



# Rosebank College Annual Report 2025

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## **SECTION I: MESSAGE FROM KEY SCHOOL BODIES**

### **1.1 Chair of the Board**

On behalf of the Board, I am pleased to present you with the Annual Report for 2025.

Rosebank College is a co-educational Catholic College of Good Samaritan Education 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, accountable to its Company Member, Good Samaritan Education. Collectively, the Board of Directors is accountable for the stewardship of the College and its assets and undertakes a strategic and collaborative 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 offered by the College, including a wide range of curriculum choices and pathways, extensive co-curricular activities, 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.

I would like to acknowledge the fantastic results and accomplishments of our Class of 2025, which saw the College ranked 124<sup>th</sup> in NSW in the Band 6 achievement rankings list. The results are testament to the incredible drive and dedication of our senior students, with 90% of our courses achieving results above the state average as well as numerous HSC Showcase Nominations across Drama, Design and Technology, Textiles and Design, Music, Visual Arts and Industrial Technology. We extend our heartfelt congratulations to our Class of 2025 and thank their teachers for their commitment and support.

With the College's Strategic Plan drawing to a close at the end of 2025, significant effort was dedicated during the year to working with the Rosebank Board, Leadership Team, staff, students and parents in setting the College's strategic direction for the next four years. The Board approved the College's 'Strategic Plan 2026 – 2029: Being Fully Alive', which calls us to live an abundant life – rich in meaning, joy and hope supported by the four pillars of Being in the World, Being in Community, Being a Learner and Being Active.

Central to our future strategic direction, from 2027, Rosebank will enter a new chapter as a Year 5 to 12 school, expanding its educational offerings and extending its mission to nurture, educate and inspire young people. Grounded in faith and inspired by the Benedictine and Good Samaritan traditions, the Strategic Plan reflects the College's continued commitment to providing a safe, caring, challenging and contemporary learning environment.

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 board discussions in order to prepare the College, and

in turn our students, for the future. I would like to thank each of them for the valuable contributions they make.

I'm honoured to step into the role of Chair of Board and serve the College and the Rosebank community. In doing so, I extend my sincere gratitude to outgoing Chair of Board, Ms Tara McCarthy, who has led the College Board for the past 9 years and completed her maximum term as director in May 2025. Ms McCarthy was herself a Rosebank Alumna and we have been privileged to have her lead the Board with purpose, integrity and care.

On behalf of the Rosebank Board, I would like to 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 our incredible 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.

**Mr Justin Flaherty**  
**Chair of the Board**

## **1.2 College Principal**

Rosebank College continues to embody the Good Samaritan and Benedictine tradition as a Catholic, contemporary, co-educational College. Through the 2025 theme 'Stewardship through the Lens of Conversatio and Justice', our community continues to deepen its spiritual and communal life grounded in prayer, reflection and service. This theme inspired important events such as our Senior Retreat, spirituality days, daily prayers, masses and liturgies along with our Rosebank Rally, an evangelical experience that combines music, performance, prayer and the sacrament of Reconciliation.

We were proud to host the Sydney Archdiocesan Youth Conference *Purpose*, welcoming teens and young adults from across the diocese to a two-day evangelisation experience.

In 2025, the Rosebank community contributed to the development of the 'Strategic Plan 2026 – 2029: Being Fully Alive'. The plan incorporates our vision to be a community of faith, and for all to realise their full potential through personal leadership and a love of lifelong learning. At the centre of our plan are four critical domains: Ministry, Learning, Wellbeing and Physical and Cultural Engagement (PACE). Our Strategic Plan priorities are aligned to the goals of our central services including Finance, Human Resources (HR) and Professional Learning to support and grow our College aspirations.

A significant part of the new plan, is the College's expansion into Stage 3 from 2027. This move will make Rosebank, the only co-educational independent Catholic school in the inner west of Sydney, offering continuous education from Year 5 through to Year 12. Another core component of our Strategic Plan, is a commitment to our Reconciliation Action Plan (RAP). This was realised in many ways in 2025, including during Reconciliation Week, where students and staff participated in a series of rich and reflective activities honouring Aboriginal and Torres Strait Islander cultures and histories.

The Class of 2025 built collaboration and ongoing improvement into their plan for optimal success. We are very proud of their academic achievements, which culminated in outstanding HSC results including:

- 170 Band 6's
- 107 Distinguished Achievers
- 31 students with an ATAR in the 90's
- 90% of Subjects were above the State average
- Our state ranking rose to 124

In 2025, Rosebank College also achieved its highest ever total of HSC Showcase Nominations across Visual Arts, Design and Technology, Textiles and Design, Drama, Industrial Technology and Music. We acknowledge our exceptional teachers for the vital role they played in supporting and guiding each and every student.

Rosebank students placed first in Australia in the Future Problem Solving Competition for their creation of resources to combat teenage vaping, and represented Australia in the world competition held in Atlanta, USA. In the same year, we won the World Scholar's Cup and travelled to New Zealand to represent NSW. These initiatives arise from our High Potential Learner Program (InspireED) which offers over 29 challenging opportunities to students outside the classroom. The program led to a visit from the Irish Minister for Education and of Youth, Helen McEntee TD, who discussed with our students their experiences in a pilot coding project. The visit is testament to the diversity of our learning culture at Rosebank and the great support of our Diverse Learning team.

Among the highlights this year, was the production of *Mary Poppins*, the 2025 College Musical, which offered a range of opportunities for students to act, sing, dance and be part of the orchestra. It was a powerful reflection of Rosebank's spirit and a production that challenged us technically, emotionally and creatively. With its intricate score, sophisticated choreography and rich character work, *Mary Poppins* became the most ambitious and refined musical the College has ever staged, showcasing the extraordinary creativity, dedication, and hard work of our staff and talented students.

Rosebank College was proud to be represented at both the Teachers Guild NSW Awards and the NSW Australian Council of Educational Leaders Awards in 2025. Many individual Rosebank teachers were recognised, and our Creative Arts team was awarded the Team Leadership Award.

As we conclude this chapter, I am deeply grateful for the dedication and accomplishments of every member of our Rosebank community. I would especially like to acknowledge Mr Justin Flaherty, Chair of the College Board, together with all the directors who volunteer their stewardship of this great school, and personally for their support and guidance of my leadership.

I am fortunate to have the immense expertise and support of Mr Paul Hardwick, Assistant Principal, as I lead Rosebank with a renewed five-year appointment, and with that, I recognise the exemplary work of the entire Leadership Team who make this role so rewarding.

I look forward to witnessing the continued growth, success, and vibrant spirit of our students, staff, and wider community as we launch the initiatives and goals of our new strategic direction in 2026.

**Ms Iris Nastasi**  
**Principal**

### **1.3 College Captains (Graduating Class of 2025)**

It has been the greatest honour representing Rosebank as your College Captains for 2024/2025. We would like to thank the students, staff and wider College community for entrusting us with this responsibility.

As captains, we have had the privilege to represent the College at both external events and days of community celebration, including Open Day, Benedict Day and Opening Mass to name a few. But perhaps the greatest highlight we share as captains has been pioneering the first ever Year 7 Twilight Cinema, an afternoon where Year 12 leaders came together with our Year 7 cohort for a fun and engaging afternoon.

We have worked alongside a wonderful team of Year 12 Student Leaders – from House Captains to Curriculum Leaders and every position in between. We value and appreciate every single one of you for supporting us and the College with your dedication.

On behalf of all the leaders, we would like to thank our Student Leadership Facilitators, Ms Long and Mr Borg, whose support has been instrumental throughout our time in this role.

**Lola McKenzie and Olek Szczerbicki**  
**College Captains**

### **2.1 Contextual Information**

In 1867, three Sisters of the Good Samaritan opened a school in Albina Villa, just west of where Rosebank stands today, on land that has been cared for, for at least 5,000 years by the Wangal people of the Eora Nation. Founded by Archbishop Polding in 1857, the Good Samaritan Sisters were the first congregation of non-cloistered Benedictine women, called to be ministers of Christ's compassion wherever they served. From the beginning, Good Samaritan schools—and Rosebank in particular—were envisioned as “schools of the Lord's service,” dedicated to forming young people who would become active, engaged citizens grounded in a Catholic Christian and Benedictine worldview.

With the enrolment of boys and young men, Rosebank has evolved into a contemporary, co-educational expression of this tradition. Today, our students and staff give voice to a community that both supports and invites opportunities within the 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 guide for living well and wisely.

Connection and belonging sit at the heart of Rosebank's Pastoral Care system. Each student is placed within a House group that serves as their home base, supported by a dedicated team of staff. These smaller House and Home Room communities foster meaningful relationships across year groups, creating a welcoming, inclusive environment where students feel known, valued, and supported.

The College places strong emphasis on developing student leaders who use their voices in service to others—leaders who are compassionate, confident, and action-oriented. The Student Representative Council (SRC) includes students from every year group, while Year 10 students may serve as Peer Support Leaders, and senior students can nominate for core student leader portfolios.

Rosebank offers a holistic approach to education through a broad range of learning programs designed to nurture well-rounded young adults. A diverse academic curriculum is complemented by the Physical and Cultural Engagement (PACE) program, extensive extracurricular opportunities, a dynamic Social and

Emotional Learning (SEL) program, and service initiatives that develop the whole person. Many students also engage in EnrichED, a comprehensive suite of learning experiences designed to extend High Potential Learners beyond the traditional classroom.

Innovation and continuous improvement remain central to teaching and learning. STEM (Science, Technology, Engineering and Mathematics) at Rosebank, has evolved widely, praised as a most engaging and successful iteration to the offerings of curriculum courses accessible to a student's pattern of study. Similarly, the Year 7 ConnectED subject has been comprehensively reviewed, with a renewed focus on literacy development and critical thinking. Through collaboration across English, History, and Geography, ConnectED operates as a contemporary cross-curricular program, offering students an integrated and meaningful learning experience.

The Thursday PACE program continued to grow, offering a range of diverse activities across sporting, cultural and academic pursuits. There were many highlights in the Rosebank PACE success story last year, including the Representative Swimming Team being crowned Sydney Champions for 2025. The College Athletics program showed significant improvement, with the team achieving its best field and track results in recent years. Our representative team sports continued to be extremely competitive with the junior boys and girls football teams making the Sydney Championship finals. Club sports thrived with hundreds of students taking up the opportunity to represent Rosebank at local club competition level. The College's Holiday Camps program remained popular for primary-aged students within the community. The Rosebank Academic Mentoring Program (RAMP) which is grounded in a student-centred approach, played a significant role providing support for our students in achieving their academic and learning goals.

During 2025, the College completed two significant capital projects that enhanced both functionality and student amenity across the campus.

The first project involved the refurbishment of the ground level of the Downside building. This work expanded the capacity of our first aid facilities to better meet the needs of our student population and redesigned a portion of the administration space.

The second project saw the installation of a new roof structure over the Downside rooftop terrace. This development has transformed the space into a dedicated Year 12 area, providing an attractive undercover environment for senior students, staff and guests.

In addition, over the December–January term break, the College undertook the construction and retrofitting of a specialised Food Technology learning area.

## **2.2 Ministry**

In 2025, Rosebank College embraced the theme of Stewardship through the lens of Justice and Conversatio, inviting our community to deepen its understanding of responsibility, transformation, and faithful action. Stewardship within the Benedictine tradition calls each person to recognise that all creation, relationships, gifts, and opportunities are entrusted to us by God. It asks not only how we care for what has been given, but also how we use these gifts to build a more just and compassionate world. When viewed through the lens of justice and conversatio, stewardship becomes an active and ongoing commitment to right relationship with God, with others, and with creation itself.

Justice, grounded in Gospel values, challenges us to recognise the dignity of every person and to respond to inequality and suffering with compassion and action. Scripture continually reminds us of this call. In Micah 6:8, we are urged “to act justly, love tenderly, and walk humbly with God.” Justice in the Benedictine

tradition is never separated from community or humility. St Benedict reminds us through the Rule to care especially for the vulnerable, writing that particular concern must be shown to those who are weak, poor, or marginalised. Benedictine justice is therefore relational and restorative, seeking the flourishing of all people.

At Rosebank, this commitment to justice was expressed through servant leadership and social outreach initiatives. House charity fundraising, Caritas Project Compassion, and partnerships with the St Vincent de Paul Society provided opportunities for students to recognise their responsibility to others. Immersion experiences within communities such as Central Australia, Cape York, and the Philippines allowed students to encounter the realities of disadvantage firsthand, fostering empathy, cultural understanding, and a deeper awareness of global solidarity. These experiences encouraged students to see stewardship not simply as caring for resources, but as advocating for human dignity and walking alongside others with humility and respect.

A highlight of the year was the extraordinary formation opportunity provided through participation in the Benedictine Conference in Rome, where six Rosebank students joined young Benedictine leaders from across the world. Immersed in the rich spiritual and historical heart of the Benedictine tradition, students engaged in prayer, dialogue, cultural exchange, and formation experiences that deepened their understanding of Benedictine values as a living and global tradition. Walking in places shaped by the legacy of St Benedict and St Scholastica, students encountered the universality of Benedictine spirituality and witnessed how communities across cultures live out stewardship, justice, and community in diverse ways. This experience fostered profound personal growth, strengthened students' sense of identity as members of a global Benedictine family, and inspired them to return to Rosebank as witnesses of hope, unity, and servant leadership. Their participation reflected the spirit of *conversatio*, demonstrating openness to transformation through encounter, reflection, and shared faith.

*Conversatio*, a central Benedictine value, speaks to the ongoing process of personal and communal transformation, referring to a lifelong commitment to conversion of life. St Benedict understood that faith is not static, rather, it is shaped through daily choices, reflection, and openness to God's grace. *Conversatio* calls individuals and communities to continually ask how they are growing, how they are responding to God's invitation, and how they are becoming more fully alive in Christ.

Throughout the year, Rosebank fostered *conversatio* through faith formation and retreat experiences, including the Year 11 Senior Retreat, Social Justice Day, and the Rosebank Rally. These opportunities encouraged participants to engage in deep reflection, recognise their personal gifts, and consider their role in contributing to a just and compassionate society. By creating spaces for prayer, dialogue, and community engagement, these programs supported students in recognising that transformation occurs not in isolation but through authentic relationships and shared experiences.

The Benedictine tradition teaches that stewardship, justice, and *conversatio* are inseparable. Stewardship requires attentiveness and gratitude for God's gifts. Justice ensures those gifts are shared equitably and used to uphold human dignity. *Conversatio* sustains the willingness to continually grow and respond to God's call. Together, these values shape a community committed to living the Gospel with integrity and purpose.

### **2.3 Characteristics of the College Body**

In August 2025, Rosebank College had 1472 students enrolled as full-time students. The gender breakdown was 727 females and 745 males. The 2025 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 2025 was 111 (November 2025).

### 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 2025, 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 and Writing are particularly positive given our focus on Critical Thinking during the 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	587	546	41%	24%
Writing	579	547	23%	17%
Spelling	574	551	35%	27%
Grammar and Punctuation	586	549	31%	21%
Numeracy	593	558	28%	20%

#### 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	609	574	28%	21%
Writing	618	582	33%	23%
Spelling	595	577	29%	22%
Grammar and Punctuation	605	569	29%	20%
Numeracy	625	582	25%	16%

The 2025 NAPLAN results demonstrate that Rosebank is significantly achieving above the state and is well represented in the top proficiency bands for both Year 7 and 9. These outcomes reflect the College’s sustained commitment to academic excellence and targeted student support. A comprehensive range of support structures has been implemented to enhance learning outcomes, including tailored provisions for students with diverse learning needs. In addition, the College continues to embed explicit and evidence-informed teaching strategies aimed at strengthening students’ reading, writing and numeracy skills across all year levels.

## 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)

In 2025, Rosebank College achieved exceptional HSC results, continuing its strong tradition of academic excellence. The College was ranked 124<sup>th</sup> in NSW, with students attaining 170 Band 6/E4 results, representing 15.2% of all examinations. Of the 38 courses offered, 34 performed above the state average, demonstrating consistent strength across a broad curriculum.

Notably, 57% of students achieved an ATAR of 80 or above, reflecting both individual achievement and collective academic growth. Three students were recognised as Distinguished All Round Achievers for attaining Band 6/E4 results in 10 or more units.

The College also celebrated 5 state rankings in Visual Arts, Modern Greek Beginners, Modern Greek Continuers, and Modern Greek Extension, along with a record number of 21 nominations for practical and performance exhibitions and HSC showcase events.

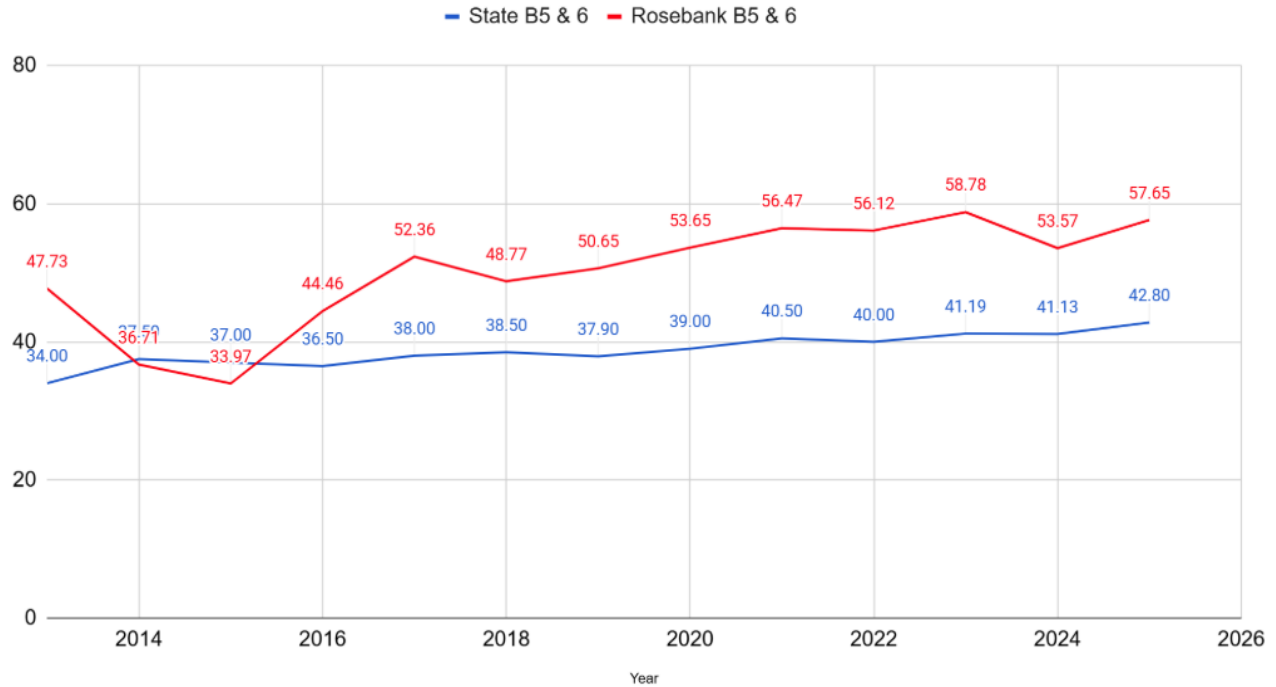
#### HSC Headline Data Summary

Year	Mean exam mark	Rosebank SMH rank	# of Band 6s	Courses above state average	No of all rounders	No of state ranks
2018	78.9	189 <sup>th</sup>	76	30/36	1	0
2019	78.1	187 <sup>th</sup>	94	31/42	2	1
2020	79.8	155 <sup>th</sup>	126	30/35	1	1
2021	80	113 <sup>th</sup>	152	29/37	0	1
2022	79.8	102 <sup>nd</sup>	169	32/36	3	3
2023	79.5	116 <sup>th</sup>	181	32/41	2	0
2024	80.4	149 <sup>th</sup>	154	33/38	3	3
2025	81.27	124 <sup>th</sup>	170	34/38	3	5

#### Achievement in Top Two Bands

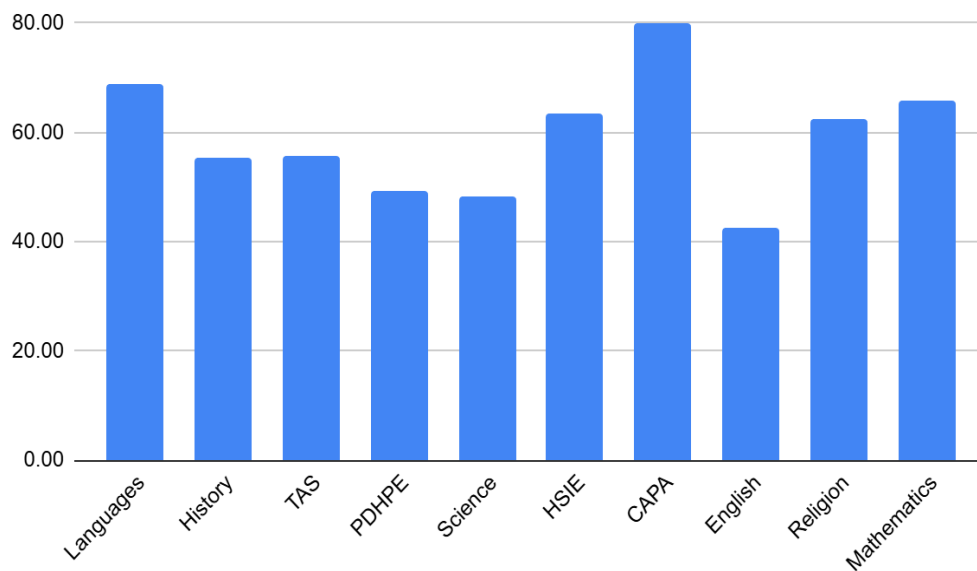
As a trend, Rosebank continues to increase its representation in the top 2 bands when compared to the state. This is further evidence of the College's capacity to support its students to achieve academic excellence.

## Rosebank vs State – Band 5 and 6 Performance



The proportion of Band 5 and 6 achievements was distributed across all faculties, reflecting whole-school academic strength. Strong results were evident in Mathematics, CAPA, Languages and HSIE, with multiple subjects performing above the state average. These outcomes demonstrate the College’s excellence in areas of traditional strength, particularly in Mathematics and the creative disciplines, while also highlighting the sustained success of Languages and HSIE courses. Encouragingly, this pattern of high achievement is now evident across a broader range of faculties, indicating consistent growth and a deepening culture of academic rigour throughout the College.

## Faculty Band 5 and 6 as a % of Total Candidates in Faculty



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

- Dance
- Design and Technology
- Music 2
- Textiles and Design
- English Extension 1
- English Extension 2
- Mathematics Extension 1
- Mathematics Extension 2

Courses that were 5 marks or more above the state average:

- Society and Culture - 12.64
- English Studies - 11.75
- Earth and Environmental Science - 10.73
- Textiles and Design - 10.59
- Mathematics Standard 2 - 9.88
- Mathematics Advanced - 8.66
- Design and Technology - 8.28
- Hospitality - 8.19
- Food Technology - 7.18
- Drama - 7.14
- Mathematics Standard 1 - 7.11
- Ancient History - 6.99
- Chemistry - 6.49
- Biology - 6.49
- Modern History - 5.94
- Business Studies - 5.65
- Italian Continuers - 5.37
- Legal Studies - 5.29
- Visual Arts - 5.01

### **4.3 Senior Secondary Outcomes**

At Rosebank, there continues to be strong demand from a significant portion of the Year 11 and Year 12 cohort for vocation-focused pathways as part of their HSC program. Vocational Education and Training (VET) courses enable students to attain nationally recognised Certificate II or III qualifications, or Statements of Attainment toward these credentials, equipping them with industry-relevant, entry-level skills. School-based apprenticeships and traineeships (SBATs) further extend these opportunities, allowing students to complete the first year of an apprenticeship alongside their senior studies.

In 2025, 15% of Year 11 and 12 students undertook an internally delivered VET course at Rosebank across Hospitality, Sports Coaching, and Business Services. Notably, students in VET Hospitality achieved outstanding results in the external examination, performing 8.19% above the state average.

A further 11% of Stage 6 students engaged in externally delivered VET programs, predominantly in Human Services, Plumbing, Electrotechnology, Animal Studies, and Real Estate. A significant proportion, one quarter of these students, completed Construction through Southern Cross Catholic College. In response

to this sustained interest, Rosebank is exploring the feasibility of offering the Construction framework onsite in future years.

Across Stage 6, 3% of students were enrolled in a School-Based Apprenticeship or Traineeship in fields including Construction Carpentry, Electrotechnology, Painting and Decorating, Metals and Engineering, and Plumbing. Importantly, 100% of the graduating SBAT students in 2025 successfully completed their training and transitioned directly into full post-school apprenticeships or further study within their chosen trades—demonstrating strong pathway alignment and excellent post-school outcomes.

## **SECTION 5: TEACHER PROFESSIONAL LEARNING AND ACCREDITATION**

Over the course of 2025, 22 professional and teaching staff joined the Rosebank College workforce, of whom 14 were teachers at the Proficient, Provisional or Conditional stage. Four Initial Teacher Education university students came to Rosebank to undertake their Professional Experience, and were employed on teaching contracts, as well as being supported through the Rosebank Early Career Teacher Programme. Overall, Rosebank offered 45 places to pre-service teachers, who were expertly mentored in specific subject areas by 38 supervisors.

Staff excellence was reflected in strong accreditation outcomes and professional recognition. Seven of 9 early career teachers successfully achieved Proficient Teacher accreditation, demonstrating the effectiveness of Rosebank’s mentoring and support structures. Significantly, Rosebank College became the only school in NSW to have a Highly Accomplished and Lead Teacher (HALT) Module One to be accredited by NESAs, a landmark achievement in advancing professional learning and leadership within the profession. The College employed 116 teachers at Proficient level and 1 at Highly Accomplished accredited level. Seven Early Career Teachers moved into their Proficient Accreditation, guided by Studies Coordinators and the Coordinator of Accreditation and Professional Practice.

During 2025, Rosebank College teachers progressed the second year of the College’s three-year improvement focus on Critical Thinking. Guidance from a Teaching and Learning AISNSW expert supported staff to deepen their understanding of effective critical thinking pedagogies through a Professional Learning Staff Day and subsequent staff meetings.

Teachers were recognised for their expertise, leadership and commitment to professional growth. The Rosebank website’s *Teacher Spotlight* highlighted staff engagement in educational research and conferences, contributing to contemporary professional dialogue. Staff continued to lead high-quality STEM and Physical Education experiences for students, while also mentoring colleagues and supporting teacher accreditation across all career stages.

Individual and faculty achievements were recognised at state level through a range of prestigious awards. An early career Science teacher received ACEL’s *Mary Armstrong Early Career Teacher Award*, recognising promise in the profession. Faculty and leadership excellence were further acknowledged with the CAPA faculty receiving the *ACEL Faculty Leader Award*, and the Dean of Professional Learning and Culture awarded the *NSW ACEL Leadership Award*, reflecting the strength and depth of leadership across multiple domains. The College Principal was honoured with the *Phyllis Evans Award for Excellence in Education* by the NSW Teachers’ Guild, and 13 Rosebank teachers were nominated for the NSW Teachers’ Guild *Teacher Excellence Award*.

The staff engaged in a day of professional development around “AI Practices in the Classroom”. This was followed by ‘Rosebank In Conversation’, which included an informative keynote from an industry expert

and presentations by 12 teachers from across Sydney, including 6 from Rosebank showcasing shared practice.

## **SECTION 6: WORKFORCE COMPOSITION (CENSUS DATA AUGUST 2025):**

	Full Time		Part Time	
	Male	Female	Male	Female
<b>Principal</b>	0	1		
<b>Teaching Staff</b>	34	72	2	17
<b>Specialist Support</b>	2	2	2	10
<b>Admin and Clerical</b>	3	22	0	9
<b>Building, Maintenance and Other</b>	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 94.55% and Term 3 was 93.21%.

Attendance at Rosebank is monitored through the daily electronic recording of attendance during morning Home Room. Rolls are also marked in every lesson throughout the day. Students demonstrating patterns of non-attendance are identified through the following processes:

- Monitoring and reports from House staff.
- Management reports from TASS (Student Management System) including: 3 consecutive absent days and cumulative absence reports.
- Monitoring and follow up through the Attendance Officer.

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 are contacted by SMS on the day of the absence. The parents of students who have unverified absences are sent reminders through TASS. Students flagged through our attendance tracking for high absenteeism are followed up by:

- House Coordinator
- Dean or Assistant Deans of Pastoral Care
- Community Engagement Officer
- Attendance Officer

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 - 2023	127	112	239
Year 12 - 2025	119	107	226

In Term 1, the retention rate from Year 10 to Year 12 was 94%. 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

Based on the 2025 Universities Admissions Centre (UAC) offer data, the majority of Year 12 students received at least one university offer, with over 75% securing places through UAC process. When additional direct-entry applications, portfolio pathways, and early-entry schemes are included, the proportion of students entering universities or private higher-education colleges rises to approximately 80–85%.

The remaining 20% of students pursued vocational education and training, including TAFE pathways, school-based or full apprenticeships and traineeships, part-time or full-time employment, particularly in trades such as construction, plumbing, and electrotechnology.

# 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. Rosbank has received an overwhelming response from the local and wider community placing 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, Newsletter, 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 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 Parent Code of Conduct (included in the 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 \$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.

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 \$1,500 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
- d) Other families

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

It is important to note that priority interview positions for current families 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 will be reviewed by the Enrolment Panel pending positions available.

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-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 \$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 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 including Student Duty of Care, Privacy, Bullying Prevention and Intervention, Enrolments, Complaints Management and Resolution, Student Management and Discipline, are published on the

College website: [www.rosebank.nsw.edu.au](http://www.rosebank.nsw.edu.au), along with additional policies and related documents also accessible through the parent and staff portals.

The four key reportable policy areas are: as follows:

Policy	2025 Updates	Access
<p><b>9.1 Student Welfare</b>            Central to student welfare at Rosebank is the Student Welfare Charter, grounded in the College’s Benedictine values of Justice, Love for Learning, Service, Compassion, Hospitality, Stewardship, Peace, and Love of Christ. This charter outlines the rights, responsibilities, and practices of the Rosebank student community.</p>	<p>Updated in 2025 -            The Student Welfare Charter has been refreshed to include recent modifications and practices at the College.</p>	<p>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>
<p><b>9.2 Bullying Prevention and Intervention</b>            The College's Bullying Prevention and Intervention 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>	<p>Updated in March -            The policy has been updated in line with related legislation, regulation and standards.</p>	<p>The policy can be accessed through the College website, as well as the parent and staff portals.</p>
<p><b>9.3 Student Management Policy and Discipline Guidelines</b>            The purpose of this policy is to provide clear information to students, parents and staff regarding the framework through which the College manages student discipline to promote positive relationships, a productive learning environment and to create a safe, healthy, inclusive and respectful community.</p>	<p>Updated in August -            The policy document has been amended in line with our policy and compliance review cycle.</p>	<p>The policy can be accessed through the College website, as well as the parent and staff portals.</p>
<p><b>9.4 Reporting Complaints and Grievances</b>            The Complaints Management and Resolution policy establish a clear, transparent, and fair process for the submission, management and resolution of complaints, ensuring that concerns raised by stakeholders—whether students, families, staff, or external parties—are handled promptly, respectfully, and with sensitivity. The policy outlines the process, which includes an online complaints management system that enables the College to capture, manage, track 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 <a href="mailto:complaints@rosebank.nsw.edu.au">complaints@rosebank.nsw.edu.au</a>. Any formal complaint involving the Principal must be submitted in writing to <a href="mailto:chair@rosebank.nsw.edu.au">chair@rosebank.nsw.edu.au</a></p>	<p>Updated in May -            The policy document has been amended in line with our policy and compliance review cycle.</p>	<p>The policy can be accessed through the College website, as well as the parent and staff portals.</p>

## **SECTION 10: COLLEGE DETERMINED PRIORITY AREAS FOR IMPROVEMENT**

The following priorities were identified from within the College Strategic Plan '*Lighting the Leadership Flame*' for focus in 2025.

### **Administration**

- Foster a culture of continuous improvement, encouraging regular feedback from staff on operational effectiveness. Identify obstacles and opportunities for innovation.
- Optimise the use of school spaces through a review and assessment of resources, identifying underutilised areas for potential repurpose or improvement.
- Undertake a comprehensive evaluation of the current timetable structure, proposing potential improvements to enhance flexibility, efficiency, and support for key priorities and objectives.

### **Business**

- Implement cost-effective environmental practices that also promote the College's long-term ecological and financial health.
- 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**

- Generate increased opportunities to regularly celebrate and promote student learning growth and achievement.
- Increase the access and use of student data to promote stronger monitoring of learning.
- Continue to explore subject offerings and flexible pathways to enhance learning opportunities for students.

### **Management Services**

- Develop and initiate the new Strategic Plan to be launched in 2026.
- Broaden and promote the Parent Engagement Gatherings (PEG) to strengthen partnerships between the home and the College.
- Audit and evaluate the College's Work, Health and Safety policies, procedures and practices in identifying, managing and mitigating related risks.
- Launch and embed the Student Tracking Dashboard as part of the continuous feedback process, individualised for each audience including staff, students and parents.

### **Ministry**

- Review the Mission Framework for accessibility and its lived expression for staff, students and families.
- Continue to develop faith formation opportunities for staff in particular.
- Continue to develop current and planned activities of the Ministry Team with a particular focus on Retreat.
- Explore contemporary methods of evangelisation that balance sacred tradition and provide students with a modern, relevant understanding of Scripture that resonates with their lives while remaining faithful to the Church's teachings.

## **Pastoral Care**

- Implement the Stage 5 Engagement Program to the incoming Year 9 students: the Duke of Edinburgh Program and the refined Figtree Program.
- Review current Pastoral Care policies including the Student Code of Conduct.
- Develop a Procedures Guide for Counselling and Pastoral Care practices.
- Infuse the theme 'Power of You' into students' vernacular around engagement, connection and commitment. Example areas: Anti-bullying, partaking in immersions and service.
- Improve and upgrade the current EmpowerED program by aligning our POWER competencies to explicit social and emotional learning.

## **Physical and Cultural Engagement (PACE)**

- Review PACE procedures and guidelines around safe operations e.g. Concussion protocols.
- Continue to engage experienced and qualified coaches and providers to enhance a growing suite of sports and cultural activities.
- Grow the recruitment of Rosebank Alumni within all areas of the PACE program based on individual strengths and experience (Sports Coaching, Thursday PACE, Debating, RAMP and InspirED)
- Source and offer suitable international sports and cultural travel opportunities.

## **Professional Learning and Culture**

- Formalise the Rosebank College Staff Wellbeing Framework.
- Implement Stage 2 of Rosebank Routines to embed Critical Thinking 'Research to Practice' pedagogies at Rosebank.
- Develop partnerships with universities to foster professional development opportunities for staff.
- Implement 'Rosebank in Conversation' to further create collaborative professional learning networks.

## **SECTION II: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

All students at Rosebank have rights and responsibilities as outlined in the Student Welfare Charter. The vertical House system nurtures a supportive and connected community through vertically structured Home Rooms, enabling students to build genuine friendships across year levels, develop mutual respect, and experience a strong sense of belonging. Through House events and pastoral initiatives, students are guided to value themselves and others, strengthening a culture of inclusivity and shared community spirit.

EmpowerED is the College's Pastoral Care and Student Wellbeing program. It brings together all the activities designed to build connection, wellbeing and sense of belonging. This includes EmpowerED lessons, Character Formation sessions, Reflection Days and Pastoral Days. It also encompasses the formal Social and Emotional Program, POWER, where specific content is taught to meet Social and Emotional Learning (SEL) competencies. The POWER program is developed around 5 pillars that support SEL: Personal Identity, Ownership, Wellbeing, Emerging Leadership and Relationships. A number of external organisations contribute to the success of this program, including Enlighten Education, Goodfellas, Man Cave, and Your Choicez.

At Rosebank, student wellbeing and safety are strengthened through a united and proactive approach to pastoral care. Our House and Assistant House Coordinators, alongside Home Room teachers and College Counsellors, partner closely to mentor and support each student's development. Young people are guided to accept responsibility, think critically about their choices, and view challenges as valuable moments for

growth. By emphasising restorative practices, the College promotes accountability, resilience, and the renewal of respectful relationships across the community.

Our Student Leadership Program provides opportunities for students at every year level to step into purposeful roles, advocate for their peers, and make a positive impact within the broader community. The Student Representative Council (SRC), made up of representatives from Years 7 to 11, works alongside the senior Student Leadership Team to strengthen connection and participation across the College. Supported by the Facilitator of Student Leadership and Service Group Patrons, student leaders are guided and mentored as they grow in confidence, develop their voice, and refine their leadership skills.

A distinctive leadership opportunity is offered to our Year 10 students through the role of Peer Support Leader. In this position, students apply to mentor and assist incoming Year 7 students as they navigate their transition to high school. Six representatives from each House lead the program across Semester One, modelling Benedictine hospitality and helping to create a warm, inclusive and supportive environment for our newest students.

Culture and Identity Patron led initiatives raise awareness and promote key values of inclusivity, respect, and kindness. Through campaign days including Harmony Day, 'Bullying No Way' Day, and World Kindness Day, students are 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 collaborated to deliver Reflection Days for students in Years 7, 8 and 9, along with the Senior Retreat. These meaningful experiences created space for students to consider their personal beliefs and values within a positive and nurturing setting.

The highly successful pastoral initiative, Lunchtime Clubs, continued to offer a wide range of activities each term. These groups promote connection with like-minded peers, support the formation of new friendships, and provide students with opportunities to pursue varied interests in a relaxed and supervised environment.

The student-led, Year 10 '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. The students chose to give gratitude to the Emergency Services and the Rosebank support staff. The group made up baskets of treats and delivered them to Burwood Police Station, Burwood Fire Station, Burwood SES and Haberfield Ambulance Super Station. They also prepared gift bags for the support staff, highlighting the generous work they do. 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**

The College monitors and evaluates stakeholder satisfaction through a range of structured consultations, surveys, and feedback mechanisms involving parents, students, and staff.

### **12.1 Parents**

Parents are provided with regular opportunities to engage in consultation with the College, express their views and provide feedback. Parent Engagement Gatherings (PEG) are held once per term, and on an annual basis, parents complete an in-depth survey across all aspects of Rosebank education. This survey provides valuable information on levels of satisfaction and highlights any concerns and areas for further growth and development. In 2025, feedback was overwhelmingly positive. Providing a coeducational environment where exceptional teachers truly know students and have the expertise to both challenge and nurture them rated highly. The provision of a safe and supportive environment where staff demonstrated genuine engagement and willingness to help was also repeatedly noted. High satisfaction was also reported around the College's balanced approach to ensuring academic success, embracing diversity and nurturing student wellbeing.

### **12.2 Students**

Students are represented through the Student Representative Council (SRC) which communicates feedback directly to the College Leadership Team with the support of the Student Leadership Facilitator. Students in all year groups complete a Wellbeing Survey once a year providing valuable feedback around child safeguarding, current social themes, and connection to the College and their peers. Additionally, all Year 12 students complete an exit survey upon graduation, around educational, pastoral, sport and cultural programs. The results inform annual goal setting and strategic planning for the following year. In 2025, 99% of students reported a highly positive experience at Rosebank.

### **12.3 Staff**

Rosebank staff participate in an annual staff survey. The 2025 survey results demonstrated high levels of staff engagement and satisfaction with the College's strategic direction, particularly in relation to its formation, mission, and vision programs. The survey highlighted the Principal and the Leadership Team as working closely and collaboratively with teaching and support staff to gain insight used to help shape important changes and decisions for 2026 and beyond.

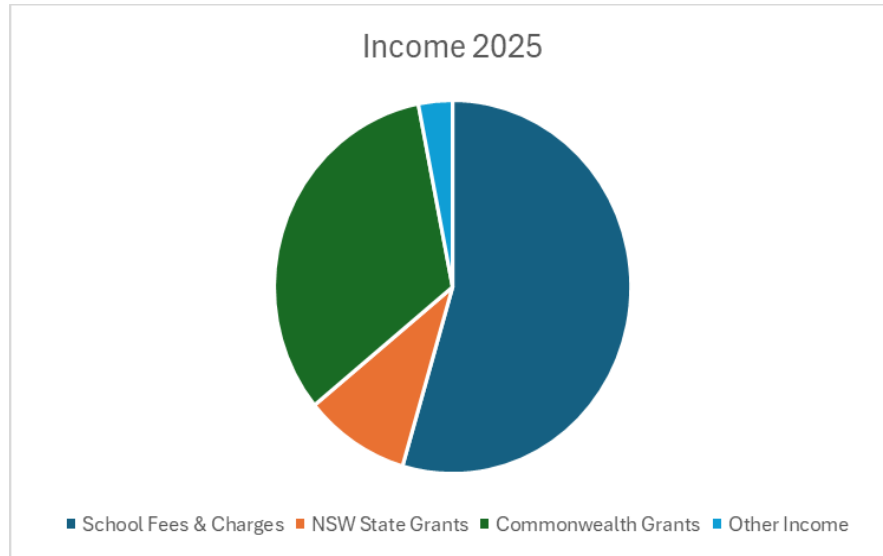
Staff are encouraged to raise issues and provide feedback through multiple channels, including faculty meetings, curriculum and pastoral team meetings, weekly professional learning network sessions and direct consultation with the Principal and Leadership Team. A Staff Wellbeing Committee supports staff through regular social initiatives, and a representative of the Independent Education Union provides a platform for industry consultation. The Principal and Leadership Team maintain an open-door approach and are readily available to meet with staff. The Human Resources team provides another avenue for feedback around College life and areas of work throughout the year.

Staff feedback gleaned through the year, across all areas highlighted a commitment to our Good Samaritan values and a central theme of working within a welcoming, hospitable, inclusive and safe environment.

## 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.



In 2025, government funding to the College decreased by 1.52%, despite our Capacity to Contribute (CTC) score remaining unchanged at 111. Two key factors contributed to this reduction:

1. A lower number of students qualified for additional special-needs funding compared with the previous year.
2. The annual indexation rate applied to the grant was lower in 2025 than in 2024.

Salaries, wages, and associated employment costs such as Long Service Leave and superannuation continued to represent the largest component of recurred expenditure, accounting for 69% of the total. Teaching staff are remunerated under the NSW Catholic Independent Schools (Teachers) Multi-Enterprise Agreement.

In February 2025, all teaching staff received a 3.50% increase to their base salary, along with the corresponding increase in employer superannuation contributions. House Coordinators and teachers with departmental leadership responsibilities also received the same percentage increase to their coordinator allowances. Overall, teaching staff costs accounted for 76% of the College's total salaries and wages expenditure.

The College's major areas of non-salary 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 2025, mainly due to the five-year maintenance cycle and the need for painting and repairs on aging buildings.
3. Leasing costs to GSE for the College site.

