



ROSEBANK COLLEGE

INSPIRE EMBRACE REJOICE

STRATEGIC PLAN 2016 – 2020



A GOOD SAMARITAN BENEDICTINE
CATHOLIC CO-EDUCATIONAL
COLLEGE FOR STUDENTS YEAR 7–12



OUR VISION

The vision for Rosebank College is that it is known as a place of academic excellence, in which students are both supported and challenged. We strive to be a flexible and inclusive learning community, which reaches out to others in prayer, practice and perspective.

Rosebank proudly maintains its traditions and aims to respond critically and intelligently to our changing world and its demands. We envision Rosebank as the school of choice for both staff and students; where they are engaged fully in their learning and use it to make a difference in their world.



From the Chair of Board and College Principal

Rosebank College has witnessed tremendous growth and development over the past ten years and is extremely proud of its long history celebrating its sesquicentenary anniversary in 2017. The College community is committed to a program of ongoing review and development so that it continues to offer a safe, caring, challenging and contemporary learning environment. In doing this it takes up the call of St Benedict to “establish a school in the Lord’s service” and “to arrange everything so that the weak have nothing to fear and the strong have much to strive for.”

“Nothing is to be preferred to the Work of God...”

RULE, 43.3

It is with great pleasure we present the Rosebank College Strategic Plan 2016 to 2020. This emerges from extensive consultation and deep discernment.

The work of the College is inherently sacred in that it recognises and respects the presence of God in its everyday activities. The efforts of all are an expression of the Mission of Church which itself is an expression of the Mission of God.

Strategic thinking consists of three phases: planning, implementation and evaluation. These phases are embedded within the Rosebank Review and Improvement Framework (refer to page 11) and hence promotes the growth of a learning community.

The Strategic Planning Framework consists of seven Priority Areas and is framed within the College Mission and Vision statements. These priority areas provide the overarching scaffold for the Strategic Plan and arise from deeply held convictions about mission and core purposes of the College. Strategic Priorities describe a cohesive strategic outlook which seeks to secure sustainable approaches towards achieving the College’s mission.

Each Strategic Priority commences with a Descriptive Statement which outlines the broad parameters being addressed within each Strategic Priority. They articulate

deeply-held values and beliefs and ‘non-negotiables’ which infuse the priority, its components and strategic intent. Components are the organising framework within each Strategic Priority and identify the specific areas of College operations and/or governance within each priority which have particular strategic significance. Components reflect the outcomes of the consultation with stakeholder groups, reports, research, best practice and other data. Each Component is defined by an Intent Statement which articulates the specific strategic direction in which the College is headed. It clearly reflects the express intentions of the College community for sustainable development and improvement.

The College Strategic Plan will be implemented through annual development plans and annual team plans consisting of strategies, indicators and targets. Accountability and reporting will provide evidence of outcomes, benefits, results and improvements and forms part of the annual reporting protocol of the College.

Planning needs to be dynamic and sensitive to the changing forces within our contemporary world. As such, the Rosebank Strategic Plan will be evaluated and refined in 2018.

Professor Marea Nicholson
Chair of Board

Tom Galea
Principal

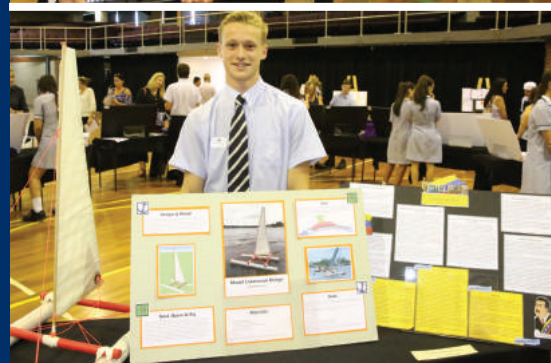
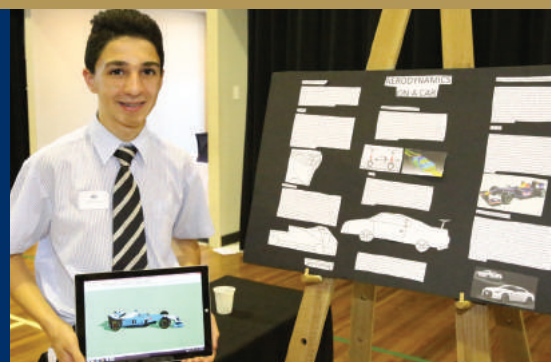
MISSION STATEMENT

Rosebank College is a Catholic, independent, secondary school that continues in the tradition of the Sisters of the Good Samaritan. Our school provides an environment for young women and young men that encourages a love of learning.

We promote a balance between the spiritual, intellectual, physical and social development of the individual. Following the example of the Good Samaritan and in the spirit of the Rule of St. Benedict, we encourage a love of Christ, stewardship, hospitality, compassion and service to each other and the wider community.

We acknowledge the primary role of our families and welcome opportunities to work in partnership with them. As a Catholic community in a multicultural environment we are challenged to give strong witness to our role as advocates of justice.

Rosebank is a Catholic, co-educational College operated by Good Samaritan Education that offers families in Sydney's Inner West a unique learning environment.



A dynamic learning community for:

OUR ROSEBANK STUDENT

Is inspired by the person of Jesus and is an accomplished lifelong learner with integrity who:

- is spiritually aware within the Good Samaritan Benedictine tradition;
- has respect for self, others and their environment;
- demonstrates leadership;
- pursues personal best and is committed to excellence;
- exercises social responsibility and ethical responsibility;
- values and contributes to their community; and
- is a discerning and innovative thinker.

OUR ROSEBANK STAFF

Are inspired and informed by Jesus the teacher. A Rosebank staff member is a lifelong learner whose passion for teaching, learning and services inspires the development of the characteristics required of the Rosebank student by being:

- committed in their faith;
- inclusive;
- contemporary;
- responsive and knowledgeable;
- models leadership through service, an integrated spirituality and responsible citizenship;
- collegial and collaborative; and
- committed to research and evidence-based decision making.

OUR ROSEBANK PARENT

Is inspired by the lives of Mary and Joseph. The Rosebank parent is entrusted by God as the essential caregiver and first teacher of their child. They engage in partnership with the Rosebank Community to promote lifelong learning and the development of the characteristics of a Rosebank student by being:

- visibly present, informed and constructive in their child's education;
- spiritually aware and open to the sense of the sacred;
- committed to learning as a way of life both at school and at home;
- supportive of important College celebrations and its policies and procedures; and
- open to changes in education and their child's development.

ROSEBANK COLLEGE PRAYER

Lord Jesus, We gather in your name and we ask that you guide us in our supporting and challenging of each other as members of the Rosebank Community. Inspire us to be flexible and inclusive so that we may reach out to others through our prayer and through all we do. Give us courage to respond compassionately and wisely to our changing world. Help us to play our part in making Rosebank a welcoming place where learning is valued and applied to making a difference in the world as followers of Jesus Christ. Amen. Saints Benedict and Scholastica, pray for us.



Priority 1: Mission and Identity

This outlines College priorities that define Rosebank as a Catholic school founded on faith in Jesus Christ. Integral to this is the lived expression of the Good Samaritan Benedictine charism. Rosebank is a “school in God’s service” and therefore priority is given to the spiritual and academic formation of staff and students. The College is committed to engagement with the mission of God as expressed in the Church through liturgical celebration, opportunities for reflection and prayer, and service to the community grounded in Catholic social teaching.

And so the community commits itself to:

Mission framework

Use our understandings of foundational principles, beliefs and aspirations deriving from history and charism to develop an overarching Mission Framework.

Catholic, Good Samaritan and Benedictine identity

Strengthen the Catholic identity and mission of the College as a Good Samaritan Benedictine school and demonstrate good stewardship of Good Samaritan heritage within the College precinct.

Liturgy

Further develop a planning process that creates liturgies which inspire, engage and connect people and builds understanding.

Formation

Identify College formation priorities in the light of contemporary cultural plurality, religious debate and in the context of emerging understandings of the universe, of humanity and ways of thinking and knowing.

Social justice and outreach

Empower the College community to include in its formal and informal curriculum a critique of the values of the contemporary world so as to articulate a vision for creating a better world.

“Therefore we intend to establish a school for God’s service. In drawing up its regulations, we hope to set down nothing harsh, nothing burdensome... Never swerving from God’s instructions, then, but faithfully observing God’s teaching... we shall through patience share in the sufferings of Christ that we may deserve to also share in the eternal presence. Amen.”

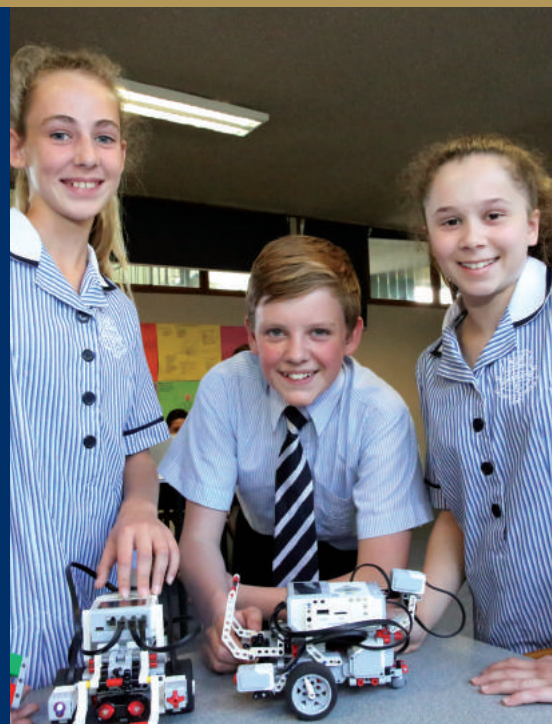
RULE, PROLOGUE 45-50

"Idleness is the enemy of the soul. Therefore, the community members should have specified periods for manual labour as well as for prayerful reading... all things are to be done with moderation on account of the fainthearted."

RULE 48.1, 9

"They must arrange everything that the strong have something to yearn for and the weak nothing to run from."

RULE 64.19



Priority 2: Teaching and Learning

This outlines College priorities for a strong and deliberate focus on teacher quality, improvement in student learning and promotion of a professional learning community.

Student-centred pedagogical practices in the context of a contemporary Catholic school in the Good Samaritan Benedictine tradition engage and empower learners and enhances their achievement. There is a continued focus on integrating literacy, numeracy and e-learning across the curriculum. The implementation of the Australian curriculum and related pedagogical change is an opportunity for improving student learning outcomes. At Rosebank, Catholic values are embedded in all aspects of curriculum, learning and teaching. In this community the intrinsic relationship between student wellbeing and student learning is highly valued.

And so the community commits itself to:

An expert team

Provide challenge and support for teachers to maintain high professional standards, expand the capacity for strategic thinking and collaboration and seek the higher levels of teacher accreditation consistent with the ATSL framework.

Systematic curriculum delivery

Clarify expectations about and develop a cohesive, whole school framework for programming and faculty leadership, within and across KLA's including evidence-based evaluation of outcomes and effectiveness consistent with ACARA.

Differentiated teaching and learning

Implement and resource a best practice interdisciplinary framework for differentiated learning which effectively engages students in their learning.

Effective and contemporary pedagogy

Evaluate and renew the existing College Teaching and Learning Framework in the context of the National School Improvement Tool and progressively integrate it into all learning programs.

The learning culture

Develop a whole-school approach to encourage all students to strive for excellence and strengthen their capacity as self-motivated learners.

Learning management systems

Maximise the potential of the learning management system 'Rosebank Exchange' to facilitate a dynamic and creative learning environment including parents as partners in the learning process.

Student achievement and performance

Review the whole-school approach to achieving positive learning gain for all students in external testing, to include specific strategies within all faculty action plans.

Analysis and use of data

Broaden the whole-school approach to the systematic use of data to inform quality student-focused learning and teaching.



Priority 3: Wellbeing and Development (Students and Staff)

This outlines College priorities for the growth and development of wellbeing and the safety and security of all students and staff. Wellbeing is multidimensional and enables full and lifegiving participation in the community. Student resilience and wellbeing are essential for both academic and social development. This is enhanced by the provision of safe, supportive and challenging learning community characterised by trust, respect and confidence. Developing emotional intelligence contributes to academic success, relationships and responsible lifestyles.

Rosebank supports and promotes the intrinsic relationship between student wellbeing, pastoral care and learning.

And so the community commits to:

Student Safety and Wellbeing

Develop across the College community an understanding of students' mental health and wellbeing and the available support structures and programs, with a view to deepening students' resilience and sense of personal responsibility.

Child Protection

Review and update the College Child Protection protocols to ensure comprehensive implementation and assurance.

Staff Wellbeing

Further develop systems to monitor staff culture, morale and wellbeing with a view to promoting co-responsibility in creating a healthy work environment.

Parents and Carers

Evaluate and renew structures that support parents and carer's wellbeing. This includes Home School Liaison, Parent Education and further positive reflective and feedback experiences.

Capacity-Building

Review the effectiveness of existing pastoral systems and programs to build capacity and identify developments to broaden and enhance them.

"Do not aspire to be called holy before you really are, but first be holy that you may be more truly be called so. Live by God's commandments every day; treasure chastity, harbour neither hatred nor jealousy of anyone, and do nothing out of envy. Do not love quarrelling; shun arrogance. Respect the elders and love the young... And finally, never lose hope in God's mercy."

RULE 4.62-74



Priority 4: Human Resource Management

This outlines College priorities for the leadership and staffing needs by providing on-going development of the skills, resourcefulness and creativity of College staff. Fundamental to building an expert team are effective recruitment, development, retention and succession processes. Respect for all is seen as central to sustaining a growth-promoting workplace culture. Strategic human resources management has a positive and measurable impact on productivity, staff turnover and sustainability. This involves the alignment of strategic decision making and managing organisational change.

And so the community commits itself to:

Staffing

Further develop and promote an 'employer of choice' strategy whereby the best teachers, educational leaders and specialist staff are recruited and developed across all areas of school operations.

Professional standards and accountability

Review and develop the College Professional Development Program ensuring an integrated approach to building and recognising professional standards and accountability.

School culture, health and safety

Support and enhance the capacity of all staff to be knowledgeable about and adapt to changes in the teaching profession and the culture of the contemporary workplace.

Employment relations

Identify emerging priorities in employment relations and incorporate them in the development of an updated HR framework.

"The members of the community should serve one another... for such service increases reward and fosters love. Let those who are not strong have help so that they may serve without distress, and let everyone receive help as the size of the community or local conditions warrant... Let all the rest serve one another in love."

RULE 35.1-6



Priority 5: Stewardship and Sustainability

This outlines College priorities for medium and long-term financial viability through responsible strategic business plans and practices. Business management and practices are fundamental platforms for effective teaching and learning in the contemporary educational environment. Provision of contemporary, effective, comfortable and functional infrastructure is essential to creating a positive learning environment. As a Good Samaritan Benedictine school Rosebank College strives to be a faithful steward of all creation and therefore commits itself to sustainable educational and environmental practices.

And so the community commits to:

Wider community planning and infrastructure

Identify the impacts of community infrastructure projects and neighbouring development applications so as to develop appropriate actions and responses.

Buildings, facilities and built infrastructure

Adopt a strategic approach to the provision of further educational services to provide for current student population growth within the region served by the College.

Financial sustainability

Secure and grow the financial sustainability of the College so as to provide growing contemporary educational services.

Environmental responsibility

Develop an environmentally sustainable approach to planning and resource management which minimises harm, reduces waste and promotes effective education and action.

Risk management and compliance

Develop a robust risk management and compliance system that coordinates and evaluates policies and procedures and provides an assurance system in line with governance, regulatory and legislative requirements.

Effective ICT

Provide an ICT infrastructure, hardware and software that ensures ICT deployment is optimised in terms of reliability, accessibility, adaptability and security across the learning and administrative environments.

“The Cellarer must show every care and concern for the sick, young, guests, and the poor, knowing for certain that they will be held accountable for all of them on the day of judgement. The cellarer will regard all utensils and goods of the monastery as sacred vessels of the altar, aware that nothing is to be neglected.”

RULE 31.10-12

"Your way of acting should be different from the world's way; the love of Christ must come before all else. You are not to act in anger or nurse a grudge. Rid your heart of all deceit. Never give a hollow greeting of peace or turn away when someone needs your love... speak the truth with heart and tongue."

RULE 4.20-28



Priority 6: Community and Strategic Partnering

This outlines College priorities for enhancing positive working relationships with parents, stakeholders and partner agencies. Rosebank believes that all share the responsibility for student success and achievement. Working relationships are characterised by trust and the recognition that parents are the first educators of their children. The College provides effective structures for, and actively promotes parental involvement in their children's learning and the work of the school.

A culture and practice of teamwork, collaboration and mutual support underpins working relationships with our partners in the College's mission, characterised by innovation, creativity and co-responsibility.

And so the community commits itself to:

Families

Develop parent partnerships that establish a clear outline for the various forms of engagement of parents in the education of their children.

Tertiary – Universities and TAFE

Position the College as a research and development centre for Universities and TAFE Colleges through strategically-focused partnership agreements.

Government

Identify key elements to develop strategic partnerships with all levels of government.

Businesses

Strengthen mutually-beneficial partnering with businesses that will provide both educational opportunities for students (including internships and work placements) and exposure for businesses supporting the College.

Communities and school community partnerships

Utilise the 150th anniversary to name and celebrate the central role of Rosebank in the local community and further strengthen key partnerships.



Priority 7: Governance

This outlines College priorities for systems, policies and practices that ensure good governance as defined by Good Samaritan Education (GSE). The Board exercises its responsibilities in the context of the regulatory framework as defined in Commonwealth and State legislation.

And so the community commits to:

Board structure and formation

Form, develop and sustain a Board of Directors through governance-related professional learning across the full range of governance functions, legal and reporting obligations and accountabilities as well as Benedictine Good Samaritan charism and traditions.

Good Samaritan Education (GSE)

Maintain close alignment and consistency of purpose between the College Board's structure and operations and GSE governance structure.

Effective Board functioning

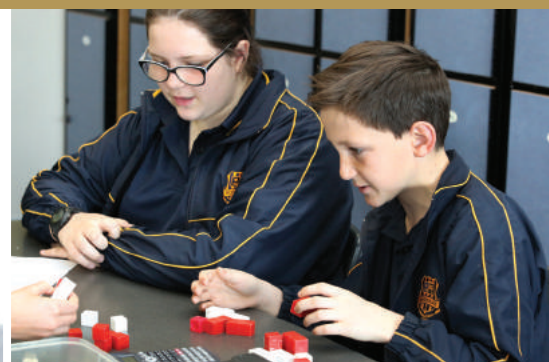
Initiate reflective processes and strengthen recruitment, retention and succession planning to discern and prioritise areas for improvement within the remit of the Board.

Accountability

Strengthen the effectiveness of Board reporting through the establishment of a formal evidence-based process for the periodic and annual evaluation and reporting of the work of the Board, linked with the identification of future strategic initiatives.

"As often as anything important is to be done in the monastery, the prioress or abbot shall call the whole community together and explain what the business is; and after hearing the advice of the community, let them ponder it and follow what they judge the wiser course."

RULE 3.1-2



Rosebank Review and Improvement Framework

The Rosebank Review and Improvement Framework (RRIF) reflects the commitment of the school community to regular review, discernment, renewal and improvement. It is based on Benedictine's call to "Listen with the ear of the heart" and "Give the strong something to yearn for, and the weak nothing to run from" as found in the Rule.

RRIF also honours the tradition and values of Good Samaritan education which places a high value on collective, evidence-based decision making, deep reflection and

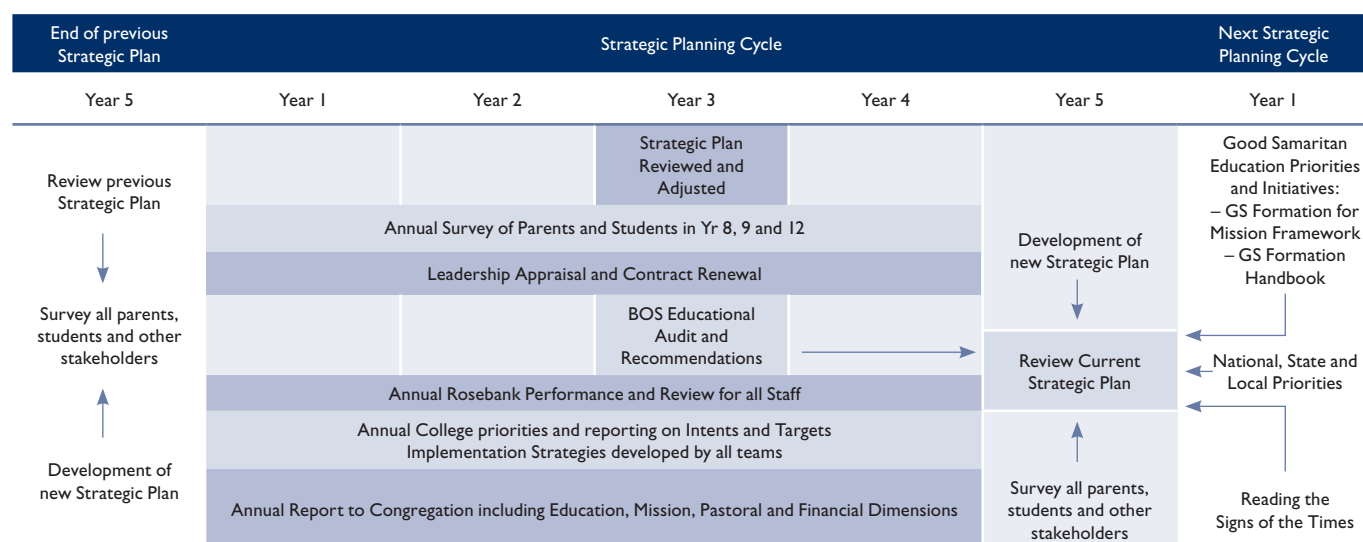
discernment in the light of Gospel values. Its goal is to create a culture of listening, learning and flexibility as well as a focus on continuous improvement as reflected in the Benedictine notion of Conversion.

The RRIF values input from all stakeholders, self-reflection and goal setting. It also highlights clarity of role and responsibility, clear and concise vision and mission statements and recognises multiple responsibilities including parents, Government and Church.

The 5 year strategic planning process is punctured by annual and biannual processes. These consist of parent and student surveys, Board of Studies Educational Audits, annual priorities, leadership appraisal and contract renewal, staff performance and review process, as well as annual evaluation of strategic intents and targets.

These elements are essential components of the RRIF framework and fit together as indicated below.

CURRENT STRATEGIC PLANNING CYCLE





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