



Roseville
COLLEGE

2022 Annual Report



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A message from key school bodies

Chair of College Council’s message

2022 has been a year of opportunity and success in learning and teaching, as well as a year of reconnection as we have come back together as a school community after the last couple of disjointed years.

As our community frequently testifies, in all that is done at Roseville College what matters to us always is the education and also the care (physical, emotional, mental and spiritual care) of every single one of the girls in our school, and this comes from our deep foundation of Christian truth, hope and love on which our school is based. Roseville College is a Christian school and we are also committed to sharing the good news of Jesus Christ.

Roseville College Council is truly grateful to each member of our vibrant community for all that they have done throughout this year in this important work of raising young women of character and purpose. Council also gives particular thanks to all College academic and support staff, and to Principal Ms Deb Magill and her Executive team for their outstanding and dedicated leadership of the College and for continuing to lead the culture of the school during this year.

College Council is responsible for providing strategic direction and governance for the College, and is accountable to the Board of the Anglican Schools Corporation. 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 the College’s resources, in support of the College’s vision to equip each girl with a deep sense of purpose for learning, for character and for who she can become.

On behalf of the College, I would also like to thank my Council colleagues for volunteering their expertise and time and contributing to the effective governance of Roseville College throughout 2022.

In 2022, membership of College Council consisted of:

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

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

Mrs J Meek, BA GradDipArtsMgt. Appointed 2016

Mrs E Collin, BA MSc DipEd. Appointed 2021

Mrs N Fortescue, BEc. Appointed 2021

Mr P Davis, BBus MIDCA. Appointed 2022

Ex-officio

Ms D Magill, BEdMECh MACE MACEL, Principal, Roseville College

Mrs L Elder, DipBibMiss, BCom, CA, Director of Business Services, Roseville College

Ms J Apperley, BCom (School), CA, representing the Anglican Schools Corporation

Mr David Irving

Chair of Roseville College Council

Principal’s message

2022 has been a year of reconnection and of recognition of what makes us who we are – a community of care and learning. After the past few years of challenge, we have been so thankful to God for our school, Roseville College, and for the return of what we know and love: learning and connecting on campus and in person each day.

This year we launched our new Strategic Direction for 2022-2024, A Community of Purpose. Over the next three years, our Strategic Direction will guide our work through three pillars: for learning, for character and for who she can become.

In learning, our goal is always to seek excellence and maximise the learning opportunities for every girl. We have seen a broad array of success in learning this year in each class each day, through our Cambridge courses, in HSC acceleration and university partnerships as well as a myriad of co-curricular programs.

In 2022, the College continued to achieve strong HSC results, with one First in Course in Korean and Literature, 30% of students achieving an ATAR of 95.00 and above, and 60% of students achieving an ATAR above 90.00. In addition, strong university partnerships resulted in 91.2% of the graduating cohort receiving an early entry offer to university, of which nearly 70% were for STEM related fields. We are proud to lead the way for girls and women in STEM learning and careers.

It has been with great excitement that, after many years of planning and preparation, we commenced construction of our Sport and Wellbeing Centre. This year has also seen another significant addition to our campus through the purchase of the property at 23 Bancroft Avenue, which is bordered on all sides by our campus. Along with the Sport and

Wellbeing Centre, this acquisition is a strategic investment aimed firmly at building a beautiful and bespoke campus for learning, community and care for each one of our Roseville College students, now and in the future.

This year, in addition to the return of our regular activities (sport, music, classes etc.) we have been delighted to see so many of our Roseville College celebrations and rites of passage return: parent events, leadership chapels, musicals, valedictory assemblies and more. As well as marking a passing of time, these celebrations forge a strong sense of belonging and identity, which we longed for through COVID. For almost half of our students, these activities have been new, including singing in chapel. It has been wonderful to have these events back, all of which tell a story of who we are, a community of purpose.

I am deeply grateful to our community for its partnership. From our students to our alumni and parents, we come together as a community of purpose striving for the best outcomes for our students and for our school.

I am honoured to lead a staff team who acknowledge the incredible value of each girl, known and loved by God. Their expertise as educators, and genuine care of our students and each other, is a hallmark of our school.

I am proud of our school as a community. What we do, we do together. In 2022 we live with gratitude for what we might have previously taken for granted: learning, connection and community. And we are thankful.

Ms Deb Magill

Principal

Student Representative Council (SRC) Captain

As we celebrated a return to learning on campus in 2022, SRC was pleased to be able to return to our activities in person. SRC representatives are elected by the student body and provide an important forum for student voice and student-led initiatives. This year we successfully implemented a number of important SRC projects.

A major SRC initiative was the implementation of the Anti-Bullying Action Plan that we had developed the year prior. This involved representatives from each year group giving presentations in year meetings about how to identify and address bullying.

SRC was proud of our initiative that saw the introduction of free sanitary product dispensers to various bathrooms around the school, providing students with easy access to these products. To ensure that the sanitary product dispensers would remain a sustainable solution, SRC was able to introduce signs on the dispensers making their emergency purpose explicit.

SRC was excited to have Reconciliation with First Nations peoples as a focus in 2022. We are still working towards reconciliation outcomes such as learning and using the language of the Cammeraygal people and encouraging participation in reconciliation activities to learn about Aboriginal and Torres Strait Islander peoples' culture and history.

SRC is continuing its work to give constructive feedback to our school canteen, Café 1908, to provide more menu options that meet various dietary requirements.

In addition, we have seen the shortage of device chargers around campus addressed by giving each Year Adviser in the Senior School a USB-C charger to be available for students.

Extending our focus beyond campus, SRC began planning a fundraiser to support the Ukrainians struggling as a result of the ongoing Russo-Ukrainian conflict. As part of this fundraiser, SRC representatives led a pastoral care activity involving the creation of blue and yellow paper flowers, on which students wrote things they were grateful for. We hoped to encourage a sense of togetherness and thankfulness by displaying the many flowers on campus. A bake sale was then held in front of the display to raise funds for the Ukraine Crisis Appeal.

I would like to extend my thanks to the many wonderful SRC members this year for all their contributions towards improving the school and wellbeing of others. I hope we can all continue to champion the importance of student voice.

Geordie Thorpe
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 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.

At the heart of a Roseville education is our vision to raise women who are fortified to lead, serve and fulfil their purpose, now and always. Leading in girls' education through the four qualities that form our foundation – Christian faith, community, participation and leadership – we exist to equip each girl with a deep sense of purpose, for learning, for character and for who she can become. With a strong focus on academic excellence in teaching, in learning and in innovative curriculum, we seek to inspire each girl to strive for her best.

Underpinning that purpose are our values of truth, love and hope. Deeply rooted in our Christian faith, these values guide us in our learning, living and faith journey.

Our 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 qualities such as self-confidence, optimism, a spirit of enquiry, wisdom and personal accountability, and a concern for others.

With a focus on personalisation of learning through a genuine and thorough understanding of each girl, students from Kindergarten to Year 12 have their learning potential maximised as they are inspired to strive for their best.

Student outcomes in standardised national literacy and numeracy testing

Student performance in NAPLAN for 2022 was published on the My School website in February 2023: <https://www.myschool.edu.au/school/43863/naplan/results/2022#results>. Roseville College continues to perform well above state average in each of the assessed areas.

Table 1 below shows the percentage of students in the top two bands across the various testing domains at Roseville in comparison to statistically similar schools and overall state performance. The results are generally strong and show that Roseville outperformed statistically similar schools in 15 of 20 occasions and outperformed the state results in each domain. These results are consistent with our historical performance over time, with a noticeable improvement in writing performance observed across Years 5, 7 and 9.

Table 1: Percentage of Roseville students in top 2 bands

	Reading	Writing	Numeracy	Spelling	G&P
Year 3					
Roseville College	86%	79%	61%	76%	86%
SSSG*	85%	84%	70%	79%	84%
State	58%	60%	40%	54%	56%
Year 5					
Roseville College	80%	70%	68%	73%	73%
SSSG*	72%	56%	60%	66%	62%
State	44%	30%	31%	43%	36%
Year 7					
Roseville College	64%	66%	68%	64%	56%
SSSG*	59%	53%	69%	61%	52%
State	31%	30%	37%	40%	30%
Year 9					
Roseville College	56%	46%	55%	38%	53%
SSSG*	52%	38%	55%	40%	50%
State	26%	19%	26%	22%	27%

SSSG* = statistically similar school grouping



Senior secondary outcomes (student achievement)

Roseville College students continued to excel in their Higher School Certificate courses in 2022.

Individual achievements

- Four All Rounder awards – achieving 90 or higher, Band 6 or Band E4, in at least ten units of study
- State ranking highlights included
 - 1st Korean and Literature – studied externally
 - 10th Society and Culture
 - 16th Modern History

Cohort achievements

In 2022, Roseville College offered 35 Higher School Certificate courses:

- Four students awarded All-Round Achievement for receiving a Band 6/E4 in ten units of study
- 236 Band 6 or Band E4 results achieved by 83 students across 35 courses
- In 16 courses, Roseville College students achieved upwards of 30% more Bands 5–6 than the state average
- In 15 courses, 100% of Roseville College students achieved a Band 5 or Band 6
- Sydney Morning Herald HSC 2022 Schools Ranking of 30th in NSW.

Granting of Records of School Achievement

Roseville College did not have any students who required the award of a Record of School Achievement (RoSA).

Vocational Education and Training (VET)

Roseville College did not have any students participating in TVET courses in 2022. All the students in Year 12 sat and received the Higher School Certificate.

2022 HSC results

The 2022 cohort produced an outstanding set of HSC results. The results of individual courses are found in Table 2, with a historical comparison of Roseville's performance in these courses over the last three years and also against state averages. Comparisons can be drawn between Roseville College and the state in both band performances and also HSC examination mark averages (found on the right-hand side of the table).

The table shows that Roseville College has outperformed state averages in the vast majority of courses over the last three years both in terms of average HSC examination marks but also in terms of regular disproportionate weighting in the top performance bands relative to state band performances.

An assessment of the internal historical performance of each individual course can be inferred from observing the examination mark mean and the band performances across time.

Table 2: Historical comparison of Roseville College's HSC performance with statewide performance (2020 – 2022) via both bands and examination mark averages by course

Course	Years	Bands 5 & 6 E3/E4		Bands 3 & 4 E1/E2		Bands 1 & 2		Exam Mark Mean	State Exam Mark Mean
		Roseville College	State	Roseville College	State	Roseville College	State		
Ancient History	2022	100	33.89	–	49.59	–	16.52	86.87	71.98
	2021	–	–	–	–	–	–	–	–
	2020	42.86	33.37	57.14	51.02	0	15.60	82.03	72.10
Biology	2022	61.01	26.84	37.28	52.91	1.71	20.25	81.62	70.03
	2021	63.33	31.30	36.67	59.95	0	8.74	80.98	73.38
	2020	63.83	30.73	35.17	56.21	0	13.06	81.91	72.39
Business Studies	2022	83.33	34.87	16.66	55.46	0	9.67	86.57	73.95
	2021	63.15	36.09	36.84	50.94	0	12.93	83.12	73.32
	2020	75.00	35.32	25.00	47.64	0	17.04	84.46	71.99
Chemistry	2022	46.51	33.17	51.16	51.37	2.33	15.46	77.93	72.51
	2021	49.99	40.38	50.00	48.32	0	11.31	77.16	74.37
	2020	73.33	43.11	26.66	47.47	0	9.43	81.61	75.52
Design & Technology	2022	100	47.11	0	49.26	0	3.63	87.29	77.62
	2021	85.71	54.65	14.29	42.40	0	2.94	86.77	79.11
	2020	100	47.27	0	50.60	0	2.12	91.49	78.54
Drama	2022	84.61	58.56	15.38	39.96	0	1.48	88.05	80.71
	2021	100	45.53	0	52.93	0	1.52	91.62	78.70
	2020	81.82	47.41	18.18	50.55	0	2.02	90.04	79.62
Economics	2022	85.70	49.44	0	43.64	14.29	6.92	76.40	77.26
	2021	66.66	50.24	33.33	44.08	0	5.67	81.52	77.66
	2020	88.89	47.41	11.11	39.85	0	8.68	83.56	77.02
EAL/D	2022	100	18.83	0	54.94	0	26.23	83.00	66.73
	2021	–	–	–	–	–	–	–	–
	2020	100	26.11	0	58.30	0	15.62	86.20	70.27



Course	Years	Bands 5 & 6 E3/E4		Bands 3 & 4 E1/E2		Bands 1 & 2		Exam Mark Mean	State Exam Mark Mean
		Roseville College	State	Roseville College	State	Roseville College	State		
English (Adv)	2022	92.3	67.17	6.84	31.96	1.71	0.87	84.98	81.53
	2021	84.60	68.77	15.38	30.51	0	0.71	85.20	81.92
	2020	88.23	63.4	10.59	36.00	0	0.58	85.14	81.33
English (Std)	2022	25	15.45	75	72.54	0	12.01	74.10	69.88
	2021	-	-	-	-	-	-	73.40	70.47
	2020	16.67	11.56	83.33	77.64	0	10.79	76.80	69.93
English Ext 1	2022	100	92.56	0	7.44	0	0	43.34	41.79
	2021	100	93.93	0	6.06	0	0	44.47	42.07
	2020	100	92.68	0	7.32	0	0	43.44	41.66
English Ext 2	2022	100	85.03	-	14.97	0	0	42.98	39.89
	2021	71.42	84.32	28.57	15.68	0	0	36.76	39.56
	2020	50	82.46	50.00	17.53	0	0	38.03	39.43
Food Technology	2022	89.27	30.26	10.71	56.33	0	13.41	89.02	71.78
	2021	92.85	36.43	7.14	50.20	0	13.36	88.87	73.36
	2020	100	30.22	0	54.03	0	15.71	92.01	72.15
French Continuers	2022	80	57.78	20.00	37.94	0	4.28	84.60	80.38
	2021	63.63	63.04	36.36	34.45	0	2.51	80.47	82.05
	2020	80	63.57	20.00	33.05	0	3.21	81.24	81.92
Geography	2022	80	42.31	20	47.66	0	10.03	83.60	75.19
	2021	83.32	44.44	16.67	47.53	0	8.02	84.79	75.75
	2020	77.27	41.83	22.73	45.35	0	12.79	84.07	74.45
History Extension	2022	100	83.68	0	16.32	0	0	44.30	39.47
	2021	100	77.43	0	22.56	0	0	45.83	38.69
	2020	100	76.12	0	23.89	0	0	42.61	38.36



Course	Years	Bands 5 & 6 E3/E4		Bands 3 & 4 E1/E2		Bands 1 & 2		Exam Mark Mean	State Exam Mark Mean
		Roseville College	State	Roseville College	State	Roseville College	State		
Japanese Continuers	2022	100	57.64	0	37.26	0	5.10	85.50	79.25
	2021	66.66	57.90	33.33	34.02	0	8.07	87.53	79.24
	2020	100	56.33	0	38.69	0	5.06	89.93	79.94
Legal Studies	2022	91.66	40.97	8.33	43.85	0	15.18	89.62	73.78
	2021	80.00	42.34	20.00	44.02	0	13.64	86.27	74.27
	2020	81.82	39.92	18.18	49.26	0	10.78	85.93	74.97
Mathematics Ext 1	2022	79.06	73.57	20.93	26.43	0	0	78.66	77.45
	2021	82.13	74.25	17.86	25.74	0	0	80.11	78.21
	2020	78.79	74.5	21.21	25.46	0	0	77.16	78.49
Mathematics Ext 2	2022	100	85.11	0	14.89	0	0	80.09	81.43
	2021	100	86.62	0	13.37	0	0	84.27	83.07
	2020	100	84.02	0	15.98	0	0	82.36	81.46
Mathematics Standard	2022	75.60	29.06	21.95	52.73	2.45	18.21	82.15	70.87
	2021	35.12	24.74	64.87	53.88	0	21.37	76.55	69.15
	2020	40.63	24.72	50.00	50.81	9.38	24.47	75.99	68.40
Mathematics Advanced	2022	76.30	49.01	23.68	45.47	0	5.52	85.70	78.31
	2021	61.10	50.21	36.11	43.64	2.78	6.15	81.43	78.41
	2020	75.86	52.60	24.14	43.21	0	4.19	84.00	79.20
Modern History	2022	63.63	34.44	36.36	54.37	0	11.19	85.02	73.67
	2021	71.42	37.66	28.57	46.20	0	15.79	85.07	72.85
	2020	93.33	37.44	6.67	47.01	0	15.54	88.19	72.53
Music Extension	2022	100	97.45	0	2.55	0	0	49.15	45.75
	2021	100	95.27	0	4.52	0	0	46.50	44.47
	2020	100	97.25	0	2.75	0	0	50.00	45.10

Course	Years	Bands 5 & 6 E3/E4		Bands 3 & 4 E1/E2		Bands 1 & 2		Exam Mark Mean	State Exam Mark Mean
		Roseville College	State	Roseville College	State	Roseville College	State		
Music 1	2022	100	69.62	0	28.43	0	1.95	94.33	81.88
	2021	100	64.33	0	33.96	0	1.71	93.24	81.34
	2020	100	64.45	0	33.75	0	1.77	94.90	81.56
Music 2	2022	100	86.11	0	13.89	0	0	92.30	86.40
	2021	100	88.44	0	11.55	0	0	90.08	87.57
	2020	100	87.79	0	12.35	0	0	91.90	87.03
PDHPE	2022	84.84	26.41	15.16	53.77	0	19.82	85.63	69.75
	2021	71.42	30.64	28.57	55.55	0	13.54	83.45	72.19
	2020	88.46	34.47	11.54	51.11	0	14.43	86.82	72.46
Physics	2022	71.42	41.45	28.57	45.30	0	12.25	82.16	74.25
	2021	53.33	40.61	46.67	50.23	0	9.15	77.81	75.34
	2020	75	40.64	25.00	45.44	0	13.97	81.90	73.99
Science Extension	2022	100	78.73	0	21.27	0	0	40.08	37.50
	2021	66.66	72.15	33.33	27.83	0	0	39.20	37.05
	2020	87.50	73.85	12.50	26.10	0	0	40.13	37.04
Society & Culture	2022	96	43.45	4.00	49.66	0	6.89	88.94	76.13
Software Design Development	2022	100	37.99	0	48.90	0	13.11	90.60	74.45
	2021	100	36.22	0	52.80	0	10.97	90.76	74.15
Studies of Religion I	2022	50	40.86	50	55.11	0	4.03	40.02	37.91
	2021	61.28	41.95	38.71	49.96	0	8.08	40.53	37.38
	2020	100	43.86	0	50.27	0	5.89	43.68	37.69
Visual Arts	2022	100	65.84	0	32.74	0	1.42	89.18	81.36
	2021	100	63.18	0	35.24	0	1.57	89.32	80.99
	2020	94.74	65.02	5.26	33.18	0	1.79	87.41	81.20



Teacher professional learning, accreditation and qualifications

In 2022, our teachers demonstrated a high level of commitment towards their own professional development. They were actively involved in a range of professional development activities across a diverse range of areas including HSC marking, pastoral care programs, leadership training, and delivery and assessment of new curriculum.

Teachers undertook a range of activities provided by the Association of Independent Schools (AISNSW) and their own professional associations to support delivery of curriculum in K–10 and HSC courses. Syllabus expertise and development of resources for new syllabi was a focus particularly in K–2 courses. Further to this, the College continued to target professional learning in the four priority areas identified by NESA. These priority areas are:

- student mental health
- delivery and assessment of the NSW Curriculum
- Aboriginal education and supporting Aboriginal students
- supporting students with disability.

All staff engaged in a series of workshops on the art and science of energy management run by Dr Leanne Wall, as well as presentations by Brooke Prentis, our partner in reconciliation and Aboriginal education. All staff participated in professional learning groups to refine their teaching practice and identified professional learning goals to work towards.

As part of our professional learning in compliance, all staff attended presentations on child protection and privacy. Diversity Australia ran a presentation on diversity and inclusion in the workforce, and all staff completed CPR training and anaphylaxis management.

Our staff conference in Term 3 provided staff with a range of workshops aimed at developing and applying teaching strategies to support student learning. There were presentations on cognitive load theory, formative feedback strategies, building character through wellbeing, and visual literacy. These presentations are run by our teachers for our teachers and provide strategies and activities that improve their teaching practices in the classroom and impact student achievement.



The following professional learning activities are a broad sample of those undertaken by our staff during 2022:

Table 3: Staff professional learning 2022

Professional learning activity	Number of staff participating
Strategic Projects – Data Project, Teaching and Learning Excellence	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
Aboriginal and Torres Strait Islander Reconciliation	All staff
K–10 Subject Specific Workshops and Conferences	35
Stage 6 Programming, Assessment and Pedagogy	20
Leadership – AIS, School Law for New Leaders, Middle Leadership	8
Wellbeing and Pastoral	10
Inclusive Education – Learning Support, Gifted and Talented	4
Teacher Accreditation Courses and Workshops	5
Cambridge IGCSE	1
Research	1

Table 4: Teacher accreditation

Level of accreditation	Number of teachers
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	118
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	0

Table 5: Summary of qualifications of teaching staff 2022 (as at August 2022)

Category	Number of teachers
Conditional	3
Provisional	5
Proficient Teacher	108
Highly Accomplished Teacher	2
Lead Teacher	0
Total number of teachers	118

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



THEME 6

Workforce composition

Table 6: School staff in 2022 (as at August 2022)

Employment area/nature	Number of staff
Total non-teaching staff	52
(Full-time equivalent)	32
Total teaching staff	118
(Full-time equivalent)	105

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

THEME 7

Student attendance, retention rates and post-school destinations

Student attendance rates 2022

In 2022, 95.05% of students attended school on average each school day. The whole school overall attendance rate for 2022 was **94.72%**.

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 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.

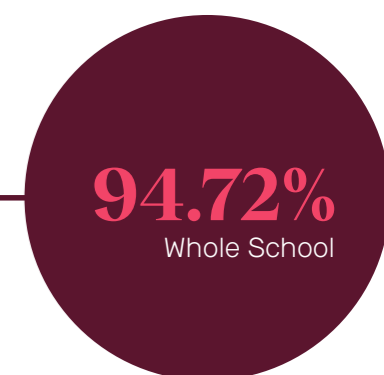
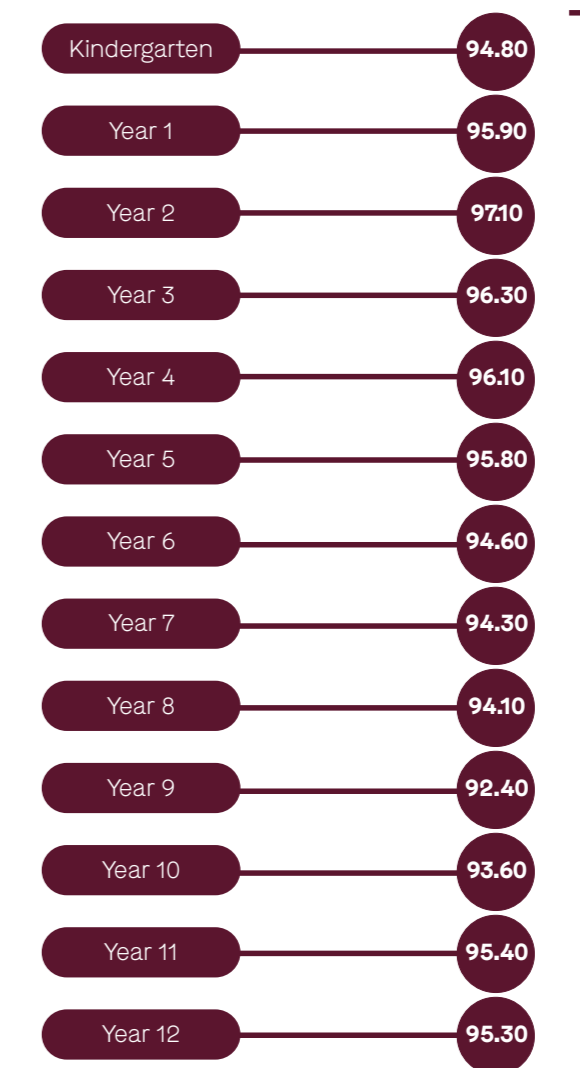
Daily attendance register

Roseville College is committed to the management of regular school 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 school.

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

Table 7: Student attendance rates 2022



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

School 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, is on the College’s online policy register ‘PolicyConnect’. An extract of the policy is in the student diary. A copy of this policy can be made available on request to Roseville Enquiries (enquiries@roseville.nsw.edu.au).

Student retention rate from Year 10 to Year 12

The apparent retention rate from the last day of Term 4 2020 to the last day of Term 4 2022 was 100%.

The actual retention rate was 95.2%. Six students left to continue their schooling elsewhere.

Table 8: Student retention from Year 10–12

Year level	First day of Term 1	Last day of Term 4	Movements
Year 10 2020	122	125	4 students left after final day of Year 10
Year 11 2021	125	125	6 students commenced and 2 students left during the year
Year 12 2022	125	125	No movement

Post-school destinations

Table 9: Post-school destinations of students in 2022

Offered a university place	100%
Received an early entry offer (based on academic and/or service, leadership and co-curricular involvement)	91.2%
Number of early entry offers	302
Received more than one offer in various UAC and direct university offer rounds	94.40%
STEM-related offers	56.90%



Enrolment policies

Overview

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). The College is owned and operated by The Anglican Schools Corporation (TASC). The conditions of enrolment are published on the College’s website, and parents must agree to these at the time of completing an enrolment application. The College is also a registered CRICOS provider and offers a limited number of places to overseas students on a 500 Visa.

Enrolment criteria

Roseville College is non-selective and open to all students regardless of ethnic background or faith.

The College has four intake years – Kindergarten, Year 3, Year 5 and Year 7. Entry into other years will be considered if space allows. For students entering Kindergarten, the student must be five (5) years of age on or before 30 April in the year they commence.

Applications for enrolment may be submitted at any time from birth, and applications are prioritised by date of application received. Should a place in the requested year not be available, applicants will be placed on a waitlist that is ranked by date of application, but the College reserves the right to prioritise applications of:

- daughters of old girls
- siblings of current or future enrolled students
- daughters of Anglican clergy
- daughters of staff
- relatives of alumni
- returning students.

For an application to be considered, it must be accompanied by the following documentation:

- copy of student’s birth certificate
- proof of Australian citizenship or residency (or relevant temporary visa)
- copy of latest school report and NAPLAN (as applicable)
- two written references in support of the application.

Once an application has been received and reviewed, an offer of a place may be made subject to a place being available within the year group requested. If an offer is made, parents typically have four weeks to accept the place and pay the non-refundable acceptance fee of \$1,000.

If a place is not immediately available in the year group requested, the Registrar will place the student on the waitlist for that year. Equally, the Registrar may also contact the parent to offer a later entry point if it is available. Two years before commencement, a final (provisionally refundable) enrolment fee of a \$1,500 deposit is required to finalise the place.

For students seeking enrolment for Years 8–11, an interview with the Principal will be required as part of the enrolment process. Interviews for all other students are conducted in the year before they commence as part of an orientation program.

The College has absolute discretion in relation to the offer of a place to any student.

Overseas students

It is the preference of the College that overseas students reside with a parent, but in certain circumstances, students applying for enrolment in the Senior School (Years 7–12) may be able to live with a registered homestay family (as approved by the College).

Overseas students (where English is not their first language) will be required to submit documentary evidence of their English proficiency.

The College only accepts results from testing completed through Australian Educational Assessment Services (AEAS). An intensive English course may be required to be undertaken if the required level of proficiency is not met.

The student must, at all times, hold an eligible and valid visa to live in Australia for the duration of the student’s intended study period at the College.

Prerequisites for continuing enrolment

The conditions of enrolment are advertised on the College’s website and stated in the Acceptance of a Place. Continued enrolment depends on these conditions being met. They include (but are not limited to):

- student satisfactory academic progress
- student adherence to school rules and code of conduct
- parents disclosing all relevant information regarding student needs, or changes in needs (including medical, physical, learning or psychological needs) at the time of enrolment, and ongoing for any changes to such needs
- payment of school fees and charges
- parents providing a minimum of one full term’s notice in writing to the Principal in the event that they withdraw their daughter.

Enrolment of students with a disability

Roseville College is committed to providing a safe and educationally supportive environment that values and encourages participation by all students, including those with disabilities. The College is committed to fulfilling its obligations under the *Disability Discrimination Act 1992 (Cth)*, and the *Disability Standards for Education 2005 (Cth)*, whereby no student shall be discriminated against on the grounds of their disability.

To ensure that the College is able to make any reasonable adjustments to allow a student with a disability to participate and learn on the same basis as a student without a disability, it is a requirement that parents disclose all known learning needs, or disability, at the time of enrolment, or at any time thereafter should a learning need or disability become known or change. The College will then consult with the parents, and any other agreed specialists or current school, as part of the collaborative planning process.

Other school policies

Student welfare – Student duty of care policy

Roseville College and its teachers owe a common duty of care to take reasonable steps to protect students from injury that may be reasonably foreseen. This requires teachers, staff, Executive and the Principal 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 Guardian's 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 developed 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 then updated in November 2022. This policy 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 Guidelines for Behaviour and Uniform were published for all students in the 2022 College diary and include the student discipline policy.

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 cyber bullying 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 student Anti-Bullying Policy is printed in the student diary and published on the Information page of the Roseville parent portal.

Complaints and 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 efficiently. 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 Us page of the College's website <https://roseville-college.whispli.com/concerns?locale=en>

Continuous review of our policies

Roseville College has a commitment to the safety and wellbeing of all students and staff and as such we review our policies and procedures on a regular basis to ensure that they continue to reflect our commitment. Our Child Safe Policy was refreshed in November 2022 to expand and clarify that child safety and child protection is everyone's responsibility and outline the specific detail of each person's responsibilities.

School-determined priority areas for improvement

2022–2024 Strategic Direction

This year we released our 2022–2024 Strategic Direction – *A community of purpose*. Over the next three years, our Strategic Direction will guide our work as a community of purpose across three pillars: for learning, for character and for who she can become.

For learning

Embracing rigour and challenge for each student, we maximise learning potential and wellbeing through a genuine and thorough understanding of each girl.

HSC results

In 2022, the College continued to achieve strong HSC results with one First in Course in Korean and Literature, 30% of students achieving an ATAR of 95.00 and above, and 60% of students achieving an ATAR above 90.00. In addition, strong university partnerships resulted in 91.2% of the graduating cohort receiving an early entry offer to university, of which nearly 70% were for STEM-related fields.

Cambridge International

Our Cambridge International offering was expanded through the introduction of Drama joining our existing suite of offerings: World Literature, Physical Science (Chemistry and Physics), Sociology, and Global Perspectives. We are particularly proud of the achievements of one of our 2022 students who achieved Top of the World in the Cambridge subject of World Literature, followed by two more Roseville students who achieved one mark below this result.

IB Primary Years Program

The IB Primary Years Program in the Junior School continued delivery of strong academic programs.

For character

We equip our community to thrive through a whole-of-community approach to wellbeing and a preparedness for opportunity and challenge.

Wellbeing

Roseville College has a strong culture and reputation of care as we promote, educate, support, empower, enable and celebrate strong, resilient students, fortified for learning and for life. Our Pastoral Care program in the Senior School and the THRIVE program in the Junior School, along with the Student Support team of psychologists, nurses and student services officers, is part of a whole-of-community approach to wellbeing.

Community

Roseville College Parents' Association is led by an annually elected committee of parent volunteers. The RCPA continued to provide partnership in strengthening our community and its engagement with the College.

Roseville College Foundation is led by a committee of current and past parent volunteers. In 2022, 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 development of the school's facilities through fundraising activities for the Building Fund.

Roseville College Alumni Network continued to play a vital role in the life of the College, as coaches on the sports field, as tutors supporting the learning of our students and as volunteers sharing their career pathways, inspiring students as they undertake career development learning.

Reconciliation Action Plan

Roseville College's commitment to reconciliation has been an ongoing process over the past few years and has progressed significantly, in large part due to our relationship with Aboriginal Christian leader, Brooke Prentis. Brooke has started walking alongside our school community – reaching out her hand of friendship to help us in our understanding of Aboriginal and Torres Strait Islander peoples and to support our process of reconciliation and friendship.

For who she can become

We are a community oriented towards growth – in learning, in opportunity and in connection.

Campus development

In 2022 Roseville College purchased the property at 23 Bancroft Avenue. The property is bordered on each side by our campus, located between the College's main entrance at 27 Bancroft and 19 Bancroft Avenue. The addition of this property to our campus is a significant investment in learning opportunities for our students now and into the future.

After many years of planning and preparation, in 2022 we commenced construction of our Sport and Wellbeing Centre. 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

On our Roseville campus, we continue our commitment to sustainability initiatives including the expansion of the use of sustainable energy sources through the rollout of solar panels and sustainability initiatives in our cafe. The first stage of our solar project included the installation of a 100 kW system in 2020. In July, we added a further 140 kW to achieve a combined total of 240 kW of solar panels on our roof, generating enough electricity to offset approximately 100 houses.

During 2022 we trialled the use of re-usable canteen items (plates, containers, cups and cutlery), which has resulted in a saving of over 170,000 consumable items from landfill from our school canteen, Café 1908.

The Sport and Wellbeing Centre, which is currently under construction, 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; adding a 40 kW photovoltaic system to our bank of photovoltaic cells across campus; and reducing our greenhouse gas emissions by exceeding the National Construction Code Section J requirements by at least 5%.

Initiatives promoting respect and responsibility

Our school is a community founded on Christian truth and values. We value relationships that are built on kindness, gratitude and trust. Students are encouraged to develop their whole self – through wholehearted participation across the community, through their learning, and to lead with courage and to build others up. Over 2022, our community participated in a range of activities which were purposefully focused on promoting respect and responsibility.

Wellbeing, consent and positive relationships

- Our K–6 Wellbeing Program, THRIVE, is based on evidence-based research which indicates that improving student wellbeing helps students to do better academically and socially. To grow as individuals, students need to experience ups and downs. Overcoming difficulties helps them build resilience so that they are prepared to deal with difficult times in life. THRIVE encourages students to be kind, to think of others and to value their friends, which supports the College's Christian foundation. It provides a range of strategies for solving problems and thinking critically about health, wellbeing and relationships. THRIVE aims to give agency and ownership to students to make proactive decisions about their wellbeing – to develop a healthy approach to life, resilience, mindfulness, compassion and brain awareness. The program incorporates concepts and activities from a range of resources such as *Grow your mind* and *URSTRONG*.
- K–6 students participate in age-appropriate consent education as a foundation for respectful and healthy relationships.
- K–6 students participate in events linked to learning that promote respect for self, others and culture – these include Day of Friendship, Harmony Week, International Women's Day, Walk Safely to School Day,

Anzac and Remembrance Day, and Reconciliation Week. School assemblies are focused on raising awareness and understanding about these important parts of our wider community. In addition, students participate in many activities to deepen their understanding of respect and responsibility in relation to Aboriginal and Torres Strait Islander peoples.

- K–6 students use a digital citizenship passport to ensure that they learn the skills needed to conduct themselves safely online and to understand their responsibilities when working in digital spheres. The passport is linked to a scope and sequence of skills that cater to different year groups and use resources from the Office of the eSafety Commissioner and also Commonsense Media. The learning in these areas is linked into wider national events and days such as *Safer Internet Day*, *Day Against Bullying and Violence*.
- Our Year 6 students led the students in Years 3–6 through a Peer Support Program, linked with a Culture of Kindness focus and extending student understanding about relationships, clear and kind communication skills, and using their voice to stand up for their and the School's values.
- Year 7–12 students explore social and emotional learning in their pastoral care time, PDHPE lessons and Year Meetings. Understanding of self and care of others, as well as developing healthy relationships with self and others, are key concepts covered at age-appropriate levels.
- As part of the Years 7–12 Wellbeing Program, consent and healthy relationships education is delivered across the year by a combination of expert presenters, the Pastoral Care program, and in aspects of the PDHPE curriculum. In 2022 this included guest speakers from

Enlighten Education who spoke with students in 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. Years 7–12 also heard from Consent Labs about consent and healthy relationships.

- For Years 7–12, digital citizenship and cyber safety were again key focus areas for 2022. Year 7 start with learning about digital citizenship and digital nutrition. Students in Years 8 to 12 in their pastoral care groups discuss and teach each other about prevention and how to respond to cyberbullying.
- K–12 Culture of Kindness is a whole school focus designed to develop empathy for others through acts of kindness.

Service learning

- Students in K–6 support a school in Tanzania, Shalom Preschool, as part of an ongoing partnership with the school. Kindergarten girls celebrate their 100 days of school with a fundraiser, which the rest of the Junior School supports to raise funds to send three students to school.
- The Junior School also learns about energy poverty through supporting the Solar Buddies program. They then fundraise to purchase LED lights which Year 6 build as part of the Christian Studies program as an act of service to send the LED lights to children experiencing energy poverty.
- The Junior School supports a range of charitable activities which include Australia's Biggest Morning Tea, Anglicare Christmas Appeal and responding to local disaster relief, for example, the communities in Australia affected by flooding in 2022.
- Student Voice are student-led initiatives in the school. A focus this year was to build a safer and cleaner playground – student leaders set up systems, educated their peers, and actively reminded students

about safe behaviours and their responsibilities for keeping the playground tidy and caring for equipment.

- The Senior School Service Learning program focused on building a culture of everyday service. Students participated in a range of activities to support their development as empathetic, engaged and globally aware participants in society. Regular activities included Virtual Visiting with Year 7, who met regularly with residents in Anglicare aged care facilities and hosted a morning tea for two homes, and Days for Girls program for Year 10, who worked across the year to produce period packs for girls and women experiencing period poverty around the world. Students also supported a range of specific initiatives, including the Red Shield Appeal in support of the Salvation Army, Australia's Biggest Morning Tea in support of the Cancer Council and Toys N Tucker in support of Anglicare.

Indigenous reconciliation

- K–12 Reconciliation Action Plan (RAP) continued to build and encourage relationships with Aboriginal and Torres Strait Islander peoples.
- K–12 maintained an active partnership with Aboriginal Christian leader, Brooke Prentis, working with staff and students to increase our understanding of Aboriginal and Torres Strait Islander peoples and to support our process of reconciliation and friendship.
- K–12 students participated in National Reconciliation Week and National Sorry Day activities as key national events.
- K–6 took part in excursions with an Indigenous learning focus, for example, Wildlife World – Bush Tucker and understanding of Aboriginal customs, and a Barangaroo excursion.
- Years 10–11 were able to participate in an Indigenous Cultural Immersion program travelling to Central Australia and Far North Queensland, learning from Elders, Traditional Custodians and peoples.



THEME 12

Parent, student and teacher satisfaction

Roseville College is committed to listening to the views and expectations of key stakeholders, and we commission independent surveys to provide performance feedback on a wide range of related education topics. The feedback from these surveys greatly assists with both our operational and strategic planning and our commitment to continually improve the educational experience offered to our students.

In 2022, parents, students and staff participated in surveys and provided views on such areas as teaching and learning, wellbeing, leadership, community, and school environment.

Key indicators of community satisfaction include:

Parents – expectations met or exceeded

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

94% of parents agree teachers know their child's academic strengths and challenges.

94% of parents agree that there are enough opportunities for their child to engage in sport beyond the curriculum.

95% of parents agree that their child feels valued and accepted at our school.

97% of parents agree the school rules are applied fairly for everyone.

Students – expectations met or exceeded

91% of students agree that teachers provide challenge in learning.

90% of students agree that they know what they are good at and what they need to work on.

95% of students agree they feel safe at school.

91% of students agree the school shows respect for all cultures.

92% of students agree that they enjoy the co-curricular activities they participate in.

Staff – expectations met or exceeded

Staff and teachers participate in a range of opportunities to provide feedback, including independent surveys:

99% of staff agree that students and staff at the school behave in ways that reflect the school's values.

98% of staff agree that teachers at this school plan learning programs that reflect curriculum requirements.

94% of staff agree that the school values and supports staff professional learning.

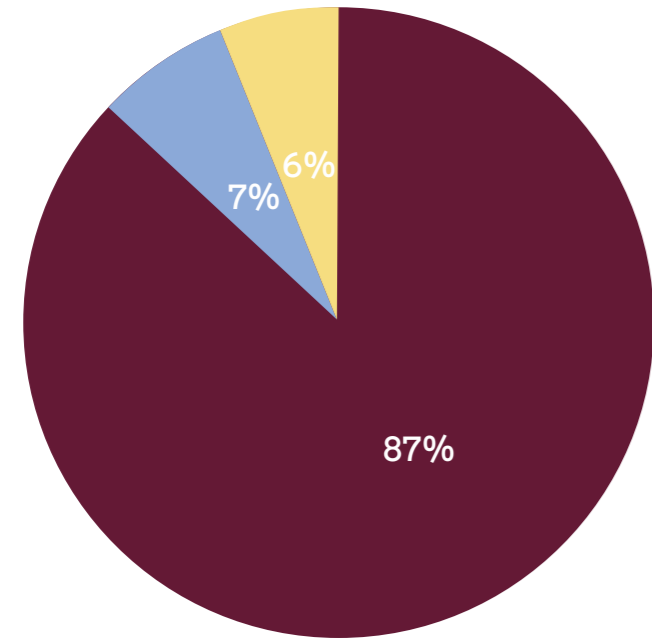
97% of staff agree that the school's leaders set high expectations for everyone.

“My daughter is engaged, learning and thriving. The staff (and not just teaching staff but also support staff) at Roseville ‘see’ my daughter, they know who she is and value her as an individual.”

PARENT

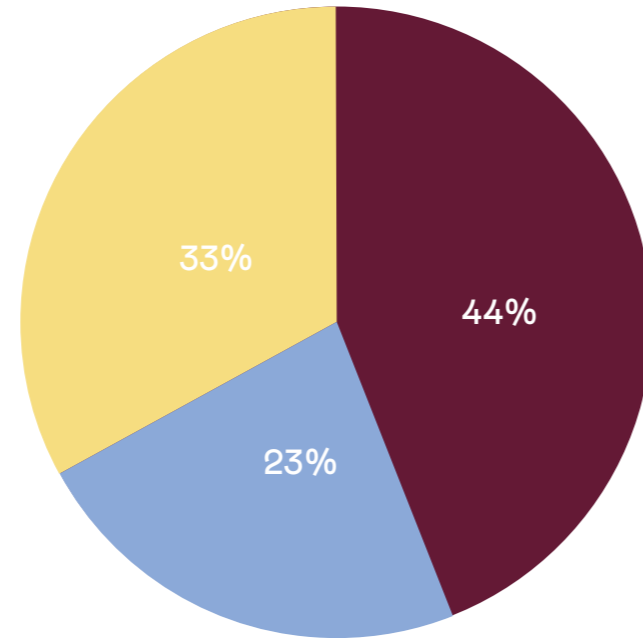
Summary of financial information

Income in 2022



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

Expenditure in 2022



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



