



Rosebank College Annual Report 2014 School Year

Section I: Message from Key School Bodies

I.1 Chair of Board Professor Marea Nicholson

In 2014 the College has celebrated a number of significant and unique achievements, including the graduation of the first full co-education cohort that commenced in Year 7, 2008 and the official naming, opening and blessing of three buildings as well as the completion of the design phase of our 4th stage of building works.

We offer great thanks to the many men and women who have journeyed before us and with us, particularly in 2014. These have allowed us to design, complete, occupy, bless and name Jamberoo, Monserrat and Ottilien (our stage two and three buildings); increase performance and success in external exams and competitions; expand this wonderful Benedict Auditorium; create a new Photographic and Digital Media lab; successfully apply for a Stage 4 capital grant worth over 3.3 million dollars; receive abundant enrolments; design and create an outdoor play and learning space; discern, design and commence the implementation of the Vertical Pastoral House system; expand and sustain the academic mentoring program; further develop our learning management system (REAL); expand Co-curricular opportunities and success; and successfully complete the College educational audit and registration process.

We express our deep gratitude to Sr Clare and her Council and the Sisters of the Good Samaritan who have been faithful to their vocation, their Christian calling in following St Benedict. Their contribution to Catholic Education is immeasurable. Their openness to the Holy Spirit so as to first encourage the sharing of their ministry with lay men and women and then to hand over to us such a wonderful legacy and charism to nurture and grow is deeply appreciated. Their enormous generosity to truly walk the talk and begin the process of transferring the land title of the ten Colleges to Good Samaritan Education is a reflection of the authenticity of their commitment.

I would like to express my appreciation to the leadership of Good Samaritan Education as they support us in the period of planning and discernment. We also thank our Members, Sr. Catherine McCahill, Frances Warner and Theresa Creagh under the leadership of Sr Veronica McCluskie who have constantly supported the College and its governance through regular visits and participation in special events as well as keeping a watchful eye on its growth and development. Rosebank is well served by their wisdom and commitment to education.

We are always mindful of the contribution of the Australian people to the work of Rosebank. Without the Recurrent and Capital resources made available through the Federal, State and Local Governments this work would not be possible. We thank our active and engaged local members, Mr Craig Laundy (Federal Member for Reid), Mr John Sidoti (State Member for Lowe) and Mayor Mr Angelo Tsirekas (and their staff) for the

genuine care and support we receive. The recurrent funds of \$11.8 m and capital funds of \$295,000 are essential and much appreciated.

The College is also very fortunate to have a group of very talented Directors and appreciate the significant contribution that they make to the governance of the College.

We thank the Parents and Friends Association for their significant support for the College, including both social activities and fund raising to enhance resourcing of our learning and recreation spaces.

In recognising the achievements of 2014 we turn our attention to next year and the commencement of our fourth building project which will consolidate finally the College administration services as well as provide for 12 more classrooms. Importantly we will commence the Strategic planning process and we look forward to hearing from students, parents and community members as we shape the next five years for the College.

Finally, I would like to acknowledge the tremendous contribution that our Principal Mr Galea, the College executive and all staff make to Rosebank to ensure the quality of the learning environment for our students is this fast moving, ever changing context.

1.2 College Principal: Mr Tom Galea

Earlier this year I had the blessed opportunity to complete the inaugural Good Samaritan Pilgrimage with other Principals, Chairs of Board and Members of Good Samaritan Education (GSE). As we walked the streets of Rome we were immersed in the city of the young St. Benedict as well as visiting his home town of Norcia, his place of religious commitment and first monastery, Subiaco and his later monastery of Monte Cassino. We also journeyed the English Benedictine road discovering the branch of this family that ultimately gave us Archbishop Polding, co-founder Sister Scholastica Gibbons, the Good Samaritan Sisters, Rosebank College and now Good Samaritan Education.

Why is it important that we know, study, appreciate and treasure these connections? There is no doubt that in the turmoil and excitement of the rapidly changing world, a community needs to be extremely flexible and robust and at the same time well-grounded with a deep sense of self, purpose and history. Rosebank remembers, Rosebank celebrates and Rosebank believes.

We are grateful to Sr Clare and her Council and the Sisters of the Good Samaritan. We thank Theresa Creagh, Sr Catherine Slattery and members of the GSE Assembly and Governing Council and our Members, Sr Catherine McCahill, Frances Warner and Theresa Creagh. Under the leadership of Sr Veronica McCluskie they have constantly supported the College and its governance through regular visits and participation in special events as well as keeping a watchful eye on its growth and development.

We also express our deep gratitude to the College Board and its Chair, Professor Marea Nicholson. Governing such a dynamic, developing and growing community places enormous burdens on this talented and skilful group of volunteers. Along with the Chair, our Directors, Peter Friend (Deputy Chair), Tim Power, Ray Pozzato, Cecilia Hilder, Margaret McCue, Bernadette Beard, Sr Megan Kahler, Kathryn Efthymiades, Joanne Travaglia, Fiona Martin and Justin Flaherty, meet approximately 22 times per year as well as attending our special functions. This work load is accentuated with volumes of documents to digest as well as concentrated attention to matters of mission, identity, education, business, risk, HR, and compliance. We are greatly enhanced by the gifts they share with the College.

Each year the P&F through the skilful leadership of Therese Griffith have an increasing impact on the College through their generosity and care. We thank Therese and her committee who labour hard and faithfully to provide the College an enhanced quality of delivery across its four spheres of responsibility: social connections, parent education, outreach and fundraising. In the latter case we particularly thank the committee for raising the essential funds for new furniture in our buildings as well as assisting the College to enhance the outdoor play and learning spaces being constructed. We extend this gratitude to all parents who have placed enormous trust in the College. We also value the sacrifices made that provide along with your love and care the \$7.1m in school fees that are essential for the operation of the College.

We thank our leadership team who, while the College has grown rapidly and their workload has increased significantly, have stayed steadfast to the call for excellence in contemporary education. I personally thank Elizabeth Clark (Assistant Principal), Paul Hardwick (Dean of Pastoral Care), Rosemary Anderson (Dean of Curriculum), Dr Paul O'Shea (Dean of Mission), Louise Chiandotto (Dean of Administration), James Jeffery (Dean of Finance) and Maria Mollace (Acting Dean of PC) for their dedication, their wisdom and their hard work. We also thank our Coordinators and Assistant Coordinators belonging to the Pastoral, Curricular and Co-curricular Leadership Teams who ensure the College meets all its strategic intents and compliance requirements. We are indebted to them as they manage the busy and demanding day to day matters of the College and its 1100 students. These wonderful men and women are supported by a very professional team of teachers and support staff who deliver the programs we create and the care we promote. There is a great sense of direction and focus which contributes immensely to the success of the College.

Finally to our wonderfully talented young men and women for whom all this effort is expended. They are justly deserving of our care and attention on the one hand and are called to grow in responsibility and citizenship on the other. In the world of "no free lunches" it is heart-warming that they do not confuse our collective care and support with a sense of entitlement. To whom 'much is given' so also 'much is expected'. We congratulate the many hundreds of awardees, record breakers and participants in the life of the College. In particular we congratulate their leaders (College captains and vice captains, house captains, service group captains, SRC and forum leaders, and peer support leaders) for their

good example and commitment to service. We are all inspired by your energy, creativity and love of life.

1.3 College Captains: Michael Grassi and Serena Saliba (Graduating Class of 2014)

We have all come a long way. As individuals, we have been tested not only by the HSC, but by life itself. Our time at Rosebank College is a small but defining chapter of our separate grand narratives. We have merely reached the end of the prologue, not the end of the book. We are bound together by our experiences at Rosebank – as a cohort, we have stood together through this significant time in our life – not just academically, but socially and spiritually as well. The road ahead is long and uncertain, but no matter what happens, may we be able to look back at this period of our lives with a smile.

The memories we have shared as a collective group have shaped each and every one of us on a personal level. These experiences, both positive and negative, will stay with us while we continue our transition into adulthood and beyond. As we take the next step from high school to whatever we decide for ourselves - university, TAFE or the workforce - may we use our experiences to become better people, and share our individual gifts to enrich others' lives.

An ATAR is not what will define us as individuals. A number does not represent our self-worth, and it will not provide any sort of description as to who we are - we are more complex than just a rank or statistic. The best advice we can give in regards to the HSC is to try your best, and no matter what the outcome, to keep striving to reach your dreams. Nevertheless, when you reflect on your time as year twelve students, you want to be able to confidently assert that you performed the best that you could have!

As we reach the final stretch of our high school education, may each of us have the perseverance to not give up. Graduating Class of 2014, we wish you the best, not only for the HSC but also for what inevitably comes after. Furthermore, it is only fitting that we recognise the support, dedication, and encouragement of our families, teachers, and the wider Rosebank College Community. We are eminently grateful, and your efforts will not be in vain.

We hope that we have been the college captains that the Graduating Class of 2014 deserved. It has been both a pleasure and honour working and studying alongside you, and we hope to stay in communication in the coming decades. May we come together as a cohort once again at our reunion as successful hands, hearts and minds.

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 results from the 2014 NAPLAN tests show a strong performance from the Year 7 cohort who recorded a mean score above the state in all areas. The mean ability level of the 2014 Year 7 cohort is very strong for both boys and girls in all dimensions of literacy and numeracy compared to all sectors, especially the boys. The 2014 Year 7 cohort is also very strong at the top end (Bands 8&9) with 40-50% of students achieving results at this level. Notable was the Year 7's performance in Writing and Spelling, where students scored 41.9 scaled grades above the state.

YEAR 7 MEAN NAPLAN RESULTS		
	STATE	ROSEBANK
Reading	549.4	575.0
Writing	512.6	554.5
Spelling	552.8	577.0
Grammar	549.8	590.0
Numeracy	552.3	576.3
Data/Measurement/Space	552.2	547.7
Number/Patterns/Algebra	551.9	577.9

The Year 9 cohort achieved significantly above the state in the writing test. Year 9 also performed well in Reading, Spelling and Grammar when compared to the State However, mean scores for Year 9 Numeracy indicators were slightly below the State.

YEAR 9 MEAN NAPLAN RESULTS		
	STATE	ROSEBANK
Reading	586.4	596.0
Writing	548.7	579.7
Spelling	590.5	599
Grammar	578.6	586.9
Numeracy	597.7	594.7
Data/Measurement/Space	595.0	591.5
Number/Patterns/Algebra	599.4	597.8

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

Rosebank students were examined in 33 school-based courses. 17 of these courses were above State average which is 52% of all subjects. Of the 2 unit subjects, 26 in total had a mean greater than the State average. The following courses achieved significant gains in the 2014 results: Community and Family Studies, Business Studies, Economics, Geography, Legal Studies, Physics, Society & Culture and Visual Arts. In 2014 there were a noticeably higher number of students attempting a greater number of subjects.

Statistical facts include: 1 in 5 students appear on the BOSTES Distinguished Achievers List. Approximately 70% of all results in all subjects were in the upper bands. Subjects with 100% of their students achieving upper bands are Visual Arts, Music, Society and Culture and History Extension. 13% of students achieved an ATAR over 90. 2% of students achieved an ATAR over 98. These results place Rosebank College in the top 27% of schools in NSW.

Individual success stories saw a Rosebank student placed first in 2Unit Studies of Religion and a Rosebank Student being placed on the BOSTES All Rounders List.

Section 6: Professional Teaching and Learning Standards

Rosebank College in 2014 had 27 staff who were classified at the level of Professional Competence. It had 2 staff who were Provisionally Accredited and working towards Professional Competence over the course of 2014. 76 staff had the classification of Existing Teacher, having commenced employment prior to the 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 2014

Workforce Composition				
	Full Time		Part Time	
	Male	Female	Male	Female
Principal	1	0		
Teaching Staff	15	43	2	11
Specialist Support	1	2		4
Admin & Clerical	4	5	4	15
Building, Operations Maintenance and Other	2	1	2	1

(Census Data August 2014)

Section 8: Senior Secondary Outcomes

Of the 131 Year 12 students, 92 University places were offered through UAC. The remaining number of students either enrolled in TAFE, secured full-time employment or explored a gap year option.

A total of 21 Year 12 students undertook a School delivered Certificate 2 Vocational Education Training (VET) course. Of those 21, 17 studied Hospitality and 4 studied Sport Coaching. Four Year 12 students undertook a Specialisation in Hospitality while 28 Year 11 students were enrolled in Hospitality.

A total number of 27 students commenced a TAFE delivered vocational education course (TVET). Of those, 13 were Year 11 students and 14 Year 12 students. There were 5 students from Year 10 to Year 12 involved in the School based trainee programme.

Section 9: Student Attendance and Management of Non-Attendance

Student attendance data as reported to the Commonwealth Government in 2014 was 95.04%.

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	80	70	150
Year 12 2014	68	65	131

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

Of the 131 Year 12 students, 92 University places were offered through UAC. 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 2014 had 1102 students who were enrolled as full-time students. The gender breakdown was 552 females and 550 males.

The Index of Community Socio-Educational Advantage (ICSEA) for Rosebank College was 1901.

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.

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 Year 5 (June 30th). 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 Catholic school in the Good Samaritan tradition. While Catholic families are given preference, students from other Christian and non-Christian backgrounds will be accepted pending an agreement that the student and family supports the Catholic and Benedictine ethos of the school and that the student will participate in Religious Education classes, prayer and all liturgies.

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

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

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

8. Scholarships: Rosebank College offers academic scholarships for students entering Year 7 and Year 11. Scholarships are awarded on the basis of the Australian Council for Educational Research (ACER) examination and an interview. The College uses the ACER Cooperative Scholarship Testing Program, an Australian wide annual program of academic ability tests, used by independent schools.

9. International Students: Although a small proportion of the College population, Rosebank College welcomes international students for short term stays and long term study programs. Non-Permanent Resident students who hold a temporary visa of any class must, either personally or through their parent/guardian, ensure that the College Principal is

always in possession of a copy of each student's current visa. The student and/or their parent/guardian must advise the Principal immediately if their visa status changes and/ or if the student is granted a Bridging visa at any time during the student's enrolment. The holding of a Bridging visa may alter the student's enrolment resulting in, amongst other consequences, a significant change in school fees payable. Please see the enrolment protocols for international students. All international students will be assessed on their English writing and reading competence. Students who do not meet a minimum level of competence in English are initially enrolled in a school preparation program taught at the Catholic Intensive Language Centre. Students may be required to attend the centre for either 10, 20 or 30 weeks depending on their language proficiency. Annual international tuition fees charged by the College will also cover attendance at this Centre. On exiting the centre, students will be allocated to their appropriate age level thus not missing any substantial schooling while at the centre International students enrolled at Rosebank College are required to stay with relatives or with a family approved by the school (Home stay).

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

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

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

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

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

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 2014 were:

- Improve the quality and accessibility of the student database to enable more effective tracking of student academic and other progress and development. In 2014 this

occurred through the creation of management reports within Edumate to enable student progress and tracking

- Expand the opportunities available for partnerships with other tertiary providers and business. In 2014 the College actively encouraged students to work with Universities and other tertiary providers in terms of accessing scholarships and other access schemes enabling financial assistance and early entry.
- Review the research and school experiences of problem based learning and identify possible implementation strategies. In 2014 this occurred through the Yr 10 transition program focus on PBL as a learning tool.
- Implement forums of staff, parents and other professionals to reflect on learning practices and experiences. This occurred through developing stronger links between the teaching staff and P&F association with Curriculum, Pastoral Care and Co-curricular presentations at meetings.
- Align expectations of teacher performance with accepted state/national standards. This occurred through the implementation of the Professional Learning Framework
- Encourage teacher and student participation in global learning communities, real and virtual. This occurred via the expansion of the College's international short stay exchange programs with fellow Benedictine Colleges
- Use the Good Samaritan teaching framework to inform the evaluation of all teaching and learning programs. This occurred as part of the BOSTES registration process of faculty review of programs
- Focus the alignment of student management and student behaviour with Pastoral care protocols and practices on the building of resilience and positive attitudes within Rosebank. Positive education was explored as an area of staff professional development.
- Make use of and support the Good Samaritan and Benedictine networks. The College ensured participation in all key GS activities such as induction and immersion programs.
- Implement building design that enhances environmental sustainability. This has occurred in the planning, operation and design of the new Stage 3 development and the planning and design of Stage 4.
- Purchase adaptable furniture for multi-learning intentions in learning spaces. This has occurred in the planning, operation and design of the new Stage 3 development and the planning and design of Stage 4
- Implement building designs and spaces that preserve the communal "feel" of the College. This has occurred in the planning, operation and design of the new Stage 3 development and the planning and design of Stage 4

Section 15: Initiatives promoting Respect and Responsibility

Rosebank College explored Positive Education is a whole school area of focus through staff professional development in 2014. The focus of the Pastoral Program across Years 7-12 was the themes of Rights and Responsibility (Stage 4), Resilience (Stage 5) and Who is My Neighbour? (Stage 6). The focus was reinforced through the provision of guest speakers, live theatrical performance and reflection days. Each year group continued to support a key

Good Samaritan or Benedictine Ministry with Year 10 assisting a local special school, Lucas Gardens.

The mentoring of students continued to be a focus in 2014 with peer support involving all students in Years 7 and 10. There was also a formal mentoring program established between staff and senior students focussing 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. Each year the College solemnly commemorates ANZAC 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.

Rosebank College spent the latter of 2014 focused on building a sense of house identity within the College. This was in preparation for the structural change of House Based Vertical Pastoral care due to commence at the beginning of the 2015 academic year.

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:

“Duty of care is excellent”

“All of the teachers I have met have displayed a high degree of professionalism and many stand out as being some of the best teachers I have ever met. I have one or two minor gripes about class management, but apart from that, I believe that the teaching staff at Rosebank are tremendous and at the end of the day, it's the teachers, not the technology, facilities, excursions etc., that make the most difference to students' learning outcomes”

Students have identified that they are highly satisfied with many aspects of the College. In a recent survey of students from Year 7 to Year 12, students were asked to identify “the best things about being a student at Rosebank”. The survey indicated the following key themes and responses:

- Friendships formed
- Broad range of subject choices

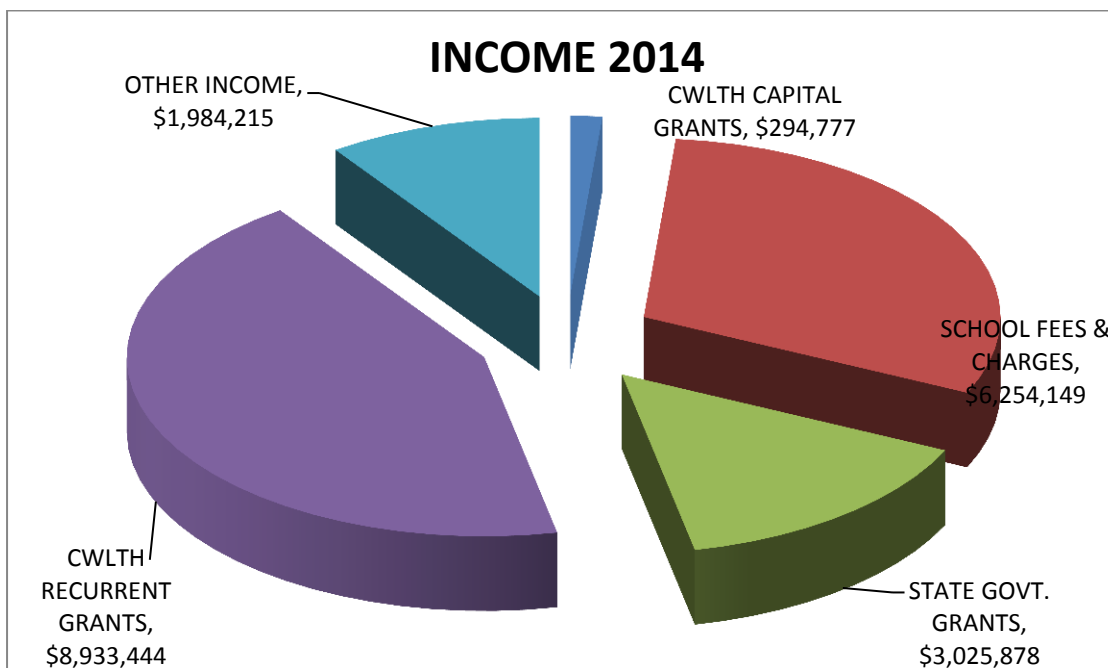
- Facilities and buildings
- The level of care and safety provided
- Social Justice and Immersion experiences
- Co-curricular opportunities
- Quality teaching and learning opportunities

The survey also identified the areas students believed could be better improved. These include having access to better laptops and fewer disruptions during class time.

Staff retention rates are indicative of the level of staff satisfaction within the College. In 2014, the College farewelled seven 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.

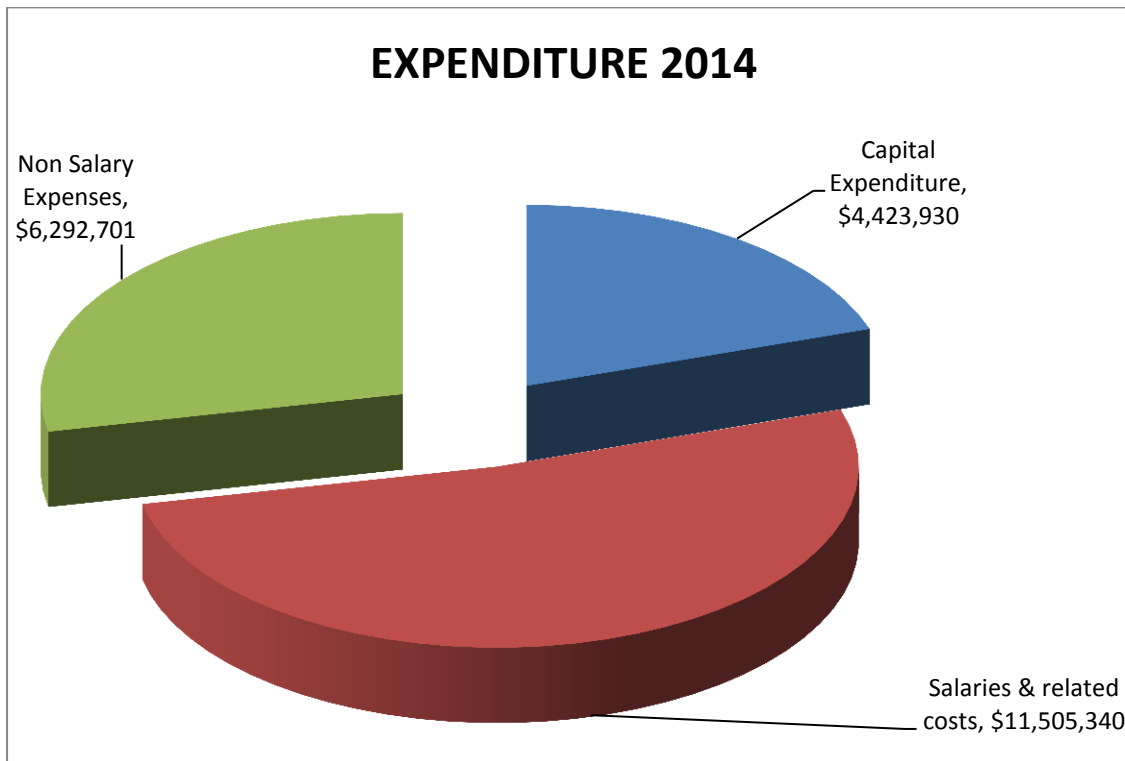
Section 17: Summary Financial information



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 65% of the total recurrent expenditure.

Non salary areas of expense include the technology area to ensure that the school is keeping up-to-date with the latest innovation and software and its protection. Maintenance costs continue to increase as the school population and the size of the College grows. As student numbers increase, charges from supporting organisations also increase on a per capita basis.