



Rosebank College Annual Report 2024

Artist: Clara Noh (Year 12)

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SECTION I: MESSAGE FROM KEY SCHOOL BODIES

I.1 Chair of Board

Rosebank is a Good Samaritan Benedictine 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.

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, including a wide range of academic choices and pathways, extensive co-curricular activities, and comprehensive and active pastoral care and ministry programs. Students can pursue their passions, strengths and interests, maximising their potential and preparing them for the future.

I would like to acknowledge the fantastic results and accomplishments of our Class of 2024, which saw the College ranked 149th in NSW in the Band 6 achievement rankings list. From achieving the highest average HSC examination mark, to recording the College's highest ATAR of 99.4, as well as numerous HSC Showcase nominations across Drama, Industrial Technology, Dance and Visual Arts, our students have demonstrated their incredible drive and passion. We extend our heartfelt congratulations to our graduates and thank their teachers for their hard work and support.

The College values the partnerships between our students, parents and staff. We were delighted to host a number of events during 2024 that brought our community together including our annual Open Day, Mother's and Father's Day celebrations, Graduation Mass and Dinner as well as various performing arts showcases and awards presentations. Notably, 2024 marked the completion of the 'Birra Birra' outdoor meeting and learning space which honours the rich heritage of the Wangal people of the Eora Nation. 'Birra Birra' is Dharug for 'Fig Tree' as this area commemorates the Fig Tree which stood in this location for over 200 years. The space is characterised by six Aboriginal story poles that tell the story of Rosebank through symbols and art: Students, Faith, Families, Community, Country and Culture.

Central to the Benedictine values of listening, compassion and respect is honest ownership of the past with a commitment to building a future based on justice and peace. In 2024, the College embarked on the development of a Reconciliation Action Plan (RAP). Guided by a RAP Committee and listening to First Nations' voices, the College is developing its vision for reconciliation and defining the actions and commitments to create meaningful impact both within the classroom and in the broader Rosebank community.

Leadership of the College remains strong and supportive. With the current Strategic Plan drawing to a close in 2025, work is underway preparing for the next strategic planning cycle. Central to our future strategic direction, the Board prepared to announce that Rosebank would expand its educational offerings to include Year 5 in 2027, followed by Year 6 in 2028. This significant development will mark a unique milestone, making Rosebank the only co-educational independent Catholic school in the area to

provide continuous education from Year 5 through to Year 12 and ensures that the College is able to continue to provide an innovative, contemporary learning environment into the future.

At Rosebank, we are fortunate to be supported by an independent and skilled Board of Directors who volunteer their time and expertise 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 Board discussions 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 their valuable contributions.

As I near the end of my maximum term of nine years as Director on the Board of Rosebank, I would like to acknowledge the privilege it has been to serve the Rosebank College community, as Chair of the Board. On behalf of the Board, I acknowledge the tremendous efforts and dedication of our staff. Thank you to our Principal, Ms Iris Nastasi, for her vision and leadership in managing the College and the Leadership Team for their incredible efforts during the year. I also 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 Rosebank 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 is with immense pride that I reflect on the remarkable Rosebank journey of 2024. I am reminded as always, that at the heart of Rosebank are our students, and this year has been a testament to their hard work, resilience, passion and success.

This Graduating Class of 2024 has deeply enriched our community, excelling not only in academics but also across a wide range of co-curricular activities. We celebrated their outstanding victory over 90 other schools in the prestigious Catholic Schools Debating Association Competition, a remarkable achievement. We are also proud of our Senior Theatresports team who once again made the finals at the Enmore Theatre. Year 12 demonstrated a profound commitment to social justice, leading many initiatives, serving as catechists, and embodying our Good Samaritan values of service and compassion. The HSC results reflect the breadth of curriculum offered at Rosebank, with 14 students receiving nominations for the HSC Showcase events across Dance, Drama, Visual Arts, Music and Industrial Technology.

Highlights included:

- Our highest ever ATAR of 99.4;
- The highest number of subjects above the State average;
- 3 students included in the top State placings in Italian Extension, Modern History and a second place in Chemistry;
- 3 Rosebank students named in the All-Rounders List (Band 6 in every subject studied);
- 84 students accumulated 156 Band 6s;
- 29 students attained an ATAR of over 90.

Our Mathematics results are consistently strong, and improved results reflected across a broad range of subjects. Rosebank conducts an annual analysis of HSC data to develop appropriate future improvement plans, outlined later in this report.

In 2024, the College launched the Reconciliation Action Plan (RAP). Staff participated in cultural education sessions, gleaning valuable insights into Aboriginal and Torres Strait Islander culture, and assisting our curriculum teams to further identify and explore opportunities to incorporate authentic Indigenous perspectives into our teaching and learning programs.

The Birra Birra gathering space was also completed this year. We were especially honoured by the artistic contribution of Jodie Herden, a Gomeroi woman whose cultural wisdom and guidance were instrumental in bringing this project to life. The importance of Birra Birra, connecting both our past and future, will stand as a legacy of 2024's accomplishments and a source of pride for our entire College community. This significant two-year project was shaped by the collaboration of our students and staff members and funded in part by the College P&F.

Rosebank College was proud to be represented at both the NSW Teachers Guild Awards and the NSW Australian Council of Educational Leaders (ACEL NSW) Awards. Our individual teachers' devotion to their craft was widely recognised, and our Diverse Learning team was presented with the prestigious Team Leadership Award by ACEL.

Amongst many achievements in 2024, a notable success was Rosebank winning the national finals of the Future Problem Solvers Competition. Our very talented Stage 4 students presented a compelling project on "Vaping Awareness." The team has been invited to compete in the international finals in Indiana, USA, in June 2025. This is an extraordinary opportunity for our students to represent not only Rosebank but Australia on the global stage.

Another praiseworthy project was our annual *Write a Book in a Day* initiative, where students and teachers devoted a Saturday to crafting animated books. Not only did their efforts result in outstanding creative work, but they also raised valuable funds for the Kids Cancer Project. The project fosters creativity and literacy skills while instilling a strong sense of social responsibility.

None of these achievements would have been possible without the tireless dedication of our exceptional teachers and staff, who look for learning opportunities for our students both inside and outside the classroom.

This year, we rekindled our commitment to global citizenship and cultural exchange. A group of Rosebank language and history students participated in a unique cultural study tour to Italy, exploring European history and art, as well as experiencing school life abroad. Year 10 students had the opportunity to participate in the annual immersion to Ltyentye Apurte, a remote First Nations community in the Northern Territory. A group of Year 11 students embarked on a transformative journey to Bacolod, Philippines, where they volunteered and immersed themselves in local culture.

As we close this chapter of the school year, I am filled with gratitude for the efforts and achievements of every member of our community. I would particularly like to thank Ms Tara McCarthy, Chair of the Rosebank Board, as she approaches the end of her nine-year term. I extend my thanks for her remarkable service and leadership. I am grateful to the Board of Directors, who have provided their unwavering support and invaluable guidance throughout the year.

I am fortunate to have the immense expertise and support of Mr Paul Hardwick, Assistant Principal, as I lead Rosebank, and with that, I recognise the exemplary work of the entire leadership team who make this role so rewarding. Thank you!

Ms Nastasi
College Principal

1.3 College Captains (Graduating Class of 2024)

Over the past year as College Captains, we have had the privilege of representing Rosebank at various events and promoting initiatives around the College. It has been an incredible experience that we will value for the rest of our lives, so we would like to thank the Rosebank community for entrusting us with this responsibility.

We had the opportunity to collaborate with many other amazing leaders from Rosebank and other schools in Sydney. We participated in Prefect Afternoon Teas at PLC, St Pat's and Rosebank, engaging in enjoyable activities and discussing our leadership goals with like-minded peers. It was a pleasure to work with students across the College to organise initiatives such as the World's Greatest Shave, a highly successful event that raised over \$12,000 in support of the Leukemia Foundation. We also worked with the House Captains to launch a new student-led Instagram account, promoting engagement and communication within the student body.

As always, events such as Open Day, Benedict Day and other masses and assemblies were a highlight, as the entire College community came together to promote and celebrate the achievements of our students and teachers. The annual 'Rosebank's Got Talent' was certainly a highlight too! We would like to give a special thanks to the Communications staff for their efforts in making these special days run so smoothly and enjoyably.

On behalf of all the Student Leaders at Rosebank, we extend our thanks to the Facilitator of Student Leadership whose dedication has been instrumental in helping us realise our leadership vision. We also want to acknowledge the invaluable support of the entire Leadership Team. Without their guidance and encouragement, none of our ideas or initiatives would have come to fruition. The connections we have formed with the wonderful people of our Rosebank community have enriched our experience. Finally, we wish the next College Captains the best of luck in their leadership journey. We are confident these exceptional individuals will be exemplary role models and leaders for 2024/2025.

Stella Vardanega and Xavier Woods
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, 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 enrolment 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 House and Home Room community allows authentic connections to develop between peers and students of other year groups in a welcoming and inclusive environment.

The College has a focus on developing student leadership skills, leaders who use their voice in service to others, who are compassionate, confident and action based. The Student Representative Council is made up of students from each year group. In Year 10 students have the opportunity to be Peer Support Leaders and in the senior year, to nominate themselves for a core Student Leader portfolio.

Rosebank College offers a holistic approach to education with a broad range of learning programs and opportunities for students to develop into well-rounded young adults. A wide selection of academic courses is enhanced by a comprehensive Physical and Cultural Engagement program (PACE), extracurricular experiences, a dynamic Social and Emotional Learning program (SEL) and service opportunities aimed at developing the whole person. Many of the programs on offer include the rich and comprehensive suite of offerings through EnrichED (targeted at our High Potential Learners) which engages students beyond the traditional classroom.

Our annual Year 8 STEM project continued to evolve, culminating in the creation of the Solar Car Project, widely praised as the most engaging and well-received iteration in recent years. Additionally, the Year 7 ConnectED subject underwent a comprehensive review, with a strong emphasis on literacy development and critical thinking. Collaboration between English, History and Geography teachers has ensured that ConnectED remains a contemporary, cross-curricular program that provides students with a richer and more integrated learning experience. These updates reflect our commitment to continuous improvement and innovation in student learning.

The PACE program underwent a successful review in 2024 as it continued to develop extensive co-curricular opportunities across the College. Our students represented Rosebank at Sydney Catholic Schools (SCS) individual and team events, as well as taking part in club competition. Two highly successful sports academies were delivered, for AFL and Rugby 7's and a weekly 'Rosebank Runners' session was introduced. The College also implemented an Inter-School Futsal competition on campus, which included 5 other local schools. Almost 100 students completed the Bronze Duke of Edinburgh Award as part of the Stage 5 Engagement Program and the debating and public speaking teams excelled. The Thursday PACE program also expanded to include additional opportunities for students in the STEM and Gifted and Talented programs. School Holiday Camps were offered for primary aged students and the Rosebank Academic Mentoring Program (RAMP) continued to provide a wide range of tutoring options.

Towards the end of 2024, the College commenced two renovation and refurbishment projects. The first of these was the refurbishment of the Downside building ground floor, including the First Aid rooms and facilities. The second project involved the commencement of works to enclose the Downside rooftop terrace to create an all-weather, multi-purpose space for all members of the community.

2.2 Ministry

In the year of Holy Audacity, we were called to live with boldness and courage, embracing the challenge to be audacious in our faith and actions. This audacity, however, is not about recklessness; it is deeply rooted in the virtues of hospitality and peace. Holy Audacity means having the courage to be the hands and feet of Christ in a world that is often hostile and divided, reaching out in radical hospitality and striving to be instruments of peace.

Holy Audacity, when viewed through the lens of hospitality, calls us to go beyond our comfort zones, welcoming others into our lives and hearts. In John 17:21, Jesus prays, “That they may all be one, as you, Father, are in me, and I in you, that they also may be one in us.” This profound prayer of unity reveals Christ’s audacious vision for His followers: unity through love, a bond that transcends divisions, and a call to hospitality that invites all into communion with God and one another.

Just as Christ welcomes all into the Kingdom of God, we too are called to extend that same radical hospitality. The Rule of Benedict speaks to this notion when it commands us to “welcome all as Christ.” Benedictine hospitality is not merely about offering shelter or a meal; it is about welcoming the stranger, the marginalised, and those who are different from us. True hospitality is about seeing Christ in the other and responding to that encounter with love and openness, even when it disrupts our own expectations or comfort.

At Rosebank, we expressed hospitality through House charity fundraising initiatives, participating in Caritas and St Vincent de Paul Society servant learning opportunities, and immersive experiences within the disadvantaged communities of Ltyentye Apurte (Santa Teresa), the Philippines and Timor-Leste.

Peace is the natural outcome of Holy Audacity. When we offer hospitality, we lay the groundwork for peace to take root in our hearts and in the world around us. In John 17:21, Jesus prays that His followers would be one, just as He and the Father are one. The unity that Jesus prays for is a deep, spiritual peace that transcends worldly division. His prayer is an invitation for us to live in harmony, not just with one another, but with God. This peace is the foundation of holy audacity—peace that is active, transformative, and courageous.

The Rule of Benedict also highlights the importance of peace. Benedict writes, “Let peace be the aim of all your actions.” This is not a peace that is passive or merely the absence of conflict, but a peace that seeks unity, reconciliation, and the flourishing of all. Benedict urges us to live in peace with one another, and this peace is cultivated through humility, prayer, and service. It is a peace that does not shrink from the challenges of life but boldly faces them with the assurance that God’s presence will lead us toward healing and unity.

Benedict also teaches us that peace is not simply a byproduct of community but must be intentionally nurtured. By living according to the Rule of Benedict, we commit to creating a community marked by peace. The Rule emphasises humility, patience, and understanding as the keys to fostering peace. Faith formation opportunities such as the Year 11 Retreat, Social Justice Day and the Rosebank Rally, nurtured spiritual growth. These activities encouraged self-reflection, empathy and a deeper connection with faith, helping participants foster inner peace and a sense of purpose. By engaging in these experiences, students were encouraged to contribute positively to their communities while deepening their relationship with God.

The year of Holy Audacity called Rosebank to embrace boldness, not for its own sake, but for the sake of extending Christ’s hospitality and peace to a fractured world.

2.3 Characteristics of the College Body

In August 2024, Rosebank College had 1450 students enrolled as full-time students. The gender breakdown was 711 females and 739 males. The 2024 Capacity to Contribute (CTC) was 111 which drives funding, this figure is derived from the 3-year average of the Direct Measure of Income (DMI) which in 2024 is 111 (November 2024).

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 2024, the results were categorised into four areas: 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. Students in Year 7 and 9 achieved higher mean scores for each test aspect compared to the state. The results in Reading are particularly positive which reflects the effectiveness of our reading focus this year.

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	579	544	36%	24%
Writing	574	550	21%	18%
Spelling	573	550	37%	27%
Grammar and Punctuation	580	547	31%	20%
Numeracy	583	552	25%	18%

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	612	573	33%	22%
Writing	623	584	34%	23%
Spelling	597	575	24%	20%
Grammar and Punctuation	605	566	30%	19%
Numeracy	614	578	18%	13%

The 2024 NAPLAN results demonstrate that Rosebank is significantly achieving above the state and is well represented in the top bands for both Year 7 and 9. The College has put in place a range of effective support measures to enhance student learning. This includes strong assistance for students with diverse learning needs, as well as comprehensive teaching strategies designed to develop students' reading, writing and numeracy skills.

SECTION 4: SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

4.1 Granting of Records of School Achievement

All students in Year 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)

In 2024, the College achieved strong HSC results. Rosebank was ranked 149th in NSW, achieving 154 Band 6/E4 results for all examinations sat by students. This amounted to 13.2% for all examinations. Rosebank students sat HSC examinations in 38 subject areas. Of these courses, 33 were above the state average. The Dux of Rosebank received an ATAR of 99.4. The College also had 3 students who were identified as 'All Rounders' as they achieved a Band 6/E4 in 10 or more units. Furthermore, Rosebank had 3 students who achieved state ranks for Chemistry, Italian Extension and Modern History. 14 students received nominations for the HSC Showcase events across Dance, Drama, Visual Arts, and Industrial Technology.

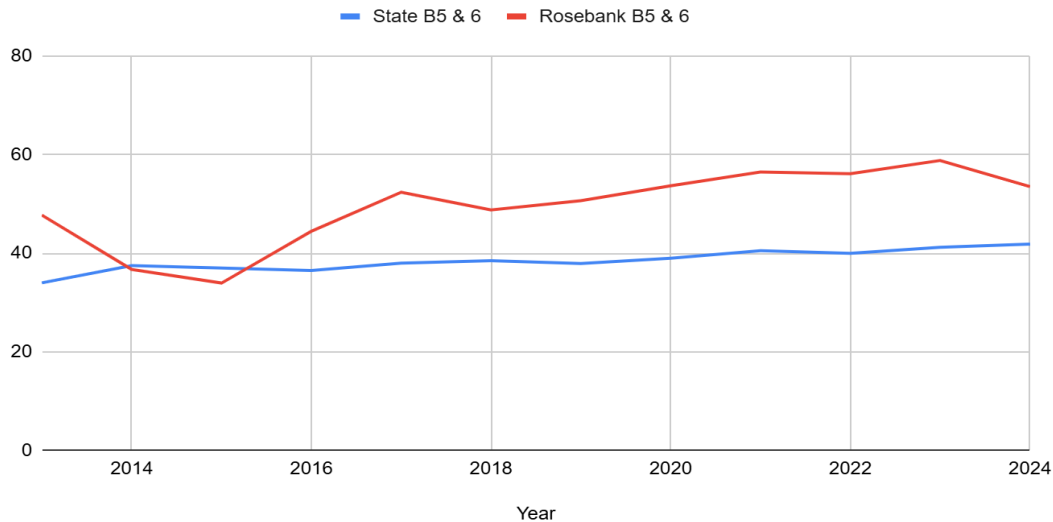
HSC Headline Data Summary

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	78.9	189 th	76	30/36	1	0
2019	78.1	187 th	94	31/42	2	1
2020	79.8	155 th	126	30/35	1	1
2021	80	113 th	152	29/37	0	1
2022	79.8	102 nd	169	32/36	3	3
2023	79.5	116 th	181	32/41	2	0
2024	80.4	149 th	154	33/38	3	3

Achievement in Top Two Bands

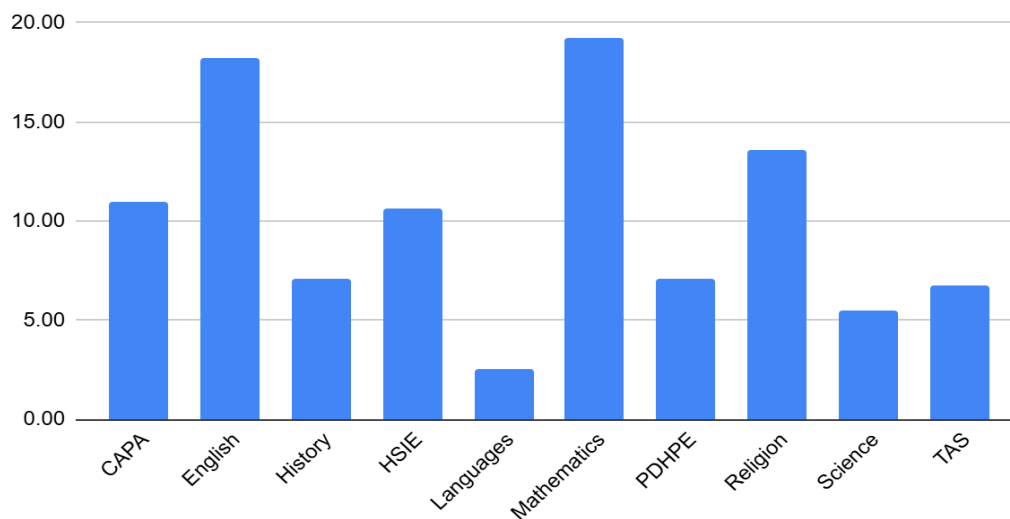
As a trend, Rosebank continues to increase its representation in the top 2 bands when compared to state. This is further evidence of the College's capacity to support its students to achieve academic excellence.

Rosebank vs State – Band 5 and 6 Performance



The proportion of Band 5 and 6 achievement was shared amongst all faculties. Mathematics, English, Religion and Creative and Performing Arts (CAPA) 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 now experiencing similar levels of success.

% of Band 5 and 6 by Faculty



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

- Chinese Continuers
- Music 1
- Music 2
- Retail Services
- English Extension 2
- Italian Extension
- Mathematics Extension 1
- Mathematics Extension 2

Courses that were 5 marks above the state average:

- Retail Services (17.09)
- Mathematics Standard 2 (8.41)
- CAFS (7.76)
- Society & Culture (7.59)
- Design & Technology (7.31)
- Music I (7.16)
- IPT (7.13)
- Textiles & Design (6.9)
- Hospitality (6.43)
- Ancient History (6.35)
- English Studies (5.96)

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 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. These traineeships are a two-year program completed during the senior years at school alongside the HSC. 20% of Year 11 and 17.5% 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 again in 2024, to 14% of students (12.5% in 2023). Externally delivered courses were studied by 15.5% of Year 11 students and 12.5% of Year 12. 3% of Stage 6 students undertook a school-based apprenticeship or traineeship in: Nursing, Hairdressing, Child Care, Retail Services, Construction Carpentry, Electrotechnology and Plumbing. 20% of Year 11 and 5% of Year 12 studied VET courses delivered at Rosebank (Hospitality only).

SECTION 5: TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

During 2024, Rosebank welcomed 20 new teachers and 4 support staff. The Human Resources and Professional Learning and Culture teams, guided staff through a comprehensive orientation and induction program. New staff also had their Studies Coordinator or Line Manager, and a 'buddy' for teachers, working alongside them to ensure a smooth transition into Rosebank processes and culture. In the spirit of Good Samaritan Benedictine hospitality, new staff were also invited to a Welcome Breakfast hosted by the College Principal and Leadership Team.

The Rosebank Professional Planning and Reflection (RPPR) program formed the framework around which the College presented a restructured peer coaching system for teachers. Support staff also utilised the RPPR program to map out their professional development goals. These initiatives inspired new connections across different areas of the College and fostered professional collaboration and conversation.

The College supported 18 new teachers through the Rosebank Early Career Teacher Program.

Workshops included Professional Teaching Standards, Learning Progress Meetings (LPMs), report writing, behaviour management and differentiating teaching strategies. The Coordinator of Accreditation and Professional Practice, who achieved Highly Accomplished Accreditation, mentored and supervised 6 teachers to Proficiency. Eight of these new teachers were conditionally approved. Across 2024, 125 Rosebank teachers continued to work at Proficient Teacher level, with 15 going through their next cycle of Maintenance.

Rosebank continued to develop those new to the profession and those undertaking their initial teacher education study. Twenty-three pre-service teachers from ACU, Notre Dame, UNSW, USyd, UNE, Excelsior College, CSU completed their Professional Experience practicum across a range of faculties and subject areas. The College supported 3 teachers as paid members of staff, while undergoing their final placement as Conditionally approved status, through NESA's Waiver B.

Our staff collaborated around the 2024 Whole School Improvement goal: *Through deliberate, explicit teaching of Reading pedagogies, every teacher will nurture and challenge every student to improve their Critical Thinking skills, developing the Rosebank Learning Culture of Excellence.* Using Rosebank's pedagogical framework, school-wide professional development focused on ways to build teacher efficacy in literacy pedagogies and inferential reading strategies.

Students across Year 7-10 undertook the Progressive Achievement Test - Reading (PAT-R) to inform staff of their abilities to read complex texts and answer multiple choice questions. Staff investigated the data and devised reading strategies to be implemented. This ensured a whole-school approach to building a reading culture.

Rosebank continued to offer health and wellbeing initiatives for staff, including visits from Teachers Health Fund and NGS Super Fund; birthday and House morning teas and celebrations for World Teacher and Support Staff Days. All staff were trained in CPR as part of their First Aid qualification.

The College's Reconciliation Action Plan (RAP) gained momentum in 2024, under the leadership of both the Ministry and Professional Learning and Culture portfolios. The Term 4 Staff Day focused on our connection with Aboriginal and Torres Strait Islander people, culture and places including a presentation by Stu McMinn, from Gawura Cultural Immersions. State Aboriginal Education Manager, Sharon Cooke, from Catholic Schools NSW, collaborated with staff to create an audit of current practices, exploring opportunities to authentically embed texts and learning experiences based on First Nations learnings.

At the end of the year, all staff were invited to attend the Rosebank Cultural Immersion which included time to work in faculties around building respect and empathy in student learning activities. Shared experiences for staff included First Nations cooking, sensory garden walks, sports games, reading, music and singing, and basket weaving led by First Nations members of staff.

Building on the Professional Development with Bill Rogers on Behavior Leadership in 2023, the College implemented the 'Get Ready to Learn' Rosebank Routine. This practice encouraged a smooth transition for students to prepare to enter the classroom with a learning mindset. Student feedback through 2024, indicated that this initiative created consistency for students around the College's expectations for learning. Rosebank supported 17 staff in undertaking the 'Youth Mental Health First Aid' (YMHFA) course, and 12 staff undertook the Refresher course, both run onsite by a psychologist and specialist trainer.

The 'Rosebank in Conversation' TeachMeet was held in Term 4, aimed at Early Career Teachers from across Sydney focusing on 'Teaching HSC For the First Time - From Good to Great'. Seven Rosebank teachers from English, CAPA, PDHPE/CAFS, Mathematics and Science shared their expertise and

knowledge. Five visiting teachers also shared their expertise and presented to 52 teachers new to the profession, including those still studying at university.

SECTION 6: WORKFORCE COMPOSITION (CENSUS DATA AUGUST 2024):

	Full Time		Part Time	
	Male	Female	Male	Female
Principal	0	1		
Teaching Staff	30	76	2	17
Specialist Support	3	3	0	5
Admin and Clerical	2	20	1	15
Building, Maintenance and Other	12	1	2	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 Semester One was 93.66% and Term 3 was 93%.

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, including the nature of the absences, through the Parent Lounge on TASS or the Parent Orbit App.
- 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 the absence. The parents of students who have unverified absences are sent reminders through TASS. Students who are identified through our tracking reports to have high absenteeism are followed up 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 - 2022	118	125	243
Year 12 - 2024	109	114	223

In Term 1, the retention rate from Year 10 to Year 12 was 91%. Students left Rosebank to pursue opportunities, including careers of 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-seven percent of students in Year 12 received offers to university and private colleges from the University Admissions Centre (UAC). The percentage of students offered places in public and private universities combined, will be approximately 80% when direct application schemes are accounted for. The remaining 20% 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. A considerable number of students who completed ATAR-contributing vocational courses continued their study at university in preference to TAFE.

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 co-educational 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 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

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

- Application for student enrolment:** Prospective families submit an application form and \$275 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.

- 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 \$1,500.00 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 second waiting list and allocated according to that list. To be placed on the second waiting list, an application fee of \$100 non-refundable will apply.

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. If the current waitlist has closed for future Year 7 cohort, families can apply on our second waitlist and an application of \$100 non-refundable applies. Families on our second waitlist are only reviewed if we experience movement on our current waitlist after positions have been offered.

Families applying for current Year 7-11 are also placed on the second waitlist and an application fee of \$100 non-refundable applies. This process is different for future students. When applying, please upload supporting documents when applying online. Please provide a cover letter to the registrar after submitting enrolment application the reason you are applying and moving your child from their current school.

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 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 \$275 non-refundable application fee

Unsuccessful 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 \$1,500.00 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 are designed to strengthen Rosebank's compliance program, ensuring the highest level of student duty of care. This program guarantees adherence to all relevant regulations, laws, and industry standards related to child protection in NSW.

Policies concerning Student Duty of Care, Privacy, Bullying Prevention and Intervention, Enrolments, Complaints Management and Resolution, Student Management and Discipline, and other related areas are published on the College website: www.rosebank.nsw.edu.au These policies, along with additional related documents, are also accessible through the parent and staff portals.

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</p> <p>The Student Welfare program, which includes the Student Welfare Charter, is grounded in the College's Benedictine values of Justice, Love for Learning, Service, Compassion, Hospitality, Stewardship, Peace, and Love of Christ. These policies outline the rights, responsibilities, and practices for all members of the Rosebank community.</p>	No updates in 2024	The Charter is available through the College website, as well as the Parent and Staff Portals. It is also included in the Student Diary.
<p>9.2 Bullying Prevention and Intervention</p> <p>The College's anti-bullying policy focuses on fostering positive relationships. It defines bullying and outlines the steps students can take if they feel they have been bullied. The policy also addresses cyberbullying.</p>	No updates in 2024	The policy can be accessed through the College website, as well as the Parent and Staff Portals.
<p>9.3 Student Management Policy and Discipline Guidelines</p> <p>This policy outlines various levels of student management, providing guidance for both students and parents. It details the procedures for addressing a range of student management issues, including behavioral concerns and challenges related to learning. At the heart of these procedures are principles of justice for all involved and the restoration of any damage caused.</p>	No updates in 2024	The policy can be accessed through the College website, as well as the Parent and Staff Portals.
<p>9.4 Reporting Complaints and Grievances</p> <p>Rosebank is committed to handling complaints in an effective and efficient manner, ensuring procedural fairness. This policy outlines the process, which includes the establishment of an online complaints management system that enables the College to capture, manage, and report on complaints. Regular analysis of received complaints, along with the implementation of corrective actions when deficiencies are identified, is central to the College's commitment in this area. Parents may raise concerns via email at 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>	No updates in 2024	The policy can be accessed through the College website, as well as the Parent and Staff Portals.

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, and Mission Framework, 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 whole-school priorities.

College priorities identified as areas of focus in 2024 were:

Administration

- Explore the TASS system's functionality to integrate seamless software communications with Edval Daily and Edval IO.
- Evaluate College event planning procedures to enhance procedural efficiency.
- Develop a flexible timetable including course number of periods, staff allowances and revised bell times.
- Create breakout spaces where students can work individually, one-to-one, or collaborate in small groups.

Business

- Implement cost-effective environmental practices that promote the College's long-term ecological and financial health.
- Complete the shade / roof enclosure for the Downside terrace.
- Ensure that investments in infrastructure are sustainable, cost-effective, and aligned with student needs.
- Develop a balanced and sustainable budget that aligns with the College's mission, goals, and enrolment projections.
- Streamline processes and adopt technologies that enhance efficiency.

Learning

- Further develop the capacity of students to demonstrate successful learning habits.
- Develop, embed and implement inferential reading strategies in Teaching programs.
- Generate increased opportunities for career-relevant learning experiences in all year groups.
- Ongoing support of flexible pathways for Stage 6 students by investigating VET opportunities delivered at the College.
- Create the Rosebank Emerging Leaders Institute.
- Continue to support EnrichED and the Figtree Program to develop connections between students, alumni and external organisations.

Management Services

- Successfully submit NESA Registration, Accreditation and CRICOS
- Broaden and promote the parent engagement program to facilitate educational offerings for parents around Pastoral Care, Learning, PACE and Ministry.
- Review the Child Safeguarding Standards with the intention to develop policies written for all audiences, namely the students.
- Further develop and promote management and reporting Dashboards via the Staff Portal across each College domain.

Ministry

- Finalise the Mission Framework review and present to the College community.
- Commence the Rosebank Reconciliation Action Plan.

- Explore new directions in the current and planned activities of the Ministry Team, including the Luminos Faith group and the Rosebank Rally.
- Engage in the Figtree Project initiative for the greater engagement of Stage 5 students.

Pastoral Care

- Refine and implement the Figtree Program as part of the Stage 5 Engagement Program, to encourage participation in a range of resilience-building activities and initiatives designed to challenge and develop students.
- Enhance reporting systems and follow-up procedures to reduce habitual absenteeism in the student population.
- Increase opportunities for staff, student and parent development around aspects of mental health, teenage development and overall wellbeing.

Physical and Cultural Engagement (PACE)

- Investigate opportunities to offer international sports tours.
- Refine and enhance offerings associated with each High Performance Academy.
- Reintroduce a school holiday period 'Vacation Care Program'.
- Review and improve operational and financial aspects of the Rosebank Academic Mentoring Program (RAMP).

Professional Learning and Culture

- Develop capacity of teachers to implement the Teaching and Learning Rosebank Routines initiative.
- Implement Early Career Teacher Support Program.
- Develop ongoing 'Rosebank in Conversation'
- Refine the Rosebank Professional Planning and Reflection program (RPPR) to continue to support teacher practice and learning goals.
- Employ data from the Parent Survey to identify potential parent educational forums.
- Utilise College structures to further enhance and sustain wellbeing initiatives for all staff.

SECTION II: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The Student Welfare Charter outlines the rights and responsibilities of every student. The House system fosters a close-knit environment through vertically structured Home Rooms, allowing students to develop meaningful friendships and connections across year groups, mutual respect, and a strong sense of belonging. Through various House activities and pastoral programs, students are encouraged to cultivate respect for themselves and others, reinforcing the values of inclusivity and community spirit.

The College's Social and Emotional Learning (SEL) program, EmpowerED, is an innovative initiative developed by the Pastoral Team to help students build resilience and navigate challenges with confidence. Complementing this program, students engage in research-backed initiatives such as the Resourceful Adolescent Program (RAP) in Year 7. The students also participate in character formation incursions where they benefit from thought-provoking presentations by external organisations, including Enlighten Education, Goodfellas, Man Cave, and Your Choicez.

Rosebank's Pastoral Leadership Team is committed to fostering student wellbeing and safety through a collaborative and supportive approach. House Coordinators, Assistant House Coordinators, Home Room Teachers, and College Counsellors work together to guide and empower students. Students are encouraged to take ownership of their actions, reflect on their decisions, and embrace setbacks as learning opportunities. Our restorative approach prioritises personal growth, accountability, and the

rebuilding of mutual respect within the College community.

Our Student Leadership Program empowers students across all year levels to take on meaningful roles, represent their peers, and contribute to the wider community. The Student Representative Council (SRC), comprising students from Years 7 to 11, collaborates with the senior Student Leadership Team to foster unity and engagement within the student body. With guidance from the Facilitator of Student Leadership and Service Group Patrons, student leaders receive mentorship and support as they develop their 'Student Voice' and leadership capabilities.

Year 10 students have the opportunity to apply for the role of Peer Support Leader, to actively support and guide incoming Year 7 students during their transition to high school. Six leaders from each House facilitate this program throughout Semester One, demonstrating Benedictine hospitality and fostering a welcoming and supportive environment.

Culture and Identity leader-led initiatives raised awareness and promoted key values of inclusivity, respect, and kindness. Through campaign days including Harmony Day, 'Bullying No Way' Day, and World Kindness Day, students were encouraged to celebrate diversity, take a stand against bullying, and build a culture of empathy and acceptance.

The College's safeguarding initiative, CARES (Community at Rosebank Enables Safeguarding), continued to be well-used by the students. This online system empowers students to stand up for themselves or others, by providing 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. These clubs encourage shared participation and collaboration, foster new friendships, and allow students to explore different interests in an informal, supervised setting.

The student led 'From Me to You' initiative continued to cultivate a culture of kindness and connection both within and outside of the College. Through small yet meaningful gestures, students were encouraged to uplift others and express gratitude in thoughtful ways. As part of this initiative, students designed Christmas cards with messages of appreciation and handcrafted festive decorations to share with College neighbours. They also prepared gift bags for bus drivers and local businesses, recognising their contributions to our community. Additionally, students decorated and placed painted stones with uplifting messages in local parks, offering moments of joy to those who discovered them. This initiative reflects the College's ongoing commitment to promoting empathy, gratitude, and a spirit of giving.

Students were involved in commemorating important anniversaries, including ANZAC Day and Remembrance Day. Students also supported a range of Catholic charities, 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 Satisfaction

In 2024, parents and carers participated in our annual survey, providing valuable insight into their experiences at Rosebank College, identifying areas of strength and opportunities for enhancement. The overall results reflected a strong sense of satisfaction among families.

The survey covered key areas including Learning, Pastoral Care, School Community and Traditions, Technology, Resources and Facilities, and Parent Communication and Satisfaction.

Samples of this feedback are included below:

- Amazing! Led by a fantastic leadership team. Could not be happier with our first year at Rosebank.
- Co-education leadership is very good, and teachers and staff are amazing. Students are well behaved.
- Modern thinking and vision, traditional values and a place where my children feel seen, safe and able to thrive. The quality of teachers and their care is at the core of what makes me a proud Rosebank parent.
- It is a well-rounded co-educational school that offers a large variety of topics to their students. It also has an excellent community of parents.
- A community that energetically provides students with opportunities for growth.
- A supportive and well-resourced school that encourages all types of learners to grow, develop and achieve success. The teachers are an asset, and the general school spirit / sense of community is strong.
- A school that develops the whole student. Academic and spiritual learning in a community environment that lifts students to develop their full learning potential.
- Supportive and caring school that allows each individual student an opportunity to shine and discover their hidden talents.
- I would describe Rosebank as a truly supportive and nurturing environment. The Diverse Learning Team is instrumental in supporting students' growth and helping them thrive academically which has a positive impact on their self-esteem. Strong and dynamic leadership fosters a positive, inclusive school culture, and the teachers make it a priority to get to know each of their students, this in turn, creates a caring and respectful learning environment. We have been very impressed with the school's dedication to each student's success, and I would wholeheartedly recommend Rosebank to others.
- A great school for all-rounders where children are encouraged to try new things and explore all aspects of learning including the arts and sport.
- Possibly one of the best co-educational schools in the country overall.
- I let my children do the talking. They would say that the teachers are kind and very smart, the Principal is an inspiration, it is a great place to go to everyday.
- A safe, supportive environment for students and a place where concerns are dealt with proactively, consistently and fairly. A place where students can feel safe and where they can access a range of support services if they are struggling either academically or personally.
- The school has surpassed our expectations in terms of learning, wellbeing, creative opportunities and sport opportunities. Incredible teachers who genuinely care and support students to achieve their best in all areas of learning and wellbeing.
- A brilliant school, amazing communication, great community and a sense of belonging and inclusion. I love how responsive the staff are and am glad my child was accepted!
- While extremely professional, the school is still able to connect with students and cares not just about their academic success, but their total wellbeing. Exceptional collaboration between school, student and parents.

12.2 Student Satisfaction

The graduating class of 2024 shared their experiences at Rosebank through the Year 12 Student Exit Survey. Their feedback and suggestions were carefully reviewed by the College Leadership Team to evaluate what is working well and identify areas for improvement. The survey explored key areas such as Learning, Pastoral Care, Ministry, PACE and Careers.

- Benedictine Academy is a great opportunity for students to engage in a well-structured study skills program.
- The co-curricular offerings are fantastic. The debating program is great.
- I think that Rosebank successfully reinforced morals that were taught to me externally. Whilst I learnt how to be a neighbour outside of Rosebank, I appreciated how the school gave me the opportunity to practice it (e.g. through charities, being encouraged to help other students and participating in the From Me to You project).
- Through Rosebank being a very tight-knit, inclusive and caring community, I have learnt to help my neighbour and in doing this, become a better person.
- The Angelus provides a small amount of time for students to rest and recharge in the middle of the day.
- PACE is a very well thought out and valuable part of this school. The drama facilities and faculty are very good and deserve endless praise.
- I felt that the SRSC was a helpful place to go to complete extra study, the library staff are always very helpful and generous.
- Throughout my time at Rosebank, Exchange has been very beneficial in my learning, for example, when using to look at marks from assessments, discussions which I can engage in and posting work.
- The College has access to very good resources and software programs to gain basic knowledge to start studying.
- Continue to invest in guidance counsellors and the Careers program as they promote discussions about future pathways.
- I think the librarians are amazing and were incredibly helpful in supplying resources and helped set up sessions throughout the year to foster study in a collaborative environment.

12.3 Staff Survey

Human Resources collated feedback from staff about College life and areas of work. Commentary included:

- 'Rosebank Rockstars' is a great way to nominate your colleagues who are going above and beyond.
- Working with like-minded people with similar values. Having a leadership team who show their human side while balancing and maintaining a professional approach. Good facilities. Having the support of others when needed. Numerous opportunities for professional development.
- The team - the people I work with are exceptional and the opportunities for broadening experience (e.g. immersions) are numerous.
- I feel very supported by the Executive. The teaching community is warm and friendly. Our students are great.
- The welcoming and inclusive atmosphere, the fellow staff members, and the beautiful environment.
- Kids are well behaved and want to learn
- If you are wishing to develop and grow skills as a leader, there are many opportunities and pathways to get that experience.
- Strong Catholic ethos with a great sense of inclusion, diversity and community.

12.4 College Staff Involvement

Throughout the year, all teaching staff and several support staff, shared their expertise, support and enthusiasm within a number of Community and Hospitality Events Committees. This practice of engaging groups of staff through a self-nomination process, provides the opportunity for all members of our

community to be involved in an area of particular interest from whole-school liturgical celebrations to award presentations and sporting carnivals.

Events including Social Justice Day, Mother's Day Breakfast and Liturgy, and Men Who Matter, along with World Teachers and Support Staff Day, meant that there were many opportunities for staff, and the community to come together. The Staff Welfare Committee also brought staff together in a social setting, hosting a number of events throughout the year, promoting connection and camaraderie. This included the always popular 'Rosebank Rockstar' initiative, founded on the notion of giving thanks and sharing gratitude.

This year, fifteen staff were recognised by the NSW Teachers Guild, receiving the Teacher Recognition of Excellence Award. A member of our Mathematics faculty won the Australian Council for Educational Leaders (ACEL) coveted Mary Armstrong Award for Early Career Educational Leadership. The College's Diverse Learning faculty also won the Leadership Award for 2024.

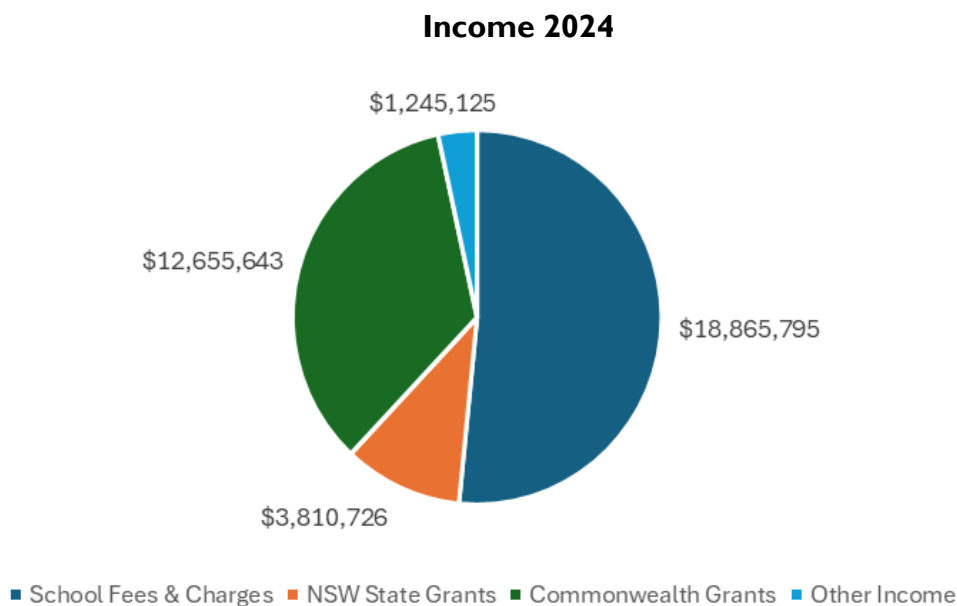
Parent Engagement Gatherings (PEG) continued to be held once per term, with members of the College Executive working with their teams to provide parents the opportunity to engage with insightful presenters and take part in interactive workshops. These included 'AI in Education', 'Transforming Challenges into Connections' and 'Teenage Mental Health'.

Staff engagement with our parents during Learning Progress Meetings (LPMs) was dynamic and collaborative. Students contributed to this process through written reflections. This exchange of information between parent, student and staff, created an authentic and focused conversation on learning and progress into the future.

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 2.40% compared to 2023 due to the Capacity to Contribute (CTC) score increasing from 110 to 111. To mitigate lost government funding the College increased school fees by 12%.

The bulk of the College's recurrent expenditure was salaries, wages and associated costs such as Long Service Leave and superannuation. This area accounts for 67% of the total recurrent expenditure.

Teachers are paid under the NSW Catholic Independent Schools (Teachers) Multi Enterprise Agreement. In February 2024, all teaching staff received a 3.50% increase to their base rate of pay plus the associated employer superannuation contribution. House Coordinators and teachers in charge of departments also received the same increase in their coordinator allowances. Our teaching staff account for 77% of total salaries and wages expenses.

The College's major areas of expenditure included:

1. Computers and software licensing, essential for keeping the College updated with the latest technological advancements and ensuring software security.
2. Maintenance costs saw a continued rise in 2024, mainly due to the five-year maintenance cycle and the need for painting and repairs on construction projects.
3. Leasing costs to GSE for the College site.

Expenditure 2024

