



Rosebank College Annual Report 2018 School Year

Section I: Message from Key School Bodies

I.1 Chair of Board

As another year draws to a close it is timely to reflect on 2018. The year commenced with great sadness as we lost one of our own the day prior to the commencement of term one. The College community came together in true Rosebank tradition to farewell Dylan Walker and support his family and friends during a most difficult time.

The College Executive team led by Principal Tom Galea continued to build on the success of the very busy sesquicentenary year of 2017.

Plans are well advanced to expand the seating capacity of the Auditorium and continue further building works including restoration of the Chapel and Cemetery.

The mission framework was finalised and this critical document provides the foundations and highlights the links and interdependencies and this framework will serve to guide the College in much of what it does.

An Extended Day and After School Study program was implemented and both are proving highly successful and value adding for our students.

A comprehensive governance review was undertaken and whilst it has led to some recommendations for improvement it highlighted that the College had robust systems in place.

The College has again benefited from State and Federal funding as well as personalised support from many of our Local, State and Federal representatives. The support and funding is critical to the College's ongoing financial sustainability and ensures parents have choice in their decisions as to how they want their children educated including in an environment that is not cost prohibitive.

During 2017 and again in 2018 the College Board has seen many changes in Directorships as a constitutional change limiting the tenure of Directors to nine years came into effect leading to the departure of many long serving Board members. Our new and existing Directors bring diverse skills to the Board and have shown great stewardship of the College again in 2018 and I thank them for their contribution which is done so on an entirely volunteer basis.

I thank and commend Tom and the team for another successful year full of many great achievements.

I extend my sincere gratitude to the students and parents of Rosebank who continue to engage, support and contribute, leading to making Rosebank College an outstanding school community.

Ms Tara McCarthy

1.2 College Principal: Mr Tom Galea

Following the huge 2017 Sesquicentenary Year that included much celebration, additional buildings and recognition of the significant people who have preceded us, 2018 has been seen as a year of consolidation review and planning. Intense periods of public expression require equivalent periods of quiet and collegial discernment regarding our core mission and focus as we move into the ongoing turbulent years ahead. This journey into the future has been and continues to be full of immense possibilities, innovation and creativity as well as anxiety, disruption and dislocation for all our families, students and the College itself.

However, we have not been idle. We recall the life of our Yr 12 student, Dylan Walker, who passed away on the day before school commenced. We saw the College strengthened in its grief and the support of his family and friends during this most tragic of losses.

We have also created the two new Houses; prepared for the five-year education audit and renewal of registration; commenced the significant renovation of the ground floor of Erie and Inkamana providing a further nine classrooms, five offices and a meeting room; established the Extended Day and After School Study program; developed more cohesive and dynamic classroom practices of differentiation; strengthened the sacramental and liturgical program of the College; Developed a comprehensive framework for staff formation and professional development; Reviewed the basic timetabling assumptions to ensure transparency and flexibility; Updated the College compliance and risk management system ensuring it is well designed, well managed and clearly understood; Established the role of Events Manager; Managed the mid cycle 2016-2020 Strategic Plan review with relevant updates to core strategies; Expanded our International S School partnerships to include Africa as well as Central and South America.

Among these important achievements, the production of the College Mission Framework has been a significant project emerging from the extraordinary development of the past 5 years. The Framework attempts to capture the links and interdependencies of the various elements and activities of the College community. It is grounded in a profound sense of the larger Mission emerging from our fundamental call by God to make a difference and of which Rosebank is a small but nonetheless significant 'drop' – one that can create a ripple or a tsunami. What we radiate outwardly, the impact we have collectively and individually will be directly proportional to what we live and breathe and believe inwardly.

In ending 2018, we thank our exceptional students ably lead by the 64 leaders and, in particular, our Captains: Harry Sumption and Molly Hayes, and Vice Captains: Colm O'Neill, and Susanna Gillard. We have been again inspired by our student's aspirations, creativity, commitment, generosity and the sense of pride in their College. Neither they nor we are perfect however what is special at Rosebank is how we work with each other's strengths and forgive each other's limitations. We congratulate them for the wonderful personal and team-based successes in all areas of activity; academic, pastoral, ministry and co-curricular. You certainly deserve a well-earned rest

so as to return rejuvenated for another year of intense effort.

We take this opportunity to thank parents for your untiring support and confidence in the College. Within an appreciative community anything is possible. In particular, I thank the outgoing President of the P&F, Greg Sinclair and other members of the P&F who are retiring this year: Therese Griffiths, Anne Marie Ludeke, Chris Georgiadis, and Leanne Quach. Their generosity, care and commitment to the College has been exemplary and deeply appreciated. We also congratulate the newly elected P&F executive: Damian Bridge (President), Ann Gould (Vice President), Karen Griffiths (Secretary), and Duncan Sibley (Treasurer), and offer them our full support and confidence.

We also thank all our staff who have faithfully carried out their duties with integrity and commitment. They are an essential component of the enablers who constantly give so much of themselves. We are also grateful to their families and loved ones who share them with us so generously and for long periods of time. The work of education is an 'all in' affair.

The College Executive have worked tirelessly serving the community with exceptional management and leadership. They have all carried additional responsibilities while I have been on leave. While this was challenging, it provided the College a chance to test its managerial robustness and flexibility, which was a great success. In particular, I thank Paul Hardwick, Assistant Principal, for his care for the community.

We thank our Local, State and Federal representatives who are wonderful supporters of the College. We note the efforts of Angelo Tsirekas (Mayor), John Sidoti (Member for Drummoyne), Jodie McKay (Member for Strathfield) and Craig Laundry (Member of Parliament for Reid) and we express our gratitude for the financial support of over \$15m in recurrent funding and \$25,000 in capital funding to allow us to create and sustain our community. We are particularly thankful for the fact that State and Federal Governments have heard the needs of families who want the freedom to choose their school and who are entitled to government funding. The restored 3% funding indexation for 2019 has and will continue to relieve the pressure on families and their fees. We hope and pray that this generosity will also extend to more accessible capital funding as we continue to provide safe contemporary but comfortable learning spaces for our students.

We thank our Directors and Members and particularly the Chairs, Ms Tara McCarthy and Sr. Catherine McCahill who have lead with wisdom, skill and discernment. The College is exceptionally well serviced by the fine men and women who manage Governance for the College and have demonstrated a high level of care and commitment to its mission. We also continue to extend our gratitude for the inspiration, encouragement and challenge offered by the Sisters of the Good Samaritan. While they have no direct responsibility for the running of the ten GSE Colleges, their support has not waned and their presence is felt at all times in mutual appreciation and discernment.

As we turn to 2019 with growing confidence and pride, we will be taking up the theme of Wisdom as our collective focus. This theme challenges us to move beyond data and information, through knowledge and skills and on to embrace a commitment to learning for wisdom. Wisdom is not an end but a process. It is a commitment to maintain an open and humble heart and mind and to use all our skills, knowledge and values to make good life-enhancing and sustainable decisions. Other projects we will be working on include: a 4-year eLearning project that will renew and revitalise

our teaching learning programs throughout the College; the expansion of the Auditorium and completion of the Colonnade around the cemetery; detailed planning for 300-seat theatre / lecture space; establishing the Vacation sport, activity and study program; growth and implementation of the two new Houses (Adamson and Hayes); implementation of the Mission Framework; hosting the International Benedictine Conference along with the other nine GSE schools; enhancing the current staff planning and review tools; designing and implementing a disaster recovery power supply solution; integrating our reporting, assurance and learning systems into our Compliance and Risk Framework; and strengthening the connection with and educational programs for parents.

There continues to be much to be accomplished. May God continue to strengthen us for Mission, with renewed vigour, focus, priorities and commitment so as to continue our service in 2019.

Tom Galea
Principal

1.3 College Captains: James King and Gabrielle Blefari (Graduating Class of 2018)

The first opportunity to address the Rosebank College community as College Captains was the beginning of an inextinguishable twelve-month period of both irremediable despair and immense contentment. Our promise to the student body, delivered during the special sesquicentenary ceremony at St Mary's Cathedral of 16 June 2017, was strong leadership, empowerment and greater opportunities. We trust, having been guided by the pursuit of fulfilment and success, that our service has accomplished this commitment and that our leadership has advanced the community. Our message of gratitude expressed in the final moments of our captaincy, on 13 June 2018, is one that we wish to reiterate. For the opportunity to serve such a wonderful school community, we will always be grateful.

Rosebank College is an institution founded upon principles of respect and integrity, in pursuit of a balance between the spiritual, intellectual, physical and social growth of each individual. In recognition of the varying passions and aspirations of the students, the fundamental philosophy of our leadership has been not to impose a vision upon students, though to empower them to pursue their own. For twelve months, we stood before the College with great pride, aware of our responsibility to lead by example with unwavering assiduity. Such sentiments of pride remain with us as we depart the place that nurtured and educated the Graduating Class of 2018 for six years. We wish future graduates and succeeding student leaders every success in their endeavours.

The fragility and beauty of human existence was signified by the sudden departure from life of one of our classmates. In his sixteen years of physical life, Dylan Walker achieved greater than many achieve in a life of considerably greater length. He achieved great happiness and joy, a satisfaction with life which he embraced surrounded by those he loves and those that love him. To determine the value of life according to its length is a deep disservice to the perished, for death is an inevitability often involving no choice. Of all the parts of life that Dylan was capable of controlling, he always chose to be his very best. He chose to appreciate each moment; he chose to love, to care and to always be there for his family and friends. This legacy of selflessness and sincerity in the pursuit of fulfilment is a way of life to which we all ought to aspire. May the Rosebank College community and the Graduating Class of 2018 always remember and cherish our beloved Dylan.

It has been a privilege to be members of this place and a great privilege to have had the opportunity to lead our community. We await with high expectation and hope the future successes of Rosebank College.

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 9 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;
- STEM experiences embedded in the Year 8 curriculum;
- 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
- 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.

The College has undertaken an extensive building program over recent years to provide modern facilities for a 21st Century education. This includes a 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 2018 NAPLAN results show results that are significantly above State average in all aspects.

YEAR 7 MEAN NAPLAN RESULTS		
	STATE	ROSEBANK
Reading	543.1	574.4
Writing	511.4	552.4
Spelling	551.5	608.7
Grammar	547.5	579.1
Numeracy	552.0	586.2

The 2018 Year 9 cohort also achieved significantly above the State in all aspects.

YEAR 9 MEAN NAPLAN RESULTS		
	STATE	ROSEBANK
Reading	586.2	615.8
Writing	549.4	587.7
Spelling	588.6	608.7
Grammar	582.3	607.5
Numeracy	600.0	625.2

Averaged scale score growth for the 2018 Year 9 cohort since they were last tested in Year 7 was as follows:

	Reading	Writing	Numeracy
Year 9 State	39	48	52
Year 9 Rosebank	38	33	47
Greater than or equal to Expected growth	74% of cohort	65% of cohort	69% 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.

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 and trade qualification.

4.2 Results of the Higher School Certificate

The College is proud of the success of its students in the 2018 HSC. Rosebank students were examined in 35 school-based courses. Of these courses, 83% were above State average which is the highest proportion ever achieved at Rosebank. There was also 23% of the cohort who appeared on the Distinguished Achievers list.

The 2018 Rosebank results greatly exceeded the State in each of the top three Bands (Bands 4, 5 and 6) with 84% of results achieving in this range. Furthermore, almost half of all student scores were either a Band 5 or a Band 6.

Excellent results were achieved in a wide range of courses including:

- Band 6 results achieved by 42% of Dance students; 62% of Extension 1 Mathematics students; 31% of Italian Continuers students.
- Students who achieved in the top two Bands include: 100% in Extension 2 Mathematics; 91% in English Extension 1; 90% in Society & Culture; 78% in General Mathematics; 77% in Italian Continuers; 67% in Visual Arts; 67% in Hospitality; 65% in Legal Studies; 60% in Ancient History; 58% in Community and Family Studies; 55% in Physics.

Course in which 100% of the students achieved in the upper Bands, 4, 5 and 6 include: Dance, Design & Technology, Drama, Music 1 & Music 2, Society & Culture, Hospitality.

The percentage of eligible students with an ATAR of 90 or more was approximately 15%; while the percentage of students with an ATAR exceeding 70 was approximately 60% exceeding the State percentage by approximately 10%. This is the highest ever achieved by Rosebank. This result allowed

the majority of students to receive tertiary study offers. The Dux of the College achieved an ATAR of 97.50.

Section 5: Professional Teaching and Learning Standards

In 2018, Rosebank College had ninety-nine staff who were classified as Proficient Teacher level. It had nine staff who were Provisionally Accredited at Graduate Level and working towards Professional Competence of Proficient Teacher Standard over the course of 2018.

On January 1, 2018 all pre-2004 teachers transitioned to the system of maintaining teaching accreditation with NESAs. This included staff in job share arrangements and on maternity leave. A core enabling role of the Staff Services Team is staff formation and the team spent considerable time ensuring that the transition for pre-2004 teachers was smooth, that the staff were aware of their requirements and that they were engaged with the National Teaching Standards and what each standard looked like in practice. To facilitate this, the College applied and was successful, to become an accredited provider of NESAs school-endorsed professional development. This enabled the Staff Services Team to have a renewed focus, not just on the continued development of quality professional development for the staff, but on the considered writing up of each experience, the opportunity for staff to provide constructive feedback, but also the opportunity for all experiences to assist each staff member in their formal NESAs maintenance.

The College continued the practice of Tuesday afternoon Professional Development for all teaching staff, for one and a half hours per week. The professional learning workshops focused across three main areas; engagement for all staff with the AITSL National Teaching Standards and their application to NESAs, implementation of the new Stage 6 Curriculum in relevant KLA areas and building a culture of reflective practice with an emphasis on assessment and feedback.

A particular curriculum focus was the implementation of new syllabi documents in Stage 6. The specific areas of study included Science, History, Mathematics and English. New syllabus documents always provide opportunities for looking at new ideas and new ways of learning. The resource of time and professional formation provided to relevant staff this year has strengthened the collaborative nature of staff learning at Rosebank and allowed for deep engagement with each relevant course.

The Pastoral Leaders participated in a five day leadership formation course, *Leading from the Middle* facilitated by the Association of Independent Schools. The course involved readings on leadership theory, application of the learning and sustained leadership of a strategic change initiative with the College context. Some of the initiatives explored and implemented included Increasing Parent Engagement, Lunchtime Clubs, Creation of a Student Newsletter, Electronic Permission Notes and Peer Mentoring.

Albert Einstein told us that “insanity is doing the same thing over and over again and expecting different results.” This sentiment leads us to the conclusion that change is an inevitable part of improvement. Change means learning more, thinking differently, altering practices and improving student learning outcomes. An integral part of staff formation this year focused on working with the Rosebank teaching staff on using reflective practice to continue their change and improvement

journey. Whilst we, as teachers, are often asking our students to examine why they think the way they do about a piece of text, or an idea, or a technique, it is equally important that we ask ourselves the same questions. Reflecting on why we choose to present ideas or experiences the way that we do, opens ourselves up to looking at different ways to do things. This is an idea that has continued to develop through the classroom peer observation program as well as teachers individual goal setting in the completion of Rosebank Performance Planning and Review (RPPR) through working with a College mentor. *“It was lovely to observe a teacher working along students toward a common goal. Student and teacher worked as equals in an industrial kitchen. It was so very nice to observe VET at its best! For my own teaching I realise students are very capable and mature when given this level of responsibility.”*

Section 6: Workforce Composition

The workforce composition at Rosebank College for 2018:

	Full Time		Part Time	
	Male	Female	Male	Female
Principal	1	0		
Teaching Staff	27	58	3	11
Specialist Support	1	2	0	3
Admin & Clerical	3	0	6	28
Building, Maintenance and Other	2	0	4	1

(Census Data August 2018)

Section 7:

7.1 Student Attendance and Management of Non-Attendance

Student attendance data as reported to the Commonwealth Government in 2018 in Term 1, was 95% and Term 3 was 94%. 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)

Parents of 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 2018, 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 Family and Community Services and/or the Police Liaison team.

7.2 Senior Secondary Outcomes

Seventy eight percent (77%) of Year 12 students were offered a place in University or in a Private College. The remaining 23% either enrolled in TAFE or another Registered Training Organisation, secured full-time employment or explored a gap year option. 40% of students in Years 11 and 12 undertook a Vocational Education Training (VET) course. 23% undertook VET courses delivered at Rosebank. 17% studied Hospitality accelerated of (which 9% were Year 11 and 8% Year 12) and 5% studied Business Services (Year 11). 17% of students undertook an externally-delivered vocational course at TAFE, Trade Training Centre or other RTO. Of these, 16 were Year 11 and 13 were Year 12 students. 4 Students undertook a school-based traineeship in Retail Operations delivered by McDonald's and KFC RTO's.

7.3 Retention of Year 10 to Year 12

Student Year	Male	Female	Total
Year 10 2016	98	92	190
Year 12 2018	86	80	166

In 2018, the retention rate from Year 10 to Year 12 was 87%. 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 seven percent (77%) of students in Year 12 were offered a place in University or in a Private College. The remaining twenty three percent (23%) 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 2018 had 1297 students enrolled as full-time students. The gender breakdown was 653 females and 644 males. The Index of Community Socio-Educational Advantage (ICSEA) for Rosebank College was 1107 (2017).

8.2 Rosebank College Enrolment Policy

Rosebank College is a Good Samaritan, Benedictine, Catholic co-educational school, catering for young men and women Years 7 – 12. The College promotes an inclusive, welcoming environment for children and provides transparent, accountable, risk managed approaches to ensure child safeguarding.

Co-education has been available in the Senior years (Years 11- 12) for over 30 years. In 2009 this was extended from Year 7 to Year 10. 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 College and wider community. The following guidelines and procedures have been developed in order to provide a fair and equitable enrolment process.

Conditions of enrolment include:

- Parents/guardians and students must support the Catholic, Good Samaritan and Benedictine values of the College and its Mission, which are articulated in the College Mission Statement;
- Students are expected to maintain a high standard of behaviour and to treat others with courtesy and respect;
- Parents/guardians are expected to reinforce these expectations and to ensure that students wear the prescribed uniform according to the College's uniform guidelines;
- Students who are in serious breach of the College rules may be asked to leave the College temporarily or permanently at the discretion of the Principal;
- Parents/guardians authorise the College to publish their child's photo in the College Yearbook, College Newsletter, College Website and other publications and media outlets for promotional purposes. Parents/guardians who do not consent to this must indicate this to the Principal in a separate letter at the time of Enrolment;
- Parents/guardians accept the responsibility to read all communication from the College including the 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 Annual College school fees either up front by the end of February each year or, enter into a 10 monthly instalment plan with the College which pays the annual fees charged in full by November of each year;
- Parents/guardians agree to be bound by any alteration to conditions of enrolment issued by the College Board.
- Parents agree to abide by the Rosebank Parent Code of Conduct (included in Prospectus).

The Conditions of Enrolment are enclosed with the Enrolment application, which must be signed as per the Enrolment agreement.

8.2.1 Guidelines

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

- a. **Application for student enrolment:** Prospective families submit an application form and \$250 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 prior to enrolment and ongoing through to commencement of their studies at Rosebank. It is also conditional on all required documentation being supplied. The College reserves the right not to accept an application.

Submission of an Enrolment form does not constitute that an Enrolment contract has been entered into.

- b. **Interview and Confirmation of Enrolment:** All eligible applicants are placed on a waiting list in priority order (see below). These 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 \$500.00 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 for interviews occurs in the following priority order:

- I. Current families
- II. Children of Ex-students
- III. Catholic families enrolled in Catholic Schools
- IV. Catholic families enrolled in Public and other Primary Schools
- V. Other families

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

It is important to note that priority interview positions cannot be held indefinitely.

Therefore, priority order can only be maintained for students up to Year 4 (30 Nov). *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 Good Samaritan, Benedictine, Catholic co-educational school. While Catholic families are given preference, students from other Christian and non-Christian backgrounds will be accepted pending an agreement that the

student and family supports the Catholic and Benedictine ethos of the school and that the student will participate in Religious Education classes, prayer and all liturgies.

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 annual school fees are payable upfront by the end of February of each year, or by 10 monthly instalments, with all fees paid in full by November of each year.

If a family does not pay school fees upfront or has not agreed to enter a 10 instalment plan or does not honour that agreement, a child of that family cannot continue enrolment at the College until the matter is finalised.

Failure to make a payment of fees or abide by a financial arrangement made with the College may initiate legal action to recover the debt. Failure to pay fees by parents/guardians may result in the student being asked to leave the College.

The signatories of the enrolment contract are jointly and separately responsible for payment of that student's fees. This is a contractual obligation. Billings will not be apportioned or split between the signatories of the enrolment contract.

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 (i.e. not refundable).

Once students are enrolled, significant commitments of resources and staffing are made. If circumstances change for a family and a decision is made to withdraw a student, notification will need to be made in writing to the Principal, advising of the student's withdrawal and giving 10 calendar weeks notice preceding their departure. If notice is not received, a further 25% of the annual tuition fee will be charged.

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.
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 an Intensive Language Centre. Students may be required to attend the centre for either 10, 20 or 30 weeks depending on their language proficiency. On exiting the centre, students will be allocated to their appropriate age level thus not missing any substantial schooling while at the centre.

International students enrolled at Rosebank College are required to stay with relatives or with a family approved by the school (Home stay).

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

- I. Time of enrolment
- II. Transfers from interstate and overseas and from other Good Samaritan schools
- III. Compassionate or other grounds

8.2.2 Procedures:

- I. Placement on the waiting list:** Placement on the waiting list is secured once applicants:
 - I. Provide a completed enrolment form
 - II. Submit all relevant documentation including NAPLAN results and full school reports
 - III. Pay the \$250 non-refundable application fee

Applications are accepted by the Principal and notification is sent. Unsuccessful applicants will also 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

Approximately 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 school report.

Shortlisted and pre-approved applicants are invited for an interview with a member of the Enrolment Team. Successful applicants will be offered an enrolment place in writing soon after the interview. Successful applicants have two weeks to accept their enrolment offer and secure their place with a \$500.00 enrolment fee.

3. Induction and Orientation:

In August of the year prior to commencement in Year 7, Year 6 students and their parents are invited to the first of the Orientation/Induction experiences. The second Orientation experience is held in November. It is a full day experience conducted for students only. Students enrolling in other years are also invited to attend on this day.

In 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 provided for individual families.

Section 9: School Policies

College Policies for Student Duty of Care, Privacy, Bullying Prevention and Intervention, Enrolment, Complaints and Grievances, and Student Management and Discipline are available 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 and Staff 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 Parental Code of Conduct is also located on the College website and through the Parent Portal.

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 Risk and Compliance software package, Complispace, is utilised for tracking and reporting across all policies 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 2018 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 NESAs 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 NESAs accredited staff PD courses and commission further courses to be submitted to NESAs 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.

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 NESAs registration process.

Section II: Initiatives promoting Respect and Responsibility

The House-based Vertical Pastoral System continued to flourish in 2018, led by our House Coordinators, Assistant House Coordinators and our student leaders. Through well organised and coordinated House based activities, including the annual House Swimming and Athletics Championships and lunchtime competitions, the students developed a greater sense of pride and connection with their House and with each other.

The Pastoral Leadership Team includes House Coordinators and Assistant House Coordinators supported by our Home School Liaison Officer and two College Counsellors. The formalised Pastoral Care Program is delivered in House Year Groups to ensure that students are exposed to elements of social and emotional education. The Program allows for age related issues to be explored and investigated and the dynamic nature of the program allowed for additions and alterations to be made on a needs basis.

To complement the formalised program delivery we engaged guest speakers, production companies and participated in overnight camps and retreats.

The mentoring of students continued in 2018 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 and the use of tracking data formed conversations. 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 continued to be a topic area covered through both the Pastoral Care program and in the PDHPE curriculum. This year we focused on mental wellness and good mental fitness. Our staff participated in a Mindfulness Seminar in PD Week and they were active participants in our new initiative Wellbeing Week. During this week, staff and students were asked to expect the unexpected. Throughout the week in morning Home Room, class and lunchtimes there were various activities highlighting the importance of meditation, gratitude, mindfulness, laughter and fun.

The Lunchtime Club program was enhanced and saw both staff and students lead clubs, promoting a sense of belonging, acceptance and increased connectedness. From Star Wars Club to the Sign Language Club they were well attended and engaged students of all ages.

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 2018, parents and carers completed an extensive annual survey to assist the College in determining 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.

Survey categories included School Communication and Traditions, Technology Resources and Facilities, Marketing and Promotion, Choosing Rosebank, Learning, Pastoral Care, Program, Services and Activities, Parent Communication and Satisfaction.

Sample affirmations and suggests from the **2018 Parent Survey**:

Affirmations:

- Very pleased with the Communications and Traditions portrayed by Rosebank College
- Impressed with planning and implementation of the 2 new Houses allowing Home Room Teachers to have less students, but offer more individual support
- Happy with the Technology and initiatives taken by Rosebank College
- Rosebank communicates well with the community and families
- Impressive Open Day which made us enroll at the College
- Pastoral Program and support very important
- The Learning Program has extensive offerings
- The Immersion and International Exchange opportunities are amazing experiences
- Rosebank fees are well priced for the quality received
- Staff contact list at the beginning of the year very useful
- Great staff and a supportive, professional, safe learning environment

Suggestions:

- The parent portal provide an easier, mobile friendly navigation for parents
- The fabric of the boys' trousers to be reviewed
- Learning Progress Meetings structure and appointments to be reviewed
- Review canteen offerings
- Communication/information sessions for parents regarding pastoral programs and concerns

The Graduating Class of 2018 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 the College Leadership Team and Teachers, and used to assess what is working well and which areas could be improved upon. Survey categories included School Communication and Traditions, Technology Resources and Facilities, Marketing and Promotion, Choosing Rosebank, Learning, Pastoral Care, Program, Services and Activities, Parent Communication and Satisfaction.

Sample affirmations and suggestions from the **2018 Year 12 Student Exit Survey**:

Affirmations:

- Enjoy being a role model to the younger years
- Have gained a great understanding of the values throughout the school years
- Strong connection to Pastoral Houses
- Would like to encourage stronger student contribution to the spiritual life of the College
- Wellbeing sessions are engaging, fun and useful. It has improved a lot over the years
- Positive Homeroom experience
- Enjoyed engagement with older students in Homeroom
- There are a large variety of subjects to choose from
- Study skills sessions were very helpful
- Additional excursions can make learning more engaging
- ICT helpdesk extremely helpful
- Favourite facilities are Year 12 common room, Science and TAS
- Social Justice Day has provided a greater understanding in areas such as the Benedictine values and how to apply them in current issues, e.g. poverty/inequality
- Leadership skills very good with SRC, Student Forum, Service Groups

Suggestions:

- Would like more leadership opportunities
- Would appreciate interactive opportunities to explore subjects before senior selection
- Additional excursions could make learning more engaging
- Review canteen offerings
- Pants for female students
- Additional career advice including guest speakers from universities

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 affirmations and suggestions from the **2018 Staff Survey**:

Affirmations:

- Rosebank offers excellent value. It is well resourced and supported
- Excellent service to stake holders
- Significant improvements in the quality of students and families
- Rosebank provides many learning opportunities on the job. It allows autonomy and confidence
- Enjoy seeing the students shine in so many areas. Highly recommend the College to family and friends
- Vigorous interest in implementing new initiatives to benefit the students and the school community

Suggestions:

- Reduction in school events allowing less interruption to classes and more preparation time
- Workload to be more manageable
- Focus on environmental responsibilities and sustainability practices
- HR processes to be improved
- Staff PD applicable to specific roles, as opposed to generalized group training
- Communication between staff could be improved

12.2 College staff involvement

During the year all staff participated in a variety of College based events and activities which showcased the breadth of learning, innovation and celebration. These events were inclusive of Open Day, Benedict Day, PD Week, and several whole school Community Days.

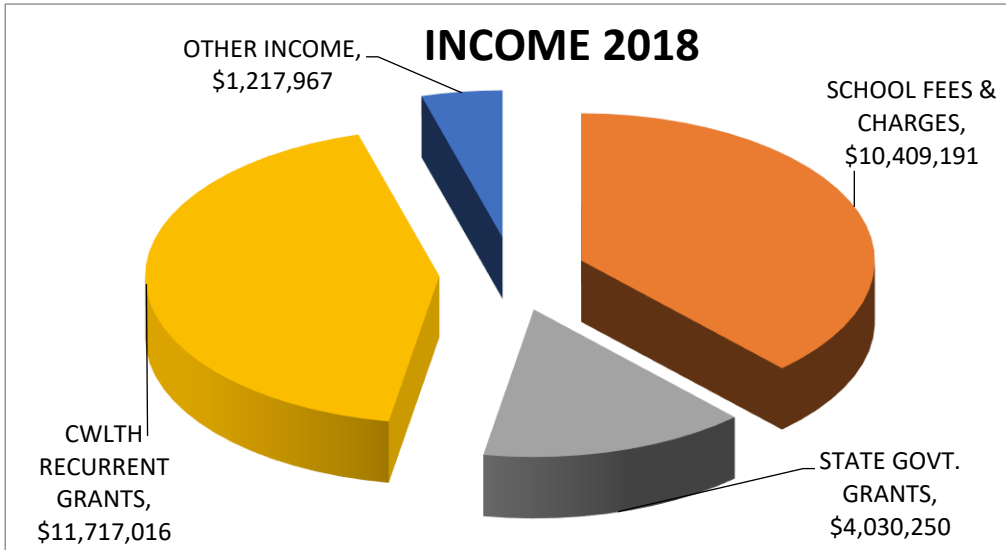
All staff continue to have the opportunity to contribute their comments on College policy and procedures through active participation in structured Staff meetings, Faculty and Pastoral Team meetings, Support Staff meetings, Event and Reference Committees.

In 2018, the College said farewell to nineteen staff members. Rosebank College recognises the wisdom and skill set that these staff have shared with colleagues, students and parents. Many are embarking on the next stage of their vocation within an educational setting, some moving on to parenthood, overseas experiences, corporate enterprise and retirement.

A member of the College Development Office currently oversees the continuity of the Strategic Plan, ensuring the College is on track to deliver on the seven strategic priorities by 2020. Aligning with the College vision and the invested interest of the stakeholders, the College conducted surveys in the second half of 2018 (current staff, parents and exiting Year 12 students). The emerging themes are analysed with a vision to be incorporated amidst new

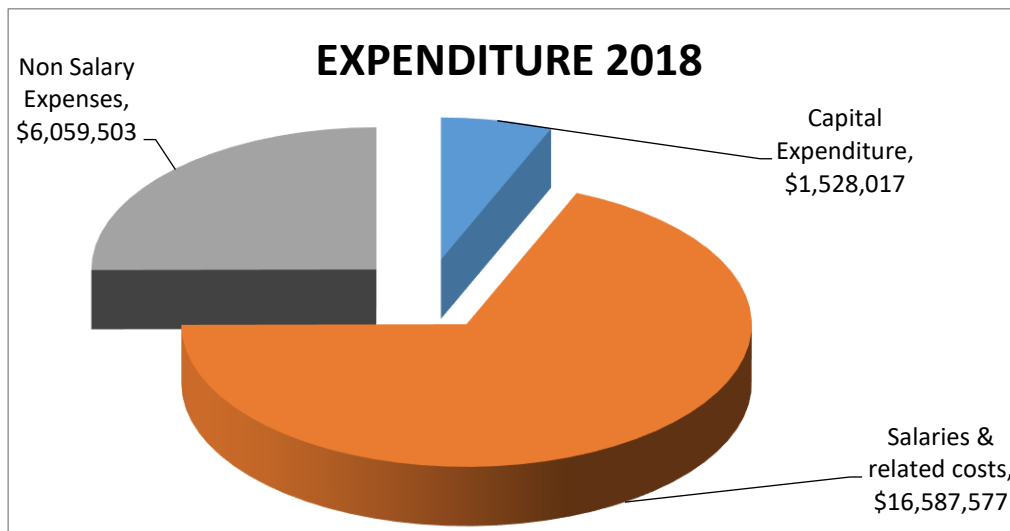
strategies planned for 2021. In 2018, the College implemented and completed 170 strategies from a total of 237 strategies across 38 intents and indicators.

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 69% 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.