose Bay for the past 15 years.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>88</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>61,480.59</td>
</tr>
<tr>
<td>Global funds</td>
<td>743,035.51</td>
</tr>
<tr>
<td>Tied funds</td>
<td>223,651.12</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>665,632.85</td>
</tr>
<tr>
<td>Interest</td>
<td>13,051.68</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>107,549.92</td>
</tr>
<tr>
<td>Canteen</td>
<td>0</td>
</tr>
<tr>
<td>Total income</td>
<td>1,743,921.08</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>103,768.12</td>
</tr>
<tr>
<td>Excursions</td>
<td>179,226.37</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>247,352.41</td>
</tr>
<tr>
<td>Library</td>
<td>23,397.31</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>43,270.22</td>
</tr>
<tr>
<td>Tied funds</td>
<td>148,485.83</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>201,662.43</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>224,493.99</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0</td>
</tr>
<tr>
<td>Utilities</td>
<td>201,707.61</td>
</tr>
<tr>
<td>Maintenance</td>
<td>95,567.60</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>89,766.86</td>
</tr>
<tr>
<td>Capital programs</td>
<td>3,379.86</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1,562,078.61</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>243,323.06</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

The school canteen is independently operated by the school P&C therefore shows as a nil income and expenditure on the financial statement.

School performance 2011

Achievements

Creative and Performing Arts

DANCE

Congratulations to our talented Year 12 student, Sara-Naomi Taberner who was shortlisted to perform her HSC Core Dance Performance at the Seymour Centre at the University of Sydney.

In 2011 opportunities to participate in Dance groups, ensembles and performances included the following:

- “What the Night Tells the Day” previewed at the Whittle Room at the South Juniors, as part of the prestigious ‘Showcase @ the Juniors’, an Eastern Suburbs school performing arts showcase event.
- “What the Night Tells the Day” was invited to the Fast & Fresh Dance Festival at the Riverside Theatre.

Angela Shin and Tarsha Forday were selected to attend the 2011 NSW Senior Dance Camp at the Sydney Dance Company. The 4 day intensive dance camp included dance composition, dance technique and dance performance which complements the dance curriculum work.

Dance students were invited to see two of Sydney Dance Company's productions: “Shared Frequencies” and “The Land of Yes, and the Land of No”, at the Sydney Theatre

Six dance students applied for and gained entry to four specialist dance training programs at the Sydney Dance Company.

The creative culmination of a year of Dance Studies was featured in the end-of-the-year RBSC Performing Arts Night.

MUSIC
The Music Ensembles Program (MEP) continues to develop the skills and talents of its members. The parents were supportive in the many fundraising activities held throughout the year with catering at the NSW Bands Festival being a major fundraising event.

In 2011 The Music Ensembles Program included 9 ensembles: Senior Stage Band, Junior Stage Band, Vocal Ensemble, Senior Concert Band, Junior Concert Band, String Ensemble, Percussion Ensemble, Choir and a new addition, Rock Band.

Luke Gilmour was replaced by Jay Byrnes as the Ensembles Director and private tutors continued to assist the program by boosting the expertise level of our MEP students. These tutors are professional musicians and teachers. Students were given the opportunity to have private tuition in voice, piano, guitar, bass, saxophone, percussion, trumpet, lower brass, flute, violin, and clarinet at the school during class time on a roster basis. The music teachers of RBSC continued to support the Music Ensembles Program.

The highlight of 2011 was the Gold Coast Music Tour. Held in Term 1, this tour provided opportunities for over 70 music students, teachers, tutors and parents to learn with and perform for, schools on the Gold Coast.

At the 2011 NSW Band Festival 4 RBSC bands successfully completed. The Senior Stage Band won a gold award, Junior Concert and Junior Stage bands won silver and the Senior Concert band won bronze. Accompanying these awards were prizes which included workshops with John Morrison, a notable professional jazz musician, and Simon Thew, a notable conductor.

Imogen Hubber and Zac Cherry represented the school at 2011 State Music Camp

Parents, teachers and students attended the Meet the Music concert series at the Sydney Opera House

The primary school choral workshops continue to be led by Dan Walker as a CoSiES program (Community of Schools in the Eastern Suburbs). The Combined Choir Concert, held in the school auditorium, was an overwhelming success, with families from RBSC and our feeder primary schools enjoying and night of high quality choir performances.

A Rock Concert was presented to a full school assembly from a new addition to the MEP, Rock Bands.

**CABARET ON HARDY**

On Friday 1st December, ‘CABARET ON HARDY’ was held. ‘Cabaret’ was a spectacular ‘dinner theatre variety show’, incorporating the talents of many students and staff at RBSC.

From 6:30 pm at the college auditorium, patrons were treated to 29 performances from Music, Dance and Drama students as they sat down to a 3-course meal prepared, cooked and served by Senior Hospitality students and many student volunteers from RBSC. It was a worthwhile and magical experience which had been in the making for the previous 10 months. It was overwhelming to see so many faculty areas of the school involved with the event and the camaraderie which developed amongst all staff and students as they worked together towards a common goal.

The audience, comprising of parents, teachers, students and families were amazed at the talents of the performers and the quality of the 3 course meal.

**VISUAL ARTS**

Congratulations to Year 12 Visual Arts student, Martha Zwartz whose impressive body of work titled ‘Secret Selves’ was accepted for the 2011 ‘Art Express’, an annual exhibition of the best artworks created by HSC students.

RBSC Art students exhibited in local art competitions including the Waverley Youth Art Awards, the Woollahra Council Photographic Awards and Sculpture by the Schools event organized by Bondi Public School. In 2011 James
Sloan and Mehar Chawler won first prizes for their short films and Shaun Murphy’s photography work was commended.

In Term 3 the senior students held an exhibition of their Bodies of Works in the B-block Exhibition Space in the school. After a full year of creative and disciplined work, it was rewarding for these students to have their artwork on view for the college community. The opening night was well attended by past and present students, parents and friends who enjoyed refreshments and the spectacular view alongside the artworks.

Visual Art students were treated with an excursion to Cockatoo Island about Street Art.

MEDIA – V-FEST
September saw the 13th annual ‘V-Fest’, inter-school student film festival, held at the Paddington Chauvel Cinema. This non-profit student film festival celebrates the phenomenal talent of students in the media of film – making. The 2011 V-Fest winners were

V-Fest Junior Winners 2011
1st Place - RED RIBBON by Georgia Hilliard (International Grammar School)
2nd Place - MOTION by Alison Lee and Ester Kim (Burwood GHS)
3rd Place - FOLLOWING MY HEART by Julia Frolov and Hattie Wilson (Burwood GHS)

V-Fest Senior Winners 2011
1st Place - SECRET SELVES by Martha Zwart (Rose Bay Secondary College)
2nd Place - MULTIFACETED by Nicole Freedman (Rose Bay Secondary College)
3rd Place - BIEBER FEVER by Danielle Kedar (Rose Bay Secondary College)

Peoples Choice Award 2011
BIEBER FEVER by Danielle Kedar (Rose Bay Secondary College)

Ms Cave, teacher of Media and leader of ‘V-Fest’, was awarded the Teachers Commendation Award for her longstanding and significant contribution to the teaching of Film to children. This was presented in conjunction with the Robin Anderson Film Awards, organised by MLC Burwood. Her award on the night was a short course presented by Australian Film, Television and Radio School (AFTRS).

This is a well deserved acknowledgement of Ms Cave’s contribution to student film-making.

POETS PICNIC
Alexander Menyhart and Michelle Tye from Year 11 Advanced English were invited to present humorous poetic texts for the Woollahra Library’s 2011 Poets’ Picnic. This event is held every year in March providing students with the opportunity to present original and traditional pieces.

Only 6 schools are chosen each year to participate and Rose Bay Secondary College was the only State school included in 2011.

The theme for this year’s Poets’ Picnic was “Playing the fool”. Simon Marnie from ABC Radio was MC for the event and notable entertainers like Vince Sorrenti and performance poet Miles Merrill were among the other presenters. Alex and Michelle drew their inspiration from a combined class effort at writing limericks. Their topic of study – Sylvia Plath poetry for their ‘Inner Journeys’ Area of Study – proved very challenging eventually resulting in a shared reading of an original limerick called “A Formidable Subject for Limerick”, aptly titled the challenge of trying to make Sylvia Plath ‘funny’.
DRAMA
Students of drama from year 9 to year 12 experienced a diverse range of genres within curriculum programs and in extra-circular opportunities and excursions. Drama Nights, showcasing the talents of drama students were held for years 11 and 12. Years 9 & 12 experienced a production ‘Ruby Moon’ at the Sydney Theatre Company. Drama students performed as part of the variety items for the school production Cabaret on Hardy.

SPORT
Sports achievement in 2011 included:
The Year 7 Life Saving Week Program organized by Mr Portada ran for one week in December. As in previous years, the North Bondi Surf Life Saving Club provided the use of their facilities, volunteer life guards, and a BBQ for all of the parents and students on carnival day. All teaching staff received accreditation of their School Surfing Supervisor Award. All students received an Australian Life Saving “Surf Survival Certificate”. Students in Years 8-10 assisted.

The weekly sports program has included kayaking and surfing, and they provided a range of recreational activities for the students. Ms Broit and Mr Papadakis worked together for this to happen.

A sports committee was formed and raised $23,500 in total. The money came from the following activities; trivia night - $13,500, UNSW Band Festival $9,500, Raffle $500. There were also some generous donations from individuals within the college community. With the state government pledging an extra $40,000 as a joint-funding arrangement, the college now has sufficient funds to commence work on the new oval.

A Rose Bay Secondary College Sports Committee was formed to increase participation in sports. The committee organized competition in all sports and complemented the existing sports programs.

Some of the highlights of the Sports Committee 2011 include:
1. Entering the following RBSC teams in weekend competitions:
   - A Year 7 girls’ netball team playing in the Randwick Association netball competition on Saturday morning during the netball season.
   - A team comprising mainly Year 11 girls playing in the U18 basketball competition at
Alexandria, and won their division in Terms 2/3.

- A team of Year 12 boys playing in an Open competition at a local school on Friday afternoons during Term 3 and won this competition.
- Mixed gender and grade cheerleading teams entered several competitions during the year, returning with a number of trophies.
- Having existing RBSC knockout sporting teams trained by expert coaches.
- Raising $23,000 and successfully lobbying for a new oval. Work will commence on this oval in 2012.

- Cheerleading – a squad of 40 students, boys and girls, that compete in state championships with great success.
- Explore opening the fit lab for sporting teams and Duke of Edinburgh participants before and after school more than one day a week.

EXCURSIONS

Excursions are vital experiences for students.

Science students at RBSC have taken part in various lectures, excursions and field trips to help supplement the content of the Science curriculum. Some of the most notable include

- Ecological study of North Bondi rock platform – To supplement their study of biology year 11 students spend a day at North Bondi researching the physical and biological features of Ben Buckler rock platform and intertidal zone and discover that they are intricately entwined. This gave the students an opportunity to undertake the work of real ecologists and environmental scientists.

- Brain Excursion UNSW – A selection of interested year 9 students spent a day at the University of NSW looking at the complexity of the human brain and how it manages to keep us functioning. They looked at real life specimens, animation and computer simulations to gain a deep understanding of this incredible organ.

- Whale watching – Each year southern humpback whale groups leave their feeding grounds in the Antarctic to begin their epic voyage of approximately 10,000 Kilometers to the breeding grounds around Harvey Bay. On their return to the Antarctic waters, mothers swim very close to the Sydney shore line with their new born calves. To enhance

Plans for 2012

Continue to support RBSC teams in weekend and external competitions. For 2012 this will include:

- Boys basketball – two year 7 boys teams, two year 8 boys teams and one year 9 team.
- Girls Basketball – open girls basketball team.
- Girls Netball – one year 7 girls team and one year 8 girls team.
their study of marine mammals our year 9 Marine Science students spent a day on the ocean observing this amazing migration.

- Observatory – Yr 11 physics students visited Sydney Observatory to peer into the recesses of space. This excursion provided students with a unique opportunity to learn about astronomy and space exploration using the observatory’s large refracting (lens) telescope and modern computer controlled reflecting (mirrored) telescope. This experience helped link their study of topic “The Cosmic Engine” with the real world and the work of scientists.

Other excursions in 2011 included:

- Year 10 Geography students under the guidance of their teachers went to Bondi Beach to study coastal management.
- Years 9 and 10 Drama students went to see “Ruby Moon” at the Sydney Theatre Company.
- 8A, 8F and 8G students went to watch “Romeo and Juliette” at the Sydney Theatre Company.
- All Year 9 students had the opportunity to sleep over at Taronga Zoo with the “Zoosnooze” program.
- Year 11 Ancient History students went to the IMAX and the Nicholson Museum.
- Year 10 students, Visual Arts students and the Support Class students went to Cockatoo Island to study street art.
- Year 9 PAS students went to Bondi Junction Fitness First classes throughout the year.
- Our Support Class students went on an excursion to the Redfern Community Room.
- Year 8 Jewish students went to “Together for Humanity” excursion at Emmanuel College.

**CHESS**

Chess continues to grow as a popular activity. Careers Adviser, Mr. Ed Manganaro, has nurtured the competitive spirit of our chess teams and been the driving force behind the Chess Club since 2006.

Three teams, junior, intermediate and senior with 12 enthusiastic and dedicated students meeting every Tuesday and Thursday lunch for training.

The teams compete against other schools in the region in the NSW Chess League, the competition runs for a term. Chess club runs for the whole school year.

**Duke of Edinburgh Award Scheme**

The Duke of Edinburgh Award involved seventy students in 2011. These students attempted the Bronze, Silver and Gold Award, whereby they concentrated on three skills, which are a sporting, community and a developed skill. The students then attempted various overnight hikes throughout the year, a trial hike, which took place in July, and then a qualifying hike, in September. Students who needed to develop a skill and part take in community service did this at school within the Chess Club and or the school garden, making it a whole school approach.

**“The View” Restaurant**

52 guests were served a five course multicultural menu with Pina Collada mocktails on May 12th in RBSC’s “The View” restaurant by Year 12 Hospitality students. These students planned, cooked and served the food.

Guests loved the food so much that some even asked for the recipes.

The ambience created was comfortable, warm, inviting and inspired guests to relax and enjoy the evening. Martha Zwartz’s live music set a wonderful atmosphere with her amazing voice and choice of songs.
Philosophy

2011 is the second year Philosophy was introduced as an elective in Year 10. The course gave students an opportunity to investigate the major areas of Philosophy, including Ethos, Metaphysics, Epistemology, and Aesthetics.

Students also learnt about the close relationship between answers to philosophical questions and contemporary critical issues teenagers face, and learnt to formulate their stances on social, political and moral issues. Students are encouraged to be independent and critical thinkers, and increase their abilities to challenge assumptions and reconcile different perspectives.

Visions and Values

The Vision and Values Project continued in 2011. This is the Second Year of this project which offers students greater leadership opportunities within the College. This Year students received training and support from our partner ‘Gen Next’ facilitated by Denise and Marcus Archie. Students worked on investigating a further refinement of the College Vision statement. One of the main outcomes of the project was another 5 students received Premier’s Student Volunteer Awards. The project also saw the continuation of a regular Friday broadcast of the College Radio Station. Students also completed modules toward their Certificate II in Leadership and Social Entrepreneurship.

Premiers Student Volunteering and Service Learning at RBSC

Students in Years 9 and 10 are eligible to be enrolled in the Premiers Award for Student Volunteering and Service learning. A number of students continue to be involved in this innovative program. Special mention this year goes to Sophie Erasmus. Sophie was invited to attend a special brunch in November of 2011 in recognition of her many hundreds of hours of volunteer work. Sophie, in Year 9, volunteered both at school contributing towards the College Radio and Support Unit Buddies program; and in the wider community through her work with Girl Guides. This program will continue to provide opportunities to recognise student volunteering in 2012 at RBSC.

Students in years other than year 9 /10 are awarded with special RBSC awards for volunteering and service learning at Presentation Nights and Graduation.

Camps

Student Camps are run by Year Advisers for Stage 4. These camps provide invaluable opportunities for children to extend themselves and challenge their comfort zones. Along the way they develop long lasting new friendships within their year cohort, and develop valuable skills such as team building and goal setting. At Rose Bay Secondary College we work with Outdoor Education Experience – who provides high quality camps on the central coast. During 2011 150 year 7 students attended camp at the Morisset Centre during May. Year 8 attended camp during Term 4 at the brand new Gosford Centre. Student and staff all enjoyed the College Camps during 2011.

Academic Competitions

Students undertook academic competitions in English, Mathematics, Science, History and Computing Science.

History

The Australian History Competition is prepared by the History Teachers’ Association of Australia. The primary goal of the competition has been to provide an interesting and challenging competition for students, it is an opportunity to provide a quality resource that demonstrates approaches to the assessment of knowledge, skills and understandings and promotes a broad view of history. Our results for 2011 were 20 High Distinctions – this included Archie Oxenbould who came 4th in the state, 7 Distinctions, 6 Credits and 4 Merits.
Mathematics

Rose Bay Secondary School students have achieved excellent results in the ICAS Maths Competition and the Australian Maths Competition again in 2011 – 1 Prudence Award, 2 High Distinctions and 41 Distinctions. In particular, Artem Churilov in year 11 is awarded High Distinction in the ICAS Maths Competition and Distinction in the Australian Maths Competition. Samantha Yau in year 7 is awarded the Prudence Award, with the school highest number of consecutive correct answers, and High Distinction in the Australian Maths Competition and Distinction in ICAS Maths Competition. In addition, there are 9 students awarded Distinction in both ICAS Maths Competition and the Australian Maths Competition.

Science

Students from RBSC also showed their aptitude for science in the ICAS Science Competition and the Rio Tinto Big Science Competition. With over one hundred of our students taking part we achieved over 20 distinctions and high distinctions. This is a pleasing result.

Library

Library Monitor Program

The college library is supported by a library monitor program. In 2011, 16 students participated in the program. Students gained valuable administrative skills, organizational and social skills whilst providing a service to the school. Duties included shelving books, assisting students with the online catalogue, assistance at the service desk with loans and returns, creating signage, assistance with displays, stock take, the Premier’s Reading Challenge and much more.

Monitors led Yr 7 students in small groups during their first library orientation lesson familiarizing students with the library layout, procedures and services. This assists students in their transition from using a small primary school library to a sizeable high school library with a collection of approximately 24,000 items.

All monitors attained stage one and two competency levels leading to the service award. Certificates were issued by the Principal at the end of year.

NSW Premier’s Reading Challenge

The library and English department work collaboratively to improve the reading literacy of students and to ensure students read widely for pleasure and understanding. In 2011, 93 students participated in the NSW Premier’s Reading Challenge. 49 students completed the challenge and met the requirements of reading 20 books, fifteen from the Premier’s lists and five choice books. At least 10 of the 49 students exceeded the 20 book requirement with one student having read 65 books. Two students were awarded gold certificates for four years of successful completion. There was a decline in student registrations in 2011 as a result of disruption caused by timetable and staff changes.

Book Week and Book Club

Book Week, One World, Many Stories 2011 theme was celebrated with book displays, the launching of the Rose Bay Library Book Club and a visit by Australian author and performance poet, Steven Herrick who presented his work to Year 8 students in imaginative and inspiring ways. His performance included a talk on being a poet and the poet’s role in society today. He read some extracts from his verse novels and included the students and teachers in some of his impromptu poetic creations.

Debating

A co-curricular debating program was introduced at Rose Bay SC in 2010. With the financial assistance of the P&C, three highly experienced
debating coaches were employed to train interested students in the art of debating.

Training was held after school on Friday afternoons. An enthusiastic group of over 40 students from years 7-11 learnt the skills and structure required for debating, with an emphasis on current news and social issues and many practice debates. Above all, students participated enthusiastically and enjoyed debating enough to turn up regularly to training.

Students participated in the Premier’s Debating Challenge and performed admirably, with one of our teams progressing to the second round. Plans are underway for an expansion of the program in 2012 to include social debates and entry in further debating competitions.

Homework Centre

The Homework Centre was held in the library on Thursday afternoons from 3:20 to 5:00 pm throughout the year. An average of 30 students attended every week, with peaks during exam times.

Our past students who have excelled in their HSC were asked to return as tutors. These tutors were able to build rapport with students well. They know the syllabuses and stress associated with success and so they were acting as mentors as well.

Some Year 12 students used the Homework Centre regularly. Harry Nobis, the dux of 2011, attributed his outstanding achievements (2nd in the State in Software Design and Development; ATAR 99.4) to the input he received from the Homework Centre. Harry came every week to ask questions and complete homework and assignments.

On top of the assistance students received from the teachers and tutors, students were able to utilize the library resources including the computers.

It is envisaged that the Homework Centre will expand to Monday afternoons in 2012.

Academic

ESSA ONLINE

Results for the first ESSA online (Essential Secondary Science Assessment Online) exams were very pleasing with 37% of our year 8 students achieving in the two highest bands (5 & 6). This is 15 percentage points higher than state average.

NAPLAN

In the National Assessment Program, NAPLAN the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 (lowest) to Band 10 (highest).

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9).

In the School Certificate and Higher School Certificates the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

NAPLAN – analysis of results.

The following graphs and table show the NAPLAN results for our students in years 7 and 9. These results are for the entire cohort of students. When the results are disaggregated into selective stream and mainstream groupings, the selective stream students perform well above state and national averages as well as the average results for the statistically similar school group.

Improvements in literacy and numeracy will be targets in our School Improvement Plan 2012-2014. The first targets are described later in this report; Target 1.

Writing, particularly at the year 9 levels is of concern. The selective students are performing well however improvement for all students in writing is a specific target for improvement in 2012.
Literacy – NAPLAN Year 7

Year 7 NAPLAN Reading

<table>
<thead>
<tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>Number in Band</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
</tbody>
</table>

School Average 2008-2011: 1.4
SSG % in Band 2011: 1.1
State DEC % in Band 2011: 4.9

State DEC | 569.1
SSG | 577.9
School | 533.3

Note: School averages for Writing are not displayed due to the change in the Writing scale from Narrative to Persuasive.

Year 7 NAPLAN Writing

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
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<tr>
<td>Number in Band</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
</tbody>
</table>

School Average 2008-2011: 4.0
SSG % in Band 2011: 2.2
State DEC % in Band 2011: 9.3

State DEC | 514.9
SSG | 552.0
School | 556.1

Year 7 NAPLAN Spelling

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<tr>
<th>Skill Band Distribution</th>
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<tbody>
<tr>
<td>Band</td>
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<tr>
<td>Number in Band</td>
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<tr>
<td>Percentage in Bands</td>
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</tbody>
</table>

School Average 2008-2011: 4.0
SSG % in Band 2011: 2.1
State DEC % in Band 2011: 7.1

State DEC | 569.1
SSG | 569.6
School | 539.8
Year 7 NAPLAN Grammar and Punctuation

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School Average 2008-2011:

- 4.0
- 7.6
- 18.9
- 27.4
- 21.3
- 20.8

SSG % in Band 2011:

- 2.2
- 6.5
- 15.7
- 30.4
- 19.2
- 16.5
- 8.6

State DEC % in Band 2011:

- 3.2
- 9.7
- 11.7
- 18.8
- 21.4
- 35.1

Numeracy – NAPLAN Year 7

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School Average 2008-2011:

- 4.5
- 8.0
- 16.9
- 21.7
- 20.6
- 31.3

SSG % in Band 2011:

- 1.1
- 6.7
- 17.5
- 25.6
- 21.4
- 27.6

State DEC % in Band 2011:

- 1.5
- 8.7
- 19.8
- 25.6
- 22.1
- 12.5
- 14.4

Literacy – NAPLAN Year 9

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School Average 2008-2011:

- 5.5
- 19.8
- 25.6
- 22.1
- 12.5
- 14.4

SSG % in Band 2011:

- 1.1
- 6.7
- 17.5
- 25.6
- 21.4
- 27.6

State DEC % in Band 2011:

- 1.5
- 8.7
- 19.8
- 25.6
- 22.1
- 12.5
- 14.4
Year 9 NAPLAN Writing

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Year 9 NAPLAN Spelling

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Skill Band Distribution

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Year 9 NAPLAN Grammar and Punctuation

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Skill Band Distribution

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School Certificate

The following graphs and tables show the School Certificate results for our students in year 10.

Analysis of School results

Band Analysis

The band results shown in this graph indicate that an improvement in higher band results is desirable. With the end of the School Certificate from 2012, this improvement cannot be measured.

Value added results

These were pleasing for all courses.
### Science

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Band</th>
<th>Percentage in Bands</th>
<th>School Average 2007-2011</th>
<th>SSG % in Band 2011</th>
<th>State DEC % in Band 2011</th>
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**Average score, 2011**

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### Australian History, Civics and Citizenship

**Skill Band Distribution**

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<th>Percentage in Bands</th>
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**Average score, 2011**

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<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>73.4</td>
<td>74.2</td>
<td>69.7</td>
</tr>
</tbody>
</table>

### Australian Geography, Civics and Citizenship

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Band</th>
<th>Percentage in Bands</th>
<th>School Average 2007-2011</th>
<th>SSG % in Band 2011</th>
<th>State DEC % in Band 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>0.8</td>
<td>24.5</td>
<td>37.3</td>
<td>25.9</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>5.6</td>
<td>37.3</td>
<td>25.9</td>
<td>6.2</td>
</tr>
<tr>
<td>3</td>
<td>46</td>
<td>12.5</td>
<td>36.2</td>
<td>25.9</td>
<td>6.2</td>
</tr>
<tr>
<td>4</td>
<td>72</td>
<td>7.0</td>
<td>42.4</td>
<td>25.9</td>
<td>6.2</td>
</tr>
<tr>
<td>5</td>
<td>36</td>
<td>1.3</td>
<td>37.3</td>
<td>25.9</td>
<td>6.2</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>9.0</td>
<td>24.5</td>
<td>25.9</td>
<td>6.2</td>
</tr>
</tbody>
</table>

**Average score, 2011**

<table>
<thead>
<tr>
<th>Australian Geography, Civics and Citizenship</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>73.3</td>
<td>74.2</td>
<td>69.7</td>
</tr>
</tbody>
</table>
School Certificate relative performance comparison to Year 5 (value-added)

The following graphs and tables show the Higher School Certificate results for our students in year 12.

Analysis of School results

Comparison of average results

School averages have generally shown an improving trend compared to the past 4 years.

41% of courses were below State averages.

72% of courses were below statistically similar school (SSG) averages.

Band Analysis

Whilst not shown in the graphs below, an analysis of student band (1-6) results for the school indicate that an increase in the higher bands and
a decrease in the lower bands are warranted. The
strategy to achieve this is outlined later in this
report; Target 2.

Value added results
This is an area for improvement however in
subsequent years the measure for value adding
to the HSC cannot be based on School Certificate
results. An
increase in the higher bands in the
HSC will result in improved value adding.
The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>HSC 2011</th>
<th>School Average 2007-2011</th>
<th>SSG Average 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.7</td>
<td>95.2</td>
<td>96.1</td>
</tr>
<tr>
<td>Writing</td>
<td>96.8</td>
<td>96.8</td>
<td>96.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.1</td>
<td>94.8</td>
<td>96.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>96.1</td>
<td>95.3</td>
<td>96.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.8</td>
<td>94.8</td>
<td>96.8</td>
</tr>
</tbody>
</table>

Note: The exempt students are in the IO support class

**Significant programs and initiatives**

**Aboriginal education**

The Aboriginal Education Team at RBSC includes the Principal, Deputy Principal, Head Teachers and Teachers. The focus of the work of the team is to work with the school and its community to provide

- quality educational programs for our Aboriginal students
- opportunities for all students, staff and the wider community to acquire knowledge and develop a deeper understanding of Aboriginal histories, cultures and experiences.
- connections with Aboriginal communities and Aboriginal parents as partners in education and training.

In 2011 the following programs, initiatives and opportunities were provided.
Individual Sponsorships for our two Year 12 Aboriginal students from the Norta Norta tutoring program. Congratulations to Elliott Rovedi and Todd Stephens on the achievement of their Higher School Certificates. In 2012, Elliott is doing a private investigating course and working as security. Todd is at UNSW studying Science and Engineering.

Congratulations to Felix Salmon winner of the 2011 The Deadly Kids Doing Well Award. This is a regional award that recognizes Aboriginal students who are doing well at school and achieving great results.

Initiated a partnership with AIME – Australian Indigenous Mentoring Program.

AIME provides a Mentoring Program for Indigenous Australian students to access while undertaking their high school studies. AIME partners university student volunteers in a one-on-one mentoring relationship with a high school Indigenous student, for an hour a week over the course of a 17-week program.

The AIME Program involved two year 9 students, Felix Salmon and Liam O’Brien travelling to the University of Technology, Sydney each Friday for an hour a week for 17 weeks over Terms 2, 3 and 4. Our students linked with their university mentor and participated with other indigenous students from around Sydney in a structured mentoring program. Proudly Felix and Liam graduated the AIME mentoring program.

Initiated, in partnership with AIME, a learning centre for our Aboriginal students to provide literacy, numeracy and homework support. On Thursdays tutors from the University of Technology, Sydney would link with the RBSC homework centre to provide additional tutoring support for our Aboriginal students. Unfortunately RBSC (like a number of other schools in the Eastern Suburbs) could not sustain high enough student numbers and the learning centres will be combined in 2012 and delivered on one site.

Student driven and led NAIDOC day assembly. With support from Belinda Huntress from AIME, a group of our Aboriginal students worked together to organize and lead our 2011 NAIDOC assembly.

Participation in the Sydney Region Aboriginal Students’ Great Debates 2011. This is the fourth year that RBSC has participated in this prestigious event which event provides opportunities for Aboriginal students to develop public speaking and debating skills whilst researching current issues that affect Aboriginal people, education and culture. Our students also connect with other Aboriginal students, teachers and community representatives. The event was held at NSW Parliament House on Monday August 15. The RBSC led by Mr Horrell, supported by ex school captain, Corey Smith, comprised of Felix Salmon, Liam O’Brien and Jonathan Williams. The students participated in two structured training days and for the first time a professional learning session for the mentoring teachers was offered. The theme of the debates was “Change: the next step is ours”.

Participation in ‘Big Build Up’ a numeracy enrichment event delivered by staff at the Observatory Hill Environmental Education Centre and launched with a video conference. This event included a two full day fieldwork program and focusing on designing floor plans and eventually a model of an environmentally sustainable work environment within a commercial office building in the CBD. The fieldwork focused on learning about the various functions of work spaces in a modern office tower and the role of design and technology in shaping built environments.

Jezebel Sherborne from year 7 took the opportunity to participate in a GaT Science e-project. The program was delivered by Nura Gili at the University of NSW. At this program she participated in learning activities and experience about a variety of interesting science topics.
Future directions

To continue to

- provide opportunities and support for our Aboriginal Students to achieve their personal best
- Strengthen our partnership with AMIE, Nura Gili, Sydney Region Aboriginal Programs
- develop teacher professional learning opportunities in the development of IEP’s for Aboriginal students

Multicultural education

International Student Program

Rose Bay enrolls a significant number of overseas students. These students are supported by Ms Horvath our ESL teacher. A number of social events and outings are organized to develop a sense of belonging to our college community.

Programs for students with additional educational needs

Rose Bay Secondary College is an inclusive school that caters well for students with disabilities.

Support class

Students in the class with intellectual and physical disabilities have individualized education programs. They have a specialist teacher and teacher’s aide. They have a purpose built facility that includes a living skills area. Some students attend mainstream curriculum classes. Other learning activities included: work placements, swimming classes, excursions, community access and travel training.

Best Buddies

Rose Bay Secondary College students are involved in the ‘Best Buddies’ program. Mainstream students volunteer their time to work with students in the support class, helping them with their reading and social skills.

Learning Support

Some students with a range of disabilities (intellectual, emotional, physical and conduct) are supported in mainstream classes by special funding. These students have special assistance to overcome their disability through withdrawal classes and support from itinerant specialist teachers and teacher aides.

Learning accommodations

A number of students with medically supported special needs are assisted in the completion of their School Certificate and Higher School Certificate exams. This is achieved through school trained student amanuenses, the provision of portable computers, or the allowance of extra time in examinations.

Links to Learning

In 2011 RBSC worked with YWCA NSW in implementing Links to Learning. This is an achievement based program mapped to employability skills. The target group was twelve Year 9 students who were experiencing some difficulty with formal schooling. This program aimed to re-engage students who were at risk of leaving school early and/or may have been having difficulties determining their futures. Links to Learning is designed to supplement the work of the school in delivering a program to assist students to make informed educational and career decisions and understand the importance of education.

Students undertook the following activities

- Formal and informal learning lessons
- Team activities and forums
- Excursions. Students visited a Martial Arts gym, Sydney CBD, Ted Noffs foundation

Students have enjoyed and regained focus through this program. “Links is the reason why I get up on Mondays. I am not joking! In Links I have cut down on swearing cause there’s no need for it, and I’ve learned to respect people. Links was a straight up good time. I learned lots of new things like dancing and self-defence. What I’ll take away from this is RESPECT. I want to go to Uni and be a dentist.”
Links to Learning will be running in 2012 with identified new Year 9 students due to the success in 2011.

Scripture

Scripture is run regularly for students on a voluntary basis. These programs are supported by the Academy Board of Jewish Education and a coalition of local protestant churches who provide the teachers.

Mr Jamieson oversaw the program again in 2011. Students receive two periods of Scripture a term. Students opt out of their normal classes to attend Scripture. Teachers do not go on with normal lessons during Scripture lessons.

Progress on 2011 targets

School development 2009 – 2011

Targets for 2011

The school executive reviewed progress on the school management plan, as well as student performance data. The following targets were determined for 2011.

Target 1

**Literacy - writing**

Improve student results in writing measured in the NAPLAN tests.

Improve student results in writing measured in the school, course assessment program.

Enhance the programming of writing skills, incorporated into course programs. Note that the explicit teaching of writing will occur in the context of the existing teaching programs.

Strategies to achieve this target include:

- Refresher training for all staff in teaching writing – persuasive texts.
- Leadership of the initiative by the head teachers.
- Incorporating the explicit teaching of the writing of persuasive texts into existing faculty programs.
- Providing explicit feedback to students to facilitate improvement.

Our success will be measured by:

- Improved Year 9 results in NAPLAN tests.
- Enhanced teaching programs.
- Teacher professional learning in programming and teaching writing.

Our achievements include:

- Year 9 writing has not shown improvement. This has become part of the targets for 2012
- Teaching programs that feature literacy are now in place
- Teacher professional learning in programming and teaching writing has been held.

Target 2

**Attendance**

Attendance data indicating a reduction of unexplained part-day and whole-day student absences.

Refinement of school attendance procedures.

Strategies to achieve this target include:

- Introduction of the ‘Yellow Card’ procedure to reduce the incidence of student lateness, which often results in partial unexplained absence.
- Introduction of the ‘truancy alert’ initiative to identify and respond quickly to students at risk of disengaging through truancy.
- Provide the conditions for students to know and respond to attendance monitoring and provide students and families with improved procedures to respond to identified issues with attendance.
- Revisit and refresh staff understanding of their responsibility to monitor and respond to truancy as a duty of care.

Our success will be measured by:

- Improved attendance results, reflected in the corporate data (ref. p. 4 of this report)
- Improved response by teachers.
- Reduction of the number of HSLO interventions.
Our achievements include:

- Improved school attendance in 2011 as shown in the attendance data
- Teachers responding to student absence in a more timely manner
- HSLO interventions have not been reduced.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Homework and changes to LOTE.

**Educational and management practice**

**Homework**

**Background**

During the curriculum review in 2007 and subsequent surveying during the values project in 2010, homework has been identified as an issue for parents, students, teachers and executive staff. Further to this Senior Executive staff often anecdotally report that parents regularly make complaints about the type, lack of, or time consuming nature of homework. This review sought to: examine stakeholder understandings of the types of Homework; the purpose of homework; the types of and reasons why these types benefit students?

**Methodology**

Literature was consulted to provide a framework for analyzing the results of this review. Information from the literature was also used to guide the construction of questions used during student, parent and teacher questioning. Student and teacher responses were gathered during focus groups. Parent responses were collected via an online survey.

**Findings and conclusions**

Students, Parents and Teachers identified strongly with Homework in relation to developing student knowledge and skills e.g. maths or completing assignments; Revision tasks such as preparing for tests and exams were identified by all groups as beneficial. Only parents and teachers identified the personal skills development such as “organisational skills and independent learning”, this reflects current research. The types of homework which most benefitted students were those associated with revision, skills practice and the development of wider subject knowledge; Teachers and parents associate intrinsic rewards like the love of learning, or creating greater enjoyment in Homework Tasks, as well as personal skills development as benefitting students. Students only identified the academic benefits of homework like improving their test results. The reasons why Homework is of benefit to students is that Homework extends the time students have to spend on task automation.

The results of this action research project confirm the research in that all participants believe that homework should benefit students’ achievement in the subjects they are studying. Therefore the research confirms that quality Homework at my school will be homework which improves student achievement. The results indicated that there are two types of tasks which improve achievement – those which consolidate or revise work or skills taught (writing practice or maths questions or exam style questions) and those which broaden knowledge (this might be broadening vocabulary, or broadening understanding of a concept, or developing deep knowledge about a subject area. Further to this the results indicate a link between teacher practice regarding homework and the benefit homework will have for a class group.

**Future directions**

This evaluation identified that there is a gap between teacher belief about Homework, and teacher practice. Teachers all believed that Homework could have positive benefits for
student performance, despite the fact that Homework is not being regularly set. Teachers will require support and professional learning to improve their Homework practice.

As stated by Silins and Mulford (2002), teacher capacity building is an important part of successful school change. This research has identified a gap between policy and practice. Further, this research has identified a gap between teacher belief, which is overwhelmingly in favour of homework, and teacher practice which is established that homework is not consistently set by staff. Therefore, creating new policy backward mapped from stakeholder beliefs about Homework will close the current gap between policy and practice.

Curriculum

LOTE – Introduction of Japanese

Background

In 2010, the Rose Bay Secondary College School Council undertook an evaluation of the Languages other than English, LOTE provision at the school. The evaluation came about because; at that time RBSC offered French and Italian as part of the curriculum with several students studying other languages through the Open High School or community language programs. DET mandates 100 hours of LOTE study over years 7 and 8. At RBSC students study 3 periods per fortnight in year 7 and 6 periods per fortnight in year 8. It was noted that very few students selected language as an elective in years 9 and above.

The small footprint of Language study at Rose Bay Secondary College resulted in a small department with very limited staff resources. Because of this there was a real lack of continuity in language learning which had detrimental effects on student engagement. In many ways what was needed to make language a success at the school was a larger critical mass.

The School Council produced a position paper to give account to the school community of the status of language learning at RBSC and to provide information and recommendations about future options. The areas of evaluation included:

- Our context in relation to language study in NSW
- The value of language learning
- The purpose of language learning
- Constraints and opportunities

Schools where languages are thriving have innovative, creative programs and provide opportunities for local immersion experiences and overseas exchanges. It is clear that students find these programs accessible and rewarding and this in itself leads to better educational outcomes.

In summary language learning:

- Can lead to better educational outcomes
- Is encouraged by the government
- Is rewarded by the higher education sector
- Is valued by employers
- Can be very exciting for students

Findings and conclusions

The school council is committed to supporting RBSC in providing the best possible language program to meet the needs of the students in our school community. To that end the council has prepared this information paper based on research into current best practice in language teaching in Australia.

Rose Bay Secondary College recommended the introduction of two new languages from the beginning of 2011. These will be Japanese and Spanish. The current languages taught at the school, French will be replaced by Japanese in 2011; and Italian will continue to be taught with Spanish being phased in from 2012. Where possible we will still endeavour to provide Russian and Hebrew.

Japanese was introduced at RBSC in 2011 into years 7 and 8, including the selective classes. Most children enjoyed learning the hiragana, katakana and kanji writing systems, even though
they are so different to roomanj (European writing).

The students were exposed to two practicum teachers – Yuna Kubota and George Kotovic, both experts in Japanese. Yuna taught fun activities for learning basic hiragana.

In July, the class made sushi, miso soup, chicken yakitori and rice in the school kitchens, which were consumed with gusto, washed down with green tea.

In September, students visited the Nihongo Tanken Centre at Kirrawee High School to experience being in a Japanese house with tatami mats. Rice paper screens, a tokonoma and an outside rock garden. The students played games using Japanese words, made paper objects, ate an obentoo (lunch box) and generally lived in the culture for one day.

Future directions

Some year 8 students were so fascinated by the subject they chose to study Japanese in 2012 for year 9. In addition, the school has also generated an elective Italian class for 2012.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. This is performed for parents via P&C meetings, school council meetings, surveys and for students, in the SRC meetings.

Parents and students are satisfied with the curricula, co-curricular and student welfare programs at the school.

Parents welcome the opportunity to be involved, and influence decision making through membership of committees.

Professional learning

The college has an allocation for professional learning in the global budget.

As a part of the college management plan the focus for development included: improvement of student results in the School Certificate and Higher School Certificate; improving the pedagogy to engage gifted and talented student learners; and the development of the use of netbook computers in teaching and learning.

Professional learning initiatives also focused on student welfare and management as well as teachers engaging in professional networking within their specific teaching area.

Teachers, teams and faculty groups engaged in professional learning activities including:

- Participation in Sydney Region courses.
- Staff engagement with school developed training courses such as the ‘quantum leaps in learning’ training for teaching gifted and talented students.
- Individual faculty development focused on improving School Certificate and Higher School Certificate results,
- Teachers attending networking meetings.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Improve literacy and numeracy results.

2012 Targets to achieve this outcome include:

READING - Mainstream
- To increase ‘greater or equal to expected growth’ in Year 9 2012 reading to 50% (baseline data 2011 = 45.5%)

- To reduce the percentage / number of year 9 students in the minimal standard band for reading from 7% (2011) to 2% in (2012)
- To increase the proportion of year 9 students in NAPLAN reading achieving in the top 2 bands from an average of 17% in 2011 to 8% in Band 10 and 13% in Band 9 (2012)
READING - Selective
- selective students will achieve band 7 or better in 2012
- To reduce the percentage / number of year 9 selective students in NAPLAN reading in band 6 from 2% (2011) to 0% in (2012)
- To increase the proportion of year 9 students in NAPLAN reading achieving in the top 2 bands from an average of 75% in 2011 to 43% in Band 10 and 32% in Band 9 (2012)

WRITING - Mainstream
- To reduce the percentage / number of year 9 students in the minimal standard band for writing from 23% (2011) to 12% in (2012)
- To increase the proportion of year 9 students in NAPLAN writing achieving in the top 2 bands from an average of 26% in 2011 to 7% in Band 10 and 19% in Band 9 (2012)

WRITING - Selective
- selective students will achieve band 7 or better in 2012
- To reduce the percentage / number of year 9 selective students in NAPLAN writing in band 6 from 2% (2011) to 0% in (2012)
- To increase the proportion of year 9 students in NAPLAN writing achieving in the top 2 bands from an average of 47% in 2011 to 28% in Band 10 and 26% in Band 9 (2012)

NUMERACY - Mainstream
- To increase ‘greater or equal to expected growth’ in Year 9 2012 numeracy to 45% (baseline data 2011 = 38.4%)
- To reduce the percentage / number of year 9 students in the minimal standard band for numeracy from 7% (2011) to 2% in (2012)
- To increase the proportion of year 9 students in NAPLAN numeracy achieving in the top 2 bands from an average of 9% in 2011 to 6% in Band 10 and 15% in Band 9 (2012)

NUMERACY - Selective
- selective students will achieve band 7 or better in 2012
- To increase the proportion of year 9 students in NAPLAN numeracy achieving in the top 2 bands from an average of 71% in 2011 to 42% in Band 10 and 35% in Band 9 (2012)

Strategies to achieve these targets include:
Teacher professional learning in:
- use of SMART data to analyse student learning needs and identify specific students to ‘target’ for improvement
- Explicit teaching of reading comprehension
- Faculty writing plans – English, History, Social Science, Music, Visual Arts, PDHPE
- Faculty Numeracy plans – Maths, Science, TAS
- Creation of the specialized English ‘learning ‘class in years 7 - 9

School priority 2
Outcome for 2012–2014
Improve HSC results
2012 Targets to achieve this outcome include:
To reduce the number of band 1’s in HSC courses from 15 (2010), 11 (2011) to 7 in (2012)
To increase the number of band 6’s& E4’s in HSC courses bands from 40 in 2010, 46 (2011) to 80 in (2012)

Strategies to achieve these targets include:
Faculty teams work on analyzing historical HSC data to determine expected targets based on the assumption that the school will achieve ‘average’ band distributions in all courses when compared to the state averages.
Faculty team uses knowledge of students to determine ‘aspirational’ targets. Each student is assigned an expected band target.
Teachers and head teachers track student results on assessment tasks based on expected targets.
Students are counseled to motivate them to reach personal target.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Jim Linton, Principal
Diane Fetherston, Deputy Principal
Lucy Andre, Deputy Principal
Donna Masterson, Head Teacher CAPA
Heidi Metson, Head Teacher student welfare
Ian Godby, Head Teacher PD/H/PE Sport
Wendy Kon, Head Teacher English
Sue Tiedgen, Head Teacher Teaching and Learning
Louise Hawkins, Head Teacher History
Ry Clarke, Head Teacher Science
Bill Lo, Head Teacher Mathematics
Kathy Efthimiou, Teacher Librarian
Ed Manganaro, Career Advisor
Kim Moddel, teacher
Debbie Dukes, parent
Gaby Munro, P&C president
Steve Hayes, School Council president
Alex Menyhart, student.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: