



Rosebank College 2021 Annual Report

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Section I: Message from Key School Bodies

I.1 Chair of Board

Once again, Covid-19 presented many challenges during the year, including the extended period of lockdown which required the College to switch to offsite learning. However, 2021 also provided many opportunities for us to be grateful. We were very pleased to be joined by Ms Nastasi, the 25th Principal of Rosebank College, and the first female lay Principal. Ms Nastasi was warmly welcomed by our students, staff and wider community at the Opening Mass in February.

During terms one and two there was an abundance of activity at the College, with celebrations, ceremonies and events including Harmony Day, National Sorry Day, Open Day, Anzac Day Assembly, the Mother's Day Liturgy and morning tea, and Benedict Day. We were very fortunate to showcase the musical and drama talents of our students and staff during the highly successful production of the school musical, Legally Blonde, in March and again for the Stage 5 Drama Class production of Trackers in June. Another successful InnovatED program was delivered, with over 25 student projects included in the Showcase and presented to a team of judges via Zoom.

We were saddened by the passing of former Rosebank College Principal John Hawley but honoured to host a memorial service in May that was attended by over 200 people, representing current and former staff, alumni and family and friends. It was an opportunity to remember and celebrate Mr Hawley's contribution to the Rosebank story.

The College was lucky to hold both swimming and athletic carnivals and our students participated and excelled in a range of extracurricular pursuits, including baseball, public speaking, debating, swimming, chess and table tennis. Student engagement in the community and care for the environment was demonstrated by participation of a large cohort in a cleanup of the green spaces around the Bay Run, in celebration of Earth Day.

When lockdown became necessary from the commencement of term 3, the College was quick to respond and provide a relatively seamless switch to online learning. Ms Nastasi, the College Leadership team and all staff are to be commended for ensuring our students were provided with quality learning and wellbeing support during this protracted period. The College took this opportunity to strengthen communication and connection with students and families, through regular video and email updates from Ms Nastasi, virtual assemblies and initiatives such as Wellbeing Wisdom, the Rosebank Olympics and Race Around Australia.

We celebrate our students who during lockdown persevered, dug deep and helped each other out through activities such as the Peer Connection Initiative and From Me to You Project during Mental Health Month in October. We were also heartened by a group of Year 12 Alumni from 2020 who reached out to the current Year 12 cohort to provide ongoing support, including participation in a Panel of Wisdom.

Our year 12 students rode a wave of uncertainty as their return to school was delayed, trials were conducted on-line and HSC exams were postponed. We were very grateful they were finally able to return to the College and provided with the opportunity to obtain their HSC credential. Thankfully they were able to be acknowledged at their Graduation Ceremony and gather in

celebration at their Formal. We congratulate them for their resilience and focus, and wish them well in their next stage of life.

The construction of the Manquehue Building commenced at the beginning of the year but was impeded by both Covid-19 restrictions and wet weather. We very much look forward to the completion of the works in the first half of 2022. I offer our appreciation to the community for their continued patience during this time.

The Board and I extend our gratitude to Ms Nastasi for her tremendous work in her first year with the College, a year that was exacting by anyone's standards. Her leadership, optimism, good humour and calm head were widely evident as the challenges of 2021 emerged.

I personally thank my fellow Board Directors and we join together in gratitude for our staff, students, parents and community who continue to provide unwavering support and commitment to the College, which was especially needed during 2021.

Ms Tara McCarthy
Board Chair

1.2 College Principal

As the first female lay Principal of Rosebank College, I recognise the great privilege and responsibility bestowed upon me as I lead this great College. 2021 was filled with many unexpected challenges created by COVID-19 and also many opportunities that highlighted our true strength as a school in the Good Samaritan tradition.

The year began by celebrating outstanding HSC results with an increase in Band 6 across all subjects. We are particularly proud to have been ranked 26th in NSW for Mathematics. Our challenge at Rosebank is always to measure growth and, through high expectation, support and accountability, we are committed to taking every student on this journey. A particular feature of this year was our need to pivot to a remote learning structure while maintaining quality and rigour. Rosebank leaders and teachers adjusted learning quickly and effectively several times in the year. We continued to support our Year 12 students, through the longest and most uncertain HSC journey, with a calm, confident and vigilant response. We applied research and our own insights into developing new approaches to HSC assessment. It was a privilege to attend two virtual TeachMeets where our teachers shared innovative and refreshing ideas on how to engage students without the benefit of face-to-face teaching.

Professional Development focused on "*Who do you say I am?*", where we aligned deaneries around our Mission Framework and explored learning and, in particular, assessment.

The students have continued to succeed in many of our co-curricular and extra-curricular programs throughout the year. One of the many highlights of the year was our College Musical, 'Legally Blonde'. The smiling, dancing, choreographed musical, was performed with enormous ease and professionalism. The College continues to offer over forty different sporting opportunities, including competitive sport on Thursday afternoons with optional activities through Club Sport on weekends. There are close to thirty extension activities available for our high potential learners

including public speaking, debating, chess, STEM, engineering opportunities and units of tertiary study. This year the College won the overall Dance competition for the fifth year in a row and won the Senior CDSA Debating competition, with several teams in the finals. The representative Boys' and Girls' Swimming teams achieved individual success, claiming 2nd overall aggregate in both competitions. One of our Year 7 girls' won SCC and NSWCCC Swimming U13 Age Champion and went on to represent NSWCCC at the NSW All Schools Swimming Championships. We are so proud of all of our students for their engagement with the many programs on offer and for their sportsmanship throughout each activity.

In this extraordinary year of lockdown, Pastoral Care became even more crucial to our culture. We further realised the importance of student voice and student initiatives as the underlying strength of our learning culture. Recognising this, the College sent messages of daily 'Wellbeing Wisdom', spirituality insights, opportunities to participate in 'Mini-Mass', and many more reimaged connections, all virtual. We continued to reach out to local nursing homes, recognising the particular pain being felt by our elderly neighbours who were separated from their loved ones. Our College Captains managed the 'Peer Connect' student newsletter, and our Co-curricular Team came up with creative ideas to keep our community physically active, including the 'Rosebank Race Around Australia' and 'Rosebank Olympics'. With this came a multitude of video messages to our community, sent from our staff through music, and weekly video updates from myself to parents, students and staff. In fact, it seems that the strength of Rosebank infused into every facet of our community, ensuring we were able to maintain our connection with our students, albeit virtually.

The College invested in People and Culture by appointing a HR Manager and recruiting a Dean of Professional Learning and Culture. The role of Coordinator of Accreditation, Professional Practice and Induction was created to support the development of accreditation processes and experience. A review of contracts and roles was carried out, along with a restructure in the office administration, ICT and Co-curricular departments. A new role of Dean of Physical and Cultural Engagement was created to bring the fourth domain of our College into the centre of leadership and align the many opportunities the College offers. These changes led to the discontinuation of our Deanery of Staff Services and the role of Co-curricular Coordinator.

We launched our Strategic Plan for 2021-2025 and we look forward to the completion of the Manquehue building in 2022 which will offer two large play spaces, ten new classrooms and an innovative, flexible Inquiry Hub. We have installed a wonderful Student Leadership Team for 2022, further developed our Pastoral and Learning offerings, including the employment of an additional psychologist to commence in 2022. Despite restrictions, we also stayed connected with our international partner schools through our Virtual Benedictine Exchange Program.

Perhaps the observation that stays with me the most is around the students themselves and the wonderful learning culture that they perpetuate. I continually remind the students that they themselves are the school. The learning culture is completely dependent on them, on their capacity to welcome and embrace new students, on their openness to learning, and on their engagement with this great community.

Iris Nastasi
Principal

I.3 College Captains (Graduating Class of 2021)

As members of the Student Leadership Team of 2020/2021, we would like to take this opportunity to express our gratitude to the family, friends and members of the Rosebank community who have assisted us through the difficulties of this year and shared in our various successes.

Throughout the year, in collaboration with student leaders from Year 12 and other years, we have been able to instigate a myriad of initiatives that have continued to foster a positive environment and build upon the progressive culture Rosebank embodies. This included the ‘Bullying No Way’ campaign, a revamped House sporting competition and bringing back the popular ‘Rosebank Talent Show’.

Whilst we have dealt with many challenges, particularly with the return of COVID-19 during our final term, our cohort can graduate knowing that the enduring spirit and courage we have shown, will help us through the rest of our lives.

Our time as captains has been an honour; we are extremely humbled that we have been able to serve our fellow students and grateful to have been their voice. This was only made possible by our incredibly motivating cohort, who we are delighted to be graduating alongside, as well as the steadfast support from the staff and parents of Rosebank. It would be remiss of us not to further extend this gratitude to the remarkable efforts of the teachers and staff who have been unwavering in their wisdom and support. We would like to especially acknowledge the efforts of College leadership members Mrs Nastasi, Mr Galea, Mr Hardwick and Miss Clark, as well as the Facilitators of Student Leadership, Ms Foster, Mrs Long and Mrs Gow – who have dedicated their time and efforts to helping us.

Rosebank has provided us with valuable memories and experiences that we will cherish for the rest of our lives. Despite this year being like no other, the community was able to exercise strength and resilience and it has been an absolute pleasure to lead the College in 2020/2021. Our high school journey has played an integral role in shaping and developing the young men and women we are today and as we integrate into the wider community, we will be able to use the talents and gifts that have been nurtured at Rosebank.

We wish our cohort the best of luck in their future endeavours and hope that we have inspired our younger peers to participate in all the diverse opportunities that our great school has to offer.

Nathan Wrigley and Isabella Callaghan
College Captains

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

2.1 Contextual Information

In 1867, a group of three Good Samaritan sisters opened a school in Albina Villa just west of where Rosebank stands today, on land that had been occupied for at least five thousand years by the

Wangal people of the Eora Nation. Founded by Archbishop Polding in 1857, this first ever congregation of non-cloistered Benedictine women, was charged with being ministers of Christ's compassion in whatever role they were called to fill. Good Samaritan schools in general, and Rosebank in particular, were to be "schools of the Lord's service" where originally, girls and young women were to be educated with a view to becoming active and engaged citizens shaped and formed as they were in an explicit Catholic Christian and Benedictine worldview. With the enrollment of boys and young men over the last twenty-five years, Rosebank has evolved into a contemporary expression of the Good Samaritan Benedictine tradition, finding a voice in its students and staff that presents both comfort and challenge to our Church and Australian society. Rosebank finds in Christ, the still point of the turning world; in the parable of the Good Samaritan, its call to intelligent compassion; and in the Rule of St Benedict, its pattern of living well and wisely.

Rosebank College offers a holistic approach to the education of young people by providing a range of academic courses, comprehensive extra and co-curricular programs, and opportunities for Service Learning and Social and Emotional Learning. The College has developed our own dynamic, formal Pastoral Care Program aimed at developing resilience, promoting positive relationships and enhancing leadership skills. Our vertically based House system enables smaller communities to form where authentic connections between peers and other students can be established in a welcoming and inclusive environment. Our Student Leadership Program, Student Representative Council and Peer Support Program enable students to step up into a leadership role, serving their peers and their community. During the remote learning period, the College displayed great adaptability, ensuring that our connections, although distanced, were maintained and that students still felt a sense of belonging.

Innovative learning is an important aspect to an effective educational program, which fully engages students and encourages the pursuit of personal excellence. Some of the College's programs that provide opportunities for this are:

- ConnectED - a Year 7 integrated and multi-disciplinary approach to learning in English, History and Geography;
- Accelerated learning and enrichment opportunities in Mathematics, as well as selective Language and VET subjects;
- Accelerated apprenticeships and school-based traineeships;
- Opportunities for high potential learners to participate in a range of competitions, activities and passion projects through the InnovatED and InspirED programs. These are designed to challenge, motivate and engage learners who require further extension in Years 7-10;
- Trialling of the Solar Car Challenge for Year 8 as a STEM based team project with assistance from UNSW.

The College, in the tradition of Benedictine education, also values the Creative and Performing Arts as a critical element of whole person development. Students enjoy music, art, drama and dance as a means to enhance their creativity, confidence and self-expression. Throughout the year, there are opportunities for students to participate and apply their talents, including the Festival of Creative Spirit, musical showcases, drama performances, exhibitions of major works and hospitality functions.

The College's extensive Co-curricular Program promotes each student's physical, cultural and social development. Each term, students choose from over thirty activities to participate in on Thursday afternoons. The College engages casual coaches, professional trainers and teachers to conduct Thursday afternoon activities. Whilst COVID-19 had an impact on the face-to-face options, the program facilitated numerous online activities to assist students in remaining engaged with the College and to promote physical, social and emotional wellbeing. The Club Sports Program has continued to experience growth across a range of offerings even though several seasons were interrupted by COVID-19. Students had the opportunity to represent the College in several sports during the first half of the year in regular weekly competition, with several teams progressing to finals matches. The Duke of Edinburgh Program was again popular, however, the 'Adventurous Journey' component was not able to be conducted face-to-face. It was supplemented by an online experience which enabled an encouraging number of students to complete the Bronze Award.

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. Once completed, the demountables, currently located on the College Green, will be removed, freeing up play space and providing the College with an additional ten GLA's, one 'Inquiry Hub' (the size of two GLAs), two learning spaces and three offices on two levels (Phase 1). Multipurpose sporting courts (the equivalent size of two basketball courts) will be positioned over an undercover car park (Phase 2). Construction is due for completion in June 2022.

2.2 Ministry

In 2021, the threat of a second lockdown came in the wake of the community's annual celebration of St Benedict on 18 June, with the formal announcement made during our annual staff Spirituality Day. That so much was achieved in 2021, is testimony to the power of the Holy Spirit working through the Ministry Team, supported by the College Leadership Team. The presence of a new Principal always creates a sense of change and expectations. Iris Nastasi's vision and energy extended the breadth and extent of the Ministry Team, challenging us to be increasingly open to the signs of the times and to listen deeply with the ear of the heart, calling for patient discernment and affirming leadership.

Visits to the College have been few in 2021, but there have been several of note. A group of Good Samaritan Sisters visited on 21 January to see the newly completed Chapel and restored cemetery. Among the sisters was Sr Carmel Bambridge, great-niece of Mother (Catherine) Agatha (1839-1916) and Sr (Elizabeth) Aloysius Cassidy (1853-1873). Aloysius is buried at Rosebank. Unknown to us at the time, this was Sr Carmel's last visit. She died on 6 October.

For the first time, a gathering of Good Samaritan Benedictine Oblates was held at Rosebank on Palm Sunday. Several of the Oblates are alumni of the College. During Evening Prayer, the annual renewal of Oblation was made in the College Chapel. It is one of the ministry aspirations that the presence of the Oblates within the College, will become a regular part of living the Good Samaritan charism at Rosebank. It also recognises the small, but growing presence of the Oblates in Good Samaritan Education (GSE) schools. Bishop Terry Brady made a pastoral visit to the College on 10 June, highlighting our strong links to the wider Catholic family of the Archdiocese.

When the conditions surrounding the lockdown eased early in Term 4, Morning Prayer in the

Chapel resumed, a sign that even with masks, the “work of God” would continue and the community was held in prayer every day. This was extended through the offering of daily unstructured meditation time in the Chapel during the school day. Creating space for community members to be still and quiet in an environment conducive to peace and openness to beauty is, to refer to Benedict, one of the readily available ‘tools’ for the well-being of the Rosebank family.

The creativity of the Ministry Team extended to providing online experiences of the Liturgy of the Word on Fridays during Term 3, with priests from across Sydney, Adelaide and Melbourne joining us and opening the Word. Rosebank is particularly grateful for the ministry of Fathers Tom Stevens (St Patrick’s Mortlake), Peter Zwaans (Vocations Director, Adelaide), Daniele Russo (St Joachim’s Lidcombe), Michael Gallacher (St Roch’s Glen Iris, Melbourne), John Ngyuen OFM Cap (St Fiacre’s Leichhardt), and Dan McCaughan (St Patrick’s Sutherland).

In addition to weekly liturgies, the College’s Luminos groups also operated online, engaging students across all year groups in discussion on faith-related topics.

Rosebank’s commitment to social justice was maintained throughout the year, with the mindset of “We will do what we can, when we can and where we can”. To this end, the works of Caritas, St Vincent de Paul, Good Samaritan and Benedictine ministries were maintained in both digital and real world. Through creative avenues, our commitment to being Good News to the poor was not neglected or lessened. On 5 November, the Social Justice group held an online forum on the theme of Refugees and Asylum Seekers, with Vincent Long OFM Conv, Bishop of Parramatta; Zaki Haidari, Afghani national and refugee working with Jesuit Refugee Services; Tamara Domicelj, Manager, Jesuit Refugee Services; and Leonie Dyer, Case Manager, House of Welcome. Rosebank’s Social Justice leaders chaired the forum and each speaker presented with passion and provided valuable information as to the truth of Australia’s changing relationship with refugee and asylum seekers. Listening to Bishop Vincent, a former refugee and Zaki, a man seeking to stay in Australia, was a case of ‘tough listening’ and confronting the reality of what life is like for those seeking refuge in a country as blessed in material resources as Australia.

Planning for 2022 has continued, in the hope that what was not achieved in 2021, may be achieved in the future; and what was suspended, postponed or cancelled, may be resumed. Immersions, retreats, staff professional development through GSE and more, still lie in the category of ‘hope’ but preparations in anticipation go on.

If there has been one gift in 2021 that points to the goodness of God looking after Rosebank, it would be gratitude for the blessings given us in unexpected places and through unexpected people. We have learned anew what it is to be neighbour to one another. We have learned anew the gift that quietness and stillness are. We have learned anew that “I am not the centre of the universe”, and that “I do not have total control”, and that a power greater than us does speak words of goodness amid anxiety and stress. May this gift remain with us in our community of Rosebank.

2.3 Characteristics of the College Body

Rosebank College in 2021 had 1400 students enrolled as full-time students. The gender breakdown was 702 females and 698 males. The 2021 Direct Measure of Income (DMI) for Rosebank is 109 (released on 24 November 2021).

Section 3: Student Outcomes in Standardised Literacy and Numeracy Testing

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

The Year 7 2021 NAPLAN achievements show results that are significantly above state average in all aspects.

Year 7

Test Aspect	Rosebank mean score	State mean score	% of the Rosebank cohort in the top two bands	% of the State cohort in the top two bands
Reading	570	546	45%	32%
Writing	551	529	27%	26%
Spelling	586	556	52%	36%
Grammar and Punctuation	562	541	39%	32%
Numeracy	577	559	46%	37%

Year 7 students at Rosebank demonstrated excellent results in all aspects of the test. As with Year 9, a higher percentage of students overall achieved in the top two bands compared to the state average and similar schools to Rosebank.

While these results provide strong evidence to support the effectiveness of the literacy and numeracy work being completed, the College aims to further improve these important skills in our Rosebank learners. The College will continue to identify and monitor areas for development for each class and refine appropriate strategies that can be consistently implemented into assessment and classroom practice.

The 2021 Year 9 cohort also achieved significantly above the state in all aspects.

Year 9

Test Aspect	Rosebank mean score	State mean score	% of the Rosebank cohort in the top two bands	% of the whole State cohort in the top two bands
Reading	605	582	36%	25%
Writing	586	557	17%	15%
Spelling	612	587	35%	25%
Grammar and Punctuation	612	579	33%	24%
Numeracy	611	597	32%	26%

We are proud that, on average, our students continue to outperform other Year 9 students across the state. Our analysis indicated that, overall, a higher percentage of students achieved in the top

two bands compared to the state average and similar schools to Rosebank.

Section 4: Senior Secondary Outcomes (Student Achievement)

4.1 Granting of Records of School Achievement

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

4.2 Results of the Higher School Certificate

The College is proud of the success of its students in the 2021 HSC examinations, given the extended and interrupted conditions endured by students and staff. Rosebank students were examined in 36 school-based courses. Of these courses, 78% were above state average. In addition, there was also 50% of the cohort who appeared on the Distinguished Achievers list by achieving at least one Band 6 result, which is the highest ever at the College. This is an increase from the 2021 cohort (37%) and the 2019 cohort (25%).

Band 6 results in the 2021 HSC further exceeded state average with 14.9% of all examination attempts, which is the highest ever result for the College. The Band 6 results are used to determine school rankings and the 2021 results placed Rosebank at 113th.

HSC results exceeded the state average in the top two bands, with 57% of all examination attempts resulting in either a Band 5 or a Band 6, which is also the best on record at Rosebank. Results in Band 6 and the top bands were shared across all faculties.

Across the top three bands (Bands 4, 5 and 6) 85% of the 2021 HSC results were achieved by the cohort.

Courses in which 100% of the students achieved in the top two bands include:

- Italian Continuers
- Italian Extension
- Mathematics Extension 2
- Chinese Continuers

Subjects where more than 50% of student achieved in the top two bands include:

- Italian Extension (100%)
- Italian Continuers (100%)
- Mathematics Extension 2 (100%)
- Chinese Continuers (100%)
- English Extension I (89%)
- Dance (88%)
- Visual Arts (86%)
- Mathematics Extension I (72%)
- Hospitality Examination (71%)
- Community and Family Studies (69%)
- Mathematics Standard I Examination (67%)
- Studies of Religion II (62%)
- Drama (62%)
- Business Services Examination (60%)

- Music I (86%)
- Ancient History (85%)
- Economics (84%)
- English Advanced (77%)
- Mathematics Advanced (77%)
- English Extension 2 (75%)
- Studies of Religion I (56%)
- Legal Studies (54%)
- Mathematics Standard 2 (52%)
- Society and Culture (50%)
- Geography (50%)
- History Extension (50%)

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 2021, there were thirty students in these year groups enrolled in sixteen 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, Business Services and Information and Digital Technology are, subject to demand, delivered on site by Rosebank College, which also provide for a Certificate II or III 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 2021, Rosebank College had 112 staff who were classified at Proficient Teacher career level. There were an additional eleven staff who were Provisionally and/or Conditionally Accredited by NESAs. As the year progressed, these teachers continued working with a College mentor towards achieving Proficient Teacher Accreditation. Additionally, there are nine casual teachers who have nominated Rosebank as their preferred Teacher Accreditation Authority (TAA). By the end of 2021, three Conditional and/or Provisional teachers were successful in completing the annotated evidence requirements to be approved by NESAs as having attained the career status of Proficient Teacher. This year, 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.

At the conclusion of 2020, NESAs implemented significant changes to what constituted effective professional development. Alongside the new regulations to NESAs endorsed school-based providers, these changes affected the majority of teachers and their completion of mandatory hours for the current year. The minimum requirement of 50 hours 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. Additionally, the COVID-19 pandemic during Terms 3 and 4 had a significant impact on how professional development opportunities were provided to staff.

A high number of staff participated remotely in the 'Youth Mental Health First Aid' course. This course was based on the 'Resilience in Teens Program'. Today there is an increase in the number of students with mental health concerns. Therefore, it is imperative that all staff are equipped with preventative strategies to use with students, including how best to manage situations with students as they present. The course had 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.

The College also provided an opportunity for twenty-five teaching staff to attend professional development sessions to attain the Mini-COGE (Certificate of Gifted Education) offered by GERRIC (Gifted Education Research, Resource and Information Centre UNSW). This PD has a practical focus, applying the theory discussed on the first day to produce strategies and plan lessons specific to the classroom and your students, on the second day.

The Youth Mental Health First Aid and the Mini-COGE courses contributed to Accredited PD hours of NESA.

The College required all staff to complete a number of online risk and compliance courses throughout the year. This was to ensure that staff are equipped with the necessary knowledge and understanding about the implications of complying with relevant legislative, administrative, organisational and professional requirements, policies and procedures. These modules included: Complaints Handling, Site Closure Response Plan, CPR Refresher Course, Evacuation procedures, Child Protection (NSW Policy), Discrimination, Harassment and Bullying, Work Health and Safety (NSW), Privacy, Student Duty of Care: Reporting to External Agencies, Code of Conduct, and Whistleblower Training.

At the beginning of the year, staff identified targeted goals to focus upon throughout the year. For many, these goals had to be refined and/or reshaped due to the changed working environment, as a result of a prolonged period of remote learning. Despite this, it was evident that teachers remained focused on embedding effective strategies in their lessons to promote and support student engagement, as well as integration of digital tools and technologies to support student learning. One of the consequences of this was an even greater focus on differentiation and student wellbeing.

The theme for the 2021 Professional Development Week in June was, "Who do you say that I am?". Unfortunately, the week was shortened due to pandemic restrictions, but in the days that were available, staff participated in workshops including 'Generation Z' run by guest presenter, Claire Madden. We also discussed ways our Mission Framework can be further embedded and connected in our teaching practice.

The College organised two successful internal virtual TeachMeets in 2021. These events promoted the sharing of ideas and resources that teachers were using online to promote effective student engagement in learning. The topics included a variety of available digital tools including, but not exclusive of, those that sit within the College learning platform, Exchange (Canvas).

Section 6: Workforce Composition

The workforce composition at Rosebank College for 2021 (Census Data August 2021):

	Full Time		Part Time	
	Male	Female	Male	Female
Principal	0	1		
Teaching Staff	32	63	0	18
Specialist Support	4	1	0	12
Admin and Clerical	2	15	0	10
Building, Maintenance and Other	5	1	6	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 2021 in Semester 1, was 95% and Term 3 was 98%. 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 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:

- Register all absences on the College App, including the nature of absence.
- Apply for leave from the Principal if the absence is prolonged (4 days or more)

The parents of students who are absent without prior notification, will be contacted by SMS on the day of absence. Students who have non-verified absences will be followed up by:

- Home Room Teacher
- House Coordinator

Students who are identified through our tracking reports, to have high absenteeism are followed by:

- House Coordinator
- Home School Liaison Officer
- Dean or Assistant Deans of Pastoral Care

These students may be required to complete extra work 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 2019	107	105	212
Year 12 2021	94	97	191

In 2021, the retention rate from Year 10 to Year 12 was 95%, which is similar to 2020. Students left Rosebank to pursue opportunities, careers or further studies in Vocational Education at TAFE or Southern Cross Vocational College Burwood, through apprenticeships and/or full-time employment.

7.3 Post- School Destinations

Eighty-three percent of students in Year 12 received offers to university and private colleges by the University Admissions Centre (UAC). The remaining 17% of students secured an apprenticeship, traineeship, full-time or part-time employment, or applied directly to universities, colleges, TAFE or another RTO. The increased number of offers by UAC, (from 71% in 2020) is due to additional early offer programs and adjustment factors applied by universities which increased students' eligibility.

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. Our Catholic coeducational College has received an overwhelming response from the local and wider community and placed us in the enviable position of receiving applications in excess of our possible acceptances. 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 and Student 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

- I. 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:

1. **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 fee
- 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:** 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
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.	No updates in 2021	Via the College Website and/or Parent and Staff Portal. The Charter is also located in the Student Diary.
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.	Updated in 2021 as part of the College's continuous improvement framework, including adding more anti-bullying strategies.	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>	<p>No updates in 2021</p>	<p>Via the College Website and/or Parent and Staff Portal</p>
<p>9.4 Reporting Complaints and Grievances – Rosebank is committed to handling complaints effectively and efficiently, responding with procedural fairness. This policy outlines this process, which has included the establishment of an online complaints management system, allowing the College to capture, manage and report on complaints. Regular analysis of complaints received and the implementation of rectification actions, where deficiencies are identified, are key to the College’s commitment in this area. Parents can raise concerns by email to complaints@rosebank.nsw.edu.au. Any formal complaint involving the Principal, must be submitted in writing and emailed to chair@rosebank.nsw.edu.au</p>	<p>No updates in 2021</p>	<p>Via the College Website and/or Parent and Staff Portal</p>

Section 10: College Determined Priority Areas for Improvement

The Rosebank community is committed to ongoing review and improvement. Together with our Mission and Vision statements, Mission Framework, and the Strategic Plan implementation strategies, the Strategic Plan 2021 – 2025 “*Lighting the Leadership Flame*” is part of a suite of core documents that shapes and directs this review process. These documents also assist in the formulation of annual priorities. College priorities identified as areas of focus in 2021 were:

Ministry Services

- Implementation of the 2021 Staff Spiritual Formation Program in cooperation with the Staff Services Team.
- Further develop education and formation programs in the areas of Liturgy including leadership of daily Morning Prayer and the continued expansion of lectio.
- Further development and cultivation of the Luminos faith groups, Senior Retreat and Rosebank Rally moving towards greater sustainability through increased student and alumni engagement.
- Explore links to develop and expand the College’s commitment to social justice and increased participation with external providers including the First Peoples of Australia.

Learning Services

- Further develop teacher skills in creating well designed formative and summative assessment that

is relevant, accessible and provides achievable challenges for learners at all ability levels.

- Assist teachers to utilise a range of feedback mechanisms that respond to task, process and self-efficacy aspects of a student's learning that fosters visible learning growth for all students.
- Develop a whole-school response to writing skills in Middle School.
- Undertake collaborative planning to review the Rosebank Learning Framework.

Pastoral Services

- Develop a tracking system centred on application, effort and behaviour to identify interventions.
- Initiate student leadership networking and connections beyond Rosebank.
- Enhance the training of our student leaders.
- Improve and widen the House Point System.

Co-curricular Services

- Develop an Elite Sports Training Program.
- Commence a Cadetship Program targeting Year 11 and 12 students to develop sports coaches through a training and development program.
- Increase cultural opportunities for students including robotics, film and acting activities.
- Explore options for our interschool representative sports competitions in 2022 and beyond.

Staff Services

- Create a sustained framework of staff formation for teachers who mentor a pre-service teacher.
- Provide 2IC's with training and systems that enable them to support their managers and act in the role in the event of an absence.
- Further develop a shared understanding of the role of Staff Services as an enabler to build the capacity of staff within each of the core domains.
- Re-apply for NESAs endorsement as a school-based provider of Accredited PD
- Create additional resources/opportunities of Elective PD which supports whole staff trends in RPPR, Peer Observations and external PD.

Business Services

- Complete Phase I of the Manquehue Building and move demountables offsite.
- Establish an in-house business modelling service and create associated templates.
- Investigate the purchase of additional solar panels including size, location and cost benefit analysis.
- Commence initiatives that will create a paperless environment.
- Promote and reinvigorate the current College aquaculture program.

Administration Services

- Explore contemporary ways of student groupings that allow for flexibility and personalisation of learning.
- Conduct an audit of existing learning spaces in the College.
- Review educational research regarding modern and adaptable spaces that cater for a range of activities, including furniture and room design.
- Analyse and evaluate current timetable constraints, and educational research regarding flexible timetables and student groupings that focus on student learning and wellbeing.
- Increase/maintain a pool of capable casual teachers with representation from each subject area.

- Work with the Finance office to transition to new TASS software.

Management Services

- Enhance opportunities for students to benefit from a collaborative community between the College, its staff, parents and alumni.
- Improve efficiency and effectiveness to ensure continued compliance with updated legislation and improved compliance protocols.
- Broaden opportunities for P&F and alumni to be meaningfully engaged in the life of the College.
- Design and implement Management and Reporting Dashboards across each College domain.

Section II: Initiatives promoting Respect and Responsibility

The College's Pastoral Leadership Team works together to oversee student wellbeing and safety and develop programs for Social and Emotional Learning (SEL). Our House Coordinators, Assistant House Coordinators and College Counsellors work collegially to write and manage the delivery of our programs which are dynamic in nature, aimed at responding to the needs of the students. In 2021 there was a focus placed on the topics of consent and bullying, each year group being exposed to age-appropriate presentations through form meetings, visiting presenters and group discussions.

Our College's House-based vertical pastoral system, our Pastoral Care Program, House activities and other pastoral initiatives, 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 friendships to occur between students of different year groups. Our Year 9 students have the chance to apply for the role of Peer Support Leader and six leaders per House are selected. These students take part in training sessions to develop the skills and confidence to deliver the program to our Year 7 students. Our Peer Support Leaders are instrumental in working with our young students as they transition to high school.

The Student Leadership Program provided students the chance to step up and use their voice to support their peers and the College. The Students Representative Council (SRC) consists of students from Year 7 to 11 and they join the senior Student Leadership Team in uniting the student body. Our Facilitator of Student Leadership and Service Group Patrons provided an additional level of guidance to the student leaders and mentored them in each of their roles.

In 2021, 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 culture of belonging, connection and House spirit in somewhat of 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. Our College student leaders took on the responsibility of connecting students through weekly newsletters and competitions.

The College's safeguarding initiative, CARES (Community at Rosebank Enables Safeguarding)

continued to be used by students. This system empowers students to stand up for themselves, or others, by providing them with an online platform to report concerns of safety. A refresher program was initiated in 2021, 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 programs. 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 Lunchtime Club Program continued to flourish, with many additional and new clubs providing a range of activities. These programs are designed to provide opportunities for the students to connect with other like-minded students, to develop a sense of belonging and connection.

Our student-led initiative 'From Me to You' continued with three project areas. A collection of beautiful and colourful photos were sent to aged care facilities in the local area, aimed at bringing a smile to the faces of residents and to brighten up the walls of their facilities. The Class of 2020, aware, through their own journey of the impact of COVID-19 on the HSC, offered support to the Class of 2021, through video messages of hope and inspiration. They also contributed via a 'panel of wisdom' aimed at highlighting the breadth of post-school options. The third project area was driven by our Year 10 students, who created a calendar of activities for Mental Health Month in October, encouraging both students and staff to look after their mental health. Through all three projects, students learned the importance of connection beyond their own world and that small commitments 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, including Caritas Australia's Project Compassion and St Vincent de Paul, through the winter and Christmas appeals, and Night Patrol project.

Section 12: Parent, Student and Teacher Satisfaction

12.1 Parent Survey

In 2021, 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.

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 2021 Parent Survey include:

Affirmations:

- We are extremely happy with all the hard work and effort that takes place at Rosebank regarding school community and traditions.
- All communication is always very clear, consistent and most informative.
- The fees are very reasonable and the payment options make it very affordable, rather than lump sum or term payments monthly billing works well for me.
- The Diverse Learning Team are amazing, and very supportive.
- The video messaging has been very well done. Glad to see that the newsletter is fortnightly and no longer weekly.
- The professionalism, the quality of education and resources, and the way the school is run by a wonderful Principal - especially this year with home schooling. The weekly videos were great.
- RBC is the gem of our community, an amazing school. Variety of curriculum and opportunities, great staff, incredible Diverse Learning faculty. The Extended Day Program is so innovative.
- My son is very happy with the school and happy coming to school. This makes me relieved I have made the right decision especially is the school I attended all those years ago!
- The school is building resilience and promoting independence and leadership in students within the framework of a positive nurturing educational environment.
- Our son has felt supported and connected during his time at Rosebank. This has extended to us as a family. He is encouraged to push himself to achieve his best at all times and become a well-rounded, caring member of the community.
- The teachers are very good and this creates a great school culture. I feel I made the right decision to send my son to Rosebank, despite the fact that he knew no-one else, and it has taken time for him to make friends. He started to form friendship bonds in Term 2 and seems to be well connected now.
- The teachers are always there and provide full support to their students and parents when required. No one outside the school speaks negatively about Rosebank College.

Suggestions:

- I would encourage Rosebank to look more strategically in relation to the future pathways for its students after school finishes. Innovate, future ready, life skills, micro credential approach.
- Continuing technology improvements, specifically in relation to the Parent Portal and App.
- Markings of assessments should also be accessible on parents' Exchange as students do not always advise parents of their markings. After all we are the ones that pay for our children's school fees.
- Extend the length of the LPM meetings, as they are too short to get any meaningful information.
- It is difficult to find teachers' email addresses. The kids have mentioned several times that their teacher wanted me to email them, but unless I had previous communication from them, I don't have their addresses.
- The option for male students to wear shorts in summer would be most welcome. Wool trousers on days with high temperatures are just not comfortable or practical.

- Continue to develop sport and co-curricular to make it consistent and fun for all children - even those that are not particularly sporty. Continue to produce first rate musicals, performing arts and dance programs.
- Further training of student leaders, in all years, to give them more confidence when meeting with and addressing guests at College events and functions.
- The building works need to be completed so the teachers and students can settle into their new spaces with minimal disruption to the school. For the rest of the year, I would like a model where there is a choice of home learning or classroom activities as I do not feel like we are at the stage where, as a state we are ready to go back to having fulltime schooling.

I2.2 Student Exit Survey

The Graduating Class of 2021 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 2021 Year 12 Student Exit Survey include:

Affirmations:

- The wellbeing sessions that were put in place instead of pastoral care were such a great program to look forward to in the middle of the week. Definitely recommend them to be put in place for Year 11 and 12!
- I really enjoyed (pastoral care), it gives us a chance to focus on ourselves and that it provides us with real lifestyle events of how to manage our future.
- Rosebank has developed me into a learner, focusing on academic achievement.
- Amazing and very helpful throughout my 6 years of high school. Really helped me bump up to a certified pace of level of understanding.
- Overall, had all the opportunities I needed to become an extensive learner so props to school.
- From where I was at (a different school) in Year 7 to where I am now, I can confidently say Rosebank has been able to foster an academic mindset and help me achieve my best.
- I really enjoyed the exchange program. I found it really rewarding and gained many new international friends.
- I was able to participate in every one of these categories and I can genuinely say that these co-curricular activities and out-of-school opportunities were some of the greatest highlights of my high school experience.
- The staff at the IT department are great.

Suggestions:

- I feel as though the long speeches and presentations lose the interest of students as it is mostly no new information. Most students already know these facts and I feel as though

providing more calming stress-free activities for all years will benefit the health and well-being of all Rosebank students.

- I feel as though Rosebank was active in promoting wellbeing, and making students feel prioritised through the numerous activities. However, sometimes I felt as though there were a few pastoral care sessions in earlier years that weren't quite accurate because the teacher running it was not really qualified so it felt vague. On the whole, there has always been a great amount of effort, which is appreciated. Cafeteria should have more healthy options.
- The internet access was at times frustrating and made it difficult to complete tasks in class.
- I believe we aren't taught how to study early enough, it should be done in Year 7, in order for kids to develop their study skills over time.

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 2021 Staff Survey include:

Affirmations:

- Management, communication and organisation has far surpassed my experiences at any other school.
- Rosebank is a lovely school - the students are a pleasure to teach and they motivate me to go above and beyond.
- I am grateful that I work at Rosebank amongst a strong leadership team, friendly parents and respectful students. I am even more appreciative of these conditions given the COVID-19 lockdown.
- I am appropriately involved in decisions that affect my work.
- I appreciate the school is catering to the growing needs of the school and its community.
- A wonderful, caring, understanding workplace that appreciates the effort of teachers and cares for their wellbeing and also their professional development.
- Positive Leadership, inclusive, compassionate. Focused on wellbeing and whole school community.

Suggestions:

- As the school has grown over the years I have been here, many roles have emerged which I know are essential to its running, however the core business of the school and its highest priority is education of our students. We as teachers would benefit from just a little less face to face time to develop/foster/nurture and extend ourselves in our teaching practices. This could involve improving resources, programs, collegial work together etc. I feel we are so rushed and at times the things we don't get to improve and work on and have the time to invest in are the actual pedagogical aspects of our job. I know we would appreciate this time if we had it.

- Rosebank is built on beautiful grounds. The classrooms could do with a refresh and some maintenance, particularly for rooms that require curtains to block the glare.
- Continue to promote a positive work-life balance, with a priority on mental health, well-being and flexible work arrangements.
- Continue to develop student skills in order to be competitive regarding marks, in comparison to other like schools.
- Administration systems and platforms for parent correspondence have room for improvement.
- I would like to improve the collaboration between different teams/departments moving forward.
- Review of exceeding workload to ensure equitability within the College, as this impacts work-life balance and overall wellbeing.

12.4 College Staff Involvement

2021 has certainly been characterised as another challenging year. Despite this, as a learning community, every staff member helped make Rosebank a flexible and vibrant workplace focused on overcoming the obstacles placed before us. The strength of the year is that we came through it and we can be proud of our communal achievements.

To ensure that staff stayed connected with each other, meetings were held regularly using Zoom or Teams. This was as Home Room teachers, in faculty groups, or in the various middle management teams across the College.

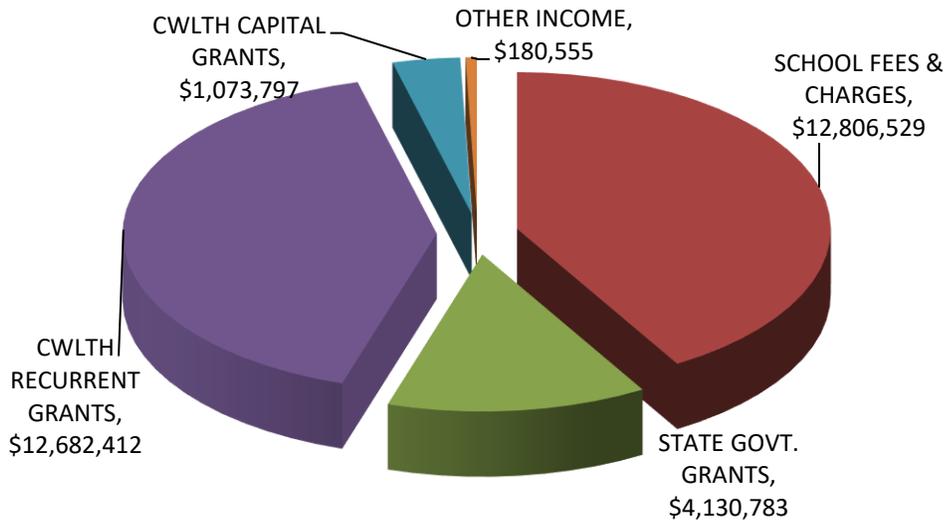
The College continued to offer as many events and activities as permitted, to highlight the breadth of learning, innovation and celebration. Many of the events on the calendar continued as scheduled; however, restrictions and adherence to safe protocols meant that the delivery was either virtual or live-streamed, with a reduced number of participants. These experiences included liturgies, mini masses and Lectio, assemblies, performances, showcases of student work, College tours, parent information sessions, Learning Progress Meetings, semester assessment tasks and HSC Trial assessment tasks, co-curricular presentations and the Major Awards for the end of year presentation event.

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)
 - The Commonwealth has assisted the College's building program with a capital grant in 2021.
- State Government grants
- Interest received and revenue from trading operations

Income 2021



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 57% of the total recurrent expenditure.

Teachers are paid under the NSW Catholic Independent Schools (Teachers) Multi Enterprise Agreement. In 2021, teachers received a 2.5% increase. There were no further increases in 2021. Teachers in charge of departments and House Coordinators, also received extra percentage points for positions of responsibility,

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 requiring more buildings.

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

Expenditure 2021

