



Annual Report to
Archbishop Anthony Fisher in respect of
Good Samaritan Education Colleges in the
Sydney Archdiocese 2016 Year

Good Samaritan Education

Good Samaritan Education (GSE) was established by the Superior of the Sisters of the Good Samaritan of the Order of St Benedict and constituted as a Public Juridic Person by the Archbishop of Sydney on July 22, 2011. GSE assumed the rights and obligations of the apostolic works of the Sisters in the ministry of Catholic Education.

In the Archdiocese of Sydney, these works are conducted at St Scholastica’s College, Glebe and Rosebank College, Five Dock. Both colleges were established by the Sisters of the Good Samaritan, Rosebank in 1867 and St Scholastica’s in 1878. The Sisters incorporated each College under the Corporations Act during the 1980s. GSE assumed the rights and obligations of the Sisters with regard to the Colleges on June 1, 2012 and is charged with ensuring the mission of the Colleges as Catholic schools in the Good Samaritan Benedictine tradition of education.

Governance Structure



Association of Ministerial PJPs

In 2016, GSE became a foundation member of the Association of Ministerial PJPs (AMP). In partnering with other ministries of canonical governance through AMP, GSE seeks to participate in a vibrant expression of Christ’s mission in the world and to actively enable the co-responsibility of all Christ’s faithful for the flourishing of the Church and its ministries.

Statutes

To constitute *Good Samaritan Education* as a public juridic person, it is a pre-requisite that its Statutes 'are approved by the competent ecclesiastical authority' (Canon 117). Cardinal Pell, as Archbishop of Sydney, approved the Statutes *ad experimentum et ad quinquennium*, that is, for an experiential period of five years in July, 2011. In 2015, the Statutes were reviewed and approved by the Assembly and the (final) Decree was signed by Archbishop Fisher on March 15, 2016.

The Statutes of *Good Samaritan Education* are its fundamental legal document. The Statutes together with the statements of the Charism of *Good Samaritan Education* and the Philosophy of Education of *Good Samaritan Education* form the foundational documents of *Good Samaritan Education*.

The Statutes authenticate the life and role of *Good Samaritan Education* within the Church, establishing it in its relationships with other ecclesial structures and entities, especially the particular Churches, and with competent ecclesial authority in accordance with the law. The Statutes not only elucidate the identity of *Good Samaritan Education*, they serve to protect it. Furthermore the Statutes define and safeguard the canonical autonomy of *Good Samaritan Education*.

Article 5 of the Statutes of *Good Samaritan Education* sets out its purpose, in part, as:

The purpose in keeping with the mission of the Church for which Good Samaritan Education, in accordance with canon 114, has been established is:

- 4º to take over from the Institute its Catholic Schools as determined by the Superior of the Institute, and to conduct them as Catholic Schools in accordance with canon 803 §1;*
- 6º to undertake in accordance with the Regulations other proper apostolic works of the Institute, as determined by the Superior of the Institute.*

Article 5 4º of the Statutes mandates *Good Samaritan Education* to succeed the Institute of the Sisters of the Good Samaritan, as the public juridic person responsible for the Catholic schools formerly under the control of the religious institute, itself a public juridic person. These colleges are now by legal right proper apostolic works of *Good Samaritan Education*, which give expression to its share in the mission of the Church.

Effective from 1 June 2012, *Good Samaritan Education* is the public juridic person held accountable by Church authority for the Catholic identity of its Colleges, for their fidelity to the Catholic faith and the teaching of the Church, and for their compliance with the laws of the Church governing Catholic schools.

Article 6 of the Statutes of *Good Samaritan Education* states that:

Good Samaritan Education continues the mission of Christ through its apostolic works in the Particular Churches, in accordance with the norms of canon law. In particular Good Samaritan Education shall:

- 6º provide annually to the diocesan Bishop a report in respect of its apostolic work(s) in the Particular Church.*

In accordance with Article 6, this is a report on the fidelity of the schools of *Good Samaritan Education* to their Catholic mission.

Formation

The focus of *GSE* is Jesus Christ and his mission, which is the mission of the Church. All members of *GSE* participate in formation experiences to help them grow in understanding of their ministry as part of this same mission. Embedded in the Scriptures and the Rule of St Benedict, these formation experiences are centred on Christ and organised around the three pillars of Prayer, Community and Mission. Formation programs within this *GSE* Formation Framework address the development of:

- human qualities critical to forming wholesome relationships and building Christian community
- a spirituality and practice of prayer that underpins a shared ethos and animates ministry
- adequate knowledge in theological and pastoral studies to support a shared understanding of mission

- the practical pastoral abilities to serve in the ministry of Catholic education.

Each year, members of *GSE* commit to a program of formation appropriate to their individual ministry.

GSE Formation for Mission Framework

As well as engaging participants on an intellectual level, *GSE* formation programs invite a spiritual journey. They are about ‘enabling people to grow as human beings and as disciples of Christ so that they might truly respond to the Gospel call to bring about the reign of God’¹.

Prayer

A rhythm of prayer is woven throughout the daily schedule of *GSE* formation programs. Opportunities are provided for participants to critically reflect upon their experiences and to allow themselves time and space to be changed by them. The Listen, Learn, Live methodology has been developed to guide participants through a reflective process, which uses foundational elements of the tradition to engage them in a personal response.

Personal Learning

In a *GSE* formation program, participants are involved in personal engagement with processes that require critical reflection to understand, synthesise and apply new information. When involved in transformative learning participants are engaged in a process which taps into how they view the world. The interplay of cognitive, emotional, moral, social and spiritual aspects of themselves results in a modification of this view, which in turn can change behaviour, practice and pedagogy.

Professional Learning

The design elements of *GSE* formation programs reflect the five main principles of adult learning: self-concept, experience, readiness, orientation and motivation. Formation programs are about experiential learning and involve the potential for participants to undergo personal growth and change and to assimilate new learning. Experiential learning can trigger reflection on reframing methods and outcomes for mission and pedagogy in the school setting.

Catholic Identity

As the culture of a Catholic school is authentic only ‘in a relational and community context’², Catholic schools seek to implement ‘a real educational community, built on the foundation of shared projected values’³

The Second Vatican Council makes it clear that this community aspect of Catholic schools has a theological dimension as well as a sociological one⁴. The educating community ‘is thus called to further the objective of a school as a place of complete formation through interpersonal relations’⁵. This requires educators to be ‘willing to offer a permanent commitment to formation and self-formation regarding a choice of cultural and life values to be made present in the educational community’⁶.

GSE formation programs are firmly positioned within this shared Catholic identity, and explicit in their expression of the *GSE* educational mission.

¹*GSE* Formation for Mission Framework 2010

²Congregation for Catholic Education (2007), *A Shared Mission between Consecrated Persons and the Lay Faithful*, #12 997, *Catholic School on the Threshold of the Third Millennium*, #18

³Congregation for Catholic Education (2007), *A Shared Mission between Consecrated Persons and the Lay Faithful*, #5 3

⁴Vatican Council 11 (1965), *Declaration on Christian Education* Gravissimum Educationis, #8

⁵Congregation for Catholic Education (1997), *Catholic School on the Threshold of the Third Millennium*, #18

⁶Congregation for Catholic Education (1997), *The Catholic School*, #32

The Tradition of the Sisters

GSE formation opportunities aim to engage participants in the rich heritage of the Sisters of the Good Samaritan through story and tradition. The Sisters directive from Polding was ‘to teach in schools, to visit and assist the sick in their own homes and in hospitals, to instruct ignorant persons in the faith, to conduct orphanages, to reform the lives of penitent women and to apply themselves to every other charitable work’⁷. The Sisters have lived the spirit of the parable for over 150 years by imitating the charity of the kind Samaritan and by ‘using gentleness and compassion for the unhappy whom they tend’⁸.

In more recent times, the Sisters have sought to respond to the call of the gospel in urban, rural and indigenous communities in Australia; and in the Pacific region in various cultural settings – Japan, 1948; The Philippines, 1981; Kiribati, 1988 and Timor-Leste, 2000.

GSE aims to strengthen partnerships by providing people in its learning communities with a deeper understanding of these contemporary ministries.

The Good Samaritan Philosophy of Education

The Good Samaritan Philosophy of Education is foundational to *GSE* formation experiences and to the education that is offered to students in the colleges. The philosophy draws on the strength of the Good Samaritan Benedictine tradition by valuing the dignity of each person, a love of learning, a holistic view of education and an integrated curriculum. It promotes an academic school environment, which is at the forefront of modern educational developments, a respect for individual differences and an integration of faith and life⁹.

⁷Trustees of the Sisters of the Good Samaritan (1982), *Rules of Polding: An annotated translation of the 1867 Italian text*, p.3

⁸Trustees of the Sisters of the Good Samaritan (1982), *Rules of Polding: An annotated translation of the 1867 Italian text*, p.3

⁹The Good Samaritan Philosophy of Education February 2000, edited 2003

St Scholastica's College, Glebe Point

St Scholastica's College is a Girls' Catholic Day and Boarding school established by the Sisters of the Good Samaritan in 1878, now operating under the auspices of *Good Samaritan Education (GSE)*. The College curriculum reflects the *GSE* Philosophy, which draws on the strength of the Benedictine tradition, encompassing appreciation of beauty and cultural plurality, reverence for the earth and its resources, hospitality of heart and place and the seeking of peace. St Scholastica's students develop the values, skills, creativity, technological fluency and problem-solving required for living in the 21st century, so that they become young women who will make a positive difference in the world.

Mission (Archbishop's Charter 1)

St Scholastica's College is a Christ-centred, inclusive community which recognises and respects the dignity, individuality and culture of each person. St Scholastica's provides a learning environment, which nurtures independent thinkers who are life-long learners. The College strives to create a strong learning culture through quality teaching and learning in a broad, differentiated curriculum. Each student has the opportunity to take responsibility for her learning in a positive environment, which offers an education in faith and the freedom and responsibility to learn.

Values

- Love of Christ
- Peace
- Justice
- Stewardship
- Hospitality
- Compassion
- Service

Who is my neighbour?

The College's central values of compassion and justice are inspired by the parable of the Good Samaritan in the Gospel (Luke 10: 25-37): compassion for the man robbed and left for dead at the side of the road; justice that he be treated with the dignity and respect that we would give to someone we love, and therefore to every human being. It is one of the best known and loved of the parables, one which challenges us to be countercultural in our response to the injunction to 'go and do likewise'.

The College motto is 'Pax'. Our hope is that the young women who are educated at the College will promote peace in their communities through their actions.

Enrolments and staffing

Total Enrolment	Indigenous Enrolment	Students with Disabilities	Teaching Staff FTE	Non-Teaching Staff FTE
1003	62	21	76.4	21.5

Extract from Enrolment Policy (Archbishop's Charter 7)

Priority order for enrolment:

1. Catholic students
2. Students from Catholic Primary Schools

3. Students of ex-students and/or with siblings already attending the College
4. Students whose parents seek the values of a Catholic education for their daughter

Nurturing a faith-filled culture (Archbishop's Charter 3, 4, 9, 10, 11)

a) Spiritual and religious dimension

i) Religious Education curriculum

All students attending the College undertake a course in Religious Education. Students in Years 7–10 follow the Sydney Archdiocesan Secondary Religious Education Curriculum, Stages 4 and 5. Students in Years 11 and 12 have the option of undertaking the Studies of Religion I or Studies of Religion II course. Catholic Studies has traditionally not been offered at the College. This is under review.

Gospel values, Benedictine spirituality and the mission of the Good Samaritan tradition underpin our delivery of the curriculum across Years 7–12 and enrich the religious life of the College. Being counter-cultural in an increasingly secular world, with increasing pressures from a changing demography and consequential changing social and religious expectations, remains one of the great challenges for Catholic educators today. The consistency and stridency of our message, firmly rooted in our call to serve the mission of our Church, is at the forefront of our endeavours.

ii) Prayer and liturgy

A liturgist was engaged to write daily prayers for the community, linking contemporary life with scripture and the Benedictine tradition. The chapel was opened for prayer regularly and liturgies were held for the key seasonal events in the life of the Church – St Scholastica's Day, Ash Wednesday, Holy Week, the Assumption of the Blessed Virgin Mary and Advent. Graduation Mass, Year 10 Mass and Staff Mass were held on site. Prayer in the College diary was reviewed in preparation for a focus on traditional prayers of the Church in 2017. Boarders attended the vigil Mass in the local parish (St James Forest Lodge) throughout the year and special boarder family Masses were held in the Chapel once each term.

A review and consequent restructuring of the area of Mission in the College was a point of focus for the second half of the year. The result led to additional staffing allocation under a model that places emphasis on Mission across the life of the College. Improvements featured the creation of a Head of Mission position to oversee Religious Education curriculum, prayer, liturgy, retreats, social justice, and involvement in the broader parish community. A Mission Support role was created to assist the Head of Mission and an Assistant Religious Education Coordinator (AREC) was appointed to support the Religious Education Coordinator (REC). The Head of Mission role is an Executive position, replacing the REC whose role manages curriculum delivery and academic learning outcomes.

The review included consideration of prayer and the liturgical life of the College. Work in this area will continue in 2017.

iii) Formation

Members of the College Executive attended the triannual *GSE* Conference, aptly titled 'Holy Conversation – Education as Encounter', at St Scholastica's in the July.

During 2016, students and staff participated in a range of immersion programs and Ministry work, including:

- Santa Teresa (NT) immersion – Year 10 students
- Philippines immersion – Year 11 students
- Ministry Outreach in Sydney – Year 11 students
- Japan immersion – Staff

b) Linkages between the College and the local church

During 2016, efforts to build a relationship with the St James parish saw Father Anthony Walsh OP visit the College for the first time and improved engagement with boarders in parish Masses. This work will continue in 2017, with the appointment of new Parish Priest, Father Dominic Murphy. The Principal and REC attended

Eastern Region Masses, the annual Sydney Catholic Schools REC/Principal/Pastor Day and the Archbishop's Award Mass and Presentation. Harriet Clark was awarded the Archbishop's Leadership Prize for St Scholastica's College in 2016.

Building a just and caring community (Archbishop's Charter 5, 6, 8)

As for all Catholic schools, the student is at the heart of the educational purpose of *GSE* Colleges. This purpose can only be achieved in an environment where the young people in our care are kept safe, so child protection is central to all practices and policies. St Scholastica's College ensures that all policy and procedures in relation to child protection satisfy the legislative and regulatory requirements of the NSW Education Standards Authority (NESA).

The College is an inclusive community which fosters right relationships and gives evidence of solidarity with marginalised people and a commitment to the principles and practice of participative decision-making, subsidiarity and delegation.

a) Social justice activities

Students and staff have had the opportunity to be involved in many activities that reflect the spirit of the Good Samaritan throughout 2016, a clear response to the call, 'to go and do likewise' (Luke 10:37). These activities have been examples of faith in action and have brought our community closer together.

The Social Justice group enthusiastically led fundraising for Caritas' Project Compassion. There was strong support for Catholic Mission through the organisation and participation of the annual Sudanese Gala Day, where many members of the Sudanese Community joined us here at the College for a day of friendship, hospitality and fun. Fundraising throughout the year centred on supporting Caritas, the Good Samaritan Foundation, Mater Dei School in Camden (through the Peace Egg Initiative at Easter) and the Marian Centre's Christmas Hampers appeal.

Students and staff participated in annual *GSE* immersion programs, reflection days and the senior retreat. Each experience focused on our College values, highlighting aspects of The Rule of St Benedict and the teachings of Jesus Christ. The staff Spirituality Day reminded staff of the centrality of our faith in the life of the College – our identity, history, charism and ethos. An exploration of the history of Catholic education in Australia, the Sisters of the Good Samaritan and St Scholastica's College and strategies for ensuring our faith is central to our work underpinned the work of the day. Our keynote presenter was Dr Mark Askew. The afternoon session, conducted by the *GSE* Mission Team, involved an exploration of the Benedictine history and spirituality.

The College community participated in the biannual Good Samaritan Foundation Day during Term 3, highlighting the work of the Good Samaritan Sisters locally and globally and raising funds for the Good Samaritan Foundation.

St Scholastica's College is a diverse community, drawing students from overseas (primarily Asia, but also two students from Papua New Guinea and United Arab Emirates, across Australia (Western Australia, Northern Territory, Queensland and New South Wales) and throughout metropolitan Sydney. Approximately 65 students are of Aboriginal and Torres Strait Islander (ATSI) heritage, some of whom are urban and others who are remote. The most remote students are from Halls Creek in WA and the Cape country in QLD.

A demographic study commissioned by the College and undertaken by Catholic Education Commission Demographer, Crichton Smith, provided the following data relating to Indigenous enrolments and total enrolment growth:

ATSI enrolments in 2016 stood at 62 students. This number placed St Scholastica's College as the 25th largest indigenous population of any Catholic school in Australia, the fourth largest in NSW and the largest in the Sydney metropolitan area – 10 more than the next largest in a Catholic school in the Sydney Archdiocese. The number of female ATSI students graduating is the largest in NSW. The ATSI population has continued to grow over the past two years.

The student population has increased by 207 students in the past seven years. Other than the growth from opening Rosebank College to boys, St Scholastica's has had the greatest growth of any school in the region in that time.

An Aboriginal Advisory Council was formed in 2016, including students, parents and members of the local community. The Council has contributed ideas to assist in the support of indigenous students.

The school continued to support refugee communities by sponsoring the Sudanese Gala Day for Catholic Mission again in 2016. This is the last year Catholic Mission will be running such days as the focus is shifting to local support.

Students and staff continued to engage in social justice work in 2016. A weekly roster of staff and senior students to assist meal servery and clean-up at Matthew Talbot Hostel for homeless men continued throughout the year. Students and staff also baked and donated food then served from the van on Night Patrol. Engagement with the poor in our community is important to our education program, built on the Good Samaritan Mission and Learning Frameworks.

b) Participative decision-making

Pastoral care and wellbeing continue to play a central role in offerings at the College. The addition of a second full-time counsellor in 2016 has contributed to the proactive approach to wellbeing. External professional support for Guidance Coordinators was introduced late in the year. The counselling model was adjusted to a 'Triage' and long-term case-based model, with both counsellors also being involved in delivering classroom sessions that build resilience, strategies and understanding to proactively support mental wellbeing.

Partnerships with a range of agencies has led to the establishment of support meetings involving health-care professionals, families, students and the College. Work has also been done to more effectively link and unify the work of the Day and Boarding Schools.

The active leadership model is a parallel one, involving full participation of the College Executive in decision-making. Regular discussions with the Assistant Principals and Business Manager provides support for decision-making processes and skilling for future leadership.

Rosebank College, Five Dock

Rosebank College is an independent Catholic co-educational school offering a dynamic learning environment for students in Years 7–12. Founded by the Sisters of the Good Samaritan in 1867 and now under the auspices of *Good Samaritan Education (GSE)*, the College has a rich Benedictine heritage. A challenging curriculum, including a breadth of course offerings, extensive co-curricular activities and a comprehensive Pastoral Care program engender a community where students have the opportunity to pursue their talents and interests. Innovative learning is a key feature of the curriculum.

Mission (Archbishop’s Charter 1)

The College’s Mission is to see all students graduate with an education which inspires them to pursue a love of learning and achieve a balance between their spiritual, intellectual, physical and social development. As a Catholic Community in a multicultural environment, Rosebank is challenged to give strong witness to its role as an advocate of justice.

Values

- Love of Christ
- Peace
- Justice
- Stewardship
- Hospitality
- Compassion
- Service
- Love of Learning

Enrolment and staffing

Total Enrolment	Indigenous Enrolment	Students with Disabilities	Teaching Staff FTE	Non-Teaching Staff FTE
1196	5	47	89.3	34.3

Extract from Enrolment Policy (Archbishop’s Charter 7)

Priority Order: Enrolment applications are accepted from birth. Placement on the waiting list occurs in the following priority order:

1. Current families
2. Children of ex-students
3. Catholic families enrolled in Catholic Schools
4. Catholic families enrolled in Public and other Primary Schools
5. Other families

Nurturing a faith-filled culture (Archbishop's Charter 3, 4, 9, 10, 11)

a) Spiritual and religious dimension

i) Religious Education curriculum

Religious Education continued to be a core focus of education at the College with Stage 4 and 5 students engaged with the To Know Worship and Love curriculum as developed by the Catholic Education Office Sydney. Rosebank College had the opportunity to work with the development of this curriculum, with staff seconded to help with the development of units and resources. Stage 6 students study the Board Developed Courses Studies of Religion I and II.

ii) Prayer and liturgy

In 2016 Rosebank set its Benedictine focus around 'a love of learning', bringing together conversations at all levels of College life. This allowed the College to better strive towards the common goals of placing the academic endeavour of the school within the holistic setting of life. 'The Gospel of Christ' as interpreted in Benedict's Rule, gives a framework through which all aspects of Rosebank's life are viewed and understood, celebrated and reviewed. As a College in the Catholic Christian tradition, a significant part of Rosebank's year is shaped through the liturgical calendar. The major celebrations and commemorations that mark the cycle of the year, follow the regular pattern from the Opening Mass in early Term 1, through Lent and Easter, the feasts of the Saints (especially St Benedict) and the rites of passage associated with the end of Year 12 and the end of the academic year. The Benedictine focus for the year merged smoothly into the 'Year of Mercy', declared by Pope Francis on Advent Sunday 2015.

In its 149th year, Rosebank made a very public declaration of reconciliation with representatives of Australia's First Nation. This was led by Aunty Elsie Heiss and joined by other elders, Aboriginal dancers from St Scholastica's College, Glebe and Christian Brothers High School, Lewisham. The College assembled as the original custodians of the land, the Wangal people of the Eora Nation, were named and honoured and a plaque of acknowledgement unveiled. The Aboriginal Flag was raised for the first time and has flown every school day since. Throughout the rest of the day, students and staff gathered in workshops, art circles, justice presentations and opportunities for dialogue and learning. It was also an opportunity for the College to acknowledge and honour the five Rosebank students of indigenous heritage, who were presented to the College in Assembly.

iii) Formation

During the Staff Professional Development week, Sister Margaret Malone sgs and Sister Catherine McCahill sgs led workshops around the theme of 'Mercy', leading teachers through an exegesis of Scripture, the Rule and its application in the life of teachers. While challenging in part, both presenters engaged their audience and helped open up some of the richness of the Good Samaritan Benedictine tradition. This complimented the staff Professional Development programs offered through GSE for the Mission Team, Curriculum Leaders and House Coordinators.

Student Immersion program participation continued in 2016, with three students joining other GSE students to travel to the Philippines, six joining the annual Ministry Outreach Program at St Scholastica's College, Glebe and another three travelling to the Santa Teresa Mission in the Northern Territory. These students did much to raise funds to support their travel and were assisted by members of their House and year groups. In April 2016, two members of the College Executive, Dean of Administration, Louise Chiandotto and Dean of Curriculum, Rosemary Anderson, joined the Pilgrimage 'In the footsteps of St Benedict' after attending the Benedict Education Network (BENet) Conference in Rome. Dean of Finance, James Jeffrey, participated in the GSE Staff Immersion to Japan in September 2016.

Every year, all students are invited to participate in awareness activities to grow in understanding, not only of how change can be made for those who have less than most, but more importantly why Rosebank engages in work to make change possible. Rosebank supports eight charities drawn from Good Samaritan, Benedictine, Catholic and local organisations, as well as St Vincent de Paul and Caritas.

The Mission Team grew in 2016, with the appointment of Clare Mullen as Assistant to Mission. Clare's skills in administration and organization were a major cause of much of the success of initiatives that took place throughout the year such as Crazy Hair Day in support of the Cancer Council of NSW and in innovative

approaches to fundraising. At the end of 2016 Clare was offered a Mission position in another school, prompting the decision to expand the Mission team to three members.

The development of the Mission Framework, recommended in the 2013 Mission Review, while delayed for a number of reasons, is approaching its final stages of editing. It is hoped that the Framework will be completed before the end of Term 1, 2017.

Mission is not separate from the Religious Education Faculty and its commitment is to providing academic programs for the sound teaching of Religion. To this end, Mission works closely with the Religious Education Department in its place at the heart of Good Samaritan Benedictine education. All Stage 4 and Stage 5 students study a course in Religious Education, in close alignment with the programs offered by the Archdiocese of Sydney. Students in Stage 6 have a choice of either the Archdiocesan Catholic Studies program, or Studies of Religion, offered through the NSW Education Standards Authority.

b) Linkages between the College and the local church

Once again, the College offers its gratitude to the parish priests of the local area; from St Joan of Arc Haberfield, All Hallows Five Dock, Holy Innocents Croydon, St Mary's Concord, St Ambrose Concord West and St Mark's Drummoyne. Even with the Chapel closed for much longer than anticipated due to the building program, the liturgical life of the College continued in class prayer and through whole school gatherings for Eucharist.

Building a just and caring community (Archbishop's Charter 5, 6, 8)

As for all Catholic schools, the student is at the heart of the educational purpose of *GSE* Colleges. This purpose can only be achieved in an environment where the young people in our care are kept safe, so child protection is central to all practices and policies. Rosebank College ensures that all policy and procedures in relation to child protection satisfy the legislative and regulatory requirements of the NSW Education Standards Authority (NESA)

The College is an inclusive community which fosters right relationships and gives evidence of solidarity with marginalised people and a commitment to the principles and practice of participative decision-making, subsidiarity and delegation.

Rosebank continued to strive towards the building of a just, compassionate and caring community in 2016. Students were encouraged to engage with guest speakers on a range of topical issues. Speakers were exciting and positive, delivering messages that were enthusiastically received by the students.

a) Social justice activities

At a grassroots level students supported the outreach work of the Society of St Vincent de Paul, by volunteering to work with the Night Patrol van on Saturday evenings once per month. Student support for St Vincent de Paul also extended to running and hosting of 'Buddies Day' in August. This day gives children from families in crisis the opportunity to enjoy a 'normal' day of 'just being kids'. The support for the St Vincent De Paul Winter and Christmas Appeals was also very generous. Students in the Environment Group reached out to the elderly through gardening at various nursing homes within the local area. They also supported the creation of a garden at Concord Repatriation Hospital and worked on weekends to ensure ongoing maintenance.

The College's commitment to the Year 9 Community Service Program continued, with more students actively engaged in not only fulfilling their mandatory 15 hours, but seeking ongoing relationships with those they have served. This encouraged students to make a firm and deep commitment to a community cause, with activities ranging from tutoring children from underprivileged backgrounds, to visiting the elderly. It is envisaged that in 2017, this act of service will become part of the Bronze Duke of Edinburgh Award.

b) Participative decision-making

In 2016 the College continued its program of engagement with other Benedictine Schools. Rosebank students visited and visitors were received from Ettal and Ottilen Colleges in Germany, Ampleforth College in the United Kingdom and Delbarton College in the USA. This short-stay Benedictine Program has now grown to nearly 20 students, with schools in Monserrat Spain, Italy, France and China.

Mental Health and Wellness was an area further investigated by the College teaching staff during Professional Development week in 2016. Presenters outlined the philosophy of the movement and gave example of models that could be adopted by schools to implement this focus. This has led to the development of an updated Pastoral Care program.

Throughout the year, a realignment of the Pastoral Care program has ensured we are keeping up with the contemporary issues faced by today's teenagers. Rosebank continues to be forward looking in its approach to education and 2016 was no different in this aspect. The College continued to revise and improve its innovative Curriculum, with Diverse Learning in the area of Gifted and Talented through further development of the 'I Think' program.

Filename: Sydney Archdiocese - 2016 Report to Archbishop Fisher - 20170822 - v.01
LJ-MASTER.docx
Folder: /Users/lucykent/Library/Containers/com.microsoft.Word/Data/Documents
Template: /Users/lucykent/Library/Group Containers/UBF8T346G9.Office/User
Content.localized/Templates.localized/Normal.dotm
Title:
Subject:
Author: Leonie Keaney
Keywords:
Comments:
Creation Date: 06/10/2017 13:10:00
Change Number: 2
Last Saved On: 06/10/2017 13:10:00
Last Saved By: Lucy James
Total Editing Time: 0 Minutes
Last Printed On: 06/10/2017 13:10:00
As of Last Complete Printing
Number of Pages: 13
Number of Words: 5,340
Number of Characters: 29,141 (approx.)