



Rosebank College Annual Report 2015 School Year

Section I: Message from Key School Bodies

I.1 Chair of Board Professor Marea Nicholson

The past twelve months have continued to provide Rosebank College with many challenges and opportunities. Importantly as a response to the significant growth of the past five years Rosebank redesigned its administration and pastoral system to assist in meeting the emerging needs of the expanded College community. The success of the introduction of the vertical house system is testament to the commitment and dedication of the students, staff and management to adopt comprehensive systems which are informed by evidence based decision making.

A priority for 2015 has been the College review of the past five years, the re-appointment of the Principal Mr. Galea for a further five years, as well as the creation of the next Strategic Plan 2016 – 2020, that was launched in Dec 2015. This plan captures the hopes and dreams of the community as it looks forward to the next five years of continued growth, consolidation, adaptation and innovation.

In 2015, Rosebank College farewelled the Sisters of the Good Samaritan from the Rosebank site. With mixed emotions, the College recognised the immense contribution of the Sisters to Rosebank over the past 147 years. We recognise the special place this site has in the history of the Congregation, with particular reference to the responsibility we willingly accept for the Chapel and Cemetery, where the remains of many early members of the Congregation including the foundress, Sr Scholastica Gibbon, reside. These two sacred spaces at the heart of the Rosebank site will be a constant reminder of the charisma and heritage we have been blessed with and the commitment to pass on the narratives and values that make a community. We express our deep gratitude to Sister Clare, her Council and all the sisters for their courage, wisdom, commitment, passion, tenacity and legacy.

This year's agenda has been busy with the detailed planning, tendering and commencement of the Project Four construction program. This significant project valued at \$8.5 million dollars, will consolidate the College administration into one area and provide for an additional 11 contemporary teaching spaces. The project reflects the generosity and efforts of the whole community and the essential support of the Australian Government.

Finally I would like to acknowledge the outstanding contribution that our Principal Mr. Galea, the College executive, the staff, parents and students and College Board make to ensure that Rosebank is a learning community where we are *Inspired* by the possibilities, *Embrace* the challenges and *Rejoice* in our achievements.

1.2 College Principal: Mr. Tom Galea

All schools are faced with the challenge to prepare their students for the decades ahead. At Rosebank this 'futures' work has been characterised by the effort to meld the wisdom of the past with the best of contemporary thinking regarding learning and pedagogy.

For the College this has meant understanding deeply and applying extensively and sensitively the values gifted to us through our Good Samaritan Benedictine heritage as we move ahead in creating a modern, dynamic, flexible learning community.

The resulting characteristics of this community include the blending of being **student-centred**, technology rich, procedural and disciplined and reflecting mutual respect, responsible, performance based, collaborative, engaged and active. These elements are all embedded in the ancient wisdom characterised by love, prayer, stability, conversatio, obedience, discipline, humility, stewardship, hospitality and community.

Among the significant developments during the 2015 year are included: the addition of many new elective courses in Yrs. 9/10 and Yrs. 11/12; the successful implementation of Mandarin into Stage 5; the creation of the Mission and Identity Students' Service Group; the strengthening of Student Leadership in the College directly linked to the new Vertical House System; the construction of the Western Wall in Jamberoo (the Gym); preparation for the commencement of construction of Project 4 with alternate entry and exit points for the College; the commencement of a Philippines Immersion option to compliment the mandatory Community Service and the optional City and Central Australia immersions; transitioning to a new Learning Management System (Rosebank Exchange); installation of the College Solar Project; use of HSC and NAPLAN Data to identify strengths and develop faculty and course strategies; creation of a new Student Services Area (Careers, VET, Counselling, Learning support) in the Ottilien Building; consolidating the Academic Mentoring Program; preparation for the 150th anniversary of the College in 2017; finalising the outdoor play and study area (Oval, Olive Grove, Fig Tree); introduction of a full Risk and Compliance Management system; growth of the International Benedictine Short Stay Exchange Program and growth of the Home School Liaison role.

These and numerous other activities of 2015, could not be possible without the full support and integration of governance, management, parents, staff and students all working together for the common good and reaching out to others through the challenge and gift of hospitality.

We again thank our Federal, State and Local Governments who through their combined financial support of \$12,989,806 and additional capital support of \$810,563, as well as their guidance and encouragement, have not only allowed Rosebank to function successfully but also to grow and prosper. In doing this, Rosebank has been a significant partner in addressing the growing shortage of educational places in the Inner West.

We again thank the Members who represent the new owners of Rosebank, Good Samaritan Education. To Sr Veronica McCluskie (Chair), Catherine McCahill, Theresa Creagh, Fran Warner and Vicki Comerford, we say thank you for your vigilant support, encouragement and advice.

I take this opportunity to express my personal and our collective gratitude to the

Directors of our Board: Professor Marea Nicholson (Chair), Mrs Cecilia Hilder (Deputy Chair), Tim Power (Chair of Finance), Mr. Ray Pozzato (Chair of Building), Dr. Fiona Martin (Chair of HR and Risk), Sr Megan Kahler (Chair of Identity and Futures), Katheryn Efthymiades, Margaret McCue, Joanne Travaglia and Justin Flaherty. These volunteers have taken on a huge responsibility for Rosebank guiding it in close collaboration with the College Leadership Team. In the new era of enhanced accountability and dynamic growth these men and women have committed extensive hours, scholarship and wisdom to ensure both compliance and growth. We are deeply indebted to them.

I thank my colleagues in the Leadership Team. In 2016 we farewelled Ms. Elizabeth Clark who moved to *Kincoppal-Rose Bay School* of the Sacred Heart in term one. Elizabeth leaves a proud legacy of initiatives and support that have guided and formed the College over six years. The resulting change in roles included Mr. Paul Hardwick being appointed as Assistant Principal and Mrs Maria Mollace stepping into the acting role of Dean of Pastoral Care. These, along with Dr. Paul OShea, Ms. Rosemary Anderson, Mrs Louise Chiandotto and Mr. James Jeffery, have together led the College wisely, skillfully and confidently. Their dedication and selflessness is admirable.

To the staff of Rosebank we express our deep gratitude for adopting the values and vision of the College and assisting in implementing them with integrity and enthusiasm. Their understanding of contemporary education has allowed the College to renew itself while their eye to detail has been reflected in excellent Pastoral Care as well as the ongoing improvement of student performance in external exams including NAPLAN and the HSC.

To our wonderful parents we again express gratitude for your trust in the College. As co-partners in the development of your child we are privileged to journey with you during these challenging times of growth from child to adulthood. We thank you for your support and apologise for any times we may not have been at our best. In particular we acknowledge the work of the P&F under the leadership of their President, Mrs Anne Maree Ludeke: Therese Griffith, Sarah Barnett, Chris Georgiadis, Andrew Wooley, Anne Maree Payne, Greg Sinclair, Bonita Nelson, Cardi McAuslan, Cathy Tripolone, Dan Dona, Deborah Walker, Donna Perkins, Doriana Schimschal, Lisa Avery, Pam O'Mahony and Susan McGrath-Camp.

Their commitment to the key elements of building community links, education for parents, fund raising and outreach to those in need, have certainly kept them busy. We are particularly grateful for their efforts to pay for the College Solar Project, which will reduce our carbon footprint by generating a third of our electrical needs, as well as selling excess power to the grid.

Last but not least we thank all our students who have laboured this year to gain further knowledge, confidence, skills, values and wisdom. Growing in our turbulent times with the promise of so much and the reality of the struggle for equity and justice, can be quite confusing. We admire their courage and enthusiasm, openness to learning, their commitment to excellence, their hospitality and the welcome of strangers. They have taken on the challenge to Dream, to Do and to Be - their best. In particular I thank the student leadership team ably led by College Captains Annabelle McEwen and James Ford and Vice Captains Mikhayla Boulos and Steve Saliba who have all embraced the work of the College, leading their fellow students through their Houses, Service Groups, SRC and Forum. We are indebted to their energy and intelligence.

And so we look forward to the year ahead where we will complete Project Four

construction, design and plan for Project Five renovations, commence our new Strategic Plan, prepare for the 150th anniversary in 2017, implement dynamic teaching programs through our new Learning Management System and commit to enhanced performance in learning, co-curricular and in all other pursuits.

Tom Galea
Principal

I.3 College Captains: Annabelle McEwen and James Ford (Graduating Class of 2015)

Student Leadership College Captains

As Captains for 2014 - 15 our leadership year has seen a demand for facilitating change. The multiple adjustments to the structure of the school has resulted in what could be seen as a transition year in terms of leadership with the vertical system being perhaps the most significant change. Beginning the year as leaders required us to quickly adapt to undertaking our roles. This included dealing with the (sometimes stressful) task of managing school events such as assemblies or community days. We also had to work to establish communication between the largely expanded group of leaders. Further into the year we were provided opportunities to enhance our leadership skills and granted invaluable meetings with leaders of other schools and even that of Australian parliament. This year has definitely provided us with a taste of what leadership is like and has helped to hone our qualities and skills that encompass what an effective leader should be. These experiences will no doubt be valuable to our lives beyond Rosebank College as they have the potential to manifest themselves in future roles. We hope that we have served the school to the extent that it deserves. We would also like to thank Mr. Galea, Mr. Hardwick, Mrs Harris and Mrs Mollace for providing support to us over this year. As well as this, we would like to congratulate the 2015 - 16 leaders on their appointment and wish them the best for the year to come. From our knowledge of their characters they should be fantastic leaders and we wish them the best.

Annabelle McEwen and James Ford

House Captains

Brady House

As the Brady House Captains of 2014-2015, we feel privileged to be able to lead Brady in a number of school events. We are fortunate to have been able to join together as a House, especially through the integration of the vertical house system. Brady was successful in inter-house competitions and became significant competition at the carnivals. It has been a fantastic year for Brady overall. We would like to thank all the people who represented Brady over the last year, they should be proud of all that they have achieved. We wish continued success to the new Brady House Captains as they follow in our footsteps in helping lead Brady to victory.

George Elias and Jessica Dennis

Cassidy House

As Cassidy House Captains of 2014-2015 we feel honoured and privileged to have had

the opportunity to help lead Cassidy. It was a great challenge to implement the vertical House system. However, the support we received from Mrs Khoury and Cassidy as a whole was incredible and we could not be prouder of how Cassidy has come together as a family. We were delighted to see Cassidy participate in not only the Swimming carnival, but also throughout the House Spirit Days and inter house sport competitions. We would like to thank Mrs Khoury for her ongoing support throughout our leadership, and all the Year 12's who also showed us great support. We would like to wish the Cassidy Captains of 2015-2016 the best of luck so that they may succeed in all their endeavours.

Steven Zafirakis and Amy Standish

Caulfield House

2014/15 has been an amazing year for us as House Captains and we have had such great fun leading Caulfield over the past year. Overall, we feel as though we have pushed Caulfield to a new level. We have engaged with the new vertical House System and supported our House Coordinator to work with the new system. The house has really united through the new structure and embraced every challenge that was thrown their way. Ms Neylan has been a great support for every new action we have to undertake. We feel like we have become like a big family, including everyone and having a great time. We have loved being House Captains and wish Caulfield all the best for the future.

Anthony De Conti, Peri Maniakas and Claudia Latif

Delaney House

It has been a great privilege to be part of the Delaney House and an extreme honour to be House Captains over the last 12 months. Delaney is a house full of many hardworking, determined passionate students who constantly aim to participate and be the best they can be. This year we fundraised for our first official House mascot which we hope will be put to good use in the future. Although the Athletics Carnival was a washout the Swimming Carnival in 2015 allowed the talents of Delaney Students to shine through and push the boundaries with smiles, and a fierce passion to win the carnival in an overall successful effort. We have thoroughly enjoyed our time as House Captains and we wish the newly appointed Captains all the best for the future. Delaney House has a friendly and warm spirit and best of all when the chips are down, we all roll up our sleeves to help each other out. We would like to thank our Home Room teachers for all they do for us on a daily basis. We would also like to extend our gratitude in belonging to the best House in the school with the most cooperative and passionate House Coordinator Mrs Emma Marshall.

Michael Sohns and Sarah O'Donovan

Dwyer House

Kristen and I were lucky enough to be the House Captains of Dwyer in 2014/2015 and really enjoyed the challenge to bring our House together in the first year of the vertical system. Many were apprehensive about this change, but together with the help of the Dwyer SRC and our House Coordinator Ms Munro, the vertical structure has given us a wonderful opportunity to better get to know the members of our House and come together as a family.

Our enthusiasm and determination brought Dwyer a top four spot at the Swimming Carnival and an even better top three position at the Athletics Carnival which was really pleasing for the House and encouraged the camaraderie within Dwyer. We also encountered some early success in the year winning the House of Origin Soccer Comp which was really satisfying for Kristen and myself. We'd like to wish the 2015-16

captains Alana Gregorio and Bailey Lambert the best of luck to lead the Dwyer House, also thank you to SRC team and Ms Munro for always being willing to assist us in whatever initiatives we wanted to do.

Billy Lambert and Kristen Barounis

McLaughlin House

As McLaughlin House Captains in 2015, our roles were slightly altered from the past. We partook not only in the organisation and motivation of peers for the sports days, but also pastoral matters of charity and McLaughlin morale. The sports days were Rosebank Athletics and Swimming carnivals, while the pastoral matters covered the Bacolod charity, a general house introduction to the new Vertical system, and a decision upon our mascot, motto, and anthem. To this Mr Zilich and the captains were met by immense peer participation and support for the transition period from horizontal to vertical system, as well as the altered roles of each of the three House Captains. Thanks to Mr Zilich.

Sophie Campbell, Taylor Blaydon, and Jayden Rivers

O'Connor House

Over the past year it has been fantastic to see O'Connor bond together and form the House that we see today. Although it was not the easiest path, but with the introduction of the new vertical system of the school and the house identity days it has allowed us to create this bond. It has been a real honour to lead this House, through these times and we hope the House continues to strive.

Michael Brien and Emily Dansen

Vaughan House

This year Santino, Callum and I have been privileged to undertake the role of Vaughan House Captains for 2015. It was an honour to follow in the footsteps of Vaughan's previous House Captains and we have absolutely enjoyed this amazing opportunity. We have been proud of the achievements made by each Vaughan member and we are very grateful for the support and enthusiastic cooperation we have received from our fellow House members. This year we have won the overall Sports Trophy, which we proudly hold for next year's Captains to defend.

Santino, Callum and I have thoroughly enjoyed our roles and supporting each other in our leadership of Vaughan. We feel some of our greatest achievements lie in helping, supporting and encouraging Vaughan House students to build their confidence, and to participate. We would like to thank all of the Vaughan Teachers, and especially Mrs Goodenough for their support. We wish the new captains all the best for 2016.

Caitlan Ayoub, Santino Giunta and Callum McEvoy

Service Group Captains

Culture and Identity Service Group

The Culture and Identity Leaders have played an important role working behind the scenes, making Rosebank College a more inclusive environment. We have been fortunate to attend many leadership forums that have challenged our own perceptions of leadership. We have heard many great leaders speak about their experiences in leadership, including Mr Craig Laundry MP and Mr Peter Hopkins.

We had a broad range of talents within our group and drew on our expertise in areas of IT and photography to help with all school functions. A key part of our group was

helping to facilitate College Masses. Helping out with these was a fun experience and gave us an opportunity to work with different staff members and students who share our faith. One of our new roles this year was to lead the Angelus. Every day at midday we would read the Angelus from our diaries over the intercom. This opportunity has provided us with greater confidence in public speaking and we have been happy to take on this important responsibility of supporting a more visible expression of our faith.

Hannah Price

Environment Service Group

Through our commitment as being the 2014-2015 Environment Group leaders, Maddie, Pip and I have come a long way from where we first started. Our time in the group has shot by quickly; nevertheless we have been engaged in some of the most exciting events in the College. In the spirit of Benedictine stewardship, the environment team and our teachers Mrs Lotter and Ms Presser have aimed to look at ways in which our immediate school environment could be improved and ways of raising awareness of global issues. The group has organised events such as 'Clean Up Rosebank Day', 'Take 3 for the Sea' and the Environment Group's official Subway Cookie fundraiser where proceeds were contributed to the Wildlife Conservation Society. Together as a group, we have all made a commitment to opening up the hearts of the Rosebank College community to environmental awareness. Through group work, students have been able to voice their opinions and contribute with a passion to their community and the surrounding world. Our collaboration of ideas have created such events which have been aimed at keeping the college grounds clean and the introduction of a second aquaponics system used to grow vegetables for the canteen and staff. All that can be said is that our time within the group has been not only enjoyable but memorable, as being a part of the Environment Group has enabled new friendships and memories to form, as well as a strong and faithful team.

Justin Summerill

Fund Raising Service Group

2015 has been an incredibly successful year for the many fundraising initiatives held throughout the year at Rosebank College. Our school supports various Benedictine organisations around the world and, through initiatives such as the Mater Dei Peace Egg, we have managed to make a lasting and definite impact on the lives of those in need.

We would like to thank each and every Rosebank student for their support throughout the year, and for opening their hearts and wallets for various Fundraising activities such as cake stalls, barbecues, pizza lunches and the gelato sale at the Leaders Fashion Parade. We thank the home rooms and year groups within our community who took charge and organised these events for their dedication and commitment.

We would also like to thank Ms Oh for her support as the Fundraising patron, Mrs Harris for her efforts throughout the year as our Leadership Coordinator and our fellow Year 12 leaders for their support. We wish the incoming leaders the best of luck for and encourage all students to give generously throughout the year.

Simon Porro

Social Justice Service Group

2015 saw an eventful year for Social Justice at Rosebank College. Led by the Social Justice leaders within the College and Patron Ms Clare Mullen, a number of activities were organised and subsequently participated in by students. This included a range of immersive

experiences, charity appeals and awareness days. Specific examples include the Santa Teresa immersion, Ministry Outreach, Winter Appeal, Christmas Appeal, St Vincent de Paul Night Patrol and its food collection, Caritas' Project Compassion appeal, various Social Justice Forums, Buddies Day and of course the College's 2014 Social Justice Day.

As the Social Justice Captain, my personal highlight for the leadership period would have to be Social Justice Day itself. It was highly enjoyable to have been able to host an assembly for the school in both celebration of the school's achievements, and promotion of future programs to raise awareness for social issues within our community of great importance. Amongst these programs was St Vincent de Paul Night Patrol, and it was great to see the students' consistently high contributions to the cause each and every collection period through the giving of food and other supplies. Having participated in the Night Patrol program itself I have seen first-hand the difference these donations make to those in need and would like to congratulate each and every one who gave items for they have made a difference in these people's lives.

Aicha Sagna

Student Forum and SRC

The Student Representative Council (SRC) represents the 'voice' of the student body. Issues affecting students are raised by the SRC to House Coordinators for the attention of senior College staff. Not only do the SRC play an important role in representing the students, but also in supporting the House Coordinators and Home Room teachers. SRC members help to coordinate charity promotion and fund raising and play a part in everyday organisation for the Home Rooms. The Student Representative Council is seen as playing a vital leadership role in the school community.

From the ranks of the SRC come the members of the Student Forum. The Forum is responsible for raising issues or concerns that affect the whole student body. Each House contributes a Middle School and Senior School member. The Forum plays a critical role in raising issues and suggesting potential solutions for any concerns raised by the students. They are an important vocal group and school life is vastly improved because of their efforts. From the ranks of the Student Representative Council and the Student Forum we often see the emergence of future school leaders, and this year is no exception.

Peer Support Program

The Peer Support program is a well-established support program for Year 7 students facilitated and lead by Year 10 students. The program aims to help younger students deal with the major social and academic issues they might encounter through their early high school years, and also allows them to establish a wider support network within the school. The program addresses issues such as personal organisation; dealing with conflict; and self-reflection. Senior students take Year 7 through a series of activities designed to get them to discuss, interact and reflect on these issues in a safe environment. For the students who lead the program, they learn to assist younger students and develop leadership skills in organising and facilitating the program in a classroom situation. They take turns to facilitate the program and organise and lead the activities. The success of this program rests largely with the energy and enthusiastic approach of our Peer Support Leaders. It is known as the 'shield' facet of leadership at Rosebank College.

Mrs Imanta Harris
Student Leadership Coordinator

Section 2: Contextual Information about the School

Rosebank College is an independent Catholic co-educational school offering a dynamic learning environment for students in Years 7-12. Founded by the Sisters of the Good Samaritan in 1867, the College has a rich Benedictine heritage. A challenging curriculum, including a breadth of course offerings, extensive co-curricular activities and a comprehensive Pastoral Care program engender a community where students have the opportunity to pursue their talents and interests. Innovative learning is a key feature of the curriculum. This encompasses: ConnectED - a Year 7 integrated and multi-disciplinary approach to learning in English, History and Geography; 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 six stage building program is underway to provide modern facilities for a 21st century education. This includes a new Research and Study Centre, Technology and Design Centre, an Art centre, a Trade Training Centre, a Creative and Performing Arts Centre, numerous General Learning Areas, multi-purpose indoor gymnasium, a new Science Learning Centre and upgrades to the existing learning spaces

Section 3: Student Outcomes in Standardised Literacy and Numeracy Testing

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

The Year 7 2015 NAPLAN results show a very strong performance in all areas. A mean score was achieved in all areas, both literacy and numeracy. Over 40% of students received a Band 8 or 9 in all tests, other than Writing which was only slightly below at 37%. The Year 7 NAPLAN results indicate a very strong cohort especially in the areas of Reading and Writing.

YEAR 7 MEAN NAPLAN RESULTS		
	STATE	ROSEBANK
Reading	549.5	582.6
Writing	511.5	558.9
Spelling	555.1	583.1
Grammar	546.6	575.0
Numeracy	548.9	569.7

The 2015 Year 9 cohort achieved significantly above the state in Writing, Reading, Spelling and Numeracy. Year 9 performed slightly below the state in Grammar.

YEAR 9 MEAN NAPLAN RESULTS		
	STATE	ROSEBANK
Reading	584.1	597.8
Writing	545.0	587.1
Spelling	591.9	603.0
Grammar	571.5	584.1
Numeracy	599.5	610.5

Section 4: Granting of Records of School Achievement

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

Section 5: Results of the Higher School Certificate

A total of 171 College students sat for 948 HSC exams and performed their best across 37 school-based courses.

Notable achievements include:

- 100% of students scored in Bands 4, 5 or 6 include English Extension 2, Music, Society and Culture, Drama, Hospitality and Legal Studies

- Three Accelerated students (Year 10 and Year 11) who studied Italian Continuers and Hospitality, also achieved a top band in their courses
- Over 80% of English Advanced, English Extension I, Economics, Modern History, Mathematics, Chemistry, Community and Family Studies and Visual Arts students achieved in Bands 4, 5 or 6

Individual success stories saw a Rosebank student placed fifth in NSW in Business Studies and was placed as a BOSTES Top Achiever. Another student was recognized as a BOSTES All Rounder for achieving the highest band possible in five of her courses.

Section 6: Professional Teaching and Learning Standards

Rosebank College in 2015 had 31 staff who were classified at the level of Professional Competence. It had 1 staff who was Provisionally Accredited and working towards Professional Competence over the course of 2015. 53 staff had the classification of Existing Teacher, having commenced employment prior to 1 October 2004.

All staff were required to engage with the National Professional Teaching and Learning Standards through the Professional Learning Framework implemented at Rosebank.

Section 7: Workforce Composition

The workforce composition at Rosebank College for 2015

Workforce Composition				
	Full Time		Part Time	
	Male	Female	Male	Female
Principal	1	0		
Teaching Staff	25	45	2	13
Specialist Support	1	2		6
Admin & Clerical	4	1	3	19
Building, Operations Maintenance and Other	3	0	4	0

(Census Data August 2015)

Section 8: Senior Secondary Outcomes

The 2015 Yr. 12 cohort consisted of 176 students. 82% of eligible students were offered a place in University or in a Private College. The remaining number of students either enrolled in TAFE, secured full-time employment or explored a gap year option.

A total of 29 Year 12 students undertook a Vocational Education Training (VET) course. Of those 29, 17 studied Hospitality (accelerated so course was completed in 2014). Twelve students studied Sport Coaching and 4 completed the Hospitality Specialisation course.

A total number of 35 students commenced a TAFE delivered vocational education course (TVET). Of those, 1 was in Year 10, 14 were Year 11 students and 20 were Year 12

students. There were 7 students from Year 10 to Year 11 enrolled in a school-based apprenticeship/Traineeship program.

Section 9: Student Attendance and Management of Non-Attendance

Student attendance data for the academic year of 2015 was 94.85%. This attendance data is based on recorded absence through the College's school administration system.

Attendance is managed at Rosebank via the electronic collection of data daily through morning and afternoon homeroom. Students with patterns of non-attendance are highlighted through the following mechanisms:

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

Students who are absent are required to:

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

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

Students who are consistently absent will have parents contacted by the following College personnel:

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

Students whose attendance is not satisfactory may be referred to the Regional DET Liaison officer or to the Department Of Community Services or Police Liaison team.

Section 10: Retention of Year 10 to Year 12

Student Year Group	Male	Female	Total
Year 10 2012	101	85	186
Year 12 2014	90	86	176

Students from Rosebank College typically leave the College to pursue careers in Vocational Education whether through apprenticeships or through attending specific Vocational Colleges such as Southern Cross Vocational College Burwood.

Section 11: Post- School Destinations

82% (121) of eligible Year 12 students were offered a place in University or in a Private College. The remaining number of students either enrolled in TAFE, secured full-time employment or explored a gap year option.

Section 12: Enrolment Policies and Characteristics of the School Body

Rosebank College in 2015 had 1174 students who were enrolled as full-time students. The gender breakdown was 598 females and 576 males.

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

Rosebank College Enrolment Policy

Rosebank College is a Catholic, independent co-education school catering for young men and women Years 7 – 12. Co-education 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.

Enrolment Guidelines

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

- a. Application for student enrolment:** The prospective family submits an application form and \$220 non-refundable application fee. Application must include copies of birth certificate/passport/visa/certificate of citizenship, latest full school report and latest NAPLAN results (if appropriate). Applications are accepted on the condition that student behaviour, attendance and commitment to school work are of a high standard and all required documentation is supplied. The College reserves the right not to accept an application. Submission of an enrolment form does not constitute that an enrolment contract has been entered into.
- b. Pre-interview approval:** If the prospective student is a sibling of a current student, the prospective student may receive a pre-interview acceptance once the application has been processed.
- c. Principal's Interview and Confirmation of Enrolment:** All eligible applicants are placed on a waiting list in priority order (see below) to be interviewed by a member of the Enrolment Team, once Year 5 NAPLAN results and their Semester One Year 5 report are received by the College. If the interview is successful, families receive an enrolment offer in writing. A student learning contract is signed during the interview. Families return the acceptance slip to the College and pay the \$475.00 enrolment fee. The student is then enrolled at Rosebank College and is included in the Orientation and Induction Program.

2. Priority Order:

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

- a. Children of current families
- b. Children of ex-students
- c. Children of Catholic families enrolled in Catholic Schools
- d. Children of Catholic families enrolled in Public and other Primary Schools
- e. Children of other families

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

It is important to note that priority positions cannot be held indefinitely. Therefore priority order can only be maintained for students up to mid Year 5 (June 30th).

3. Entry Points:

The main entry years are Year 7 and Year 11. Students will be enrolled in other years if a vacancy becomes available.

4. Inclusive Community:

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

5. Number of places:

The number of places available in each year group is limited. Currently the enrolment is set for 216 students. This number may vary according to availability of accommodation, in line with strategic planning 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 resolved. Failure to make a payment of fees or abide by a financial arrangement made with the College and may result in placing the account with a Debt Collector. Failure to pay fees by parents/guardians will be deemed as a breach of the enrollment contract and 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 Registrar 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. Enrollment at these centres is the direct responsibility of Guardians or Families. All financial arrangements with the centre remain separate from the College. On exiting the centre, students will be allocated to their appropriate age level. Enrolment of international students is conditional on achieving the required level of language competence, as well as satisfactory behavior and attendance. *International students enrolled at Rosebank College are required to stay with relatives or with a family approved by the school (Home stay).*

10. These Guidelines:

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

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

Enrollment Procedures:

1. Placement on the waiting list

Placement on the waiting list is secured once applicants:

- a. Provide a completed enrolment form
- b. Submit all relevant documentation including NAPLAN results and full school reports
- c. Pay the \$220 non-refundable application fee.
- d. Application is accepted by the Principal Unsuccessful applicants will be informed as soon as possible. Provision of the above documents and the payment of the application fee do not bind the College to enter a contract for enrolment. A place on the waiting list does not guarantee enrolment.

2. Securing an enrolment place

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

3. Orientation and Induction:

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

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

Section 13: School Policies

College Policies for Student Welfare, Anti-Bullying, Discipline and Complaints and Grievances are contained at the following location:

<http://www.rosebank.nsw.edu.au/vision/college-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 Restorative System (Discipline Policy) is available to the College community through the College Diary and Website. Levels of student reward and discipline are outlined in this document.

The College's Complaints and Grievances policy is available to the College community through the Staff Handbook and the College website. It provides a framework for those who have complaints and grievances within the College community.

In 2015, the College was in the process of implementing a Risk and Compliance software solution, Complispace, in the areas of Privacy, Workplace Health and Safety (WHS) and Student Duty of Care.

Section 14: School Determined Improvement Targets

School determined improvement targets are established by the annual targets contained within the College's Strategic Plan 2010-15. Indicators that were areas of focus in 2015 were:

- Finalise and launch Strategic Plan 2016 – 2020

- Commission construction of Stage 4 'Downside Building' (including College Admin, staff facilities and II GLA's plus connections to Inkamana and Erie buildings)
- Thoroughly review student performance in NAPLAN and HSC and develop core teaching/learning strategies and tracking mechanisms to ensure maximum performance.
- Create a new Student Services Area in Otilien (spaces for Learning Support - staff and students, Careers/VET and Counselling space).
- Consolidate the student mentoring program using all staff for all Year 10's (Term 4) to Year 12's (Term 3).
- Introduce and closely monitor the Vertical House System for Pastoral Care
 - a. Connection with student leadership
 - b. Connection with student mentoring
 - c. Connection with Pastoral Care Program of House Identity (crest, t-shirts, war cries etc.)
- Further develop the staff PD program with particular emphasis on PLN's, staff peer mentoring and links to Teaching Standards.
- Complete current Industrial negotiations for 2014/2015. Commence the next round of conversations about a 'standards based' remuneration structure (to be implemented in 2017).
- Consolidate the Staff Peer Mentoring Program and ensure it reflects teaching standards.
- Continue to update Edumate to ensure access to its data and its effective use to improve management and planning of the College.
- Support and manage the Introduction of Canvas as the preferred replacement of Moodle for our REAL Learning Management System.
- Audit the level of eLearning integration into the Year 7 – 10 Curriculum and the eLearning skill set of staff.
- Commence preparation for the 150th Anniversary of the College in 2017: new buildings, sculptures, archives, history, music, art work, stain glass window etc.
- Commence the Year 8 Community Mentoring Program.
- Finalise the outdoor play and study area between the Fig Tree and the Demountables.
- Introduce the new Complispace 'Risk and Compliance' software across the College.

Section 15: Initiatives promoting Respect and Responsibility

The House based Vertical Pastoral system was implemented at the beginning of 2015, with the introduction of a Middle School and Senior School.

Rosebank College explored and implemented aspects of Positive Education as a whole school area of focus through staff professional development and the Colleges Pastoral Care program in 2015. The focus of the Pastoral Program across Years 7 -9 and 10 -12 included the themes of Physical, Social, Spiritual and Academic dimensions. The focus of responsibility for actions, attitudes and wellbeing were reinforced through the provision of the Pastoral Care system, guest speakers and reflection days.

The mentoring of students continued to be a focus in 2015 with peer support involving all students in Years 7 and 10. There was also a formal mentoring program established between staff and senior students focusing on their academic and pastoral welfare.

Rosebank engages in National Awareness campaigns focusing on Bullying No Way! and other activities such as International Women's day and Domestic Violence Awareness Day. Each year the College solemnly commemorates ANZAC day and Remembrance Day.

Students work to support Catholic charities for those in need such as Caritas Australia's Project Compassion and St Vincent de Paul through Night patrol and the Winter and Christmas appeals.

Section 16: Parent, Student and Teacher Satisfaction

Parents have identified a high degree of satisfaction with Rosebank College. This is evident through:

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

Sample comments from parents included:

"My child is proud to be a Rosebank student"

"The staff demonstrate a high degree of professionalism and engagement within the College. The teaching staff at Rosebank are marvelous. For me, it's the teacher student relationship that makes the most difference to students' learning outcomes"

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

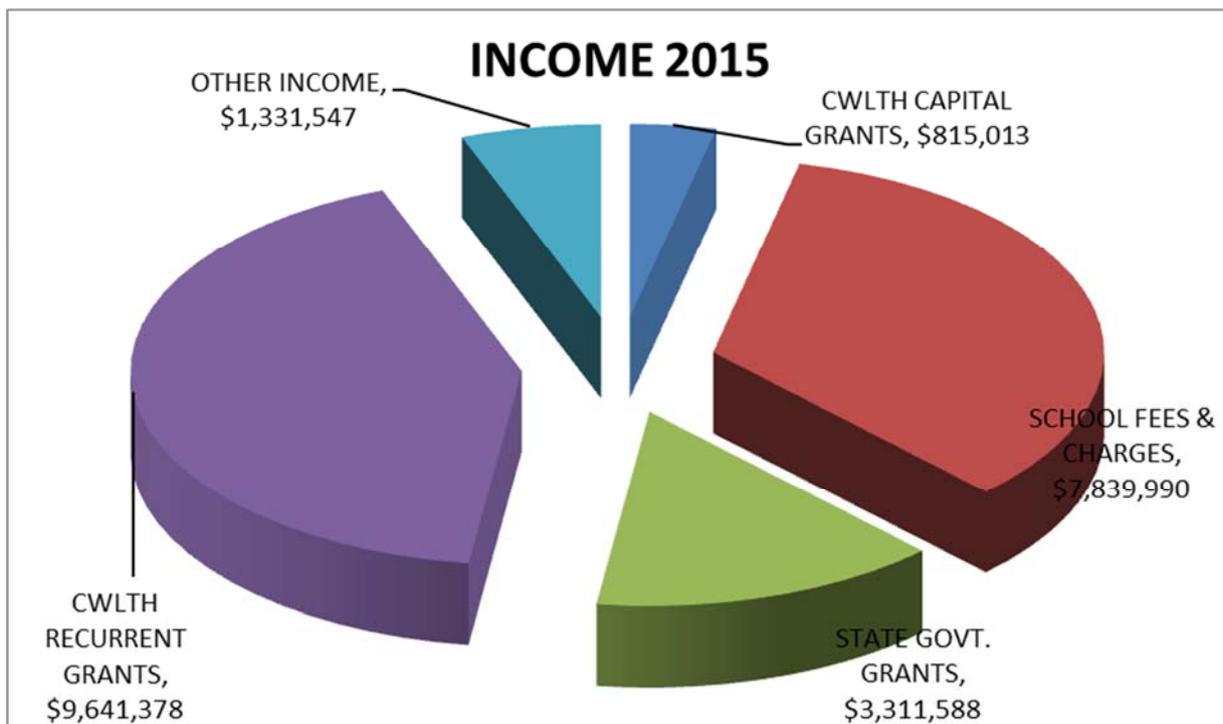
- Friendships formed
- The quality of teaching
- Number of subject choices on offer
- The high level of care and safety provided
- Co-curricular (Sport and Cultural) opportunities available to students
- Quality teaching and learning opportunities
- Facilities (both building and technology)
- Provision of extra support when required

Areas of improvement as suggested by the students surveyed include the afternoon dismissal process and for the optional use of student ID cards for the canteen.

Staff retention rates are indicative of the level of staff satisfaction within the College. In 2015, the College fare welled eight staff members due to reasons including retirement, moving to other schools or to different areas.

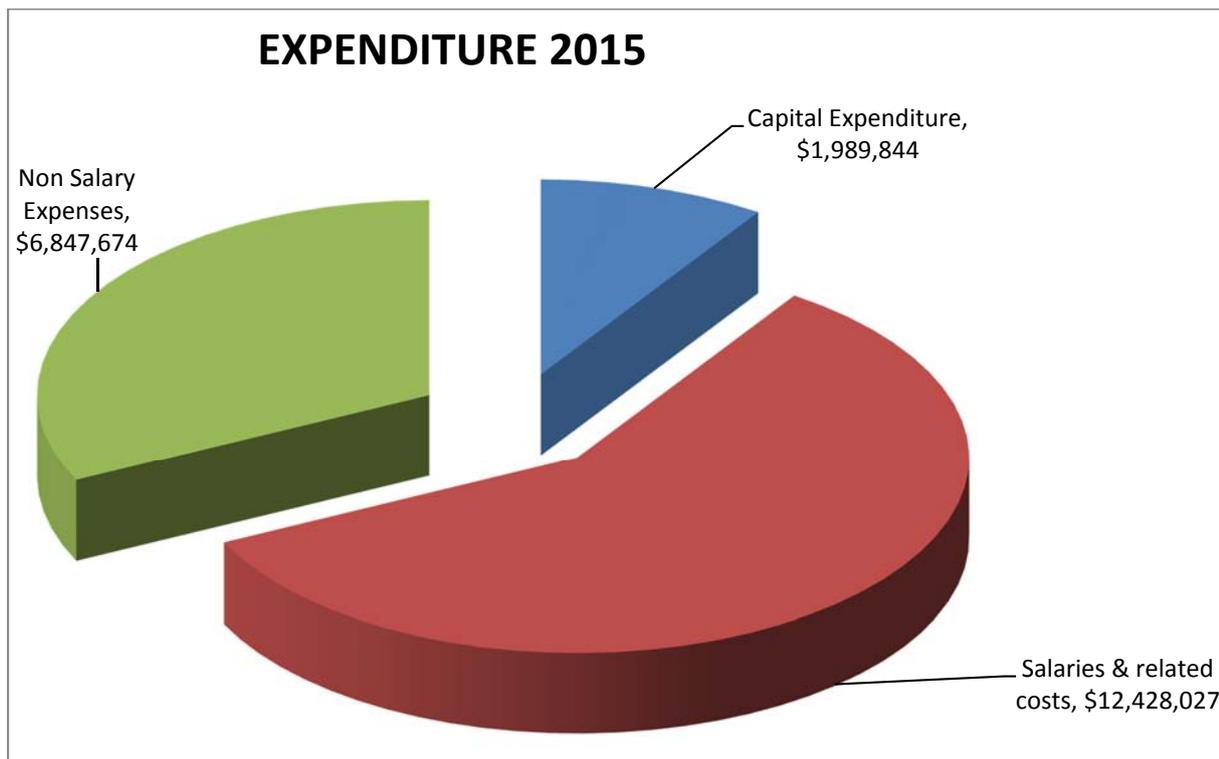
Staff are encouraged to actively participate in all College based events and activities such as PD Week, Benedict Day, Open Day and other community based days. All Staff have the opportunity to contribute their comments on school policy and procedures through active participation in Staff meetings, Faculty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

Section 17: Summary Financial information



The College derives its income from;

- Parent payment of Tuition fees and Charges
- Commonwealth Government grants, both recurrent and capital
- State Government grants
- Interest received and revenue from trading operations



The bulk of the College's expenditure is salaries, wages and associated costs such as long service leave and superannuation. This area accounts for 64% 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 the facilities and many more buildings. As the student numbers increase, charges from supporting organisations also increase on a per capita basis.