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A Message from Key School Bodies

Chair's Message

2020 has been a year unlike any other in the lives of our students and our community. In the midst of the challenges brought by the COVID-19 pandemic, Roseville College Council acknowledges the resilience, compassion and hard work of the students, teachers and operational staff this year. We have also been truly grateful for the ongoing support of our School by the Roseville community during 2020.

The Council also gives its sincere thanks to Principal Ms Deb Magill, and her Executive team, for their exceptional leadership, dedication and care of our students and staff during this challenging year.

Roseville College Council is responsible for providing governance and strategic direction for the College and is accountable to the Board of The Anglican Schools Corporation (TASC). Council, supported by its sub-committees (Finance Committee and Risk and Compliance Committee), is responsible for maintaining accountability through careful planning and prudent management of all the College's resources, in support of the College's vision of Realising Purpose through leading in education and equipping girls with hope for the future. College Council meets regularly throughout the school year.

In 2020, the membership of the Council consisted of:

Mr D Jury, BEc LLB. Appointed 2014; Appointed Chair 2018

Mr D Irving, BA LLB (Hons). Appointed 2017; Appointed Acting Chair 2020

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)

Ex-Officio | Ms J Apperley, BCom(Schol), CA

On behalf of the College and myself, I would also 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 2020.

Mr David Irving
Acting Chair of Roseville College Council

Principal's Message

2020 has been a year of many challenges but also one where we have embraced opportunities. For Roseville College, learning flourished this year, whether it was on campus, off campus, or a bit of both. I am proud of our Roseville students, not least the graduating class of 2020, for proving themselves as determined, creative and compassionate, lifting one another up to face the challenges in this year of pandemic.

I am also extremely proud of our staff, both academic and operational, for their flexibility, resilience and focus in what has been an extraordinary year for us all, professionally and personally. They are a team of experts and their management of the many challenges thrown at us by COVID-19 was truly impressive – not least the rapid development and roll out of our Off-Campus Learning framework, enabling quality learning to continue uninterrupted during the lockdown.

In Senior School, we grew our Cambridge International offering, introducing World Literature to join our existing suite of offerings: Physical Science; Sociology; and Global Perspectives. In addition, in the Junior School our IB Primary Years Program (PYP) is going from strength to strength with an evaluation completed confirming the continued delivery of strong academic outcomes.

The College continues to have strong university partnerships resulting in an outstanding 268 early admission offers, an increase from 97 in 2019. Our students achieved a 95% success rate for university early admissions offers from five leading universities. 61% of early entry offers were in STEM-related fields and 87% of the cohort were offered a place at university before completing the HSC.

In 2020, we received exceptional support from the Roseville College Parents' Association (RCPA), and indeed from our whole parent community. Together with our impressive students, highly engaged expert teachers and supportive parents, we benefit from a learning partnership 'sweet spot'.

Our Alumni continue to be the leaders, doers and champions that our girls aspire to be. Throughout the year, many of them have sent messages of support and offers of assistance, especially to our Year 12 students. Their participation in initiatives like our Future in Focus student mentoring program showcases the many career and industry pathways open to our students beyond the school gates. I am grateful for their ongoing association, and proud of the quality of character of our graduates over the generations.

At the close of 2020, I am so grateful for the strong sense of partnership we experience at Roseville College. We are truly better together.

Ms Deb Magill
Principal

Student Representative Council Captain's Message

This year, the Student Representative Council (SRC) contributed to many exciting and impacting events.

One such significant event was Reconciliation Week and, through our Reconciliation initiative, we sought to increase awareness about the meaning and importance of the Acknowledgement of Country in our assemblies. We also created and displayed informative posters around the School.

The SRC also continued to make small improvements at the School (or made suggestions for future improvements), such as the option of bucket hats for senior students.

This year's group of SRC representatives proposed interesting and diverse ideas in order to improve overall student life at the College. Although this year presented many challenges to meeting face-to-face, we solved this challenge by meeting regularly online, which allowed us to continue to collaborate and enrich our experiences at School, both online (while off-campus) and when in our classrooms.

The girls, this year, have continued to show resilience during tough times. Each girl demonstrated servant-hearted leadership as she continued to serve her peers throughout 2020.

Madison Foley
SRC Captain 2020



THEME 2

Contextual Information about the School and Characteristics of the Student Body

Roseville College is a non-selective, Anglican day school for more than 900 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 the myriad opportunities available in sport, co-curricular, outdoor education and service learning that provide a well-rounded education.

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 a place 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, in a culture of excellence, the College prepares each girl with an education that serves her for life. 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, rise to 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 (PYP) for Kindergarten to Year 6 and the prestigious Cambridge International 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 Higher School Certificate (HSC) outcomes.

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 and courage.



THEME 3

Student Outcomes in Standardised National Literacy and Numeracy Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) in 2020

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results which are available on My School (<http://www.myschool.edu.au>).

THEME 4

Senior Secondary Outcomes (Student Achievement)

Granting of Records of School Achievement

The School did not have any students who required the award of a Record of School Achievement.

Vocational Education and Training (VET)

The School did not have any students who undertook studies in vocational education trade training.

Results of the Higher School Certificate 2020

Individual Achievements

- **Four** students awarded All-Round Achievers for scores of **90 or more** in at least 10 units of study.
- **First and second in the State** for Food Technology.
- **Fourth and ninth in the State** for PDHPE.
- **Two students** achieved **full marks** for their performance in Food Technology and Music Extension.
- Additionally:
 - **One student** in the **Top 25** in Science Extension
 - **One student** in the **Top 40** in Ancient History
 - **One student** in the **Top 40** in Design and Technology
 - **One student** in the **Top 40** in French Extension
 - **Two students** in the **Top 40** in Japanese Extension.

Cohort Achievements

In 2020, 98 Roseville College students studied 39 HSC courses:

- **76 students** achieved 168 Band 6 or E4
- In six Extension courses – Mathematics Extension 2, English Extension 1, History Extension, French Extension, Japanese Extension and Music Extension – 100% of students achieved Bands E3-E4
- In an additional six courses – Studies of Religion 1, Music 1, Music 2, Japanese Continuers, Food Technology and Design and Technology – 100% of students achieved Bands 5-6
- In eight courses, the percentage of Bands 5-6 achieved at Roseville College was at least double the State average
- In twelve courses, the mean examination mark (EM) for Roseville College was 10+ marks higher than the State mean examination mark
- In the following seven courses, the percentage of Bands 5-6 is the highest achieved in the past three years: Mathematics Advanced, English Advanced, PDHPE, Science Extension, Studies of Religion, Visual Arts and Food Technology
- Across, 36 courses studied at the College, students continue to achieve significantly more Bands 5 and 6 than the State candidature.

2020 HSC Results

Results of HSC, including comparison of Roseville College performance to statewide performance, are listed in the following table.

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	2020	42.86	33.37	57.14	51.02	-	15.60	82.03	72.10
	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
Biology	2020	63.83	30.73	36.17	56.21	-	13.05	81.91	72.39
	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
Business Studies	2020	75	35.32	25	47.68	-	17	84.46	71.99
	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
Chemistry	2020	73.33	43.11	26.66	47.48	-	9.41	81.61	75.52
	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
Design and Technology	2020	100	47.27	-	50.6	-	2.12	91.49	78.54
	2019	100	46.66	-	48.65	-	4.69	94.03	77.82
	2018	100	46.69	-	49.86	-	3.3	91.55	77.91
Drama	2020	81.82	47.41	18.18	50.57	-	2.02	90.04	79.62
	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
Earth and Environmental Sciences	2020	50	29.62	37.5	55.88	12.5	14.5	77.50	71.75
	2019	80	31.27	20	54.92	-	13.81	87.16	72.52
	2018	-	-	-	-	-	-	-	-
Economics	2020	88.89	51.49	11.11	39.82	-	8.68	83.56	77.02
	2019	100	51.92	-	40.62	-	7.45	87.96	77.34
	2018	100	46.39	-	45.79	-	7.65	87.00	76.25
English Advanced	2020	89.41	63.40	10.59	36.01	-	0.59	85.14	81.33
	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
English Standard	2020	16.67	11.56	83.33	77.64	-	10.79	76.80	69.93
	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
English Extension 1	2020	100	92.68	-	7.33	-	-	43.44	41.66
	2019	100	94.15	-	5.84	-	-	43.44	41.68
	2018	100	95.43	-	4.3	-	-	43.83	42.08
English Extension 2	2020	50	82.46	50	17.53	-	-	38.03	39.43
	2019	100	80.16	-	19.84	-	-	38.82	39.14
	2018	100	82.11	-	28.59	-	-	46	37.46

Subject	Years	Bands 5–6 (%)		Bands 3–4 (%)		Bands 1–2 (%)		EM Mean	State EM
		Roseville College	State	Roseville College	State	Roseville College	State		
Food Technology	2020	100	30.22	-	54.09	-	15.7	92.10	72.15
	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
French Continuers	2020	80	63.57	20	33.22	-	3.21	81.24	81.92
	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
French Extension	2020	100	81.21	-	18.80	-	-	41.65	39.65
	2019	100	88.13	-	11.86	-	-	42.43	40.23
	2018	100	82.11	-	17.88	-	-	44.88	40.26
Geography	2020	77.27	41.83	22.73	45.38	-	-	84.07	74.45
	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
German Continuers	2020	-	-	-	-	-	-	-	-
	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	2020	-	-	-	-	-	-	-	-
	2019	100	100	-	-	-	-	40.6	43.02
	2018	100	97.55	-	2.44	-	-	47.80	42.33
History Extension	2020	100	76.12	-	23.89	-	-	42.61	38.36
	2019	100	76.77	-	23.23	-	-	46.27	38.92
	2018	78.58	78.68	21.42	21.13	-	-	38.96	38.85
Japanese Continuers	2020	100	56.33	-	38.45	-	5.21	89.93	79.94
	2019	100	60.29	-	35.98	-	3.73	85.67	80.55
	2018	100	61.02	-	34.31	-	4.57	93.70	81.20
Japanese Extension	2020	100	88.96	-	11.04	-	-	46.80	41.73
	2019	-	-	-	-	-	-	-	-
	2018	100	90.85	-	9.15	-	-	-	-
Legal Studies	2020	81.82	39.92	18.18	49.33	-	10.75	85.93	74.97
	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
Mathematics Extension 1	2020	78.79	74.5	21.21	25.50	-	-	77.16	78.49
	2019	86.66	80.27	13.33	19.74	-	-	79.54	79.98
	2018	80	79.60	20	20.15	-	-	80.86	79.29
Mathematics Extension 2	2020	100	84.02	-	15.99	-	-	82.36	81.46
	2019	100	85.93	-	14.07	-	-	79	81.59
	2018	85.7	85.41	14.28	14.59	-	-	78.91	81.36

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 Standard	2020	40.63	24.72	50	50.82	9.38	24.45	75.99	68.40
	2019	55.27	24.28	42.1	59.32	2.63	16.39	79.91	70.68
	2018	69.04	26.64	30.94	52.97	-	20.14	80.95	69.92
Mathematics Advanced	2020	75.86	52.6	24.14	43.2	-	4.19	84.00	79.20
	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
Modern History	2020	93.33	37.44	6.67	47.03	-	15.54	88.19	72.53
	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
Music Extension	2020	100	97.25	-	2.75	-	-	50	54.10
	2019	100	97.84	-	2.16	-	-	46.95	44.98
	2018	100	96.01	-	3.99	-	-	36.70	44.78
Music 1	2020	100	64.45	-	33.77	-	1.77	94.90	81.56
	2019	100	66.24	-	32.01	-	1.75	93.7	81.85
	2018	100	64.50	-	33.58	-	1.57	91.80	81.50
Music 2	2020	100	87.79	-	12.21	-	-	91.90	87.03
	2019	100	90.96	-	9.04	-	-	89.8	87.67
	2018	100	91.42	-	8.57	-	-	88.20	87.55
PDHPE	2020	88.46	34.47	11.54	51.13	-	14.39	86.83	72.46
	2019	83.87	31.51	16.13	50.46	-	18.67	85.83	72.57
	2018	82.85	33.11	17.13	52.93	-	13.6	85.79	72.29
Physics	2020	75	40.64	25	45.42	-	13.93	81.90	73.99
	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
Science Extension	2020	87.5	73.85	12.5	26.16	-	-	40.13	37.04
	2019	83.33	68.42	16.67	31.59	-	-	36.32	36.28
SDD	2020	-	-	-	-	-	-	-	-
	2019	50	44.52	50	42.53	-	12.92	77.90	75.22
Studies of Religion	2020	100	43.86	-	50.26	-	5.88	43.68	37.69
	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
Visual Arts	2020	94.74	65.02	5.26	33.99	-	1.79	87.41	81.02
	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

THEME 5

Teacher Professional Learning, Accreditation and Qualifications

Professional Learning 2020

A summary of professional learning undertaken by teachers (as defined by the *Teacher Accreditation Act 2004*) during the year.

All Roseville College staff undertook professional learning opportunities throughout 2020, which included:

- All Staff Professional Learning Days
- Mandatory Compliance Training
- Professional Learning Groups and RoseMeets
- Conferences, Workshops and Webinars.

The 2020 professional learning program at Roseville College was linked to the College priorities and strategic direction as well as the emerging COVID-19 crisis. An area of priority in 2020 was the implementation of the College's Principles of Practice. An additional priority in 2020 was the vertical development of staff based on adult learning principles.

The closure of schools due to COVID-19 had a profound effect on how teachers engaged with and completed professional learning in 2020. To support all teachers, Roseville College engaged the Resilience Centre to conduct a series of wellbeing seminars. The seminars focused on leading and coping in a crisis and having hopeful conversations with each other and students.

Our teachers also engaged in online professional learning on how to create learning experiences that are intuitive and interactive in online spaces. Teachers explored how to design learning for community, connection and student growth. The School organised numerous professional development activities focused on upskilling teacher pedagogy and practice in online teaching.

RoseMeets provided an opportunity for teachers to lead together, build community and connection and share successful online teaching strategies and examples of excellence in teaching and learning.

In addition to our school-based professional learning, teachers attended specific personalised professional learning activities aligned with their faculty and individual professional growth goals. Many teachers attended workshops and conferences aimed at developing programs, pedagogy and assessment aligned with new curriculum, as well as pastoral care, leadership and student wellbeing.

Staff participated in ongoing compliance training to ensure they remain up to date with best practices in accreditation, first aid, anaphylaxis, child protection and mandatory reporting.

Description of Professional Learning 2020

Professional Learning	No. of staff participation
Strategic Direction – Principles of Practice	All staff
Peacewise – Managing Conflict	All staff
Cardiopulmonary resuscitation, emergency life support, first aid, emergency first aid response in an education and care setting, anaphylaxis and asthma training	All staff
Child Protection Training	All staff
Teacher Accreditation Courses and Workshops	8
K–10 Subject-specific Workshops and Conferences	22
Stage 6 Programming, Assessment and Pedagogy	16
Leadership – AIS Virtual Masterclass Series, School Law for New Leaders, MITIE Conference, Middle Leadership	5
Student Wellbeing and Pastoral Care	6
School-based Research Project Networking Day	1
Inclusive Education - Learning Support, Gifted and Talented	23
Nationally Consistent Collection of Data: Application and Evidence	1
Marzano High Reliability Schools Summit	1
LawSense School Counsellors Law Update: Navigating Informed Consent & Confidentiality	1
Chemical Awareness and Spill Training – WHS Regulations	1
Cambridge IGCSE	2

Teacher Accreditation

108

Total Number of Teachers

108 - 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.

0 - Teachers having a Bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications.

Accreditation Status

Accreditation Status of all teaching staff (as defined by the *Teacher Accreditation Act 2004*) who are responsible for delivering the curriculum.

0

CONDITIONAL

5

PROVISIONAL

101

PROFICIENT TEACHER

17

EXPERIENCED TEACHER

2

HIGHLY ACCOMPLISHED TEACHER

0

LEAD TEACHER



THEME 6

Workforce Composition

School Staff in 2020

161 - Total staff	
142.14 - Full-time equivalent staff	
47 - Total Administrative Staff	114 - Total Teaching staff
40.36 - Full-time equivalent	101.78 - Full-time equivalent

As of August 2020, no Aboriginal or Torres Strait Islander staff were employed.

THEME 7

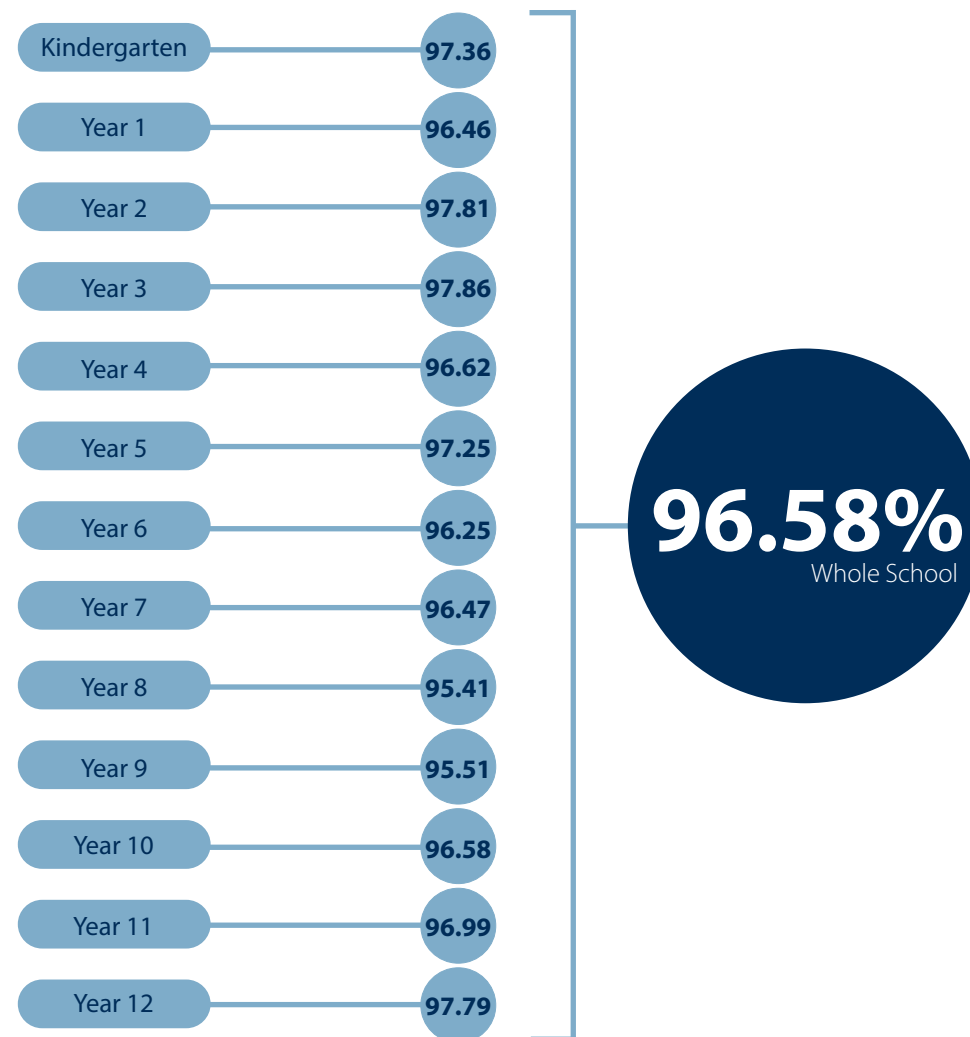
Student Attendance, Retention Rates and Post-School Destinations in Secondary Schools

Student Attendance Rates for 2020

The overall attendance rate for the whole school in 2020 was **96.58%**.

Retention of Year 10 to Year 12

96 out of 101 (95%) of Year 10 2018 students went on to complete Year 12 at the College.



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

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

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

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

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

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 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

98% of Year 12 2020 students were offered a university place in Australia. A small number of students elected to defer their university places to work, travel overseas, or undertake a gap year.

81 girls (83% of the year group) received early entry offers to university on community service and academic grounds. This represents over 290 offers (200% increase on 2019 early offers).

91% of students received more than one offer, in various Universities Admissions Centre (UAC) and direct university offer rounds.

Roseville College students are choosing to study STEM-related disciplines at university in ever increasing numbers. In 2020 offers, Roseville girls received 239 offers to STEM courses (55% of total offers). This represents a 35% increase on 2019 STEM offers and has more than tripled in the last 5 years.

A number of students received highly coveted scholarships for university including:

- St Andrew's College Scholars Program, The University of Sydney
- Cooperative Scholarship in Accounting, Macquarie University
- Cooperative Scholarship, Bachelor of Accounting, University of Technology, Sydney
- FEIT Women in Engineering and IT Scholarship, University of Technology, Sydney
- Dean's Scholar in Bachelor of Medical and Health Sciences (Honours), University of Wollongong
- Dean's Scholar in Bachelor of Communication & Media/Bachelor of International Studies, University of Wollongong
- 2 Dalyell Scholars in Commerce, University of Sydney.

Ten students received offers to study Law at leading Law schools, five at the ANU, four at UNSW and one at the University of Sydney.

THEME 8

Enrolment Policies

Enrolment Policies

For current and prospective parents and carers, important information relating to enrolment in a school owned and operated by The Anglican Schools Corporation (TASC) is published on the Enrolments page of TASC's 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. The College's application process is published on the Enrolments page of the College's website.



THEME 9

Other School Policies

Student Welfare – Student Duty of Care Policy

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.

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

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

- *Child Protection (Working with Children) Act 2012 (NSW)*
- *Children's Guardian Act 2019 (NSW)*
- *Children and Young Persons (Care and Protection) Act 1998 (NSW).*

These policies were updated in 2020 in line with legislative changes, in particular the change in regulator to the Children's Guardian for reportable conduct matters, and changes to reporting timelines.

Key policies from our Child Protection Policy framework are available from the Policies page of the College's website. The full set of Child Protection Policies can be accessed on request to the Director of IT, Policy, Risk and Compliance, from the College's Complispace website.

Student Discipline Policy

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

The College's disciplinary policies prohibit the use of corporal punishment, and do not sanction, either explicitly or implicitly, the use of corporal punishment by non-school persons.

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 our consultative approach to these processes, as detailed in our Suspension and Expulsion Procedures.

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

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 cyberbullying and intimidation. Each member of the College community is to be valued and treated with respect. All reports of bullying are investigated and managed sensitively following the College's Anti-Bullying Procedures.

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 on the Information page of the Roseville Parent Portal.

Reporting Complaints and Resolving Grievances Policy

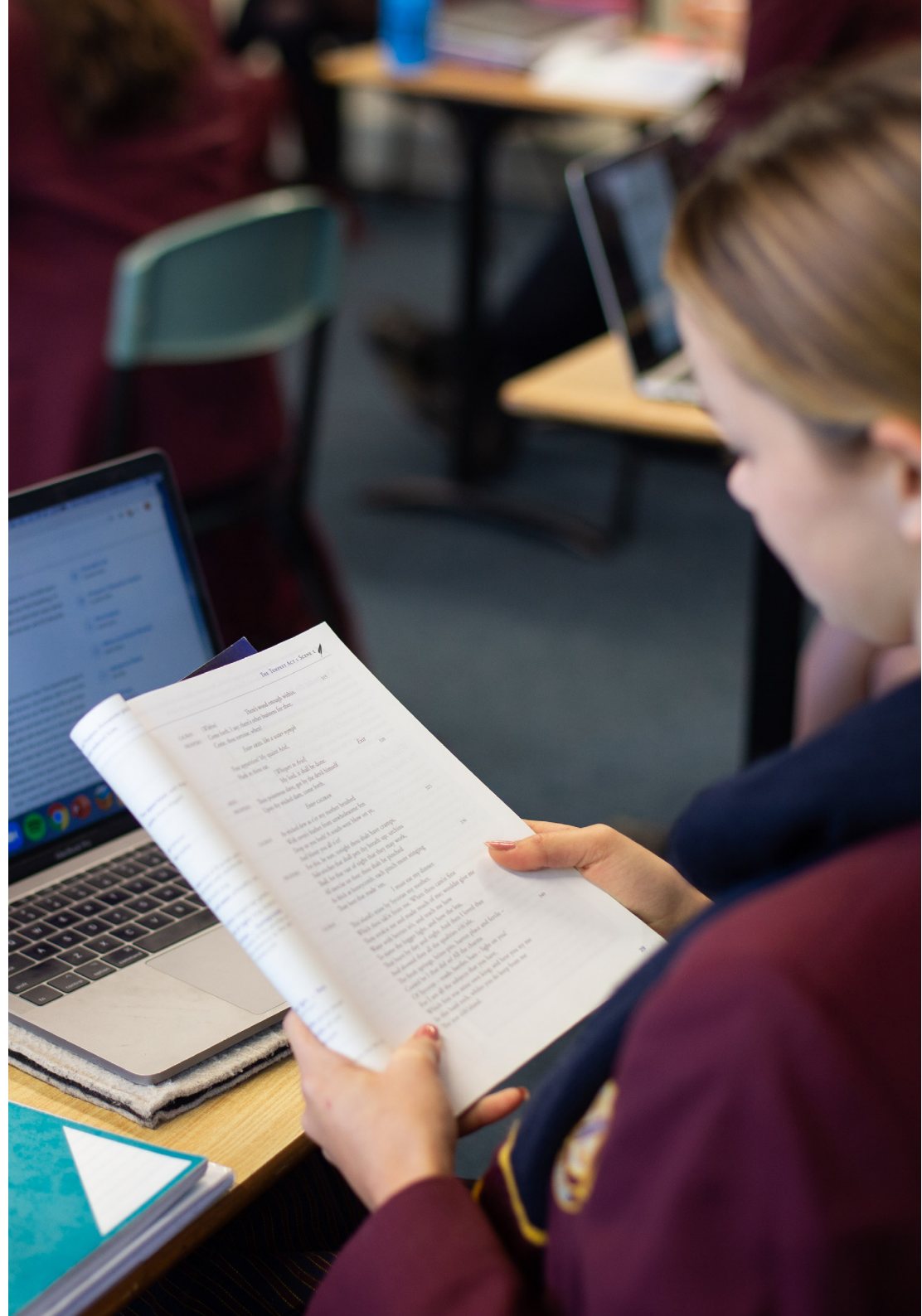
Roseville College has a comprehensive Complaints Handling Procedure that ensures parents/guardians and other external complainants can raise matters of concern and lodge complaints and have them dealt with and responded to fairly and efficiently. This complaints and disputes handling program is based 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. 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 linked to from the Policies page of the College's website.

The Roseville College Reporting Form and how to 'Raise a Concern' is available and linked from the Contact page of the College's website.



THEME 10

School-Determined Priority Areas for Improvement

Leadership

Strategy

In 2020 we continued our work on the Roseville College Strategic Direction, Realising Purpose, with focus on three areas for development through to 2021: Living for Purpose; Learning for Purpose; and Building for Purpose.

Leadership

To add to the College's leadership capability in key areas identified for improvement, we created, and made appointments to, the following positions in our Executive team:

- Finance Manager;
- Director of Development and Community Engagement.

COVID-19

Creation of an Executive-lead COVID-19 Critical Response Team to manage the delivery of teaching and learning in compliance with COVID-19 regulations and to ensure the safety and wellbeing of the community throughout the pandemic.

People and Culture

People

- Appointment of a new Chaplain to oversee Chaplaincy at the College to take up post in 2020.
- Implementation of departmental restructure for Creative and Performing Arts (CAPA) and appointment of Director of Creative and Performing Arts.

Culture

- Implementation of regular staff wellbeing seminars throughout the year focusing on managing COVID-19, with an expert from The Resilience Centre.
- AIS NSW Perspectives – Your School in Focus stakeholder survey of staff, students and parents rolled out and benchmarked against industry standards. Results will be used to guide strategic focus for the next planning cycle.

Excellence in Education

Teaching and Learning

- Off-campus learning framework rapidly developed and rolled out to ensure quality teaching and learning delivery throughout the pandemic lockdown.
- Strengthening of Cambridge International offering through the introduction of World Literature joining our existing suite of offerings: Physical Science, Sociology, and Global Perspectives.
- Evaluation of the IB Primary Years Program undertaken with very positive results confirming the continued delivery of strong academic programs.
- The College continues to have strong university partnerships resulting in an outstanding 268 early admission offers, an increase from 97 in 2019. Our students achieved a 95% success rate for university early admissions offers from five leading universities. 61% of early entry offers were in STEM-related fields. 87% of the cohort were offered a place at university before completing the HSC.



Community

RCPA

Roseville College Parents' Association (RCPA) provided exceptional support during the pandemic and quickly pivoted to operating virtually, including holding RCPA meetings online in compliance with COVID-19 regulations.

Roseville College Foundation

In 2020, the Roseville College Foundation appointed a new Chair and adopted a multi-year fundraising plan designed to grow donations and participation in College fundraising.

Roseville College Alumni Network

The Roseville College alumni network continued to provide their support to the College including at the College-designed Future in Focus initiative which brought alumni and parent volunteers together virtually to showcase career pathways for Year 10 students.

RAP

The College's Reconciliation Action Plan (RAP) Committee of students, staff and parent representatives continued to build and encourage relationships with Aboriginal and Torres Strait Islander peoples and foster and embed respect for their cultures and communities.

Facilities

Sport and Wellbeing Centre Development

The State Significant Development application for a new Sport and Wellbeing Centre development on campus was submitted in 2020. 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.

Sustainable Practice

- Strong partnership with the student body in the development and implementation of environmental sustainability initiatives.
- Significant drop in the use of paper throughout the pandemic which has continued after the return to campus.
- Commitment to sustainability across the College in the management of our school and facilities, including in the design of the new Sport and Wellbeing Centre and the energy generation from the recently installed photovoltaic (solar) cells.

Initiatives Promoting Respect and Responsibility

Head of Junior School and Director of Wellbeing

Our School's Principles of Practice embody the values of promoting respect and responsibility in learning and in the way we respond to and interact with our local and wider communities. These practices are:

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 to promote deeper understanding of these principles were pursued through assemblies and chapel, special days, pastoral care times, newsletter articles, parent events and external presentations.

In the Junior School, the THRIVE program teaches the girls how to build wellbeing by developing ATL (Approaches to Learning) skills, including developing a toolkit around social, self-management, thinking and communication skills, while learning to appreciate their impact on others. Senior school students took part in a pastoral care program that placed focus on respect for the self and others as well as individual responsibility for behaviour, wellbeing, service, leadership and appropriate use of technology.

Community and global responsibility were fostered through the service learning program. Some programs were curtailed due to COVID-19, but students found new ways to be involved, connect with others and support people feeling isolated. Activities included the Smith Family student2student program, collecting goods and packing hampers for the Anglicare Christmas Appeal, knitting blankets for Wrapped with Love and fundraising for the Cancer Council, Anglicare and our sister school Bunda in Tanzania. Year 2 designed and wrote cards to residents at a local aged-care facility to 'brighten their day'. The Junior School participated in Australia's Biggest Morning Tea and made cards for children who were sick or in hospital.

Our Stage 2 girls challenged themselves to change their everyday behaviours to have a long-lasting impact on the environment. With the addition of a local government grant, an environmental club, The Rosie Bee Kind Club, was able to buy materials for a sustainable vegetable and pollination patch to support native bees.

Through the digital citizenship program taught across the year, K-6 girls become wiser users of technology and learn to act responsibly and with respect to protect themselves and others when online. Topics include internet safety, privacy and security, relationships and communication, cyberbullying and digital drama, digital footprint and reputation, self-image and identity, information literacy and creative credit and copyright. The girls took part in the Day Against Bullying and Violence and the Safer Internet Day.

The digital orientation program for Year 7 students at the start of the year focused on being good digital citizens and on understanding the College's policies on appropriate use of technology. Students in Years 8-12 explored digital citizenship, safe and responsible use of the internet and communication technologies, and cyberbullying. These programs became vital as we shifted to off-campus learning in response to COVID-19.

Students learnt about forming, sustaining and developing positive and respectful relationships in their pastoral care and year groups, as well as through Year 7-9 workshops with Enlighten Education. Year 10 students undertook a workshop with Brent Sanders that focused on consent and assisted the students to feel safe and empowered in personal relationships. Students in Years 11 and 12 were reminded through their senior seminars about the importance of forming respectful relationships as leaders in the community.

All students in Years 9-12 developed leadership skills and understanding through the Year 9 learning and leadership program and Year 10-12 senior seminars. This training focused on servant leadership, role-modelling, ethical leadership and on understanding that every senior student is a leader to others in the College. Students in Years 9 and 11 had leadership opportunities as monitors, performing duties that demonstrated care for others and for the College, and several Year 12 students were elected as captains and prefects.

Each student in Year 6 is awarded a leadership role for different initiatives across the year such as for taking social action, environmental focus areas, fundraising, facilitating community spirit or running assemblies. Year 6 engaged in the peer support program, which was conducted over Zoom, to further relationships, connection and collaboration between students.

Students from Years 7–12 were involved in the Student Representative Council (SRC), meeting fortnightly to discuss matters and advocate for change where needed. These meetings were important focal points for vertical peer engagement as other activities were limited due to COVID-19.



THEME 12

Parent, Student and Teacher Satisfaction

Roseville College is committed to listening to the views of its key stakeholders and, to do this effectively, it commissions independent surveys to hear feedback on performance and expectations. The feedback from these surveys provides valuable information for our strategic planning to improve the educational experience of our students.

In 2020, 460 parents, 761 students and 87 staff participated in surveys and provided feedback on areas such as teaching and learning, wellbeing, leadership, community and school environment.

Parents – Expectations Met or Exceeded

The top areas in which parents K–12 noted their expectations were met/exceeded:

97% of parents agree that the School's vision and mission are at the heart of everything the School does

95% of parents think teachers know their child's strengths and challenges

94% of parents agree their child feels they belong at Roseville College.

Students – Expectations Met or Exceeded

94% of students feel safe on campus

89% of students think that teachers give them learning that challenges them

87% of students agree, 'if I try hard enough I can do what I set out to do'.

Staff – Expectations Met or Exceeded

Staff and teachers participate in a range of opportunities to provide feedback including the independent survey.

99% of staff agree the School's vision and mission clearly explain the School's priorities.

93% of staff think that everyone at the School treats each other with respect.

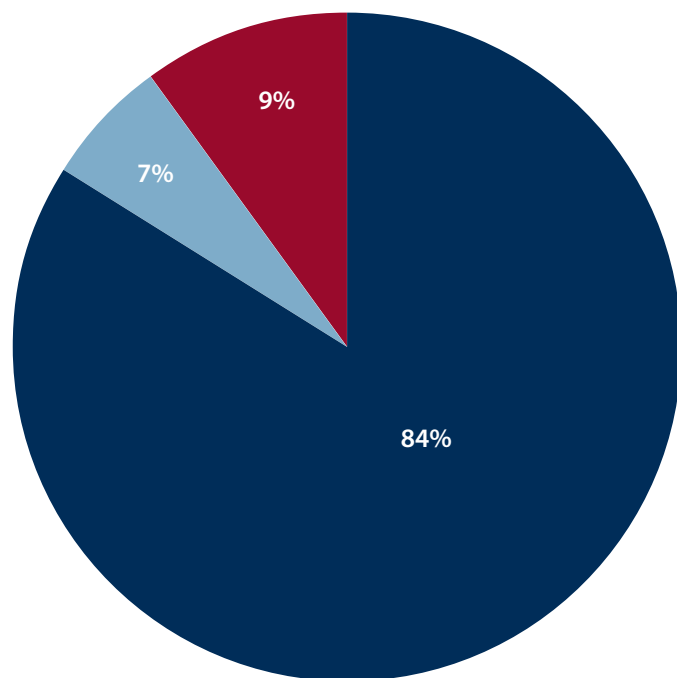
94% of staff agree that leaders model respect throughout the School.

"Roseville College has a wonderful inclusive culture and my daughter feels a strong sense of belonging to the school."

Summary of Financial Information

Income

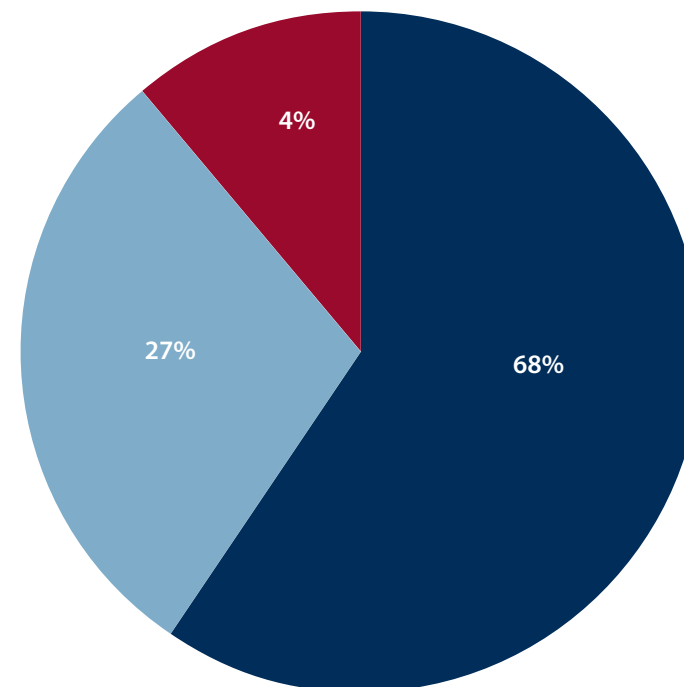
Income in 2020



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

Expenditure

Expenditure in 2020



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

27 Bancroft Avenue Roseville NSW 2069
Locked Bag 34 Roseville NSW 2069

www.rosevillecollege.com