

Rosebank College Annual Report 2017 School Year

Section I: Message from Key School Bodies

I.1 Chair of Board

As a former student of the College and one of five siblings who all had the benefit of being educated at Rosebank, it has been a great privilege and honour to be a member of the College Board and more recently to transition into the role of Chair.

The year commenced with much anticipation as the College entered its Sesquicentenary year; a milestone that only a handful of Catholic schools across Australia can claim to have achieved. The celebrations formally commenced with the opening Sesquicentenary Mass, where notably the Sisters of the Good Samaritan of the order of St Benedict, were joined by the Sisters of Charity for the blessing and unveiling of the sculpture of Mother Scholastica Gibbons and two students. The Mass celebrated the 150 years of education at the College, as well as the 160 years of Good Samaritan Education (GSE) in Australia.

As the year progressed, further key events occurred to mark the significance of the 150th anniversary including the College Musical 'Thoroughly Modern Millie', where over 180 students participated delivering a highly successful production. Open Day was another huge success and this year the exhibition of the College's history was a major highlight, as was the launch of the history book 'Sursum Corda – Lift up your Hearts.'

The celebration of Benedict Day with a Mass at St Mary's Cathedral saw many past and current Directors and Members attending, in acknowledgement of their contribution to the stewardship of the College over the years.

In the last few months we have enjoyed the highly successful Gala Dinner and the blessing and opening of Downside Hall and associated works.

For the College Board the opening of Downside Hall was a significant milestone, fittingly achieved in the Sesquicentenary year, representing a key outcome of the College building master plan, a plan developed by the Board under the wisdom and guidance of the outgoing Chair Professor Marea Nicholson. Professor Nicholson's formal association with the College came to an end earlier this year, when her long standing tenure as Board member and Chair, reached end of term. However, Professor Nicholson's contribution, stewardship and governance will be felt by the College for many years to come, including through capital works. The College community is deeply grateful to Professor Nicholson.

The College Board also acknowledges the financial support of the Federal and State Governments, as well as the advice and assistance provided by Canada Bay Council during the design and development process.

To the Sisters who have ministered on the site over the past 150 years, the Board thanks you. The Board especially acknowledges Sr Clare Condon and her Council and all the Sisters for their vision, dedication, commitment and wisdom. With the creation of the Ecclesial Community, Good Samaritan Education and the transfer of responsibility, ownership and governance, we are honoured for the trust and delighted to work in partnership, to grow the Charism of Benedict, Scholastica and the Good Samaritans. The Board also thanks Terry Creagh and the members of the General Assembly and Governing Council and we reaffirm our commitment to work in close partnership to address the possibilities and challenges of contemporary times.

To my fellow Board members, I thank you for your commitment, dedication and tireless contribution to the governance and stewardship of the College. To Mr Galea and the staff at Rosebank, the Board thanks you for your generosity and outstanding contribution to the mission of Rosebank.

A school is nothing more than a series of structures and objects without its teachers, students and parents and so I particularly acknowledge the College community who create the fabric of Rosebank, making it an outstanding learning community!

Ms Tara McCarthy

1.2 College Principal: Mr Tom Galea

To be linked with a College that is celebrating its 150th anniversary is certainly an honour, a privilege and a challenge. The community has worked hard to capture and honour the past, celebrate the present and strengthen our vision and pathway for the future. In doing so, I believe we have become a better Good Samaritan Benedictine family, a more robust community and a more successful educational establishment. We have strengthened our understanding of and bonds with the Sisters of the Good Samaritan, past and present, we have grown closer to our GSE partners, and we have become better citizens in the local, state, national and international community. We are justly proud of all that has been achieved, we are deeply thankful for the great men and women who have gone before us and we move forward with much confidence and optimism.

However, we are also humbled by the challenges ahead and commit ourselves to the process of prayer, consultation and discernment that has characterised our past. These challenges include the challenging financial security regarding Government funding; the changeable nature of work that is and will continue to impact on the work of parents and their children; the increasing cost of tertiary education and the growing debt loaded on to our next generation; an economy that is slow to recover and generate the labour market that will offer security for all; the complexity of family life and our ability to assist parents steer a healthy and life-giving path forward; the ongoing impact of disruptive technology on work and life; the degradation of the environment and the growing impact of climate change; the instability of governments at all levels and their inability to provide the leadership required to take us forward; and the growing mental health issues that inevitably impact on our young as they develop a healthy lifestyle that incorporates social media and emerging

technologies in life-giving ways. As one social commentator wrote: “...if Facebook was a country, it would be the world’s largest with over two billion active users (or ‘online citizens’). In order of populations, this is followed by China, India, then Instagram, the land of LinkedIn, then Twitter, which are all larger than the population of the United States of America.”

The list of celebratory activities for this year has been impressive, as outlined in the Board Chair’s report. I believe that some of the most important work of the Sesquicentenary year is captured in our recently published College history ‘Sursum Corda’, as well as in the 120 hours of interview footage that has captured the thoughts and memories of the many who have been part of the Rosebank narrative. We are deeply grateful for the voluntary work of the Archives team, ably led by Mr Robert Beazley. We also express our gratitude to Mrs Rebecca Youssef, who joined the College as the Events Manager for the 150th year of celebration and carried out her duties with charm, enthusiasm, thoroughness, patience and creativity. Finally, we acknowledge the invaluable assistance of Dr O’Shea, particularly for enriching liturgical celebrations and also for his supervision of the College History Project.

Along with these, the College has continued as a successful educational institution in Pastoral, Academic, Ministry and Co-curricular pursuits.

On your behalf, I take this opportunity to thank all who are associated with governance and thus ensure stability and good planning. We thank Ms Creagh (Chair) and the GSE Assembly and Governing Council for their guidance and support. We thank Ms McCarthy (Chair) and the Board Directors, who give so much of their time and wisdom to oversee and support the work of the management teams. We continue to thank the Sisters of the Good Samaritan who have provided us with so much in the past and continue to share their ethos, vision and ministry in all parts of the world. These wonderfully talented and generous people give freely of themselves and in so doing, inspire us to reach higher and reflect deeper, as well as move forward in confidence and courage.

We also thank our civil partners including the Federal Government represented locally by Mr Craig Laundry, the State Government represented locally by Mr John Sidoti and Ms Jodi McKay and local Government represented by Mayor Angelo Tsirekas and General Manager, Mr Gary Sawyer. In total these have contributed in 2017, \$14.6 million in recurrent assistance and \$350,000 in Capital assistance, to allow us to operate and build Rosebank.

I want to thank the Leadership Team that was restructured from 2017 to include Staff Services. These are incredibly gifted, competent and generous people who ensure Rosebank can operate successfully and safely from day to day. Their voice is well captured in these pages. I thank the staff who support the work of the Deans and ensure quality delivery of services to our students and parents. Each year, the total staff grows and is strengthened by more quality men and women who have adopted the Good Samaritan Benedictine values and approach to work and life. We are truly blessed.

To our parents, we again say thank you for your trust and support and for the daily sacrifices you make for your children. We cannot operate without your generous financial support of over \$9.3m a year. We trust that you continue to appreciate our efforts in delivering excellent value for money and exercising exceptional stewardship as we care for all the community and create new learning spaces. There is no doubt that this era is the toughest in human history to raise children and be

parents. In particular, we thank Mr Greg Sinclair and the P&F Committee for their generosity, support and care for the four arms of their work: Building Community, Fundraising, Outreach and Parent Education.

Last, but not least, I thank our students. They continue to amaze us with their commitment to learning and excellence, their success in the sporting and cultural arenas and most of all, for their inclusiveness and hospitality. They are the sole reason that Rosebank exists. They have risen to the challenges of 2017 with grace and charm. They have presented the College to the world with professionalism and courage. They have been equally proud of the past 150 years and commit to moving ahead with confidence to making a difference. We are extremely proud to call them our own. In particular, we offer our gratitude to the Captains, Luana Matrone and Jonah Bechara and Vice Captains Tess Lopez and Kurt Montana-Borg. These exceptional leaders now hand over to their successors, Captains, Gabrielle Blefari and James King and Vice-Captains, Scout Hathaway Wilson and Michael Parnell, supported by 54 senior leaders and 80 SRC members, all of whom are the hands, hearts, feet and voice of the students.

And so we turn to 2018, as we start the next decade of education on the Rosebank site. We are excited by new educational programs, new courses, and new expanded and upgraded facilities. We are both humbled and emboldened by the past and courageously move ahead walking alongside our loving creator God, who has promised to always be with us when we gather in God's name.

Mr Tom Galea,
Principal

1.3 College Captains: Luana Matrone and Jonah Bechara (Graduating Class of 2017)

As Captains for 2016–17 our leadership year has seen developments within our school along with many events due to the Sesquicentenary celebrations. Undertaking our role as leaders in the second half of year 11 required us to quickly adapt to our responsibility and find a balance between study, leadership and extra-curricula activities. These roles included dealing with the task of managing school events such as assemblies or community days, as well as working to establish communication between the largely expanded group of leaders, with the introduction of 10 Curriculum Captains, one for each subject. Throughout this year we also worked closely with Ms Harris to develop the segment in assembly where we acknowledge the 'unsung heroes' at our school. Further into the year we were provided opportunities to enhance our leadership skills and granted invaluable afterschool meetings with leaders of other schools in the Sydney region. We also attended leadership conferences such as Halogen Youth Leadership conference, which focused on the theme of 'Imagination in Aspiring Leaders'. This year has definitely provided us with a taste of what leadership about and improve our qualities and skills that encompass how a leader should behave and what is expected of a leader. These experiences will no doubt be valuable in our lives beyond Rosebank College, as they have the potential to manifest themselves in future roles in the workplace, as well as everyday scenarios. We hope that we have served the school to the extent that it deserves. We would also like extend our deep gratitude to Mr Galea, Mr Hardwick, Ms Clark, Ms Harris and Ms Gow for providing support to us over this year, allowing our leadership to run smoothly. As well as this, we would like to congratulate the 2017 - 18 leaders in advance on their appointment and wish them the best for the year to come. With the guidance from these teachers the will undoubtedly be successful in their leadership endeavors.

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, and celebrating 150 years with its Sesquicentenary Anniversary in 2017.

The College has a rich Benedictine heritage which is centred around the values of Peace, a Love of Christ, Stewardship, Hospitality, Compassion and Service. The harmonious co-existence of this tradition with contemporary pedagogy, professional staff and functional learning and recreational spaces, engender a community where each student has the opportunity to pursue their talents and interests in a caring and supportive environment.

A challenging Curriculum includes a breadth of course offerings, extensive Co-curricular activities and a comprehensive Pastoral Care program of wellbeing and development. This Pastoral Care Program:

- Fosters a sense of belonging for each child;
- Actively promotes acceptance of the individual and individual differences;
- Encourages responsibility;
- Implements a Peer Support Training Program where Year 10 students assist Year 7 students making the transition to secondary education;
- Is based on a vertically grouped House System so that students benefit from the interaction of working together across Year groups.

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;
- Accelerated Apprenticeships and School-based Traineeships;
- Accelerated Learning and Enrichment opportunities across many subjects and EnrichED
- The College's Gifted and 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
- Recently added is the International Benedictine Short Stay Student Exchange Program (IBSSSEP).

Rosebank engages active learners to become discerning and responsible global citizens. We integrate elearning tools and pedagogies to develop digitally literate, critical and creative thinkers. A dedicated Study Tutor works 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 showcases, drama performances, exhibitions of Major Works and Hospitality functions.

The College has an extensive and broad Co-curricular Program which promotes each student's physical, cultural and social development. Each Term, students are invited to choose from over 30 activities to participate in on a Thursday afternoon. Two of the four selections must be a physical

activity. Professional trainers and coaches are employed to conduct each activity. This ensures a high level of skill development and a 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.

An eight stage building program is underway to provide modern facilities for a 21st Century education. This includes 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, administration building (Downside) 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 2017 NAPLAN results show results that are significantly above State average in all.

YEAR 7 MEAN NAPLAN RESULTS		
	STATE	ROSEBANK
Reading	548.6	581
Writing	516.8	557.7
Spelling	558.3	585.7
Grammar	546.6	581.8
Numeracy	560.2	586.8

The 2017 Year 9 cohort also achieved significantly above the State in all aspects.

YEAR 9 MEAN NAPLAN RESULTS		
	STATE	ROSEBANK
Reading	588.8	615
Writing	559.1	622.1
Spelling	591.8	624.2
Grammar	582.7	608.6
Numeracy	602.0	630.4

Averaged scale score growth for the 2017 Year 9 cohort since they were last tested in Year 7 was as follows:

	Reading	Writing	Numeracy
Year 9 State	38.6	46.5	52.4
Year 9 Rosebank	35.2	64.5	53.8
Greater than or equal to Expected growth	65.3% of cohort	70.9% of cohort	80.3% of cohort

In Year 9 results, scaled relative growth from Year 7 results, compared to the State, was the marginally less for reading but significantly higher for writing and numeracy. In relation to Year 9 students achieving pre-qualification for HSC minimum standards in Literacy and Numeracy, the College had 68% of the cohort succeed compared to 38% of the State. Targeted intervention plans are in place to assist the remaining 32% students achieve the required minimum status using the NESAs Online testing facility.

Section 4:

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 group of students who exited school to pursue a combined HSC trade qualification.

4.2 Results of the Higher School Certificate

The College delights in the success of its students once again. Rosebank students were examined in 40 school-based courses. Of these courses 31 were above State average, with another three subjects within 0.33 marks. Five subjects that were below State average were specialised subjects with cohort size of six or less students.

The Rosebank 2017 results exceeded the State in each of the top three Bands (Bands 4, 5 and 6). Likewise, reduced proportions of Rosebank results appear in the lower Bands (Bands 1 to 3) in comparison to the State. When the same cohort were assessed in NAPLAN in Year 9, the State average exceeded Rosebank average in the top two Bands, thus representing excellent growth at the top of the cohort. Overall, 34 subjects had a mean Z score greater than the typical Decourcy mean Z score, which is a reliable indicator of value adding (or learning gain).

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

Design and Technology, Drama, Engineering, English Extension 1 and 2, Mathematics Extension 1 and 2, History Extension, Music 1 and 2, Society and Culture, Textiles, Visual Arts, Italian Continuers, Italian Extension.

Other notable achievements for 2017 HSC results include:

- 49 students appearing in the NESAs All-rounders and Distinguished Achievers lists

- Five students appeared on the 'Premiers All Rounder' list with Band 6 in 10 units of study. Only three other schools in the entire Inner West area had more All Rounders
- 15 students offered early University entry for a range of courses, based on their academic record, community contribution and leadership qualities.
- 52% of all examinations sat by Rosebank students achieved a Band 5 or 6
- 82% of all examinations sat by Rosebank students achieved a Band 4, 5 or 6

The percentage of eligible students with an ATAR of 90 or more was approximately 17.4%; while the percentage of students with an ATAR exceeding 70 was approximately 56% exceeding the State percentage by 7.5% (twice the gap achieved in 2016). This result allowed 122 students to receive tertiary study offers. The Dux of the College achieved an ATAR of 99.50.

Section 5: Professional Teaching and Learning Standards

In 2017, Rosebank College had twenty-seven staff who were classified as Proficient Teacher level. It had six staff who were Provisionally Accredited at Graduate Level and working towards Professional Competence of Proficient Teacher Standard over the course of 2017.

Sixty-eight 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. This includes staff in job share arrangements and on maternity leave.

One of the commitments of a Good Samaritan Benedictine education, is to value “an academic school environment which is at the forefront of modern educational developments.” Integral to this is a staff Professional Development (PD) program, which at its core “encourages and values teachers as collaborative and constant learners.” (*Good Samaritan Schools Teaching and Learning Framework*).

In 2017, the College continued the practice of Tuesday afternoon Professional Development for all teaching staff, for one and a half hours per week. The focus question for all learning sessions was: How do we best meet the needs of the Rosebank students and equip them with the necessary skills required in the future? Across the four terms, the PD model integrated a variety of learning approaches: whole group input, workshop-led activities, faculty formation, external speakers and subject specific learning teams. The topics included: elements of compliance, student-led conversations, literacy strategies with a particular focus on reading, visible thinking routines, flipping classroom learning, project-based learning, assessment tools such as quizzes and rubrics on the College Exchange (LMS), integration of Microsoft tools, the use of student feedback in assessment as learning, 21st Century Fluencies including Future Work Skills 2020 and student wellbeing.

The College also invested dedicated time throughout the year as a whole staff, in faculties and as individual teachers, analysing achievement data to identify learning gaps and gains for our students. In celebrating the strengths in student learning, this time also provided teachers with an opportunity to analyse internal and external data and set targeted learning goals.

The College continued its investment of time in Peer Classroom Observations. This provided another means of formalised collegial learning, which increases a teacher's 'toolbox' by giving greater

exposure to a repertoire of strategies, as well as seeing effective interactions between staff and students beyond the walls of one’s own classroom. The classroom visits were faculty-based, or interdisciplinary and allowed teachers to identify different approaches in delivery of content and skills-based learning.

Staff reflections regarding the process include:

- “I’m inspired to let the students give each other peer feedback more often. It changed the tone of the learning task and the students thrive in both giving and receiving feedback / adaptations and tips that improve their assessment results and composition and performance.”
- “As I teach many of the students I observed, I am inspired to also take the risk and allow them the autonomy to choose their groups in our next group activity.”
- I will cease trying to fit too much content into my lessons. Less is more! Learning is meaningful when lesson activities are achievable within one lesson and when they are short enough to allow students to share their responses with each other at the end of the lesson.
- “I want to start to use the concept of flipped classrooms as part of my teaching strategies. From what I have observed this approach provides more class time to spend with checking student understanding.”
- “The teacher was very good at engaging all students in the class and gave a lot of positive feedback, I will use this distribution of positive feedback in my lessons.”

All staff within the College completed individual goal setting by working with a College mentor in the completion of Rosebank Performance Planning and Review (RPPR). The overall purpose is to encourage, develop and support a culture of learning and to provide a context for colleagues to collaborate in developing personal goals, identifying appropriate strategies targeted towards measurable outcomes and to review and reflect upon these goals as part of one’s continuing professional journey.

Throughout 2017 there were multiple external Professional Development opportunities offered to all staff to complement the RPPR process. For teachers, all of the PD experiences are linked to the Professional Teaching Standards and contribute to either the mandatory teacher identified hours, or NESAs endorsed hours.

Section 6: Workforce Composition

The workforce composition at Rosebank College for 2017:

	Full Time		Part Time	
	Male	Female	Male	Female
Principal	1	0		
Teaching Staff	28	55	0	13
Specialist Support	1	1	0	2
Admin & Clerical	4	2	5	23
Building, Maintenance and Other	3	0	3	1

(Census Data August 2017)

Section 7:

7.1 Student Attendance and Management of Non-Attendance

Student attendance data as reported to the Commonwealth Government in 2017 in Term 1, was 95% and Term 3 was 92%. Attendance is managed at Rosebank via the daily electronic collection of data through morning and afternoon Home Room. Students with patterns of non-attendance are highlighted through the following mechanisms:

- Reports from 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
- Notify or return to the College with absence notification in writing
- Apply for leave from the Principal if the absence is prolonged (4 days or more)

The parents of students who are absent without prior notification, will be contacted by SMS on the day of absence. Students who do not supply a written record of absence will be followed up by:

- Home Room Teacher
- House Coordinator

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

- House Coordinator
- Home School Liaison Officer
- Dean of Pastoral Care

These students are required to submit work completed during holiday vacations to compensate for missed course work during the year. In 2017, 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, the Department of Community Services, or the Police Liaison team.

7.2 Senior Secondary Outcomes

Seventy eight percent (78%) of Year 12 students were offered a place in University or in a Private College. The remaining 22% either enrolled in TAFE or another Registered Training Organisation, secured full-time employment or explored a gap year option. 26% of the Year 12 cohort undertook a Vocational Education Training (VET) course. 13% studied Hospitality (accelerated so the course was completed in 2016) and 4% of Hospitality students also completed the Hospitality Specialisation course. 6% studied Business Services. 6% studied Information and Digital Technologies. 1% studied Sport Coaching. 11% of students undertook a TAFE delivered vocational education course (TVET). Of those, 11 were Year 11 students and 7 were Year 12 students.

7.3 Retention of Year 10 to Year 12

Student Year	Male	Female	Total
Year 10 2015	89	95	184
Year 12 2017	76	85	161

In 2017, the retention rate from Year 10 to Year 12 was 88%. Students who left Rosebank College pursue opportunities, careers or further study in Vocational Education, through apprenticeships, fulltime employment and/or through attending specific Vocational Colleges such as Southern Cross Vocational College, Burwood.

7.4 Post- School Destinations

Seventy eight percent (78%) of students in Year 12 were offered a place in University or in a Private College. The remaining 22% of students were either enrolled in TAFE or another Registered Training Organisation, secured full-time employment, or explored a gap year option.

Section 8:

8.1 Enrolment Policies and Characteristics of the School Body

Rosebank College in 2017 had 1221 students who were enrolled as full-time students. The gender breakdown was 615 females and 606 males. The Index of Community Socio-Educational Advantage (ICSEA) for Rosebank College was 1097.

8.2 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, elearning program and new student leadership structure, have been met with overwhelming support by the school and wider community.

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.

The following guidelines and procedures have been developed in order to provide a fair and equitable enrolment process:

8.3 Conditions of Enrolment

- Parents/guardians and students must support the Good Samaritan and Benedictine values of the College and its Mission which are articulated in the College Mission Statement
- Students are expected to maintain a high standard of behaviour and to treat others with courtesy and respect
- Parents/guardians are expected to reinforce these expectations and to ensure that students wear the prescribed uniform according to the College's uniform guidelines
- Students who are in serious breach of the College rules may be asked to leave the College temporarily or permanently at the discretion of the Principal
- Parents/guardians authorise the College to publish their child's photo in the College Yearbook, College Newsletter, College Website and other publications and media outlets for promotional purposes (Parents/guardians who do not consent to this must indicate this to the Principal in a separate letter at the time of Enrolment)
- Parents/guardians accept the responsibility to read all communication from the College including the weekly College Newsletter
- Parents/guardians will attend all Learning Progress Meetings (Parent Teacher 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 Enrolment Form
- Parents/guardians agree to pay in full and on time all fees as set out in the College fee statements issued three times per year
- Parents/guardians agree to be bound by any alteration to conditions of enrolment issued by the College Board

8.4 Guidelines

8.4.1 At Rosebank College, there are two 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 received 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. **Principal's 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 its own order keeping in mind a number of prospective (e.g gender balance). Families (including the student) will 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 non-refundable enrolment fee. When the student is enrolled at Rosebank College they are included in the Orientation and Induction Program.

- 8.4.2 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

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

- 8.4.3 Entry Points: The main entry years are Year 7 and Year 11. Students will be enrolled in other years if a vacancy becomes available.
- 8.4.4 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.
- 8.4.5 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.
- 8.4.6 Payment of fees: If a family does not pay school fees and no arrangements have been agreed to and complied with, a sibling of that family can not 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.
- 8.4.7 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 application and enrolment fee are forfeited. As 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.

8.4.8 Scholarships: Rosebank College offers academic scholarships for students entering Year 7. Scholarships are awarded on the basis of the Australian Council for Educational Research (ACER) examination and an interview. The College uses the ACER Cooperative Scholarship Testing Program, an Australian wide annual program of academic ability tests, used by independent schools.

8.4.9 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 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 (Home stay).

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

8.5 Enrolment Process

8.5.1 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

8.5.2 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 updated sacrament certificates (if applicable), latest full school report and Year 5 NAPLAN Results. If, shortlisted 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.

8.5.3 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 9: School Policies

College Policies for Enrolment, Student Welfare, Anti-Bullying, Child Protection, Privacy, Parent Code of Conduct, Merit and Restoration, and Complaints and Grievances are contained on the College website located at www.rosebank.nsw.edu.au. The policies are also available to be accessed through the Rosebank College Parent Portal.

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. The College's Risk and Compliance software package, Complispace, is utilized for tracking and reporting within the areas of Privacy, Workplace Health and

Safety (WHS) and Student Duty of Care.

Section 10: 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 2017 were:

Pastoral Services:

- Develop College projects and strategies to enhance student wellness and wellbeing.
- Investigate and implement Edumate services to record/log discipline issues, wellbeing interventions and to record student and parent meeting.
- Review the detention system and program so as to focus on a formative engaging approach.

Learning Services:

- Develop a more cohesive and dynamic classroom practice of differentiation within the curriculum (“know your student”).
- Identify and promote strategies that will identify and extend higher ability students.
- Preparation for the 2019 NESA educational review.

Ministry Services

- Enhance the offerings (education, immersions, activities, prayer opportunities, etc.) available to staff to develop their own faith and a commitment to the core spiritual purpose of the College.
- Build the sacramental and liturgical program of the College (daily prayer, chapel prayer, Eucharist, Reconciliation, RCIA, whole school Masses, etc.)
- Complete and launch the College Mission Framework in Semester One 2018

Staff Services:

- Develop a comprehensive framework for staff formation and professional development linked to processes and expectations associated with teacher registration through using existing staff planning and review tools (RPPR, Peer observation, PLN's etc.) and identifying others.
- Identify all structures and procedures to encourage staff to pursue registration at the HAT and Lead level including a discussion paper for the Board to consider remuneration options for staff who reach HAT and Lead status.
- Promote and trial newly developed and NESA accredited staff PD courses and commission further courses to be submitted to NESA for accreditation.

Business Services:

- Ensure the College has a robust and effective ICT disaster recovery system both on site and off site.
- Finalise renovations of Erie and Inkamana. Finalise the design and tender for the expansion and updating of the auditorium and related colonnade. Finish the planning of and commence the renovation work in the cemetery and chapel (more likely in 2019). Finalise the planning of the additional 300 seat performance and

presentation space in Palm court. Finalise the enclosure of the Gym and wind-proofing the café and undercroft areas. Provide two more flexible teaching spaces to CAPA for Dance, Drama and Music.

Administration services:

- Review basic timetabling assumptions (groupings, pairings, time loadings, staffing, etc.) to ensure they are well understood, transparent, flexible, and evaluated.
- Identifying current and future resource/facilities needs to ensure timely design, funding, preparation and construction.
- Identify potential staff for timetabling committees.

Management services:

- Ensure the College compliance and risk management system is well designed, well managed and clearly understood by all staff.
- Establish and support the Extended Day Program and Vacation Care program
- Establish the role of Events Manager under the supervision of the Development Coordinator
- Manage and oversee the 2016-2020 mid-Strategic Plan review and ensure adjusted strategies are included in the Plan along with targets, timing and evidence.
- Oversee the planning for and implementation of the 2019 College NESA registration process.

Section II: Initiatives promoting Respect and Responsibility

The House-based Vertical Pastoral System continued to thrive and 2017 saw the realignment of the formalised Pastoral Care Program delivery to House-based Year groups. A stronger sense of belonging and connection was evident through the interactions between both staff and students within each of the Houses.

The Pastoral Care Team includes House Coordinators, Assistant House Coordinators, Home School Liaison and two College Counsellors. The focus of the Pastoral Program across all years included the themes of Physical, Social, Spiritual and Academic dimensions. This allows for age related issues to be explored and investigated and the dynamic nature of the program allowed for additions and alteration to be made on a needs basis.

The focus of responsibility for actions, attitudes and wellbeing were reinforced through the provision of the Pastoral Care system, guest speakers, camps and reflection days.

The mentoring of students continued in 2017 with Peer Support involving all students in Years 7 and 9. The formal mentoring program between Senior Home Room teachers and their Year 11 and 12 students focused on their academic and pastoral welfare. Our Student Leadership Coordinator and our Service Group Leaders provided guidance to our Student Leaders and mentored them in each of their roles.

Mental Health and Wellness was an area that we continued to develop, through student education and for College teaching staff during Professional Development week 2017. We moved to focusing

on wellness and creating opportunities such as the 'Lunchtime Clubs' to increase connectedness and to create a sense of belonging.

Rosebank engages in National Awareness campaigns focusing on 'Bullying No Way!' and other campaigns such as Harmony Day, International Women's Day and awareness days around illnesses and events that have impacted the College, such as 'Beanie's for Brain Cancer'. Each year the College also 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 the Winter and Christmas appeals.

Section 12: Parent, Student and Teacher Satisfaction

12.1 In 2017, parents and carers completed an extensive annual survey to assist the College determine levels of satisfaction and highlight areas where improvements could be implemented. The majority of parents acknowledged a high degree of satisfaction with Rosebank College. This was evident through enrolment demand from current and prospective parents, survey insights collected throughout the year, opinion polls and parent forums.

Sample comments from the 2017 Parent Survey included:

- "I have no hesitation recommending Rosebank College to any parent who values their child's education and morals."
- "We are very grateful for the education and support both our children are receiving at Rosebank. We look forward to their future years."
- "Rosebank is becoming more popular in the community, which is great. This is why the waiting lists are increasing. There will come a time when siblings may not be automatically accepted. Instead, places may be determined on academic results."
- "As parents, my husband and I are extremely happy with Rosebank College."
- "Mr Galea's presentation and future focused language, e.g. 'Class of 2018' was a key reason we selected Rosebank."
- "I like the culture of the College, the leadership shown by the Principal and the vision for the students. I think it will create the kind of person I would like my child to be."
- "On Open Day my husband and I were impressed with the new facilities and the level of attention that had been given to every small detail, then when we heard Mr Galea speak, it sealed the decision for us. I also think when a school has the same values as your family does, it encourages and rewards good behaviour. It makes it much easier as a parent to encourage our children to follow our rules and beliefs."
- "I love how Rosebank is a caring community and has a supportive community. We had the best time at the Gala Dinner."

The Graduating Class of 2017 had an opportunity to give voice to their experiences at Rosebank College through the Year 12 Student Exit Survey. Their feedback and suggestions are heard by teachers and used to assess what is working well and which areas could be improved upon.

Sample comments from the 2017 Year 12 Student Exit Survey:

- “The Benedictine and Good Samaritan values have helped me greatly in thinking about others much more. I have become more sympathetic towards others and wish to do more kind acts with a reward due to the values.”
- “Experiences such as Social Justice Day have allowed me to have greater understanding in areas such as the Benedictine values and how to apply them in current issues, e.g. poverty/inequality.”
- “Throughout the years of being at Rosebank, I feel that this school has helped me to grow and develop as an individual with values of love, peace, hospitality and justice.”
- “Rosebank is an amazing school. I still remember coming here on orientation day and instantly feeling ‘at home’. The co-ed aspect makes the whole school a better place allowing students to create great bonds with one another as friends and preparation for the real world.”
- “I was given many opportunities to develop leadership skills. This has been through SRC, Student Forum and the opportunity to be a Culture and Identity Leader. Leadership afternoons and leadership days have also helped to develop and create an understanding of the leadership skills I’m able to have.”
- “I have been provided with so many opportunities for leadership which have allowed me to grow as an individual and be a role model to my younger peers.”
- “The immersion experiences the school offers are incredibly worthwhile. While I myself am not a particularly spiritual person, I still think the programs I went on with the school have been some of the best memories and self-actualisation experiences of my High School life.”
- “Through the encouragement and inspiration to be consistently involved and to succeed in subjects and co-curricular activities at Rosebank I have been able to feel that my wellbeing has been a priority.”
- “The teachers at Rosebank are wonderful. They are dedicated, kind, encouraging, hardworking, supportive and always willing to go the extra miles for students.”
- “The school was really supportive and understanding, especially my teachers when I got to the senior years.”
- “Rosebank is a very safe environment with very little bullying compared to other schools.”
- “Rosebank has really developed my potential and has given me the tools to succeed outside of school.”

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

Sample comments from the Staff of 2017:

- “The staff here at Rosebank are very approachable and non- judgmental. The staff always conduct themselves in a professional manner yet caring at the same time.”
- “No school in this area comes close to Rosebank for value for money. We are positioned to become the number one Catholic school in this area. The foundations are set to move into the next phase.”
- “Rosebank has grown and developed in a positive way and is heading in the right direction.”

- “Rosebank has supported me as a first year educator by providing me with opportunities to challenge myself in supportive and friendly environments.”
- “I am self-motivated to go beyond my role. However Rosebank has given me the trust to extend myself.”
- “I have complete ownership and passion for Rosebank. Get on the bus”!
- “I am driven to make us No 1.”
- “I am very impressed with the way staff collaborate and assist each other for the common goal, being the students that we are supporting.”
- “There are sufficient resources enabling me to carry out my duties and support students.”
- “Resources available to us at Rosebank and in Science are very good. New staff room is great.”
- “I feel quite included in decisions affecting my work and valued for my contributions.”
- “I think the workload for each role at Rosebank is high, as are the expectations. I think the load of each teacher needs to be reviewed and reduced, as we embark on embedding a whole new range of technologies and innovation in programs time needs to be available to set this up on a day to day basis (great to have time allocated to planning) so that resources can be purchased, sorted and arranged, it is hard to do on a 6 period day.”
- “I believe Rosebank is at a time of change where innovative ideas are coming to life, it's exciting to be apart of the college at this time.”
- “Staff and my coordinator give me valuable feedback and praise for work well done.”
- “I appreciate the opportunities to work in a variety of areas of the school and work with students in developing a variety of skills. I believe this makes me a better teacher and gives me more fulfilment in this profession. Staff recognition and performance I don't notice too much, except with poor HSC results. I think the staff as a whole work very hard and all deserve appreciation and recognition, selecting only a few can devalue the importance and contributions of the rest.”
- “Allow for additional PD faculty time to ensure all programs and learning activities are presented to our students in the most appropriate way.”
- “The move to the new administration building has brought all the staff closer together creating better working relationships.”
- “I am very happy at Rosebank College and am very proud to work here. I have had many opportunities to develop my skills but I do wish that there were more opportunities for me to be able to be trained in leadership skills. This is a big career goal for me.”
- “I thoroughly enjoy my job and I am very happy at the school. I hope to work here for many years and I would like to move further into management in the future.”

12.2 College staff involvement

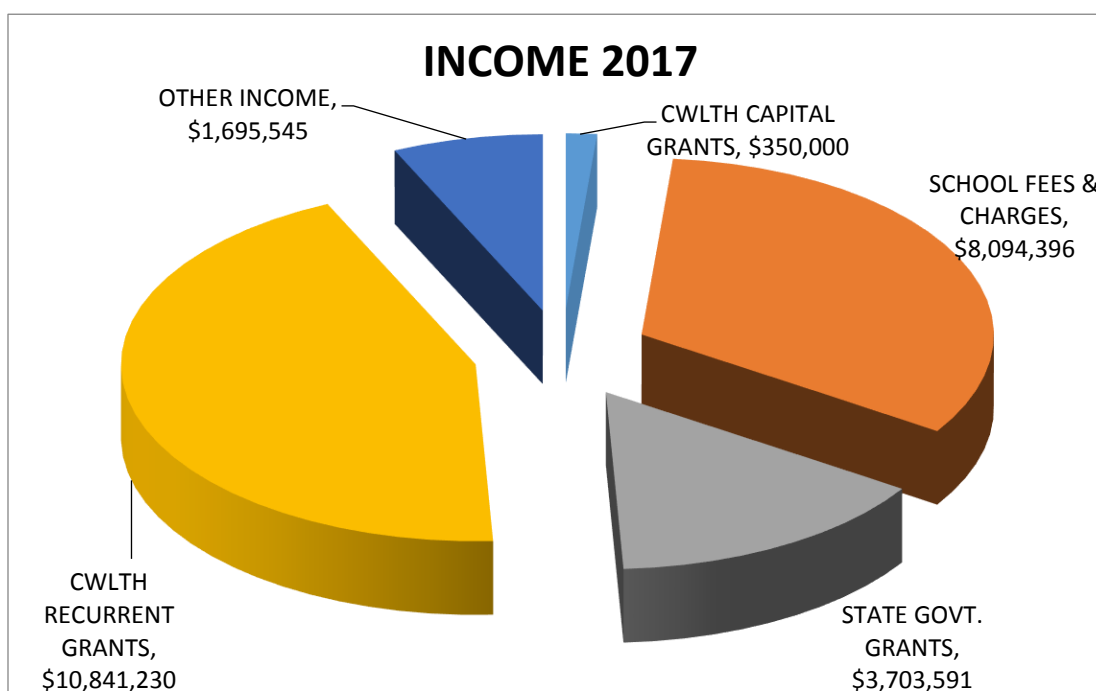
Staff participated in many College based events and activities including PD Week, Open Day, Benedict Day and several 150th anniversary celebrations.

All staff continue to have the opportunity to contribute their comments on College policy and procedures through active participation in structured Staff meetings, Faculty and Pastoral team meetings, Support Staff meetings and Standing Committees.

In 2017, the College said farewell to sixteen staff members. Rosebank College recognises the wisdom and skill set that these staff have shared with our community. Many are embarking on the next stage of their vocation, some moving on to parenthood, corporate endeavours and retirement.

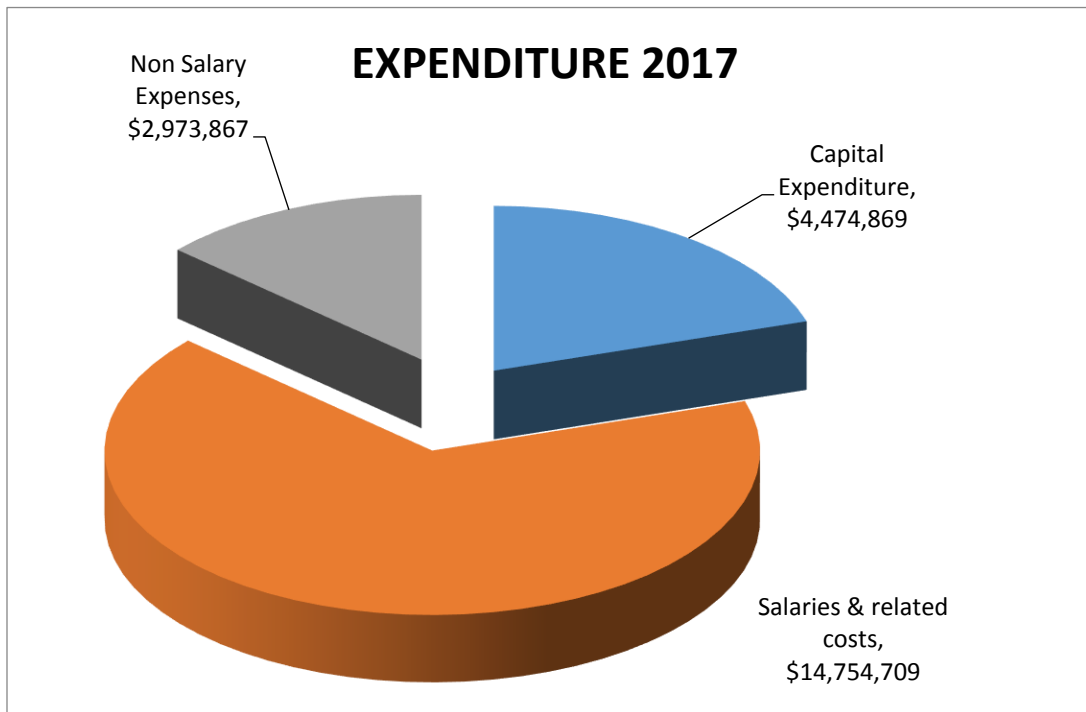
A member of the College Development Office oversees the continuity of the Strategic Plan, ensuring the College is on track to deliver on our seven strategic priorities by 2020. In the second half of 2017, 'Trend Impact' surveys were conducted for parents, students and staff, focusing on social, technological, economic and political issues. These responses from our community are a key driver and contribute toward positioning the College for the future.

Section 13: 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 66% 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 a larger student population using facilities and more buildings.

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