

Rosebank College 2020 Annual Report

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Section I: Message from Key School Bodies

I.1 Chair of Board

This year has been a year like no other but the College, through the leadership of Mr Galea and the College Executive, continued to strive, thrive and most importantly, provide stability for our staff, students and parents when it was most needed. We will certainly remember 2020 for the extraordinary resilience, commitment and agility shown by all of our staff and students. Our Year 12 cohort, particularly, are to be congratulated for their focus and positivity.

There were many highlights to celebrate this year, including the inaugural TiE Young Entrepreneurs Program, the '12 Days of Year 12' pastoral care initiative, 'From Me to You' community outreach program, and co-curricular sporting and debating team successes. Other achievements include the development of the 2021-25 Strategic Plan, the College Whistleblower Program, and a comprehensive Complaints Management System. Staff have been instrumental in the execution of all of these initiatives.

Several major building projects were completed, including the refurbishment of the College auditorium, which can now comfortably accommodate our student body in a state of the art facility. Refurbishment of the heritage precinct, which includes the cemetery, the adjacent colonnade, the Chapel and Inkamana, was also concluded. On Benedict Day, we gathered in community to bless these very special places that have enhanced the amenity of the College, both aesthetically and spiritually.

We celebrated Mr Galea who is retiring as Principal after 16 years with Rosebank. Through Mr Galea's leadership, vision and prodigious stamina, the College has undergone a remarkable transformation that has seen it become a successful, flourishing, fully co-educational facility that is well established, valued and respected in the local community. On behalf of the Board, I express our gratitude to Mr Galea for his passion and dedication. We applaud his many achievements and exemplary stewardship of the College and wish him a most rewarding and happy retirement.

Looking ahead to 2021, we will welcome Ms Iris Nastasi as Principal. Ms Nastasi has worked in Catholic education for more than 30 years, most recently with Sydney Catholic Schools as Assistant Director, Teacher and Learning. Prior to that, she was Principal at Clancy Catholic College, a large co-educational school in Sydney's western suburbs. Ms Nastasi completed an extensive transition program with the support of Mr Galea and the College Executive in the latter part of 2020. We are thrilled to have Ms Nastasi officially join the College in January 2021.

The College will launch and begin implementation of its new Strategic Plan, which will shape, prioritise and direct our activities until 2025. The theme of the Strategic Plan is *Lighting the Leadership Flame* which incorporates leadership, care and responsibility for both self and others in our local and wider community.

Construction on the final piece of the master building plan, initially commenced in 2007, will be progressed throughout 2021. This will allow for the replacement of the demountable buildings with contemporary and flexible learning spaces adjoining Parramatta Road. The College is grateful for the generous grant of \$2.03 million from the Federal Government that will contribute to the cost of this

project. I extend our appreciation to the members of our community for their continued patience throughout what has been an extensive building program.

In conclusion, I thank our staff, students, parent community and my fellow board directors for their steadfastness and support of the College during 2020. We managed to achieve so much collectively in spite of the challenges and obstacles the year presented.

Ms Tara McCarthy
Board Chair

I.2 College Principal

The year 2020 is a significant milestone in the history of Rosebank College. The current history book, *Sursum Corda*, details the past 154 years in six chapters. Twenty-twenty brings to an end my principalship at Rosebank College and the end of Chapter 6.

The College has grown in confidence as it has successfully negotiated the first year of a world-wide pandemic. There are many adjectives that one can use to describe the year 2020, including: unprecedented, extraordinary, unpredictable, transformative, challenging, divisive, revolutionary, collaborative, devastating, polarising, overwhelming and awesome.

In spite of the enormous challenges facing the College and the world, the Rosebank community is immensely proud of its safety record and its ongoing success. Achievements this year include: increased growth in HSC examination and ATAR achievements; an intensified online Learning Management System; online Learning Progress Meetings (LPMs); an expanded Extended Day and Tutoring Program; an expanded and successful Co-curricular Program; an intensified Pastoral Care and Wellbeing Program; further development of the Senior Leadership Program; the addition of a second Assistant Dean of Pastoral Care; expansion of staff and student spirituality formation programs, including the inaugural Rosebank Rally; numerous online spirituality resources for staff, students and parents; an adapted Senior Student Retreat Program; ongoing professional development of staff including elearning workshops; the consultation and construction of the draft Strategic Plan 2021-2025; significant developments in the Risk and Compliance Framework and mechanisms of the College; the succession planning and appointment of the new principal for 2021; completion of the colonnade and auditorium works; renovation works on Inkamana and the redesigned and associated works for the cemetery, the labyrinth and the chapel; the initial planning, securing of funds, civil, government and canonical approvals, and commencement of the construction of the Manquehue building.

I am immensely proud of the staff, students and parents for their resilience, agility, commitment and mutual support that has made all this possible. It has certainly made my final year at Rosebank memorable.

As Rosebank commences its seventh chapter under the leadership of Ms Iris Nastasi, it has already prepared a clear set of draft intents and strategies to guide it over the next five years. These priorities will be launched early in 2021, as part of the 2021-2025 Strategic Plan and will be entitled '*Lighting the Leadership Flame*'.

I leave Rosebank College with a heavy but contented heart. I am deeply grateful for the words of affirmation and appreciation of my small part in the growth of Rosebank College during these past 16 years. I have received more than I have given and for this, I am truly grateful. My prayers and best wishes are for all members of this extraordinary community and our Good Samaritan brothers and sisters in the other nine schools that make up *Good Samaritan Education*. May God's blessings be with you.

Mr Tom Galea
Principal

I.3 College Captains (Graduating Class of 2019)

As the Rosebank College Captains of 2019/2020, we would like to express our gratitude to the family, friends and members of the Rosebank community who have assisted us through one of the most challenging and rewarding years, not only of our education, but of our entire lives so far. We would especially like to express our belief that despite the challenges we, as a community, have gone through, our leadership has been nothing but rewarding, providing us with memories, skills and life lessons that we will carry with us for the rest of our lives. This would not have been achieved without the inspirational and motivating cohort we are glad to be graduating alongside, as well as the unwavering support from the staff, without whose assistance, we would not have been able to achieve what we have.

The final year of our high school journey has been like no other – yet bushfires, floods and a pandemic could not slow us down (although online learning tried its best). As a cohort, we have experienced what no year group before us ever has and, as the leaders, we are proud to have been at the helm during this time. Despite the fact that we were physically apart for an undesirable amount of time, everything we have gone through together, has brought us closer as a community. Twenty-two has been a testament to the integrity and innovation of our cohort in keeping us connected throughout, proof that we can cope with whatever is thrown at us. From Year 7 Camp to our Year 12 Graduation, we have created memories, experiences and most importantly, friendships that will remain with us for the rest of our lives.

It would be remiss of us not to extend our gratitude for the tireless efforts of the teachers and staff who have been unwavering in their wisdom and support over the last six years. Through countless practice essays and constant emails, they have never hesitated to offer their assistance, recognising our needs before we did ourselves. We would like to give special thanks for the efforts of the College Executive, specifically Mr Paul Hardwick, Miss Belinda Clark and Mrs Bronwyn Gow, who have dedicated time and effort to equip us with leadership skills to best foster communication between the students and staff of Rosebank. The staff and teachers have been paramount in building us as men and women who will be active and valuable members of society.

We would like to provide a special mention of our principal, Mr Tom Galea, in his final year at Rosebank. Mr Galea has been with our cohort since day one, working actively and behind the scenes to provide us with once-in-a-lifetime opportunities and experiences, such as the European Science Tour, the China Trip, IBSSSEP, immersion trips, extra-curricular activities, interschool leadership opportunities and countless other events and conferences. We wish him the absolute best of luck

as he enters retirement, earning a well-deserved break, and hope that he never underestimates the impact he has had on us for a significant time in our lives.

Whilst we will never forget what Rosebank College has provided for us as leaders and students, it is time for us to move on to the next chapter, leaving our roles in the capable hands of the next generation of leaders. This school has provided us with knowledge, memories and experiences that we will hold close for the rest of our lives, and we attribute our growth and character to our school. We wish our cohort luck for the future, and hope our younger peers recognise the value this school has to offer.

Samuel McMahon and Stella Haugh
College Captains

Thomas Sukkar and Sofia Mifsud
College Vice Captains

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

2.1 Contextual Information

Founded on Wangal land in 1867 by Mother Agatha Cassidy, Rosebank remains an institution that mirrors the history of the Catholic Church in Australia. Built on the vision of Archbishop Polding and Mother Scholastica Gibbons, the Sisters of the Good Samaritan of the Order of St Benedict established a “school in the Lord’s service” that weathered well the squalls and calms of sectarian suspicion, lack of funds and meagre resources to provide a relevant and well-grounded education for girls and young women. Cardinal Newman’s maxim that “to live is to change, and to be perfect is to have changed often”, captures something of the 154 years of Good Samaritan Benedictine tradition. This tradition has embraced the challenges of contemporary pedagogy and the inclusion of boys and young men, in a school that is committed to preserving the best of its past with an attitude of openness to the gifts of the future. At the heart of the College is the first Teacher, Jesus Christ and the Parable of the Good Samaritan viewed through the lens of the Rule of St Benedict.

Rosebank has a wide range of courses on offer, an extensive Extra and Co-curricular Program and a broad Pastoral Care Program aimed at being both proactive and responsive. These courses and programs offer challenge, participation and development. The breadth of the Pastoral Care Program allows for leadership development in all students whilst fostering a sense of community, belonging and acceptance for individual differences. In Year 9, our Peer Support Leaders oversee an Orientation Program with our Year 7 students, assisting them with their transition to high school. Our vertically based House system allows for organic student mentoring, with students working together across different year groups. Student progress is monitored, tracked and reported to parents regularly.

Innovative learning is a key feature of the curriculum. This encompasses: ConnectED - a Year 7 integrated and multi-disciplinary approach to learning in English, History and Geography; accelerated apprenticeships and school-based traineeships; accelerated learning and enrichment opportunities across many subjects and EnrichED - the College's High Potential Learners Program which consists of the InnovatED and InspirED modules, designed to challenge, motivate and engage learners who require further extension in Years 7-10.

Benedictine education places creative and performing arts at the centre of learning with music, art, drama and dance being the original languages and window to the soul. Throughout the year, there are opportunities for students to share their creative gifts, including the Festival of Creative Spirit, musical showcases, drama performances, exhibitions of major works and hospitality functions.

Rosebank supports learners to become discerning and responsible global citizens. We integrate digital learning tools and blended pedagogies to develop literate, critical and creative thinkers. The value of effective study habits, organisation and learning skills is evident with explicit programs to support this. A successful learner at Rosebank is one that embraces the challenge in pursuing personal best in order to achieve learning growth.

The College's extensive and broad Co-curricular Program promotes each student's physical, cultural and social development. Each term, students choose from over 30 activities to participate in on a Thursday afternoons. Two of the four selections must be a physical activity. Professional trainers and coaches are employed to conduct each activity. This ensures a high level of skill development and a rewarding experience. The Club Sports Program experienced tremendous growth across a range of offerings, both sporting and cultural. The Duke of Edinburgh Program experienced its highest completion rate since implementation at the College, with over 170 students completing the Bronze Award in 2020.

The final stage in the College's 8-stage building program will be the construction of the Manquehue building, which will be situated at the south-eastern corner of the College site, replacing the demountables. Once completed, the Manquehue building will provide the College with an additional twelve GLA's, four office spaces and multi-purpose sporting courts (the equivalent size of two basketball courts) above an undercover car park.

2.2 Ministry

In 2020, Rosebank set its Benedictine focus around "peace", drawing from the ancient and abundant tradition that comes to us in the sacred texts of the Bible, the collective reflections and experience of the Christian tradition and, in particular, the distillation of communal insight contained in the Rule of St Benedict. Throughout the year we spent time reflecting on the maxim from the Rule - "seek peace and pursue it" (RB Prologue 18) and looked at ways and for ways to build a culture of peace and peacemaking.

It is somewhat ironic that in the wake of the Coronavirus pandemic the College ceased face-to-face operations on the feast of the Annunciation (25 March) where the Gospel message was of Gabriel bringing "good news" to Mary. For the remainder of the semester and for much of the rest of the year, Rosebank's Ministry team endeavoured to bring "good news" to the community through daily ministry briefs via email, online notices and in the delivery of class content through various digital platforms set up by the College. It would be naive to think that this process was easy, but as we moved forward, it was more the challenge of the new and different, than the content of the "good news" that proved the tougher part. The most dramatic and public impact of the pandemic in the life of the College was the cancellation of our liturgical life, and, once again, the challenge to find creative ways to continue to pray as a community beyond the geographical boundaries of the school.

As has been the case for that last couple of years, Rosebank has continued to grow in our lived Christian vocation through our engagement with the Word of God in regular common prayer and lectio - even if this had been disrupted and demanded creative reinterpretations in place and practice. Along with the pandemic and its impact, the College Chapel closed for restoration and renovation from November 2019 through to December 2020. Nonetheless, the cycle of the year followed the pattern common in the shared life of the Church and the wider community. A small group of staff and students gathered every morning in the Ministry team office for morning prayer; the Angelus rings out daily with a call to stop, be still, to listen and be reminded that our greater purpose is found not in our work, but in our being who we are created to be. The Luminos faith-sharing group has also witnessed the wisdom of our students from across the years in their willingness to be known as followers of Jesus and sharers of our common journey. To this group is now added the beginnings of an alumni presence of recent graduates. Their starting day could be considered the Senior Retreat in November, which, like the rest of the life of Rosebank, found new expression in an onsite experience spread across three afternoons and evenings.

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

Rosebank continues to work with the social justice agencies of both the Good Samaritan Benedictine and the wider Catholic networks. While the College remained committed to supporting a range of works through 2020, it was becoming clearer that members of our own community were suffering because of COVID-19, and the decision was made to "do what we can, where we can as best we can".

All student and staff immersion programs were cancelled for 2020. We are hopeful that these will resume in 2021.

The College offers its gratitude to the parish priests of the local area; from St Joan of Arc Haberfield, All Hallows Five Dock, Holy Innocents Croydon, St Mary's Concord, St Ambrose Concord West and St Mark's Drummoyne. It is one of the realities of Catholic life in early 21st century Australia that the demands on our parish priests continue to increase. For the College this challenge has been accepted with the commitment to explore and expand the liturgical and pastoral ministries that we are called to by virtue of our baptism. At the closing Mass of 2019, the first cohort of Extraordinary Ministers of Holy Communion were installed, serving the community in a very public and significant ministry.

Finally, the Ministry team acknowledges with great joy and gratitude, the unflagging support given by Mr Tom Galea, College Principal. Mr Galea's enthusiasm and commitment to the establishment of Ministry as an integral part of the life of the College, moved us from vision to reality. We are who we are as a team, in no small part to Mr Galea's encouragement and active, prayerful presence.

2.3 Characteristics of the College Body

Rosebank College in 2020 had 1389 students enrolled as full-time students. The gender breakdown

was 694 females and 695 males. The Index of Community Socio-Educational Advantage (ICSEA) for Rosebank College was 1103 (2019).

Section 3: Student Outcomes in Standardised Literacy and Numeracy Testing

Due to COVID-19, NSW Educational Services Authority cancelled NAPLAN testing in 2020 for all NSW schools. As such, there is no data for this year to report on.

Section 4: Senior Secondary Outcomes (Student Achievement)

4.1 Granting of Records of School Achievement

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

4.2 Results of the Higher School Certificate

The College is proud of the success of its students in the 2020 HSC examinations. Rosebank students were examined in thirty-four school-based courses. Of these courses, 82% were above State average. In addition, 37% of the cohort appeared on the Distinguished Achievers list by achieving at least one Band 6 result. This is an increase from the 2019 cohort, where 25% of the cohort achieved at least one Band 6 result.

Band 6 results in the 2020 HSC slightly exceeded State average with 10.9% of all examination attempts, which is an increase from the 2019 result of 8.8%. This represents the third best percentage result ever from Rosebank with twenty-eight of the thirty-four course-achieving student results in this highest band. The Band 6 results are used to determine school rankings and the 2020 results placed Rosebank at 158th.

We note that there were an additional ninety-three HSC scores achieved at 88% and 89% (8% of all examination attempts) which do not fall within the schools rank reporting criteria, but greatly contribute to those student's ATAR.

HSC results exceeded the State average in the top two Bands, with 54% of all examination attempts resulting in either a Band 5 or a Band 6, which is the best on record at Rosebank. Results in the top bands were shared across all faculties.

Across the top three Bands (Bands 4, 5 and 6) 82% of the bi HSC results fell within this range, which dipped below the 88% achieved in 2019.

Some of the better results showing the percentage of the cohort in the top two bands (Band 5 and 6) are as follows:

100% in English Extension 1	72% in Physics
100% in English Extension 2	71% in Hospitality
100% in Mathematics Extension 1	69% in Drama
100% in Mathematics Advanced	63% in Legal Studies
100% in Mathematics Extension 2	58% in Mathematics Standard 2
100% in Visual Arts	57% in Studies of Religion 2
90% in Economics	50% in Society and Culture
88% in Italian Continuers	50% in Earth and Environmental Science
80% in Chinese Continuers	48% in Business Studies
77% in English Advanced	49% in Biology
75% in Music I	

The percentage of eligible students in 2020 with an ATAR range of between 80 and 99.95 was 43.7% of the cohort, which is an increase from previous cohorts (2019 cohort was 38.3% and 2018 cohort was 30.7%). The comparable State result in this upper ATAR range was 33.9%. The Dux of Rosebank College achieved an ATAR of 99.35.

The median ATAR for 2020 was 78.3 and exceeded the 2019 median ATAR of 75, which at the time, was the best on record. For the fifth successive year, the median ATAR has increased beyond the State median ATAR of approximately 69-70.

4.3 Senior Secondary Outcomes

At Rosebank College, there remains strong demand from a section of the Year 11 and Year 12 student population to undertake vocational based courses as part of the HSC study pathway. In 2020, there were forty-seven students in these year groups enrolled in forty-nine courses, primarily delivered through TAFE, Southern Cross Vocational College or a different Registered Training Organisation. Some of these students are engaging with a single competency based subject but still pursuing an ATAR pathway. Many students are taking the opportunity to gain multiple credentials, such as Certificate II or Certificate III in anticipation of transitioning into the workforce.

Some courses such as Hospitality and Business Services are, subject to demand, delivered on site by Rosebank College, which also provide for a Certificate II qualification. The Hospitality Certificate II is typically studied as an accelerated subject by Year 10 students, who have the option of sitting the HSC examination in Year 11 if they elect to use this subject towards their ATAR calculation.

Section 5: Teacher Professional Learning, Accreditation and Qualifications

In 2020, Rosebank College had ninety-six staff who were classified at Proficient Teacher career level. There were an additional fifteen staff who were Provisionally and/or Conditionally Accredited by NES. As the year progressed, these teachers continued working with a College mentor towards achieving Proficient Teacher Accreditation. Additionally, there are four casual teachers who have nominated Rosebank as their preferred Teacher Accreditation Authority (TAA). By the end of 2020, seven Conditional and/or Provisional teachers were successful in completing the annotated evidence requirements to be approved by NES as having attained the career status of Proficient Teacher.

Furthermore, five Proficient teachers completed their first or second Cycle of Maintenance and were attested by the principal as continuing to meet the professional requirements aligned with the Australian Professional Teaching Standards.

The Staff Services team continued to facilitate staff formation across a variety of domains and mediums. The College increased the number of courses offered to Proficient teachers from nine in the previous year, to thirteen in 2020. This totaled 26.5 hours of NESA registered professional development (PD). These modules were offered during dedicated Tuesday afternoon professional learning sessions. Face-to-face workshops complied with NSW pandemic restrictions and were COVID-19 safe. The scope of topics included: data analysis, connections between culture and practice, reflective practice and goal setting, embedding ICT in classroom learning, pastoral care of students including resilience, mental wellbeing, the impact of social media, child safeguarding, and compliance modules including Privacy, Child Protection, and CPR.

The Professional Development Week in June was multi-layered in 2020, as a result of remote learning in Term 2. The week integrated Zoom Learning Progress Meetings in Years 10-12 due to parents being unable to come on site because of COVID-19 restrictions. Other staff engaged in self-paced modules based on compilations of online resource libraries including learning and pastoral topics, an Enneagram Workshop, White Card training, Project Based Learning sessions and spirituality options that covered a range of issues, activities and immersions addressing different themes in human life.

Additionally, dependent on identified need and availability of courses, staff accessed in-service opportunities offered by external accredited organisations. In 2020, the majority of these workshops were presented online. Significant changes to NSW syllabi resulted in teachers updating their understanding of new requirements around knowledge and skills across a variety of courses spanning Stages 4, 5 and 6. There was also an emphasis on meeting the learning needs of students with an identified Personalised Learning Plan (PLP) and a greater alignment with understanding and refining practices to build stronger bridges between student wellbeing and academic needs.

Another core aspect of professional development included the continuation of two core programs focused on reflective practice: Rosebank Performance Planning and Review (RPPR) and Classroom Peer Observations. Aligned with the research of Hall and Simeral, "*The more reflective you are, the more effective you are*", (Building Teachers' Capacity for Success 2008) and Pete Hall's work, "*Always Strive to be a Better You*" (Lead On 2012) staff set at least three targeted goals to focus on over the year. The teaching staff highlighted goals such as embedding effective strategies in programs to promote and support student engagement, program development, integration of digital tools and technologies to support student learning and a greater focus on differentiation and student wellbeing. Some of the prominent goals chosen by support staff included increasing competence in the use of digital tools and technologies and accessing courses which supported increased professional knowledge and skill development in their particular role. Goals also included further development of leadership skills in managing and supporting staff within their teams.

The above professional readings also informed the College's Peer Observation Program. Despite COVID-19, teachers continued to engage in classroom observations. This investment of time is another means of formalised collegial learning as it enables teachers to practice, observe, discuss and re-evaluate what we do each day, in a safe and supportive environment.

“As I teach many of the students I observed, I am inspired to also take the risk and allow them the autonomy to choose their groups in our next group activity.”

“I will cease trying to fit too much content into my lessons. Less is more! Learning is meaningful when lesson activities are achievable within one lesson and when they are short enough to allow students to share their responses with each other at the end of the lesson.”

“I’m inspired to let the students give each other peer feedback more often. It changed the tone of the learning task and the students thrive in both giving and receiving feedback / adaptations and tips that improve their assessment results and composition and performance.”

In late November, NESA advised schools of major changes to the Policy of Maintenance of Teacher Accreditation. This included changes to the classification of P, with teachers required to complete a minimum of 50 hours *Accredited PD* and/or a minimum of 50 hours *Elective PD*. Additionally, the Accredited PD must align with four core areas: delivery and assessment of NSW curriculum; student/child mental health; students/children with a disability and Aboriginal education and supporting Aboriginal students/children. Both changes will have a significant impact on the way the College meets future needs of professional development for teaching staff.

Section 6: Workforce Composition

The workforce composition at Rosebank College for 2020 (Census Data August 2020):

	Full Time		Part Time	
	Male	Female	Male	Female
Principal	1	0		
Teaching Staff	28	64	2	13
Specialist Support	1	1	0	4
Admin and Clerical	4	10	1	17
Building, Maintenance and Other	6	1	7	0

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

7.1 Student Attendance

Student attendance data as reported to the Commonwealth Government in 2020 in Semester 1 was 96% and in Term 3 was 94%. Attendance is managed at Rosebank via the daily electronic collection

of data through morning and afternoon Home Room. Students with patterns of non-attendance are highlighted through the following mechanisms:

- Reports from the Home Room Teachers
- Management reports from Edumate (the College's administration system) including: 3 consecutive absent days and fortnightly reports

Parents of students who are absent are required to:

- Make contact with the College by telephone to indicate the nature of the absence on the day of absence
- Verify the reason for absence in the College App – Support documentation such as medical certificate is handed to the Home Room Teacher.
- Apply for leave from the Principal if the absence is prolonged (4 days or more)

The parents of students who are absent without prior notification, are contacted by SMS on the day of absence. Students who have non-verified absences are followed up by the Home Room Teacher and House Coordinator.

Students identified through our tracking reports to have high absenteeism are followed up by the House Coordinator, Home School Liaison Officer and Dean or Assistant Deans of Pastoral Care.

These students may be required to complete extra work in order to meet course outcomes. This may be through attendance of additional days of school during holiday periods to complete work under supervision. Students whose attendance is not satisfactory may be referred to Family and Community Services, or the Police Liaison team.

7.2 Retention of Year 10 to Year 12

Student Year	Male	Female	Total
Year 10 2018	110	119	229
Year 12 2020	103	113	216

In 2020, the retention rate from Year 10 to Year 12 was 94%, 5% less than 2019. Students left Rosebank to pursue opportunities, careers or further studies in Vocational Education such as Southern Cross Vocational College Burwood, through apprenticeships and/or full time employment.

7.3 Post- School Destinations

Seventy-one percent of students in Year 12 received offers to university and private colleges by the University Admissions Centre (UAC). The remaining twenty-nine percent of students applied directly to universities, colleges, TAFE or another registered training organisation, secured an apprenticeship, traineeship, full-time or part-time employment. The reduced number of offers by UAC, (from 75% in 2019) is due to the increased number of early offers and direct entry applications.

Section 8: Enrolment Policy

8.1 Rosebank College Enrolment Policy

Preamble

Rosebank College is a Good Samaritan, Benedictine, Catholic co-educational school, catering for young men and women Years 7 – 12. The College promotes an inclusive, welcoming environment for children and provides transparent, accountable, risk managed approaches to ensure child safeguarding.

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 give strong witness to our role as advocates of justice.

Co-education has been available in the senior years (Years 11- 12) for over 30 years. In 2009, this was extended from Year 7 to Year 10. This initiative, along with others including a new uniform, new building program, e-Learning program and new student leadership structure, have been met with overwhelming support by the College and wider community. The following guidelines and procedures have been developed in order to provide a fair and equitable enrolment process.

Conditions of enrolment include:

- Parents/guardians and students must support the Catholic, Good Samaritan and Benedictine values of the College and its Mission, which are articulated in the College Mission Statement
- Students are expected to maintain a high standard of behaviour and to treat others with courtesy and respect
- Parents/guardians are expected to reinforce these expectations and to ensure that students wear the prescribed uniform according to the College's uniform guidelines
- Students who are in serious breach of the College rules may be asked to leave the College temporarily or permanently at the discretion of the Principal
- Parents/guardians authorise the College to publish their child's photo in the College Yearbook, College Newsletter, College website and other publications and media outlets for promotional purposes. Parents/guardians who do not consent to this must indicate this to the Principal in a separate letter at the time of enrolment
- Parents/guardians accept the responsibility to read all communication from the College including the fortnightly 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 Application for Enrolment form

- Parents/guardians agree to pay annual College school fees either up front by the end of February each year or, enter into a 10 monthly instalment plan with the College which pays the annual fees charged in full by November of each year
- Parents/guardians agree to be bound by any alteration to conditions of enrolment issued by the College Board
- Parents/guardians agree to abide by the Rosebank Parental Code of Conduct (included in Prospectus)
- A full term or 10 weeks' notice, (whichever is the shortest) is required in writing to the Principal before the withdrawal of a pupil, otherwise a full terms' fees will be charged.

The Conditions of Enrolment are enclosed with the Application for Enrolment, which must be signed as per the enrolment agreement.

8.1.1 Guidelines

1. At Rosebank College, there are two stages in the enrolment process:
 - a) **Application for student enrolment:** Prospective families submit an application form and \$220 non-refundable application fee. Application must include copies of Birth Certificate/Passport/Visa/Certificate of Citizenship, latest full school report and latest NAPLAN results (if applicable). Applications are accepted on the condition that student behaviour, attendance and commitment to school work are of a high standard prior to enrolment and ongoing through to commencement of their studies at Rosebank. It is also conditional on all required documentation being supplied. The College reserves the right not to accept an application.

Submission of an Application for Enrolment form does not constitute that an enrolment contract has been entered into.

- b) **Interview and Confirmation of Enrolment:** All eligible applicants are considered as per our priority order and placed on a waiting list (see below). The College reserves the right to interview applicants in an order that reflects keeping in mind a range of perspectives (e.g. gender balance). Selected families (including the student) will be interviewed by a member of the enrolment team. 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 non-refundable enrolment fee. When the student is enrolled at Rosebank College they are included in the Orientation and Induction Program.
2. **Priority Order:** Applications for Enrolment are accepted from birth. Placement on the waiting list for interviews occurs in the following priority order:
 - a) Current families
 - b) Children of Alumni (graduated past students)
 - c) Catholic families enrolled in Catholic Schools
 - d) Catholic families enrolled in Public and other Primary Schools
 - e) Other families

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

It is important to note that priority interview positions (e.g. siblings, Alumni, etc.) cannot be held indefinitely. Therefore, priority order can only be maintained for students up to April of Year 4. *After this time, applications will be added to the general waiting list and allocated according to that list.*

Children of Alumni (graduated past students) are given priority when Rosebank is the first school of choice. Alumni who have children at other schools will be placed on a waitlist and may not be given priority.

3. **Inclusive Community:** Rosebank College is a Good Samaritan, Benedictine, Catholic co-educational school. While Catholic families are given preference, students from other Christian and non-Christian backgrounds will be accepted pending an agreement that the student and family supports the Catholic and Benedictine ethos of the school and that the student will participate in Religious Education classes, prayer and all liturgies.
4. **Number of places:** The number of places available in each year group is limited. This number may vary according to availability of accommodation, number of current families, Alumni and at the discretion of the College Principal.
5. **Payment of fees:** All annual school fees are payable upfront by the end of February of each year, or by 10 monthly instalments, with all fees paid in full by November of each year.

If a family does not pay school fees upfront, or has not agreed to enter a 10 instalment plan, or does not honour that agreement, a child of that family cannot continue enrolment at the College until the matter is finalised.

Failure to make a payment of fees or abide by a financial arrangement made with the College, may initiate legal action to recover the debt. Failure to pay fees by parents/guardians may result in the student being asked to leave the College.

The signatories of the enrolment contract are jointly and separately responsible for payment of that student's fees. This is a contractual obligation. Billings will not be apportioned or split between the signatories of the enrolment contract.

6. **Withdrawal of Applications:** The College withdrawal policy is applicable once the enrolment fee has been paid and enrolment has been secured.

If the student withdraws from the College prior to commencement of school, the entire application and enrolment fee are forfeited (i.e. not refundable).

Once students are enrolled, significant commitments of resources and staffing are made. If circumstances change for a family and a decision is made to withdraw a student, notification will need to be made in writing to the Principal, advising of the student's withdrawal and giving 10 calendar weeks' notice preceding their departure. If notice is not received, a further 25% of the annual tuition fee will be charged.

7. **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.
8. **International Students:** Although a small proportion of the College population, Rosebank College welcomes international students for short-term stays and long-term study programs.

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

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

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

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

9. **These Guidelines:** The College may vary from these guidelines in special circumstances. These may include:
 - a) Time of enrolment
 - b) Transfers from interstate and overseas and from other Good Samaritan schools
 - c) Compassionate or other grounds

8.1.2 Procedures:

- I. **Placement on the waiting list:** Placement on the waiting list is secured once applicants:
 - a) Provide a completed Application for Enrolment form
 - b) Submit all relevant documentation including NAPLAN results and full school reports
 - c) Pay the \$220 non-refundable application feeUnsuccessful 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:** On a number of occasions prior to beginning in Year 7, all applicants receive a letter reminding them to supply the College with their updated sacrament certificates (if available), latest full school report and Year 5 NAPLAN results.

If chosen, shortlisted applicants are invited for an interview with a member of the enrolment team. Successful applicants will be offered an enrolment place in writing soon after the interview. Successful applicants have two weeks to accept their enrolment offer and secure their place with a \$475.00 enrolment fee.

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

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

Section 9: Other College Policies

All College policies and procedures serve to enhance the College's Compliance Program to ensure the highest level of student duty of care. The program allows for compliance with all regulations, laws and industry standards pertaining to child protection in NSW.

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

The four key reportable policy areas are:

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

Updates and accessibility to these policies are summarised below:

Policy	Updates	Access
<p>9.1 Student Welfare - The Student Welfare policy, including the Student Welfare Charter, are based on the College’s Benedictine values of Justice, a Love for Learning, Service, Compassion, Hospitality, Stewardship, Peace and a Love of Christ. These policies outline the rights, responsibilities and practices for all in the Rosebank community.</p>	No updates in 2020	Via the College Website and/or Parent and Staff Portal. The Charter is also located in the Student Diary.
<p>9.2 Bullying Prevention and Intervention - The focus of the College’s anti-bullying policy is to build positive relationships; it defines bullying and details a course of action for students who feel that they have been bullied. It also encompasses cyberbullying.</p>	No updates in 2020	Via the College Website and/or Parent and Staff Portal
<p>9.3 Student Management Policy and Discipline Guidelines – This policy identifies different levels of student management, which is useful to students and parents. It outlines procedures in place for dealing with a variety of student management issues, including behavioural matters and concerns with application to learning. Justice to all concerned and restoration of damage, are at the heart of these procedures.</p>	No updates in 2020	Via the College Website and/or Parent and Staff Portal
<p>9.4 Reporting Complaints and Grievances – Rosebank is committed to handling complaints effectively and efficiently, responding with procedural fairness. This policy outlines this process, which has included the establishment of an online complaints management system, allowing the College to capture, manage and report on complaints. Regular analysis of complaints received and the implementation of rectification actions, where deficiencies are identified, are key to the College’s commitment in this area. Parents can raise concerns by email to complaints@rosebank.nsw.edu.au. Any formal complaint involving the Principal, must be submitted in writing and emailed to chair@rosebank.nsw.edu.au</p>	No updates in 2020	Via the College Website and/or Parent and Staff Portal

Section 10: College Determined Priority Areas for Improvement

The Rosebank Review and Improvement Framework, is used to ensure the College delivers on priorities, which have been identified within the Strategic Plan. Aligning with the College vision and the invested interest of the stakeholders, in the second half of 2020, the College conducted surveys with current staff, parents and exiting Year 12 students. The themes emerging from these surveys, along with a number of other elements, are the essential components which will be incorporated in the next strategic planning cycle – *“Lighting the Leadership Flame”*.

School determined improvement strategic targets are contained within the College’s Strategic Plan 2016-20 - *“Inspire, Embrace, Rejoice”*. College priorities that were identified as areas of focus in 2020 were:

Learning Services

- Establish a visible culture of high expectations for our students that can be achieved through:
 - Construction of quality assessment in design, with feedback aligned to the Common Grade scale
 - Development of strategies around the use of clear and explicit success criteria for teachers in their lesson instruction
 - Use of goal orientated, personal best approaches and strategies, so every student can strive for at least one year’s learning growth by the end of the year

Pastoral Services

- Develop and implement a reward (affirmations) system to compliment the infringement system
- Develop a leadership structure incorporating the two Assistant Deans with a middle school and senior school focus
- Initiate a College-wide pastoral focus incorporating educational experiences for students, staff and parents
- Develop and document a set of guidelines for approaches in dealing with positive and negative behaviour management

Ministry Services

- Implementation of the 2020 Staff Spiritual Formation program in cooperation with the Staff Services team
- Partnering with the Pastoral Leadership Team (PLT) in ongoing planning of Reflection Days and House celebrations
- Develop education and formation programs in the areas of liturgy (including leadership of daily morning prayer and the expansion of lectio across the staff and student bodies)
- Use of the Mission Framework in the strategic planning process through set meetings with deans and other stakeholders
- Refinement of the Ministry Framework

Co-curricular

- Explore options for internal competitions for students who aspire to be involved in representative sport

- Design a training and development program for all engaged co-curricular staff
- Expand the Club Sports programs to provide more co-curricular opportunities for Rosebank students
- Grow the Vacation Care Program to include an Elite Sports Program
- Establish a sporting tour for Rosebank students

Staff Services

- Develop a shared understanding of the Mission Framework and the role of the enablers to build the capacity of staff effectiveness within the relevant domains
- Create a sustained framework for staff formation for teachers who mentor a practicum student
- Develop a suite of modules using CompliSpace to meet the relevant legal and regulatory requirements for risk/compliance
- Review and revitalise the College RPPR process, with particular emphasis on the training of mentors
- Provide 2IC's with training and systems that enable them to support their managers and act in their role in the event of an absence

Administration Services

- Review policies and systems for the effective creation and management of College events via online booking forms
- Ensure risk assessments for onsite College events are comprehensive
- Increase and maintain a pool of capable casual teachers with representation from each subject area
- Work with the finance office to expedite online forms and processes

Business Services

- Finalise detailed design for Project 8
- Complete verandah renovation works for Inkamana
- Finalise the Chapel and cemetery project
- Design and implement an alternate power supply solution for the College ICT
- Maximise productivity and performance of new AV equipment in the auditorium
- Review and update the College investment strategy

Management Services

- Monitor and improve communication systems between the College and the home
- Design and implement a Complaints Handling and Whistleblowing Program, to ensure compliance with updated legislation and improved compliance protocols

Section II: Initiatives promoting Respect and Responsibility

The Pastoral Leadership team consisting of House Coordinators and Assistant House Coordinators, supported by our Home School Liaison Officer and three College Counsellors, work together to enhance the wellbeing of our students. The formalised Pastoral Care Program is delivered in House Year groups to ensure that students are exposed to elements of social and emotional education. The program allows age related issues to be explored and investigated and the dynamic nature of the

program allows for additions and alterations to be made on a needs basis.

Through the College's House-based vertical pastoral system, our Pastoral Care Program, House activities and other pastoral initiatives, we have continued to guide students to build respect for the College, themselves and for others. Students are equipped with tools to face challenges and accept failure, to bounce back and to make good and informed decisions about their actions. The aim is to build resilience, leadership and strength through shared experiences and learning.

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

Our Facilitator of Student Leadership and our Service Group Patrons provided an additional level of guidance to the student leaders and mentored them in each of their roles.

In 2020, our House system adapted to the remote learning period and the challenges that COVID-19 provided, ensuring that students were engaged in their learning and had a good sense of wellbeing. All Houses continued to nurture a sense of belonging, connection and House spirit in an adjusted manner. A daily 'Wellbeing Wisdom' was emailed to all students and staff, with the aim to provide tips and activities to enhance wellbeing.

The College's safeguarding initiative, CARES (Community at Rosebank Ensures Safeguarding) continued to be used by students. This online system empowers students to stand up for themselves or others by reporting concerns of safety. A refresher program was initiated, reminding students of how they could use their voice to help both themselves and others.

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

The concept of 'Wellbeing Injectors' was adopted. These were moments designed to bring joy, happiness and wellness to staff and students.

The Lunch Club Program continued to flourish, with many additional and new clubs providing experiences of connection and a greater sense of belonging to the College.

A student-led project called 'From Me to You' was created. A group of ten Year 10 students came together, identifying project leaders and other associated roles to lead a school-wide initiative, aimed at providing a moment of joy and connection to residents in our local nursing homes and retirement villages. In stage 1, this team encouraged 500 students to write a personalised letter to one of the residents. In stage 2, students submitted photographs displaying happiness, colour and joy. These collections will be delivered to ten nursing homes in local areas early in 2021. Students learned the importance of connection beyond their own world and that small commitments such as these can make a big difference to the lives of others.

Each year, students are involved in commemorating a number of important anniversaries, including ANZAC Day and Remembrance Day. Students also work to support a range of Catholic charities for those in need, such as Caritas Australia's Project Compassion and St Vincent de Paul, through the winter and Christmas appeals.

Section 12: Parent, Student and Teacher Satisfaction

12.1 Parent Survey

In 2020, parents, carers and guardians completed an extensive annual survey to assist the College in determining levels of satisfaction and highlight areas where improvements could be implemented. The majority of parents acknowledged a high degree of satisfaction with Rosebank College. This was evident through enrolment demand from current and prospective parents, as well as from survey insights collected throughout the year, particularly in this COVID-19 year where parents were polled regularly for their opinion.

Annual survey categories included Learning, Pastoral Care, School Community and Traditions, Technology, Resources and Facilities, Parent Communication and Satisfaction.

Sample affirmations and suggests from the 2020 Parent Survey include:

Affirmations:

- We are very pleased with the parent communication provided particularly during the difficult year that we have had with COVID-19.
- My greatest satisfaction with Rosebank is the education of the entire child - spiritual, educational, mental - you want the children to leave better people.
- It is an amazing school for my child: organised, fantastic Diverse Learning team, support staff and co-curricular opportunities. Beautiful buildings and resources with great pastoral care.
- The school is teaching them to be independent learners and thinkers.
- Highly professional. Responsive. Managed COVID-19 very well. High expectations for students.
- The feeling that every child is important and urged to do the best they can - and then the fact that this is acknowledged when it happens. I also really value the strong leadership and structure of the school. There is also a feeling of family and community which comes across through the wonderful teaching staff.
- The school dealt very promptly with a concern I had with my daughter. The Home Room teachers and class teachers all worked together to support my daughter.
- The holistic and forward thinking approach to education. The inclusivity of the school. It is a modern, progressive learning environment founded in solid tradition without being burdened and steeped in old ideals like most of the other schools in the area. I am confident that Rosebank is educating my children to be leaders.
- I am very pleased with our choice Rosebank. My daughter has flourished with her education, received great pastoral care and is stimulated with her learning. I particularly like the FoCS week festival and thought it was a great opportunity for the kids.

Suggestions:

- Improvements in school pick-ups or drop-offs, given the traffic in around the school of a morning or afternoon.
- Compulsory hat/sunscreen for all outdoor activities.
- Continuing technology improvements.
- I think sport is already highly valued at Rosebank, but I would like to see a higher focus on the music programs that run there. Such talent but I don't think it quite receives the attention that sporting success does.
- I would love Rosebank to expand to be able to accommodate more students, it's heartbreaking to know kids are turned away because there isn't the capacity.
- More opportunities for students to participate in representative team sports.
- More STEM subjects.
- I'd like to see more Indigenous education and recognition, I'd love to see a gender neutral option for uniform/pants option for girls. More kids encouraged to ride bikes to school, possibly relaxing the uniform policy so they can ride a bike. Keep continuing with green energy options and education.
- Perhaps some career nights/expos in the evenings or on a weekend that parents can attend?

12.2 Student Exit Survey

The Graduating Class of 2020 had an opportunity to voice their experiences at Rosebank College through the Year 12 Student Exit Survey. Their feedback and suggestions are reviewed by the College Leadership Team and used to assess what is working well and which areas could be improved upon. Survey categories included Learning, Pastoral Care, Ministry, Co-curricular and Careers.

Sample affirmations and suggestions from the 2020 Year 12 Student Exit Survey:

Affirmations:

- House spirit and culture was the first thing I recognised when I came to Rosebank in Year 7. It was something I never expected or experienced before. Rosebank has done well developing a culture behind each House.
- Rosebank as a whole has helped me develop my learning, improve it to allow myself and others to become much more independent and confident, both in class and out of class.
- Feeling constantly surrounded by fellow people in my House provides great connections. Vertical streaming allows connection to other years, creating further connections. Although it would be nice to be surrounded by your Year group, vertical streaming provides an opportunity at further friendships.
- By having great teachers I have been able to continuously apply myself to my studies without having the teachers to push me. Also, due to the competitive nature in my classes, I have become a confident and independent learner, able to ask for help whilst also being able to work on solutions myself.
- Being at Rosebank had aided me in developing my values of love, justice, hospitality, peace and stewardship towards my peers and teachers.

- The school's main mission of hospitality and community involvement have developed into the person I am today and I am extremely thankful for all the experiences and teachings I have learnt over the years.
- The College has offered me many enriching opportunities to express and develop my spiritual faith through mass, chapel and especially the Year 12 Retreat, which offered me one of the best personal opportunities to reflect and develop myself and my spirituality.
- There is a very wide range of extracurricular and co-curricular activities which is really nice!
- Rosebank always encourages students to be the best version of themselves, specifically academically.

Suggestions:

- Throughout what seemed like the duration of 2019, the school underwent construction. Although I understand this was needed to further the school, it could have been completed on weekends and holidays only.
- Very good facilities, which improves the learning environment. But year 12 should have a private common room or study garden/ space.
- Cafeteria should have more healthy options.
- I believe that the school system as a whole in this country only supports one way of learning for students and as a whole does not effectively teach students many skills or much knowledge that is useful later in life.
- More academic workshops should be available to junior years.

12.3 Staff Survey

All College staff were asked to complete a survey, to provide a snapshot of their perception of the effectiveness of the College. Through the survey, staff were given the opportunity to make important suggestions on how the College can improve.

Sample affirmations and suggestions from the 2020 Staff Survey:

Affirmations:

- I feel that Rosebank provides students with a well-rounded Catholic education that allows them to participate in a range of academic and sporting activities that are also offered in other surrounding schools.
- Customer service is a high priority at Rosebank.
- The communication here has been improving since I started working here in 2015. I can see the endeavours the executives have put to make communications more effective. The coordinator review helped with better communication within my department and I surely hope the review is not only a one-time thing.
- Rosebank embodies the Good Samaritan Benedictine tradition of the Christian family. It is the distinguishing mark of the school and I am proud to work within such a community.
- I have a good place in my heart for Rosebank having spent many years at Rosebank.

Suggestions:

- I believe we offer excellent wellbeing and opportunities for students, which can be further utilised to develop and enhance academic programs and student achievement.
- Recognising the scope for broader Human Resource development will allow the College to remain at the forefront of staff and community development.
- Improved and streamlined communication and induction systems will further improve the College's ability to ensure staff are able to effectively fulfill the responsibilities of their roles.

12.4 College Staff Involvement

Twenty-twenty has certainly been characterised and immortalised in our memories as a challenging and unusual year. Despite this, every staff member helped make 2020 a tremendous year; a year to be remembered through the lens of appreciation and gratitude.

Staff were agile and responsive to the changing needs of the workplace as the pandemic updates were published timeously. They demonstrated adaptability and flexibility to take on new roles or tasks over the course of the year and often found a different way of executing a role efficiently and effectively. This often meant that staff had to learn new skills very quickly and often independently. This was especially the case during the period of remote learning in Term 2. Teachers often use blended learning opportunities within the classroom, however, the enforced five-week period of remote learning resulted in teachers having to prepare and implement a sustained continuum of learning for students. Teachers were also required to monitor and diagnose the impact remote learning had on student wellbeing, achievement and confidence in meeting course outcomes. This was particularly evident in Years 11 and 12.

The College ensured that all ancillary and support staff retained their positions during the enforced remote learning period. Roles and duties were redistributed and aligned with relevant and meaningful tasks. As a consequence of this, staff demonstrated enormous energy, expertise, innovation and time spent in reshaping their workspace and there was a heightened awareness of care for each other's wellbeing as we traversed an unfamiliar landscape. Additionally, staff maintained a connectedness with each other through Zoom, Teams or Conferences and helped ensure that no one in our community felt isolated. There was also increased awareness and respect shown towards the needs of our students' families within the challenging learning environment. Staff became 'movie stars' and participated in the creation of a series of cameo videos to lift the morale of students, parents and each other. This helped keep buoyant the flagging spirits of students and families as the year progressed.

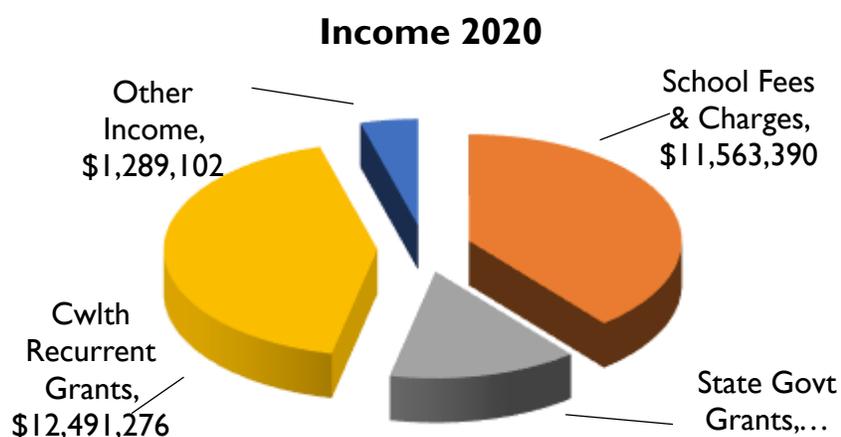
Despite the upheaval of the COVID-19 pandemic, the College continued to offer as many events and activities as allowed, to highlight the breadth of learning, innovation and celebration. Once students returned to school, there was a renewed effort and dedication by staff to continue to provide students and families with the very best education and services. The College reimaged the delivery of whole school assemblies, co-curricular presentation of awards, the end of year presentation of academic awards, the Year 12 Graduation Liturgy and Dinner, the Year 12 Formal, and all of the events in the Term 4 Discovery Week (including Year 9 Camp, Year 10 Dinner, Festival of Creative Spirit and the Year 11 Retreat).

As part of the rhythm of any school year, the College said farewell to ten staff members. Rosebank College recognises the contribution, wisdom and skill set that each of these staff have shared with colleagues, students and parents.

Section 13: Summary Financial Information

The College derives its income from:

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



The bulk of the College’s recurrent expenditure is salaries, wages and associated costs such as Long Service Leave and superannuation. This area accounts for 67% of the total recurrent expenditure.

Major areas of expense for the College are in the technology area to ensure the school is kept up-to-date with the latest innovations and software protection. Maintenance continues to increase due to a larger student population using facilities and more buildings.

As the student numbers increase, charges from supporting organisations also increase on a per capita basis.

