



Rosebank College Annual Report 2016 School Year

Section I: Message from Key School Bodies

I.1 Chair of Board

We come to the end of the 149th year of the College's history and we have much to be grateful for. Next year we will celebrate its Sesquicentenary – a most significant milestone. We will retell the stories including the 160 years of Good Samaritan Benedictine Education in Australia.

Again we offer our thanks to Sr Clare and her council and all the sisters for their immense generosity as they transfer the 10 Colleges over to Good Samaritan Education (GSE), and for their constant support and prayers. In 2017 we will share the memories, express gratitude through honouring the women and men on whose shoulders we stand, celebrate past excellence, and reinterpret and recommit to the College Mission as we respond to and shape the future.

In 2017 Rosebank will host 10 events as key markers during the year. We also will continue to design and develop the College. In addition to the 150th celebration activities we will be installing tiered seating in the auditorium, fully air-conditioning Eyre Hall, installing our long awaited recording studio, and preparing for further development on the site in 2018 including the heritage precinct (Inkamana, Chapel, Cemetery and related prayer and rest areas) as well as the construction of a 300 seat lecture and performance theatre in Palm Court.

Rosebank College appreciates the ongoing support we receive from our Federal, State and Local leaders. Through them we send our sincere gratitude to the relevant levels of Government for their financial and service support. In 2016, the Federal Government has provided over \$10 million in recurrent funds and over \$2 million in capital funds. The State Government has provided over \$3.5 million in recurrent funds in 2016, as well as supporting a recent community grant to close the western wall of the Gym. The Canada Bay Council have been essential supporters of the College with approvals for development plans, environment projects, use of community parks and facilities, consultations regarding the development of the region, and much more. We hope and pray that the new version of Local Government will continue this important relationship.

We want to thank Ms Terry Creagh (Chair), Ms Leonie Keaney (Executive Director) and Good Samaritan Education as well as Sr Catherine (Chair of Members) and all Company Members for their care, diligence and excellent stewardship. Thank you also to my fellow Directors for your extraordinary generosity and commitment to Rosebank. The College Board Directors are a dedicated and generous team of men and women who form the Governance structure of the College, ensuring we stay true to our Mission, promote quality learning and manage our resources wisely.

Working closely with Mr Galea, the College Executive and staff we have managed to grow and develop Rosebank sustainably, grounded in its rich tradition, contemporary and dynamic in its work and outlook, and future orientated in its vision. We are deeply indebted to these exceptional and very generous leaders.

Finally to the parents and students of the Rosebank College. Thank you for the many ways you support the Mission of this great learning community. May the 150th Year remind you of the great educational tradition to which you belong, and be an opportunity to acknowledge your contribution to this outstanding lived expression of faith, hope and love.

Professor Marea Nicholson

I.2 College Principal: Mr Tom Galea

I am proud to present the 2016 Annual yearbook. It provides us the opportunity to focus our attention on the many achievements of our students, our staff and our community. It is also an opportunity for us to express our gratitude to all who have contributed to Rosebank's success over the last 12 months. In capturing the creativity, learning, growth and accomplishments of 2016, you will receive a snapshot of all that makes our School such a vibrant place to be. We are grateful to all who made this production possible.

Education, like so many other endeavours in our contemporary society, reflects a significantly contested arena of human activity. At one level this contest is preoccupied with **purpose** and at another level the debate is on **methodology**. With regard to purpose, Rosebank relies on exceptional 'building blocks' including our rich Good Samaritan Benedictine tradition. This provides a clarity of purpose and a confidence with our priorities. Underpinning this tradition is a set of values that bind and energise our ministry.

The contest regarding method is definitely on the rise. On the one hand, we have an outmoded industrial educational system in which schooling is seen to be linear and driven by an intense focus on output. That is, preparing a set of workers to enter industry with a prescribed set of common skills, with an emphasis on conformity and

positioning those who don't meet a 'single standard' as 'less able' or, sometimes, failures.

There are those, however, who argue for a new metaphor that reflects a contemporary, highly personalized, organic approach to education where the focus becomes interdependency rather than 'out-put', emphasizes flexibility, draws on today's unprecedented technological and professional resources so as to engage all students, develops their love of learning, and enables them to face the significant challenges of the twenty-first century. In this new metaphor, the purposes of schooling centre on health, ecology, fairness and care.

At the heart of this new metaphor is the belief that imagination is the source of all human achievement. It is this imaginative power that has provided humans with an adaptive quality and hence a significant competitive edge. **Imagination** helps us to create, problem-solve, relate to others, and imagine futures. **Creativity** is putting our imagination to work. It is the applied imagination, fresh thinking and it's about passion. It complements discipline and order but is not necessarily linear. **Innovation** is putting new ideas into practice.

We are now immersed thoroughly in the Information Age. We know that children are natural born learners. We know that our most pressing task as a society and as parents and teachers is to transition to a new world and in so doing consider how we can better provide the environment, opportunity, and support to grow learners. We are promoting an understanding of the nature of learning itself; how students learn best, the many different ways in which they do so and to celebrate the variety of ways they demonstrate their interests and expertise. If successful, our students will better understand the world around them as well as the world within.

If our focus is on growing diverse learners, then the teacher's role is also shifting dramatically. The emerging role in creative schools is to facilitate learning: teachers increasingly are having to engage, enable, expect and empower.

Transforming schools are not successful by changing only one facet of education. We are also constantly renewing our physical school space, adult and student leadership, pedagogy, curriculum, assessment, school culture, community and family connections.

I want to thank our parents who so generously for their families, give to the College. We walk in partnership together like a village, through the good times and the bad, the highs and the lows. We acknowledge that Parenting is increasingly a challenge in our contemporary society as well as attaining a healthy family-work balance. We also give thanks for your very significant financial contribution amounting to over \$8m in 2016.

I want to take this opportunity to thank our hard working and supportive team of parents on the P&F who work tirelessly for the College assisted by our Assistant Principal, Mr. Paul Hardwick. In particular we thank our outgoing President, Anne Maree Ludeke for her steady and confident leadership over the past two years. We congratulate Greg Sinclair on his election as the new President

I join with the College Chair of Board to thank our Federal, State and Local leaders, Good Samaritan Education, Members of the Company chaired by Sr Catherine and our Directors wonderfully led by Professor Marea Nicholson for their ongoing support and encouragement.

The future of the nation depends upon the education of its youth. When I reflect on our Rosebank students; when I see their hard work; when I share in the celebrations of their many successes; when I am witness to their kindness and support for each other; when I hear of their fund-raising schemes; when I hear tell of their exemplary conduct on trips and activities, I have every confidence that the young people who will leave Rosebank will be precisely the kind of young people who will make a positive difference to the world and to our country. In that list of things that make me proud I note that academic achievement is a significant part of the interrelated dispositions that make up what Aristotle would have defined as 'the good citizen'.

Tom Galea,
Principal

1.3 College Captains: Holly Barnett and Nicholas Stylianesis (Graduating Class of 2016)

As College Captains and Vice Captains for Rosebank College for 2015-16 it has been a challenging leadership year for us as we have navigated the demands of our roles as Captains and the increasing pressures associated with completing our courses for the HSC. The start of our leadership year saw us assisting with the running and the hosting of major school events and assemblies, and engaging in a number of leadership workshops and activities designed to engage and enhance our leadership skills. Over the year, we have attended a number of leadership forums that have given us the opportunity to meet and interact with key leadership people, such as Members of Parliament, Business Leaders and other effective leaders within our community, which has given us great insight into the skills and attributes of leadership excellence. Some of the highlights of our year were organizing our own student leadership workshop, as well as attending workshops at other schools; being part of a 'think tank' of students to tackle the issue of gender equality at Newington College; assisting with the organization and management of the 'Building Blocks' Teacher Development conference with Mr Plaskett; meeting the next generation of Rosebank Students on the Year 7 Orientation Night and assisting Mr Galea on Open Day. These events are just a small slice of what we have achieved as Captains and Vice Captains of the College, and we hope that we have served the College community well. None of these experiences would have been possible without the care and encouragement of Mr Galea, Mr Hardwick and Ms Clark, and we extend our sincere thanks to them for their confidence and enthusiastic support of us. Finally, we wish the new College

Captains, Vice Captains and all Student Leaders all the very best for their leadership year.

Section 2: Contextual Information about the School

Rosebank College is an independent Catholic co-educational school offering a dynamic learning environment for students in Years 7-12. Founded by the Sisters of the Good Samaritan in 1867, the College has a rich Benedictine heritage. A challenging curriculum, including a breadth of course offerings, extensive co-curricular activities and a comprehensive Pastoral Care program engender a community where students have the opportunity to pursue their talents and interests. Innovative learning is a key feature of the curriculum. This encompasses: ConnectED - a Year 7 integrated and multi-disciplinary approach to learning in English, History and Geography; LearnED a Year 10 Term 4 approach to learning that creates an opportunity for subjects to integrate their topics; Accelerated Apprenticeships & School-based Traineeships; Accelerated Learning and Enrichment opportunities across many subjects and EnrichED - the College's Gifted & Talented program which consists of the InnovatED and InspirED modules, designed to challenge, motivate and engage learners who require further extension in Years 7-10.

Rosebank engages active learners to become discerning and responsible global citizens. We leverage technology purposefully to develop digitally literate and creative thinkers to develop digitally literate, critical and creative thinkers. Teaching and learning is student centred and helps students develop independence, identity, resilience and courage to prepare them to take their place as global citizens. Moreover, the College has a dedicated study tutor to work with students, particularly seniors, to help them develop good study habits, organisation and learning skills. Benedictine education places the creative and performing arts at the centre of learning with music, art, drama and dance being the original languages and window to the soul.

Throughout the year, there are opportunities for students to share their gifts in creativity including the Festival of Creative Spirit, Character Day, musical soirees, dramatic performances, exhibitions of Major Works and Hospitality functions. The College's co-curricular program offers sporting and cultural options which include participation at a representative and/or recreational level. Each of these activities is conducted by professional trainers and coaches to ensure a high level of skill development as well as an enjoyable and rewarding experience.

Rosebank strives to be a flexible and inclusive community, reaching out to others in prayer, practice and perspective. It is a place where staff and students want to be - a centre of academic excellence where students fully engage in their learning to make a difference in their world. A six stage building program is underway to provide modern facilities for a 21st century education. This has included a new Research and Study Centre, Technology and Design Centre, an Art Centre, a Trade Training Centre, a Creative and Performing Arts Centre, numerous General Learning Areas, multi-purpose indoor gymnasium, a new Science Learning Centre and upgrades to the existing learning spaces.

Section 3: Student Outcomes in Standardised Literacy and Numeracy

Testing

NAPLAN testing occurs for students in Years 7 and 9 and assesses student performance in the areas of reading writing, spelling, grammar and numeracy.

The Year 7 2016 NAPLAN results show results that are significantly above State average in all aspects.

YEAR 7 MEAN NAPLAN RESULTS		
	STATE	ROSEBANK
Reading	543.2	564.8
Writing	515.5	538.5
Spelling	550.7	565
Grammar	545.2	565.5
Numeracy	554	570.4

The 2016 Year 9 cohort also achieved significantly above the State in all aspects.

YEAR 9 MEAN NAPLAN RESULTS		
	STATE	ROSEBANK
Reading	583.6	608
Writing	546.9	577.8
Spelling	587.4	613.6
Grammar	572.4	594.3
Numeracy	595.5	613.5

Averaged scale score growth for the 2016 Year 9 cohort since they were last tested in Year 7 was as follows:

	Reading	Numeracy
Year 9 State	33.2	40.7
Year 9 Rosebank	33.6	35.7
Greater than or equal to Expected growth	64.2%	60.8%

In Year 9 results, relative growth from Year 7 results, compared to the State, was the same for reading but less for numeracy, (growth figures for writing are not published by ACARA). It is noted, however, that numeracy results for the top two bands in Year 9 are above the 3-year average.

Section 4: 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 BOSTES, was sought after by four students who exited school to pursue a combined HSC trade qualification.

Section 5: Results of the Higher School Certificate

The College delights in the success of its students. Their results have produced the best performance in the past 10 years. Rosebank students were examined in 35 school-based courses. 23 of these courses were above State average, with another four subjects within 0.6 marks of the mean. Results in 2016 represent a significantly vast improvement from prior year results.

The Rosebank 2016 results were almost comparable with the State in Band 6, but exceeded the State in Band 4 & 5 results. Likewise, reduced proportions of Rosebank results appear in the lower bands (Bands 1 to 3) in comparison to the State.

Courses in which 100% of students scored in the upper Bands 4, 5, and 6 include:

Business Services, Chinese Background Speakers, English Extension 1, English Extension 2, Extension History, Food Technology, French Continuers, Heritage

Korean, Indonesian Background Speakers, Italian Continuers, Japanese Background Speakers, Mathematics Extension 2, Modern Greek Continuers, Spanish Continuers, Spanish Extension, Software Design and Development, and Tourism Travel and Events.

Other notable achievements for 2016 HSC results include:

- 27% of students appearing in the BOSTES All-rounders and Distinguished Achievers lists.
- Half of the cohort achieved a Band 5 and 6
- 75% of English Advanced students achieved a Band 5 or 6
- 81% of the Visual Arts students achieved a Band 5 or 6
- 80% of Music I achieved a Band 5 or 6
- The cohort was 10% above the State average for Bands 4, 5 and 6.

The percentage of eligible students with an ATAR of 90 or more was approximately 13.3%; while the percentage of students with an ATAR exceeding 70 was approximately 52% exceeding the State percentage by 4%. This result allowed 128 students to be receive offers to continue their studies at tertiary level. The Dux of the College achieved an ATAR of 98.60.

Two students were acknowledged by receiving the Premier's All-Rounder Award with the achievement of Band 6's in a minimum of 10 units. Other notable achievements included

- One student winning gold in the World Skills Australia competition
- Two students nominated for the University of Sydney Future Leaders scheme.
- 12 students offered early university entry for a range of courses, based on their academic record, community contribution and leadership qualities
- 45 students appeared on the Distinguished Achievers List. This list acknowledges students who received the highest band in one or more of their courses

Section 6: Professional Teaching and Learning Standards

Rosebank College in 2016 had thirty-nine staff who were classified at the level of Professional Competence. It had three staff who were Provisionally Accredited at Graduate Level and working towards Professional Competence of Proficient Teacher Standard over the course of 2016.

Sixty-seven staff had the classification of Existing Teacher, having commenced employment prior to 1 October 2004. All staff were required to engage with the National Professional Teaching and Learning Standards through the Professional Learning Framework implemented at Rosebank.

All staff at Rosebank attended internal professional learning on a Tuesday afternoon for one and a half hours per week, through two modes:

- a) Professional Learning Networks
- b) Faculty Formation

All teachers were engaged in Peer Classroom Observations. This was an opportunity for teachers to observe each other's practice and to learn from one another. They are a form of collaborative professional development, which has links to our Good Samaritan Teaching & Learning Framework, "encouraging and valuing teachers as collaborative and constant learners" and our Rosebank College Learning Framework, "learning in partnerships, with respect for self and others" and "learning to learn through inquiry and reflection."

The RPPR process involves teachers in targeting specific PD goals in that are linked to whole school, faculty and individual priorities.

External Professional Development opportunities were offered to all staff to complement the RPPR process.

All of these experiences are linked to the Professional Teaching Standards.

Staff reflections regarding the process include:

'As a young teacher I feel comfortable to learn from a variety of mentors, everyone is willing to help me, from within and across faculties'

'Peer observations gave me an opportunity to witness different approaches to similar topics'

'You can't teach students to learn unless you are willing to learn yourself. This is what professional is all about'

'Classroom observations enables me to learn something new in teaching – by visiting a colleague I can observe a practice or idea that is inspiring and try it out'

Section 7: Workforce Composition

The workforce composition at Rosebank College for 2016:

Workforce Composition				
	Full Time		Part Time	
	Male	Female	Male	Female
Principal	1	0		
Teaching Staff	28	50	1	16
Specialist	1	1	1	6
Support				
Admin & Clerical	4	3	3	19
Building, Operations Maintenance and Other	3	0	3	0

(Census Data August 2016)

Section 8: Senior Secondary Outcomes

74% of Year 12 students were offered a place in University or in a Private College. The remaining 26% either enrolled in TAFE, secured full-time employment or explored a gap year option. 16% of the Year 12 cohort undertook a Vocational Education Training (VET) course. 8% studied Hospitality (accelerated so course was completed in 2015) and 4% completed the Hospitality Specialisation course. 16% of students undertook a TAFE delivered vocational education course (TVET). Of those, 10 were Year 11 students and 14 were Year 12 students. There was 1 student from Year 11 and 4 from Year 12 enrolled in a school-based apprenticeship/traineeship program.

Section 9: Student Attendance and Management of Non-Attendance

Student attendance data as reported to the Commonwealth Government in 2016 was 94%. Attendance is managed at Rosebank via the electronic collection of data daily through morning and afternoon Home Room. Students with patterns of non-attendance are highlighted through the following mechanisms:

- Reports from the Home Room Teachers
- Management reports from Edumate, the College's Administration System.

Students who are absent are required to:

- Make contact with the College by telephone to indicate the nature of absence on the day of absence
- Apply for leave from the Principal if the absence is prolonged
- Notify the College in writing of the nature and duration of their absence
- Return to the College with absence notification in writing if absence was not notified in writing prior to the day of absence

Students who are absent without prior notification; or notification on the day of absence; will have parents contacted by SMS on the day of absence. Students who are consistently absent will have parents contacted by the following College personnel:

1. Home Room Teacher
2. House Coordinator
3. Home School Liaison

Students who reach a high level of absenteeism are required to submit work completed during holiday vacations to compensate for missed course work during the year. In 2016, students with high absenteeism were required to attend additional days of school to complete work under supervision. Students whose attendance is not satisfactory may be referred to the Regional DET Liaison officer or to the Department of Community Services or Police Liaison team.

Section 10: Retention of Year 10 to Year 12

Student	Year	Male	Female	Total
Year 10	2014	86	105	191
Year 12	2016	79	100	179

In 2016, the retention rate from Year 10 to Year 12 was 93.7%. Students who leave Rosebank College to pursue careers in Vocational Education whether through apprenticeships or through attending specific Vocational Colleges such as Southern Cross Vocational College Burwood.

Section 11: Post- School Destinations

74% of students in Year 12 were offered a place in University or in a Private College. The remaining 26% of students were either enrolled in TAFE, secured full-time employment or explored a gap year option.

Section 12: Enrolment Policies and Characteristics of the School Body

Rosebank College in 2016 had 1196 students who were enrolled as full-time students. The gender breakdown was 610 females and 586 males. The Index of

Community Socio-Educational Advantage (ICSEA) for Rosebank College was 1097.

Rosebank College Enrolment Policy

Rosebank College is a Catholic, independent co-education school catering for young men and women Years 7 – 12. Co-education had been available in the senior years (Years 11- 12) for over 20 years and in 2009 this was extended commencing with Year 7. This initiative, along with others including a new uniform, new building program, e-learning program and new student leadership structure, have been met with overwhelming support by the school and wider community. The following guidelines and procedures have been developed in order to provide a fair and equitable enrolment process.

Our school provides an environment for young men and women that encourages a love of learning. We promote a balance between the spiritual, physical and social development of the individual. The College is Co-educational providing young men and women access to a quality educational experience.

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 and part of Good Samaritan Education (an ecclesial community within the Catholic Church) we give strong witness to our role as advocates of justice.

Conditions of Enrolment are:

- Parents and students are asked to support the Benedictine values of the College and its Mission, all of which are articulated in the College Mission Statement.
- Students are expected to maintain a high standard of behavior and to treat others with courtesy and respect.
- Parents are expected to support and reinforce these expectations, and to ensure that students wear the prescribed school uniform and are neatly dressed.
- Parents are required to pay all College Fees.
- 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 term's fees will be charged.

- A child who is in serious breach of the College rules may be asked to leave the College permanently or temporarily at the discretion of the College Principal.
- Parents will be asked to authorise the College to publish photos and video images of their child in school publications such as
 - College newsletter
 - College intranet
 - College website
 - Promotional materials
 - Newspapers and other media
 This authorisation will occur annually.
- Parents accept the responsibility to read all communication from the College including the College Newsletter which is published and electronically distributed to each student and family weekly (it is also available on the College Website). When requested, parents are also expected to respond to College communication in a timely manner.
- Parents are required to actively involved in their child's education by attending Parent-Teacher interviews as scheduled.
- Parents agree to inform the College (in writing) immediately of any changes of address, phone numbers or other information on this Enrolment Form.
- Parents agree to be bound by any alteration to conditions of enrolment issued by the College Board.

Guidelines

- I. At Rosebank College, there are three stages in the enrolment process:
 - a. Application for student enrolment: The prospective family submits an application form and \$220 non-refundable application fee. Application must include copies of birth certificate/passport/visa/certificate of citizenship, latest full school report and latest NAPLAN results (if appropriate). Applications are accepted on the condition that student behaviour, attendance and commitment to school work are of a high standard and all required documentation is supplied. The College reserves the right not to accept an application. Submission of an enrolment form does not constitute that an enrolment contract has been entered into.
 - b. Pre-interview approval: If the prospective student is a sibling of a current student, the prospective student may receive a pre-interview acceptance once the application has been processed.

- c. **Principal's Interview and Confirmation of Enrolment:** All eligible applicants are placed on a waiting list in priority order (see below) to be interviewed by a member of the Enrolment Team, once Year 5 NAPLAN results and their Semester One Year 5 report are received by the College. If the interview is successful, families receive an enrolment offer in writing. A student learning contract is signed during the interview. Families return the acceptance slip to the College and pay the \$475.00 enrolment fee. The student is then enrolled at Rosebank College and is included in the Orientation and Induction Program.
2. **Priority Order:** Enrolment applications are accepted from birth. Placement on the waiting list occurs in the following priority order:
 - a. Children of current families
 - b. Children of ex-students
 - c. Children of Catholic families enrolled in Catholic Schools
 - d. Children of Catholic families enrolled in Public and other Primary Schools
 - e. Children of other families

The College will also endeavour to maintain a balance in gender composition. It is important to note that priority positions cannot be held indefinitely. Therefore priority order can only be maintained for students up to Year 5 (June 30th). After this time applications will be added to the waiting list and allocated according to that list.

3. **Entry Points:** The main entry years are Year 7 and Year 11. Students will be enrolled in other years if a vacancy becomes available.
4. **Inclusive Community:** Rosebank College is a Catholic school in the Good Samaritan tradition. 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.
5. **Number of places:** The number of places available in each year group is limited. This number may vary according to availability of accommodation and at the discretion of the College Principal.

6. **Payment of fees:** All school fees are payable on or before the payment due date. If a family does not pay school fees and no arrangements have been agreed to and complied with, a sibling of that family cannot be enrolled 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 result in placing the account with a Debt Collector. 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.
7. **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 enrolment fee is forfeited. 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.
8. **Scholarships:** Rosebank College offers academic scholarships for students entering Year 7 and Year 11. 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.
9. **International Students:** Although a small proportion of the College population, Rosebank College welcomes international students for short term stays and long term study programs. Non-Permanent Resident students who hold a temporary visa of any class must, either personally or through their parent/guardian, ensure that the College Principal is always in possession of a copy of each student's current visa. The student and/or their parent/guardian must advise the Principal immediately if their visa status changes and/ or if the student is granted a Bridging visa at any time during the student's enrolment. The holding of a Bridging visa may alter the student's enrolment resulting in, amongst other consequences, a significant change in school fees payable. Please see the enrolment protocols for international students. All international students will be assessed on their English writing and reading competence. Students who do not meet a minimum level of competence in English are initially enrolled in a school preparation program taught at the Catholic Intensive Language Centre. Students may be required to attend the centre for either 10, 20 or 30 weeks depending on their language proficiency. Annual international tuition fees charged by the College will also cover attendance at this Centre. 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 (Home stay).

10. These Guidelines: The Principal may vary from these guidelines in special circumstances. These may include:

- Time of enrolment
- Transfers from interstate and overseas and from other Good Samaritan schools
- Compassionate or other grounds Procedures:
 1. Placement on the waiting list

Placement on the waiting list is secured once applicants:

- a. Provide a completed enrolment form
- b. Submit all relevant documentation including NAPLAN results and full school reports
- c. Pay the \$220 non-refundable application fee
- d. Application is accepted by the Principal 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

Two years prior to beginning in Year 7, all applicants receive a letter reminding them to supply the College with their Year 5 NAPLAN results and latest full school report.

Shortlisted and pre-approved applicants are invited for an interview with a member of the Enrolment Team. Successful applicants are offered an enrolment place in writing soon after the interview. Successful applicants have two weeks to accept their enrolment offer and secure it with a \$475.00 enrolment fee.

3. Induction and Orientation in August of the year prior to commencement in Year 7, Year 6 students and 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 July of the year prior to commencement in Yrs 11, Yr 10 or Yr 9, successful newly enrolling students and parents are invited to attend a Subject Information Evening to indicate their subject choices. The subject selection 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 followed for individual

families.

Section 13: School Policies

College Policies for Enrolment, Student Welfare, Anti-Bullying, Child Protection, Privacy Merit and Restoration, and Complaints and Grievances are contained on the College website located at www.rosebank.nsw.edu.au

The Student Welfare Charter is available to the College community through the College Diary and Website. Based on the College's Benedictine values of Justice, A love for Learning, Service, Compassion, Hospitality, Stewardship, Peace and a Love of Christ, it outlines the rights, responsibilities and practices for all in the Rosebank community.

The College's Anti-bullying Policy is available to the College community through the College Diary and Website. Its focus is to build positive relationships it defines bullying and details a course of action for students who feel that they have been bullied. It also encompasses cyberbullying.

The Merit and Student Restorative System (Discipline Policy) is available to the College community through the College Diary and Website. Levels of student reward and discipline are outlined in this document.

The College's Complaints and Grievances policy is available to the College community through the Staff Handbook and the College website. It provides a framework for those who have complaints and grievances within the College community. In 2016 the College implemented a Risk and Compliance software solution, Complispace, in the areas of Privacy, Workplace Health and Safety (WHS) and Student Duty of Care.

Section 14: School Determined Improvement Targets

School determined improvement strategic targets are established by the annual plan contained within the College's Strategic Plan 2015-20. School determined Improvements that were areas of focus in 2016 were:

1. Redesigning the Professional Learning structure to maximize time in PLN and Faculty groups.
2. Ensuring that phase one of Project 4 Construction (Downside) is complete mid-September.
3. The whole school incorporation and integration of Exchange (Canvas).
4. Student leadership team hosting and managing the Lego teachers' conference.
5. Launching the pastoral 'Athicus' (peer support) project
6. Locating and facilitating the Academic Mentoring Program as part of the pastoral care program.

7. Implementation of new syllabi emerging from the National Curriculum and BOSTES.
8. Review the structure, effectiveness and form of the Learning Progress Meetings.
9. Refining the use of regular data on student wellbeing and progress to ensure consistency, challenge and support.
10. Roll out the remaining elements of the Complispace risk and compliance system including the Child Protection, WH&S and the Assurance modules.
11. Integration of and implementation of the whole school Mission Framework that incorporates all elements of the work of Rosebank.
12. Implementation of the first year of the Strategic Plan – Engage Embrace and Rejoice.
13. Full implementation and monitoring of the College Solar Project.
14. Create a comprehensive plan for the celebration of the College 150th anniversary in 2017.
15. Finalise the Stage five scope and design including the renovation of Inkamana.
16. Review and research alternative Curriculum and timetable structures to facilitate the incorporation of contemporary learning requirements.
17. Ensure the understanding of and incorporation of the Positive Psychology approach within the College pastoral and academic programs.
18. Review the adequacy, cost and level of support offered by the College administration data base and software.
19. Audit the level of eLearning integration into the Year 7 – 10 curriculums and the eLearning skill set of staff.
20. Commence the next round of Industrial Relations with a 'standards based' remuneration structure.
21. Commence the Year 8 Community Mentoring Program.
22. Improved performance in external results.

Section 15: Initiatives promoting Respect and Responsibility

The House based Vertical Pastoral system continued to develop and the formal Pastoral Care program was reviewed and changes made are to be implemented in 2017. The Welfare Team includes House Coordinators, Assistant House Coordinators, Home School Liaison and two School Counsellors.

Rosebank College explored and implemented aspects of Mental Health and Wellbeing as a whole school area of focus through staff professional development and the Colleges Pastoral Care program in 2016. The focus of the Pastoral Program across Years 7 -9 and 10 -12 included the themes of Physical, Social, Spiritual and Academic dimensions. The focus of responsibility for actions, attitudes and wellbeing were reinforced through the provision of the Pastoral Care system, guest speakers and reflection days.

The mentoring of students continued to be a focus in 2016 with peer support involving all students in Years 7 and 10. The formal mentoring program between

Senior Home Room teachers and their Year 11 and 12 students focused on their academic and pastoral welfare.

Rosebank engages in National Awareness campaigns focusing on Bullying No Way! and other activities such as International Women's day and Domestic Violence Awareness Day. Each year the College solemnly commemorates ANZAC day and Remembrance Day. Students work to support Catholic charities for those in need such as Caritas Australia's Project Compassion and St Vincent de Paul through Night Patrol and the Winter and Christmas appeals.

Section 16: Parent, Student and Teacher Satisfaction

In 2016, parents were involved in a survey to help the College determine levels of satisfaction and highlight any areas for improvement. In this survey, parents have acknowledged a high degree of satisfaction with Rosebank College. This is evident through:

- Strong enrolment demand, the College currently has a substantive waiting list for prospective students
- Strong enrolment demand by current families
- Survey data as collected through Parent Forums
- Strategic planning consultation and surveys

Sample comments from parents included:

"Rosebank is a beautiful community, walking in the school grounds you get that good feel feeling knowing the children are happy".

"Tom Galea's vision for the school and his communication of these plans and beliefs to the Rosebank community has created a culture and environment where our children have benefited and grown into confident, independent young people with a sound moral compass".

"A great all round school with fantastic facilities and sound educational focus".

Students from Year 7 to Year 12 were also surveyed and were asked to select "four things you feel are the best about being a student at Rosebank College". The survey indicated the following key themes and responses:

- Friendships formed
- The high quality of teaching
- Number of subject choices on offer
- The level of care and safety provided
- The vast selection of Co-curricular (Sport and Cultural) opportunities available to students

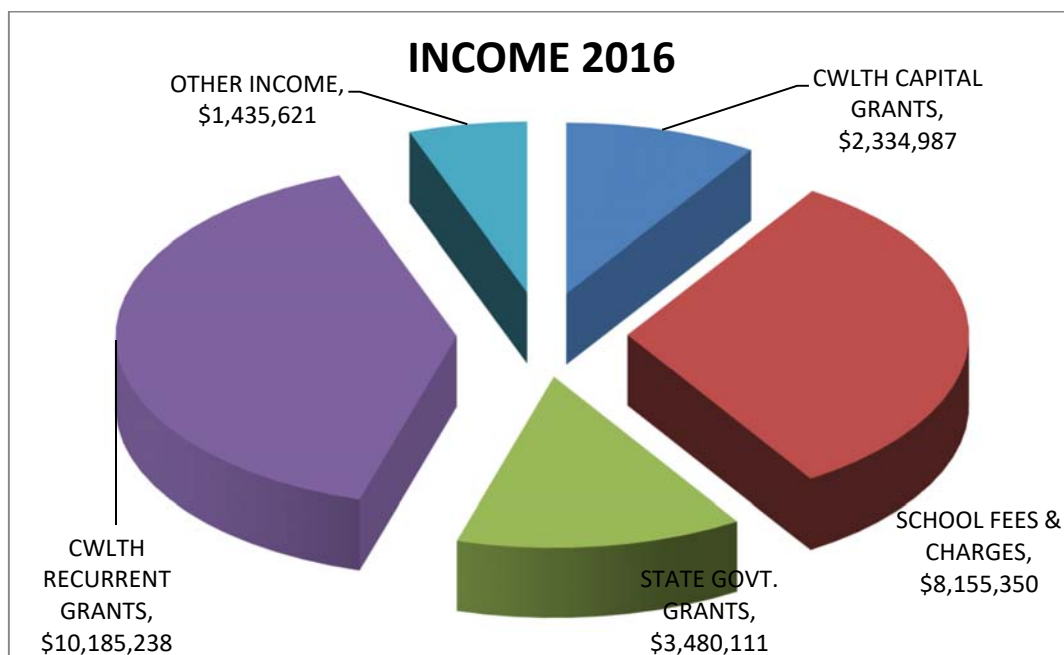
- Excellence in teaching and learning prospects
- Building facilities and technology
- Extra support available when required

Areas of improvement as suggested by the students surveyed include the afternoon dismissal process and the optional use of student ID cards for the canteen. Year 12 students complete an Exit Survey prior to graduating each year. This forms a valuable insight to the graduates experience while at Rosebank.

Staff retention rates are indicative of the level of staff satisfaction within the College. In 2016, the College fare wellled 16 staff members due to reasons including retirement, moving to other schools or to different areas.

Staff are encouraged to actively participate in all College based events and activities such as PD Week, Benedict Day, Open Day and other community based days. All Staff have the opportunity to contribute their comments on school policy and procedures through active participation in Staff meetings, Faculty and Pastoral team meetings, Support Staff meetings and Standing Committees.

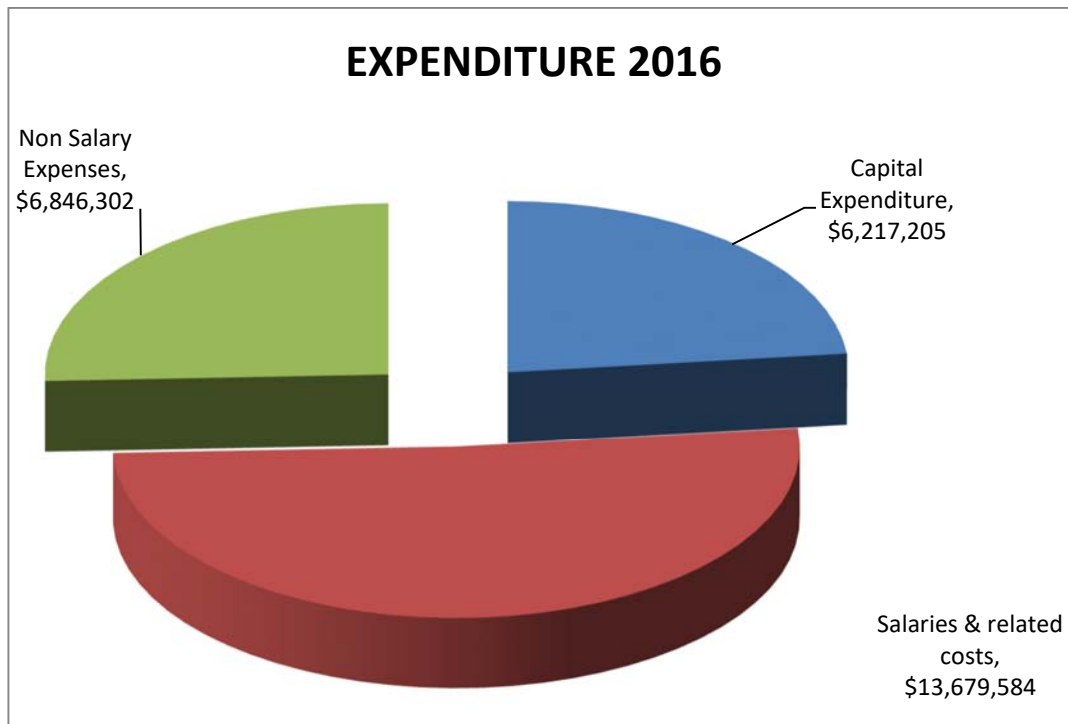
Section 17: Summary Financial information



The College derives its income from;

- Parent payment of Tuition fees and Charges
- Commonwealth Government grants, both recurrent and capital
- State Government grants

- Interest received and revenue from trading operations



The bulk of the College's recurrent expenditure is salaries, wages and associated costs such as long service leave and superannuation. This area accounts for 67% of the total recurrent expenditure.

Major areas of expense for the College are in the technology area to ensure the school is kept up to date with the latest innovations and software protection. Maintenance continues to increase due to larger student population using facilities and more buildings.

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