

Roseville College | An Anglican  
School For Girls



# **Educational and Financial Reporting Annual Report**

**2006**

# Contents

1. Introduction from Key School Bodies
2. Policy and Procedures
3. School Performance in State-Wide Tests and Examinations
4. Teacher Standards, Attendance & Retention
5. Retention Rates
6. Enrolment Policy and Profile
7. Policies
  - a. Student Welfare
  - b. Student Discipline
  - c. Policies for Complaints and Grievances Resolution
8. School Determined Improvement Targets
9. Aims for 2007
10. Summary Financial Information
11. Respect and Responsibility
12. Parent, Student and Teacher Satisfaction

# Educational and Financial Reporting

## 1a. Message from the Principal

The year 2006 has been a very successful one for Roseville College. It has been a transition year between principals, and a year of consolidating and completing initiatives implemented from the old strategic plan. Having arrived in Term 4, I cannot thank the staff enough for their professionalism and energy as they graciously went about ensuring a seamless transition, whilst I was still trying to find the admin block!

I took the opportunity in Term 4 of visiting every child in the school, talking with students in K-4, and surveying and chatting with students from 5 - 11 (Year 12 having left to do their HSC). It was wonderful to meet the girls - I was impressed by their articulate and thoughtful insights, and delighted to witness their compassion, sense of social justice, and good humour. Many of their comments and observations have provided input into decisions we are already making about future directions of the school.

Student performance in the Basic Skills Tests, SNAP & Ella Tests, School Certificate and Higher School Certificate examinations is discussed further in this report. At the end of 2006, analysis of our School Certificate to Higher School Certificate results indicated strong added value for individual students in their final two years of schooling. Roseville College has broadened its proactive approach to pastoral care by developing a structured Personal Development programme through to Year 12. A Cross-Age tutoring programme is running which allows for additional leadership opportunities for our senior girls, by assisting younger students with their studies. A Cross-Curricular IT project for Years 7 - 9 has broadened the opportunity for students to learn technology skills from a thematic perspective, and Smart Whiteboards are being installed, and staff trained in their effective use.

Roseville College has been committed to reviewing its buildings and facilities, for the purposes of providing contemporary and aesthetically functional infrastructure. 2006 was a year that saw the completed refurbishment of the Mary Richardson building, complete with four state of the art science laboratories, new staff facilities, science preparation rooms, and beautiful new classrooms. Construction of the Joy Yeo Centre began in Term 4, and will include a 350-seat auditorium with sprung floors for dance, music practice rooms, facilities for a recording studio and classrooms, with state of the art IT facilities, that will benefit every child in the school.

Such commitment to the well being of our girls, in terms of their pastoral and spiritual care, providing academic opportunities to achieve at the highest level, and in facilities that are contemporary and highly functional, comes about because of the approach and attitude of our School Council. I acknowledge and thank them all, particularly Mr. Edward Kerr, Chairman, for their support and vision for this remarkable school.

## **1b. Message from School Council**

The School Council met 10 times in 2006. In addition to the normal governance oversight responsibilities, major tasks undertaken during the year were conducting the search for and appointing our new principal, Dr. Briony Scott and continuing to oversee major building works.

The building works involved a major refurbishment of the Mary Richardson building, providing much needed updated facilities – particularly science laboratories, renovated classrooms and additional staff room space. Work also began on the Joy Yeo Centre. This is the single biggest building project ever undertaken by the school and involves a performing arts auditorium, specialist performing arts educational spaces and general learning spaces.

2006 has been a year of changes, yet Roseville College remains a school built on strong Christian foundations. As our community looks forward to our 2008 Centenary celebrations, our goal to provide a rich educational environment, based on the teachings of Jesus Christ, remain as strong today as they were when the school was founded.

## **1c. Message from Student Representative Council**

The aim of the Student Representative Council at Roseville College is to provide a forum for discussion on a wide range of issues. These issues can relate to day to day concerns such as school rules and uniform or can address wider issues in the community such as the environment and social justice.

The President of the SRC is elected in Term 3 each year and holds office for one year. At the beginning of Term 1 a representative from each House group in Years 8-12 is elected. Year 7 representatives are elected at the end of Term 2. The total membership is 25 and meetings are held every second Thursday during the lunch break.

Students are encouraged to bring suggestions from the members of their House. Once or twice a term Year meetings, in House groups, are allocated by the Year Adviser to enable all students to put forward their ideas

Issues are discussed, minutes taken and forwarded to the Principal. The Principal is then invited to attend meetings at least once a term.

The SRC are engaged in a number of different activities. In the past, these have included such things as the implementation of a paper recycling scheme in the classrooms, fundraising for the Wakisa ministry in Uganda, organisation of speakers in assembly, and a school spelling bee.

## **2. Policy and Procedures**

### **2.1 Policy**

Roseville College will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Science and Training. This reporting will include public disclosure of the educational and financial performance measures and policies of Roseville College as required from time to time.

### **2.2 Procedures**

Procedures for implementing the policy include:

- The Principal will be responsible for co-ordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required.
- For each reporting area, the Principal will identify the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report
- The Director of Teaching and Learning is responsible for the collection, analysis and storage of performance in state wide tests and examinations, and providing the relevant data and information to the Co-ordinator for inclusion in the Report.
- The Principal will be responsible for collecting, storing and providing data for details on all teaching staff.
- The Registrar will be responsible for the collection, storage and provision of relevant data on retention rates and the enrolment policy.
- The Head of Junior School, the Director of Pastoral Care, and the Deputy Principal will be responsible for providing information on policies relating to student welfare, discipline, and reporting complaints and resolving grievances.
- The Principal, in consultation with the Senior Executive, sets the school determined Improvement targets, and the Director of Teaching and Learning in conjunction with the Principal will provide the information for the Report.
- Determination of the specific content to be included in each section of the Report and reviewing this each year to ensure ongoing compliance, relevance and usefulness.
- Preparation of the Report in an appropriate form to send to the Board of Studies
- Setting the annual schedule for:
  1. delivery of information for each reporting area to the coordinator
  2. preparation and publication of the Report
  3. distribution of the report to the Board of Studies and other stakeholders

### **Requests for additional data from the NSW Minister for Education and Training**

To ensure that any requests from the Minister for additional data are dealt with appropriately, the Principal will identify the staff member responsible for coordinating the school's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to the NSW Board of Studies in an appropriate electronic form.

### **Requests for additional data from the Federal Minister of Education, Science and Training**

To ensure that any requests from the Minister for additional data are dealt with appropriately, the Principal will identify the staff member responsible for coordinating the school's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to the Department of Education, Science and Training in an appropriate electronic form.

### **DEST Annual Financial Return**

The Business Manager of Roseville College will be responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEST in an appropriate form.

### **3. School Performance in Statewide Tests and Examinations**

The inclusion of information on the HSC, SC, BST, ELLA and SNAP is provided in accordance with the Education Regulation 2001 – Sect 5 (Attachment 1) which states that “results to which this clause applies must not be publicly revealed in a way that ranks or otherwise compares the results of particular schools”.

#### **3.1 Higher School Certificate 2006**

Roseville College has reported the results of HSC “examinations and related assessments” (Clause 5 Education Regulation 2001).

In 2006, 90 students sat for the NSW Higher School Certificate in 33 courses. In total, 100% of candidates across all courses achieved marks of 60 or more (Band 3 or higher) with 32% of these placed in Bands 5 and 6 (80-100 marks). Of the 29 candidates who sat for a one- unit extension course, 100% achieved 25 marks or more out of 50 with 76% of these achieving in the highest bands with 40 marks or more.

Student achievement was generally significantly above state level.

#### **2006 Higher School Certificate Results**

- Roseville College placed 55th in the State in the Merit List of Top Schools
- 3 students received prestigious Premier's Award for All-round Excellence
- 1 Roseville student placed 5th in Information Processes and Technology
- 1 Roseville student placed 30th in German Continuers
- 2 Roseville students placed in the top 50 in Earth and Environmental Science

## Distribution of UAI

<i>Roseville Students</i>	<i>Percentage Obtained</i>
<i>UAI &gt; 99</i>	2
<i>UAI &gt; 95</i>	10
<i>UAI &gt; 90</i>	31
<i>UAI &gt; 88</i>	36
<i>UAI &gt; 85</i>	45
<i>UAI &gt; 80</i>	52

- 32% of Roseville students achieved Band 5 or 6 in at least 10 units.
- 81% of Roseville Year 12 applicants received first-round offers in a University course of their choice.
- Approximately 90% of our students were eligible for a University offer, although several opted for alternative courses offered by TAFE and private colleges.
- Roseville girls achieved 87 mentions in the Board of Studies Distinguished Achievers' List of students who were placed in the highest Band, Band 6, representing a mark of over 90 in individual subjects.

**Table: 2006 Higher School Certificate Test Results**

Subject	<i>Performance band achievement by %</i>			
	No of Students	Bands 5-6 E4/E3	Bands 3-4 E2/E1	Bands 1-2
<i>Ancient History 2 Unit</i>	30	53.33%	43.33%	3.33%
<i>Biology 2 Unit</i>	30	83.33%	16.66%	-
<i>Business Studies 2 Unit</i>	24	87.49%	12.50%	-
<i>Chemistry</i>	8	37.50%	62.50%	-
<i>Design and Technology</i>	13	38.45%	61.55%	-
<i>Drama</i>	11	54.54%	45.46%	-
<i>Earth and Environmental Science</i>	10	100%	-	-
<i>Economics</i>	11	72.72%	27.28%	-
<i>English Standard</i>	10	-	100%	-
<i>English Advanced</i>	78	51.27%	48.73%	-
<i>English Ext 1</i>	24	100%	-	-
<i>English Ext 2</i>	7	100%	-	-
<i>Geography</i>	16	89.18%	10.82%	-
<i>Information, Processes and Technology</i>	5	60.00%	40.00%	-
<i>General Mathematics</i>	51	39.20%	54.92%	5.88%
<i>Mathematics</i>	28	39.28%	60.72%	-
<i>Mathematics Ext 1</i>	8	75.00%	25.00%	-
<i>Mathematics Ext 2</i>	3	100%	-	-
<i>Modern History</i>	32	68.74%	31.26%	-
<i>History Ext</i>	2	100%	-	-
<i>Music 1</i>	3	66.66%	33.34%	-
<i>Music 2</i>	2	100%	-	-
<i>Music Ext</i>	2	100%	-	-
<i>Personal Development, Health and Physical Education</i>	23	60.86%	39.14%	-
<i>Physics</i>	7	71.42%	28.58%	-
<i>Senior Science</i>	10	60.00%	40.00%	-
<i>Visual Arts</i>	16	87.50%	12.50%	-
<i>French Continuers</i>	4	75.00%	25.00%	-

**Table: 2005 Higher School Certificate Test Results**

Subject	No of Students	Performance Band Achievement by %		
		Bands 5 - 6 E4/E3	Bands 3 - 4 E2/E1	Bands 1 - 2
<i>Ancient History 2 Unit</i>	22	81.81%	18.19%	-
<i>Biology 2 Unit</i>	26	84.61%	15.39%	-
<i>Business Studies 2 Unit</i>	23	65.21%	34.79%	-
<i>Chemistry</i>	16	75%	25%	-
<i>Design and Technology</i>	13	7.69%	92.31%	-
<i>Drama</i>	15	80%	20%	-
<i>Earth and Environmental Science</i>	19	100%	-	-
<i>Economics</i>	10	80%	20%	-
<i>English Standard</i>	6	-	100%	-
<i>English Advanced</i>	86	75.57%	24.43%	-
<i>English Ext 1</i>	24	100%	-	-
<i>English Ext 2</i>	12	100%	-	-
<i>Geography</i>	16	87.50%	12.50%	-
<i>Information, Processes and Technology</i>	6	66.60%	33.40%	-
<i>Modern History</i>	38	76.30%	23.70%	-
<i>History Ext</i>	6	49.99%	50.01%	-
<i>Music 1</i>	5	80%	20%	-
<i>Music 2</i>	2	100%	-	-
<i>Music Ext</i>	1	100%	-	-

<i>Performance Band Achievement by %</i>				
<b>Subject</b>	<b>No of Students</b>	<b>Bands 5 - 6 E4/E3</b>	<b>Bands 3 - 4 E2/E1</b>	<b>Bands 1 - 2</b>
<i>Personal Development, Health and Physical Education</i>	30	80%	20%	-
<i>Physics</i>	8	87.50%	12.50%	-
<i>Senior Science</i>	15	79.99%	20.01%	-
<i>Visual Arts</i>	20	70%	30%	-
<i>French Continuers</i>	9	77.77%	22.23%	-
<i>French Ext</i>	5	100%	-	-
<i>German Continuers</i>	7	71.42%	28.58%	-
<i>German Ext</i>	2	100%	-	-
<i>Japanese Continuers</i>	4	25%	75%	-
<i>Japanese Ext</i>	2	50%	50%	-

## 3.2 School Certificate

Students performed above State level in each of the five School Certificate tests. In English Literacy, 98% achieved Bands 4, 5 or 6 as compared to 76% of the state. Approximately 90% achieved Bands 4, 5 or 6 in Mathematics compared to approximately 68% of the state. The number of students achieving Band 4 and above for Science is 94% which is a very strong performance for Roseville College.

**Table: 2006 School Certificate Test Results**

Test	No of Students	<i>Performance band achievement by %</i>					
		Bands 5-6 Roseville	Bands 5-6 State	Bands 3-4 Roseville	Bands 3-4 State	Bands 1-2 Roseville	Bands 1-2 State
<b>English</b>	81	81.47%	31.18%	18.53%	57.31%	0	10.02%
<b>Mathematics</b>	81	49.37%	19.54%	49.38%	51.47%	1.25%	27.94%
<b>Science</b>	81	80.24%	29.68%	18.51%	59.47%	1.25%	9.82%
<b>Australian History</b>	81	70.36%	24.13%	29.64%	59.06%	0	15.69%
<b>Australian Geography</b>	81	80.23%	31.10%	19.77%	59.69%	0	8.08%

**Table: 2005 School Certificate Test Results**

Test	No of Students	<i>Performance band achievement by %</i>					
		Bands 5-6 Roseville	Bands 5-6 State	Bands 3-4 Roseville	Bands 3-4 State	Bands 1-2 Roseville	Bands 1-2 State
<b>English</b>	92	73.91%	29.23%	23.90%	55.58%	-	12.41%
<b>Mathematics</b>	92	52.16%	25.31%	44.56%	55.26%	2.17%	17.55%
<b>Science</b>	92	70.64%	31.44%	37.16%	60.68%	-	6.13%
<b>Australian History</b>	92	68.47%	29.68%	30.42%	62.20%	-	6.21%
<b>Australian Geography</b>	92	68.47%	26.93%	30.42%	64.00%	-	6.62%

**Table: 2006 School Certificate Test Results**

Test	No of students	Performance Grade Achievement by %		
		Grades A – B	Grades C – D	Grade E
<i>English</i>	81	78%	22%	-
<i>Mathematics</i>	81	67%	33%	-
<i>Science</i>	81	75%	25%	-
<i>Australian Geography</i>	81	65%	32%	-
<i>Australian History</i>	81	53%	47%	-
<i>Commerce 100 Hours</i>	3	33%	67%	-
<i>Commerce 200 Hours</i>	38	55%	42%	-
<i>Geography 100 Hours</i>	4	25%	75%	-
<i>Geography 200 Hours</i>	11	73%	27%	-
<i>History 100 Hours</i>	9	22%	78%	-
<i>History 200 Hours</i>	54	71%	29%	-
<i>French 100 Hours</i>	3	33%	67%	-
<i>French 200 Hours</i>	17	52%	48%	-
<i>German 100 Hours</i>	2	50%	50%	-
<i>German 200 Hours</i>	14	93%	7%	-
<i>Japanese 200 Hours</i>	9	67%	22%	11%
<i>Textiles and Technology 100 Hours</i>	1	-	100%	-
<i>Textiles and Technology 200 Hours</i>	33	61%	30%	9%
<i>Design and Technology 100 Hours</i>	2	-	100%	-
<i>Drama 100 Hours</i>	1	-	100%	-
<i>Drama 200 Hours</i>	20	75%	25%	-
<i>Music 200 Hours</i>	14	43%	57%	-
<i>Visual Arts 100 Hours</i>	1	-	100%	-
<i>Visual Arts 200 Hours</i>	23	70%	30%	-
<i>Information and software Technology 200 Hours</i>	10	90%	10%	-
<i>Personal Development, Health and Physical Education 200 Hours</i>	81	63%	33%	4%

**Table: 2005 School Certificate Test Results**

Test	No of students	<i>Performance grade achievement by %</i>		
		Grades A – B	Grades C – D	Grade E
<i>English</i>	92	89%	11%	0%
<i>Mathematics Advanced</i>	55	51%	49%	0%
<i>Mathematics Intermediate</i>	37	59%	35%	5%
<i>Science</i>	92	77%	22%	1%
<i>Australian Geography</i>	92	73%	26%	1%
<i>Australian History</i>	92	48%	49%	3%
<i>Commerce 100 Hours</i>	3	67%	33%	0%
<i>Commerce 200 Hours</i>	37	78%	19%	3%
<i>Geography 100 Hours</i>	2	0%	100%	0%
<i>Geography 200 Hours</i>	17	94%	6%	0%
<i>History 100 Hours</i>	11	45%	55%	0%
<i>History 200 Hours</i>	56	70%	29%	1%
<i>French 100 Hours</i>	1	0%	100%	0%
<i>French 200 Hours</i>	25	64%	32%	4%
<i>German 100 Hours</i>	2	100%	0%	0%
<i>German 200 Hours</i>	12	58%	42%	0%
<i>Japanese 200 Hours</i>	12	42%	50%	8%
<i>Textiles and Design 100 Hours</i>	3	0%	100%	0%

<b><i>Textiles and Design 200 Hours</i></b>	32	56%	35%	9%
<b><i>Drama 100 Hours</i></b>	1	100%	0%	0%
<b><i>Drama 200 Hours</i></b>	33	66%	34%	0%
<b><i>Music 200 Hours</i></b>	13	77%	23%	0%
<b><i>Visual Arts 200 Hours</i></b>	29	56%	38%	6%
<b><i>Personal Development, Health and Physical Education</i></b>	92	65%	35%	0%

### 3.3 Literacy & Numeracy Assessments (Years 3, 5 & 7)

#### Narrative 1: Basic Skills Testing

In 2006 99% of Year 3 students and 99% of Year 5 students participated in the state-wide Basic Skills Test (BST).

In Year 3, 100% of students achieved skill Band 3 or higher in literacy compared to 74% of the state and 100% achieved skill Band 2 or higher in numeracy compared to 91% of the state. Students performed consistently across all aspects of numeracy and literacy. Achievement in writing was 100% at Band 3 and above, which is well above the rest of the state.

In Year 5, 100% of students achieved skill Band 3 or higher in literacy as compared to 94% of the state and 100% achieved skill Band 3 or higher in numeracy compared to 94% of the state. The achievement of this group shows a continued improvement since they were tested in Year 3.

Comparison of the 2006 results with those from previous years shows consistently excellent results in all areas.

**Table: 2006 BST results - percentages in skills bands**

	<i>Year 3</i>		<i>Year 5</i>	
	<b>Bands 4-5</b>	<b>Bands 2-3</b>	<b>Bands 5-6</b>	<b>Bands 3-4</b>
<b><i>Basic Skills Test (BST)</i></b>	RC (State)	RC (State)	RC (State)	RC (State)
<b><i>Overall Literacy (06)</i></b>	89% (42%)	11% (51%)	94% (50%)	6% (43%)
<b><i>Overall Literacy (05)</i></b>	74% (42%)	26% (50%)	86% (50%)	14% (43%)
<b><i>Overall Numeracy (06)</i></b>	78% (46%)	22% (45%)	87% (56%)	13% (39%)
<b><i>Overall Numeracy (05)</i></b>	64% (46%)	36% (45%)	84% (51%)	16% (42%)

## Narrative 2: ELLA and SNAP

In 2006, 100% of Year 7 students participated in statewide literacy and numeracy testing.

In the English Language and Literacy Assessment (ELLA) test, students performed above the state level in each of the three components. 100% of Year 7 students achieved the proficient level or above in writing and in reading and 99% of Year 7 students achieved at elementary level or above in language.

The results of the Secondary Numeracy Assessment Program (SNAP) test for Year 7 were comparable with previous results, with 99% of Year 7 students achieving at elementary or above as compared with 92% statewide.

**Table: 2006 ELLA and SNAP results**

<b>2006 Test</b>	<b>Percentage of students achieving elementary band or higher</b>
<b>English Language and Literacy Assessment (ELLA)</b>	<b>RC (State)</b>
• <b>Writing (06)</b>	100% (95%)
• <b>Writing (05)</b>	100% (96%)
• <b>Reading (06)</b>	100% (97%)
• <b>Reading (05)</b>	100% (94%)
• <b>Language (06)</b>	99% (95%)
• <b>Language (05)</b>	100% (92%)
<b>Secondary Numeracy Assessment Program (SNAP; 06)</b>	99% (91%)
<b>Secondary Numeracy Assessment Program (SNAP; 05)</b>	99.5% (95%)

## 4. Details of All Teaching Staff

<i>Category</i>	<i>Number of Teachers</i>	<i>Teachers on Leave</i>
<i>Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or</i>	67	2
<i>Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or</i>	3	
<i>Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context (Manual, page 39)</i>	2	

### Note:

All teachers in the third category have been employed due to their expertise in the content areas (e.g. specialist language or photography/computing) and work directly under the supervision of qualified teachers. They each have more than 16 years of successful teaching experience in their speciality areas and are currently engaged in study to upgrade their qualifications.

- In 2006 the average daily staff attendance rate was 96%. The proportion of staff retained from 2005 is approximately 84%.
- Annual Expenditure on Professional Learning per Teacher is approximately \$553
- All teaching staff participated in professional development throughout the year.

## **Professional Development of Staff**

In 2006, Roseville College held a number of professional development days. In January, K-12 staff participated in a seminar presented by Dr Andrew Martin from the University of Western Sydney. This seminar focused on both academic resilience and how to engage students. The 2005 School Certificate and Higher School Certificate results were reviewed and the learning support of a few key students was revisited.

In Term 2, Dr Stephen Juan from the University of Sydney spoke to the K-12 staff about 'Girls' Brains' and the latest research/findings about the brain. The staff also spent time on academic programming and refining whole school policies/procedures. The focus of the Professional Development in Term 3 was the whole school inspection. Staff spent the day finalising all requirements for the inspection and accreditation.

Term 4 began with a look at technology with a focus on - 'My Space'. There were several Information Technology sessions held with the aim being to effectively continue to integrate technology into the academic curriculum. Finally, all staff at Roseville College completed the mandatory First Aid and CPR programme.

In addition to corporate training, individual teachers have engaged in their own professional development by attending conferences, teaching seminars, participating in professional peer groups, and visiting other schools.

## 5. Retention Rates

<i>Years compared</i>	<i>Year 10 total enrolment on census date August</i>	<i>Year 12 total enrolment on census date August</i>	<i>Year 10 enrolment at census date remaining in Year 12 on census date</i>	<i>Apparent retention rate</i>	<i>Actual retention rate</i>
<i>2000/2002</i>	96	93	87	98%	91%
<i>2001/2003</i>	94	81	81	86%	86%
<i>2002/2004</i>	102	89	88	87%	86%
<i>2003/2005</i>	96	92	88	97%	93%
<i>2004/2006</i>	92	83	79	90%	86%

### Comment:

The retention rate from 2000 to the present appears to be relatively stable. Based on the information provided to the school when students leave, it would appear that only a minority of the students, who leave the school at the end of Year 10, or during Year 11, do so because of family circumstances or to pursue employment or vocational training. Most leave because their families are moving interstate or overseas, because of sickness, and occasionally changing because of subject selections or school preferences.

96% of students attended school on average each school day in 2006.

## **6. Enrolment Policy**

Roseville College is an independent Anglican K-12 school for girls, providing an education based on the Christian gospel, and operating within the policies of the NSW Board of Studies. Our School Mission is 'to provide a challenging and enriching academic education for girls in a caring community based on the person and teachings of Jesus Christ'.

Roseville College is a non-selective school and all applications for enrolment will be processed in the order of date of application. Consideration will be given, where possible, to daughters of Anglican clergy, siblings, daughters of Old Girls or staff, students transferring from other independent schools interstate or overseas, or other special family circumstances. Roseville College is also subject to the enrolment policy of the Sydney Anglican Schools' Corporation as determined from time to time. Once enrolled, students are expected to support the school's values and ethos, have a satisfactory attendance and academic record, and comply with the school rules to maintain the enrolment. All school fees and charges must be paid in order to maintain the enrolment.

### **Procedures:**

1. All applications should be processed within the school's enrolment policy.
2. Consider each applicant's supporting statement/responses regarding their ability and willingness to support the school's ethos and abide by the Conditions of Entry.
3. Consider each applicant's educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons.
4. Identify any strategies that need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

### **Student population**

Roseville College has an enrolment of approximately 789 girls. Our Junior School is single stream K-4 and double stream 5-6, with approximately 230 students. The Senior School 7-12 has an enrolment of approximately 559 students. The school does accept overseas students for the Senior years 7-12.

## 7a. Policies for Student Welfare

Roseville College seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development

To ensure that all aspects of the Roseville College mission for providing for a student's welfare are implemented, the following policies and procedures were in place (or developed) during 2006:

<i>Policy</i>	<i>Changes in 2006</i>	<i>Access to Full Text</i>
<b><i>Child Protection Policy encompassing:</i></b>		
• <b><i>Definitions and concepts</i></b>	Policy reviewed annually	Full text in Staff Policies and Procedures Handbook issued to all staff and members of the School Council
• <b><i>Legislative requirements</i></b>	Policy changes outlined at Child Protection Seminar at Staff Professional Development Days beginning of 2006	
• <b><i>Preventative strategies</i></b>		
• <b><i>Reporting and investigating "reportable conduct"</i></b>	All staff required to sign that they have read and understand relevant policies	
• <b><i>Investigation processes</i></b>		
• <b><i>Documentation</i></b>		

**Security Policy  
encompassing:**

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"><li>• <b><i>Procedures for security of the grounds and buildings</i></b></li><li>• <b><i>Use of grounds and facilities</i></b></li><li>• <b><i>Emergency procedures</i></b></li><li>• <b><i>Travel on school-related activities</i></b></li></ul> | <p>Evacuation procedures amended</p> <p>Review of evacuation and emergency procedures annually</p> <p>Protocols for school related travel implemented in 2005</p> <p>Protocols for work experience and community service developed in 2005</p> | <p>Full text of evacuation responsibilities and procedures in Staff Policies and Procedures Handbook</p> <p>Full text of evacuation plan, lockdown etc all on staff intranet</p> <p>Summary of evacuation procedures in Student Diary and in each room</p> <p>Use of Grounds, building and equipment in Senior School</p> <p>Information Booklet and Staff Policies and Procedures Handbook</p> <p>Protocols in Staff Policies and Procedures Handbook</p> |
|---|--|--|

**Supervision Policy  
encompassing:**

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"><li>• <b><i>Duty of care and risk management</i></b></li><li>• <b><i>Levels of supervision for on-site and off site activities</i></b></li><li>• <b><i>Guidelines for supervisors</i></b></li></ul> | <p>Supervision levels for excursions revised and incorporated into the policy</p> <p>Development of Risk Assessment policies and procedures</p> <p>Supervision levels monitored</p> <p>Playground supervision guidelines reviewed</p> | <p>Included in Excursion Forms, Staff Policies and Procedures Handbook, in the OHS Policy Manual and on staff intranet</p> <p>Issued to staff</p> |
|---|---|---|

**Codes of Conduct Policy encompassing:**

- **Code of conduct for staff and students**
- **Behaviour management**
- **The role of the student leadership system**

Code of Conduct reviewed in 2006

Staff required to sign that they have read and understood the Code of Conduct Policy

Anti-bullying policy and strategies revised annually

Discipline Policy and procedures reviewed in 2006

Expectations of Students and Staff Document published 2006

Student Leadership Booklet reviewed and published in 2006

Appropriate text in Staff Policies and Procedures Handbook, Student Diary and Student Leadership Booklet

Student Expectations posted in every classroom

**Pastoral Care Policy encompassing:**

- **Pastoral care system**
- **Availability of and access to special services such as counselling**
- **Health care procedures**
- **Critical incident management policy**
- **Homework policy**

Pastoral Care Booklet updated and published 2006

Sick Bay procedures reviewed annually

Critical Incident Management Plan updated 2006

Appropriate text in Pastoral Care Booklet, Student Diary, Senior School Information Booklet and Junior School Information Booklet

Critical Incident Management Plan

**Communication Policy encompassing:**

- **Formal and informal mechanisms in place**
- **For facilitating communication between the**
- **School and those with an interest in the**
- **Student's education and well-being.**

Policy reviewed and updated in 2006

Appropriate text contained in Newsletter, Senior School Information Booklet and Junior School Information Booklet

## **7b. Policies for Student Discipline**

Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The Roseville College discipline policy and associated procedures are provided to all members of the school community through:

- The Staff Policies and Procedures Booklet
- The Student Diary
- The Senior School Information Booklet
- The Junior School Information Booklet
- During 2006 the school's discipline policies and procedures were reviewed. The discipline policy contains processes for disciplinary action that are based on procedural fairness.

## **7c. Policies for Complaints and Grievances Resolution**

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the school's policy and processes for complaints and grievances resolution is provided in the Staff Policies and Procedures Handbook. An appropriate outline of the policy and processes is also provided in the student diary and in the Junior School and Senior School Information Booklets for parents.

This policy was reviewed in 2006.

## 8. School-Determined Improvement Targets

Achievement of priorities for 2006

Area	Priorities	Achievements
<b>Teaching and Learning</b>	Quality Teaching Project Middle School Program Support for individual students where appropriate	Continued implementation of Quality Teaching Elements into planning and programming Survey of Year 7-8 and ongoing monitoring of Homerooms for Year 7 Increased focus on Learning Support and targeting students K - 10
	External analysis of HSC results Involvement in Vocational Education program for appropriate students	HODs develop personal and departmental Goals Appropriate students identified and currently studying Vocational Education subjects
	Increase computer literacy skills across K-12	Increased access to facilities Excellent results in Year 10 Computer Studies Trial Cross Curricular IT Project for Year 7 Cross Curricular IT Project for Year 8 Cross Curricular IT Project for Year 9
<b>Student Achievements</b>	Optimising academic results Continued participation in external competitions/forums or enrichment programmes	Ongoing excellent external testing results Ongoing high results in competitions/forums or enrichment programmes

<p><b>Student Welfare</b></p>	<p>Enriching College designed Personal Development program for Years 1 and 12</p> <p>Merit Certificates programme continuing</p> <p>Middle School Program developing</p> <p>Further parent information evenings introducing a range of guest speakers addressing student welfare needs</p> <p>Improving communication between parent/student and the College community</p>	<p>Increased consistency of behaviour</p> <p>Student Expectations published in Student Diary and in classrooms</p> <p>Increased interest and enthusiasm for the programme</p> <p>Focus on Year 7 home rooms</p>
<p><b>Staff Development</b></p>	<p>Academic Resilience and Engagement</p> <p>Training in IT</p> <p>Review of all Policies and procedures</p> <p>Quality Teaching, Effective Teaching and Learning</p> <p>First Aid/CPR</p> <p>Learning student medical needs</p>	<p>All staff trained</p> <p>Increased IT literacy for staff and students</p> <p>All staff trained. Staff and Students Expectations Policies implemented</p> <p>All staff looked at elements incorporated in the effective teaching and learning area of Quality Teaching</p> <p>All staff trained in First Aid/CPR</p> <p>Both medical and learning needs of students revisited.</p>

***Facilities and Resources***

Mary Richardson Building  
Expansion of audio visual facilities  
Improved ICT security  
Expanded and improved computer facilities  
Upgrade of network infrastructure  
Started Performing Arts Complex building  
Improve playground and central courtyard

Major rebuild and refurbishment during 2006 finished. Includes new Languages computer room and new Science laboratories

Extra 'small' laboratory created

Improved Science Preparation Room completed

Staff room added

Data projectors provided in all middle school and junior school rooms

Implementation of video on demand

Ongoing improved security across the network

Improved storage capacity and data backup facilities

Updated D & T Labs and Computer Labs

Upgraded laptops for staff

Upgrade of Internet access

Ongoing upgrade of fibre optic backbone and switching

Planning completed; adding major resources to Music and Drama and general infrastructure

Construction started

Planning of central courtyard completed

Construction of quadrangle completed to a usable stage

## **9. Aims for 2007**

2007 is an exciting year for Roseville College. With a new principal, one of the main aims of 2007 will be to induct the new school principal into the culture and environment of this school.

With the conclusion of the old strategic plan in 2005, 2007 will be a year where we set the direction of the College for the next 5 years. This will involve gathering information from our key stakeholders, from parents to staff to students. The Roseville College council, in liaison with the Sydney Anglican Schools Corporation will establish a vision that will ensure Roseville College provides a relevant, contemporary, and engaging learning environment for all of those who are a part of our community. The new Strategic Review will establish and revise educational policy, and establish long-term goals for the school.

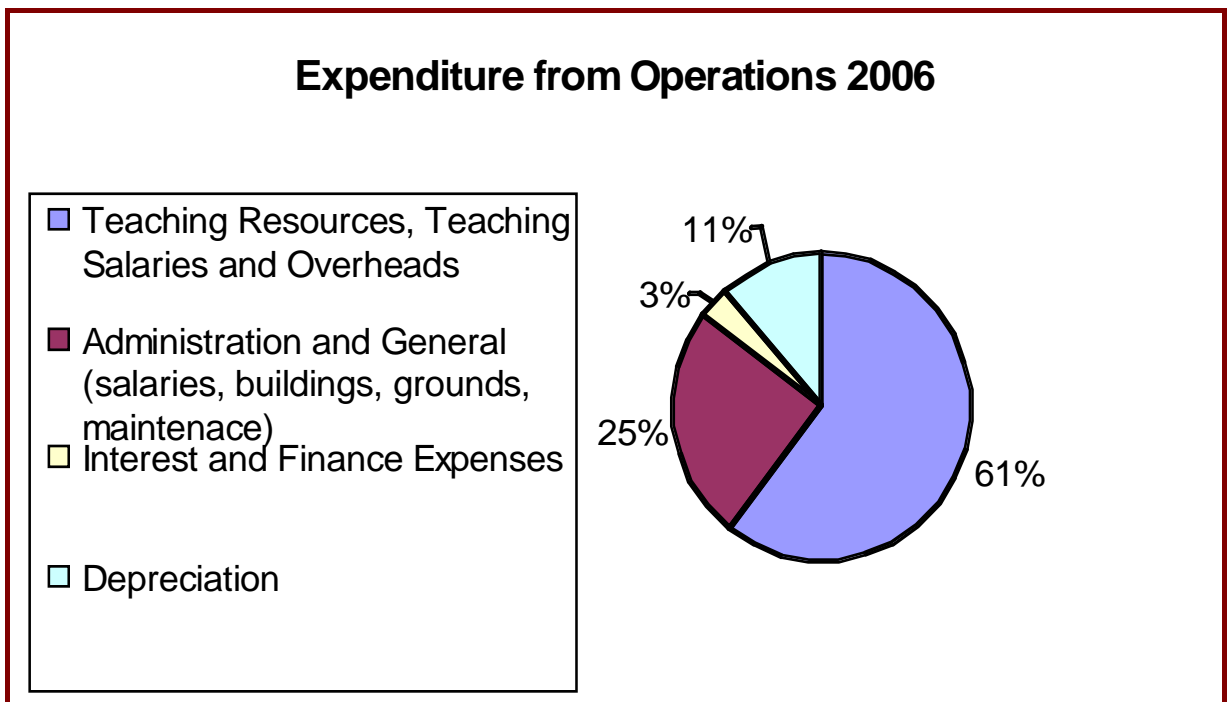
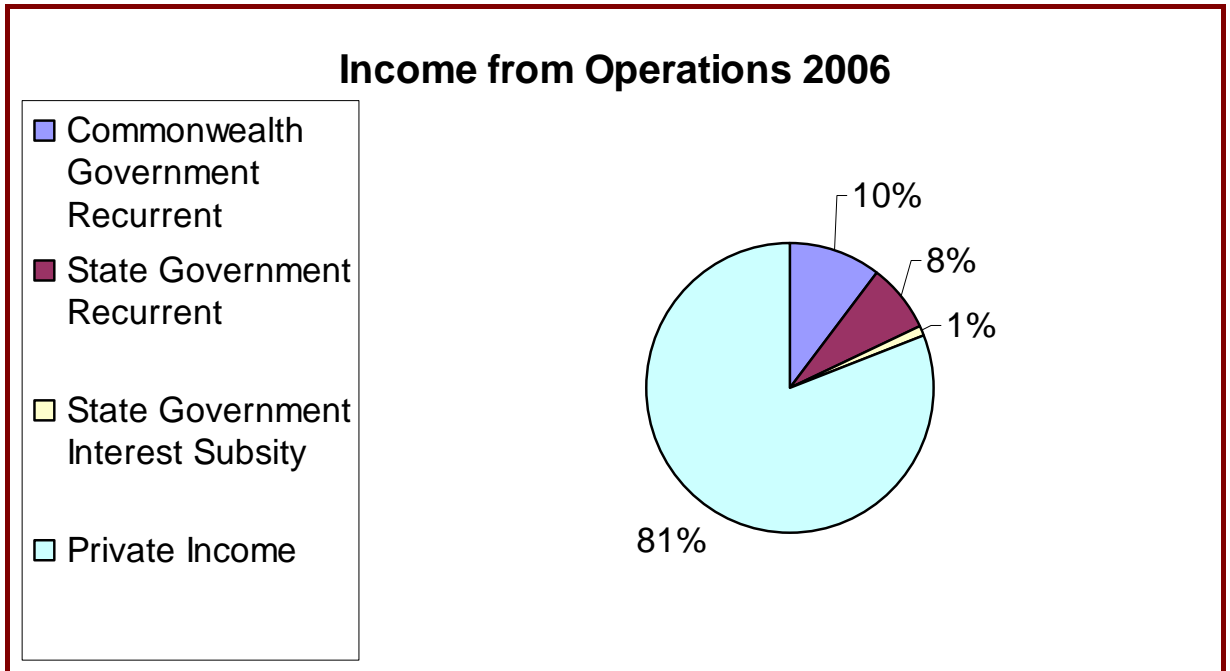
With the Joy Yeo Centre underway, construction and fit out should be completed in 2007. The continued assessment of greening up paved areas will continue, and remodelling of the Administration areas and the pool will begin. Assessments of Middle school room usage will be made to determine best use, and auditing of Year Advisor facilities will begin.

Appraisals and evaluation of Before and After school care, and the Canteen will begin, for the purpose of determining financial viability and ensuring best practice.

Medical training for all staff, such as developing an Asthma Friendly School remains a prio. Constructing medical alert sheets for all Key Students with At Risk medical conditions.

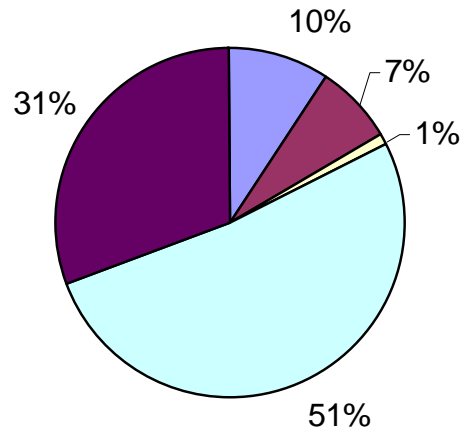
Investigation into a software package that is compliant with the Sydney Anglican Schools Corporation (Edumate) allowing for a well supported administrative package that meets the needs of our school.

## 10. Summary of Financial Information



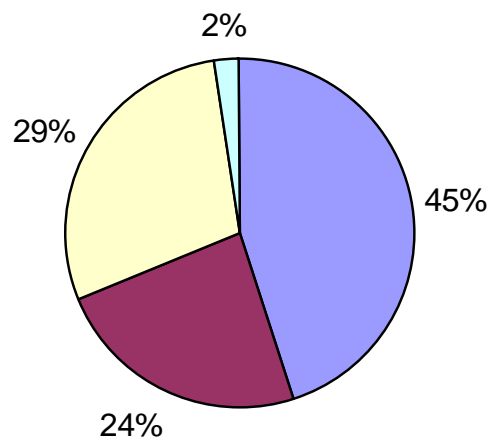
## Recurrent/Capital Income

- Commonwealth Government Recurrent
- State Government Recurrent
- State Government Interest Subsidy
- Private Income
- Other Capital Income



## Recurrent/Capital Expenditure

- Salaries, allowances and related expenses
- Non salary expenses
- Capital Expenditure Buildings
- Capital Expenditure Computers, Plant etc



## 11. Respect and Responsibility

Students are aware of, and understand that the school environment is one in which respect and responsibility are key values to be underpinning our community life.

<i>We all expect...</i>	<i>It is my responsibility to...</i>
<b><i>A positive learning environment</i></b>	Respect others Be cooperative Be punctual Participate appropriately in classes, meetings and events Greet teacher at beginning of lesson Wait to be dismissed at end of lesson Not disrupt the learning of others
<b><i>An effective learning experience</i></b>	Be responsible for my own learning Bring all equipment including diary to every lesson Be attentive and remain on task Complete all homework Catch up on missed work if absent Ask teacher for help if necessary
<b><i>A clean and safe environment</i></b>	Lock my locker at all times Not bring gum to school Make sure all rubbish goes into a bin Keep to the left when moving in corridors and stairs Ensure that corridors are not blocked when waiting outside a classroom Not eat within the buildings unless given special permission from staff Wait outside the room for my teacher Leave the classroom tidy and in order Take care of school equipment

***Clear and effective communication***

Speak respectfully to teachers and fellow students  
Not call out or pass comments in class  
Raise my hand if I want to contribute in class  
Listen to others  
Use good manners and be polite in what I say and what I do  
Use my diary correctly  
Use computers and mobile phones responsibly, respecting both school rules and other people.

***To be proud of our school***

Participate in and support school events  
Obey school rules  
Wear my uniform correctly  
Behave politely when travelling  
Speak well of others at all times  
Take direction from staff  
Support student leaders  
Support the school mission

***A Christian and caring environment***

Acknowledge staff in corridors  
Look out for other students  
Stop rumour and gossip  
Look for ways to encourage others  
Report any incidents of bullying behaviour  
Thank staff and other students when appropriate

## 12. Parent, Student and Teacher Satisfaction

Roseville College regularly reminds parents that, as partners in their children's education, they can contact the school at any time if they have concerns or wish to meet with their child's teacher. Parent involvement in the life of the school, is welcomed and encouraged. A Parents and Friends Association meets regularly to organise social events for the school, the Ladies' Auxiliary assists by providing support to families in the school, providing class parents for the different year groups, and running the canteen, and a Rowing Parents group assists in fundraising for the rowers. There is a parent prayer group that supports the school community in prayer and in practical ways for individual families when needed. The parent community is a positive, proactive and committed group of people who seem happy! If not happy, they are encouraged to speak with the school to ensure a speedy and helpful resolution. In 2007 a parent survey to all families will be conducted, to more accurately assess parent satisfaction.

Students are actively engaged in the life of the school in a myriad of forms. The school operates a Peer - Support programme which provides students with opportunities to develop skills for life, including those related to coping with difficult situations, resilience, effective communication, risk taking and conflict resolution. The school also runs structured and proactive personal development programmes, has a full time chaplain teaching Christians studies and who is responsible for educating our girls in developing their spiritual life, and regularly invites guest speakers and performances focusing on developing the necessary skills for a happy and successful life. In Term 4, 2006, the principal spoke with students in every class, and surveyed students in Years 5 -11. The survey indicated a level of contentment and happiness with school life that was pleasing to read. The survey also gave students the opportunity to input into decision making and to help assist in setting the strategic direction of the school in future years.

Informal feedback from teachers and discussions with staff indicate that in 2006, staff were generally very satisfied in all areas of our school. From informal surveys, staff particularly valued the professional atmosphere of the school, and were very happy with the school culture of academic excellence and personal care of the students.