



Rosebank College 2022 Annual Report

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Section I: Message from Key School Bodies

I.1 Chair of Board

We are pleased to present you with the Annual Report for 2022 for Rosebank College.

Rosebank College is a Good Samaritan Catholic, co-educational college for Years 7 to 12. Continuing in the tradition of the Sisters of the Good Samaritan, the College has a rich Benedictine heritage that fosters love of Christ, stewardship, hospitality, compassion and service. The College is incorporated and governed by a Board of Directors, which is accountable through the Company Members to Good Samaritan Education. Collectively, the Board of Directors are accountable for the stewardship of the College and its assets and undertake a strategic and participative approach to planning, policy development and decision making.

Rosebank's vision is to be a community of faith for all to realise their full potential through personal leadership and lifelong learning. The College promotes an inclusive, welcoming environment for our students and provides transparent, accountable, risk-managed approaches to ensure child safeguarding.

Whilst some impacts of the COVID pandemic continued to linger during 2022, the College was excited to return to in-person events. Our year started well with our Open Day where we welcomed over 2000 visitors to the College to learn more about our wide range of curriculum choices and pathways and the opportunities we provide across Learning, Pastoral Care, Ministry and Physical and Cultural Engagement.

The College values the partnerships between our students, parents and carers, and staff and we were pleased to be able to welcome families back to the school for on-site events in 2022. Highlights included our Mother's Day and Father's Day celebrations, our College Trivia Night as well as showcasing the talents of our students through our performing arts showcases and awards presentations.

In 2022, we re-invented our co-curricular programs into a more comprehensive and wider variety of physical and cultural activities, aptly renamed PACE – Physical and Cultural Engagement. This has meant that we are pleased to offer a wider range of representative competitions, new activities and broader opportunities to our students. The growth of the College over the past 10 years necessitated a restructure of this program to ensure its long-term sustainability and set the platform for a unique student-centred approach. Our reinvented approach has resulted in the implementation of a new position on the College Leadership Team - Dean of Physical and Cultural Engagement - a reflection of the College's commitment to and understanding of the important role co-curricular programs play in wider school life.

Construction of our state-of-the-art Manquehue building, the final piece of an extensive Master Building Plan that commenced in 2007, was completed in 2022. Work was hampered by prolonged wet weather during 2022 and we are grateful to our own Building Committee as well as the broader College community, for the perseverance and patience they have shown in seeing this project through to completion. Manquehue has delivered a contemporary, innovative, and highly functional educational facility that I hope our students will enjoy in the years ahead. Our year culminated with our End of Year Mass and the opening and blessing of the Manquehue building, led in prayer by The Archbishop of Sydney and joined by many other special guests.

We are extremely proud of the range and quality of education we offer to our students through the work of our incredible teachers. Specifically, I would like to acknowledge the exceptional results and academic achievements of our Class of 2022, who have faced the unprecedented challenge of completing their senior years of schooling during a pandemic. Our 2022 Higher School Certificate (HSC) results are our best to date, with the College ranking 102nd in NSW in the Band 6 achievement rankings list and 32 out of 36 subjects achieving above state average results. We extend our congratulations to our Class of 2022 and thank their teachers for their hard work and support.

Leadership of the College remains strong and supportive. We are now mid-way through our 2021 to 2025 strategic plan and progress is continuing well to ensure Rosebank continues to deliver quality education and best meets the needs of our students and teachers. Our financial results for 2022 remain strong and ensure we are able to invest in the College now and into the future. The Rosebank point of difference is both quality education and the breadth of offering and the 2023 budget ensures these continue to be supported whilst remaining affordable to parents.

We are fortunate to be supported by a skilled Board of Directors, who provide their time and expertise voluntarily to consider key issues, risks and opportunities facing the College and prepare the College, and in turn our students, for the future. I would like to extend my thanks to each of them for the valuable contributions they make.

On behalf of the Board, I would like to acknowledge the tremendous efforts and dedication of all our staff. Thank you to our Principal, Ms Iris Nastasi, for her leadership and tenacity in managing the College and the Leadership Team for their incredible efforts during the year. Finally, I offer my sincere thanks to our community for their ongoing support of the College. I look forward to what lies ahead in 2023.

Ms Tara McCarthy
Chair of the Board

1.2 College Principal

Rosebank is a proud Good Samaritan school, steeped in Benedictine heritage. Our vision is for us to be a community of faith for all to realise their full potential through personal leadership and lifelong learning. Our values of love of Christ, stewardship, hospitality, compassion, and service stood out in 2022 as we emerged from COVID.

Rosebank celebrated outstanding HSC results for 2022 with a ranking of 102 in NSW. While the HSC school ranking is a very narrow way to measure the overall success of students, it is one indication of achievement. Three students across Music and Italian attained scores in the top ten of their respective courses. Two of those students achieved this whilst in Year 11 as part of their Accelerated Italian HSC course. Mathematics continues to achieve outstanding results, with Mathematics Advanced and Mathematics Extension reported as 26th in NSW and Standard as 42nd. We attained a record number of Band 6 results across all subjects. There were 9 nominations for the HSC Showcase events across Dance, Visual Arts, Drama, Timber and Music. Significant to us is the learning growth identified from Years 9 to 12, which was above expectations.

In 2022, the College invested time into re-evaluating its class grouping structures with an emphasis on ensuring all students could continue to reach their maximum potential and these structures being

clearly articulated amongst the teaching staff with an aim to better serve the needs of our students. We also invested significantly in hearing the voice of both teachers and students during regular professional development meetings, continuing to encourage a culture of sharing teaching and learning strategies that promotes growth.

The student voice was also emphasised through leadership opportunities, peer mentoring and curriculum initiatives that align real life issues with creative problem solving. Some evidence of this is through the completion of 10 murals inspired by our Mission Team, designed by Year 11 Visual Arts students and committed to our walls for future generations by the students themselves. These murals add to our Benedictine culture by depicting our Good Samaritan values.

Students at Rosebank also gained a greater understanding of indigenous and First Nations Peoples' culture and affairs, with the College's Social Justice Day focusing on the experiences and histories of these communities. Two groups of students participated in the Red Earth Immersion program and travelled to Queensland's Cape York region and the Northern Territory.

These opportunities and events not only increased their awareness of the world's oldest living culture but offered students life-changing and character-building lessons they can carry with them into their future.

In 2022, The Benedict Academy was launched for Years 11 and 12, providing a broad range of study opportunities, motivational speakers and presentations for our senior students.

Rosebank joined the Sydney Catholic Schools (SCS) new sporting competition and experienced overall success for students across various sports. Co-curricular activities have since been revisioned as the PACE (Physical and Cultural Engagement) program, where students are empowered to demonstrate commitment to teams and training; respect for coaches, officials and competitors; and exercise self-discipline and pride in their school. The College, through PACE, continues to offer over 30 different sporting opportunities, including competitive sports and optional activities through club sports on weekends. PACE also provides co-curricular opportunities, including extension activities for high potential and diverse learning, public speaking and debating.

Professional learning for teachers focused on our Benedictine spirituality, staff wellbeing and the teaching and learning cycle, with emphasis on assessments. Additionally, we consulted teachers on the structure of our professional learning program with changes initiated in work practices to better support our College offerings and staff wellbeing. Many of our teachers have successfully completed the Mini Certificate in Gifted Education to further support differentiation within the classroom. In 2022, we rationalised class groupings, particularly around the support of our high-potential and diverse learners. Additionally, the College offers over 29 extension activities, including opportunities around STEM, performing arts, engineering, and multiple university connections.

This was to become a year of new beginnings as we emerged from COVID restrictions. We realised transformative changes to our campus with the opening of Manquehue Hall, which provides flexible and innovative learning spaces and additional outdoor recreation areas for our students.

Iris Nastasi
Principal

1.3 College Captains (Graduating Class of 2022)

Unlike anything we could have imagined or expected, we were appointed Rosebank College Captains only to start our leadership journey during COVID homeschooling. Although this was extremely challenging, as leaders we banded together to ensure we didn't let the pandemic dampen our spirit or prevent us from pushing for an exciting start to our campaign. One of the highlights of this journey was developing the 'Peer Connect' initiative, which comprised a colourful newsletter with a surprise compilation of fun facts, trivia, jokes, activities and competitions for the student community. We delivered this to the inboxes of all students on a weekly basis to maintain a connection with our peers and hopefully bring them some uplifting fun during lockdown.

We also thoroughly enjoyed working alongside and learning from our peers, teachers and other leaders. We were able to do so by participating in events such as the Halogen Leaders' Conference in the city, at which we met other school leaders and listened to guest speakers including Bronte Campbell and Chris Green. This event was not only engaging and entertaining, but allowed us to learn from the wise words of incredible Aussie leaders and be inspired to lead our own school community with the same passion and dedication. Throughout the year, we were also able to collaborate with the House Captains on the House Basketball Competition. It was amazing to work with such a passionate team of leaders and be able to deliver such an exciting event!

Thank you to all the teachers and students who supported and made our leadership journey possible; it has been an honour to serve and lead the Rosebank community and all it represents. In particular, we would like to thank Mrs Long and Ms Clark who offered their unwavering support for all our ideas and initiatives throughout the year: nothing would have been possible or executed as well as it was without their continual input and guidance.

We would like to wish the new leaders of 2022/23 all the best and hope they enjoy and learn from their own leadership experiences as much as we did.

Liam Hayes and Caitlin La
College Captains

Section 2: Contextual Information about the School and Characteristics of the Student Body

2.1 Contextual Information

In 1867, a group of three Good Samaritan sisters opened a school in Albina Villa just west of where Rosebank stands today, on land that had been occupied for at least 5,000 years by the Wangal people of the Eora Nation. Founded by Archbishop Polding in 1857, this first ever congregation of non-cloistered Benedictine women, was charged with being ministers of Christ's compassion in whatever role they were called to fill. Good Samaritan schools in general, and Rosebank in particular, were to be "schools of the Lord's service" where originally, girls and young women were to be educated with a view to becoming active and engaged citizens shaped and formed as they were in an explicit Catholic Christian and Benedictine worldview. With the enrollment of boys and young men over the last twenty-five years, Rosebank has evolved into a contemporary expression of the Good Samaritan

Benedictine tradition, finding a voice in its students and staff that presents both comfort and challenge to our Church and Australian society. Rosebank finds in Christ, the still point of the turning world; in the parable of the Good Samaritan, its call to intelligent compassion; and in the Rule of St Benedict, its pattern of living well and wisely.

Rosebank College has a range of opportunities for students to develop knowledge, curiosity, self-confidence and skills. From a wide range of academic courses, comprehensive Physical and Cultural Engagement program (PACE), dynamic Social and Emotional Learning program and service-learning initiatives, this holistic approach to education is aimed at developing the whole person. The development of young leaders of confidence, compassion and service is evident in the wide student leadership program including the College's senior leaders, Peer Support Leaders and the Student Representative Council (SRC). These young people live out their faith in action through serving their peers and the College community.

Connection and sense of belonging are important elements of our Pastoral Care system where each student is allocated to a House group, a home base for their schooling. As a member of a House community each student is surrounded by a team of supportive staff members. This smaller community allows authentic connections to develop between peers and students of other year groups in a welcoming and inclusive environment.

The College continues to offer innovative learning opportunities, whilst also working closely with and utilising organisations external to Rosebank College to promote learning opportunities. The College's success in its accelerated learning opportunities has been reflected in its outstanding HSC results in these areas. Additionally, the College provides a comprehensive program for its high potential learners linking these students to a range of external organisations and competitions. A specific highlight is that the College has had students in Year 10 and Year 11 complete the 'Critical Thinking and Introduction to Philosophy' course through Macquarie University and receive credit for this to both their HSC and potential future tertiary study.

The College encourages learning beyond the traditional classroom. Students are provided with many opportunities to participate in the Creative and Performing Arts as is evidenced through musical showcases, drama performances and Major Work exhibitions. This includes students being nominated to participate in HSC showcases and selected to have their Major Works represented at ARTEXPRESS.

The College's rebranded Co-curricular Program, now called PACE, promotes each student's physical, cultural and social development. Each term, students can participate in a variety of activities, including House sport, elective activities, debating, public speaking, chess and for senior students, a specially designed Benedictine Academy study program. Students have the opportunity to represent the College in several sports during regular weekly competition. The College engages experienced and suitably qualified coaches to lead these representative sports teams in the Sydney Catholic Schools (SCS) sports competition and associated gala days. Our affiliation with SCS provides a pathway for elite athletes through to NSW Combined Catholic Colleges and NSW All Schools teams. The Club Sport program, whereby students are able to play sports with their school friends, has continued to experience growth across a range of offerings. The PACE Department is also responsible for facilitating the Duke of Edinburgh's International Award program which remains popular.

Construction continued on the Manquehue building in 2022. The original 12 month construction plan had blown out to 24 months due to COVID related impacts on the building site and building supplies, and extensive periods of wet weather. The College was able to commence using phase one of the building in Term 3 of 2022. Phase one includes: 10 General Learning Areas (GLA), one 'Inquiry Hub' (the size of 2 GLAs), 2 learning spaces and 3 offices. Phase 2 which includes: multipurpose sporting courts (the equivalent size of 2 basketball courts) and undercover car park have now been completed.

2.2 Ministry

This year was designated the 'Year of Lectio'. If asked, "How do you measure the success of Lectio at Rosebank?" an appropriate response would be that it is the wrong question. A better question may well be: "Has Lectio taken root in the life of the College?" to which the answer would be, "Yes."

In the first 'normal' year since COVID, the Ministry Team has engaged in a regular pattern of prayer and service. Any success the team has draws from the discipline of prayer, Lectio and community that a small, but highly energetic group engages in on a daily basis. The Ministry Team gathers in the chapel each morning for prayer before school. The pattern follows the ancient tradition of the Christian community: psalms, the Gospel of the day, silence and the offering of intercessions for God's work at Rosebank.

Throughout the course of the year, scheduled events and projects have resumed and many new initiatives introduced in all aspects of Ministry. Resuming active engagement with the community was seen through two particular examples. The College's commitment to serving students at local public schools resumed with 30 of our Year 10 students participating in the catechist program. Sandwich making for Vinnies Night Patrol resumed, with a dedicated group of senior students giving up time on Thursday afternoons to be 'hands-on' in their social justice commitment.

Rosebank's social justice commitments found eloquent expression in the two Red Earth Immersion experiences offered in Terms 1 and 2, despite taking place during the COVID pandemic. The successful operation of both experiences demonstrated a high degree of resilience and preparedness by both the students and staff on the immersion and back home.

The last major social justice event was the annual Social Justice Day in August, dedicated to Australia's First Nation Peoples. The keynote address was given by Rhoda Roberts AO, a member of the Bundjalung nation, Widjabul clan of Northern NSW and South East QLD and a significant force on the Australian arts scene. She was joined by a team of local Aboriginal speakers attending for a day of workshops and personal encounters.

The spiritual dimension of the formation of the community also resumed. Year 12 had a modified retreat program in February 2022 in lieu of the cancelled onsite experience planned for October 2021. In October 2022 the first off-site Senior Retreat in 3 years was held. Reflection Days for Years 7, 8 and 9 at venues across the Inner West were another indicator that the College was returning to a normal routine. The major evangelization event of the year was the 'Rosebank Rally' in June, complementing Rosebank's engagement with Sydney Catholic Youth and the 10/10 Project.

In August 2022, the last part of the chapel restoration project was completed with the welcome, blessing and installation of the Icon of St Mary of the Angels of Rosebank. Commissioned by the

College in late 2021, iconographer Michael Galovic consulted with the College and Sr Elizabeth Brennan sgs, to 'write' an image in the traditional Eastern Christian style of our patron given to us by Archbishop Polding in 1868. Alongside this significant event was the publishing of the history of the chapel, the oldest remaining Good Samaritan Benedictine building in Australia (1879).

Throughout the course of the year, the annual liturgical cycle of prayer and worship was maintained with daily Morning Prayer, Lectio, and Eucharist for the whole school community, especially the celebration of Benedict Day at St Mary's Cathedral with Bishop Terry Brady. Celebrations for the women and men whose love and example enriches our students and indeed, our staff, were held in May and September. At the end of the year, Rosebank welcomed Archbishop Anthony Fisher for Mass and the Blessing of Manquehue Hall.

The College expresses its thanks yet again for the pastoral ministry of the local parish priests and friends of the College from local religious communities.

The death of Her Majesty Queen Elizabeth II in September gave the College pause to reflect on the significance of the passing of not only a monarch, but more importantly a Christian woman who bore witness to Christ in her seven decades of unflinching public service. In silence and prayer, we commended her to the loving embrace of the God she served.

Finally, Rosebank offered hospitality to the Good Samaritan Benedictine Oblates throughout much of 2022 while renovations were underway at a fellow Good Samaritan College at Glebe.

2.3 Characteristics of the College Body

Rosebank College in 2022 had 1440 students enrolled as full-time students. The gender breakdown was 729 females and 711 males. The 2022 Direct Measure of Income (DMI) for Rosebank is 111 (released on 24 November 2022).

Section 3: Student Outcomes in Standardised Literacy and Numeracy Testing

NAPLAN testing occurs for students in Years 7 and 9 and assesses student performance in the areas of reading writing, spelling, grammar and numeracy. The scale for each domain is divided into 10 bands to cover the full range of student achievement in the tests. The bands map the increasing complexity of the skills assessed by NAPLAN. Six of the bands are used for reporting student performance at each year level.

The Year 7 report shows Bands 4 to 9 (students that achieve a Band 10 in Year 7 are well above the expected level of achievement for Year 7), and the Year 9 report shows Bands 5 to 10.

Year 7

Test Aspect	Rosebank mean score	State mean score	% of the Rosebank cohort who achieved Band 8 or above	% of the State cohort who achieved Band 8 or above
Reading	573.5	550.43	43%	30.9%
Writing	574	540.25	40.9%	29.8%
Spelling	583.4	559.16	48.2%	39.9%
Grammar and Punctuation	566.8	544.98	36.3%	29.1%
Numeracy	583.2	561.01	50%	37.1%

Year 9

Test Aspect	Rosebank mean score	State mean score	% of the Rosebank cohort in the top 2 bands	% of the whole State cohort in the top 2 bands
Reading	612.8	586.84	36.8%	25.6%
Writing	601.2	569.7	29.3%	19%
Spelling	607	567.72	26.8%	22.3%
Grammar and Punctuation	611.6	585.68	35.3%	6.8%
Numeracy	618.4	595.66	36.4%	25.5%

These results indicate Rosebank College is significantly above the state in the top bands for both Year 7 and Year 9. The College is implementing highly effective intervention to support its students and their learning. This includes high support for our students with learning needs through our Diverse Learning faculty, comprehensive teaching and learning strategies that support the development of students' skill in reading, writing and numeracy.

Learning growth was not reported in the 2022 NAPLAN results as these cohorts did not sit NAPLAN in 2020 due to COVID.

Section 4: Senior Secondary Outcomes (Student Achievement)

4.1 Granting of Records of School Achievement

All students in Years 10 and 11 were eligible for a Record of School Achievement. This credential, issued by NESA, was sought after by a small number of students who exited school to pursue a trade qualification or employment.

4.2 Results of the Higher School Certificate (HSC)

This year proved to be the College's most successful in relation to HSC results regardless of the tool used to measure success. In 2022, Rosebank students sat HSC Examinations in 36 subject areas. Of

these courses 32 were above state average. The Dux of Rosebank College received an ATAR of 98.9. The College also had 2 students state rank in Music I and Italian Extension, as well as 3 students who were identified as All Rounders as they achieved a top band result in 10 or more of their units. In addition to this the College achieved 169 top band results. This placed the College 102nd in the state when considering this statistic against the proportion of students who sat for HSC Examinations.

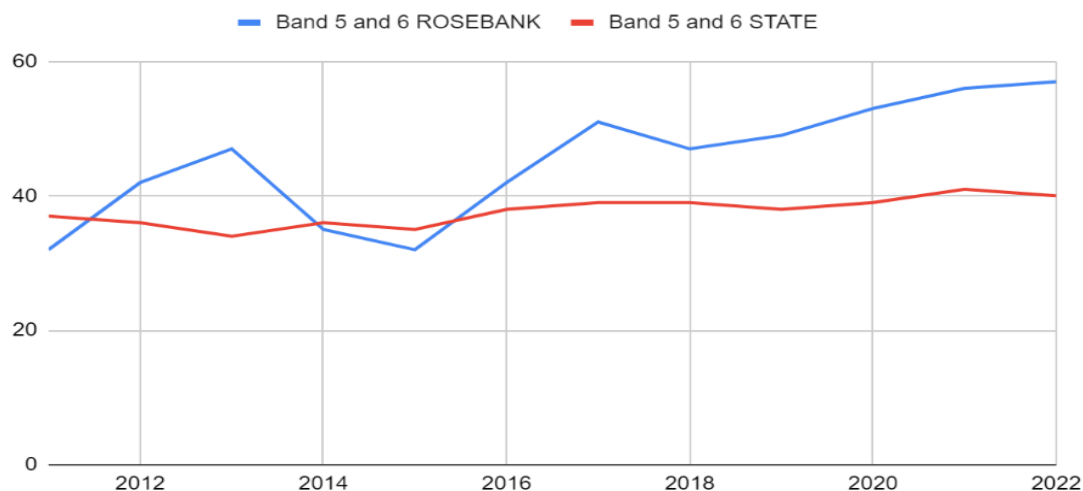
HSC Headline Data Summary

Year	Mean Exam Mark	Rosebank SMH Rank	# of Band 6s	Courses above state average	No of all rounders	No of State Ranks
2017	74.62	129 th	117	31/40	5	0
2018	74.20	189 th	76	30/36	1	0
2019	74.50	187 th	94	31/42	2	1
2020	74.50	155 th	126	30/35	1	1
2021	75.02	113 th	152	29/37	0	1
2022	79.4	102 nd	169	32/36	3	3

Achievement in Top Two Bands

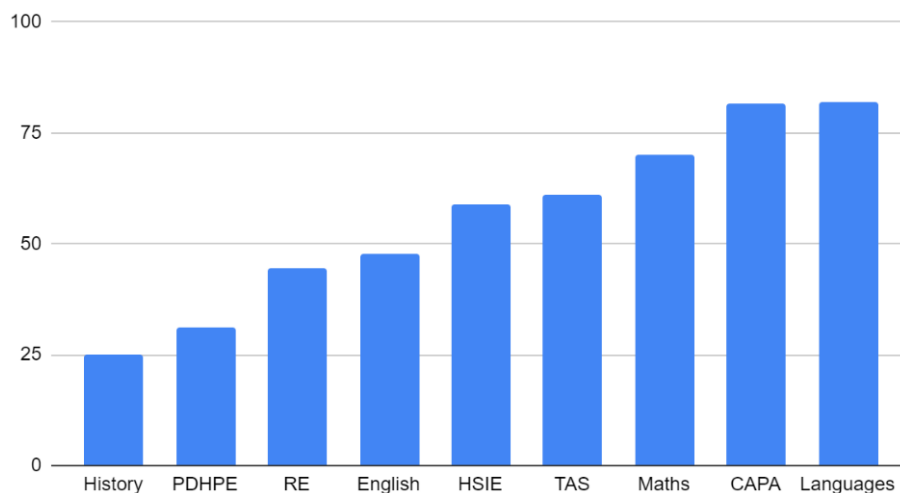
As a trend the College continues to increase its representation in the top 2 bands when compared to state. This is further evidence of the College’s capacity to support its students to achieve academic excellence.

Band 5 and 6 ROSEBANK and Band 5 and 6 STATE



The proportion of Band 5 and 6 achievement was shared amongst all faculties. The faculties of Languages, Creative and Performing Arts, Mathematics, Technological Applied Sciences, Human Society and its Environment had more than 50% of the cohort within their subjects achieve a top 2 band result. This indicates the College is maintaining a high success rate in areas where it has traditionally observed this level of excellence. However, there are other faculties who are now experiencing similar levels of success.

% of Bands 5 & 6 by Faculty



Courses in which 100% of the students achieved in the top 2 bands include:

- Mathematics Extension 1
- Mathematics Extension 2
- Italian Extension
- English Extension 2
- Economics
- Music I
- Economics

Courses where more than 60% of student achieved in the top 2 bands include:

- Drama (90%)
- Visual Arts (84%)
- Mathematics Advanced (82%)
- English Advanced (81%)
- English Extension I (80%)
- Chinese Continuers (80%)
- Italian Continuers (78%)
- Studies of Religion II (75%)
- Physics (74%)
- Hospitality (71%)
- Legal Studies (70%)
- Food Technology (69%)
- Mathematics Standard 2 (65%)
- Information Processes and Technology (64%)
- Engineering Studies (63%)

4.3 Senior Secondary Outcomes

At Rosebank, there remains strong demand from a section of the Year 11 and Year 12 student population to undertake vocational based courses as part of the HSC study pathway.

Vocational courses enable students to achieve Certificate II or III level qualifications or a Statement of Attainment towards the certificate. These are considered entry level qualifications for employment in related industries. School-based apprenticeships and traineeships allow students to complete their first year at school, whilst also completing the HSC. 27% of Year 11 and 12.5% of Year 12 students undertook a Vocational Education Training (VET) course at either Rosebank or another Registered Training Organisation (RTO). The number of students electing to undertake externally delivered vocational courses and school-based apprenticeships increased in 2022 to 10% students (7% in 2021). Externally delivered courses were studied by 13% of Year 11 students and 6.5% of Year 12. 3% of Stage 6 students undertook a school-based apprenticeship or traineeship in; Construction Carpentry, Electrotechnology, Nursing and Retail Services. VET courses delivered at Rosebank were studied by 16% of Year 11 (12.5% Hospitality and 3.5% Business Services) and 6% of Year 12 (Hospitality only).

Section 5: Teacher Professional Learning, Accreditation and Qualifications

Over 2022, Rosebank College had 111 staff who were classified at Proficient Teacher career level. All teachers were supported to critically reflect on practice and engage in professional develop to continue teaching at our national standard. Teachers across the College were encouraged to engage in collaborative practices through staff days, Professional Learning Network meetings and special TeachMeets. Over the year, an additional 9 staff accredited at Provisional and/or Conditional Accreditation level were also developed and engaged in moving towards Proficient. By the end of 2022, 7 of these Conditional and/or Provisional teachers were supported through the process of having their lessons observed and evidence of teaching practice collated and annotated. With the support of their Curriculum Coordinator and the Accreditation Coordinator, they were successful in completing the quality assurance requirements; approved by NESA as having attained the career status of 'Proficient Teacher'.

Forty-nine staff gained their teaching accreditation prior to 2004, and in a show of good faith and understanding about the disruption from online learning over 2020-2, had their first Maintenance of Accreditation cycle end date extended by NESA. This group, and all Proficient Teacher colleagues had 10 hours of Accredited PD by NESA given to them, to acknowledge the Professional Development around technology that had occurred in order to support students and teaching in the online environment during the pandemic disruption. Of our 49 pre-2004 teachers 18 submitted their 100 hours of PD early and evidence of their practice at Proficient Teacher standard was attested to by the Principal. The remainder will be supported to submit their hours by 31 December 2023, the extension due date. Additionally, outside of these pre-2004 teachers, 14 other Proficient teachers also completed their first or second Cycle of Maintenance and the Principal was able to attest to their Proficient Teacher practice requirements which are aligned with the Australian Professional Teaching Standards.

As of 29 November 2022, NESA became the sole Teacher Authority (TA) for all schools, including Rosebank, in an effort to stick to their commitment to pare back administration, one of the recommendations (8.2) to come out of the Curriculum Reform. One impact this has on teacher

accreditation is that the supervisor - Coordinator of Accreditation and Curriculum coordinators will no longer need to write up a lengthy report about the quality of teaching practice of those the College believes have reached Proficiency. In its place, the Principal will make a recommendation to NESAs for those being accredited, and this decision will belong solely to NESAs. Whilst supervisors no longer need to write this report, the College will still need to keep records for our reasons of recommendation, including a copy of evidence and reflections of practice, and meeting notes about teacher practice across all areas of the AITSL standards. With a purposeful Coordinator of Accreditation as supervisor, and expert in Accreditation requirements, our teachers are well placed to ensure they know requirements, and teacher quality is at or above standard in terms of AITSL professional standards.

Rosebank continues to support Conditionally Accredited teachers both in their study and development of practice. Conditionally Accredited teachers are those who have done at least 45 days of placement and are in the final stages of their university qualifications, having also been given temporary accreditation in order to teach. During 2022, NESAs created a 'Waiver B', which allowed anyone employed as a full-time teacher to do their final placement in school, and to be paid, in order to support students and schools during the pandemic and ensuing teacher shortage. This change in practice means that any Conditionally Accredited teacher at Rosebank will continue to teach their allocated classes, as well as being supported through their final placement, rather than having to go to another school to finalise their studies. During 2022, Rosebank had 2 Conditionally Accredited teachers working either in a casual or full-time capacity.

The College has further supported all Proficient teachers to engage in NESAs Accredited Professional Development, by writing up and implementing 6 Rosebank professional development courses, following NESAs's new requirements for 'Effective Professional Learning' and their core priority areas. The courses fell under these 4 core areas as proscribed by NESAs: delivery and assessment of NSW curriculum; student/child mental health; students/children with a disability and Aboriginal education and supporting Aboriginal students/children over the year. Courses delivered to the staff in-house and by invited guest speakers, included:

- DeCourcy Results Presentation - 1 March 2022: 1.5 hours
- Diverse Learning - 28 January 2022: 2 hours
- Grading Consistency - 30 June 2022: 3 hours
- Rosebank Teaching and Learning Cycle - 28 June 2022: 3.5 hours
- Living Works - 6 September 2022: 1.5 hours
- Welcome to Country - 22 November 2022: 1 hour

These courses amounted to 12.5 NESAs accredited Professional Development hours which have all been uploaded for our teachers who attended. This ensures there should be a way for all teachers to achieve at least 10 hours per year of NESAs accredited PD (over 5 years) for maintaining their accreditation. Teachers are also encouraged to log their Teacher Elective hours, which should also amount to 50 hours, many of which can be gained through a range of professional development hours offered by the College including the 5 hour Provide First Aid course completed by 101 staff on 8 December 2022.

Thirteen staff participated in the blended offering of the 'Youth Mental Health First Aid' course, with 6 hours of asynchronous learning online and 3 x 3.5 hours on Monday afternoons, being run by a specialist YMHFA trainer. This course was based on the 'Resilience in Teens Program' and was voluntary. The

impact of online learning and an uncertain future throughout the first 6 months of 2022, saw an increase in the number of students with mental health concerns as reported by the Pastoral Care Team and anecdotally by teachers. The course has an emphasis on social and emotional learning and ways for staff (teachers and support staff inclusive) to connect with students who need extra support with resilience and connectedness upon returning to face to face learning.

The College required all staff to read and acknowledge a number of mandated policies and online risk and compliance courses throughout the year. Staff new to the College undergo online training package which is completed prior to attending, as a part of their contract, and commitment to the College as a Child Safe school. All staff must have an understanding and knowledge of the implications of complying with relevant legislative, administrative, organisational and professional requirements, policies and procedures. These modules are included in induction training and updated each year for all staff to undertake, including: Complaints Handling, Site Closure Response Plan, CPR Refresher Course, Evacuation procedures, Child Protection (NSW Policy), Discrimination, Harassment and Bullying, Work Health and Safety (NSW), Privacy, Student Duty of Care: Reporting to External Agencies, Code of Conduct, and Whistleblower Training.

After consultation, research and consideration for best practice, the College ran a range of experiences for all staff across Professional Development Week in June around the theme of Wellbeing, including implementation of the Teaching and Learning Framework. The day was created in consultation and collaboration with staff and deaneries. Staff also undertook 'Flourish' training, designed to replenish and regenerate wellbeing and community after online and remote teaching and learning, led by the Dean of Professional Learning and Culture. Staff across all areas of the College were encouraged to find ways to reset and embed a range of strategies for self-care and energy. The week also featured spirituality under the guidance of the College' Dean of Ministry.

At the onset of the year, the Dean of Professional Learning and Culture undertook a review of the 'Rosebank Professional Performance and Review' process, with a view to refining and streamlining communication, process and self-reflection practices. All staff across the College were paired up with a line manager and engaged in a professional conversation to identify 3 targeted goals to focus upon throughout the year. These goals were around the topics of: Professional Development focus goal; Teacher Practice Goal and Personal or Career (big picture) goal. Staff were also encouraged to observe another's practice, to learn from their peers and take strategies back to their own classrooms or workspaces and implement good practice, to impact student learning. A huge range of goals were chosen and the reflection at the end of the year showed the implementation of cycle of improvement process which was ongoing and deepened throughout conversations in the year. There is a breadth of experience and expertise across our teachers and through the RPPR process, they have an opportunity to engage in a focused professional conversation over the year, planning on development and sharing practice with colleagues and their line manager.

Another way the RPPR process gained traction was where the College organised another successful internal virtual TeachMeet - 'Give Me your Best' on 12 September 2022. Many teachers showcased a practice mapped out through their RPPR goal and once again, this event prompted the sharing of ideas and resources, with the range of topics as shown below, from across the full spectrum of subject and faculty areas. The power of teachers sharing practice has been well documented, where relational trust is built and teachers learn from each other to support students in their own context.

- Critical Thinking
- Feedback
- Reading techniques
- Problem Solving
- Lesson starters
- Frayer Model for vocabulary development
- Exam preparation and syllabus knowledge
- Differentiation and Literacy
- Using ALARM to improve writing skills

Section 6: Workforce Composition

The workforce composition at Rosebank College for 2022 (Census Data August 2022):

	Full Time		Part Time	
	Male	Female	Male	Female
Principal	0	1		
Teaching Staff	24	73	2	12
Specialist Support	1	1	1	9
Admin and Clerical	2	21	0	7
Building, Maintenance and Other	12	2	1	0

Section 7: Student Attendance, Retention Rates and Post-School Destinations in Secondary Schools

7.1 Student Attendance

Student attendance data as reported to the Commonwealth Government in 2022 in Semester One, was 89.28% and Term 3 was 90.21%. The compulsory self-isolation period for those with COVID and a spike in the number of cases have impacted these statistics.

Attendance is managed at Rosebank via the daily electronic collection of data through morning and afternoon Home Room. Students with patterns of non-attendance are highlighted through the following mechanisms:

- Reports from Home Room Teachers.
- Management reports from Edumate (the College's administration system) including: 3 consecutive absent days and fortnightly reports.

Parents of students who are absent are required to:

- Register all absences on the College App, including the nature of absence.
- Apply for leave from the Principal if the absence is prolonged (4 days or more).

The parents of students who are absent without prior notification, will be contacted by SMS on the day of absence. Students who have non-verified absences will be followed up by:

- Home Room Teacher
- House Coordinator

Students who are identified through our tracking reports, to have high absenteeism are followed by:

- House Coordinator
- Home School Liaison Officer
- Dean or Assistant Deans of Pastoral Care

These students may be required to complete extra work to meet course outcomes. This may be through attendance of additional days of school during holiday periods to complete work under supervision. Students whose attendance is not satisfactory may be referred to the Department of Communities and Justice or the Police Liaison Team.

7.2 Retention of Year 10 to Year 12

Student Year	Male	Female	Total
Year 10 2020	120	117	237
Year 12 2021	111	120	231

In 2022, the retention rate from Year 10 to Year 12 was 98%, which is similar to 2021. Students left Rosebank to pursue opportunities, careers or further studies in Vocational Education at TAFE or Southern Cross Vocational College Burwood, through apprenticeships and/or full-time employment.

7.3 Post- School Destinations

Seventy percent of students in Year 12 received offers to university and private colleges by the University Admissions Centre (UAC). The remaining 30% of students applied directly to a tertiary institution, or undertook an apprenticeship, traineeship, full-time or part-time employment. The reduced number of offers by UAC, (from 83% in 2021) is due to the increase in the number of institutions offering direct applications and students bypassing the University Admission Centre application process.

Section 8: Enrolment Policy

8.1 Preamble

Rosebank College is a Good Samaritan, Benedictine, Catholic co-educational school, catering for young men and women Years 7 – 12. The College promotes an inclusive, welcoming environment for children and provides transparent, accountable, risk managed approaches to ensure child safeguarding.

Following the example of the Good Samaritan and in the spirit of the Rule of St. Benedict, we encourage a love of Christ, stewardship, hospitality, compassion and service to each other and the wider community.

We acknowledge the primary role of our families and welcome opportunities to work in partnership with them. As a Catholic community in a multicultural environment we give strong witness to our role as advocates of justice.

Co-education has been available in the senior years (Years 11- 12) for over 30 years. In 2009, this was extended from Year 7 to Year 10. Our Catholic coeducational College has received an overwhelming response from the local and wider community and placed us in the enviable position of receiving applications in excess of our possible acceptances. The following guidelines and procedures have been developed in order to provide a fair and equitable enrolment process.

Conditions of enrolment include:

- Parents/guardians and students must support the Catholic, Good Samaritan and Benedictine values of the College and its Mission, which are articulated in the College Mission Statement.
- Students are expected to maintain a high standard of behaviour and to treat others with courtesy and respect.
- Parents/guardians are expected to reinforce these expectations and to ensure that students wear the prescribed uniform according to the College's uniform guidelines.
- Students who are in serious breach of the College rules may be asked to leave the College temporarily or permanently at the discretion of the Principal.
- Parents/guardians authorise the College to publish their child's photo in the College Yearbook, College Newsletter, College website and other publications and media outlets for promotional purposes. Parents/guardians who do not consent to this must indicate this to the Principal in a separate letter at the time of enrolment.
- Parents/guardians accept the responsibility to read all communication from the College including the fortnightly College Newsletter.
- Parents/guardians will attend all Learning Progress Meetings (Parent, Teacher and Student meetings).
- Parents/guardians agree to inform the College in writing immediately of any changes of address, contact details and other family information stated in the Application for Enrolment form.
- Parents/guardians agree to pay annual College school fees either up front by the end of February each year or, enter into a 10 monthly instalment plan with the College which pays the annual fees charged in full by November of each year.
- Parents/guardians agree to be bound by any alteration to conditions of enrolment issued by the College Board.
- Parents/guardians agree to abide by the Rosebank Parental Code of Conduct (included in Prospectus).
- A full term or 10 weeks' notice, (whichever is the shortest) is required in writing to the Principal before the withdrawal of a pupil, otherwise a full terms' fees will be charged.

The Conditions of Enrolment are enclosed with the Application for Enrolment, which must be signed as per the enrolment agreement.

8.1.1 Guidelines

- I. At Rosebank College, there are two stages in the enrolment process:

- a) **Application for student enrolment:** Prospective families submit an application form and \$220 non-refundable application fee. Application must include copies of Birth Certificate/Passport/Visa/Certificate of Citizenship, latest full school report and latest NAPLAN results (if applicable). Applications are accepted on the condition that student behaviour, attendance and commitment to schoolwork are of a high standard prior to enrolment and ongoing through to commencement of their studies at Rosebank. It is also conditional on all required documentation being supplied. The College reserves the right not to accept an application.

Submission of an Application for Enrolment form does not constitute that an enrolment contract has been entered into.

- b) **Interview and Confirmation of Enrolment:** All eligible applicants are considered as per our priority order and placed on a waiting list (see below). The College reserves the right to interview applicants in an order that reflects keeping in mind a range of perspectives (e.g. gender balance). Selected families (including the student) will be interviewed by a member of the Enrolment Team. If the interview is successful, families receive an enrolment offer in writing. A student learning contract is signed during the interview. Families return the acceptance slip to the College and pay the \$475.00 non-refundable enrolment fee. When the student is enrolled at Rosebank College they are included in the Orientation program.

2. **Priority Order:** Applications for Enrolment are accepted from birth. Placement on the waiting list for interviews occurs in the following priority order:

- a) Current families
- b) Children of Alumni (graduated past students)
- c) Catholic families enrolled in Catholic Schools
- d) Catholic families enrolled in Public and other Primary Schools
- e) Other families

The College will endeavour to maintain a balance in gender composition.

It is important to note that priority interview positions (e.g. siblings, Alumni, etc.) cannot be held indefinitely. Therefore, priority order can only be maintained for students up to April of Year 4. *After this time, applications will be added to the general waiting list and allocated according to that list.*

Children of Alumni (graduated past students) are given priority when Rosebank is the first school of choice. Alumni who have children at other schools will be placed on a waitlist and may not be given priority.

3. **Inclusive Community:** Rosebank College is a Good Samaritan, Benedictine, Catholic co-educational school. While Catholic families are given preference, students from other Christian and non-Christian backgrounds will be accepted pending an agreement that the student and

family supports the Catholic and Benedictine ethos of the school and that the student will participate in Religious Education classes, prayer and all liturgies.

4. **Number of places:** The number of places available in each year group is limited. This number may vary according to availability of accommodation, number of current families, Alumni and at the discretion of the College Principal.
5. **Payment of fees:** All annual school fees are payable upfront by the end of February of each year, or by 10 monthly instalments, with all fees paid in full by November of each year.

If a family does not pay school fees upfront or has not agreed to enter a 10 instalment plan, or does not honour that agreement, a child of that family cannot continue enrolment at the College until the matter is finalised.

Failure to make a payment of fees or abide by a financial arrangement made with the College, may initiate legal action to recover the debt. Failure to pay fees by parents/guardians may result in the student being asked to leave the College.

The signatories of the enrolment contract are jointly and separately responsible for payment of that student's fees. This is a contractual obligation. Billings will not be apportioned or split between the signatories of the enrolment contract.

6. **Withdrawal of Applications:** The College withdrawal policy is applicable once the enrolment fee has been paid and enrolment has been secured. If the student withdraws from the College prior to commencement of school, the entire application and enrolment fee are forfeited (i.e. not refundable).

Once students are enrolled, significant commitments of resources and staffing are made. If circumstances change for a family and a decision is made to withdraw a student, notification will need to be made in writing to the Principal, advising of the student's withdrawal and giving 10 calendar weeks' notice preceding their departure. If notice is not received, a further 25% of the annual tuition fee will be charged.

7. **Scholarships:** Rosebank College offers academic scholarships for students entering Year 7. Scholarships are awarded on the basis of the Australian Council for Educational Research (ACER) examination and an interview. The College uses the ACER Cooperative Scholarship Testing Program, an Australian wide annual program of academic ability tests, used by independent schools.
8. **International Students:** Although a small proportion of the College population, Rosebank College welcomes international students for short-term stays and long-term study programs.

Non-permanent Resident students who hold a temporary visa of any class must either personally, or through their parent/guardian, ensure that the College Principal is always in possession of a copy of each student's current visa. The student and/or their parent/guardian must advise the Principal immediately if their visa status changes and/ or if the student is granted a Bridging visa at any time during the student's enrolment. The holding of a Bridging visa may

alter the student's enrolment, resulting in, amongst other consequences, a significant change in school fees payable.

Please see the enrolment protocols for international students. All international students will be assessed on their English writing and reading competence.

Students who do not meet a minimum level of competence in English are initially enrolled in a school preparation program taught at an Intensive Language Centre. Students may be required to attend the centre for either 10, 20 or 30 weeks depending on their language proficiency. On exiting the centre, students will be allocated to their appropriate age level thus not missing any substantial schooling while at the centre.

International students enrolled at Rosebank College are required to stay with relatives, or with a family approved by the school (Homestay).

9. **These Guidelines:** The College may vary from these guidelines in special circumstances. These may include:
- a) Time of enrolment
 - b) Transfers from interstate and overseas and from other Good Samaritan schools
 - c) Compassionate or other grounds

8.1.2 Procedures:

1. **Placement on the waiting list:** Placement on the waiting list is secured once applicants:
 - a) Submit a completed Enrolment Application
 - b) Submit all relevant documentation including NAPLAN results and full school reports
 - c) Pay the \$220 non-refundable application feeUnsuccessful applicants will be informed as soon as possible.

Provision of the above documents and the payment of the application fee do not bind the College to enter a contract for enrolment. A place on the waiting list does not guarantee enrolment.

2. **Securing an enrolment place:** On a number of occasions prior to beginning in Year 7, all applicants receive a letter reminding them to supply the College with their updated sacrament certificates (if available), latest full school report and Year 5 NAPLAN results.

If chosen, shortlisted applicants are invited for an interview with a member of the Enrolment Team. Successful applicants will be offered an enrolment place in writing soon after the interview. Successful applicants have two weeks to accept their enrolment offer and secure their place with a \$475.00 enrolment fee.

3. **Induction and Orientation:** In August of the year prior to commencement in Year 7, Year 6 students and their parents are invited to the first of the Orientation/Induction experiences. The second orientation experience is held in November. It is a full day experience conducted for students only. Students enrolling in other years are also invited to attend on this day.

In the year prior to commencement in Years 11, 10 or 9, successful new enrolling students and parents will be contacted by the Dean of Learning to participate in the subject selection process. The process followed by all current Rosebank students, is used for new families unless enrolment occurs later in the year, in which case an abridged process is provided for individual families.

Section 9: Other College Policies

All College policies and procedures serve to enhance the College’s compliance program to ensure the highest level of student duty of care. The program allows for compliance with all regulations, laws and industry standards pertaining to child protection in NSW.

College policies pertaining to Student Duty of Care, Privacy, Bullying Prevention and Intervention, Enrolments, Complaints and Grievances, and Student Management and Discipline are published on the College website www.rosebank.nsw.edu.au. These and other related policies are also available through the Rosebank College Parent Portal and Staff Portal.

The four key reportable policy areas are:

- Student Welfare
- Bullying Prevention and Intervention
- Student Management and Discipline
- Complaints and Grievances

Updates and accessibility to these policies are summarised in the following table:

Policy	Updates	Access
<p>9.1 Student Welfare - The Student Welfare program which includes the Student Welfare Charter, are based on the College’s Benedictine values of Justice, a Love for Learning, Service, Compassion, Hospitality, Stewardship, Peace and a Love of Christ. These policies outline the rights, responsibilities and practices for all in the Rosebank community.</p>	No updates in 2022	Via the College website, Parent and Staff Portals. The Charter is also located in the Student Diary.
<p>9.2 Bullying Prevention and Intervention - The focus of the College’s anti-bullying policy is to build positive relationships; it defines bullying and details a course of action for students who feel that they have been bullied. It also encompasses cyberbullying.</p>	No updates in 2022	Via the College website, and Parent and Staff Portals.

<p>9.3 Student Management Policy and Discipline Guidelines – This policy identifies different levels of student management, which is useful to students and parents. It outlines procedures in place for dealing with a variety of student management issues, including behavioural matters and concerns with application to learning. Justice to all concerned and restoration of damage, are at the heart of these procedures.</p>	<p>No updates in 2022</p>	<p>Via the College website, and Parent and Staff Portals.</p>
<p>9.4 Reporting Complaints and Grievances – Rosebank is committed to handling complaints effectively and efficiently, responding with procedural fairness. This policy outlines this process, which has included the establishment of an online complaints management system, allowing the College to capture, manage and report on complaints. Regular analysis of complaints received and the implementation of rectification actions, where deficiencies are identified, are key to the College’s commitment in this area. Parents can raise concerns by email to complaints@rosebank.nsw.edu.au. Any formal complaint involving the Principal, must be submitted in writing and emailed to chair@rosebank.nsw.edu.au</p>	<p>No updates in 2022</p>	<p>Via the College website and/or Parent and Staff Portal</p>

Section 10: College Determined Priority Areas for Improvement

The Rosebank community is committed to ongoing review and improvement. Together with our Mission and Vision statements, Mission Framework, and the Strategic Plan implementation strategies, the Strategic Plan 2021 – 2025 “*Lighting the Leadership Flame*” is part of a suite of core documents that shapes and directs this review process. These documents also assist in the formulation of annual priorities. College priorities identified as areas of focus in 2022 were:

Administration

- Explore ways to create breakout spaces where students can work individually, one to one, or collaborate in small groups.
- Review current timetable structures and identify areas for improvement.
- Explore ways to improve organisation of time during the school day to better serve students and staff including the timing of breaks in the school day.

Business

- Create online platforms for the College business units.

- Responding proactively to the needs of the environment, including recycling and renewables with a target of moving towards carbon neutrality.
- Completion of the Manquehue building including new and innovative learning spaces.

Learning

- Develop a whole school response to literacy skills in Middle School.
- Further develop teacher skills in creating effective formative and summative assessment that is relevant, accessible, timely and provides achievable challenges for learners at all ability levels.
- Assist teachers to consolidate their use of feedback tools that inform on task, process and self-efficacy aspects of learning for all students.
- Finalise the Rosebank Learning Framework as a teacher tool for consistent and effective practice across the College.

Management Services

- Broaden the complaints/feedback handling program to include a whole College dimension.
- Relaunch the 'Sun Safe' policy and program to the whole community.
- Identify existing risk, strategies, mitigation and conduct a gap analysis to identify further actions through an audit function.
- Design and implement management and reporting dashboards across each College domain.
- Enhance opportunities to engage and strengthen partnerships with parents through events and activities.

Ministry

- Implementation of the 2022 GSE Staff Spiritual Formation program including ongoing training and formation for leaders in Lectio.
- Use the Mission Framework to set priorities in the life of the College and undertake a process to identify gaps.
- Further develop education and formation in the areas of Liturgy, including leadership of daily Morning Prayer, Lectio, class and whole-school Eucharists, and the continued expansion of lectio across the staff and student bodies.
- Further development and cultivation of the Luminos faith groups, Senior Retreat and Rosebank Rally moving towards increased student and alumni engagement.

Pastoral Care

- Develop a school-wide service program by engaging with staff to create and implement a structure of service.
- Celebrate the commitment, effort and contribution of students through a tiered award system.
- Rebranding and implementation of the College's Social and Emotional Learning (SEL) program – EmpowerED.
- Enhancement of the College's Counselling Team in terms of direction, initiatives and processes to incorporate a preventative and proactive whole school approach.

Physical and Cultural Engagement

- Develop and implement a robust Stage 6 program to create opportunities for students across a range of learning, cultural and credentialing experiences.
- Expand the breadth of representative sporting opportunities to cater student interest in a

- variety of sporting pursuits.
- Development of skilled coaching and alumni recruitment processes to enhance the calibre of the College's PACE program and staffing.

Professional Learning and Culture

- Identify and develop a range of school-based leadership and management projects.
- Create opportunities for Rosebank staff to design, lead and participate in inter-school professional development forums.
- Liaise with the 4 College domains to create a suite of programs relevant to contemporary needs and contexts to support students in their learning.

Section 11: Initiatives Promoting Respect and Responsibility

The College's House system and stepped vertical Home Room groups provide an organic environment where students build connection, respect and a sense of belonging. House activities and pastoral initiatives continue to demonstrate the importance of building respect for all members of the community.

The College's EmpowerED program, a dynamic presentation of social and emotional learning developed by the College's Pastoral Team, aims at equipping students with the tools to face the challenges of our everchanging world.

As part of this program, the College introduced the Resourceful Adolescent Program (RAP) to Year 7 and Year 8, an evidenced based program aimed at building resilience and promoting positive mental health. Student's complete units in resilience, self-management, problem solving, building support networks, conflict resolution and considering the perspective of others.

The College's Pastoral Leadership Team works together to oversee student wellbeing and safety. Our House Coordinators, Assistant House Coordinators, Home Room Teachers and College Counsellors work collegially to provide support and encouragement to our students, walking alongside to guide and empower them to conquer whatever arises. Students are encouraged to take responsibility for their actions, reflect on their choices, to accept failure and use learnings to make informed decisions about their actions.

Our College's House-based, vertical pastoral system, the Pastoral Care program, House activities and other pastoral initiatives, have continued to guide students to build respect for the College, themselves and for others. The vertical nature of our Home Rooms allows for organic mentoring and friendships to occur between students of different year groups.

Our strong Student Leadership Program provides opportunities for students in all year groups to represent their peers and to serve the community. The Students Representative Council (SRC) consists of students from Year 7 to 11 and they join the Senior Student Leadership Team in uniting the student body. Our Facilitator of Student Leadership and Service Group Patrons provided an additional level of guidance to the student leaders and mentored them in each of their roles.

The Year 10 students have the chance to apply for the role of Peer Support Leader where they can

put their leadership skills into action. Six students in each House deliver this program to our new Year 7 students during Semester One. They become part of the orientation team and are instrumental in working with our young students as they transition to high school.

Our Culture and Identify Service Group were proactive in leading the College to take part in a number of campaign days to build awareness around important issues. These days included Harmony Day where everyone was encouraged to share stories of their ancestors, 'Bullying No Way' day during which students pledged to be part of creating a culture of inclusiveness, friendship and compassion, and World Kindness Day.

The College's safeguarding initiative CARES (Community at Rosebank Enables Safeguarding) continued to be utilised by students. This online system empowers students to stand up for themselves or others, by providing them with a platform to report concerns of safety.

The Pastoral and Ministry Teams worked together to implement Reflection Days for Year 7, 8 and 9, as well as the Senior Retreat. These experiences provided opportunities for students to reflect on their individual morals and values in an encouraging and supportive environment.

The Lunchtime Club program continued to flourish, with new clubs introduced each term, providing a range of activities. These programs are designed to offer opportunities for the students to connect with other like-minded students, to develop a sense of belonging and connection in a calm and respectful environment.

Our student-led initiative 'From Me to You' thrived under the leadership and dedication of 25 Year 10 students who demonstrated through commitment, hard work and drive, that anyone can bring light to the world of others. This year's group focused on hospitals, working to make a positive difference to the visitors, staff and patients. One focus was Sydney Children's Hospital where the students ran a toy and book drive, donating an abundance of supplies. They also wrote beautiful messages of kindness, hope and compassion for the children. At Concord Hospital the team created a festive noticeboard for the foyer including artworks, messages and festive decorations. They also created a webpage full of puzzles and games, with the link included on the noticeboard. The third initiative saw messages of gratitude and thanks delivered for the staff at both hospitals, along with baskets of festive chocolates. The team took on the project with great commitment, working together to bring smiles to the faces of others.

Each year, students are involved in commemorating a number of important anniversaries, including ANZAC Day and Remembrance Day. Students also work to support a range of Catholic charities for those in need, including Caritas Australia's Project Compassion and St Vincent de Paul's winter and Christmas appeals.

Section 12: Parent, Student and Teacher Satisfaction

12.1 Parent Survey

In 2022, parents and carers completed an extensive annual survey to assist the College in determining levels of satisfaction and highlight areas where improvements could be implemented. The majority of

parents acknowledged a high degree of satisfaction with Rosebank College. This was evident through enrolment demand from current and prospective parents, as well as from survey insights collected.

Annual survey categories included Learning, Pastoral Care, School Community and Traditions, Technology, Resources and Facilities, Parent Communication and Satisfaction.

Sample affirmations and suggests from the 2022 Parent Survey include:

Affirmations:

- Rosebank is exceptional in celebrating every single student.
- The respect shown by teachers towards students has surprised me. Thank you for modelling respectful behaviour for our children.
- Over the years I have found the vertical house system to be very valuable for both my sons, building many connections across year groups.
- I think that Rosebank is a fabulous school for all children. It is shaping our children into well-rounded, well-educated young men with strong good Samaritan values. It offers many opportunities for extension, engagement, and challenge for our sons. We are so happy that we chose Rosebank for our children.
- I feel the College expects high standards from the kids in terms of their learning, behaviour and uniform and this seems to give them a sense of belonging and pride. The Principal and her team appear to be very effective leaders.
- We are very pleased with Rosebank performance, representation within the community, and the values and ethos it projects.
- I appreciate the overall care for my children's wellbeing and education. I believe Rosebank contributes to my children's growth.
- It has catered for both my children, one who is academically driven and the other who needs to be push and guided. I'm very pleased that both are managed accordingly.
- The teaching staff do a wonderful job at keeping students engaged with their studies.
- The enthusiasm of the teachers at the school and the support my child is receiving to pursue her passions both academic and sporting.
- We have been welcomed to the school with open arms. Seeing my children content and settled in a well-balanced environment is paramount.
- Many extracurricular opportunities are provided to students - such as immersions.

Suggestions:

- Recommend arranging a workshop/ meeting to assist new families on using school apps and or locate the information. We were a bit lost and unable to find the information at Term 1. Finally, have met some parents who have older siblings to show us.
- The parent portal and college app could be improved. Calendar hardly works on the college app. It's not clear how to view certain parts of the portal and it makes you log in multiple times. Sometimes I find things by mistake and can't find them again.
- Upcoming opportunities to hear more about senior school e.g. year 11 and 12, subjects, meet teachers and other families.

- More education on digital device/social media safety. Understanding social media companies are there to make a profit and not to ensure safety.
- More study skills for students - that is teaching students how to study effectively (time management, exam skills, coping with exam stress and anxiety, effective note taking) etc.

12.2 Student Exit Survey

The Graduating Class of 2022 had an opportunity to voice their experiences at Rosebank College through the Year 12 Student Exit Survey. Their feedback and suggestions are reviewed by the College Leadership Team and used to assess what is working well and which areas could be improved upon. Survey categories included Learning, Pastoral Care, Ministry, PACE (co-curricular) and Careers.

Sample affirmations and suggestions from the 2022 Year 12 Student Exit Survey include:

Affirmations:

- All programs around student activities have been great and helped me feel safe and happy at school.
- Teachers formed highly individualised relationships with their students, making them feel supported and think realistically about their performance in the course. This provided confidence and clarity regarding my position in that course and allowed me to succeed.
- The most effective teachers I had were able to cater to the class's needs and bring us up as a whole. The teacher used weekly quizzes to continually check up on the class's progress and give feedback. This made me feel more confident in my writing and made me familiar with HSC style questions.
- My most effective teacher provided us with many external resources; also we do very limited online work with the expectation of writing peels. We also are always testing our knowledge and writing skill with essays.
- I thoroughly enjoyed the Year 12 wellness sessions during Pastoral Care. They were very fun and a good way to unwind with friends.
- My extensive engagement in extracurricular activities has really helped shaped me as a person through the social relationships, academic/physical challenges and networking between schools, and I am really grateful for what they have provided for me.
- The ICT helpdesk was always helpful in solving any issue that arose, whether that be regarding my laptop or ID card.
- This school has very good facilities and infrastructure, that allows the students to do what they need to do without having to worry about these things.

Suggestions:

- Home Room teacher mentoring programs were effective but have to be way more often, it was only one conversation once but it did a good job enhancing student wellbeing. I think mental health as a whole should be more integrated into everything, i.e considering how programs that will be implemented will affect mental health, e.g. consider the way exams in junior years are so crowded for no reason, even the HSC isn't like that and it really takes a toll on mental health causing burnout in later years.

- Instead of Benedictine Academy I would have benefited from early leave and studying at home.
- Not allowed to visit IT during class time and there are too many students there at recess and lunch so there is never enough time to get laptop fixed.

12.3 Staff Survey

All College staff were asked to complete a survey, to provide a snapshot of their perception of the effectiveness of the College. Through the survey, staff were given the opportunity to make important suggestions on how the College can improve.

Sample affirmations and suggestions from the 2022 Staff Survey include:

Affirmations:

- It is a great environment where I feel supported by my Head of Department, I work with competent and friendly colleagues, and the students are quite good.
- I have been heavily supported by the College when it comes to PD this year and have been very lucky to engage with multiple PDs that improve my leadership skills.
- 1. It's a place where you can make a difference by bringing new ideas and ways to improve processes into your role. 2. Rosebank is full of fun and intelligent people who are passionate about doing the best they can for their students and the school. 3. We are continually improving.
- Specifically, under the current Leadership Team I believe the key benefits of working at Rosebank are that staff feel supported and valued. We also, on the whole, have a beautiful student body which makes serving them and their families much easier.
- We are well supported with resources (computers, online resources, etc.). We are also well supported with assistants and support staff. We have a broad mix of students who provide us with a variety of teaching experiences (we need to differentiate for quite a range of students). The College offers a breadth of courses (esp. elective ones). We are encouraged to continually reflect upon and adjust our teaching practice to meet the changing needs of our students.

Suggestions:

- There is a focus on processes and policies, but sometimes these aren't particularly efficient. We need to look at ways to make operational matters more effective. Review of exceeding workload to ensure equitability within the College, as this impacts work-life balance and overall wellbeing.
- I hope that sustainability becomes more of a priority, including transparent waste management. A cultural shift needs to occur in staff but especially in students. Incentivise, inspire and encourage reducing and recycling waste where possible.
- The culture of respect from students - at times this does occur but greater consistency from all staff when discipline or welfare related.

12.4 College Staff Involvement

To ensure that staff stayed connected with each other, teachers continued to meet in staff advisory groups to map out different areas of the College, and creating positive impacts on morale, practical working groups and sharing.

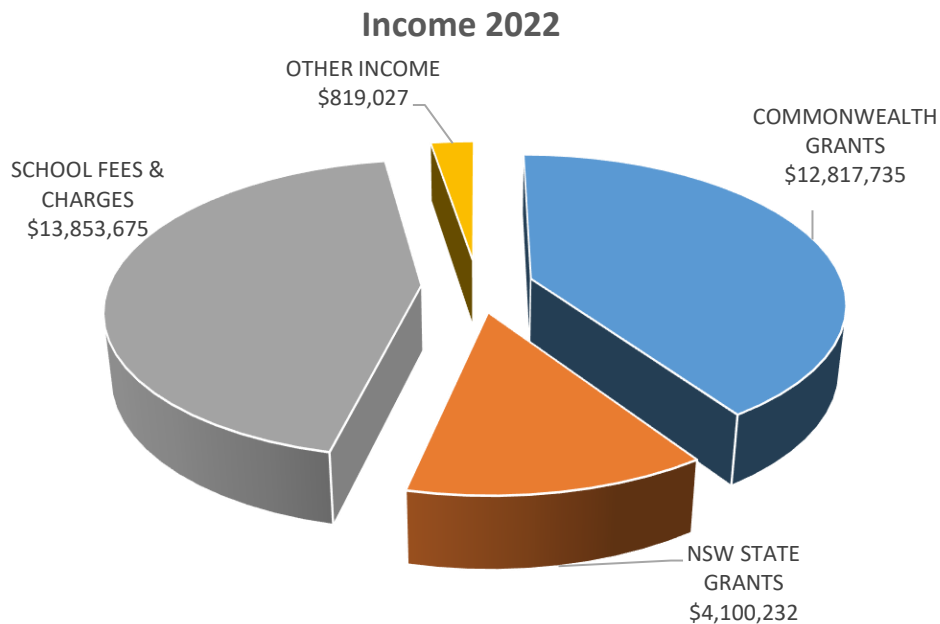
In a year which started on high alert for possible disruptions due to the ongoing effects of the pandemic, the College created many opportunities for staff to develop relationships and build a collaborative collective efficacy with a focus on learning, innovation and celebration. The College was able to support staff wellbeing initiatives with annual flu shots; World Teachers Day and World Support Staff Day celebrating and affirming the efforts and work of all our staff.

As the year progressed, events on the calendar which had been curtailed or cancelled in the 2 years previously, were brought back and opportunities to gather together safely were appreciated by the community. Throughout the year, calendared liturgies, mini masses and Lectio, assemblies, performances, showcases of student work, College tours, parent information sessions, Learning Progress Meetings, semester assessment tasks went ahead through an online platform, or in person. The year ended for our Year 12 students with their HSC in person; co-curricular presentations and the Major Awards which were celebrated as a community.

Section 13: Summary Financial Information

The College derives its income from:

- Parent payment of tuition fees and charges
- Recurrent Commonwealth Government grants
- Recurrent State Government grants
- Application and enrolments fees, Interest received and revenue from trading operations.



The bulk of the College’s recurrent expenditure is salaries, wages and associated costs such as Long Service Leave and superannuation. This area accounts for 68% of the total recurrent expenditure.

Teachers are paid under the NSW Catholic Independent Schools (Teachers) Multi Enterprise Agreement. In 2022, teachers received a 2.04% increase to their base rate of pay plus the associated employer superannuation contribution. There were no further increases in 2022. Teachers in charge of departments and House Coordinators, also received an extra allowance for positions of responsibility.

Major areas of expense for the College are in the technology area to ensure the College is kept up to date with the latest innovations and software protection. Maintenance expense continued to increase in 2022 primarily due to the opening and use of the new Manquehue building (Phase one).

As the student numbers increase, charges from supporting organisations also increase on a per capita basis.

