



Roseville College

2019 Annual Report

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Theme 1

A Message from Key School Bodies

Chair's Message

The Roseville College Council operates as a Board appointed sub-committee of The Anglican Schools Corporation (TASC) in overseeing the operation of the College and meets regularly throughout the school year. The Council's governance role, supported by its sub-committees (Finance Committee and Risk and Compliance Committee), is to maintain accountability through the careful planning and prudent management of all the College's resources, in support of the College's vision to *Realise Purpose* by leading in girls' education.

In 2019 the membership of the Council consisted of:

Chair | Mr D Jury, BEc LLB. Appointed Chair 2018;
Mr P Cheel, BA (Psych), MSc Psych. Appointed 2017;
Mr D Irving, BA LLB (Hons). Appointed 2017;
Mrs J Meek, BA, GradDipArtsMgt. Appointed 2016;
Rev J Smith, BA (Hons), BTh. Appointed 2014;
Ex-officio | Ms D Magill, BEdMECh MACE MACEL;
Ex-officio | Ms M Scott, BCom, CPA;
Ex-officio | Mr P Bell OAM (TASC).

The Council gives its thanks to Principal Ms Deb Magill and her Executive staff, for their dedication, support and care of our students and staff, and for their leadership in upholding Roseville College as a leader in girls' education.

On behalf of the College and myself, I would like to extend my gratitude to my colleagues on College Council and the members of the Board of TASC for their significant contribution to the strong and effective governance of the College throughout the year.

Mr David Jury
Chair

Principal's Message

In 2019 Roseville College celebrated 111 years of delivering quality education. Throughout the year we saw the successful implementation of the second year of our three-year Strategic Plan, *Realising Purpose*. The Strategy is built on four qualities; Christian Faith, Character, Leadership, and Community, to support each girl to live, learn and build for her future.

We were excited to announce plans for the development of a new Sport and Wellbeing Centre. This state-of-the-art facility will be an investment in the education of our girls and will benefit not only our current students, but generations of Roseville girls to come. During 2019, we lodged the State Significant Development Application (SSDA) which completed Phase 1 of the project.

A priority in our strategy is ensuring sustainable practice in the management of our school and facilities, including: the installation of photovoltaic (solar) cells, a sustainably designed new air-conditioning system, as well as in the design of the Sport and Wellbeing Centre.

In 2019, the College has undertaken a commitment to implement a Reconciliation Action Plan (RAP), with a RAP Committee of student, staff and parent representatives guiding the development of our plan. Our RAP will guide us in how we approach reconciliation with Indigenous Australians, recognising and honouring the place of our Aboriginal and Torres Strait Island peoples in our nation.

This year we saw the adoption of a new Roseville College Parents' Association (RCPA) Charter which provides the framework and structure for the functioning of the group and a newly elected RCPA Committee. I thank each of the Committee members for their leadership in such an integral part of our school community.

Our Alumni network keep us connected with our heritage and reminds us of where we have come from. They are also a window into the future of what is possible for our students as they journey through their schooling into life beyond the school gates. At

the close of 2019, we thanked Ms Jo-Anna Moy, our longest serving Alumni President, who stepped down from that role after more than a decade of service.

I acknowledge the important work of the Roseville College Foundation in supporting the College's fundraising efforts. We are very grateful for the generosity of our community, and the wonderful culture of giving that their gifts are reigniting, both for benefit of our current girls as well as future generations of students at Roseville College.

The Roseville College community is the heart of our School; together, we create a shared sense of belonging through our connection to Roseville. To all in our Roseville family, we are so grateful for all you have done and continue to do to support our community.

Ms Deb Magill
Principal



Student Representative Council Captain's Message

2019 was a fantastic year for the Student Representative Council (SRC), as girls across all year groups enthusiastically and committedly participated in aiding student voice.

A wide range of areas were addressed in SRC in 2019, with a primary focus on improving sustainability within Roseville College. As a group, we have discussed ways in which we can manage and reduce our waste from the canteen and other areas of school life, as well as planning for the new cold water stations which were brought into the College in May. A highlight of these discussions included investigation into new options for hand dryers throughout the school, including research and a presentation by representatives, which are to be considered into the future.

As well as looking at environmental sustainability, the SRC has been working on reconciliation and developing deeper connections between the College and the Indigenous Australian community. The Council commemorated National Reconciliation Week with a student-run assembly which focused on the theme *"Grounded in Truth, Walk Together with Courage"*, a highlight of which was a traditional bush burning ritual.

Additionally, the SRC has been fortunate to attend numerous events throughout the year, including Ku-ring-gai Council's International Women's Day event, as well as an inter-schools afternoon tea held at Willoughby Girls High School.

Representatives from Years 7-12 have led student voice with passion and competence which should be commended, and the initiative of girls both in and outside of SRC is phenomenal to witness. I am incredibly grateful to have worked alongside this fantastic group of girls, and I urge all to maintain their strength of voice, character and conviction for what is right.

I would like to thank staff for their efforts and commitment to SRC, as these have been invaluable. I wish to convey my best wishes to the SRC President for 2020, and I have utmost faith in her abilities to continue the incredible legacy of strong student leadership and voice within Roseville.

Kate Kellow
SRC Captain 2019



Theme 2

Contextual Information About the School and Characteristics of the Student Body

Roseville College is a non-selective, Anglican day school for girls from Kindergarten to Year 12 on Sydney's north shore, founded in 1908.

Alongside a varied and high-calibre academic curriculum, students from Kindergarten to Year 12 engage actively in a balanced school life and myriad opportunities available.

The School's vision is *Realising Purpose* by leading in girls' education through four qualities that the College is renowned for; Christian Faith, Character, Leadership, and strong Community.

The School is known for these qualities, where girls thrive as they live and learn for purpose. Ours is a caring, vibrant, connected College community; consequently, girls develop a strong sense of belonging, ownership and connection to the College and to one another. Here, the College prepares each girl with an education that serves her for life, in a culture of excellence. Learning for purpose is driven through academic rigour and quality teaching that inspires each girl to strive for her best. Personalisation of learning and equipping each girl with a progressive, robust attitude to learning enables girls to take responsibility, overcome challenge and be curious.

The School ranks among the top educational performers in NSW, promoting a rigorous and challenging curriculum for Junior and Senior girls; including global initiatives like the IB Primary Years Program for Kindergarten to Year 6 and the prestigious Cambridge Courses for Years 9–10.

The value of a Roseville College education is evident in student testimonies of personal best achievements and is demonstrated by consistently strong results in NAPLAN, educational testing and competitions, and consistently strong HSC outcomes.

Importantly, Roseville College Alumni (the College's graduates) credit the School with a significant role in helping them develop indispensable and commendable qualities such as self-confidence, optimism, a spirit of enquiry, wisdom and personal accountability, a concern for others, courage and confidence.



Theme 3

Student Outcomes in Standardised National Literacy and Numeracy Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) in 2019

Roseville College continues to perform significantly above state average in each of the assessed areas in NAPLAN. The table below indicates that the majority of Roseville College students achieve in the top two bands, in each year group and assessment. The exceptions in Year 9 are in line with statistically similar schools. In any case, the College remains focused on strong progress and achievement in literacy and numeracy outcomes throughout Kindergarten to Year 10. Additional information can be found via www.myschool.edu.au.

Percentage of students in Top 2 bands

Year 3	Reading	Writing*	Numeracy	Spelling	G&P
Roseville College	83%	86%	66%	66%	83%
State	56%	58%	43%	54%	60%

Year 5	Reading	Writing*	Numeracy	Spelling	G&P
Roseville College	83%	51%	62%	63%	79%
State	40%	20%	32%	40%	41%

Year 7	Reading	Writing*	Numeracy	Spelling	G&P
Roseville College	63%	52%	68%	55%	66%
State	32%	19%	38%	35%	33%

Year 9	Reading	Writing*	Numeracy	Spelling	G&P
Roseville College	55%	39%	52%	44%	45%
State	25%	14%	29%	26%	22%

* Writing cannot be compared to previous years

Theme 4

Senior Secondary Outcomes (Student Achievement)

2019 NSW Higher School Certificate Results (HSC)

Roseville College students continued to excel in their Higher School Certificate (HSC) courses in 2019.

Individual Achievements

- Four students awarded All-Round Achievers for scores of 90 or more in at least 10 units of study.
- Two students placed in the Top 20 in an HSC course: Earth and Environmental Studies – 3rd; and Legal Studies – 17th.
- Additionally; four students placed in Top 20 in Food Technology, two students placed in Top 50 in PDHPE, two students in Top 50 in French Continuers, one student in Top 50 in Design and Technology, French Extension and German Extension, three students in Top 70 in Visual Arts, and one student in Top 70 in Biology and German Continuers.

Cohort Achievements

In 2019, Roseville College offered 35 Higher School Certificate courses:

- 100% of students achieved E3-E4 in rigorous extension courses: Mathematics Extension 2, English Extension 1, English Extension 2, History Extension, Science Extension, French Extension, German Extension, and Music Extension.
- In 13 courses, all students achieved Bands 5-6 or E3-E4.
- In 12 courses, the percentage of Bands 5-6 achieved at Roseville College was at least double the state average.
- In 12 courses, the mean examination mark for Roseville College was 10+ marks higher than the mean examination mark in the state.

- In the following courses, the percentage of Bands 5-6 is the highest achieved in the past three years – Chemistry, Economics, English Advanced, French Continuers, History Extension, Mathematics Extension 1, Mathematics Extension 2, and Physics.
- 55% of the cohort received early entry offers to university (an increase of 21% from 2018).
- 65% of students received more than one offer, in various UAC and direct university offer rounds.
- Students received 156 offers to STEM courses (61% of total offers), representing an 18% increase on 2018 offers and more than double in the last five years.

Australian Tertiary Admission Rank

- Five students achieved an ATAR of 99.00 or above.
- 21% achieved 95.00 or above.
- 46% achieved 90.00 or above.

Granting of Records of School Achievement

One student was awarded the Record of School Achievement in 2019.

Vocational Education Training (VET)

The school did not have any students undertaking vocational education or trade training in 2019.

VET in schools information is available: www.myschool.edu.au/school/43863

2019 HSC Results

Results of HSC, including comparison of Roseville College performance to state-wide performance, are listed on the following table.

2019 HSC Results – A-E

Subject	Years	Bands 5–6		Bands 3–4		Bands 1–2		EM Mean	State EM
		Roseville College	State	Roseville College	State	Roseville College	State		
Ancient History	2019	72.73	35.98	27.27	49.03	-	15	80.49	72.62
	2018	83.32	36.1	16.66	47.94	-	5.5	86.76	72.76
	2017	78.95	36.49	15.79	45.12	5.26	18.39	85.40	71.67
Biology	2019	81.39	31.53	18.61	53.11	-	15.37	84.59	71.93
	2018	86.35	36.87	13.63	52.53	-	3.70	85.13	74.09
	2017	90.48	39.55	9.52	48.50	-	11.95	87.65	74.30
Business Studies	2019	73.33	33.39	26.66	50.42	-	16.19	83.21	72.18
	2018	83.87	36.96	16.12	37.4	-	12.36	84.37	73.62
	2017	82.14	36.42	17.86	50.59	-	12.71	86.21	73.17
Chemistry	2019	79.31	46.16	20.69	41.9	-	11.93	84.86	75.38
	2018	72.42	42.08	27.58	46.69	-	11.07	83.03	74.82
	2017	69.23	42.89	30.77	47.86	-	9.25	81.42	75.28
Design and Technology	2019	100	46.66	-	48.65	-	4.69	94.03	77.82
	2018	100	46.69	-	49.86	-	3.3	91.55	77.91
	2017	83.33	43.45	16.67	51.48	-	5.07	90.37	76.75
Drama	2019	73.33	43.72	26.67	54.53	-	1.74	83.45	78.31
	2018	93.33	42.37	6.66	55.23	-	2.3	87.43	77.71
	2017	77.47	42.19	22.53	55.72	-	2.08	81.89	77.68
Earth and Environmental Sciences	2019	80	31.27	20	54.92	-	13.81	87.16	72.52
	2018	-	-	-	-	-	-	-	-
	2017	100	36.23	-	55.42	-	8.35	87.60	74.6
Economics	2019	100	51.92	-	40.62	-	7.45	87.96	77.34
	2018	100	46.39	-	45.79	-	7.65	87.00	76.25
	2017	81.82	49.25	18.18	43.18	-	7.56	84.95	76.60
English Advanced	2019	88.3	61.85	11.7	37.1	-	1.05	85.27	80.73
	2018	78	62.61	22	35.88	-	1.4	83.43	80.60
	2017	83.15	63.75	16.85	34.88	-	1.37	85.07	80.96
English Standard	2019	33.33	11.82	66.67	75.89	-	12.29	75.84	69.16
	2018	70	15.06	30	69.77	-	15.06	82.42	68.66
	2017	30	16.02	70.00	70.32	-	13.66	75.14	69.19
English Extension 1	2019	100	94.15	-	5.84	-	-	43.44	41.68
	2018	100	95.43	-	4.3	-	-	43.83	42.08
	2017	100	93.51	-	6.49	-	-	44.64	41.26

Subject	Years	Bands 5–6		Bands 3–4		Bands 1–2		EM Mean	State EM
		Roseville College	State	Roseville College	State	Roseville College	State		
English Extension 2	2019	100	80.16	-	19.84	-	-	38.82	39.14
	2018	100	82.11	-	28.59	-	-	46	37.46
	2017	100	77.57	-	22.43	-	-	45.22	38.68
Food Technology	2019	85.71	33.7	14.29	56.65	-	9.65	88.69	73.84
	2018	91.29	32.11	8.70	53.31	-	13.81	90.30	72.91
	2017	81.25	30.28	18.75	51.56	-	18.15	87.90	71.52
French Continuers	2019	100	64.66	-	32.41	-	2.93	93.4	82.29
	2018	54.55	64.15	45.45	32.44	-	3.31	81.53	81.75
	2017	87.50	67.76	12.50	31.38	-	2.87	83.93	81.75
French Extension	2019	100	88.13	-	11.86	-	-	42.43	40.23
	2018	100	82.11	-	17.88	-	-	44.88	40.26
	2017	80	93.29	20.00	6.71	-	-	41.18	41.73
Geography	2019	85.71	43.54	14.29	43.97	-	12.49	85.34	74.66
	2018	88.88	43.18	11.11	44.59	-	11.7	85.58	74.71
	2017	100	42.34	-	46.87	-	10.78	87.24	74.87
German Continuers	2019	50	55.98	50	42.59	-	1.44	82.6	80.99
	2018	50	57.36	50	41.53	-	1.09	86.60	81.50
German Extension	2019	100	100	-	-	-	-	40.6	43.02
	2018	100	97.55	-	2.44	-	-	47.80	42.33
History Extension	2019	100	76.77	-	23.23	-	-	46.27	38.92
	2018	78.58	78.68	21.42	21.13	-	-	38.96	38.85
	2017	100	79.79	-	20.21	-	-	43.17	38.74
Japanese Continuers	2019	100	60.29	-	35.98	-	3.73	85.67	80.55
	2018	100	61.02	-	34.31	-	4.57	93.70	81.20
	2017	50	61.12	50.00	33.14	-	5.74	79.75	80.59
Legal Studies	2019	71.43	41.56	28.57	42.7	-	15.74	84.98	73.66
	2018	90.46	43.99	9.52	41.26	-	14.22	86.83	75.05
	2017	91.67	44.23	8.33	47.45	-	8.32	89.40	75.86
Mathematics Extension 1	2019	86.66	80.27	13.33	19.74	-	-	79.54	79.98
	2018	80	79.60	20	20.15	-	-	80.86	79.29
	2017	82.14	81.9	17.86	18.1	-	-	79.81	81.09
Mathematics Extension 2	2019	100	85.93	-	14.07	-	-	79	81.59
	2018	85.7	85.41	14.28	14.59	-	-	78.91	81.36
	2017	100	84.11	-	15.89	-	-	82.84	81.17

2019 HSC Results – M-V

Subject	Years	Bands 5–6		Bands 3–4		Bands 1–2		EM Mean	State EM
		Roseville College	State	Roseville College	State	Roseville College	State		
Mathematics General	2019	55.27	24.28	42.1	59.32	-	16.39	79.91	70.68
	2018	69.04	26.64	30.94	52.97	-	20.14	80.95	69.92
	2017	65.79	27.75	28.95	48.84	5.26	25.71	83.15	65.51
Mathematics	2019	66.2	49.31	32.39	43.11	1.41	7.59	83.06	78.01
	2018	67.16	51.80	32.82	40.65	-	7.44	82.82	78.20
	2017	80.30	53.68	19.7	37.21	-	9.11	85.49	77.96
Modern History	2019	94.12	39.67	5.88	46.74	-	13.58	86.04	73.44
	2018	69.69	41.82	30.3	43.01	-	14.76	83.44	73.88
	2017	94.44	39.22	5.56	47.25	-	13.53	88.30	73.73
Music Extension	2019	100	97.84	-	2.16	-	-	46.95	44.98
	2018	100	96.01	-	3.99	-	-	36.70	44.78
	2017	100	94.87	-	5.13	-	-	50.00	44.19
Music 1	2019	100	66.24	-	32.01	-	1.75	93.7	81.85
	2018	100	64.50	-	33.58	-	1.57	91.80	81.50
	2017	100	65.68	-	32.97	-	1.35	90.90	81.45
Music 2	2019	100	90.96	-	9.04	-	-	89.8	87.67
	2018	100	91.42	-	8.57	-	-	88.20	87.55
	2017	100	89.17	-	10.83	-	-	91.40	86.72
PDHPE	2019	83.87	31.51	7.14	50.46	-	18.67	85.83	72.57
	2018	82.85	33.11	17.13	52.93	-	13.6	85.79	72.29
	2017	92.86	30.89	7.14	50.46	-	18.66	87.56	71.03
Physics	2019	75	37.02	25	48.71	-	14.27	82.35	73.20
	2018	70.57	33.79	29.41	53.13	-	12.97	83.44	73.18
	2017	41.66	33.99	58.33	54.51	-	11.50	81.67	73.45
Science Extension	2019	83.33	68.42	16.67	31.59	-	-	36.32	36.28
Software Design and Development	2019	50	44.54	50	42.53	-	12.92	77.90	75.22
Studies of Religion	2019	87.5	46.32	12.5	49.65	-	4.02	42.54	38.24
	2018	70.57	36.72	29.41	56.64	-	6.56	42.16	37.03
	2017	66.67	51.00	33.33	44.57	-	4.43	43.24	38.77
Visual Arts	2019	90.91	62.7	9.09	35.26	-	2.04	87.93	80.77
	2018	92.3	53.28	7.69	45.98	-	0.59	86	79.8
	2017	88.89	53.58	11.11	44.71	-	1.71	85.15	79.74

Theme 5

Teacher Professional Learning, Accreditation and Qualifications

Professional Learning 2019

Summary of Professional Learning Undertaken by Teachers in 2019

In 2019, our school-organised professional development days were focused on the development and implementation of our Principles of Practice, which articulate how we Live for Purpose and Learn for Purpose (two pillars of the Roseville College Strategic Direction).

Our Roseville College Term 3 Conference was an opportunity for staff to share their professional knowledge, skills and practices with colleagues. A wide range of workshops were presented with topics including Exploring Complexity, STEAM, Student and Staff Wellbeing, Meaningful Mentors and the Art and Science of Creativity. At the beginning of Term 4, Middle Leaders were given an opportunity to tailor a professional learning day for their respective teams. Departments were able to create meaningful professional learning activities that would benefit student learning throughout 2020.

In addition to our school-based professional learning, teachers attended specific professional learning activities aligned with their faculty and/or individual goals. Many teachers attended workshops and conferences aimed at developing programs, pedagogy and assessment, aligned with new curriculum.

In the Junior School, staff were immersed in concept based learning and associated pedagogy as outlined by the IB Primary Years Program. A concept-based approach to teaching English was implemented based on the Seven Steps to Writing program. Training in the Nationally Consistent Collection of Data (NCCD) was also implemented to address needs in making adjustments for individual students across all programs.

Our Professional Learning Groups (PLGs) came together two to three times per term and fostered collaborative learning amongst colleagues. Teachers identified individual professional learning goals linked to the teaching standards and worked with their PLG leader to set, achieve and reflect upon the achievement of these goals. Our PLGs

continue to build trust and collegiality amongst teaching staff and foster a culture of learning at the College.

In the area of educational research, Roseville College continued with the AISNSW School Based Research Project, investigating the learning dispositions valued by the school community. The research project moved into a phase of data collection and focus group interviews. In addition to this research based project, a number of staff had articles published in academic journals.

As a NESA endorsed provider, Roseville College has run a series of RoseMeets, based on the TeachMeet concept. Our RoseMeets provide staff with the opportunity to present new practices and technologies that they have implemented in the classroom, as well as exposing staff to innovative and creative teaching strategies.

During termly meetings, staff also engaged with the following areas of learning, in adherence with our compliance responsibilities:

- Child protection;
- Data privacy;
- Anti-discrimination;
- Fire protection and chemical safety;
- Policy training via Complispace.

All part-time and full-time teaching staff are expected to participate fully and engage in these professional learning activities.

Teacher Accreditation

Level of Accreditation	Number of Teachers
i) Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	110
ii) Teachers having a bachelor degree from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0

Summary of Qualifications of Teaching Staff

Category	Number of Teachers
Conditional	1
Provisional	2
Proficient Teacher	105
Experienced Teacher*	20
Highly Accomplished Teacher	2
Lead Teacher	0
Total number of teachers	110

* Denotes Experienced Teacher AISNSW ISTAA = Proficient (NESA)



Theme 6

Workforce Composition

For additional information on total teacher numbers, refer to:
www.myschool.edu.au/school/43863

School Staff in 2019

Teaching staff	110
Full-time equivalent teaching staff	98.5
Non-teaching staff	45
Full-time equivalent non-teaching staff	37.1

Roseville College had no Aboriginal and Torres Strait Islander employees in 2019.

Please refer to: www.myschool.edu.au/school/43863



Theme 7

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

Student Attendance Rates for 2019

96.22% of students attended school on average each school day in 2019. The whole school overall attendance rate for 2019 was 96.40%.

This information is available: www.myschool.edu.au/school/43863/attendance

Year Level	Attendance Rate %
Kindergarten	97.31
Year 1	96.46
Year 2	96.91
Year 3	97.31
Year 4	95.89
Year 5	96.39
Year 6	96.19
Year 7	95.95
Year 8	95.46
Year 9	96.38
Year 10	95.56
Year 11	96.40
Year 12	97.00
Whole School	96.40

Retention of Year 10 to Year 12

The apparent retention rate for Year 10 (2017) to Year 12 (2019) was 89.57%.

The actual retention rate was 81.03%. Students left to continue their schooling elsewhere.

Roseville College Management of Non-Attendance

Student Attendance Policy

The NSW Registration Manual requires:

(3.8) the Principal to keep a register, in a form approved by the Minister for Education of the enrolments and daily attendances of all children at the College.

(3.6.2) that a registered non-government school must provide a safe and supportive environment by:

- Having in place policies and procedures that provide for student welfare; and
- Maintaining a student enrolment and attendance register.

Daily Attendance Register

Roseville College keeps a register of the daily attendance of all students at the College in electronic form.

Attendance registers are in a form approved by the Minister for Education, using New South Wales attendance register codes.

Roseville College has implemented systems and procedures in order to monitor the daily attendance of students and identify absences from the College.

Roseville College is committed to the management of regular College attendance and providing a safe and positive learning environment which promotes engagement and participation.

College absenteeism is monitored closely to identify students who are truanting.

At Roseville College, we have developed policies and procedures for exercising the Minister's delegation of Certificates of Exemption from attending school, in accordance with the Exemption From School – Procedures published by the NSW Department of Education and Communities.

The full text of the Roseville College's Management of Non-Attendance policy and procedures, including how this policy is implemented, can be accessed on request to the Director of IT, Policy, Risk and Compliance, from the College's Complispace website. An extract of the policy is printed in the student diary.

Post-School Destinations

95% of Year 12 2019 students were offered a university place in Australia. A small number of students elected to study overseas, defer their university places to work, or travel overseas on a gap year.

97 offers were received for early entry to university on community service and academic grounds. This is a 21% increase on 2018 early offers.

Roseville College students are choosing to study STEM-related disciplines at university in ever-increasing numbers. In 2020 offers, Roseville girls received 156 offers to STEM courses (61% of total offers). This represents an 18% increase on 2018 offers and has more than doubled in the last five years.

Four students received highly coveted scholarship places at university to study Engineering, with girls receiving offers to:

- Co-operative Scholarship Engineering (Photovoltaics/Renewable Energy), UNSW;
- Women in Engineering and IT Cooperative Scholarship, University of Technology, Sydney;
- FEIT Women in Engineering and IT Scholarship, University of Technology, Sydney;
- Dalyell Scholar in Engineering, University of Sydney.

Two students received offers to study undergraduate Medicine at UNSW and at the University of Newcastle.



Theme 8

Enrolment Policies

Enrolment Policies

For current and prospective parent and carers, important information relating to enrolment in a school which is owned and operated by The Anglican Schools Corporation is published to the Enrolments page of The Anglican Schools Corporation website: [Anglican Schools Corporation Conditions of Enrolment](#). These policies are also attached to our enrolment application forms.

Roseville College is an independent Anglican K-12 school for girls, providing an education based on Christian faith, and operating within the policies of the NSW Educational Standards Authority (NESA). Roseville College is non-selective and prospective students are typically prioritised by application date. [Roseville College Application Process](#) is published to the Enrolments page of the College's website.



Theme 9

Other School Policies

Student Welfare – Student Duty of Care Policy

Summary

The College and its teachers owe a common law duty of care to take reasonable steps to protect students from any injury that may be reasonably foreseen. This requires teachers and principals not just to react to situations as they arise but to engage in appropriate risk management to reduce the risk of injury. Roseville College has updated, adopted and implemented a suite of Complispace policies in the area of student welfare.

Roseville College has developed a comprehensive policy framework in response to duty of care risks, designed to provide for student welfare and attendance.

Changes in 2019

The College completed a review of its child protection policies and practices in early 2019 in light of recommendations arising from the Final Report of the Royal Commission into Institutional Responses to Child Abuse.

Access to Full Text

The full text of the College's Student Welfare Policies can be accessed on request to the Director of IT, Policy, Risk and Compliance, from the College's Complispace website.

Student Welfare – Child Protection Policy

Summary

Roseville College has developed a comprehensive Child Protection Policy framework designed to ensure compliance with:

- Child Protection (Working with Children) Act 2012 (NSW),
- Ombudsman Act 1974 (NSW), and
- Children and Young Persons (Care and Protection) Act 1998 (NSW).

Access to Full Text

The full set of [Child Protection Policies](#) are on the Policy page of the College's website.

Student Discipline Policy

Summary

Roseville College seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour.

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions.

Roseville College is committed to ensuring procedural fairness when disciplining a student. The College is further committed to including parents in processes related to the suspension or expulsion of students and this is reflected in the consultative approach taken to these processes, as detailed in our Suspension and Expulsion Procedures.

Changes in 2019

The College developed procedural fairness guidelines to assist in the investigation and resolution of student disciplinary matters in accordance with the requirements of the College's Student Discipline Policy and registration requirements.

Access to Full Text

The full text of any of the College's Student Discipline Policies can be accessed on request to the Director of IT, Policy, Risk and Compliance, from the College's Complispace website.

Anti-Bullying Policy

Summary

Bullying, in any form, is not tolerated at Roseville College. We are committed to providing a safe, supportive and caring environment that ensures each girl's right to spend every day, in and out of the classroom, free from mental, physical and cyber-bullying and intimidation. Each member of the College community is to be valued and treated with respect. All reports of bullying will be investigated and managed sensitively.

following the College's Anti-Bullying Procedures.

Changes in 2019

The College's Anti-Bullying policy was amended in 2019. These amendments addressed the definition of bullying in group bullying situations, and the progression of students through the framework.

Access to Full Text

The full text of the College's Bullying Prevention and Intervention Policy can be accessed on request to the Director of IT, Policy, Risk and Compliance, from the College's Complispace website. The Student Anti-Bullying Policy is printed in the student diary and published to the Information page of the Roseville Parent Portal.

Reporting Complaints and Resolving Grievances Policy

Summary

Roseville College has a comprehensive Complaints Handling Procedure that ensures parents/guardians and other external complainants can raise matters of concern and lodge complaints and have them dealt with and responded to fairly and efficiently. This complaints and disputes handling program is based on the principles set out in the International Standard ISO 10002:2014 and AS/ NZS 10002:2014.

The College has established an Internal Grievance Resolution Procedure for dealing with internal grievances received from staff.

The College has also adopted a Whistleblowing Policy to provide a safe avenue through which community members can report corrupt, illegal or undesirable conduct.

Changes in 2019

No changes were made in 2019.

Access to Full Text

The full text of any of the College's Complaints Handling and Internal Grievance Resolution Policies can be accessed on request to the Director of IT, Policy, Risk and Compliance, from the College's Complispace website.

The full text of the [Whistleblowing Policy](#) is published to the Policy page on the College's website.

[The Roseville College Reporting Form](#) and how to 'Raise a Concern' is available and linked from the [Contact Details page](#) on the College's public website.



School Determined Priority Areas for Improvement

Leadership

Strategy

- Our work in 2019 continued on the Roseville College Strategic Direction, *Realising Purpose*, with focus on three areas for development through to 2020: Living for Purpose; Learning for Purpose; and Building for Purpose.

Leadership

- Restructure of the Executive team to maximise efficient and effective management of the College.
- Key appointments to the Executive team:
 - Deputy Principal
 - Director of IT, Policy, Risk and Compliance
 - Director of Academic Operations.
- Executive review process commenced the first stage of a professional and personal review process across three stages over a five-year cycle.

People and Culture

Strategy

- Departmental restructure of marketing, enrolments, community relations and communications teams and recruitment of a new Director of Development and Community Engagement.
- Creation and appointment of a new Finance Manager to foster financial discipline and accountability, provide wider strategic input and support decision making at Roseville College.
- Departmental reviews and restructure for commencement of 2020 Creative and Performing Arts (CAPA) and appointment of Director of Creative and Performing Arts.
- Focus on strengthening capacity in middle leadership through the recruitment of key positions:
 - Head of Professional Growth
 - Assistant Heads of Department – Science, Maths, PDHPE and Sport.

Culture

- Staff Wellbeing Survey with the *Voice Project* (Macquarie University) rolled out and benchmarked against industry standards (education and broader). Results will be used to guide strategic focus for the next planning cycle.
- Roseville College endorsed as NESA professional learning provider.

Excellence in Education

Teaching and Learning

- Teaching and learning framework and development of Principles of Practice to guide our teaching and learning.
- Strengthening of Cambridge Courses; expansion into some NESA-mandated courses to enhance rigour.
- Through strong partnerships with universities, the College continues to have outstanding results in the number of pre-HSC early university offers.
- THRIVE Wellbeing Program in the Junior School was awarded the 2019 Bob Mugdan Memorial School Citizenship Award.

Community

RAP

- Commitment to develop a Reconciliation Action Plan (RAP) and appointment of a RAP Committee of student, staff and parent representatives. The RAP will guide the College's approach to reconciliation with Indigenous Australians and recognising and honouring the place of our Aboriginal and Torres Strait Island peoples in our nation.

RCPA

- Roseville College Parents' Association (RCPA) adopted a new charter and framework outlining its purpose and function.
- A new four person RCPA Committee was established and elected.

Roseville College Foundation

- Strategic review of fundraising within the College was completed and the findings were used to inform the refocus of the role and function of the Roseville College Foundation.

Facilities

Sport and Wellbeing Centre Development

- In 2019 the College announced plans for a new Sport and Wellbeing Centre development on campus. The facility will provide an indoor swimming pool, open-air multipurpose courts, a nutrition and food technology space, a strength and conditioning room, additional learning spaces and underground car parking.

Facilities

- New Senior Studies Centre opened to provide a study space for students before and after school.
- Completion of two-year roll out of classroom air-conditioning across the College.
- Installation of photovoltaic (solar) cells.

Sustainable Practice

Sustainability

- Development of student-driven Sustainability Action Plan.
- Commitment to sustainability across the College in the management of our school and facilities, such as the recent installation of photovoltaic (solar) cells, the sustainably designed new air-conditioning system as well as in the design of the new Sport and Wellbeing Centre.

Initiatives Promoting Respect and Responsibility

Promoting respect and responsibility in the school in 2019 saw the College consult widely with students, middle leaders, staff and the community to develop key Principles of Practice to guide the promotion of respect and responsibility, ensuring these were explicit and apparent to all sectors of the school. The principles encapsulate who we are at Roseville and how we operate:

We are a community founded on Christian truth and values, who:

1. *Embrace challenge, revel in learning and pursue excellence;*
2. *Honour the worth of each individual;*
3. *Forge relationships with kindness, gratitude and trust;*
4. *Lead with compassion and courage.*

Initiatives which promote these principles were infused through our co-curricular programs, camps, incursions, seminars, pastoral care groups and whole school gatherings for assembly and chapel.

Students enjoyed a range of external presentations to raise their awareness of respectful relationships, the pitfalls of misusing social media to denigrate others and to promote safe choices on and offline. Through interactive forums, girls were challenged to think about their choices, responsibility and consequences of actions.

Similarly, the College identified concerns facing parents and ran three parent evenings in 2019 to support parents in managing the digital world, navigating teen relationships and understanding anxiety.

Junior School

In 2019, Junior School developed and implemented the THRIVE Wellbeing program. Respect and responsibility are key components of this program. The aim of the THRIVE program is to empower students with strategies for managing their own wellbeing so that they can take responsibility for it. We aimed to be proactive rather than reactive

to wellbeing issues. Self-management skills were embedded within each letter of the acronym as the girls were given strategies to manage their own wellbeing. They were explicitly taught strategies about:

- T Thinking** with a positive mindset and taking responsibility to look for solutions to problems that occur;
- H Health** by making good choices that help them live active, healthy lives;
- R Respect** for themselves to build a confident identity;
- I Interactions** with others to show respect and kindness;
- V Valuing** and appreciating things in their life; and
- E Engaging** with the community to make a difference in the lives of others.

Providing our girls with skills to show respect and responsibility aligns closely with our Strategic Direction which aims to build strong character in our girls so that they reflect on the choices they make and live a life of purpose. We were honoured to win the 2019 Bob Mugdan Memorial School Citizenship award from the Rotary Club of Chatswood for the THRIVE program.

All Year 6 students are given a leadership role and are trained to help promote respect and responsibility. The Year 6 leaders have served the school community in their different roles and have modelled what it means to be a Roseville girl and uphold the values we share as a community, through their leadership in peer support and in their individual roles. Some of the ways the girls have enacted leadership include coordinating fundraisers, running an event to promote a cause, volunteering to help someone in need, leading campus tours and assemblies, running the sound and lighting for an event, leading initiatives for younger students to promote qualities that link with our Principles of Practice, and working with Year 12 Prefects on Spirit Week, where all students are encouraged to build community.

The College places a strong emphasis on responsibility for each students' behaviour both on and offline, and students complete a Digital Passport over the course of

a year to develop their skills and understanding of digital citizenship. Students participated in the *Bullying No Way! Day* to encourage a common language of respect for each other and to be equipped with the skills they need to take a stand. They committed to putting an end to bullying.

Junior School staff have begun refining the Service Learning program, which aims to integrate meaningful community service with instruction and reflection that enriches the learning experience, teach civic responsibility and strengthen communities.

Roseville girls love to show gratitude for what they have by giving back to the community. Kindergarten led the charge by holding a fundraiser to enable children to access education at our partner school, Shalom, in Tanzania. Year 3 students are encouraging our community to think more sustainably through their new Sustainability Club, with a focus on reducing use of plastic in our school and supporting the environment and bee population through the types of plants in our gardens. Our Social Action Representatives have been instrumental in encouraging our whole community to consider everyday actions of kindness, and in Term 3, the whole Junior School participated in the *Day of Friendship* led by UR Strong. Our partnership with TEAR continued this year and the girls were encouraged to raise funds for those living in poverty.

Senior School

In 2019 a number of Year 11 students led their peers in discussion groups and presentations at their annual personal development day focused on respect. Students presented highly engaging short films, as well as measures to prevent and eliminate all forms of harassment, bullying and discrimination.

"Grounded in Truth, Walk together with Courage" was the 2019 theme of National Reconciliation Week, where truth and courage of our principles of practice were highlighted in our indigenous first smoking ceremony at the College, and through the establishment of Roseville's Reconciliation Action Plan working group.

The College's commitment to instilling a sense of compassion, gratitude and service in each girl continues through our Service Learning programs.

Students in Year 9 and 11 served as monitors and supported the smooth running of events by acting as guides, running the lost property office, assisting in the Library and Canteen. Peer Support and Cross Age Tutoring programs enabled older girls to help younger ones adjust to high school and cope with their studies. Year 9 girls assisted students with disabilities on a weekly basis at a local school and hosted over 60 visitors from an Anglican Retirement Village at the annual *Big Day Out*. Year 9 students worked together to develop a transition plan for Year 6 students entering the

Senior School in 2020, which included conducting workshops, devising an orientation booklet and assisting with orientation days.

Year 10 students participated in a variety of service activities in the week-long *Building Connections in the Community* program. Girls also volunteered for the Salvation Army's Red Shield Appeal in May and volunteered as remote literacy tutors in the Smith Family's *Student-2-Student* program. The College actively supported a sister school in Tanzania and through community projects in the Service and Learning Trips program.

In 2019, the College established sustainable connections with communities in Cambodia and Eswatini, where they will return annually.



Parent, Student and Teacher Satisfaction

Roseville College is committed to listening to the views and expectations from key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the College with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

In 2019, 168 parents and 210 students participated in surveys and provided views on such areas as academic performance, student wellbeing, Christian education, non-sport co-curricular, sports, communications, reputation and facilities.

“I am proud that my daughter has been a part of Roseville College for the last six years. It has equipped her for the next phase in her education on every level.”

Parents – Expectations Met or Exceeded

In relation to the top areas parents noted as most important, Years 5, 7 and 12 parents' expectations met/exceeded are:

1. 94% of parents' expectations were met or exceeded in relation to the **focus on student wellbeing**;
2. 92% of parents' expectations were met or exceeded in relation to the **balanced challenging education**;
3. 98% of parents' expectations were met or exceeded in relation to the **size of the College population**;
4. 89% of parents' expectations were met or exceeded in relation to the **Principal's leadership**.

Students – Expectations Met or Exceeded

In relation to the top areas parents noted as most important, Years 7 and 12 students' expectations met/exceeded are:

1. 92% of students' expectations were met or exceeded in relation to the **high-quality teachers**;
2. 88% of students' expectations were met or exceeded in relation to the **focus on student wellbeing**;
3. 93% of students' expectations were met or exceeded in relation to the **balanced challenging education**;
4. 95% of students' expectations were met or exceeded in relation to **academic standards**.

Staff Satisfaction – Expectations Met or Exceeded

Teachers and staff participate in a variety of activities and discussions that provide opportunities to give feedback. This included the 2019 Staff Engagement and Wellbeing Survey.

The top five responses from the survey were:

Student/Parent Satisfaction

Roseville College offers high quality education – 100%;

Role Clarity

I understand how my job contributes to the overall success of Roseville College – 99%;

School Objectives

Overall, Roseville College is successful – 99%;

Mission and Values

I believe in the overall purpose of Roseville College – 99%;

School Objectives

The future for Roseville College is positive – 99%.

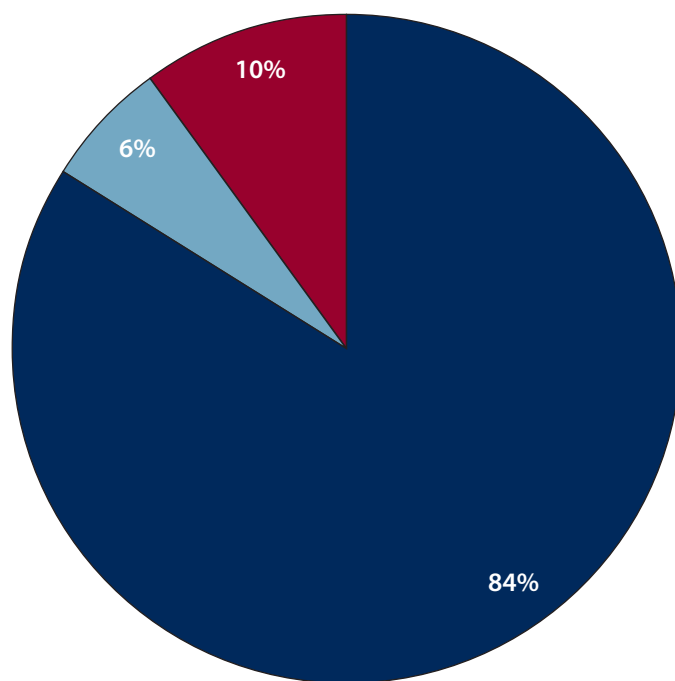
The outcomes were delivered to staff and will be considered in the strategic planning cycle and contribute to targets and action plans for 2020 and beyond.



Summary Financial Information

Income

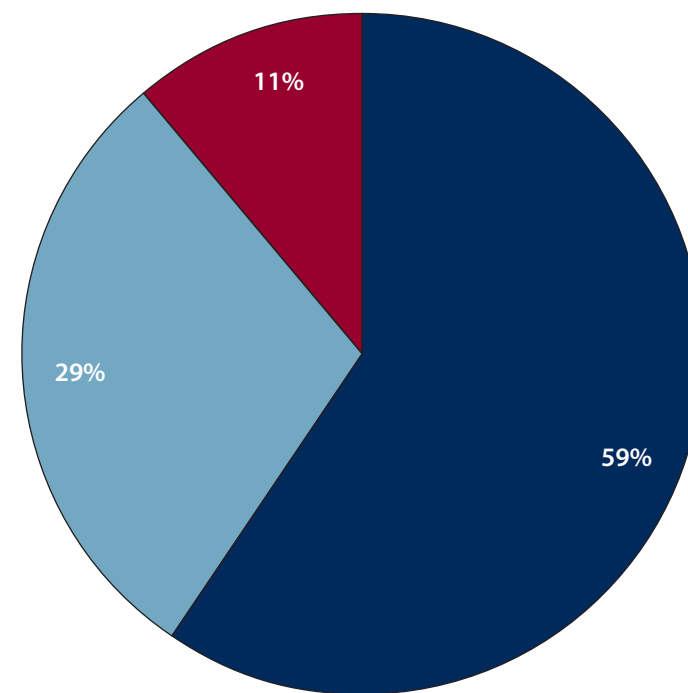
Income in 2019



- Fees and private income
- State recurrent grants
- Commonwealth Government recurrent grants
- Government capital grants
- Other capital income

Expenditure

Expenditure in 2019



- Salaries, allowances and related expenses
- Non-salary expenses
- Capital expenditure



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