



2021 Annual Report





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A message from key school bodies

Chair's message

2021 has been a year in which we have experienced continued disruption brought by the COVID-19 pandemic and yet it is also a year that we have come together as a community to work through these challenges together. Our students have shown resilience and adaptability, our staff have been dedicated and compassionate, and our families have shown support and partnership. Roseville College Council is truly grateful to each member of this vibrant community for all that they have done to make this year one of learning, growth and hope.

We also give our heartfelt thanks to Principal Ms Deb Magill, and her Executive team, for their exceptional leadership, hard work and care of our students and staff during this year.

Roseville College Council, a committee of the Anglican Schools Corporation Board, is responsible for providing governance and strategic direction for the College. Council meets regularly throughout the school year and is supported by its subcommittees (Finance Committee and Risk and Compliance Committee). Council is responsible for maintaining accountability through careful planning and management of all the College's resources, in support of the College's vision of Realising Purpose by providing our students with a robust, challenging and well-rounded Christian education that serves them for life.

In 2021, the membership of the Council consisted of:

Mr D Irving, BA LLB (Hons). Appointed 2017, Appointed Chair 2021

Mrs J Meek, BA GradDipArtsMgt. Appointed 2016

Rev J Smith, BA (Hons), BTh. Appointed 2014

Mrs E Collin, BA MSc DipEd. Appointed 2021

Mrs N Fortescue, BEc. Appointed 2021

Mr D Jury, BEc LLB. Appointed 2014, Leave of Absence 2021

Ex-officio | Ms D Magill, BEdMECh MACE MACEL

Ex-officio | Mrs L Elder, DipBibMiss, BCom, CA

Ex-officio | Ms M Scott, BCom CPA

Ex-officio | Mr P Bell OAM (the Anglican Schools Corporation)

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

On behalf of the College and myself, I would also like to acknowledge and thank my College Council colleagues and the members of the Board of the Anglican School Corporation for their ongoing contribution to the effective governance of the College throughout 2021.

Mr David Irving

Chair of Roseville College Council

Principal's message

2021 has been a year of more challenges but also a year of hope. For Roseville College, COVID has created opportunity for impact – in learning, in participation and in community. We are pleased to report that, despite the disruption of lockdown and an extended period of school online, learning flourished. I am deeply grateful to our community for its partnership. From our students, to our teachers and support staff, to our parents, each have worked together to ensure the best outcomes for our students and for our school.

This year we continued to seek excellence in the learning of our students and in the development of their learning character. As always, we work to grow strong foundations in literacy and numeracy for all students.

Roseville College students are increasingly engaging in opportunities for extension, acceleration and partnership with tertiary institutions. We are proud of our continued involvement in Engineering Studies with the University of Technology Sydney and are excited about the extension of this offering for Software and Design in 2022. Many of our students access accelerated subjects in Languages, Mathematics and Studies of Religion. Our Cambridge International offerings also increased this year with the introduction of World Literature, expanding the offering to five Cambridge courses in total.

In 2021 we have also learned to appreciate so much of what we have sometimes taken for granted. As we transitioned back to campus, and as learning, co-curricular and excursions were reintroduced, we've

watched joyful participation, seeing our students revel in the delight of connection. Learning has been alive and evident in and beyond the classroom this year.

In June, after 20 months in application stage, we received the wonderful news that our Sport and Wellbeing Centre development was approved. It will be a state-of-the-art facility for our students – it will enable them to be well, to learn well, to relate well and to thrive in their time at Roseville, for generations to come.

Our Alumni Network's support of the College, through 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. The generations of women who have come through Roseville over the last 113 years continue to inspire us.

The Roseville College school community is one of which I am proud to be a part. Our students, our families, our staff, our governors and our volunteers are a community with a common purpose – for our girls to realise their purpose – to be future ready and focused, and equipped to achieve.

This is not a year we will forget; it is a year where we have been reminded of the joy of learning, of community and of hope for what is to come.

Ms Deb Magill

Principal

Student Representative Council Captain's message

This year, the Student Representative Council's (SRC) focus was on initiatives seeking the betterment of the school and wellbeing of students.

Connection and collaboration

A different approach was adopted in our meetings this year. We shifted from fortnightly meetings at Thursday lunchtime, to weekly meetings at Monday recess. The shorter, more frequent sessions have allowed for significant improvement in productivity and attendance. While this year presented some challenges in meeting face to face, we were able to quickly resolve this by meeting regularly online, which allowed for continued collaboration. To facilitate engagement with the student body the SRC created an online platform allowing all students to share their ideas with the SRC. This has ensured that each student has been able to contribute, while also allowing ideas that students have in between meetings to be considered.

Events and initiatives

Earlier this year, as part of the National Day of Action against Bullying and Violence, student representatives collaborated with their Pastoral Care groups to brainstorm ideas for combatting bullying in our school. The SRC was then able to construct a self-executable anti-bullying action plan as a tool for all students. In 2021, the SRC proposed and implemented sanitary product dispensers in all student bathrooms. This was done to ensure that students can have easy access to sanitary products at all times.

This year, despite the challenges from the pandemic, each student has shown great enthusiasm towards contributing to the greater school community and should be congratulated for their excellent participation. I also thank my fellow SRC members for their commitment and support this year.

Archisha Mukherjee

SRC Captain





THEME 2

Contextual information about the school and characteristics of the student body

Founded in 1908, Roseville College is a non-selective, Anglican day school for just under 1,000 girls from Kindergarten to Year 12 on Sydney's north shore. Alongside a varied and high-calibre academic curriculum, students from Kindergarten to Year 12 engage actively in the many 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 learn, live and build 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.

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. 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.

The School ranks among the top educational performers in NSW and promotes 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, and in the post-school tertiary and career pathways of our graduates.

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.

Student outcomes in standardised national literacy and numeracy testing

The National Assessment Program of Literacy and Numeracy (NAPLAN) results for 2021 are outlined below.

Roseville College continues to perform well above state average in each of the assessed areas in NAPLAN. The table below indicates that Roseville College students perform well above state average and above that of statistically similar schools in relation to students within the top two bands across Years 3, 5, 7 and 9, in most tests.

Full details of NAPLAN results are available on the My School website: <https://www.myschool.edu.au/school/43863/naplan/results/2021#results>



Senior secondary outcomes (student achievement)

Roseville College students continued to excel in their Higher School Certificate courses in 2021.

Individual achievements

- Six All Rounder awards – Achieving 90 or higher, Band 6 or Band E4, in at least ten units of study
- State ranking highlights included:
 - Equal 1st in Food Technology
 - Fourth place in Japanese Continuers
 - Fourth place in Japanese Extension
 - Fourth place in English Advanced
 - Ninth place in Food Technology
 - Top 50 in Food Technology
 - Top 50 in German Continuers
 - Top 50 in Design and Technology

Cohort achievements

In 2021, Roseville College offered 35 Higher School Certificate courses:

- Six students awarded All-Round Achievement for receiving a Band 6/E4 in ten units of study
- Equal first in course for Food Technology for the second year in a row

- Five students among the top ten in course: Japanese Continuers, Japanese Extension, English Advanced and Food Technology
- Eight students in the top 50 students in the state for their course
- 190 Band 6 or Band E4 results achieved by 83 students across 35 courses
- In eleven courses, Roseville College students achieved upwards of 30% more Bands 5–6 than the state average
- In ten courses, 100% of Roseville College students achieved a Band 5 or Band 6.

Granting of Records of School Achievement

One student was issued with a Record of School Achievement (RoSA).

Vocational Education and Training (VET)

No student in the Year 12 cohort participated in a TAFE delivered vocational and educational training (TVET) course. 100% of the Year 12 cohort sat and received the Higher School Certificate.

2021 HSC results

Results of HSC including comparison of Roseville College performance to statewide performance:

Course	Year	Bands 5 & 6 E3/E4		Bands 3 & 4 E1/E2		EM Mean	State EM
		RC	State	RC	State		
Ancient History	2021	-					
	2020	33.37	57.14	72.1	15.60	82.03	72.10
	2019	35.98	27.27	72.62	15.00	80.49	72.62
Biology	2021	31.3	36.67	73.38	8.74	80.98	73.38
	2020	30.73	35.17	72.39	13.06	81.91	72.39
	2019	31.53	18.61	71.93	15.37	84.59	71.93
Business Studies	2021	36.09	36.84	73.32	12.93	83.12	73.32
	2020	35.32	25	71.99	17.04	84.46	71.99
	2019	33.39	26.66	72.18	16.19	83.21	72.18
Chemistry	2021	40.38	50	74.37	11.31	77.16	74.37
	2020	43.11	26.66	75.52	9.43	81.61	75.52
	2019	46.16	20.69	75.38	11.93	84.86	75.38
Design & Technology	2021	54.65	14.29	79.11	2.94	86.77	79.11
	2020	47.27	0	78.54	2.12	91.49	78.54
	2019	46.66	0	77.82	4.69	94.03	77.82
Drama	2021	45.53	0	78.7	1.52	91.62	78.70
	2020	47.41	18.18	79.62	2.02	90.04	79.62
	2019	43.72	26.67	78.31	1.74	83.45	78.31
EES	2021	28.09	42.86	72.02	13.15	78.51	72.02
	2020	29.6	37.5	71.75	14.54	77.50	71.75
	2019	31.27	20	72.52	13.81	87.16	72.52
Economics	2021	50.24	33.33	77.66	5.67	81.52	77.66
	2020	47.41	11.11	77.02	8.68	83.56	77.02
	2019	51.92	0	77.34	7.45	87.96	77.34
EAL/D	2021	-	-	-	-	-	-
	2020	26.11	0	70.27	15.62	86.20	70.27
English (Adv)	2021	68.77	15.38	81.92	0.71	85.20	81.92
	2020	63.4	10.59	81.33	0.58	85.14	81.33
	2019	61.85	11.7	80.73	1.05	85.27	80.73



Course	Year	Bands 5 & 6 E3/E4		Bands 3 & 4 E1/E2		EM Mean	State EM
		RC	State	RC	State		
English (Std)	2021	-	-	-	-	73.40	70.47
	2020	16.67	11.56	83.33	77.64	76.80	69.93
	2019	33.33	11.82	66.67	75.89	75.84	69.16
English Ext 1	2021	100	93.93	0	6.06	44.47	42.07
	2020	100	92.68	0	7.32	43.44	41.66
	2019	100	94.15	0	5.84	43.44	41.68
English Ext 2	2021	71.42	84.32	28.57	15.68	36.76	39.56
	2020	50	82.46	50.00	17.53	38.03	39.43
	2019	100	80.16	0	19.84	38.82	39.14
Food Technology	2021	92.85	36.43	71.4	50.20	88.87	73.36
	2020	100	30.22	0	54.03	92.01	72.15
	2019	85.71	33.7	14.29	56.65	88.69	73.84
French Continuers	2021	63.63	63.04	36.36	34.45	80.47	82.05
	2020	80	63.57	20.00	33.05	81.24	81.92
	2019	100	64.66	0	32.41	93.4	82.29
French Extension	2021	75.00	79.54	25.00	20.46	31.88	38.90
	2020	100	81.21	0	18.80	41.65	39.65
	2019	100	88.13	0	11.86	42.43	40.23
Geography	2021	83.32	44.44	16.67	47.53	84.79	75.75
	2020	77.27	41.83	22.73	45.35	84.07	74.45
	2019	85.71	43.54	14.29	43.97	85.34	74.66
German Continuers	2021	50.00	67.76	50.00	28.29	84.30	82.23
	2020	-	-	-	-		
	2019	50	55.98	50	42.59	82.6	80.99
History Extension	2021	100	77.43	0	22.56	45.83	38.69
	2020	100	76.12	0	23.89	42.61	38.36
	2019	100	76.77	0	23.23	46.27	38.92





Course	Year	Bands 5 & 6 E3/E4		Bands 3 & 4 E1/E2		EM Mean	State EM
		RC	State	RC	State		
Japanese Continuers	2021	66.66	57.9	33.33	34.02	87.53	79.24
	2020	100	56.33	0	38.69	89.93	79.94
	2019	100	60.29	0	35.98	85.67	80.55
Japanese Extension	2021	100	91.56	0	8.43	48.80	43.03
	2020	100	88.96	0	11.04	46.80	41.73
Legal Studies	2021	80	42.34	20	44.02	86.27	74.27
	2020	81.82	39.92	18.18	49.26	85.93	74.97
	2019	71.43	41.56	28.57	42.7	84.98	73.66
Mathematics Ext 1	2021	82.13	74.25	17.86	25.74	80.11	78.21
	2020	78.79	74.5	21.21	25.46	77.16	78.49
	2019	86.66	80.27	13.33	19.74	79.54	79.98
Mathematics Ext 2	2021	100	86.62	0	13.37	84.27	83.07
	2020	100	84.02	0	15.98	82.36	81.46
	2019	100	85.93	0	14.07	79	81.59
Mathematics (Std)	2021	35.12	24.74	64.87	53.88	76.55	69.15
	2020	40.63	24.72	50	50.81	75.99	68.40
	2019	55.27	24.28	42.1	59.32	79.91	70.68
Mathematics (Adv)	2021	61.1	50.21	36.11	43.64	81.43	78.41
	2020	75.86	52.6	24.14	43.21	84.00	79.20
	2019	66.2	49.31	32.39	43.11	83.06	78.01
Modern History	2021	71.42	37.66	28.57	46.2	85.07	72.85
	2020	93.33	37.44	6.67	47.01	88.19	72.53
	2019	94.12	39.67	5.88	46.74	86.04	73.44
Music Extension	2021	100	95.27	0	4.52	46.50	44.47
	2020	100	97.25	0	2.75	50.00	45.10
	2019	100	97.84	0	2.16	46.95	44.98
Music 1	2021	100	64.33	0	33.96	93.24	81.34
	2020	100	64.45	0	33.75	94.90	81.56
	2019	100	66.24	0	32.01	93.7	81.85

Course	Year	Bands 5 & 6 E3/E4		Bands 3 & 4 E1/E2		EM Mean	State EM
		RC	State	RC	State		
Music 2	2021	100	88.44	0	11.55	90.08	87.57
	2020	100	87.79	0	12.35	91.90	87.03
	2019	100	90.96	0	9.04	89.8	87.67
PDHPE	2021	71.42	30.64	28.57	55.55	83.45	72.19
	2020	88.46	34.47	11.54	51.11	86.82	72.46
	2019	83.87	31.51	7.14	50.46	85.83	72.57
Physics	2021	53.33	40.61	46.67	50.23	77.81	75.34
	2020	75	40.64	25.00	45.44	81.90	73.99
	2019	75	37.02	25	48.71	82.35	73.20
Science Extension	2021	66.66	72.15	33.33	27.83	39.20	37.05
	2020	87.50	73.85	12.50	26.10	40.13	37.04
	2019	83.33	68.42	16.67	31.59	36.32	36.28
Software Design Development	2021	100	36.22	0	52.80	90.76	74.15
	2020	-	-	-	-	-	-
	2019	50	44.54	50	42.53	77.90	75.22
Studies of Religion 1	2021	61.28	41.95	38.71	49.96	40.53	37.38
	2020	100	43.86	0	50.27	43.68	37.69
	2019	87.5	46.32	12.5	49.65	42.54	38.24
Visual Arts	2021	100	63.18	0	35.24	89.32	80.99
	2020	94.74	65.02	5.26	33.18	87.41	81.20
	2019	90.91	62.7	9.09	35.26	87.93	80.77





Teacher professional learning, accreditation and qualifications

Professional Learning 2021

All Roseville College staff undertook professional learning opportunities throughout 2021, which included:

- staff development days
- mandatory compliance activities
- professional learning groups
- external conferences, RoseMeets and webinars.

Teaching staff participated in seven designated professional learning days and four professional staff meetings in 2021. We began the school year with a professional learning day focusing on the development of our middle leaders. During our Term 1 professional learning days, all teaching staff participated in professional learning focusing on inclusive education with presentations from occupational therapists and speakers from Hear for You. In Term 1, all Senior School teaching staff participated in a 14-hour course on youth mental health first aid.

Throughout the year, our professional learning groups engaged with educational data to inform knowledge of every student. Our Junior School English and Mathematics departments engaged with professional learning on the use of MAP Growth data, which we use to track our students' academic growth over time.

With the continuation of the COVID-19 pandemic, many external professional learning courses moved to an online format. Staff professional learning focused on the delivery of engaging online learning to students.

This included developing skills in our learning management system and Zoom for lesson delivery. A variety of synchronous and asynchronous teaching methods were explored to ensure continuous engagement with learning during this period of home learning.

RoseMeets provided an opportunity for teachers to lead together, build community and connection, and share successful online teaching strategies and examples of excellence with others. Many teachers shared ideas and best practices about pedagogy, student wellbeing, using technology and engaging students in their learning.

Further professional learning experiences of Roseville staff included membership of HSC examination committees as well as HSC marking experience. In addition, Roseville staff presented at local, state and national conferences. The following professional learning activities are a broad sample of those undertaken by Roseville staff.





Description of professional learning 2021

Professional learning	# Staff participating
Strategic Direction – Christian Formation	All staff
Youth Mental Health First Aid	Senior 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	10
K–10 Subject Specific Workshops and Conferences	46
Stage 6 Programming, Assessment and Pedagogy	11
Aboriginal and Torres Strait Islander Reconciliation	3
Leadership – AIS, School Law for New Leaders, MITIE Conference, Middle Leadership	10
Wellbeing and Pastoral	11
Inclusive Education – Learning Support, Gifted and Talented	10
Cambridge IGCSE	1
Research	1

Teacher accreditation

Level of accreditation	# Teachers
Teachers having teacher education qualifications from a higher education institution in Australia or as recognised in the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	111
Teachers having a Bachelor degree from a higher education institution in Australia or one recognised in the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0

Summary of qualifications of teaching staff

Category	# Teachers
Conditional	1
Provisional	7
Proficient Teacher	101
Highly Accomplished Teacher	2
Lead Teacher	0
Total number of teachers	111

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



THEME 6

Workforce composition

School staff in 2021

Employment area/nature	# Staff
Total non-teaching staff	42
(Full-time equivalent)	36.3
Total teaching staff	118
(Full-time equivalent)	102.5

At the time of reporting there were no Aboriginal or Torres Strait Islander staff employed by the College.

Full details of workforce composition are available on the My School website: <https://www.myschool.edu.au/school/43863>

Student attendance, retention rates and post-school destinations

Student attendance rates for 2021

The overall attendance rate for the whole school in 2021 was **95.31%**. Ninety-five per cent (95%) of students attended school on average each school day in 2021. This was similar to the daily attendance in 2020.

Roseville College management of non-attendance

Student attendance policy

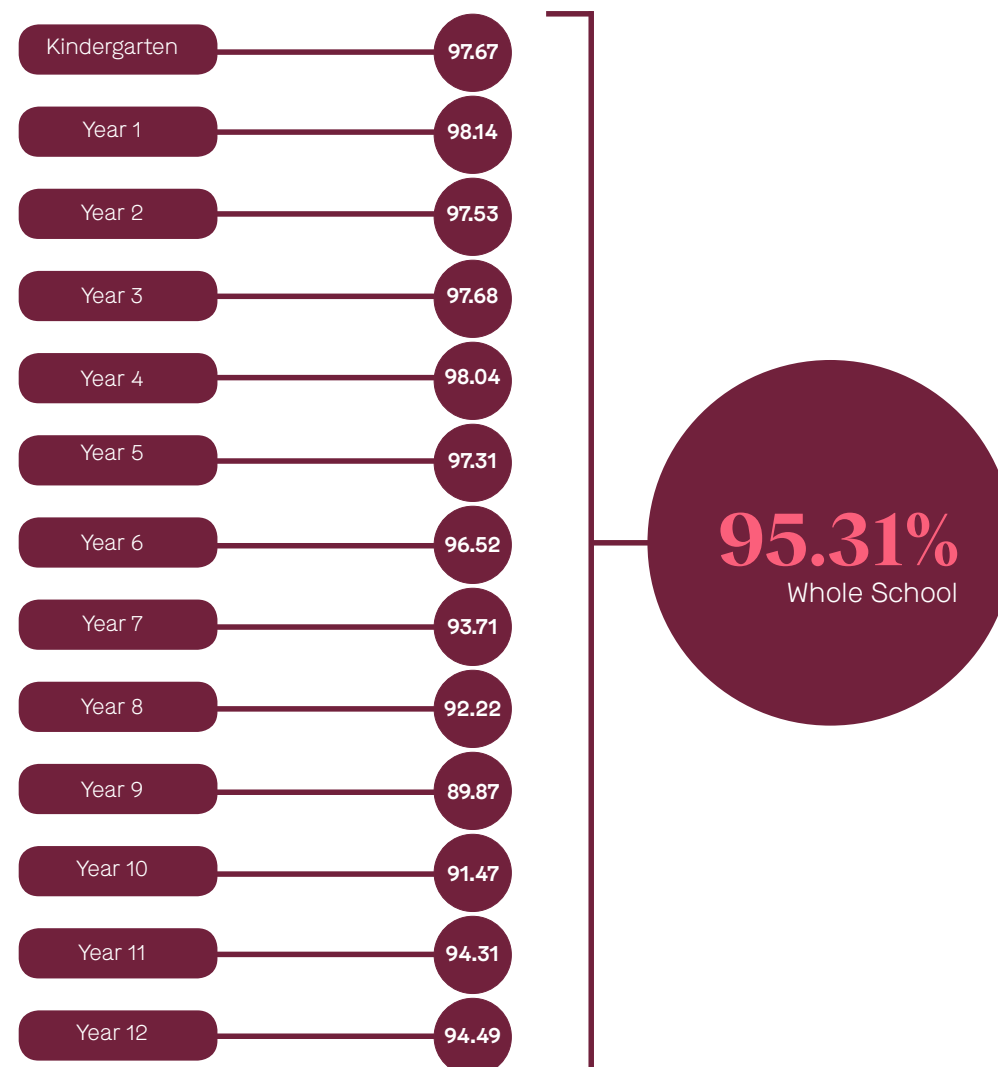
The NSW Registration Manual requires:

- (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 the College's Complispace website. An extract of the policy is in the student diary.

Student retention rate from Year 10 to Year 12

The apparent retention rate from Year 10 (2019) to Year 12 (2021) was 90.26%. The actual retention rate was 81.03%.

Post-school destinations – Class of 2021

- 95% of Year 12 2021 students were offered a university place.
- 82 girls (79% of the year group) received early entry offers to university on community service and academic grounds. This represents 240 offers.
- 78% of students received more than one offer, in various UAC and direct university offer rounds.
- 54% of total offers were to STEM-related courses.





THEME 8

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 [<https://www.tasc.nsw.edu.au/other-information/>]. These policies are also attached to our enrolment application form.

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 [<https://www.roseville.nsw.edu.au/enrolments/apply-now/>].

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 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 Duty of Care Policies can be accessed on request to the Principal, from the College's internal web portal.

Student welfare – Child safety policy

The College regards its child safeguarding responsibilities with the utmost importance and is committed to maintaining a child-safe culture. The College is committed to providing the resources required to ensure compliance with all relevant child protection laws and regulations, including:

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

The College's Child Safe Policy has been developed taking into account the National Principles for Child Safe Organisations development by the National Office for Child Safety and the NSW Child Safe Standards as articulated by the Office of the Children's Guardian. It was adopted by the Board of the Anglican Schools Corporation in June 2021 and is available on our website here [<https://www.roseville.nsw.edu.au/about-us/governance-and-policies/>].

Student discipline policy

Roseville College seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. The student Code of Conduct is available on the College website here [<https://www.roseville.nsw.edu.au/about-us/governance-and-policies/>] and Student Expectations and Guidelines for Behaviour and Uniform are published in the student diary annually.

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 relating 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 not provided above can be accessed on request to the Principal, from the College's internal web portal.

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 our website here [<https://www.roseville.nsw.edu.au/about-us/governance-and-policies/>].

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, 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 Principal, from the College's internal web portal.

The full text of the Whistleblowing Policy can be accessed via the Policies page of the College's website, here [<https://www.roseville.nsw.edu.au/about-us/governance-and-policies/>].

The Roseville College Reporting Form and how to 'Raise a Concern' can be accessed via the Contact page of the College's website [<https://www.roseville.nsw.edu.au/contact-details/>].

School-determined priority areas for improvement

Excellence in education

Teaching and learning

- Renewal of NESA Registration for the delivery of education for students from Kindergarten to Year 12.
- Renewal of NESA accreditation for courses leading to the award of Record of School Achievement and Higher School Certificate.
- Renewal as a NESA Teacher Accreditation Authority.
- Building on the off-campus learning framework developed in 2020, improvements to the approach were introduced to ensure quality teaching and learning delivery throughout the extended NSW pandemic lockdown, as well as to support students learning from home while impacted by COVID requirements.
- Our Cambridge International offering was expanded through the introduction of World Literature joining our existing suite of offerings: Physical Science, Sociology, and Global Perspectives.
- The IB Primary Years Program in the Junior School continued delivery of strong academic programs.
- Despite the interruptions of COVID-19, the College continued to achieve strong post-school university pathways, with 95% of Year 12 2021 students being offered a university place. In addition, strong university partnerships resulted in 79% of the graduating cohort receiving an early entry offer to university on community service and academic grounds, representing 240 offers; 78% of students received more than one offer, in various UAC and direct university offer rounds. Of the total offers, 54% were to STEAM-related courses.

Community

Roseville College Parents' Association

Roseville College Parents' Association (RCPA) is led by an annually elected committee of parent volunteers. The RCPA continued to provide 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

The Roseville College Foundation is led by a committee of current and past parent volunteers. In 2021, Foundation successfully continued its focus on growing participation in the College's fundraising activities, including for our means-tested Scholarships Fund and in support of the school's facilities through the Building Fund.

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 to showcase career pathways for Year 10 students.

Reconciliation Action Plan

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 approved by the Independent Planning Commission on 18 June 2021. 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

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.

The Sport and Wellbeing Centre is designed for a 4-Star Rating under the Green Building Council of Australia (GBC) Green Star rating system. Key initiatives we are pursuing under this framework include; responsible sourcing of timber, use of low carbon cement, 40kw photovoltaic system adding to our existing bank of photovoltaic cells across campus and reduced greenhouse gas emissions by exceeding the National Construction Code Section J requirements by at least 5%.



Initiatives promoting respect and responsibility

Our school Principles of Practice embody the values of promoting respect and responsibility in learning but also in the way we respond and interact with our local and wider communities. We encourage our students to be connected and engage in wholehearted participation across the community through structured activities, students are instilled with a sense of responsibility to lead, be inspired to service and to make a difference.

Initiatives that promote respect and responsibility through thinking, awareness and action across the K–12 community include:

Wellbeing, consent and positive relationships

- K-6. Junior School's THRIVE wellbeing program is an essential part of promoting respect and taking responsibility for actions. Students learn about how to build their wellbeing strength as well as ways to take responsibility for their thinking, feeling and actions while appreciating and identifying the impact on others.
- K-6. Our Junior School students participate in age-appropriate consent education as a foundation for respect and healthy relationships.
- K-6. Participation in Harmony Week, UR Strong Day and Day Against Bullying and Violence were springboards for raising awareness around our responsibility and respectful interactions for ourselves and the wider community.
- K-6. Digital Citizenship program focuses on healthy digital behaviours, their responsibilities when being online and how to ensure respectful and safe interactions take place.
- Our Year 6 students led the Junior School through a Peer Support program that promotes respect and responsibility through small group discussions about relationships, communicating well and taking action when you see a need.
- 7-12. Senior School students have a focus on social and emotional learning that is explored in their pastoral care time, PDHPE lessons and Year Meetings. In learning to respect and value themselves and each other, they also learn to respect people from all backgrounds and to understand the responsibilities that sit with them as individuals.
- 7-12. Senior Student consent education program is delivered across the year by a combination of expert presenters, through part of the Pastoral Care program, and in aspects of the PDHPE curriculum. In 2021 this included guest speakers from Enlighten Education who spoke with Years 7 to 9 about healthy friendships and negotiating challenge. Year 10 students heard from Brent Sanders about personal safety and consent in relationships. For Years, 10, 11 and 12, we have developed a partnership with a sexologist to speak with students providing information that is proactive, relationship positive and empowering.
- 7-12. Digital citizenship and cyber safety were key focus areas for 2021. Year 7 began the year with a focus on digital citizenship and digital nutrition, learning how to manage their technology to benefit themselves and others. Students in Years 8 to 12 spent time in their pastoral care groups learning about prevention and response to cyberbullying, the promotion of good cyber-safety habits, and the importance of real-world connections.

Service Learning

- K-6. In 2021, Kindergarten celebrated their 100 Days of School, raising money to send three students to our sister school in Bunda, Tanzania. The whole Junior School supports the initiative, as they understand the importance of education for those in economic disadvantage. Our K-6 students also support Anglicare's Toys'n'Tucker, for which each class is responsible for providing a hamper to support families that are less fortunate.
- 7-12. The 2021 inter-school Social Justice program, alongside students from Queenwood and Shore, was run in partnership with the Refugee Council of Australia who engaged students with challenging stories of migration, movement and what it means to seek asylum. Their work focused on gaining understanding, listening with empathy, and developing a considered practical response for themselves and their school community.
- 7-12. Senior Students engaged with a range of charitable activities, with year groups fundraising to support Days for Girls, the Cancer Council, Anglicare and our sister school, Bunda, Tanzania. Key events included the celebration of Australia's Biggest Morning Tea in support of the Cancer Council, an 'undie drive' to support women and girls living with period poverty, and the Anglicare Christmas Appeal.

Indigenous reconciliation

- K-12. Reconciliation Action Program (RAP) committee working across the College to build and encourage relationships with Aboriginal and Torres Strait Islander peoples and foster and embed respect for their cultures and communities
- K-12. Students participated in National Reconciliation Week and National Sorry Day activities.



Parent, student and teacher satisfaction

Roseville College is committed to listening to the views and expectations of key stakeholders, and it 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 2021, 761 parents, 460 students and 86 staff participated in surveys and provided views on such areas as teaching and learning, wellbeing, leadership, community, and school environment.

Parents – Expectations met or exceeded

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

- **88%** of parents' expectations were met or exceeded in relation to the high quality of education.
- **87%** of parents agree the students' academic background is known.
- **89%** of parents believe that students feel they belong at school.
- **87%** of parents agree that there is a common understanding of vision, mission and values.
- **84%** of parents agree quality pedagogical practices are used.

Students – Expectations met or exceeded

- **88%** of students agreed they felt safe at school.
- **87%** of students agreed they felt safe using social media.
- **84%** of students agree that the environment is welcoming.
- **79%** of students agreed that teachers provide challenge in learning.

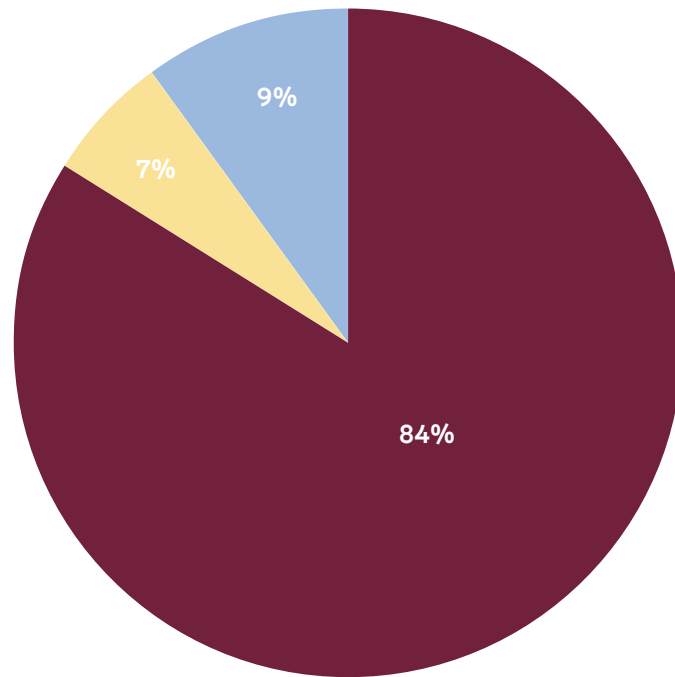
Staff – Expectations met or exceeded

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

- **97%** of staff agree that we are continuing to support our students and parents.
- **98%** of staff have confidence in the ability of their colleagues.
- **96%** of staff like the kind of work they do.
- **95%** of staff agree that a high level of health and safety is a priority of Roseville College.
- **94%** of staff think that Roseville College has a strong focus on achieving positive results.

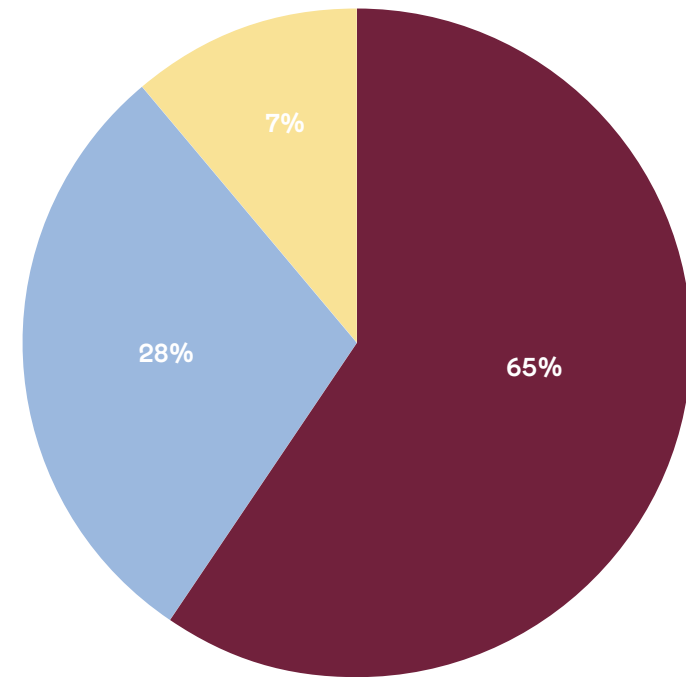
Summary of financial information

Income in 2021



- Fees and private income
- State recurrent grants
- Commonwealth Government recurrent grants
- Other capital income (0%)

Expenditure in 2021



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



