



Rosebank College 2019 Annual Report

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Section I: Message from Key School Bodies

I.1 Chair of Board

It is a great honour to celebrate with the community the end of the academic year of 2019.

Through the extraordinary leadership of Principal, Mr Tom Galea, the Rosebank community can boast of many achievements. These included the College undergoing a successful educational audit for Registration and Accreditation with renewal being granted for the next five years; two new Houses were successfully introduced in 2019, Adamson and Hayes - named after Sister Magdalen Adamson and Mr Francis Hayes; new Child Safeguarding initiatives were launched including an online CARES reporting program, student posters placed in all classrooms and workshops for staff and students conducted; other pastoral achievements included the ongoing development of the Lunch Time Club program, the Student Leadership initiatives including two new Senior Leadership positions (Co-curricular and Ministry), as well as greater opportunities for students to participate in leadership activities. Wellbeing Week continued to remind staff and students of the value of stopping and focusing on self-health, giving gratitude and thanks to others and the importance of mindfulness and relaxation.

We thank our Local, State and Federal representatives who are wonderful supporters of the College. We note the efforts of Mayor Angelo Tsirekas (Canada Bay Council), Mr John Sidoti (Member for Drummoyne), Ms Jodi McKay (Member for Strathfield) and Dr Fiona Martin (Member of Parliament for Reid) and we express our gratitude for the financial support of over \$16.6m in recurrent funding (Federal and State) 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. We hope and pray that the restored 3% funding indexation for 2019 will continue into the transition arrangements for 2020 and so continue to relieve the pressure on families and their fees. We give thanks for the offer of an additional Government capital funding for a new classroom block of \$1.485m to allow us to replace the demountables with permanent, safe, contemporary and comfortable learning spaces for our students.

We take this opportunity to thank parents for your untiring support and confidence in the College. There are many ways in which you have shown this commitment, including through your contribution of \$11.3m in post-tax fees.

We also thank all our staff, especially the House and Curriculum Coordinators, who have faithfully carried out their duties with integrity and commitment. They are the essential component of 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. We thank Mr Hardwick, Dr O'Shea, Ms Anderson, Ms Clark, Mrs Chiandotto, Mr Murphy and Mr Jeffery for their care of this remarkable community.

We thank all our students ably lead by their 66 senior leaders and represented by 100 SRC representatives.

Finally, I personally wish to thank my fellow Directors on the Rosebank College Board who give generously of their time on a volunteer basis.

Ms Tara McCarthy
Board Chair

I.2 College Principal

Standing at the end of this second decade of the 21st Century, the year of 2019 will be remembered for the spirit with which Rosebank has applied itself to the Mission of Good Samaritan Benedictine education. This is the approach to the schooling of young women and men whose lives are meant to foster a love of learning, to love as God loves by living the gospel, and a commitment to wisdom. In a world saturated with individualism, disillusionment with leaders (whether church or governmental), an increasing division between many people and the suspicion of those who are perceived as “other” or stranger, it is definitely possible to lose hope.

However, Benedict’s vision of community is relevant and realistic as this 1600-year tradition provides tools, guidance, and structure for living with all varieties of people; as well as our own gifts, foibles, strengths, and weaknesses. Joan Chittister, a Benedictine sister from Eyrie USA, writes that Benedictine spirituality helps us deal with the issues and concerns that we face today, issues such as stewardship, relationships, authority, community, balance, work, simplicity, prayer, as well as spiritual and psychological development. That is why we say we have an ‘ancient wisdom for modern times’.

In 2019, Good Samaritan Education supported by its ten Colleges hosted the international Benedictine Education Network 2019 Conference in October here in Sydney (BENet2019). Rosebank was proud of its significant contribution to the program. In one of the keynote addresses, Fr Michael Casey reminded us of two key words within our Benedictine tradition: Honour and Humility - which seem essential to this approach to life.

The honour we are expected to show our parents as espoused in the Gospels is expanded by Saint Benedict to include all people. Honour transcends civility, courtesy and respect. It accepts other persons gratefully for what they are. It communicates an unconditional positive regard. To honour another means being prepared to take second place in their presence. Honour involves a high degree of self-restraint. It encourages the emergence of what is deepest, providing a nurturing environment in which the inner self may become ever more visible and more active. Persons who show honour are high-quality persons because they see more than others can but, instead of claiming high value for themselves, they project it back onto those whom they encounter.

Saint Benedict advises we are to give honour to all persons, irrespective of their visible worthiness – an indiscriminate honour. When Benedict is talking about hospitality, he understands this as receiving strangers, rather than merely entertaining friends or being nice to benefactors. This might be referred to as a supercharged attentiveness.

Giving honour to others flows from competence and confidence; it is not a sign of timidity or weakness. It reflects Samson’s riddle in the Book of Judges (14:14), “Out of strength comes sweetness.”

The second key word is Humility. Too often it has a connotation of undervaluing oneself or making a pretense of doing so for some ulterior purpose. However, humility is not a triumph of willpower and effort, but an easing into a more human, more natural, less toxic form of existence. It is not driven by a desire to conform to external standards of behaviour, but is the natural consequence of a person growing in self-truth through responsiveness to the gifts from our creator God. Humility is the outcome of living a spiritual life.

Real humility derives from being exposed to a reality that is infinitely higher and greater than ourselves. I begin to see myself in relation to something that is larger and nobler. It is this gifted exposure to the self-revelation of God – in whatever form it assumes – that begins us on the pathway of authentic humility. It is an advance in self-knowledge.

As parents and as educators our awesome task is to draw on our own experience to explain, to motivate and to create opportunities for others to journey into the spiritual world. However, this requires us to do our own work, our own homework.

For all of us this means exposure to and the creation of counter-cultural practices of solitude and silence to allow what is already in the heart to come to the surface of consciousness. It also can be supported by the three postures as identified by Fr Michael: Humility as Solidarity - the capacity to cooperate and collaborate on common projects; Humility as Admiration - valuing other people by being open to life's grandeur; Humility as Appreciating - recognizing with gratefulness one's highest gifts and using them in the service of something greater than oneself.

If we are to intensify the "Good Samaritan Benedictine" character of our school then, it would seem that this means working so that our graduates would leave us committed to a more mature "seeking of God" (in humility and through honour), than they were when they first came under our care. To this end we organise all things so that this can occur in the many dimensions and activities of Rosebank that address matters of the Heart, Mind, Body and Soul.

In 2019, the College has continued to use and reflect on its Mission Framework following its launch 12 months ago. This Framework holds together the many efforts and activities for the whole community in its four domains of Learning, Pastoral Care, Ministry and Co-curricular as well as its four enablers of Adult Formation, Administration, Resources and Governance. In following this framework, we can both identify gaps in our efforts and set clear, well developed and researched priorities.

The College has continued to grow in enrolments nearly reaching its maximum of 1400 students and in its academic achievements with the 2019 NAPLAN results exceeding State averages in all literacy and numeracy aspects by considerable margins. Further, with over 84% of students performing in the top three HSC bands, we now anxiously await the results of the recent HSC examinations.

Other memorable achievements include the Immersion experiences conducted to Tanzania, the Northern Territory and the Kokoda Trail, as well as Ministry Outreach to the Philippines and Central Australia; development of an extensive Staff and Student Spirituality Formation program; 20 student catechists working in Local Primary schools; and the broadening of the International Benedictine Short Stay Student Exchange Program (IBSSSEP) offerings to include Italy, South

America and Africa.

In Co-curricular, we have celebrated a huge increase in both participation and success. These include the wonderfully staged and inspiringly performed musical, 'Shrek'; 34 out of 39 teams qualifying for either CBSA or SCC semi-finals and equally successful in the after school/weekend competitions; 15 Championship teams recognised at Regional and State level; and Introduction of The Vacation Care Sport, Activity and Study Program.

In reaching the end of our academic year, we thank GSE and our Directors and Members and particularly the Chairs, Ms Tara McCarthy and Sr Catherine McCahill who have led with wisdom, skill and discernment. The College is exceptionally well serviced by the fine women and men 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.

We thank the parents and P&F for their generosity, care and commitment to the College.

We also thank all of our student leaders, including our 2019-2020 Captains. We have been again inspired by our students' 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 their wonderful personal and team-based successes in all areas of school life.

As we turn to 2020 with growing confidence and pride, we will be taking up the theme of being Peace Makers as our collective focus. This theme reminds us that the peace promised in the Gospels comes with a tag. The peace we long for can only come from Justice when all are treated equally, when all are honoured and when all live in humility.

Projects for 2020 include: the consolidation, planning and launching of the College Strategic Plan for 2021 – 2025; a continuation of our 4 year eLearning project that is renewing and revitalising our learning programs throughout the College; the completion of the expansion of the Auditorium and its Colonnade as well as Inkamana; redevelopment of the cemetery and chapel, detailed planning and approvals for a new teaching block of contemporary spaces to replace the demountables, consolidating and expanding the Vacation Care Sport, Activity and Study Program; enhancing the current staff planning and review tools; 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 humility and humbleness, with renewed vigour, focus, priorities and a commitment to continue our service in 2020.

Mr Tom Galea
Principal

I.3 College Captains (Graduating Class of 2019)

As the Captains of the Graduating class of 2019, we wish to thank the many friends, family members and Teachers of the College who have helped us along this journey, which now represents the culmination of six years of high school education. Not a day passes where we do not look back fondly on our tenure as College Captains during 2018/2019. We are extremely grateful to be surrounded by so many inspirational and supportive individuals who have guided us through our journey. Without their hard work and dedication, we would not have been able to excel as a year group.

Whilst we have been through a great deal as a cohort, looking back we find ourselves focusing on the good times, and learning from the 'not so good' times. Going forward, as a year group we have created many indelible memories over the last six years, establishing a strong foundation for us to grow.

We would be remiss if we did not thank the dozens of hardworking teachers and staff who, at one point or another, have lent us their words of wisdom and open hearts. In particular, we would like to thank our Principal, Mr Galea, for the multitude of opportunities he has extended to our year and the steadfast leadership he provides. Furthermore, many thanks to the senior leadership team, specifically Mr Hardwick, Ms Clark and Ms Gow, who have sacrificed countless hours in ensuring a strong representative student body and empowered us every step of the journey.

Collectively, we thank the tireless work of every teacher at this school and, looking back, we see how hard they have worked to help us to be the people we are today. We encourage younger years to recognise this quality in their teachers earlier than we did, as their teaching makes up the heart of Rosebank.

Whilst we have loved our time as Captains and students, we accept and know that it is time for us to move forward with the knowledge that the College's legacy transcends any one student's impact.

The College has prepared us for our next step, strong in knowing that what we have achieved is remarkable, and our best days are still to come. Despite current stress of the upcoming HSC, each graduate is far stronger than they realise and worth more than any mark can tell you. We wish great success to all of our peers; it has been a joy to represent and work alongside you.

Harry Sumption and Molly Hayes
College Captains

Section 2: Contextual Information about the School and Characteristics of the Student Body

2.1 Contextual Information

Rosebank College is a Good Samaritan, Benedictine, 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 celebrated its 150-year anniversary in 2017. Rosebank has a rich

Good Samaritan Benedictine heritage 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, 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.

Rosebank offers a challenging curriculum, including a breadth of course offerings, extensive co-curricular activities and a comprehensive Pastoral Care program of wellbeing and development, which 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 school education; and is based on a vertically grouped House system so that students benefit from the interaction of working together across year groups. Student progress is monitored, tracked and reported to parents regularly.

Innovative learning is a key feature of the curriculum. This encompasses: ConnectED - a Year 7 integrated and multi-disciplinary approach to learning in English, History and Geography; accelerated apprenticeships and school-based traineeships; accelerated learning and enrichment opportunities across many subjects and EnrichED - the College's Gifted & 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. Added to this broad program is the International Benedictine Short Stay Student Exchange Program (IBSSSEP), the Extended Day Program and the School Holiday Program.

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 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 creative gifts, including the Festival of Creative Spirit, musical showcases, drama performances, exhibitions of major works and hospitality functions.

The College's extensive and broad Co-curricular Program promotes each student's physical, cultural and social development. Each term, students are invited to choose from over 30 activities to participate in on a Thursday afternoon. Two of the four selections must be a physical activity. Professional trainers and coaches are employed to conduct each activity. This ensures a high level of skill development and a rewarding experience.

Rosebank strives to be a flexible and inclusive community, reaching out to others in prayer, practice and perspective. It is a place where staff and students want to be - a centre of academic excellence, where students fully engage in their learning to make a difference in their world. An eight-stage building program has provided 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, a Science Learning Centre, numerous general learning areas, multi-purpose indoor gymnasium, administration building and upgrades to existing learning spaces.

2.2 Ministry

In 2019 Rosebank set its Benedictine focus around “wisdom”, drawing from the ancient and abundant tradition that comes to us in the sacred texts of the Bible, the collective reflections and experience of the Christian tradition and, in particular, the distillation of communal insight contained in the Rule of St Benedict. Throughout the year the image of “wisdom” as the silent, listening and discerning partner who travels alongside all members of the community from youngest to eldest, became a familiar motif.

The Rosebank community has attempted to grow in wisdom through our engagement with the Word of God in regular common prayer and lectio. The cycle of the year followed the pattern common in the shared life of the Church and the wider community. A small group of staff and students gather every morning in the Chapel for Morning Prayer; Home Rooms gather three times a week for prayer at lunch; the Angelus rings out daily with a call to stop, be still, to listen and be re-minded that our greater purpose is found not in our work, but in our being who we are created to be. The Luminos faith sharing group has also witnessed the wisdom of our students from across the years in their willingness to be known as followers of Jesus and sharers of our common journey.

Wisdom was also present in the ongoing formation of both staff and students in the formal Religious Education curriculum, Staff Professional Development and opportunities that came from individual insights leading into action for occasions such as Social Justice Day, which focused on the realities of homelessness. The College’s Social Justice program encourages the building of a better world through actions that all members of the community can engage in, and provides opportunity for students and staff to participate in workshops and seminars inviting prayer, reflection and action.

Rosebank continues to work with the social justice agencies of both the Good Samaritan Benedictine and the wider Catholic networks. In particular, the College supports the ministry of the Sisters of the Good Samaritan in Australia and the Philippines, Benedictine communities in Africa, local organisations such as Lucas Gardens School in Five Dock and the Brown Nurses. Alongside these agencies are the major groups such as Caritas Australia, Catholic Mission and St Vincent de Paul Society.

In June, the College welcomed two Oblates of the Benedictine Manquehue Apostolic Movement, Santiago, Chile. Four Manquehue students also joined the College in Term 4 and participated in all aspects of Rosebank life including the Senior Retreat. The College hopes that the friendship between our communities will grow and deepen through regular visits for both staff and students.

Student immersion program participation continued in 2019 with six students joining the annual Ministry Outreach program at St Scholastica’s College Glebe, another three travelling to Santa Teresa Mission in the Northern Territory, and four students travelling to Bacalod and the Good Samaritan community in the Philippines.

The College offers its gratitude to the parish priests of the local area; from St Joan of Arc Haberfield, All Hallows Five Dock, Holy Innocents Croydon, St Mary’s Concord, St Ambrose Concord West and St Mark’s Drummoyne. It is one of the realities of Catholic life in early 21st century Australia that the demands on our parish priests continue to increase. For the College this challenge has been accepted with the commitment to explore and expand the liturgical and pastoral ministries

that we are called to by virtue of our baptism. At the closing mass of 2019 the first cohort of Extraordinary Ministers of Holy Communion were trained and installed, serving the community in a very public and significant ministry.

2.3 Characteristics of the School Body

Rosebank College in 2019 had 1368 students enrolled as full-time students. The gender breakdown was 686 females and 682 males. The Index of Community Socio-Educational Advantage (ICSEA) for Rosebank College was 1108 (2018).

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.

3.1 Year 7 NAPLAN Results

The Year 7 2019 NAPLAN results show results that are significantly above State average in all aspects.

YEAR 7 MEAN NAPLAN RESULTS		
	STATE	ROSEBANK
Reading	549.7	575.0
Writing	516.0	540.3
Spelling	553.4	574.6
Grammar	546.1	574.0
Numeracy	560.9	585.8

3.2 Year 9 NAPLAN Results

The 2019 Year 9 cohort also achieved significantly above the State in all aspects.

YEAR 9 MEAN NAPLAN RESULTS		
	STATE	ROSEBANK
Reading	586.6	612.2
Writing	552.4	582.0
Spelling	590.6	609.5
Grammar	579.1	609.1
Numeracy	599.8	626.9

Averaged scaled score growth for the 2019 Year 9 cohort since they were last tested in Year 7 was as follows:

	Reading	Writing	Numeracy
Year 9 State Average growth (in points)	35.9	33.8	36.4
Greater than or equal to expected growth	62.6% of State	59.5% of State	55.4% of State
Year 9 Rosebank average growth (in points)	28.9	24.1	37.9
Greater than or equal to Expected growth	60.1% of cohort	59.5% of cohort	60.3% of cohort

In Year 9 results, scaled relative growth from Year 7 results, compared to the State, was lower for reading and writing but higher for numeracy.

On the whole, the 2019 Year 9 cohort has not displayed the level of growth since Year 7 that other cohorts have, despite their raw results still comfortably exceeding State averages. This has been a topic of collective conversation for all departments, particularly in the English department who drive the reading and writing agenda across the College in conjunction Literacy and Numeracy Committee.

Section 4: Senior Secondary Outcomes (Student Achievement)

4.1 Granting of Records of School Achievement

All students in Years 10 and 11 were eligible for a Record of School Achievement. This credential, issued by NESAs, was sought after by a small number of students who exited school to pursue a combined HSC trade qualification.

4.2 Results of the Higher School Certificate

The College is proud of the success of its students in the 2019 HSC. Rosebank students were examined in 38 school-based courses (with students of 3 or more). Of these courses 87% were above State average, which is the highest proportion ever achieved at Rosebank. There was also 25% of the cohort who appeared on the Distinguished Achievers list (Band 6).

The 2019 Rosebank results exceeded the State in the top three Bands (Bands 4, 5 and 6) with 88% of results achieving in this range which is the highest on record at Rosebank. Furthermore, slightly more than half of all scores were either a Band 5 or a Band 6 which is second best on record. Excellent results were achieved in a wide range of courses including:

- The highest band results were achieved by 50% of Extension I Mathematics students, 38% of Music I students, 34% of Mathematics Advanced; 38% of Music I students.
- Students who achieved in the top two Bands include: 100% in Mathematics Extension 2, 100% in English Extension 2, 100% in Information Processes Technology, 100% in Italian Extension, 100% in Music I & 2, 92% in Mathematics Extension 1, 89% in English Extension 1, 89% in

Chinese Continuers, 80% in Food Technology, 77% in Visual Arts, 75% in Italian Continuers, 70% in Society & Culture, 67% in Ancient History, 66% in Mathematics Advanced, 64% in English Advanced, 60% in Studies of Religion 2, 59% in Community and Family Studies, 58% in Design and Technology, 58% in Legal Studies, 55% in Geography, 53% in PDHPE, 53% in Physics, 50% in Chemistry, 50% in Mathematics Standard 2.

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

Ancient History, Business Services, Chinese Continuers, Drama, English Extension 1, English Extension 2, Food Technology, History Extension, Industrial Technology, Information Processes Technology, Italian Extension, Legal Studies, Mathematics Extension 1, Mathematics Extension 2, Music 1 & 2, Music Extension, Visual Arts.

The percentage of eligible students in 2019 with an ATAR range of between 80 and 99.95 was 38.3% of the cohort compared to the 2018 cohort, which was 30.7%. The State result in this upper ATAR range was 33.4%. Rosebank students in this ATAR range exceeded their expected growth, compared to Naplan data, with an average of 6 ATAR points being added in the 80-90 range and an average of 10 ATAR points in the 90-99.95 range. This indicated strong value adding in the top end of the cohort.

The Dux achieved an ATAR of 99.85 which is the highest ever recorded at Rosebank.

4.3 Senior Secondary Outcomes

The number of students electing to undertake vocational courses delivered externally (TVET) continued to increase. TVET courses and school-based apprenticeship numbers increased from 30 students in 2018 to 45 in 2019. 23% of Year 11 and 19.5% of Year 12 students undertook a Vocational Education Training (VET) course either at Rosebank, TAFE, Southern Cross or another RTO. VET courses delivered at Rosebank were studied by 13% of Year 11 (only Hospitality delivered) and 10% of Year 12 (6% Hospitality and 4% Business Services). Externally delivered courses were studied by 22 Year 11 students (10%) and 18 Year 12 students (9.5%). Five Students undertook a school-based apprenticeship or traineeship; one in Hairdressing, one in Construction Carpentry one in Business Services and two in Retail Operations. Vocational courses enable students to achieve Certificate II and, in some cases, Certificate III level qualifications. These are considered entry level qualifications for employment in related industry areas. School based apprenticeships and traineeships allow students to complete their first year at school whilst also completing the HSC.

Section 5: Teacher Professional Learning, Accreditation and Qualifications

In 2019, Rosebank College had ninety-seven (97) staff who were classified at Proficient Teacher level. It had fourteen (14) staff who were Provisionally and/ or Conditionally Accredited and who are in the process of working towards Professional Competence of Proficient Teacher Standard. Two of these staff are casual teachers who have nominated Rosebank as their preferred TAA.

In Term 1, the College underwent an inaugural NESAs Inspection to seek NESAs approval to continue to operate as a Teaching Accreditation Authority. (TAA) The initial stage of this process required

the digital upload to NESAs of the College policy and procedures. Included in the submission was documentary evidence that demonstrated that each of the policies and processes named in the Rosebank College Policy, *Teacher Accreditation Authority governance, policies and procedures* were evident and practised diligently. The policy document is a detailed manual of the eight (8) mandatory regulations *Guidelines for the Regulation Teacher Accreditation Authorities for Non-government Schools and early Childhood Centres April 2018*.

These regulations covered the following areas:

1. Introduction
2. Legislative basis for Approval of TAAs
3. NESAs regulatory Framework for monitoring and approving TAA's
4. Requirements for Approval of Teacher Accreditation authorities as Proficient Teacher
5. Requirements of initial approval of teacher accreditation authorities for Proficient Teacher level
6. Procedures for approving and monitoring individual TAAs
7. Refusal, conditions of approval, suspension and revocation of approval as a TAA
8. Appeal for Review of certain decisions

In Term 2, the on-site NESAs inspection included two (2) key areas of focus as a TAA:

1. Records of providing an orientation program and the TAAs policies and procedures to teachers, as specified in Section 4.2 of the Guidelines
2. A sample of records of reporting and decision making by the TAA since January 2016 to show the implementation of the TAAs procedures

There were three (3) minor amendments noted in the NESAs feedback. The College, as a TAA, was commended for its quality assurance processes and documentation.

The Staff Services team continued its core role of facilitating staff formation. The College increased its suite of courses (9) offered to Proficient teachers as a NESAs accredited provider of school-endorsed professional development. Some of the topics covered in these learning experiences included: data analysis, reflective practice, embedding ICT in classroom learning, pastoral care of students, child safeguarding, teacher goal setting and CPR.

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 four main areas within the College's Mission: learning, pastoral, spiritual and compliance. The 2019 Professional Development Week in June offered a range of formation experiences for all staff within the College. There were opportunities for nominated groups to upskill in Fire Safety Training, administration duties, pastoral initiatives focused on student wellbeing and innovative practices in using technology within the classroom.

The Curriculum Leaders began participated in a five-day leadership formation course, *Leading from the Middle* facilitated by the Association of Independent Schools. To date, the course has involved readings on leadership theory, application of the learning and sustained leadership of a strategic change initiative with the College context. In 2020, this group of leaders will implement specific initiatives that are a work in progress focused on a specific curriculum project.

Additionally, staff attended in-service opportunities offered by external accredited organisations. These workshops are an investment in professional capacity and were focused on content or skill development suited to a staff member’s area of expertise or development.

The College continued its focus on two core programs: Rosebank Performance Planning and Review (RPPR) and Classroom Peer Observations.

Individual goal setting is a focused opportunity for all staff to reflect on practices which have a positive impact in their sphere of influence. For teachers this is generally within the classroom and student learning. For non-teaching staff the goals are linked to the specific workplace area of responsibility. The RPPR Program has an overarching structure and timeline that is inclusive of a constructive, formative process. It incorporates three core stages: initial goal-setting, mid- year review, end of year review. The relationship between mentor and colleague promotes professional dialogue and enables the community to develop and support a culture of learning and reflection.

Joan Richardson expressed the importance of peer observations in an article, ‘Getting Better at Learning’ (2016): *“Keeping an exemplary teacher’s knowledge isolated inside a classroom isn’t just poor practice, it’s malpractice. If you want to be an agent for change in your school, work now to ensure that no teacher works in such isolation. Be an advocate for sharing what you know. Ask to observe another teacher teach because of what you will learn. Invite others to observe you and offer your feedback on how you can improve. By opening doors to their practice, teachers demonstrate the value they place on their own learning and their belief that they have so much to share with others.”*

The classroom doors are open at Rosebank and teachers regularly engaged in classroom peer observations. These classroom visits were often interdisciplinary and gave scope for teachers to see different approaches in delivery of content and skills-based learning. Often, as a result, a teacher’s ‘toolbox’ is strengthened because they are exposed to a greater repertoire of strategies used to enhance learning. It also means a teacher can see other positive and effective interactions between staff and students beyond the walls of one’s own classroom. This investment of time is another means of formalised collegial learning because it enables teachers to practice, observe, discuss and re-evaluate what we do each day in a safe and supportive environment.

Section 6: Workforce Composition

The workforce composition at Rosebank College for 2019 (Census Data August 2019):

	Full Time		Part Time	
	Male	Female	Male	Female
Principal	1	0		
Teaching Staff	29	59	2	14
Specialist Support	1	2	0	3
Admin & Clerical	5	12	3	16
Building, Maintenance and Other	5	1	3	0

Section 7: Student Attendance, Retention Rates and Post-School Destinations in Secondary Schools

7.1 Student Attendance

Student attendance data as reported to the Commonwealth Government in 2019 in Semester 1, was 95% and Term 3 was 93%. 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) including: 3 consecutive absent days and fortnightly reports

Parents of students who are absent are required to:

- Make contact with the College by telephone to indicate the nature of the absence on the day of absence
- Verify the reason for absence into Edumate or the College APP
- Apply for leave from the Principal if the absence is prolonged (4 days or more)

The parents of students who are absent without prior notification, 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 or Assistant 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 2019, 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 or the Police Liaison team.

7.2 Retention of Year 10 to Year 12

Student Year	Male	Female	Total
Year 10 2017	106	118	224
Year 12 2019	97	102	199

In 2019, the retention rate from Year 10 to Year 12 was 89%. 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.

7.3 Post- School Destinations

Seventy-five percent (75%) of students in Year 12 were offered a place in university and private colleges by the University Admissions Centre. The remaining twenty-five percent (25%) of students applied directly to tertiary institutions including private universities, colleges, TAFE or another registered training organisation, secured full-time employment, or explored a gap year option.

Section 8: Enrolment Policies

8.1 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.

8.1.1 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 \$220 non-refundable application fee. Application must include copies of Birth Certificate/Passport/Visa/Certificate of Citizenship, latest full school report and latest NAPLAN results (if appropriate). Applications are accepted on the condition that student behaviour, attendance and commitment to school work are of a high standard 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 \$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 for interviews occurs in the following priority order:
 - a. Current families
 - b. Children of Ex-students
 - c. Catholic families enrolled in Catholic Schools
 - d. Catholic families enrolled in Public and other Primary Schools
 - e. 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:
- Time of enrolment
 - Transfers from interstate and overseas and from other Good Samaritan schools
 - Compassionate or other grounds

8.1.2 Procedures:

- 1. Placement on the waiting list:** Placement on the waiting list is secured once applicants:
 - Provide a completed enrolment form
 - Submit all relevant documentation including NAPLAN results and full school reports
 - Pay the \$220 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 \$475.00 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: Other School Policies

All College policies and procedures serve to enhance the College's compliance program to ensure the highest level of Student Duty of Care. The program allows for the compliance with all regulation, laws and industry standards pertaining to child protection in NSW.

College policies pertaining to Student Duty of Care, Privacy, Bullying Prevention and Intervention, Enrolment, Complaints and Grievances, and Student Management and Discipline are published on the College website www.rosebank.nsw.edu.au. These and other related policies are also available to be accessed through the Rosebank College Parent Portal and Staff Portal.

The four key reportable policy areas are:

- Student Welfare
- Bullying Prevention and Intervention
- Student Management and Discipline
- Complaints and Grievances

Updates and accessibility to these policies are summarised below:

Policy	Updates	Access
<p>9.1 Student Welfare - The Student Welfare policy, including the Student Welfare Charter, are based on the College's Benedictine values of Justice, a Love for Learning, Service, Compassion, Hospitality, Stewardship, Peace and a Love of Christ. These policies outline the rights, responsibilities and practices for all in the Rosebank community.</p>	<p>The Student Welfare Charter was updated in 2019</p>	<p>Via the College Website and/or Parent and Staff Portal. The Charter is also located in the Student Diary.</p>

Policy	Updates	Access
<p>9.2 Bullying Prevention and Intervention - The focus of the College’s anti-bullying policy 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.</p>	<p>The Bullying Prevention and Intervention Policy was updated in 2019</p>	<p>Via the College Website and/or Parent and Staff Portal</p>
<p>9.3 Student Management Policy and Discipline Guidelines – This policy identifies different levels of student management which is useful to students and parents. It outlines procedures in place for dealing with a variety of student management issues, including behavioural matters and concerns with application to learning. Justice to all concerned and restoration of damage, are at the heart of these procedures.</p>	<p>No changes in 2019</p>	<p>Via the College Website and/or Parent and Staff Portal</p>
<p>9.4 Reporting Complaints and Grievances – Rosebank is committed to handling complaints effectively and efficiently, responding with procedural fairness. This policy outlines this process, which has included the establishment of an online complaints management system, allowing the College to capture, manage and report on complaints. Regular analysis of complaints received and the implementation of rectification actions, where deficiencies are identified, are key to the College’s commitment in this area. Parents can raise concerns by email to complaints@rosebank.nsw.edu.au. Any formal complaint involving the Principal, must be submitted in writing and emailed to chair@rosebank.nsw.edu.au</p>	<p>The Reporting Complaints and Grievances policy was updated in 2019</p>	<p>Via the College Website and/or Parent and Staff Portal</p>

Section 10: School Determined Priority Areas for Improvement

The Strategic Plan, is used as a guiding document to ensure 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 2019 (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 2019, the College implemented and completed 117 strategies from a total of 237 strategies across 38 intents and indicators.

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 2019 were:

Pastoral Services

- Investigate and implement an online system for logging and tracking of behaviour and pastoral concerns
- Develop the newly created position of Assistant Dean of Pastoral Care, its role, responsibilities and its effectiveness
- Overseeing the growth and implementation of Adamson and Hayes House
- Improve communication and connection with parents and families with a focus on contemporary teenage issues

Learning Services

- Focus on applying different types of student data in order to tailor learning and assessment activities to specific groups of students
- Develop the use of Exchange as a platform to create dynamic and innovative learning experiences for students
- Improve the teaching and learning cycle for Year 7 and 8 by combining formative and summative assessment and using this to inform semester reporting

Ministry Services

- Finalise and promote the agenda and timeline of the Ministry Team to all staff
- Implementation of the 2019 Staff Spiritual Formation Program in cooperation with the Staff Services Team
- Partner with the PLT to plan Reflection Days and House Celebrations
- Use the Mission Framework to set priorities in the life of the College and undertake a process to identify gaps
- Plan and support of the 2019 Benedictine Educators Network (BENet) Conference, Sydney
- Explore links embracing solidarity for all cultures, especially the First Peoples of Australia who have been the traditional custodians of this land
- Implementing a child safety code of behavior specifically related to Ministry activities locally, nationally and internationally (eg. Immersions)

Staff Services

- Finalise the support structure for all staff in processes of teacher accreditation
- Implement processes and structures to support staff to be equipped to satisfactorily meet the Teaching Standards in Graduate, Proficient, HAT and Lead career stages.
- Develop a framework for staff formation, wellbeing and professional development associated with teacher registration through existing staff planning and review tools (RPPR, Peer Observation, PLNs)
- Creation of a suite of courses for staff formation as school-based NESAs endorsed PD hours
- Ensure ongoing development of annual training program for staff specific to child protection

Business Services

- Expand the auditorium and construction of the related colonnade. Commence the design of

the additional 300-seat performance and presentation space in Palm court

- Implement an alternate disaster recovery power supply solution strategy for the College
- Review the financial package used in the College
- Update College Procurement Policy including the College Delegations of Authority
- Identifying current and future resource/facilities needs to ensure timely design, funding, preparation and construction
- Digitise paper-based transactions, record keeping and the reporting of family account information

Administration Services

- Review policies and systems for the effective creation and management of College Events
- Increase and maintain a pool of capable casual teachers with representation from each subject area
- Provide effective orientation for our new casual teachers

Management Services

- Integrate reporting, assurance and staff learning packages into the College's Compliance and Risk Framework
- Broaden the educational programs for parents to provide opportunities to engage collaboratively with the school community including workshop webinars to facilitate access for all parents
- Develop the newly created position of Risk and Compliance Manager
- Maintain a regulatory and legislatively initiated policy review mechanism and set of protocols for implementing policy changes and updates to the College's Child Safeguarding Commitment Statement

Section II: Initiatives promoting Respect and Responsibility

In the year of Benedictine wisdom our Pastoral Care Program aimed at equipping our young men and women with the wisdom to face challenges with confidence, resilience and strength. Through our House-based Vertical Pastoral System, formalised Pastoral Care Program, House Activities and other pastoral initiatives we have continued to guide students to build respect for the College, themselves and for others. They do this by taking responsibility for actions, choices and behaviours.

Our House System was expanded to include the integration of two new Houses, Adamson and Hayes. They integrated with ease through solid leadership from both the House and Assistant House Coordinators and the elected House Student Leaders. All Houses continued to nurture a sense of belonging, connection and House spirit.

The vertical nature of our Home Rooms allows for organic mentoring and support to occur and for friendships to develop across year groups. Our Year 9 Students were trained as Peer Support Leaders and led a program for the Year 7 Students. The Student Mentoring Program connected our Year 11 and 12 students with their Senior Home Room Teacher, with their academic and pastoral welfare as a focus. Through our academic and pastoral tracking to inform the conversation

The Infringement System was developed in August to record breaches of our uniform, grooming and mobile phone policies. Designed to identify patterns in choices of behaviour and for strategies to be developed and implemented. Aimed at the student taking responsibility for the manner in which they present and conduct themselves.

In August the CARES (Community at Rosebank Enables Safeguarding) Program was launched, designed to empower students to stand up for themselves or others by reporting concerns of safety. An online reporting system was established and students participated in a workshop around safeguarding.

The House System maintained its essential connection with Ministry through the Retreat and Reflection Day Program. These experiences provided opportunities for the students to reflect and to take an inner look at their morals and values in an encouraging and supportive environment.

The Pastoral Leadership Team consisting of House Coordinators and Assistant House Coordinators, supported by our Home School Liaison Officer and three College Counsellors, worked together to enhance the wellbeing of our students. 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.

Our Student Leadership Coordinator and our Service Group Leaders provided guidance to our Student Leaders and mentored them in each of their roles.

Wellbeing Week, held in September, was a reminder to all staff and students of the importance of meditation, gratitude, mindfulness, laughter and fun.

The Lunch Club Program continued to flourish with a range of new clubs run each term. From the Dungeons and Dragon Club to the Sign Language Club our staff and students ran these with dedication and fervour. Attended by students of all ages they created connections and offered an encouraging and positive experience for all in attendance.

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 Parent Survey

In 2019, parents, carers and guardians 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 2019 Parent Survey:

Affirmations:

- Produce well-grounded students with good values.
- Excellent pastoral care, values, diversity of choice, leadership, communication, ICT, transparency/ parent engagement.
- Offer a diverse and great amount of extra-curricular activities. School has a great sense of community.
- The teachers are always there for the students to talk to when they need help. The school offers many opportunities for the students to develop their skills and learn new skills. The teachers are also good at giving feedback to parents when needed. The school offers the kids so much support e.g. after school tutoring/homework support
- The staff always come across so engaged and committed to their jobs and the students.
- Look after student's welfare and needs very well. Offer a fantastic range of opportunities for students of all abilities. Great communication with families.
- Sense of community, helping raise people who are caring and compassionate and with the knowledge that they are capable of being a kind and productive manner of society on whichever field they choose.
- Provide quality teachers and education. Great facilities. Inclusive attitude for students.

Suggestions:

- Make programs (e.g. lunchtime clubs and sports) more visible to parents so that we can encourage child to participate.
- Monitor non-educational website usage on school computers
- Liaise with council to improve external facilities e.g. greenspace and new footpaths.
- I'm not sure. We can all be better, but I think Rosebank does well. Maybe a pool?
- Extension of representative opportunities in Co-curricular so that more of the growing student body can engage in that gained from representing the school.

12.2 Student Exit Survey

The Graduating Class of 2019 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 2019 Year 12 Student Exit Survey:

Affirmations:

- Through the relationships I built with peers, teachers, coaches and across all year groups within the school I explored the values of love, justice, hospitality, peace and stewardship and learnt the virtue of these values. Experiences such as Ministry Outreach were incredibly beneficial in this process. I highly recommend participation and continuation of Ministry Outreach.
- Rosebank has allowed me complete growth in my faith and development as me as a person and guiding me in my future.
- Through being House Captain I was able to be a figure to the younger students and connect with my peers. I learnt to convey ideas that I had and influence the lives of others. It also gave me responsibility which helped me grow and be considerate.
- I never really looked at my health Holistically and saw a purpose in my life. However, Rosebank has influenced me to question my existence and seek out goodness and opportunity in life.
- I think the College uniform is very nice, especially the senior uniform. I feel proud to be able to wear it.
- In recent years, there has been more of an effort and focus on mental wellbeing at Rosebank, which has been very good.
- I have formed a great bond with the people around me especially my house friends and my homeroom teacher.
- Rosebank strives in making sure students are supported and are provided with the help individuals need in my experience. I have been offered help in many aspects of schooling and personal life.
- My relationship with my house coordinator and assistant house coordinator is amazing, they make me feel really comfortable and are easy to talk to.
- I have always felt safe at Rosebank.
- My teachers have been very supportive and have worked closely to see me achieve. I have improved substantially over the years.
- Rosebank offers a wide range of subjects and courses that some schools would not offer so it allowed me to explore these areas further as these specific subjects interested me.

Suggestions:

- More leadership opportunities should be present to take greater effect, even if it is a small role just so students can feel involved
- It would have been nice to have a guest speaker which explains the full transition into university.
- Overall pretty good! However, sometimes there are issues regarding access to the internet which stops me from being able to continue, for example, my research
- I would prefer that the girls uniform had the pants option, or no tie, or long socks instead of stockings. Otherwise, I agree with the rules surrounding uniform, hair, earrings etc.
- All pretty good! Maybe provide a wider range of food at the cafeteria?
- There are so many co-curricular opportunities available at the College, which is amazing. The next movement should be to introduce more social-justice based activities, specifically for junior / middle school students.

12.3 Staff Survey

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 2019 Staff Survey:

Affirmations:

- I believe Rosebank treats its staff members as families in a very welcoming, hospitable, and supportive way. The management and communication system are getting better day by day together with the school expansion always feel that extra effort is noticed at Rosebank, commented upon favourably and, most importantly, appreciated. Incentives are likewise encouraged.
- For me, the Principal has so much knowledge and wisdom that it was be crazy not to learn from it. He is involved in every part of the business and is a strategic thinker and innovator.
- As busy as it is sometimes, I love coming to work each day.
- The Good Samaritan Benedictine heritage of the College is one of the main reasons I am here.
- I have always been proud of the innovative programs the College offers to students as well as the variety it offers families and students with a range of different interests.
- My goal is to progress my career within Rosebank and to be a part of the Rosebank family for a very long period.
- I have found the staff here incredibly warm and helpful, they have bent over backwards to support me in my role.
- Rosebank is a very busy school but full of friendly people and presents me with many opportunities for growth in my career.
- Rosebank College is well structured and offers a comprehensive education for students with a dedicated and supportive staff.
- I am very happy to work at Rosebank College. I have developed good relationships with staff and students and feel fulfilled in my work.
- The vast variety of opportunities offered to our students Rosebank is much better than our main competitors.

Suggestions:

- Continue to streamline efficiency and effectiveness of systems e.g. Edumate.
- Work with the student to help them realise the amazing opportunity they have being enrolled at Rosebank and to take advantage of all of the opportunities on offer.
- A little less paper work, move more things online!
- Show footage of the damage caused to the environment by littering.
- I have only been at Rosebank for one week so unable to comment, however I look forward to giving a more meaningful evaluation and contribution to planning next year.
- A wider variety of learning environments that extend beyond the traditional classroom setting – e.g. board rooms, lounges, long discussion tables, whiteboards as walls.

12.4 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, Discovery Week (which includes camps, retreats, Transition to Senior School and the Festival of Creative Spirit), the annual Co-Curricular and Presentation Evening, and several whole school Community Days.

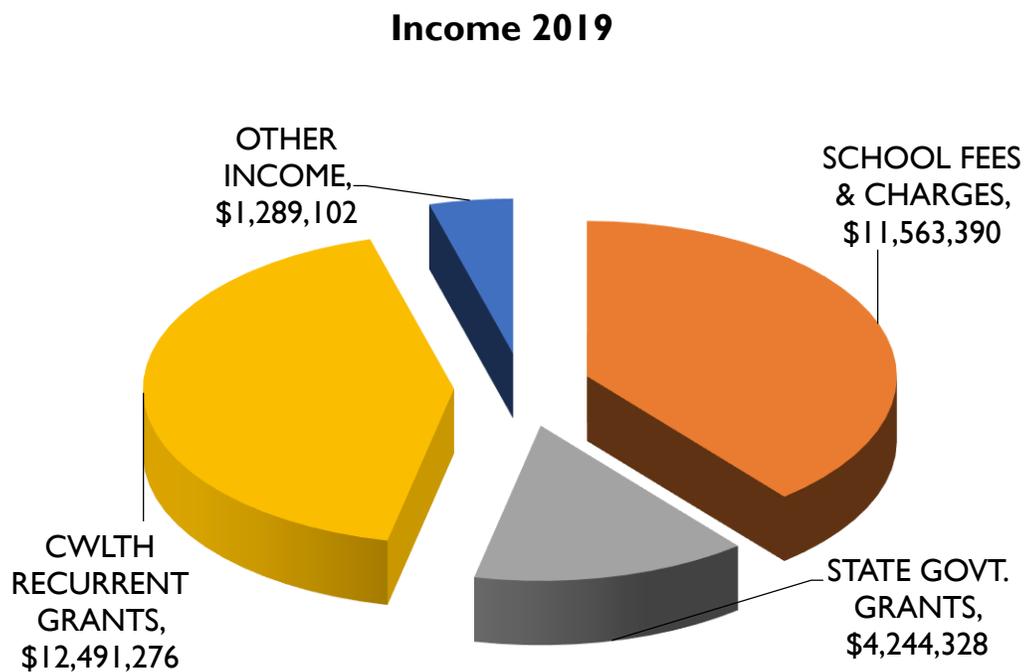
All staff continue to have the opportunity to contribute their comments on College policy and procedures through active participation in structured Staff meetings, Faculty and Pastoral Team meetings, Support Staff meetings, Event and Reference Committees. All events and formation experiences include an evaluative tool and staff feedback is used to inform future practices.

In 2019, the College said farewell to eighteen staff members. Rosebank College recognises the contribution, wisdom and skill set that each of these staff have shared with colleagues, students and parents.

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 67% of the total recurrent expenditure.

Major areas of expense for the College are in the technology area to ensure the school is kept up-to-date with the latest innovations and software protection. Maintenance continues to increase due to 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

