



Rosebank College 2023 Annual Report

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Section I: Message from Key School Bodies

I.1 Chair of Board

On behalf of the Board, I am pleased to present you with the Annual Report for 2023 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.

The College values the partnerships between our students, parents and carers and staff, and we were delighted to be able to host many events during 2023 that bring our community together and celebrate the work of our talented students. Some of the highlights of 2023 include our College Musical (Charlie and the Chocolate Factory), our annual Open Day where we welcomed some 3000 visitors to the College, Mother's and Father's Day events, our school trivia night, the reintroduction of the Benedictine Exchange Program as well as celebrating the talents of our students through our various performing arts showcases and awards presentations.

We are extremely proud of the range and quality of education we offer to our students through the work of our incredible teachers. Innovative learning is a key feature of the diverse curriculum offered by the College, including a wide range of curriculum choices and pathways, extensive co-curricular activities (through the reinvention of our Physical and Cultural Engagement Program in 2022), a comprehensive pastoral care program and an active ministry program. This means students can pursue their passions, strengths and interests, allowing them to maximise their potential and preparing them for the future.

In particular, I would like to acknowledge the incredible results and academic accomplishments of our Class of 2023, who together achieved the greatest number and proportion of Band 6 results in the College's history and saw the College ranked 116th in NSW in the Band 6 achievement rankings list. We extend our heartfelt congratulations to our Class of 2023 and thank their teachers for their hard work and support.

Leadership of the College remains strong and supportive. We are now over half-way through our 2021 to 2025 Strategic Plan and progress is continuing well to ensure Rosebank continues to deliver quality education that best meets the needs of our students and teachers. Strategic plan implementation strategies together with the formulation of annual targets and priorities ensure that we continue to deliver on our strategic priorities in 2024. Work has also begun in preparing for the next strategic planning cycle beyond 2025 to ensure that the College is able to continue to provide a sustainable, contemporary learning environment into the future.

Our financial results for 2023 remain sound and ensure we are able to invest in the College and its staff and teachers now and into the future. The Rosebank point of difference is both quality education and the breadth of offering and the 2024 budget approved by the Board ensures these continue to be supported whilst striving to remain affordable to parents.

At Rosebank, we are fortunate to be supported by an independent and skilled Board of Directors who provide their time and expertise voluntarily to consider key matters in the areas of strategy, governance and finance as well as risks and opportunities facing the College. Collectively, our Directors bring a diverse range of expertise, knowledge and perspectives to the table in order to 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 of our staff. Thank you to our Principal, Ms Iris Nastasi, for her vision and leadership in managing the school and the Leadership Team for their incredible efforts during the year. I would also like to extend my gratitude to the teachers who inspire and guide our students to pursue their best, the support staff who enable the students and teachers to focus on their key objectives and finally, I offer my sincere thanks to our school community for their ongoing support of the College.

Together, we will continue to nurture the values that allow Rosebank to be a community of faith for all to realise their potential.

Ms Tara McCarthy
Chair of the Board

1.2 College Principal

It's an enormous privilege to lead a College of the calibre of Rosebank College. Rosebank's story is steeped in history and tradition but looks to future chapters with a progressive and innovative mindset.

This year's successes strengthen our position as a Catholic Co-educational College. We firmly believe that we do not need to remove boys from the room to empower girls, nor should girls be separated from boys to grow fine men. If anything, it is the opposite. We are passionate about boys and girls hearing the same message of respect and building solid relationships around meaningful purpose.

We ended the year with yet another round of outstanding HSC results. This continues the trend of strong academic achievement and significant learning growth in recent years. Rosebank was ranked 116th in NSW, achieving 181 Band 6/E4 results for all exams sat. This amounted to 15.07% for all exams - the highest in the College's history. The proportion of students achieving Band 5 and 6 results (and extension equivalents) also increased from previous years, demonstrating substantial improvement. The HSC results also reflect the breadth of curriculum offered at Rosebank, with 14 HSC showcase nominations. I congratulate our students and teachers on these outstanding achievements.

One of the highlights for me this year was The Rosebank Rally, an initiative our Ministry Team ran. The theme for this year's rally was 'Cut to the Heart'. Close to 300 students volunteered to sing, dance, and perform, but most importantly, the event focused on Adoration and the Sacrament of Reconciliation. Our student participation was outstanding.

It was an honour to attend the Year 11 /12 Retreat. Again, I have never seen a more active participation and commitment from any group of students. Catholic education has to be about faith and hope. Our students reconciled doubts, mended relationships, and reconnected with God and themselves. The leadership and dedication of the teachers who attended were richly rewarded by exemplary faith and community building,

The College musical Charlie and the Chocolate Factory showcased the combined talent of our Rosebank orchestra, dancers, actors and performers. Again, boys and girls singing, acting, dancing and being part of the Rosebank orchestra endorse a strong message of what is possible through an excelling performing arts program. The collaboration that occurred over the prior six months was as important as the performance itself. The show ran for six sold-out sessions. A further endorsement of this performing arts program is the success of our Senior Theatresports team, who won the finals at the Sydney Theatresports Competition on a glamorous night at the Enmore Theatre, overcoming competition from the very best performing arts schools. Again, look what we can do!

We continue to nurture student voice and are grateful to our student community for their contribution to the emerging fig tree space. This attractive and functional gathering space pays homage to both The Sisters of Good Samaritan and the Wangal people; the students were careful to include the fig tree motif in the design. I am optimistic for the future, given that a core group of Year 7 students initiated the Nude Food challenge to reduce waste in our community. Thank you to all the parents who supported the initiative and the P&F, who have particularly supported the Fig Tree Gathering Space by donating funds to this project.

2023 saw the introduction of Wellbeing Wednesday. The College initiated creative and diverse ideas to enhance the wellbeing of both staff and students. The program ran across a range of initiatives, including the midday prayer and reflection, Paws and Reflect Day, where pets were welcomed to the school, building a gratitude wall and remembering to give to others inside and outside our gates.

Ten of our teachers were recognised at the Teacher Guild Awards this year. We commit heavily to nurturing and supporting our new teachers and drawing from and respecting all those experienced in their craft. Rosebank hosted "Rosebank in Conversation" to bring together teaching and academic experts and those new to the profession to explore current challenges and provide insights for our future.

The strategic plan is evolving well with a reconnection with alumni, investment in our employees, broadening the implementation of Child Safeguarding Standards, and developing new management and reporting dashboards.

I thank Tara McCarthy and the Board for their ongoing support of my fabulous Leadership Team in their ongoing enthusiasm, leadership and support.

Ms Iris Nastasi
College Principal

I.3 College Captains (Graduating Class of 2023)

Over the past year, we have had the privilege to lead Rosebank as College Captains alongside our amazing leadership team. We have thoroughly enjoyed working with and learning from our peers, teachers and other leaders and have been able to do so through the activities and initiatives in which we have participated. Highlights include attending the 2022 Archbishop of Sydney's Student Leadership Forum, Prefect Afternoon Teas, and more.

The Archbishop of Sydney's Student Leadership Forum was an amazing opportunity for us as we were able to discuss important issues for the young people of Australia from the perspective of the Catholic Church with other student leaders. We could ask the Archbishop any questions we had, and he provided great insight into how Catholicism applies to such a modern society.

As a leadership team, we attended many Prefect Afternoon Teas over the past year, not only to make some great connections and friendships with other leaders, but also to talk about leadership strategies at different schools and make note of ideas and initiatives to implement at Rosebank. Throughout the year, we were also able to collaborate with our House Captains on the Interhouse Basketball Competition and the eventful Teachers vs Students basketball game. We loved getting to work with our talented team of leaders and delivering such exciting events!

We would like to take this opportunity to thank all the teachers and students who have made our leadership journey and this last year possible. Our experience as College Captains has been incredibly rewarding thanks to the friendship, hard work and support of all our other leaders.

It would be remiss of us not to thank, in particular, Ms Long and the College Leadership Team for their tireless work and unwavering support of all our initiatives and ideas throughout the year; nothing would have been possible or well executed without their continued guidance and input.

We want to wish the new leaders for 2023/2024 all the very best and hope that they enjoy and make their final year as memorable as we have. To Year 12 and the whole College community, we thank you for this opportunity over the past year; it has been an honour to actively serve the Rosebank community and all it represents.

Lola Arnold and Jonas Kapsanis
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, Rosebank has evolved into a contemporary, co-educational 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.

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.

Rosebank College offers a holistic approach to education offering a wide variety of opportunities for students to develop into well rounded young adults. From a wide selection of academic courses, a comprehensive Physical and Cultural Engagement program (PACE), a variety of extracurricular experiences, a dynamic Social and Emotional Learning program (SEL) and service opportunities all aimed at developing the whole person. The College has a focus on developing leadership skills in all students, leaders who use their voice in service to others, who are compassionate, confident and action based. Through official leadership positions across all year groups students represent their peers and College in the Student Representative Council, in Year 10 as Peer Support Leaders and in the senior year as College Leaders. They lead by example and live out their faith in action.

Our Pastoral Care House System promotes a sense of belonging and connection. Each student is in a House, which is their smaller community in the school and acts as their home base. Within the House each student is in a Home Room where authentic connections are made with the students and supported by their Home Room Teacher. The students are surrounded by a team of supportive staff and student leaders who create an inclusive and welcoming environment.

The College offers a broad range of learning programs. Many of the programs on offer include the rich and comprehensive suite of programs offered through EnrichED (a program targeted at our High Potential Learners) which engages students beyond the traditional classroom. During 2023 the College also reviewed two of its main learning programs. Our annual STEM project was reviewed and updated. Feedback from this project was that this project was the best received in recent years. Additionally, the College reviewed its ConnectED subject for Year 7 students. A significant investment time has occurred and we hope that this project better meets the literacy needs of our students and enables them to be more critical in their thinking.

The College's Physical and Cultural Engagement (PACE) program captures a large portion of the co-curricular opportunities on offer and 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 and teachers 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 SCS, NSW Combined Catholic Colleges and NSW All Schools representative teams. The Club Sport program presents students with the opportunity play various

sports for the school with their school friends in weekend and weekday evening competitions. The PACE Department is also responsible for facilitating the Duke of Edinburgh's International Award program which remains popular.

The construction of the Manquehue building commenced in December 2020 and was completed in June 2023. The building was constructed in two phases. The first phase was completed July 2022 and included: 10 General Learning Areas (GLA), one 'Inquiry Hub' (the size of 2 GLAs), 2 learning spaces and 3 offices. Practical Completion for Phase 2 which included the undercover carpark, lift, sports court, walkway awning, façade, stairs, footpaths, landscaping and associated building services was issued on 7 June 2023.

2.2 Ministry

This year was designated the 'Year of Community'. Benedict led a group of like-minded men who sought to live out their baptismal commitment with one mind and one heart in union with one another and God. This common purpose found its expression in a series of structures, regulations and guides that coalesced into what we have come to know as the "rule". At the heart of the Rule is an attitude of heart and spirit to prefer nothing whatever to Christ. It is this relational aspect of Benedict's Rule that sits at the centre of any discussion or conversation about what a Benedictine community is. Benedictine community, like any Christian community, has Christ at its centre, Christ at its margins and Christ present in every member of the group regardless of anything other than our common baptism and desire to seek God. Some fifteen centuries later, this community at Rosebank uses different language, includes both women and men, girls and boys, sees the world rather differently to Scholastica and Benedict, but still seeks God with passion and enthusiasm.

It is the perennial searching for God that drives the prayer and liturgical life of the College. How do we "know" the Unknown One except through daily encounter and openness in what Christians know as prayer. This has been articulated before, and its truth remains, that the Ministry Team grounds all its Opus Dei in the daily routine of prayer and listening to God's Word. 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. We have also taken to singing the Benedictus (Canticle of Zechariah used every morning) at least once a week!

Throughout 2023 the Team trained new groups of catechists, Extraordinary Ministers of Holy Communion, altar servers and readers. We also sent close to forty young people on immersion experiences to remote First Nations communities with Red Earth and Good Samaritan Education.

The annual Social Justice Day in August expanded the theme of "community" from "me to you" through asking "Who is my neighbour?" The day was organised by the Ministry Team with the Social Justice Student Leaders whose passion was writ large across every aspect of the day. The keynote speaker was Deng Adut, former NSW Australian of the Year (2017) refugee advocate and well-known defence lawyer. Mr Adut's presentation was a forceful reminder of the desperate plight of so many across the world today. His testimony touched hearts. The day continued with workshops hosted by a variety of Catholic and community social justice groups and a market place set up in the SRSC that proved very popular.

The spiritual dimension of the formation of the community continued the path "back to normal". Year 11 went on retreat to either Mulgoa or Kiah Ridge for the first time in several years and the junior years held

reflection days. The Rosebank Rally, now an annual fixture on the calendar, drew several hundred young people and staff to spend time after school celebrating the joy of being Christian. In November an Evangelisation Day encouraged students and staff to think deeply about some of the pressing faith-related issues of the day.

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 with Sr Patty Fawkner and Fr Michael McLean. 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 Bishop Danny Meagher for Mass.

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.

2.3 Characteristics of the College Body

Rosebank College in 2023 had 1442 students enrolled as full-time students. The gender breakdown was 719 females and 723 males. The 2023 Capacity to Contribute (CTC) was 110 for Rosebank which drives funding, this figure is derived from the 3-year average of the Direct Measure of Income (DMI) which in 2023 is 112 (November 2023).

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. In 2023 the results were categorised into four areas which are named: Exceeding, Strong, Developing and Needs Additional Support.

The results demonstrate that Rosebank had a greater proportion of students who achieved at the exceeding level than compared to the rest of the state. Furthermore, students in Year 7 and 9 achieved higher mean scores for each test aspect compared to the state.

Year 7

Test Aspect	Rosebank mean score	State mean score	% of the Rosebank cohort who achieved at the exceeding level	% of the State cohort who achieved at the exceeding level
Reading	582	542	33%	22%
Writing	573	541	18%	17%
Spelling	571	549	34%	26%
Grammar and Punctuation	579	545	26%	16%
Numeracy	585	548	25%	16%

Year 9

Test Aspect	Rosebank mean score	State mean score	% of the Rosebank cohort who achieved at the exceeding level	% of the State who achieved at the exceeding level
Reading	601	567	23%	18%
Writing	607	570	25%	18%
Spelling	600	573	31%	20%
Grammar and Punctuation	592	561	22%	15%
Numeracy	610	575	15%	13%

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.

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 NESAs, 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)

2023 continued the College's trend of strong academic achievement and significant learning growth. Rosebank was ranked 116th in NSW, achieving 181 Band 6/E4 results for all exams sat. This amounted to 15.07% for all exams - the highest in the College's history. In 2023, Rosebank students sat HSC Examinations in 41 subject areas. Of these courses 32 were above state average. The Dux of Rosebank College received an ATAR of 98.5. The College also had 2 students who were identified as All Rounders as they achieved a top band in 10 or more of their units.

The HSC results also reflect the breadth of curriculum offered at Rosebank. 14 students received nominations for the HSC Showcase events across Dance, Drama, Visual Arts, Music and Industrial Technology. Mathematics continued to achieve well in comparison with the state with Mathematics Standard and Mathematics Advanced courses ranked 27th and 44th respectively.

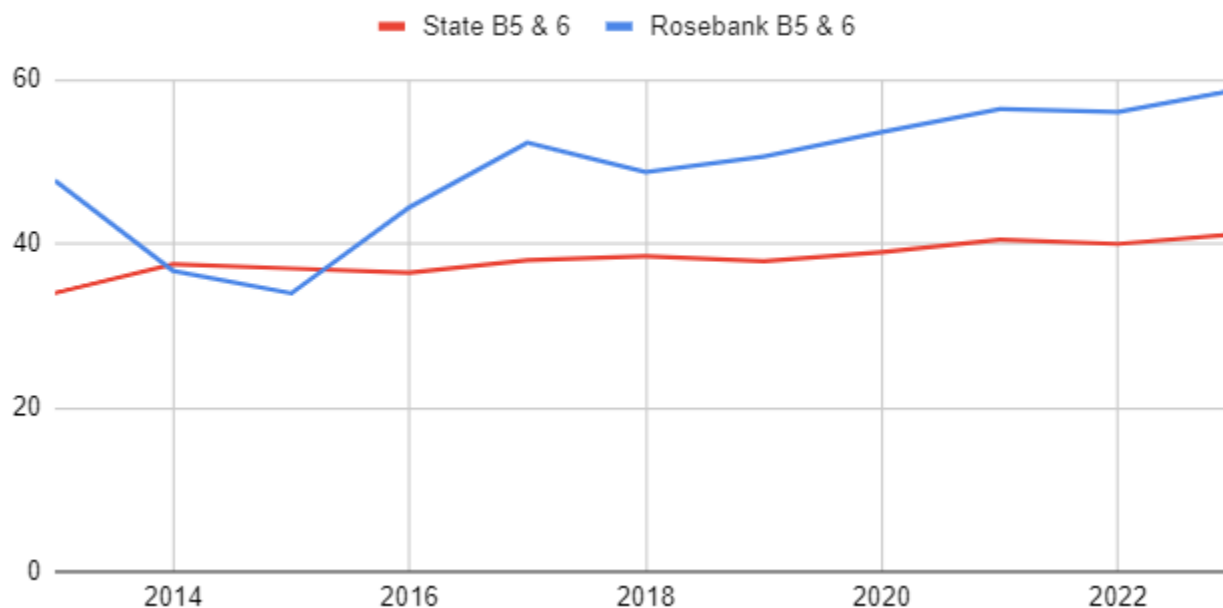
HSC Headline Data Summary

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
2023	76.5	116 th	181	32/41	2	0

Achievement in Top Two Bands

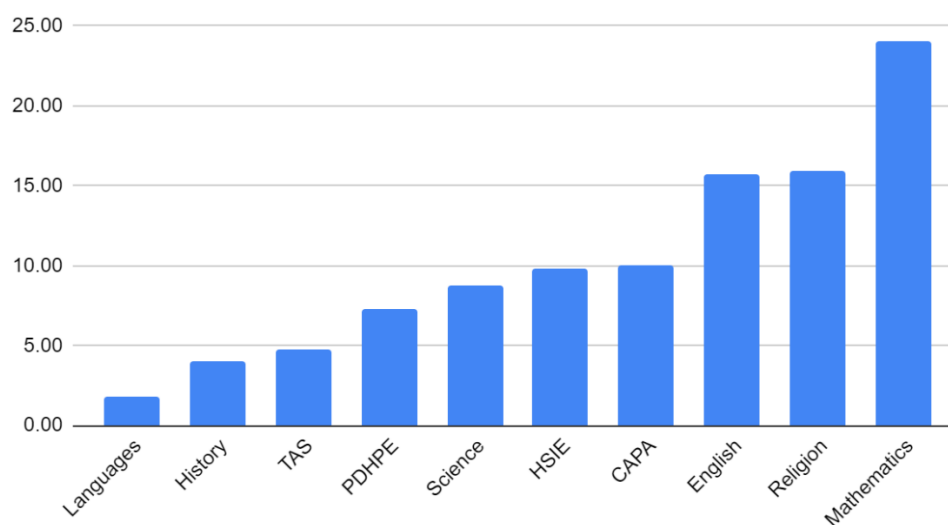
As a trend the College continues to increase its representation in the top 2 bands when compared to state. This is further evidence of the College's capacity to support its students to achieve academic excellence.

Rosebank vs State Band 5 & 6



The proportion of Band 5 and 6 achievement was shared amongst all faculties. Mathematics, PDHPE, Religion English and Human Society and its Environment all had subjects that performed well in comparison to the state average. 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 Band 5 & 6 by faculty



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

- Dance
- Music 2
- Society and Culture
- English Extension 1
- English Extension 2
- Mathematics Extension 1
- Mathematics Extension 2
- Music Extension

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

- Chinese Continuers (67%)
- Community and Family Studies (78%)
- Drama (67%)
- English Advanced (76%)
- Italian Continuers (61%)
- Mathematics Advanced (63%)
- Mathematics Standard 2 (76%)
- Modern History (68%)
- Music I (67%)
- Studies of Religion I (63%)
- Studies of Religion II (71%)
- Visual Arts (95%)

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 credentials or a Statement of Attainment towards these. These are considered entry level qualifications for employment in related industries. School-based apprenticeships enable students to complete the first year of the apprenticeship during Years 11 and 12 and school-based traineeships are a two-year program fully completed during the senior years at school. Both are completed alongside the HSC. 20% of Year 11 and 23% 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 2023 to 12.5% students (10% in 2022). Externally delivered courses were studied by 12% of Year 11 students and 13% of Year 12. 3% of Stage 6 students undertook a school-based apprenticeship or traineeship in; Construction Carpentry, Electrotechnology, Nursing, Hairdressing and Retail Services. VET courses delivered at Rosebank were studied by 6% of Year 11 (Hospitality only) and 10% of Year 12 (7% Hospitality 3% Business Services).

Section 5: Teacher Professional Learning, Accreditation and Qualifications

All new staff are welcomed into the College through the Human Resources team, Professional Learning and Culture team and with their line managers. They receive a welcome pack and line managers give time on their first day to go through an important orientation program, including having a buddy and further check ins from Human Resources and Dean of Professional Learning and Culture. In April, the Leadership Team joined all new staff from across the College for a Principal's Welcome Breakfast. All staff surveyed said they felt welcomed and supported throughout their orientation period. The creation of 'PL News' gives staff an overview of quality evidence-based PD from trusted organisations. There are also articles about staff wellbeing, and links to professional reading to create easy access for all staff to stay up to date in their areas of expertise.

Rosebank College supported and encouraged our 17 Early Career Teachers through the implementation of the Early Career Teacher Professional Development Programme. This included workshops on AITSL Standards domains, and supporting professional development in areas of content expertise, behaviour management and connection with parents and community. The Head of Accreditation and Professional Practice mentored and supervised one teacher to Proficiency over the year, and four more started their journey towards Proficiency. Eight of these new teachers were conditionally approved, some working part time and undertaking their final university placement whilst working with Rosebank, under supervision and encouragement within faculty. Over 2023, one teacher has undertaken their Highly Accomplished Accreditation, with success in Modules 1 and 2 already, with a focus on completing the qualification in 2024. Rosebank College had 120 staff at Proficient Teacher career level with the final lot of Pre-2004 teachers finalising their first Maintenance of Accreditation cycle throughout the year.

24 Pre-service teachers engaged with Rosebank College to undertake their Professional Experience / practicum across a range of Faculties and subject areas. This also necessitated 24 experienced teachers to act as supervisors - observing lessons, filling in feedback forms and evaluating teaching quality. The Pre Service teacher students also joined in a range of activities across the College including Physical and Cultural Engagement (PACE) and excursions when accompanying their supervisors. The feedback from each of these Initial Teacher Education students is overwhelmingly positive and filled with gratitude.

In 2023, Rosebank Staff Professional Development created opportunities for teachers to build on the Teaching and Learning Framework created by staff, for staff, in 2022. Rosebank College Professional Development focussed on ways to build High Impact Teaching Strategies into units of work and in the classroom, so every student in every classroom is challenged and nurtured, as part of our commitment to Benedictine-Good Samaritan education. Staff PD days were held over the year in a change of practice in 2023: starting with the lead in Staff Development days in January, all staff were showcased the 2022 HSC results, and teachers shared practice about what creates student autonomy and a challenging and nurturing learning culture. With a focus on four areas of the College, the Staff PD Days ensured sharing of expertise, collaboration, enquiry and embedding of practices into units of work.

- March: Teaching and Learning Staff Day - developing High Impact Teacher Strategies
- April: Staff Wellbeing and Faculty development
- August: Pastoral Care and Behaviour Leadership
- October: Spirituality - the Heart
- December: CPR and Navigating Courageous Conversations with AINSW

Regular Professional Learning Network meetings on Tuesday afternoon developed the Professional Learning and Culture Vision of 'Building a Culture of Teaching Excellence' developed alongside the Learning Deanery.

The College has further supported all Proficient teachers to engage in NESAs Accredited Professional Development, with the Head of Accreditation and Professional Practice writing and implementing a range of Rosebank professional development courses, following NESAs requirements for 'Effective Professional Learning' and their core priority areas. Syllabus implementation continued throughout 2023, with professional development required to ensure teachers and Faculties had changes ready from the Curriculum Reform being brought in by NESAs. Rosebank College joined 220 schools from across NSW to become a Teacher Expert Networks-connected school. Faculty members/coordinators are able to speak directly to the syllabus writers/writing committee to give deliberate and pointed feedback. Faculty coordinators and teacher experts within Faculty were able to guide best practice and new curriculum armed with these insights. The PD calendar over the year shows the courses offered by Rosebank College as NESAs accredited:

- March: Teaching and Learning Staff Day - developing High Impact Teacher Strategies
- April: Staff Wellbeing and Faculty development
- Term 1-3: Professional Development Group sessions:
 - Subject specific Implementation of new Syllabus PD
 - Feedback and Metacognition for students
 - Multiple Exposures
 - re-Engaging High Potential Learners
 - Literacy
 - eLearning tools to engage students
- August: Pastoral Care - Behaviour Leadership with Dr Bill Rogers (Dynamic Learning Group)

Rosebank College thus offered teachers 22 NESAs accredited Professional Development hours. The Professional Learning and Culture team is also keeping records of all Teacher Elective PD conducted throughout the year, so teachers can refer to this when they are asked to provide evidence of for their NESAs accreditation cycle.

During August, all Rosebank College teachers undertook a presentation and Professional Development day on *Implementing Whole School Behaviour Leadership* from Behaviour Management expert, researcher and educator, Dr Bill Rogers. Staff reported the day to be informative and powerful, with Rosebank teachers engaged in ways to further ensure Rosebank College's Learning Culture in every classroom. Feedback also showed an appetite for building a whole school consistent approach to behaviour leadership, whereby a Consultation Group met across Term 4 and created the Rosebank Routines, starting with 'Get Ready to Learn' to be implemented in 2024.

Rosebank College showcased teacher expertise and practice through 'Rosebank in Conversation' on two occasions in 2023, inviting teachers from across Sydney to learn together at this networking event. In July, Rosebank held the first TeachMeet on ChatGPT through the inaugural 'Rosebank in Conversation' event. Schools within the GSE network, local independent and a range of Catholic systemic schools were invited to present and attend. Professor of Technology in Education, Matt Bower from Macquarie University was our 'Keynote speaker'. Five Rosebank College teachers presented, and four visiting teachers shared their expertise.

Our second *Rosebank in Conversation* event occurred in August, where the College opened doors to Early Career Teachers across Sydney to learn about Behaviour Leadership from Dr Bill Rogers, as an extension of the Staff Day for all Rosebank staff. 54 visiting teachers from 21 schools attended this session. Very positive reports back from range of teachers, whereby supervisors were also interested in what PD Rosebank is offering for the new teachers. Rosebank College continues to build networks and connections across schools. Through the Rosebank Professional Planning and Reflection process, all teachers were supported to engage in critical reflection, in accordance with the AITSL standards and NESA accreditation. Faculty coordinators and line managers of both teachers and support staff mentored their teams through this developmental goal setting and reflection process over the year.

In terms of accreditation and compliance, teaching and support staff continue to uphold relevant legislative, administrative, organisational and professional requirements, policies and procedures through induction training for new staff and updating of policy training. Professional Learning Meetings also had a focus on Child Safeguarding updates and policy to ensure all staff are trained and have an understanding of the requirements for Child Protection and their part in a Childsafe organisation. The Pastoral Leadership Team undertook training through the Office of the Children's Guardian in March, to gain a deeper understanding of the Standards involved. All staff were trained in the Provide First Aid annual update for CPR. Invited support staff and teaching staff undertook the AISNSW's course on Courageously Navigating Difficult Conversations, to carry on from the PD day all middle leaders engaged in together in October.

Moving forward, the Rosebank Professional Planning and Reflection process will focus on a peer coaching model, where staff are encouraged to work together to have professional conversations around developing self and teams for improving student outcomes.

In conjunction with the Pastoral Care Deanery, Rosebank College instituted Wellbeing Wednesday for all staff. The wide range of 'wellbeing' initiatives such as Teacher Health Fund visit; a local chiropractor created a 'wellness seminar'; our NGS superfund connector created a seminar and bookings for individual visits for all staff. We were also able to offer 10 minutes 'in-chair massages' during the Festival of Creative Spirit (FoCS) week, and various other wellbeing weekly treats including Birthday and House morning teas and celebrations of Support Staff and World Teacher Day to promote morale.

Once again, Rosebank College supported 12 staff in undertaking the ‘Youth Mental Health First Aid’ course, run by a psychologist and specialist YMHFA trainer. Educators from RAMP, acting Pastoral leadership positions, early career and experienced classroom teachers engaged in the sessions, creating a layering of expertise in the much-needed area of student pastoral wellbeing and mental health care. Staff who undertook the course reported about the positive impact it has in their classes and interactions with students to understand the social and emotional learning and ways to connect with students who need extra support with resilience.

Section 6: Workforce Composition

The workforce composition at Rosebank College for 2023 (Census Data August 2023):

	Full Time		Part Time	
	Male	Female	Male	Female
Principal	0	1		
Teaching Staff	34	68	2	14
Specialist Support	2	3	2	12
Admin and Clerical	2	22	0	7
Building, Maintenance and Other	12	1	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 2023 in Semester One, was 93.79% and Term 3 was 92.50%.

Attendance is managed at Rosebank via the daily electronic collection of data through morning Home Room. A roll is also marked for each period throughout the day. Students who have patterns of non attendance are highlighted through the following mechanisms:

- Reports from House Staff
- Management reports from TASS (Student Management System) including: 3 consecutive absent days and cumulative absence reports.

Parents of students who are absent are required to:

- Register all absences through the parent lounge of TASS, including the nature of the absences.
- Apply for leave from the Principal if the absence is prolonged (4 days of more)

The parents of students who are absent without prior notification will be contacted by SMS on the day of the absence. The parents of students who have non-verified absences are sent reminders through TASS.

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 - 2021	122	123	245
Year 12 - 2023	111	120	231

In 2023, the retention rate from Year 10 to Year 12 was 94%. 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

Fifty percent of students in Year 12 received offers to university and private Colleges by the University Admissions Centre (UAC). The reduction of UAC offers is due to the steady increase of students applying to institutions by means of early offer schemes or direct application in order to secure an offer prior to the HSC examinations and also to avoid the UAC application fee. The percentage of students offered university places is likely to be closer to 75-80%. The remaining 25-30% of students continued their vocational course study at TAFE, undertook an apprenticeship or traineeship, entered full-time or part-time employment or took a Gap year.

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. Please be aware, it is important for your child's transition that you disclose all learning requirements that may be specific to your child. Failure to do so may nullify the enrolment. 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-installment 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 full and half 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. Bursaries:** Rosebank College offers academic bursaries for new students entering Year 11. Bursaries are awarded on the basis of a mean-test, Years 9-10 academic results and an interview.
- 9. Overseas Students:** Although a small proportion of the College population, Rosebank College welcomes overseas 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 apply online with the enrolment protocols for overseas students. Overseas students with a Visa 500, will be assessed on their English writing and reading competence. College tuition fees differ for overseas students only with a Visa 500.

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).

10. **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, as well as to disclose all learning requirements that are specific to the student. Failure to do so may nullify the enrolment.

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 Management and Resolution, and Student Management and Discipline, and other policies 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
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.	No updates in 2023	Via the College website, Parent and Staff Portals. The Charter is also located in the Student Diary.
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.	No updates in 2023	Via the College website, and Parent and Staff Portals.
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.	No updates in 2023	Via the College website, and Parent and Staff Portals.

Policy	Updates	Access
<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 2023</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 2023 were:

Administration

- Explore ways to create breakout spaces where students can work individually, one to one, or collaborate in small groups.
- Evaluate timetable and bell time reforms.
- Continue to investigate and learn the new TASS Learning Management System (LMS) to manage the daily organisation of the College and update procedures to ensure that documentation and reports are prepared for key stakeholders.

Business

- Respond proactively to the needs of the environment, including recycling and renewables with a target of moving towards carbon neutrality.
- Complete payroll component of the TASS Staff Kiosk with all leave balances visible, reportable and accessible to staff.
- Launch the Senior School Bursary Program.
- Establish a new Solar Panel Project to be installed on the Manquehue rooftop. Will include sourcing grants for installation, evaluation of product options, source supplier, establish payback period and installation timeline.

Learning

- Develop a whole school response to literacy skills in Middle School through a review of ConnectED.
- 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.
- Support the implementation of the curriculum reform.

Management Services

- Broaden the implementation of Child Safeguarding Standards in terms of accessibility of policies and programs for the student body.
- Conduct controls testing to identify any gaps and further actions in risk and compliance through an audit function.
- Utilising TASS (LMS), design and implement Management and Reporting Dashboards across each College Domain.
- Enhance opportunities to engage and strengthen partnerships with parents through events and activities.
- Identify and create a database of resource partners to enhance and broaden the delivery of opportunities for our students.

Ministry

- Implementation of the 2023 GSE Staff and Student Formation Program with a focus on new staff induction and the GSE Staff Pilgrimage.
- Review the Mission Framework (now in its fifth year) to revisit priorities in the life of the College including the 2022 statement “Created and Loved” (ACBC) and undertake a process to identify gaps and propose areas for development.
- 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 the Bible Study / Lectio group.
- Continue the positive 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.
- Reinvention of the student mentoring program focussing on students at risk in the areas of academic performance, attendance, behaviour and motivation.
- Realignment of the College’s processes and procedures of discipline management on all levels of the Restoration System.

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.
- Develop a student representative sport policy in consultation with coaches and school management.
- Development of skilled coaching and Alumni recruitment processes to enhance the calibre of the College’s PACE program and staffing.

Professional Learning and Culture

- Create opportunities for Rosebank staff to design, lead and participate in inter-school professional development forums.

- Review existing Professional Development structures and establish coherence and relevance of formation experiences across the Deaneries including a shared understanding of Professional Learning and Culture as an Enabler.
- Survey parents and guardians to conduct a needs analysis focusing on parenting adolescents.

Section I I: Initiatives Promoting Respect and Responsibility

As members of the College Community, the College's Student Welfare Charter identifies the rights and responsibilities of all students. Our House System, a smaller community with stepped vertical Home Rooms provide an authentic and organic environment where students can build connection, respect and a sense of belonging. House activities and pastoral initiatives continue to demonstrate the importance of building respect and inculcating respect for all members of the community.

The College's Social and Emotional (SEL) program, EmpowerED, is a dynamic program created by the College's Pastoral Team, aimed at empowering and equipping the students to act with resilience as challenges arise. In parallel with this program are opportunities for the students to participate in evidenced-based programs, such as the Resourceful Adolescent Program (RAP) program in Year 7, as well as engaging in presentations from external presenters including Enlighten Education, Man Cave and Your Choicez.

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 approach is restorative in nature and designed to rebuild respect.

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 Identity Leaders were active in bringing awareness to the student body around important topics, leading campaign days to promote inclusivity, kindness and respect. 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' saw a number of our Year 10 Students come together to bring joy and happiness to others. The focus selected in 2023 was residents in aged care facilities. Through visits to a local nursing home, our students were able to connect to the residents through music, dance and activities. These students opened up the opportunity for all members of the student body to be involved in the creation and writing of Christmas cards and origami gifts for residents.

Each year, students are involved in commemorating 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 2023, our parents and carers were asked to participate in an in-depth annual survey, contributing to the College's understanding of satisfaction levels and pinpointing areas for potential improvements. The majority of parents expressed a high level of satisfaction with Rosebank College, a sentiment echoed not only through enrolment demand from current and prospective parents but also by insights gleaned from the survey.

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 2023 Parent Survey include:

Affirmations:

- Very happy with Rosebank. The teachers have been amazing at understanding our son and working together with us for his best future.
- Continue to do what you do because you are all doing a wonderful job!
- Continue the great education and opportunities that you provide to the kids. And many thanks to the supportive teachers too.
- Our experience with all Rosebank teachers has been first class.

- The communication at Rosebank is amazing! Always receive emails, prompt replies from staff, newsletters regularly to inform us of updates changes etc. You do a great job at this thank you so good to feel "connected" to the school and know what is going on.
- Love the celebration of Rosebank's achievements and seeing them being made public.
- My child has had ongoing health issues this year which has meant school attendance has been challenging. His House Coordinator and Home Room teachers have been extremely supportive and flexible in their approach to getting the best outcome.
- My boy is happy and trying his hardest. The Diverse Learning team and his teachers have been a great support for my son. He feels safe.

Suggestions:

- Continue to raise awareness to celebrate and educate more extensively on Australia's history, traditions and First Australians.
- Explore a range of parent communication platforms that suit different people's situations.
- Review the option of face-to-face meetings and zoom Learning Progress Meetings to provide a balance of opportunities to meet with teachers online and at the College.

12.2 Student Exit Survey

The Graduating Class of 2023 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 and Careers. Sample affirmations and suggestions from the 2023 Year 12 Student Exit Survey include:

Affirmations:

- I think the 5-minute break (Angelus) has been a good time for reflection and an essential rest period when we are constantly caught up in the day-to-day lifestyle we live.
- Wellbeing Wednesday with the surprise to be won underneath desks was a very fun and rewarding activity.
- I think Rosebank has tried lots on improving student wellbeing and I have always known who to turn to when I have an issue, so programs have been effectively promoted.
- I feel like Rosebank is actually quite a safe environment and I feel supported here.
- I think that the College counsellors are brilliant. The teachers in Diverse Learning have also been wonderful for my wellbeing.
- Rosebank provides a number of activities which allow students to interact with one another to boost different types of wellbeing. For example, I have been playing in the Rosebank touch football teams which improves my social wellbeing as I can connect with students who are/aren't in my grade and allows us all to work together even though we may not have been close before the sport began.

Suggestions:

- Continue to cater for all students' needs and a range of activities and areas in which each individual will gain value from.

- Explore options for senior study periods. A hybrid model of individual study and collaboration works well for me as an individual learner. This encourages students to take responsibility for how well they use their study periods.
- We should be able to bring our own laptops and devices to the school
- The cafeteria could offer a more diverse range of foods to encompass themes (perhaps special deals for particular days e.g nachos on Tuesday, burritos on Friday, etc.)

12.3 Staff Survey

Rosebank staff completed a Staff Survey, undertaken through Human Resources to gauge perceptions about the various aspects of College life and areas of work. It continues to be an important way for all staff to effectively communicate what has been working well and make suggestions on how aspects could be improved.

A range of affirmations and suggestions about workplace culture and what Rosebank College 'does well', from the staff 2023 Survey are as below:

- I am proud of the College and its approach to social and environmental issues over the past few years. I think we are very progressive in our approach and I hope to see this continue.
- The school has a very dynamic leadership team and is the best group that I have worked with over my 9 years here.
- I enjoy the collaboration and supportive nature of Rosebank. I feel that I can always ask for help or advice.
- 'Rosebank Rockstar' and personal emails as well as personal thank you from Principal are motivational and uplifting thank you.
- Co-education (whilst still focusing on raising respectful and responsible males and females)
- Providing diverse opportunities for students to engage in line with their interests.
- Fostering excellence in teaching practice.
- Providing a strong pastoral environment where all feel safe and included.
- Provides quality educational, extra-curricular, spiritual and wellbeing opportunities for students. First grade facilities for students.
- Providing a vast array of opportunities for the students. Support and care given to the students is excellent.
- We balance tradition and innovation - we live out our mission to both challenge and nurture our students.
- Rosebank provides many opportunities for students to develop their interests and skills.
- The Musical gets bigger and better each time.
- Not really a thing Rosebank 'does'; however, we do have very friendly staff which makes coming to work a pleasure.
- Great diversity of staff.

Suggestions:

- Continue to professionally develop staff into the 'Rosebank Routines' to capture consistency across, affirmations, discipline and uniform expectations.
- I am concerned about the amount of time our students spend on devices. I see the stronger stance on students not having their mobile phones on them as a step in the right direction.

- Explore further opportunities for mixed group-based activities amongst staff.

12.4 College Staff Involvement

There are many ways Rosebank College staff stayed connected with each other and this year, we continued the tradition of having a Staff Welfare Committee who work together to create an uplifting and collegial staff morale. Each term, staff had the opportunity to thank each other, and show gratitude for the support, work or team efforts others had done through nominating a ‘Rosebank Rockstar’.

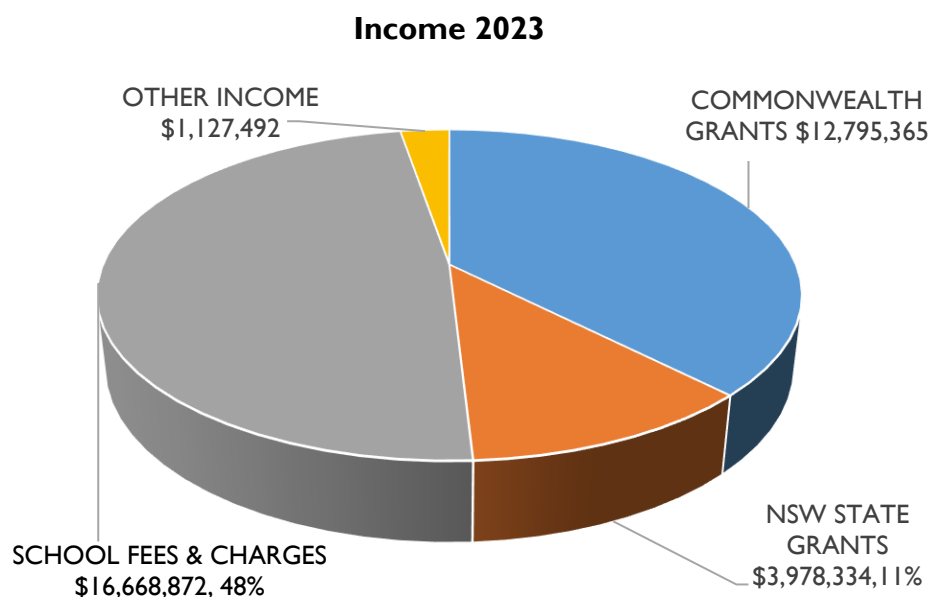
Throughout the year, community events offered to a range of stakeholders - parents, alumni, students and current members of the community - were well supported by Rosebank staff to ensure they were a success. Groups of teachers in particular nominated to be on hand to help the Events Manager in orchestrating the many and varied important calendar dates throughout the liturgical calendar, Open Day and Social Justice Day.

Our offerings to all members of the Rosebank community meant that staff involvement was at an all-time high with effective communication to parents and students through LPMs, parent information sessions, semester assessment tasks and reporting regularly. The College continued to ensure staff were able to build relationships and collaborate harmoniously between teaching and support staff through celebratory events such as International Women’s Day, Mother’s Day and Father’s Day breakfasts, along with World Support Staff and World Teachers Day in October - all of which showed great involvement by and with the staff.

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.



Government funding decreased by 0.85% compared to 2022 due to the College CTC score increasing from 109 to 110. To mitigate lost government funding the College introduced a new Student resources Levy in 2023 and increased school fees by 12%.

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.

Overall salary expense increased by 8.72% in FY2023. Teachers are paid under the NSW Catholic Independent Schools (Teachers) Multi Enterprise Agreement. In February 2023, all staff received an interim 2.78% increase to their base rate of pay plus the associated employer superannuation contribution. Teachers in charge of departments and House Coordinators also received the same increase in their coordinator allowances. Following the NSW Government announcement that Department of Education teacher salaries were to increase effective 9 October 2023, and further EA negotiations on the 2023 MEA, our teachers received a further increase of up to 12.70%, an average of 3.97% across all pay grades in October 2023.

Major areas of expense for the College are in the technology area to ensure the school is kept up to date with the latest innovations and software protection. Maintenance expenses continued to increase in 2023 primarily due to the completion of the new Manquehue building.

Expenditure 2023

