1. Message from key school bodies

The Chair of College Board, Marea Nicholson, Associate Vice-Chancellor (Sydney), Professor of Teacher Education (ACU)

1.1

The year 2013 has been one of significant change and uncertainty with the ongoing negotiations over funding for schools being the focus of significant Commonwealth and State government discussion. At the same time 2013 has continued to be one of considerable development for Rosebank College as we commenced the third phase of our capital works program and develop and consolidate initiatives to ensure the best possible learning environment. The College has grown in recent years to 945 in 2013. It will reach its maximum size in 2015 of 1150.

Understandably, these developments have required significant planning as well as continued patience and support from the College’s staff, students and parents. The Rosebank College Board is very appreciative of the ongoing commitment given by all to these demanding challenges.

As an incorporated body, the Directors of the Board take on responsibility for its financial and educational outcomes as well as the mission set out under the Good Samaritan constitution. The current Rosebank Board includes Mr Peter Friend (Deputy Chairperson), Mr Tim Power (Chair of Finance), Ms Kathryn Efthymiades, Ms Margaret McCue, Sr. Megan Kahler (Chair of Identity and Futures), Mrs Bernadette Beard, Mr Justin Flaherty, Dr Fiona Martin, Dr Joanne Travaglia, Mr Ray Pozzato (Chair of Building) and Ms Cecilia Hilder (Chair of HR & Risk), and myself as Chairperson. I am grateful for the generous contribution the Directors make as they willingly share their wisdom, skill and personal support in providing excellence in the governance of the College.

We offer our gratitude to the current and newer Members of the company, Sr Veronica McCluskie (Chair), Ms Pat Purcell, Ms Theresa Creagh, Sr Catherine McCahill and Mr Stephen Teulan as well as to Sr Clare and her Council for the support, encouragement and consultation they have offered us in 2013.

For the past twelve months within the NSW Minister Piccoli’s blueprint, Great Teaching, Inspired Learning, has been a key focus of the educational context in which Rosebank is placed. A continued emphasis on quality learning and teacher standards has resulted in cross sectoral plans to ensure that there is ongoing professional development for teachers within a national framework.

These are significant times for education nationally, and for Rosebank College as we roll out the next phases of our building master plan. We are very fortunate to have a dedicated staff and leadership team to ensure that Rosebank College is well placed in this ever changing context. On behalf of the Board I acknowledge the outstanding and generous contribution of
our Principal, Mr Tom Galea, the College’s Executive Team and staff to the education of our students at Rosebank

1.2 The Principal, Mr Tom Galea

The mantra for Rosebank these past few years has been TO DREAM, TO DO and TO BE. Rosebank College strives to integrate the two competing dimensions of contemporary life. One is to reflect on, integrate and rediscover the wisdom of the ages (particularly the wisdom found in Good Samaritan and Benedictine traditions). The other is to prepare young men and women to be active and successful citizens in a contemporary world. While many see this task as impossible, our parents, staff and students are emboldened by the challenge and work in partnership to find a way forward.

Recently, Sr Mary Mananzan OSB delivered a paper at the BENET conference held at Manila. This conference brought together hundreds of men and women involved in Benedictine education throughout the world. She focussed on the Benedictine notion of ‘Zeal’ which is explained in chapter 72 of the rule. In today’s words we might call this passion, commitment, enthusiasm, delight. At Rosebank our College motto is “Sursum Corda” or ‘Lift up your heart’.

St Benedict writes “This, then, is the good zeal which monks must foster with fervent love: 4They should each try to be the first to show respect to the other (Rom 12:10), 5supporting with the greatest patience one another’s weaknesses of body or behavior, 6and earnestly competing in obedience to one another. 7No one is to pursue what he judges better for himself, but instead, what he judges better for someone else. 8To their fellow monks they show the pure love of brothers; 9to God, loving fear; 10to their abbot, unfeigned and humble love. 11Let them prefer nothing whatever to Christ, 12and may he bring us all together to everlasting life”.

Among scholars, Ch 72 is considered as the high point of the Rule. It is the depth dimension or the key by which we can read the whole rule and live it. It seems to be taken for granted that today’s students are information-savvy digital natives. The notion is that young people have been immersed in technology all their lives and are therefore able to multi-task (for example, simultaneously doing homework, chatting and texting online, and updating their Facebook pages), construct meaningful knowledge from audio, visual and textual information, solve problems, and direct their own learning. It is also claimed that they can be trusted to manage their personal and academic interactions in the new technological world. This leads to the idea that traditional education is not well suited to the modern mind and needs to be redesigned to suit a radically different way of learning.

There are many who believe that what we may be seeing is a generation where learners at the computer behave like butterflies quickly fluttering to the next piece of information, unconscious of its value and without any plan. This leads, at best, to a very fragile network of knowledge.

Can today’s youth educate themselves? Are teachers no longer needed for their teaching expertise and content knowledge? Should they simply stand on the side-line, guiding and coaxing the new self-educators? Often it is claimed that the half-life of information is getting smaller every day, making knowledge rapidly obsolete, and because it is all out there on the Web, we should not teach knowledge but should instead let students look for it themselves.

There is a difference between knowledge obsolescence and information growth. We need to learn how to adequately deal with a stream of new information that increases in volume and pace daily. To handle this, students need an extensive skill set: searching, finding, and
processing information. These are complex cognitive processes that require identifying information needs, locating corresponding information sources, extracting and organising relevant information from each source, and synthesising information from a variety of sources. Students need to be able to tell good information from bad, truth from falsehood, genuine information from scams and cons. Most important, they need to know what they don’t know. Prior knowledge, or an awareness of its absence, is crucial when learning. This is education for Wisdom.

We challenge the idea that schools should step back and act as mere guides while students explore the World Wide Web. We believe that students need a base for their learning, they need the knowledge and skills to monitor their own learning and they need processes to refine and make changes in their thinking processes. This is what Rosebank teachers are there for!

In celebrating 2013 we note many extraordinary achievements including the long awaited occupation of Montserrat Hall (creative and performing arts centre, canteen and undercroft and renovated air conditioned hall); over 30 accelerated students doing the HSC up to three years ahead of the chronological group; international exchange and travel including Chile, Brazil, Argentina and World Youth day as well as the first of our Short Stay Exchanges to Downside College, England; Introduction of a new house ‘Vaughan’ named after the second Benedictine Archbishop of Sydney; a wonderful musical “Bye Bye Birdie”; a superb production of ‘Macbeth, the musical’; Further expansion of the Festival of the Creative Spirit now involving over 700 students, 40 staff and 6 major projects; Expansion of the catechist program to local primary schools; extensive fundraising including Caritas, Easter peace eggs, and the recent funds raised for victims of the fire in the Blue Mountains and the super cyclone in the Philippines; Visit by the Chinese students as a precursor to commencing Chinese Mandarin classes in 2014; Further refinement and consolidation of Learnt (our Year 10 transition program including academic mentoring); initiating the community service program in Year 9; developing more diverse assessment practices and pedagogies (e.g. project based learning and flipping the classroom); expanding the peer support program for Year 7 and Year 10; reintroduction of the Home school liaison person role; for the co-curricular programme—many final and grand final wins, introduction of a Rosebank men’s water polo team, many more student representing at regional, state, national and international level of sport and the introduction of dragon boating and Rosebank ‘writers salon’ into the Co-curricular program; piloting professional mentoring for Yr. 12 students; and last but not least graduating the last of the all-girls cohort that commenced in 2005. These and many others mark 2013 as a very significant year in the history of the College.

As we come to the end of this amazing year we again celebrate the efforts of so many who make Rosebank possible.

To Sr Clare, her Council and the Sisters of the Good Samaritan we again express our deep gratitude for your vision and wisdom in founding, supporting, evolving and transferring Rosebank onto the hands of Good Samaritan Education. We express our support for and appreciation of Good Samaritan Education which now governs the College. In particular we are mindful of the work of the chair, Terry Creagh, the deputy chair Sr Catherine Slattery, the executive officer, Kay Herse as well as the Mission and Formation team. Along with these we also acknowledge and thank the Members of Rosebank Incorporated, Sr Veronica McCluskie, Mr Steve Tuelan, Ms Pat Purcell, Mrs Terry Creagh, and Sr Catherine McCahill who provide a watchful eye and friendly advice to the Board.

The College is truly blessed with an exceptionally skilled, experienced, committed and generous Board chaired by Prof Marea Nicholson, co-chaired by Mr Peter Friend and
consisting of directors Tim Power (Chair of Finance), Ray Pozzato (Chair of Building), Cecilia Hilder (Chair of Risk and HR committee), Sr Meg Kahler (Chair of Identity and Mission), Kathryn Efthymiades, Margaret McCue, Bernadette Beard, Justin Flaherty, Joanne Travaglia and Fiona Martin. These men and women bring to the College a wide variety of skills in management, strategic planning, financial control, mission, public relations, law and building. I am personally grateful for their support, encouragement, challenge, insights and friendship.

Rosebank is mindful of the support of the whole community. In particular we acknowledge the contributions of State and Federal Governments without which this enterprise would not be possible. In 2013 the State Government contributed over $2.5m (both recurrent and VET funding) and the Federal Government contributed over 9.8 m in recurrent funds and $2.8 m in Capital Funds. As a community we acknowledge this substantial amount of money and hope that the current funding uncertainty that has plagued education in Australia for years will soon be settled. Our future planning and efficiency depends on it.

Recently the education Minister Christopher Pyne did acknowledge the effective and efficient contribution to education by the Catholic sector stating that the Australian community is getting more for less. His point being that educational outcomes are more than funding. We would all agree with this. Through Mr John Sodoti (State member for Drummoyne) and Mr Craig Laundy (our newly elected Federal Member for Reid) we convey our gratitude to the Premier and the Prime Minister and the urgency of the need to stabilize funding and return it back to a quadrennium program. I also want to formally acknowledge the work of outgoing member John Murphy who served this community with energy, care and passion for the past 15 years. The College acknowledges the support of the Mayor of Canada Bay, Angelo Tsirekas and his staff in providing many facilities and approving our most recent and substantial Development Application for stages four and five.

The leadership team of the College is by far the best I have ever worked with. Their courage, energy, loyalty and commitment are key to growing and developing Rosebank College. I congratulate Ms Liz Clark (our Assistant Principal) and Mr Paul Hardwick (Dean of Pastoral Care) on their very successful appraisal report this year where the confidence and appreciation of the College were well documented and clearly expressed. We also acknowledge the wonderful leadership of Ms Rosemary Anderson (Dean of Curriculum), Dr Paul O'Shea (Dean of Mission), Mrs Louise Chiandotto (Dean of Administration) and Mr James Jeffery (Dean of Finance). These have laboured long and hard to evolve and manage the new Rosebank which will in 2014 consist of 1105 students and over 100 teaching and non-teaching staff as well manage an annual turnover of $19 million dollars.

On behalf of the Board and staff I extend our gratitude to the parents of Rosebank who daily entrust their children into our care. Their support goes much further than the $2.5m in family contributions. Their love for and support of these young men and women is inspiring. In particular we honour the work of the P&F ably led by President Therese Griffiths and supported by an excellent and hard working committee. Their commitment to developing a socially connected, well-resourced community committed to on-going education and outreach to those in need is to be applauded.

We recognise the critical role of all staff (teaching and non-teaching) in the work of the College. Our staff grew by 11 in 2013 bringing to Rosebank a new set of skills and experiences to compliment what I consider to be one of the best team of colleagues in any school. Their commitment to the students and openness to new ideas, new pedagogies and new initiatives promote a learning culture which is based on solid traditional values but not afraid to exploit new technologies and sensitive to new paradigms. The College expresses its gratitude to our six Pastoral Leaders and six Assistants who have cared for our young ones
with compassion, fairness, thoroughness and challenge. We are also grateful to our thirteen
KLA Learning Leaders who have diligently, skillfully and thoroughly organised our learning and
assessment agenda as well as planned for the 2014 educational audit. We look forward to
2014 when we will be able to provide them with Assistants to continue to develop the
wonderful work already in action.

Last but not least we pay tribute to our young learners who have constantly amazed us by
what they can achieve, how high they can soar, how wide they can reach, how compassionate
they can be. Inherent in the Rosebank student body is a spirit of hospitality, trust, joy,
creativity, fun, cooperation and adventure. Their recent immediate response to the bush fire
victims and those struck by the super cyclone in the Philippines is testament that they do not
take what they have for granted. We congratulate them and we wish them all the best as they
continue on their life journey.

We turn to 2014 with much confidence and hope. We give thanks to God for the richness of
our traditions, for the strength of our convictions, for the trust and confidence that binds us
together and for the hope that drives us forward. May all families stay safe, may joy and
happiness fill their hearts, may love and forgiveness envelop you and may kindness and
compassion be the way forward.

1.3 The College Captains Ana-Lise Sio and Ryan Nelson

This year we graduate from high school as a cohort and as a family. The memories that we
share and the time we have spent together here at Rosebank College will stay with each and
every one of us as we begin a new chapter of our lives. As we take this step and transition
from high school to whatever we decide for ourselves, university, TAFE or the workforce,
may we take with us the Benedictine values that we have been taught, the knowledge and
wisdom we have learnt and the friendships and experiences we have enjoyed. Rosebank
College has given us much and we should feel fortunate to be part of this community.

As we graduate, may the graduating class realise their full potential and display the abilities
that we have and all that we are capable of. May we face each challenge and obstacle head on
and with the attitude that we can succeed. May we better ourselves all the time and become
the people we want to be in the future. We are grateful for the opportunities we have been
blessed with at Rosebank College; opportunities that have prepared us to be citizens of the
wider world.

The HSC is not what defines us as individuals. Nevertheless, when we look back on our time
as Year 12 students, we don’t want to think about what could have been. Instead we should
be able to say that we did the best we could. As we reminisce over the last thirteen years of
education, let’s also look back on the laughter, the tears, the frustrations and hard work and
realise that it was all worth it in the end.

Our achievements would not have been possible without the ongoing support of our families
especially our parents, our teachers, the student leaders and the whole Rosebank College
community. You have all been our support system. We are deeply grateful.

“Life is one huge improvisation, so don’t plan it…that way it will take you places beyond what
you thought for yourself.”

1.4 The President of the Parents and Friends Association, Ms Therese Griffith

The P&F Association aims to welcome all parents and guardians to our Rosebank community,
support the school in various social events and raise funds to help provide resources for our
ever expanding College. This year we focused on continuing to develop our Home Room social program to provide a forum for, in particular, new parents to meet.

We held five functions for Years 7 and 8 at the beginning of the year. We were involved in organising the Under the Fig welcome function in February, which has now been moved to our beautiful Benedict Auditorium and had a record attendance of over 600 parents. We provided or assisted with catering at various functions throughout the year, including the three performances of ‘Bye Bye Birdie’ held in May, the Father’s Day breakfast in September and the Presentation Evening in November.

At Open Day in May, we coordinated over 100 volunteers to run the BBQ, drink and gelato stall and the new cake and coffee stall which was a great success. Thank you to all the parent volunteers who assisted at our various functions throughout the year and to those who attended our meetings.

Our main fundraising event for the year was the Trivia Night held in August. It was a terrific night attended by over 200 parents, staff and friends and along with the raffle we raised over $18,000. Our AGM was moved to the last meeting in Term 4 where our funds allocation is decided. We used some funds from last year to purchase a new fridge for the Kitchen in the hall and provide $10,000 in funding for lighting and sound equipment for the new drama and dance space.

The relationship between the staff and P&F continues to grow stronger with plenty of staff attending the Trivia Night function and Under the Fig Tree welcome function. In October, we organised a thank you morning tea for all staff of the College on behalf of all parents. I thank all the committee members for their hard work. I also thank all the staff of Rosebank College, especially Tom Galea and Elizabeth Clark, for their time and commitment.

President
Therese Griffith

Vice President
Dan Dona

Treasurer
Donna Perkins

Secretary
Sarah Barnett

Home Room rep Committee
Lisa Avery, Cardi McAuslan, Doriana Schimschal

Fundraising Committee
Andrew Woolley, Anne-Marie Ludeke, Bonita Nelson, Cathy Tripolone, Christine Scott, Claudia Lucchitti, David Hansen, Deborah Walker, Grace Leslie, Sarina Damouras, Susan McGrath-Champ, Tammy Alexandroff, Vicki Hill

2. Contextual Information about the College

Rosebank College is an independent Catholic co-educational school offering a dynamic learning environment for students in Years 7-12. Founded by the Sisters of the Good Samaritan in 1867, the College has a rich Benedictine heritage. A challenging curriculum, including a breadth of course offerings, extensive co-curricular activities and a comprehensive Pastoral Care program engender a community where students have the opportunity to pursue their talents and interests.

Innovative learning is a key feature of the curriculum. This encompasses: ConnectED - a Year 7 integrated and multi-disciplinary approach to learning in English, History and Geography; Accelerated Apprenticeships & School-based Traineeships; Accelerated Learning and Enrichment opportunities across many subjects and EnrichED - the College's Gifted & Talented
program which consists of the InnovatED and InspirED modules, designed to challenge, motivate and engage learners who require further extension in Years 7-10.

Rosebank engages active learners to become discerning and responsible global citizens. We integrate e-learning 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, musical soirees, dramatic performances, exhibitions of Major Works and Hospitality functions.

The College’s co-curricular program offers sporting and cultural options which include participation at a representative and/or recreational level. Each of these activities is conducted by professional trainers and coaches to ensure a high level of skill development as well as an enjoyable and rewarding experience. Rosebank strives to be a flexible and inclusive community, reaching out to others in prayer, practice and perspective. It is a place where staff and students want to be - a centre of academic excellence where students fully engage in their learning to make a difference in their world. A five 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, a new Science Learning Centre, a new College administration centre as well as upgrades to the existing learning spaces.

3. Student Outcomes in Standardised Literacy and Numeracy Testing

NAPLAN 2013 results represented a significant achievement for Rosebank College. Results are an indicator that the explicit pedagogies and programs being implemented are having positive effects on our students’ performance. Rosebank College performed above the state mean in all areas of the NAPLAN test. Of note were the Year 7 and 9 mean writing and spelling results that were above the state and Schools in our region.

Rosebank growth was commendable with Year 9 students’ growth above the state and region in reading. Year 7 students’ growth was above the state and region in reading and grammar. Year 9 students recorded growth below the state in spelling (-0.1) and numeracy (-5.4). The spelling result could be attributed to high spelling scores achieved in previous years. Year 7 students recorded growth below the state in spelling (-0.3) and numeracy (-3.7).

Trend data reveal a significant improvement for Year 9 students in writing. Year 9 numeracy trend data indicates improvement on 2012 results. An examination of band data reveals an increase in band 8 results for Year 7 and 9 students in Reading. There was also an increase in students achieving a band 8-10 in Year 9.

4. The granting of the Record of School Achievement (ROSA)

All of Year 11 2013 and Year 10 2013 were eligible for the Record of School Achievement.

5. Student Outcomes in the Higher School Certificate

In 2013, 65 Rosebank students sat for HSC examinations in 26 subjects.
5.1 Band Results HSC 2013: All Subjects Combined

All Band results for all subjects combined. Rosebank compared to State.

The above graph highlights the performance of Rosebank in all 2 unit courses. In 2013 Rosebank achieved a greater percentage of results achieving high Bands 4, 5 and 6 compared to the State. The most significant improvement is seen in Bands 4 and 5 in which 77% of Rosebank students achieved a score in these bands. Of additional note, Rosebank achieved just above 12% of Band 6 results compared to the State 8.7%. In total 89% of Rosebank students achieved in Bands 4, 5 and 6.

5.2 Band 6 results compared with the State

For Band 6 results, Rosebank achieved 12% compared to the State 8.7% in 2013. Of the 26 courses offered, 19 recorded one or more Band 6 results.
5.2.1 Combined Bands 5 and 6 results for Rosebank in 2013 compared to State

The previous graph shows that in 2013 approximately 47% of all Rosebank results were Bands 5 or 6, while the State percentage was 35%. Of the courses offered 96% achieved one or more Band 5 and 6 results.

5.3 Combined bands 4, 5 and 6 results for Rosebank compared to State over time

This graph confirms that the College continues to perform above the State in Bands 4, 5 and 6 and that significant improvement was made from 2011. The combined upper bands result for Rosebank in 2013 was 79% of all bands received. This was a 14% better result than that of the State.
5.4 ATAR (Australian Tertiary Admissions Rank)

The percentage of eligible students with an ATAR of 90 or more was approximately 17%; the percentage of students with an ATAR exceeding 80 was approximately 26%. Over 82% of the 2013 cohort were offered places at tertiary institutions in a range of courses.

5.5 External Analysis of results (CEC)

Independent external analysis examined Rosebank results for evidence of “Value Added”. This analysis indicated that the combined Rosebank results showed greater than expected educational growth, compared to the average growth of all other schools.

6. Senior Secondary Outcomes

A total of seventeen students undertook a School delivered Vocational Education and Training course. Of these seventeen students one has continued to work in this field, and 15 are completing their HSC program of study in 2014. Of the 15 accelerated students from the 2013 cohort one student has elected to work towards Certificate 3 in Hospitality via the course Hospitality Specialisation. A total of 8 students undertook a TAFE delivered vocational education course (TVET). Of these students 3 (37.5%) have continued further studies in this area.

7. Professional Learning undertaken by Teachers in 2013

The College's professional learning focus was numeracy across the curriculum for 2013. This was explored through a cross curriculum presentation and series of activities during the College’s professional development week. Other presentations during the week focused on understanding personalities in terms of self, colleagues and students.

The total value of professional learning undertaken by teachers in 2013 was $76,849.63. This figure covers money expended on Courses and Relief staff. Staff attended variety of courses across all Curriculum and Pastoral areas. Much time was spent attending courses that focused on the new National Curriculum in English, Mathematics, Science and History for implementation in years 7 and 9 in 2013.

8. Teaching Staff Qualifications 2013

All 73 (FTE 66.4) teaching staff had qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines

9. Workforce composition

<table>
<thead>
<tr>
<th>Teaching</th>
<th>F/T Male</th>
<th>F/T Female</th>
<th>P/T Male</th>
<th>FTE</th>
<th>P/T Female</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25</td>
<td>34</td>
<td>2</td>
<td>1.2</td>
<td>12</td>
<td>6.2</td>
</tr>
<tr>
<td>Non-Teaching</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>4.6</td>
<td>15</td>
<td>9.6</td>
</tr>
</tbody>
</table>

There were no indigenous staff members in 2013
10. Student Attendance rates

| Overall Attendance Rosebank College 2013 (DEEWR Attendance Figures T1-2) |
|-----------------------------------------------------------|------------------|
| Year 7 | Year 8 | Year 9 | Year 10 | Total |
| 95.54 | 92.38 | 92.09 | 90.49 | 92.65 |

11. How Rosebank manages non-attendance

Attendance at Rosebank is maintained electronically on the College’s administration system, Edumate. Students are marked present or absent in Morning Homeroom and Afternoon Homeroom. Parents or guardians of students who are absent due to illness, misadventure or another reason are required to ring the College and report this absence before 10.00am on the day of absence. From Term 4 2013, an SMS alert has been sent to parents to identify students who have an unexplained absence.

Reports that map external and average non-attendance, as well as punctuality, are issued to key state holders each fortnight. At-risk students as defined by a pattern of 1 day per fortnight, are identified.

Students who have been absent for three consecutive days without explanation will receive a telephone call from the Pastoral Coordinator or Roll Class Teacher to establish the reason for absence and when the expected return to school will be. Students who are presenting significant patterns of non-attendance will be contacted by the Pastoral Coordinator and the Home-School Liaison Officer. Ultimately if this pattern of non-school attendance continues the matter will be reported to DOCs and the NSW Police.

12. Retention of Year 10 to Year 12 (where relevant)

The 2013 cohort of students at Rosebank marked the end of an era for the College. This cohort was the last of the all-female cohorts to pass through the College and in 2011 they were also the last of the Rosebank students to sit the NSW School Certificate. There were 59 Year 10 female students in 2011. The cohort extended its enrolment to include boys in Year 11 2012 and in Year 12 2013 65 students completed the HSC. There were 55 females and 10 males in this group.

13. Post-school destinations

Data displayed in the accompanying table indicates the post-school destinations of the class of 2013.

<table>
<thead>
<tr>
<th>DESTINATION</th>
<th>TOTAL NUMBER OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>82% University</td>
<td>54/65</td>
</tr>
<tr>
<td>1.5% Uni prep course</td>
<td>1/65</td>
</tr>
<tr>
<td>4.6% TAFE</td>
<td>3/65</td>
</tr>
<tr>
<td>7.7% work</td>
<td>5/65</td>
</tr>
<tr>
<td>1.5% GAP Year</td>
<td>1/65</td>
</tr>
<tr>
<td>unknown</td>
<td>1/65</td>
</tr>
</tbody>
</table>
14. Enrolment Policies

Rosebank College Enrolment Guidelines

Preamble

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

Conditions of Enrolment include:

- 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

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

Guidelines

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

   1. 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 applicable). Applications are accepted on the condition that student behaviour, attendance and commitment to school work are of a high standard and all required documentation is supplied. The College reserves the right not to accept an application.
Submission of an enrolment form does not constitute that an enrolment contract has been entered into.

II. Pre-interview approval: If the prospective student is a sibling of a current student, the prospective student may receive a pre-interview acceptance once the application has been processed.

III. Principal's Interview and Confirmation of Enrolment: All eligible applicants are placed on a waiting list in priority order (see below) to be interviewed by a member of the Enrolment Team, once Year 5 NAPLAN results and their Semester One Year 5 report are received by the College. If the interview is successful, families receive an enrolment offer in writing. A student learning contract is signed during the interview. Families return the acceptance slip to the College and pay the $475.00 enrolment fee. The student is then enrolled at Rosebank College and is included in the Orientation and Induction Program.

2. Priority Order: Enrolment applications are accepted from birth. Placement on the waiting list occurs in the following priority order:

   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 also endeavour to maintain a balance in gender composition.

It is important to note that priority positions cannot be held indefinitely. Therefore priority order can only be maintained for students up to Year 5 (end of Term 1). 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. Students will be enrolled in other years if a vacancy becomes available.

4. Inclusive Community: Rosebank College is a Catholic school in the Good Samaritan tradition. While Catholic families are given preference, students from other Christian and non-Christian backgrounds will be accepted pending an agreement that the student and family supports the Catholic and Benedictine ethos of the school and that the student will participate in Religious Education classes, prayer and all liturgies.

5. Number of places: The number of places available in each year group is limited. This number may vary according to availability of accommodation and at the discretion of the College Principal.

6. Payment of fees: All school fees are payable on or before the payment due date. If a family does not pay school fees and no arrangements have been agreed to and complied with, a sibling of that family cannot be enrolled at the College until the matter is finalised. Failure to make a payment of fees or abide by a financial arrangement made with the College may result in placing the account with a Debt Collector. Failure to pay fees by parents / guardians may result in the student being asked to leave the College. The signatories of the enrolment contract are jointly and
separately responsible for payment of that student’s fees. This is a contractual obligation.

7. **Withdrawal of Applications:** The College withdrawal policy is applicable once the enrolment fee has been paid and enrolment has been secured. If the student withdraws from the College prior to commencement of school the entire enrolment fee is forfeited. Once students are enrolled, significant commitments of resources and staffing are made. If circumstances change for a family and a decision is made to withdraw a student, notification will need to be made in writing to the Principal, advising of the student’s withdrawal and giving 10 calendar weeks’ notice preceding their departure. If notice is not received a further 25% of the annual tuition fee will be charged.

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

9. **International Students:** Although a small proportion of the College population, Rosebank College welcomes international students for short term stays and long term study programs.

Non-Permanent Resident students who hold a temporary visa of any class must, either personally or through their parent/guardian, ensure that the College Principal is always in possession of a copy of each student’s current visa. The student and/or their parent/guardian must advise the Principal immediately if their visa status changes and/or if the student is granted a Bridging visa at any time during the student’s enrolment. The holding of a Bridging visa may alter the student’s enrolment resulting in, amongst other consequences, a significant change in school fees payable.

Please see the enrolment protocols for international students. All international students will be assessed on their English writing and reading competence.

Students who do not meet a minimum level of competence in English are initially enrolled in a school preparation program taught at the Catholic Intensive Language Centre. Students may be required to attend the centre for either 10, 20 or 30 weeks depending on their language proficiency. Annual international tuition fees charged by the College will also cover attendance at this Centre. On exiting the centre, students will be allocated to their appropriate age level thus not missing any substantial schooling while at the centre.

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

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

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

1. **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 $220 non-refundable application fee
   IV. Application is accepted by the Principal

   Unsuccessful applicants will be informed as soon as possible.

   *Provision of the above documents and the payment of the application fee do not bind the College to enter a contract for enrolment. A place on the waiting list does not guarantee enrolment.*

2. **Securing an enrolment place**
   Two years prior to beginning in Year 7, all applicants receive a letter reminding them to supply the College with their Year 5 NAPLAN results and latest full school report. Shortlisted and pre-approved applicants are invited for an interview with a member of the Enrolment Team. Successful applicants are offered an enrolment place in writing soon after the interview. Successful applicants have two weeks to accept their enrolment offer and secure it with a $475.00 enrolment fee.

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

   In July of the year prior to commencement in Yrs 11, Yr 10 or Yr 9, successful newly enrolling students and parents are invited to attend a Subject Information Evening to indicate their subject choices. The subject selection process followed by all current Rosebank students is used for new families unless enrolment occurs later in the year in which case an abridged process is followed for individual families.

   There are no prerequisites for continued enrolment at the College.

   This policy is published on the College website.

4. **Characteristics of the student body**

<table>
<thead>
<tr>
<th>Full Time Students 2013</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>105</td>
<td>87</td>
</tr>
<tr>
<td>Year 8</td>
<td>92</td>
<td>83</td>
</tr>
<tr>
<td>Year 9</td>
<td>86</td>
<td>105</td>
</tr>
<tr>
<td>Year 10</td>
<td>103</td>
<td>84</td>
</tr>
<tr>
<td>Year 11</td>
<td>73</td>
<td>67</td>
</tr>
<tr>
<td>Year 12</td>
<td>10</td>
<td>55</td>
</tr>
<tr>
<td>Total</td>
<td>469</td>
<td>481</td>
</tr>
</tbody>
</table>
Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value: 1081
Average ICSEA value: 1000
Data source: Parent information

Distribution of students

<table>
<thead>
<tr>
<th></th>
<th>Bottom quarter</th>
<th>Middle quarters</th>
<th>Top quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Distribution</td>
<td>8%</td>
<td>21%</td>
<td>34%</td>
</tr>
<tr>
<td>Australian Distribution</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Percentages are rounded and may not add to 100

16. School Policies

In summary:

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 Restoration 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 following policies are published on the College website:


No changes were made to these policies during the 2013 reporting year.
17. Priority Areas for the College

The College’s Strategic Plan 2010-15 sets out the priority areas for Rosebank. Each year indicators are reviewed and the 2013 priority areas were as follows:

Mission: Focus on the extension of immersion experiences in the Benedictine Tradition for students, staff and parents. Experiences in 2013 for students involved an inner-city venture, interaction with indigenous culture in the NT and participation in mission work in Chile and World Youth Day in Brazil. Experiences for Staff included participation in Good Samaritan Education experiences such as staff immersion days and international experience to Japan. There was also staff participation at the International Benedictine Congress in the Philippines. Experiences for parents to be immersed in the Benedictine tradition remains a challenging focus area for the College.

Curriculum: Focus in 2013 was on the use of public assessment data to assist future student performance in curriculum areas. A focus on individual performance in the external NAPLAN examinations was undertaken by staff in the areas of literacy and numeracy. In individual subject areas, the RAP analysis package allowed for the breakdown on student performance in HSC courses. Another 2013 focus area was the provision of acceleration opportunities for students. The College offered acceleration in Chemistry, Hospitality, Mathematics and Mathematics Extension 1 and Italian Background Speakers in 2013.

Pastoral Care: in 2013 the focus was on the introduction of peer mentoring and anti-bullying programs. This occurred through the extension of the Peer Support program to include all Year 10 Students and through the launch of No-Bullying in March 2013 through the timetabled pastoral care program.

Student Leadership: Focus on increasing the role of student leadership in the College to ensure that this voice is heard. Another focus for 2013 was an increased role for student peer mentoring. In 2013, peer support was extended to include all Year 10 students and the role of a Student Leadership Coordinator was implemented.

Human resources: Focus on ensuring that the staff has the opportunity for meaningful professional learning experiences and that an annual goal setting process is embedded as part of effective staff development. In 2013 this involved the widespread introduction of a RPPPR model for staff goal setting and the provision of professional learning that was consistent with the National Standards for Teachers.

Finance: Focus on ensuring that College fees were just and inclusive as well as consistent with Good Samaritan and Benedictine values. In 2013 this involved the benchmarking of Rosebank against similar schools.

Information Technology: Focus areas for 2013 were to develop and test new databases and devices to enhance the efficient operation of the College. This occurred with the continued implementation of the College’s administration system Edumate and the trial testing of tablet devices.

College resources: Priority focus areas were the stewardship of resources to ensure that there was a sustainable recycling system in operation. Further focus areas in 2013 included the development of the canteen and uniform shop as sustainable and efficient business operations. In this area, recycled food scrap bins were rolled out in 2013 to sustain a worm farm. The opening of a new cafeteria style canteen with a cashless system has made this business a viable and
popular concern. The uniform shop has successfully implemented online booking of uniform fittings, increasing its overall efficiency.

18. Actions undertaken by the school to promote respect and responsibility

Rosebank College encourages all students to be involved in activities that promote respect and responsibility in the wider community. All year groups at the College were asked to fundraise and provide support for a charity outside the College. Year 7’s responsibility was a Kindergarten in Kiribati. Year 8 a school scholarship and support program for a high school in Timor Leste. Year 9 had the responsibility for Lucas Gardens Special School in Five Dock and Year 10 a kindergarten in Bacaloud in the Philippines. For Year 11 and 12 the sponsorship of Aquinas College in Tanzania, Africa was their responsibility in 2013. This concept of the form charity involves students improving their knowledge about a community outside their own and providing both financial and community support. For example: Year 9 students attended Harmony Day at Lucas Gardens Special School and were involved with activities with the students from that school.

In 2013 students in Year 9 at the College were asked to complete 10 hours of community service outside the school community. This project was welcomed by parents and staff as a means for Year 9 to demonstrate community-mindedness and generosity of time and spirit. This is an ongoing project that will continue into future years. Overall areas of school support in 2013 were of the work of the Catholic Church charity Caritas, Mater Dei Special School in Camden, the St Vincent de Paul Winter and Christmas hamper appeal and the support of the Springwood community in the Blue Mountains that was devastated by bushfires in October.

The formal Pastoral Care program in the College encourages students to develop personal skills such as resilience and respect for others. Through guest speakers and interactive activities they are encouraged to grow as young men and women into good citizens.

In late 2013 the College undertook a commitment to the St Vincent de Paul Night Patrol program for 2014, offering staff and students the opportunity to reach out to those on street experiencing hard times and a lack of support.

19. Parent, student and teacher satisfaction

Each year the College assesses student satisfaction via a number of sources. The most immediate mechanism is through the work of the Student Forum. This representative body features two students from each Year group plus the College Student Leaders from Year 12. It meets regularly to discuss matters of student importance. Students who are leaving the College are required to give feedback via an exit interview which indicates why they are leaving. Finally, All students in Year 12 are surveyed each year regarding their impressions of the College and their opinions on certain areas.

The overall response from students in Year 12 was one of satisfaction with the College and its operations. When asked for three words that describe Rosebank, the most overwhelming response was one of welcome. The sense of care and support were also mentioned. The largest area of dissatisfaction in previous years, the College canteen and its prices and range of food, did not feature this year. The area where student remain most dissatisfied is with Information Technology, in that their school issued device is becoming dated by the end of High School. At the same time, they are grateful to have their own IT device. Each year the College surveys parents regarding their perceptions of the College. This feedback loop is valuable in terms of future planning for the College. Some examples of parent feedback from the 2013 survey are:
We attended four Rosebank open days before making our decision and after speaking to students and teachers, we encountered a strong sense of community and loyalty to the school, with student education and well-being a top priority.

Overall nurturing, supportive yet challenging environment. Exceeds expectations.

Our kids are in high school and yet they like coming to school.

A co-educational school with a wonderful balance of great kids. The school offers good traditional values and up to date teaching methods. The school and most teachers have a genuine interest in their students as individuals and in their academic progress.

The phrase "There is a place for every student" is the one thing that always comes to mind. It is so true.

Nurturing, inclusive, all children encouraged to do their best.

The College also seeks feedback through the Parents and Friends Association which meets once per term. This is a forum for parents to raise their concerns and commend the College for its actions. The major area of concern for the parents in the past has been the service of the College canteen. This has now changed. The College remains in on-going dialogue with parents about the weight of school bags, particularly in Junior years.

Staff Satisfaction is best gauged through retention rates. The College had a movement of five teaching staff members in 2013, moving off to retirement, out of area or to other schools. Retention is very strong at the College. Staff are given the opportunity to comment on school policy and procedures through their active participation in Faculty and Pastoral Team meetings, Support Staff meetings, Whole Staff meetings and Standing Committees.

20. Summary Financial Information

The College derives its income from:

1. Payments from parents of tuition fees and charges
2. Commonwealth Government Grants (Recurrent and Capital)
3. State Government Grants
4. Interest Received and Revenue from Trading Operations
The College areas of expenditure are:

1. Recurrent Expenditure

The bulk of the College’s recurrent expenditure is on salaries, wages and associated costs such as long service leave and superannuation. This area accounts for 65% of the total recurrent expenditure. Teachers are paid under the Teachers Independent Schools’ (State) Award and therefore wage movements are largely out of the College’s control. In 2013 teachers received a 3.6% increase from the 1st February. Teachers in charge of departments and year coordinators also receive extra percentage points for positions of responsibility. 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 the facilities. As the student numbers increase charges from supporting organisations also increase on a per capita basis. The College has borrowed funds for capital building works and has incurred interest charges on these loans.

2. Capital Expenditure

Capital expenditure in 2013 totalled approximately $5,515,024. This was spent for the following Projects:

- Completion of B Block Building: $13,050
- Completion of CAPA Building: $787,841
- Progress payments Science Building: $4,057,936
- Preliminary expenditure for Stage 4, 5, 6 & 7 Building Projects: $88,776
- New seating arrangement in Hall: $22,365
- Furniture & Equipment: $280,961
- Laptops & IT Equipment: $93,232
- Electrical Substation: $57,570
- Other items of a capital nature: $113,293

---

**EXPENDITURE 2013**

- Salaries & related costs, $9,651,765
- Non Salary Expenses, $5,018,677
- Capital Expenditure, $5,515,024