

2015 School Performance Report



ROSTREVOR
COLLEGE

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Contextual Information

Rostrevor College is conducted by Edmund Rice Education Australia (EREA). It was established by the Christian Brothers in 1923 as an extension of the facilities offered at CBC Wakefield Street.

Rostrevor occupies a spacious 16 hectare site in the foothills of the Mount Lofty Ranges at Woodforde, nine kilometres from the city centre.

The name Rostrevor is of Irish origin and was given to the main building by its original owner.

The College provides an ideal setting for the education of young men striving to reach their potential.

The distinctive feature of Rostrevor emanates from its Christian Brother heritage which encourages spiritual development, leadership opportunities and rigorous academic, artistic and physical programs supporting the development of the whole person - known as the Rostrevor boy.

The College is nationally recognised as a leader in the education of boys and currently caters for over 900 students from Reception to Year 12, including 90 boarders from rural SA, interstate and overseas.

As a Catholic school in the Edmund Rice tradition, Rostrevor College welcomes students of all abilities and potential. It welcomes students from Catholic families and those of other faiths. Rostrevor is conscious of Australia's multi-cultural society and celebrates the diversity of the ethnic and socio-economic backgrounds of its students.

The College mission is to nurture our students so that they achieve their personal best in all aspects of their lives and to develop a personal relationship with God. We aim to create men who stand in solidarity with the poor and marginalised of society.

Rostrevor's philosophy is founded on three pillars that facilitate a holistic educational approach.

Academic: learning structures recognise the benefits of an all boys' environment in the context of developmental needs for the 21st Century,

Spiritual: students give expression to their faith through actions to make a difference to the lives of others

Co-Curricular: students explore their gifts and talents through participation in the extensive co-curricular program.

Rostrevor educates its students so that as graduates they commit themselves to serve our world and its peoples in the tradition of the founder of the Christian Brothers, Blessed Edmund Ignatius Rice.

Enrolments

A total of 833 students were enrolled at Rostrevor in 2015. Refer to the breakdown below;

Year Level	R	1	2	3	4	5	6	7	8	9	10	11	12
Nos	17	18	12	26	27	34	29	52	110	113	129	139	127

Of these 45 (5.4%) were indigenous students and 16 (1.9%) were students with English as an Additional Language /Dialect (EAL/D). Furthermore, in 2015 our Inclusive Education Faculty catered for the needs of 140 students with disabilities as assessed for the purpose of the Nationally Consistent Collection of Data (NCCD). This represents 16.8% of the 2015 cohort.

The College's ICSEA (index of community socio-educational advantage) score in 2015 was 1061. This figure is derived from information regarding parents' occupation, education and income. The College's SES (Socio-economic status score) was 107 in 2015. This score is used to determine the level of Government funding received.

College Income

In 2015, College income comprised Government funding, contributions from families and a number of other private sources. Refer to the table below for a break down.

Net Recurrent Income 2015	
Australian Government Funding	\$ 6,137,533.20
State Government Funding	\$ 1,756,603.00
Fees, charges and parent contributions	\$ 8,062,514.00
Other private sources	\$ 1,588,414.00
Total gross income <i>(excluding income from government capital grants)</i>	\$ 17,545,064.20
Less Deductions	\$ 1,762,723.00
Total net recurrent income	\$ 15,782,341.20

Boys Education

In its philosophy, supported by research and constant review, Rostrevor is committed to promoting an all boys' learning and living environment for its Day students and Boarders.

Rostrevor's curriculum and learning structures recognise the benefits of an all boys' environment in the context of boys' developmental and learning needs for the 21st Century. Based on national research, Rostrevor asserts that an all boys' environment produces better academic outcomes for boys. Studies support that the potential for personal academic excellence is well nurtured in a supportive group of all boys who are well guided and mentored by their teachers.

Rostrevor provides a range of courses to challenge the individual and, in an all boys' environment, there is greater freedom to choose non-traditional subjects and be celebrated for success in those subjects. The Junior, Middle and Senior Schools share the same campus. Junior School boys have their own secure playground and after-school care is provided. Rostrevor has the tradition of being a supportive environment. The camaraderie of an all boys' environment is something that students can take with them as a foundation for life.

Mission Statement

We seek to provide a liberating education that is founded on the principles of excellence and equity.

We celebrate our Gospel spirituality through opening our hearts to the Jesus story and nurturing the faith journey of each person in our Rostrevor College family.

We strive to be an inclusive community that welcomes each member with deep respect for their individuality and uniqueness.

We reach out to those at the margins in a spirit of solidarity and justice, seeking to form young "men for others" who will make a positive difference.

All members of the Rostrevor College Community commit themselves to the values of the College and to the vision of Edmund Rice, as evidenced in the EREA Touchstones.

For any other relevant information regarding school context, please refer to the College Website: www.rostrevor.sa.edu.au

Teacher Standards & Qualifications

Staff Attendance

Teaching staff attendance for the 2015 school year was 96.9%. This figure does not include staff on extended leave such as long-service, maternity, and other extended leave.

Staff Retention

In Term 1 2015, 97.3% of our teaching staff was retained from the beginning of the previous programme year. Note that this figure does not include contract staff employed to take the place of teachers who would be returning to teaching duties. We celebrate the expertise, talent and commitment that our teachers bring to the community.

Teacher Qualifications

In our school we are fortunate to have 70% of teachers with two or more qualifications in education. 18% have Masters degrees, 32% Post Graduate qualifications, 91% Bachelor degrees, 47% Diplomas and 20% hold Graduate Certificates in Religious Education.

Workforce Composition

Staff at Rostrevor College consists of 71 teaching staff and 49 non-teaching staff. The full time equivalent for teaching staff is 66.7 and the full time equivalent for non-teaching staff is 41.2.

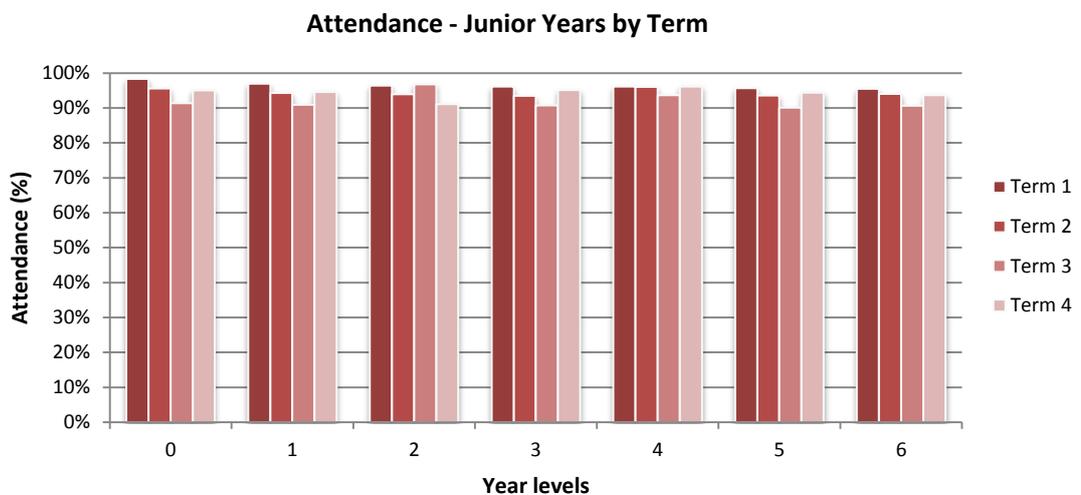
Expenditure and Teacher Participation in Professional Learning

In 2015 there was 100% participation by the teaching staff in professional learning. There was a wide range of significant professional learning involving the whole school, Sub-schools, Learning Areas and individual teaching staff. The school community was informed of many of these throughout 2015 via the weekly Newsletter. In 2015, \$626 per teacher was spent on professional learning.

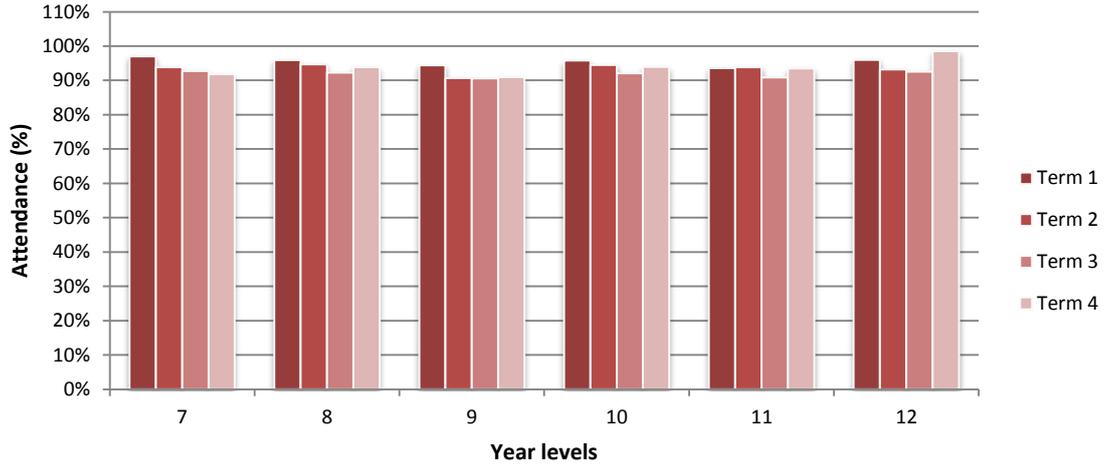
Student Attendance

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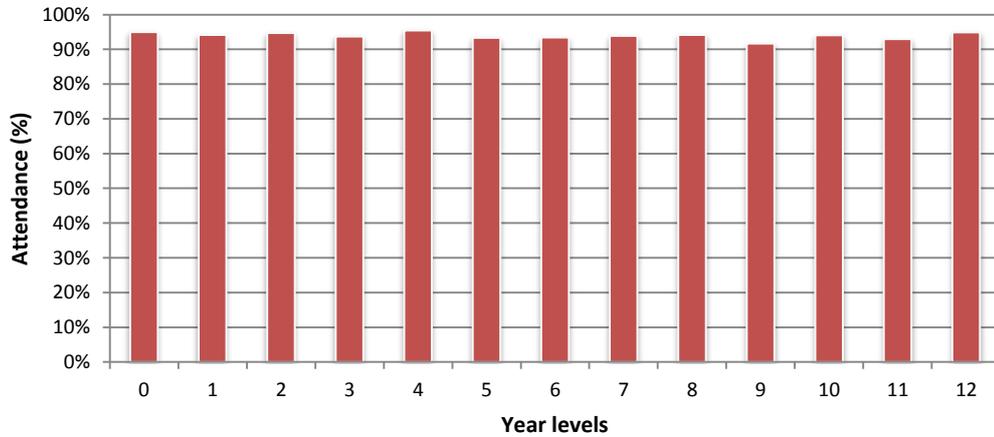
The percentage attendance is shown in the graphs below:



Attendance - Middle & Years by Term



Attendance - R to 12 Total



How non-attendance is managed

On a daily basis the College will inform parents of students who have not informed the school of their son's non-attendance and who are marked as absent by their Pastoral Care teacher. The Pastoral Care teacher is responsible for the following up of the initial absence including checking notes in students' Planner or Medical Certificate and / or making contact with a parent. The Head of House and Director – Student Wellbeing monitor continued absences or lateness and will contact the family if patterns of lateness or absence are observed. Any student who is absent for an extended period with no acceptable reason will have their relevant details forwarded to the Truancy Department of the Eastern Region Education Department.

Senior Secondary Outcomes

Vocational and Trade Training

10.5% of the 2015 Year 12 student cohort undertook vocational and trade training courses at Certificate III level as part of their Year 12 studies.

Attaining Year 12 Certificate or equivalent VET qualifications

Our Year 12 students of 2015 achieved excellent results in their SACE. Many gained outstanding personal achievements. The number of students with TER's above 90 was 35 and 16 Merits for perfect scores were obtained by the Year 12 students of 2015.

In 2015, 99% of the Year 12 student cohort attained their Year 12 Certificate or equivalent education and training qualification. 85% of the 2015 cohort applied for University or TAFE and 70% of those students received their first round preference.

One student at Rostrevor was awarded an overall SACE Merit for exemplary overall performance in the SACE.

Of the thirty six Year 12 subjects offered last year, 99% of all grades achieved were either As, Bs or Cs. Furthermore 83% of all grades were As and Bs. In total our students achieved 181 A grades. Forty students achieved an ATAR above 85 while twenty eight students, 24% of the eligible cohort, achieved ATARs of above 90. Fifteen of our students accomplished results within the top 5% of student achievement with ATARs above 95.

In addition a total of eight students achieved thirteen A+ grades with Merit. There were thirteen grades of A+ with Merit and one A+ grade awarded. Two of our students achieved an ATAR of above 99. Our Proxime Accessit Ramzy Al-Moughraby achieved a result of 99.7. The Dux of the College for 2014 is Mahendra Chitrarasu with an outstanding score of 99.9. This places Mahendra in the top 0.17% of all South Australian student results. In recognition of this achievement, Mahendra was awarded a Governor of South Australian Commendation. This acknowledgement of academic excellence is reserved for just twenty five students out of more than 13,900.

These results belong to students and each and every learning partnership they have made with their teachers along the way - from their very first year of schooling to their last. I would like to express my gratitude to all teachers involved in all stages of these students' learning journeys. Results such as these are also testament to the dedication and expertise of our teaching staff. In 2014 the subject areas of Accounting, Biology, Business and Enterprise, Chemistry, Mathematical Studies, Physical Education, Psychology, Research Project and Scientific Studies represented the A+ Merit awards.

Outstanding results were also achieved by our Vocational Education & Training students and these could not have been achieved without strong community partnerships; links with industry and the support of our local employment providers.

12 students who completed full Certificate III's in Vocational Education & Training as part of their senior secondary studies at Rostrevor have had their VET results recognised as Stage 2 ATAR accredited subjects.

We are very proud at Rostrevor to be able to offer so many different opportunities and pathways for students, to cater for such a broad range of learning needs, interests and career aspirations.

Student Outcomes in NAPLAN

Benchmark Results

Upon completion of NAPLAN Testing this year, the following benchmarks were achieved for the College:

	Year 3	Year 5	Year 7	Year 9
Reading	95%	97%	98%	95%
Writing	100%	97%	96%	79%
Spelling	95%	100%	96%	89%
Grammar / Punctuation	100%	91%	98%	89%
Numeracy	95%	100%	100%	98%

This is a significant achievement for a school community of all boys, with a number of students who speak English as a second or other language and a number of students with identified learning disabilities.

When compared with the State and National average results, the following achievements were attained:

	Year 3			Year 5			Year 7			Year 9		
	School (%)	State (%)	National (%)	School (%)	State (%)	National (%)	School (%)	State (%)	National (%)	School (%)	State (%)	National (%)
Reading	95	93.4	94.6	97	91.7	93.3	98	95.0	95.4	95	91.6	92.3
Writing	100	94	95.5	97	89.7	92.3	96	87.6	87.3	79	78.4	80.5
Spelling	95	92.2	93.0	100	92.3	93.5	96	92.3	93.1	89	88.4	90.2
Grammar & Punctuation	100	92.8	94.5	91	92.3	92.9	98	91.8	92.2	89	87.8	88.9
Numeracy	95	92.8	94.4	100	94.0	95.1	100	95.8	95.9	98	95.0	95.7

 Equal or above the National average

Our teachers have used the data from the Literacy and Numeracy testing in conjunction with other data on student performance to design learning programs for the school and in determining professional development programs.

Value Added

Value added to Rostrevor College is shaped by the many educational programs offered to the community, educational developments and the many activities undertaken by students. The College community has been informed of many of these via the weekly College Newsletter.

Principal – Mr Simon Dash

I begin by acknowledging with humility and gratitude the traditional custodians of the land upon which we gather, the Kaurna people, and pay my respects to their Elders both past and present.

Distinguished guests, ladies and gentlemen and especially to you, the young gentlemen of Rostrevor College, good evening.

At the commencement of 2015 we ushered in our 'Year of Opportunities' with a call to seize the day, to break free of self-imposed limitations, to strive for our best in all things. Setbacks and failure are an inevitable part of life, but they should spur us on to try harder, grasp our opportunities, and they should never be used as an excuse to throw in the towel.

Rostrevor has a proud history of achievement and success. But, our College's story is also littered with setbacks. In 1933 Br Ignatius Leonard Mackey became headmaster at a time when the school had dropped in numbers and was heavily in debt and struggling to survive.

As Brother Bourke described in his book 'The Rostrevor Story':

Despite the desperate financial situation and the disappointing number of boarders, Brother Mackey's vision and quiet confidence in the future inspired him to plan a substantial block of classrooms. Rostrevor should be ever grateful that providence ordained that it was I.L. Mackey who was entrusted with the responsibility of the survival of the College. For it was a matter of survival and there were some in positions of authority who thought that the Brothers should perhaps cut their losses and sell Rostrevor.

It was a bold plan, one in harmony with Brother Purton's great vision, to decide to build seven classrooms and two science laboratories, designed to cater for over 250 students, when the total enrolment from Second Class to Leaving Honours stood at 133.

Suffice to say, the College not only survived but thrived under Brother Mackey's leadership, earning him the title as the second founder of the College.

Confidence, boldness of vision, trust in God, and a 'never give up' attitude have been the hallmarks of the Rostrevor story. This is our heritage and the legacy given by those who have gone before us. Reading the signs of the times, grabbing hold of opportunities with both hands, and dreaming big are our inheritance.

Throughout this year staff from Edmund Rice Education Australia have been assisting the College with planning for the future. As Principal, I have been working closely with them as they went about the task of undertaking a comprehensive review of the College.

One of the realities is that Rostrevor, like all Catholic Schools in East Adelaide, has had a contraction in enrolments. We are a healthy school of 830 students but have maintained some structures to cater for a much larger population. It is necessary to align our structures to our school population.

Ultimately, we want to ensure that money spent is directed to achieving the very best educational outcomes. Thus, we are refining our approach to ensure that resources are directed to programs and services that enhance a student-centred educational environment.

This is an exciting time for the College as it looks to undertake a significant renewal which will move our structures to reflect the new educational landscape of the 21st century. The heritage of confidence, faith and boldness of vision are very much at the heart of our plans.

This is an opportunity to reimagine Rostrevor College and find ways of working smarter and more efficiently so that we can continue to deliver the highest quality educational outcomes. This will also provide us scope to look at our fee structure and ways of making a Rostrevor education more accessible.

I believe in Rostrevor and the values embodied in the Touchstones. It was the Christian Brothers that gave me and my four brothers the inspiration to think big and overcome our own family's low socio-economic background. My parents ended their schooling at Year 8. My father, who forged his age to serve in the air force in WWII, returned to work the lines at the Golden Circle Cannery and died suddenly when I was 14 years of age, leaving our big Catholic family with a mum on a widow's pension. The Christian Brothers inspired us to excellence and we all achieved against the odds. That's why I am passionate about an Edmund Rice Education and that is why I am passionate about making Rostrevor College accessible to all families - that poor kid, that struggling family - that could have been me - that was me.

We are now moving into a period of transition and I thank you in advance in anticipation of your support as we undertake an exciting journey that will further enhance our wonderful College.

Academically our College continues to go from strength to strength. Our results last year speak for themselves with 24% of our Year 12 cohort achieving ATAR scores above 90 and 48% attaining an ATAR above 80. These results, when combined with 13 Merits and a Governor's Commendation are impressive. A Rostrevor education opens up endless opportunities.

Mahendra Chitrasu, the Dux of the College was awarded an ATAR of 99.9. He also served as Deputy Head Prefect in 2014. He continues to be held in especially high regard by both staff and students

alike and his pleasant demeanour coupled with his natural leadership capabilities make him a real asset to our community and a fine ambassador of our College.

On Marian Day this year we celebrated the blessing and opening of our \$4 million refurbishment of key teaching and learning facilities. While the Equity Hub and the Ideas Centre are the centrepieces of this transformation, it is worth remembering that the upgrade incorporated the Skills Centre, the Art Rooms, most of the classrooms in the Rice Building, the upstairs Mogg classrooms and the creation of two new classrooms above the Junior Campus administration building.

It was a much needed overhaul of some tired facilities which has brought them well and truly into the 21st century. While the focus was on the internals of the facilities, the polish up to the external façades has also been important in presenting an appealing campus.

Such a critical overhaul of so much of the campus was only possible through the generous support of the Rostrevor College Foundation which contributed \$2 million to the project. It is good to know that your contributions to the Foundation have helped to provide a much needed facelift for our campus. Likewise, the generous support of the Parents and Friends Association who provided \$50,000 towards the installation of critical technology throughout the facilities was gratefully received.

With our massive improvement in our academic results over the last three years, we hope the enhancements to these facilities will add further to the quality of the teaching and learning experience.

I also wish to express my heartfelt thanks to the parents, students and staff who participated in my Summative Appraisal. Overall, it was a humbling and affirming experience and the feedback was received with deep appreciation. It has been wonderful to receive confirmation from Edmund Rice Education Australia of my reappointment for a further 5 years.

I have tried my best during my first 5 years to be authentic as a leader in the Edmund Rice Tradition, while being strategic to deliver outcomes that will improve the school and enhance the opportunities to our students. Improving ATAR results and retention rates has formed the basis of a healthy Rostrevor and a very positive future for our College.

But, I never walk the journey alone and wish to thank the staff of the College for their great contribution to our continued success, particularly in the classroom. I also express my gratitude to the Senior Leadership Team for standing strong when difficult decisions have been required to be made.

I offer my thanks and appreciation to the student body who have proudly represented the Red and Black throughout the year. Particular thanks is extended to the 2015 Prefect Group under the able leadership of Head Prefect, Cristian Di Iulio, and Deputy Head-Prefect, Ben Jonas. You have maintained the tradition of servant leadership while energising the College through your endeavour and creativity.

I also pay tribute to the to the efforts of the Rostrevor Foundation, under the leadership of Mr Tony Franzon and the Parents' and Friends' Association, guided skilfully by Mr Rob Costanzo, along with all our parent supporters groups. Getting involved makes a world of difference to our Rostrevor family.

Finally, I wish to express my thanks to the College Board for their wisdom and advice throughout the year. In particular, on your behalf, I express my gratitude and admiration to the Board Chair, Mr Claudio Galloni, who finishes up at the end of this year. Your strength and determination to advance our College has been greatly appreciated and will be sorely missed.

In conclusion, we began this year by calling it the 'Year of Opportunities' and I have spoken of the legacy of the Rostrevor story that we carry with us being confidence, boldness of vision, trust in God, and a 'never give up' attitude. So, I conclude tonight by sharing with you a story that I feel encapsulates those themes:

Wishing to encourage her young son's progress on the piano, a mother took her boy to a Paderewski concert. After they were seated, the mother spotted a friend in the audience and walked down the aisle to greet her.

Seizing the opportunity to explore the wonders of the concert hall, the little boy rose and eventually explored his way through a door marked "NO ADMITTANCE." When the houselights dimmed and the concert was about to begin, the mother returned to her seat and discovered that the child was missing.

Suddenly, the curtain parted and spotlights focused on the impressive Steinway on stage. In horror, the mother saw her little boy sitting at the keyboard, innocently picking out "Twinkle, Twinkle little Star."

At that moment, the great piano master made his entrance, quickly moved to the piano and whispered in the boy's ear. "Don't quit, Keep playing." Then leaning over, Paderewski reached down with his left hand and began filling in a bass part. Soon his right arm reached around to the other side of the child and he added a running obligato.

Together, the old master and the young novice transformed a frightening situation into a wonderfully creative experience. And the audience was mesmerized.

Perhaps that's the way it is with God. What we can accomplish on our own hardly seems noteworthy. We try our best, but the results aren't always graceful flowing music. However, with the hand of the Master, our life's work can truly be beautiful.

Next time you set out to accomplish great feats, listen carefully. You may hear the voice of the Master, whispering in your ear, "Don't quit. Keep playing."

I encourage all in our Rostrevor family to step up to the piano of life and bravely play whatever tune you know. But always trust that God will sit down beside you and transform your music into a masterpiece.

Deputy Principal – Mr Frank Ranaldo

"Life is a gift and it offers us the privilege, opportunity & responsibility to give something back by becoming more."(Anthony Robbins)

In welcoming the College to the 2015 academic year, the Year of Opportunities, we encouraged all students to consider all the great opportunities available at Rostrevor College to set their goals and establish their own positive habits at school and at home. The Opening Ceremony in the Valley, the Prefects' Induction, the Parent Information Evening and the Dux Assembly all occurred within the first 3 weeks of the year. These were all wonderful celebrations which highlighted the many opportunities available to our students.

Our College Opening Ceremony seems to get better and better each year and now attracts an even bigger parent audience than ever before. It is wonderful to be able to welcome our new students into our community via a Year 12 Guard of Honour, and led by a bag-piper into the valley where they are greeted by their new House. At the Opening Ceremony, we also welcomed new staff. We welcomed Director of Boarding, Eugene Evans, Deputy Director of Boarding, Gerrard Doyle and Year 3/4 Teacher, Lucy Centofanti.

When Mr Dash welcomed parents at the Parent Information Evening, he referred to the 'Pyramid' of school-family partnerships where the student was at the apex. The success of any student at Rostrevor depends entirely upon the strength of the three-way partnership that must exist between student, family and school. This partnership has as its foundation, respect and trust. We thank families for their support of the College and its policies, expectations and rules, and of course support for their children along their learning journeys while at Rostrevor College.

Rostrevor College has developed a tradition of striving for excellence in the classroom and for recognising academic achievement and more importantly one's personal best. It is an extension of the importance placed on learning, particularly classroom learning, which our College considers the fundamental basis of our students' education. We acknowledge too that not all of our students will attain the highest standards and that excellence is measured in different ways for each student. It is the process, the aspiration, the diligence and improvement which we also award, that underpins our academic pursuits. We have an innovative and progressive school structure and superb facilities that reflect much planning and research into the education of young men.

The Year 10 Father (or male mentor) and Son Days and retreats were again a great success. The program consisted of two parts with 3 House groups participating in a Retreat on one day (boys only) and then spending the day with their father or male mentor, experiencing a range of activities here at the College on the second day. It worked in reverse for the other 3 House groups. Every year this has run we have received numerous messages of thanks and encouragement for it to continue. While it is difficult for some fathers to get time off work it is certainly worthwhile for all those who can attend.

The Middle Years Camps Program serves a variety of purposes and was extremely successful in 2015. It

is important in particular that new students be given the opportunity to mix with a significant cross-section of the year level and through the team-building activities, make new friendships outside of the classroom. The camps also provide the opportunity for the boys to work together to experience some physical challenges. These are all elements of an important "Rite of Passage" into their secondary years.

In 2015 our Social Justice Group launched a campaign, allied to the White Ribbon, entitled 'Real Good Men'. There was a deliberate choice to the title 'real' good men rather than 'really' good men. At Rostrevor we aspire for our boys to grow into 'real' good men, men with integrity (authenticity and wholeness) and goodness. Our Social Justice Group, under the guidance of Helena Sweeney, thought that it would be proactive in building an expectation of respectful relationships with females, including mothers, sisters, female friends, partners and female teachers. The aim of the campaign is to encourage students to take a stand against the use of physical or verbal violence against females.

One of the main celebrations of our traditions is the Feast Day of Blessed Edmund Rice (Tuesday 5 May). This is a celebration of the life of the founder of our schools, Irishman, Edmund Rice, who became a holy man through the great work of providing schooling to uneducated boys and young men, particularly the poor and disadvantaged. Through the order he founded, the Christian Brothers schools were started all over the world, including many in Australia. Thirty eight of these schools now continue under the banner of Edmund Rice Education Australia, the body that now carries on the founder's work, and of which we are all a part. The depth of poverty in our world reminds all of us who live comfortable lives that we must take action to help others. Edmund Rice Day is a time when we come together to celebrate and central to our celebration is our fundraising. The College community celebrated Edmund Rice Day with a mass in our Purton Hall followed by what we refer to as *Unfair Day* activities which were organised by our House groups.

Our Prefects took it upon themselves to organise Blue Week to help raise awareness of mental health. Prefects visited House gatherings during the course of the week to speak with students about mental health. Students were encouraged to seek support if they feel that they or a friend may be experiencing depression or anxiety. A number of events were offered during the week and students participated in a variety of Pastoral Care and House activities which culminated in an exercise at the conclusion of the week where students gathered in House groups and prepared messages of support which were displayed on pin boards.

At our summer and Winter Co-Curricular Assemblies we celebrate the achievements of students outside the classroom and highlight the enormous array of talent that exists in our community. Our Co-Curricular Program enriches students' learning by providing an educational experience beyond the

classroom – an opportunity to experience success and expand an understanding of personal and collective strength, worth and talent in a variety of settings. An important aspect of participation in co-curricular activities is the ability to make people feel they are part of something, a team member and a member of the Rostrevor Community - a community which is made up of students, parents, old scholars and of course staff. At these events we not only congratulate all those who win awards but also those who willingly participate in the activities, to all parents who help with coaching, transport and assist on match days, and to our staff for their continued involvement in this essential dimension of our College life. I would like to especially thank Mr Jeff Fischer and Mr Simon Laube for their tireless work in their roles as Co-Curricular Co-ordinators.

At Rostrevor, we believe that every student has valuable contributions to make. Our approach to teaching and learning is dedicated to providing high quality educational options for all students. It is an honour for us to recognise those students who have achieved high levels of academic accomplishment. They inspire us, they inspire their fellow students, and they are tremendous representatives of Rostrevor College.

The Academic Shield acknowledges how well students in each House perform in their studies. We

APRIM – Brother John Ahern

This year was named as the Year of Opportunities at Rostrevor College. The opening ceremony in the Valley on day one took this theme with the key reading being the parable of the talents from Matthew's Gospel chapter 25, with a series of Blessings for the year were read out by the Prefects. Once again, a key focus in Term 1 was Lent and Project Compassion. Ash Wednesday was celebrated in the Valley and each person had the opportunity to receive the ashes as a sign of turning from sin and embracing new life. The Year 10 Retreats were again held in Term 1 to link in with the Father/Son days. The key theme was, gain around the Good Samaritan story: "who is my Neighbour?" As usual the highlight of Term 1 was the Year 12 Retreats held over the last three days of term. Webb and Barron House travelled to Toc H at Victor Harbor led by Mr Malkin and Mr Lucas. O' Brien enjoyed their time at Dzintari at Normanville with Mrs Hodkinson and myself. Egan again went to Elliot led by Mr Bill Trewartha, while Murphy also went to Victor Harbor at Adare led by Ms Bosco and Mr Footner. Gurr House travelled to the Adelaide Hills led by Mr Vickery. Once again, it was heartening to hear the feedback about stories shared and the chance to get in touch with their deeper aspirations. A celebration of Easter for the whole school was held in the Purton Hall led by students from Year 10.

It was good to be able to welcome back old Scholar, Fr Michael Romeo, to celebrate the Edmund Rice Mass on 05 May. This was followed by Unfair Day which again raised money for our Indian Charities. The Year 12 Youth Ministry classes prepared and conducted the Year 8 Retreats in June under the direction of Mr Mazzarelli. I was privileged to hear some of the leaders speak from the heart with personal testimonies to the Year 8 boys. Term 2 was a key one for our Year 11 cohort

determine the recipient of the shield by calculating the Grade Point Average for each student and then calculate an average for each House. This then gives us a score out of 100 for each term. At the end of the year, we award to the House with the highest score averaged over 3 terms, the Godfrey Hall Academic Shield. Last year the shield was awarded to Egan House. The Godfrey Hall Academic Shield was awarded to Webb House for 2015.

I would like to acknowledge the great work and efforts of all members of the 2015 Executive team. I am very fortunate to work with a group of people who not only support me in my role but also inspire me to look for ways of improving how we do things and this is always with a view to improving student outcomes.

Finally, I would like to thank Julie Pratten (Teaching & Learning Assistant) for her dedication to her role, her tireless efforts in ensuring that student reports are delivered on time and all other external deadlines are met, her high level of professionalism in producing College publications such as the Curriculum Handbook, Parent Calendar and Student Planner, just to name a few. More importantly, I would like to thank her ongoing support and friendship.

as they attended their first live away retreat and then did a week of Service Learning. Webb House went to Pt Elliot led by Mr Malkin, O' Brien attended Toc H in Victor Harbor directed by Mrs Hodkinson. Egan went to Adare in Victor Harbor with Mr Trewartha, while Murphy travelled to Shiloh Hills with Ms Bosco. Gurr enjoyed the surrounds of McLaren Flat with myself and Mr Vickery and Barron went to Normanville guided by Mr Lucas. Reports back from each retreat were very positive. The Service Learning week was also embraced very positively by the students.

Term 3 is always focused around Marian Day, which is always celebrated as close to the Feast of the Assumption of Mary as possible. This year it was decided to open the re furnished Equity Hub, Edmund Rice building and the new Resource Centre, now the Ideas Centre. The Mass and talks would occur as normal with a luncheon provided for each House. The Priest that had been booked became ill, so Fr James Valladares stepped in, led Mass in Purton Hall and then blessed the new facilities. The whole congregation joined in the actual blessing ceremony in the hall. The Year 7 Retreat was also held in Term 3 this year, on site using the Pavilion. The Year 10 Youth Ministry classes once again led a Retreat for our Year 4 cohort as they prepared for Confirmation. St Joseph's Hectorville was the other school that they also worked with. Sunday 16 August saw the Year 4 students who elected to prepare for Confirmation gather at St Joseph's Tranmere. The ceremony was beautifully led by Fr Philip Marshall and the students were well prepared by Mr Adam Pipe and Ms Lucy Centofanti.

As usual this year saw each House celebrate a Mass. The theme was around the school theme of making the most of opportunities. The gospel was

the parable of the great Feast. Fr James also led most of these and always had a story to illustrate his main points in the homily. The Year 11 Youth Ministry classes ran the Year 9 Retreats on the one day across three different venues: Callan Hall, the Drama Centre and the Pavilion. Again, it was inspiring to see young leaders stand up for what they believe in. The last term is always spiritually focussed on Advent and the lead up to Christmas. Each year level below Year 12 has a farewell liturgy which centred on the Advent wreath and the true message of Christmas. The Year 6 class had a mass which is themed on the Rite of Passage for them as they prepare to transition to the Middle and Senior Years. This was celebrated by Fr Anthoni Adimai from Hectorville. At the end of the year the Adelaide Diocese hosted the Catholic Youth

Festival which saw over three thousand young people attend from around Australia. Year 11 students Alex Cusack, Jonathan Leonard, Zachary Centofanti, Sam Draper, Keanu Eliepa, Marcus Sosa and Michael Sosa all attended a number of sessions along with Mrs Sweeney, Mr Callisto and myself.

As I look back on another busy year, I feel that many opportunities are given to the students to reflect on their faith and spirituality. I thank the team that worked with me, namely: Mrs Robinson the Acting Head of Religious Education and Mrs Helena Sweeney the Service Learning Coordinator for their work in ensuring that the Heart, Head and Hands keep working together. The Heads of House also do terrific work in coordinating the Chapel Assemblies and helping lead the Retreats.

Director - Junior Campus – Mr Geoff Aufderheide

2015 has been a busy year for all involved with the Rostrevor College Junior Campus. Whilst we recognise that the 'main game' is in the classroom, it is clear that at a College like ours, the opportunities we provide outside the classroom or as extensions of learning, round out the holistic educational experience we offer. For this to be so successful it is important that the boys are actively engaged in what they do and I can report that the young men of the Junior Campus in 2015 have certainly taken every opportunity 'by the scruff of the neck!'

Perhaps the most exciting event for 2015 may well have been our first foray to Canberra for the Year 6 students. We could have been forgiven for thinking that Canberra was giving us an extra special welcome upon our arrival as the skies were full of helicopters and there was a buzz in the air you could almost 'feel'. Our arrival time was impeccable because as we drove into our Nation's Capital, Australia was to announce it had a new Prime Minister! Throughout the week we were so very proud of the students who presented themselves with great pride and they took in everything they could of the whole experience. Whilst surrounded by other, various schools at Parliament House one particular afternoon, one of the security men approached me and said, 'Trust me, I don't say this to everyone, but your boys are easily the best behaved I've seen here in months and their uniform and obvious pride in their school is exceptional.' Not bad feedback! It was such an action packed few days that it was no surprise most boys had a rest day on the Friday of that week!

With a change to our Leadership discernment process for all leadership positions in the Junior Campus, this meant that our Year 6 Leadership Team had been determined at the end of 2014. Thus in 2015, we redesigned our Aldinga Camp for Year 5 boys and asked our Year 6 Leaders to attend and support the boys. This was incredibly successful and a real break from previous years as the Year 5 boys engaged in all activities with gusto and the Year 6 Leaders hit the ground running in developing stronger relationships with their younger peers. Speaking of leadership, I would like to take this opportunity to publicly thank and acknowledge our Student Leaders for the 2015 Academic Year. Our Campus was confidently led by Tyson Walls as our Campus Captain and he was more than ably

assisted by our Campus Vice-Captain, Jack Basso. It has been a pleasure to observe these two fine young lads lead by example; both always respectfully dressed, positive in their approach and eager to make a difference. These boys also received outstanding support from the House Captains and I also acknowledge their work along with the work of our Environmental and Social Justice Leaders and teams.

Of course a boy's school wouldn't be just that without a healthy dose of competition! Our House Leaders did an incredible job of hosting major Inter-House sporting events each term and it is now our annual tradition to hold Cricket, Soccer and Football House Carnivals at the end of each term. The competition was 'spirited' at times; however, these games provided an opportunity for our older lads to lead and to get to know their younger House mates. In addition, we held our very successful annual Swimming Carnival (Won by Gurr House), Athletics Carnival (Won by Egan House) and the traditional Cross Country run in and around the College (also won by Egan House). These events, coupled with our extensive Co-curricular program, have meant our boys have had many chances to engage with their peers, younger and older, in many different ways and they were all very successful.

Traditionally too, we provide an opportunity for our boys to engage in our Sacramental program and in 2015 we proudly presented a cohort of young men as they made a commitment to the Catholic Church through the Reconciliation process and also via Confirmation and First Holy Communion at the local St Joseph's Parish in Tranmere. We are, as always, incredibly indebted to Father Anthoni Adimai for his leadership and support of this important process and also to Father Phillip Marshall for his respectful and loving guidance with our Confirmation group. In addition, we celebrated with the 'big boys' at the College on a regular basis as an R-12 school, enjoying Easter celebrations, Edmund Rice Feast Day and we also enjoyed coming together to acknowledge Harmony Day/Bullying No Way, Mother's Day and Reconciliation Week. We look forward to continuing in our engagement with our older peers at the College as this truly makes us an Inclusive R-12 school.

I often highlight that one of the great advantages of an all-boys environment is that our young men feel very comfortable amongst their peers in taking risks with their learning. This also extends to our Music program, led by Mr DeGeorge. It is indeed a pleasure to see young men take to a stage with confidence during events like our annual Brass and Woodwind Concert and Junior Campus Music Night. The professionalism and willingness to step out of a comfort zone is refreshing, particularly at a young age, because this allows boys to be truly who they are without the threat of embarrassment or fear. To see a Year 4 boy perform a keyboard piece in front of an audience and the look on his face as he receives applause is, as they say in the Ad, 'priceless'.

We are also proud of the way we have completed 2015. Our reports indicated great effort from an academic point of view with effort in study being a focus for all. Our NAPLAN results continue to improve on an annual basis and we continue to seek out opportunities to offer different experiences for the boys in our care each day. Perhaps a real highlight that has now been incorporated is our end of year Rite of Passage ceremony for the Year 6 boys as they move into Year 7 at the College, and the formal commencement of their Middle Schooling. As mentioned in other communication throughout 2015, a rite of passage is: '*A ritual event that marks a person's transition from one status to another. Rites of passage explore and describe*

Director - Student Welfare – Mr Evan Pezos

Whenever our students learn to relate with one another, are able to work side by side and recognize their common humanity irrespective of cultural differences, then Rice High School is true to its founding vision. Br P Pinto 2002

2015 was lively, diverse, spirited and progressive. As a Catholic all boys' day and boarding school in the Edmund Rice tradition the young men of Rostrevor College immersed themselves in the daily happenings in pursuit of a holistic education. Br P Pinto's words in 2002 to members of an ER school in New York, reflect the shared moral values the College has with its parent community in its attempt to produce well-rounded, confident and outstanding young men who go on to be respected role models in their respective communities; in other words 'men for others'

In all that we seek to do, we recognize and work to remain true to, our guiding EREA touchstones ('Inclusive Education', 'Gospel Spirituality', 'Liberating Education' and 'Justice & Solidarity') and to promote the ideals implicit within our aim to provide an expansive, liberal education which develops the whole person and teaches a love of the pursuit of excellence, not just academic excellence but relational excellence. The dedicated work and enthusiastic endeavour of all sectors of the Rostrevor community enabled us to enjoy a productive and, in most ways, highly successful year from a pastoral perspective in our attempt to promote student wellbeing.

Its just not simply possible to outline in detail the exhaustive list of wellbeing initiatives undertaken at the College across all years R-12 inclusive. Needless to say however, that every one of those initiatives help contribute to the fostering of better relations

various notable milestones in an individual's life, for any marked transitional stage, when one's social status is altered.' Thus, to round off the 2015 Academic Year for the Junior Campus, we passed our Year 6 boys on, with dignity, care and respect to the Heads of House and House Prefects so that they may continue the journey as these young men move towards bright futures. We wish them well.

It would be remiss of me not to thank our tireless staff for their consistent approach to the care of our boys and their willingness to often go the extra distance to ensure the boys are challenged by engaging learning and opportunities. I also offer my thanks to Mr DeGeorge (Assistant Director, Well Being/Music Program Coordinator), Mrs Monaghan (Assistant Director, Teaching and Learning) and Mr Laube (Co-curricular and Sports Coordinator) for their hard work and dedication. In addition, I wish to extend my personal thanks to Mrs Roberts – possibly the best Personal Assistant in the history of the world! Their work in support of my role has been exceptional and of great comfort to me.

Finally, I thank the boys and you their families. 2015 saw a tremendous growth of participation from our community members with regular attendance at events like our breakfasts, Father/Male Mentor and Son nights, Music nights, Information nights, after school sports – the list goes on and on. Without your support of what we do, we would not be the vibrant place we are today. Thank you all.

between peers and staff. Just as importantly, the Pastoral Care Program provides ongoing support, builds resilience, raises awareness of social issues, encourages the pursuit of excellence, develops the respect for the uniqueness and dignity of all individuals, develops a sense of personal responsibility and appropriate behaviours and builds lasting, positive relationships across a broad range of year levels.

The following represents a cross section of wellbeing initiatives;

Year 6-7 Transition – 2015 saw a greater emphasis on exposing our Year 6 students to the expectations of the middle years and daily routines of the Senior Campus. This process commenced in Semester 1 and gathered pace as the year drew to a close. Whether it was allocating Year 6's with a locker, inviting them to be part of House based gatherings in the Chapel and or Kelty, meeting with Year 7 teachers and participating in 'familiarity' sessions with myself and Director Of Teaching & Learning Ms Marshall, they all helped Year 6 students feel 'at home'.

Year 7-9 SAPOL Cyberbullying Presentations –In addition to the activities at PC level, SAPOL are invited to deliver factual and poignant information relating to the moral and legal consequences in relation to student safety on-line

Year 10 & 11 RAH P.A.R.T.Y Program (Prevent Alcohol and Risk-Related Trauma in Youth) - SA

Health and the Central Adelaide Local Health Network invited Rostrevor College to participate in a pilot P.A.R.T.Y. program at the Royal Adelaide Hospital. This program is a world-wide trauma prevention initiative and is the first of its kind to be held within South Australia. This was very well received by students and staff who attend thus we were very lucky to be involved.

Active Director - Teaching & Learning – Ms Marylyn Marshall

We are blessed to belong to a diverse community at Rostrevor College. From a teaching and learning perspective, this variety offers students many opportunities for learning in a broad range of curriculum areas and through the many teaching styles of our staff. In order to better accommodate the individual needs and profiles of students within the classroom, professional development has focussed upon differentiation in 2015. This approach to teaching promotes active planning for student difference. Dr Carol Ann Tomlinson explains differentiating instruction and the accommodation of the different ways that students learn as 'common sense' as long as it is cemented in the 'theory and research of education.' As such staff have learned alongside Dr Leslie Henderson of Flinders University this year as well as spending time in faculty groups to design curriculum with a differentiated focus.

Student responsibility for learning has also been an emphasis. The introduction of the policy for Missed Assessment Work has not only clarified the process of work submission for all Middle and Senior students, it has reinforced the student's part in the submission of work and the consequences for non-submission. By ensuring that steps are taken to ensure work is completed and submitted, the policy and its process have the intention of student success at its centre.

In the Year of Opportunities it seemed apt that we celebrated the achievements of those who embraced their studies and realised their unique academic potential. At the Dux Assembly we acknowledged the 2014 results including the fact that 98% of grades achieved were As, Bs or Cs. A and B grades were achieved by 83% of the cohort. Forty students achieved an Australian Tertiary Admission Rank (ATAR) above 85 while twenty eight students, 24% of the eligible cohort, achieved ATARs of above 90. Fifteen of our students accomplished results within the top 5% of student achievement with results above 95.

The pursuit of academic excellence was evident in the addition of eight students achieving thirteen grades of A+ with Merit and one A+ awarded. Two of our students achieved an ATAR of above 99. Our Proxime Accessit Ramzy Al-Moughraby achieved a result of 99.7. Mahendra Chittrarasu was named as the Dux of the College for 2014 by obtaining an outstanding score of 99.9. This placed him in the top 0.17% of all South Australian student results. In recognition of this achievement, Mahendra was

Year 12 Encounter Youth "Safety at Schoolies" presentation - This seminar continues to encourage young people in making great choices and to look after themselves and their mates as they celebrate the end of their schooling. Additionally, Solicitor Mark Twiggs also presents a legal perspective in relation to appropriate/inappropriate choices by students at that time of the year.

awarded a Governor of South Australia Commendation. This acknowledgement of academic excellence is reserved for just twenty five students out of more than 13,900 people.

Achievements within NAPLAN for the Junior and Middle Years in 2015 are also reassuring. Students who achieve at or above the National Minimum Standard remain encouraging and high in most areas. Of particular note in relation to 2015 results is the increase in success rate and percentage of students achieving this standard compared to 2014. This year there was significant improvement in Year 3 results in Writing while Reading, Spelling and Numeracy improved in Year 5. In Middle Years results tended to replicate the previous year aside from Year 7 where there was a pleasing improvement in Writing.

Academic achievement is also acknowledged within the College through the awards system that operates on a termly basis. From Term One to Three, 95 Christian Brother Awards, 156 Principal's Awards and 116 Palma Merenti Awards were issued to students. Consequently inter-house competition for the Academic Shield 2015 was healthy and a close run race. Ultimately, Webb House was the overall winners with Gurr House coming a close second.

It has been a pleasure and a privilege to work in an acting capacity in the role of Director – Teaching and Learning for 2015. I thank Mr Dash for the opportunity and wish Mrs Kerry Hodgkinson every success in the position for the future.

Our Heads of Faculties are dedicated and passionate about their learning areas of responsibility. Thank you to them this year for their work and their contributions to continue to improve teaching and learning at Rostrevor College. Thank you to Sonja Robinson who continued her role of Acting Head of Religious Education in 2015 and to Cherrell Murray as Head of Inclusive Education and Director of Equity Services for her years of contribution to Faculty Council and the College. We farewell Ms Murray who embarks upon a new position in another College and wish her every success.

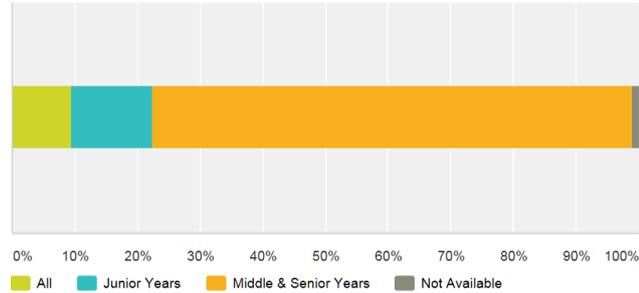
Teaching and Learning is at the core of a school's business and there are many demands placed on staff involved in the support of this fundamental service. In keeping with tradition, I would like to acknowledge the untiring work, professionalism and dedication of Julie Pratten (Teaching and Learning Assistant).

Parent, Students & Teacher Satisfaction

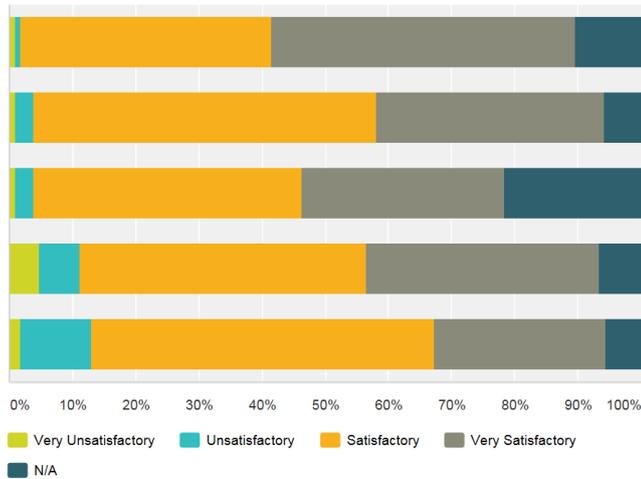
Late 2015, parents, staff and students were asked to respond to a Satisfaction Survey consisting of questions associated with our Co-curricular Program, Community relationships, Spirituality, Pastoral Care, the Environment and Academic Excellence.

Results gathered informed strategic directions for the College community.

Responses

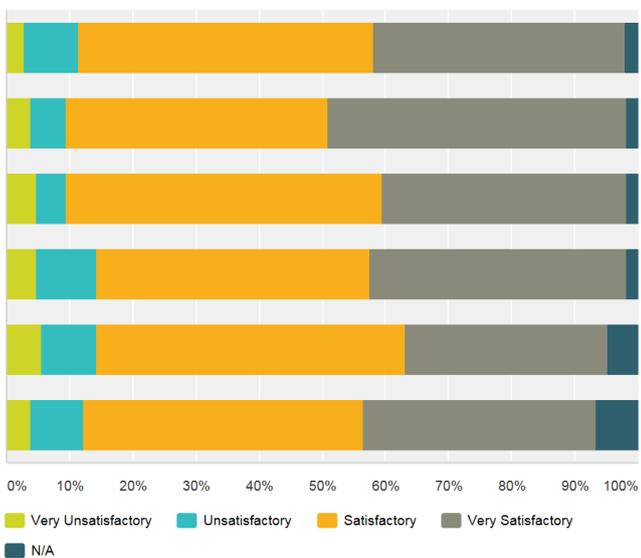


Spirituality



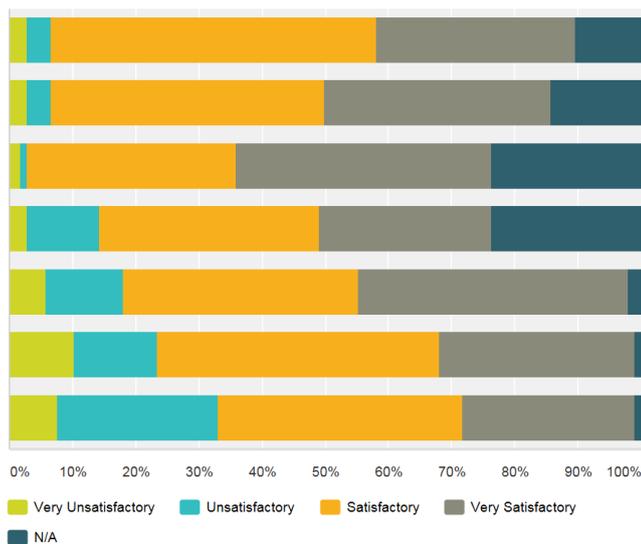
- A Provides meaningful and enjoyable retreat experiences.
- B Provides meaningful and relevant Liturgical experiences.
- C Prepares and sends students on Service Learning experiences which positively affect their values.
- D Provides a relevant and challenging Religious Education Program.
- E Provides opportunities for and time to learn more about Prayer.

Pastoral Care



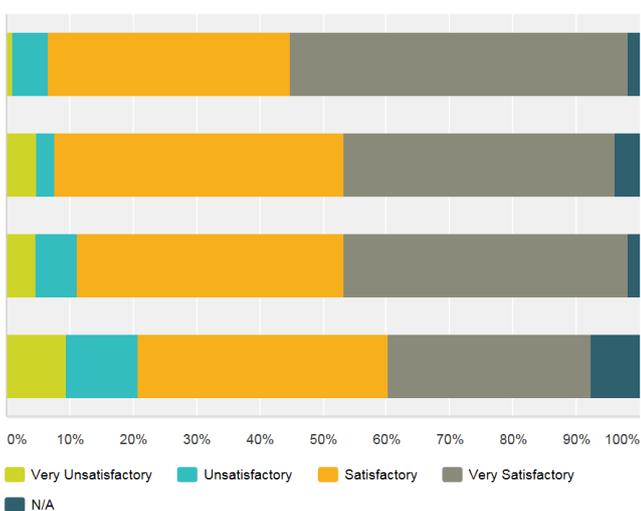
- A Offers opportunities for older students to mentor younger students given the vertical pastoral care structure.
- B Is a place where students always feel safe and welcome?
- C Provides a nurturing and caring environment.
- D Promotes a holistic education through an appropriate Pastoral Care Program.
- E Encourages self-discipline.
- F Provides opportunity for parent contact with Pastoral Care teachers.

Curriculum



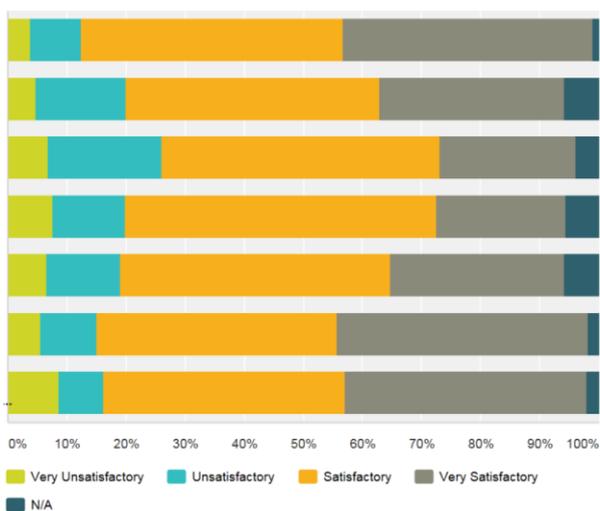
- A Offers support programs for students, eg. Online Study Skills Program.
- B Offers opportunities for extension and acceleration (LEAP).
- C Offers opportunities to study Vocational Education and Training (VET) subjects.
- D Provides an appropriate Inclusive Education programs for students.
- E Encourages the pursuit of personal academic excellence.
- F Provides detailed, frequent and useful feedback on each child's academic performance.
- G Has teachers who are responsive to each child's individual needs.

Co-curricular



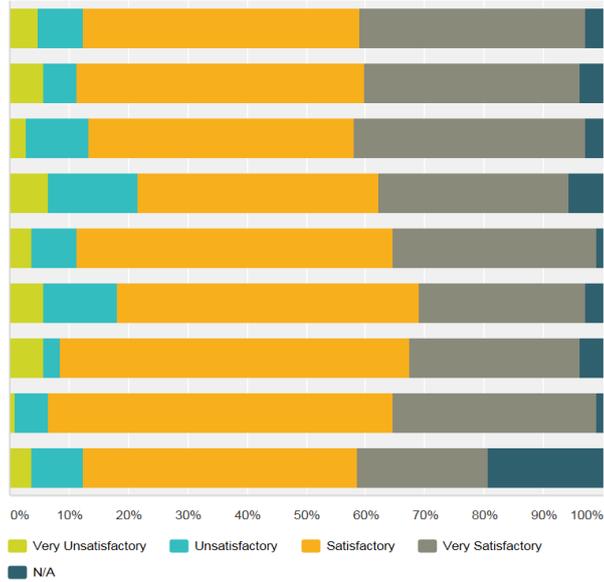
- A Provides a wide range of varied activities.
- B Caters for a number of different levels of abilities.
- C Provides appropriate emphasis on sport in relation to other co-curricular activities.
- D Encourages students to perform at their best.
- E Is supervised by experienced and adequately qualified coaches.

Personal Responsibility



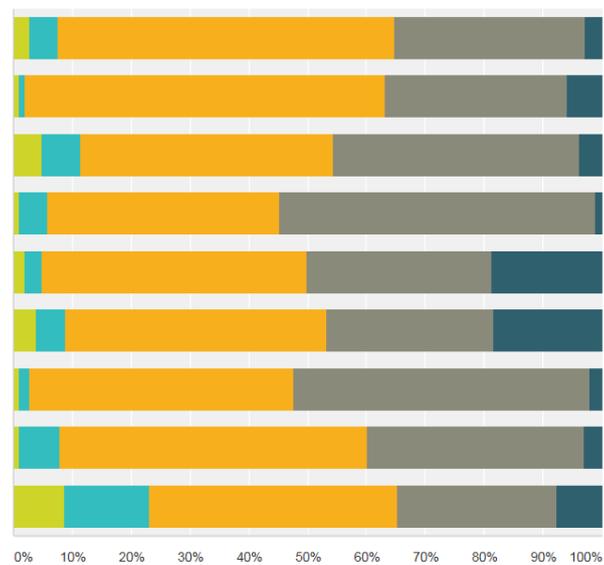
- A Clearly defines rules and expectations.
- B Teachers are fair in their dealings with students.
- C Applies appropriate sanctions for misdemeanours.
- D Works in partnership with parents.
- E Has a clear process for dealing with inappropriate behaviour.
- F Enforces the correct wearing of the College uniform.
- G Clearly communicates appropriate personal grooming expectations.

Communication



- A Offers opportunities for parents to discuss their son's achievement at meetings, Parent-Teacher Interviews, via email contact, etc.
- B Offers parents access to a variety of information via the Parent Portal.
- C Effectively utilises different modes of communication, eg. written, email, SMS, etc.
- D Takes all concerns expressed by parents seriously.
- E Staff are approachable and always willing to help my son.
- F Efficiently and effectively responds to enquiries and concerns.
- G Offers information on the website which is relevant, engaging and accessed frequently.
- H Offers information via the College Newsletter which is relevant and engaging.
- I Offers information on Facebook which is relevant and engaging.

Facilities



- A Appropriate classroom facilities.
- B Appropriate Spirituality facilities and resources.
- C Appropriate Library facilities (Ideas Centre) and resources.
- D Appropriate Physical Education & Sports facilities.
- E Appropriate Visual Arts facilities.
- F Appropriate Performing Arts facilities.
- G Appropriate Science & Technology facilities.
- H Appropriate Information & Communication Technology facilities and resources.
- I Appropriate change room and toilet facilities.

Post School Destinations

Post School Destinations

Students who withdrew from studies during 2015 pursued a variety of pathways including gaining apprenticeships, entering the workforce, etc. SATAC data shows that 88% of our 2015 graduates will be studying on a full-time or part-time basis. A variety of other options were also pursued by the other 12% of students. This included travel, work and completion of further studies at alternative school sites

Tertiary Institute	%
University of Adelaide	50.6
Flinders University	5.6
University of South Australia	42.7
Charles Darwin University	1.1

Courses Obtained

Course	%	Course	%
Engineering	12.4	Arts & Social Sciences	3.4
Economics, Business or Commerce	15.7	Design or Architecture	4.5
Law	3.3	Technology or Info Tech	7.8
Applied & Medical Sciences	23.6	Education	2.3
Agriculture	11.2	Journalism	3.4
Sports & Health Sciences	10.1	Other	2.4

Self-Assessment Process

During 2015, the school engaged in a self-assessment process that led to development of a School Improvement Plan, based on the domains specified in the Continuous Improvement Framework for Catholic Schools (CESA).

The domains of the Continuous Improvement Framework for Catholic Schools have been linked to the College Strategic Plan from which the Operation Plan has been generated. Self-Assessment Tools used are outlined in the table below;

Domains of the Continuous Improvement Framework	Link to College Strategic Plan	Self-Assessment Tools
<p>Catholic Identity</p> <p>This domain addresses the effectiveness of our Catholic school in expressing and witnessing our Catholic identity by bringing faith, life and culture together into a coherent synthesis. We do this through strong partnerships with the wider Church community, provision of high quality Religious Education and ensuring that our Catholic Vision and Mission permeates the life of the school.</p>	Spirituality and faith in action	<ul style="list-style-type: none"> • Community Satisfaction Survey • EREA School Renewal • Staff completing Graduate Certificate in RE • EREA Formation • Sacraments Program
<p>Focussed Vision & Goals</p> <p>This Domain addresses the effectiveness of our Catholic school in establishing a shared vision of Catholic education that focuses on an educational environment which resonates with students and their families both culturally and deeply.</p>	Spirituality and faith in action & Wellbeing and personal growth	<ul style="list-style-type: none"> • Community Satisfaction Survey • Student Wellbeing Survey • Bullying & Harassment Survey
<p>Strong Leadership</p> <p>This Domain addresses the effectiveness of our Catholic school in leading purposefully for sustained, high quality, student-centred school performance and a culture and practice of continuous improvement.</p>	Excellence in education	<ul style="list-style-type: none"> • Community Satisfaction Survey • POR Reviews • EREA School Renewal • Staff Personal Professional Learning Plans & Conversations • Staff Consultative Committee
<p>High Expectations of all</p> <p>This Domain addresses our Catholic school's deep belief that every student is capable of successful learning and that all staff and families have a shared responsibility for the learning and success of all students within a culture of continuous improvement.</p>	Excellence in education & Community connections	<ul style="list-style-type: none"> • Community Satisfaction Survey • SMART Goals for students • Parent-Teacher-Student Interviews • Education Plan Meetings (including ILP & IEP) • Staff Consultative Committee
<p>High Quality Teaching & Learning</p> <p>This domain addresses the effectiveness of our Catholic school in providing high quality teaching and learning through the design, implementation and delivery of contemporary and engaging curriculum and educational practices.</p>	Excellence in education	<ul style="list-style-type: none"> • Community Satisfaction Survey • Staff Personal Professional Learning Plans & Conversations • Lesson Observations • Student Evaluations • Professional Learning Groups • SACE Board Professional Development
<p>Effective Use of Data</p> <p>This Domain addresses the effectiveness of our Catholic school in gathering and interpreting data to identify strengths, challenges, trends, and patterns to assist in improving student outcomes and overall school performance.</p>	Excellence in education & Wellbeing and personal growth	<ul style="list-style-type: none"> • Community Satisfaction Survey • PAT testing for • NAPLAN Analysis • Automated systems to provide data on a weekly basis. • Analysis of SMART data

<p>Orderly and Safe Learning Environments</p> <p>This Domain addresses the effectiveness of our Catholic school in creating a safe, respectful, tolerant and inclusive learning environment that is centred on the values of love, compassion, justice, reconciliation and hope thus supporting and encouraging successful learning for all students.</p>	<p>Making the most our space & Spirituality and faith in action</p>	<ul style="list-style-type: none"> • Community Satisfaction Survey • Student Wellbeing Survey • Bullying & Harassment Survey
<p>Strong Home, School, Community Engagement</p> <p>This Domain addresses the effectiveness of our Catholic school in engaging with our families, parish and community in its mission to be a dynamic faith community.</p>	<p>Spirituality and faith in action & Community connections</p>	<ul style="list-style-type: none"> • Parents & Friends Association • Parent Engagement Committee • Community Satisfaction Survey • Old Scholars groups
<p>Effective Administration & Resourcing</p> <p>This Domain addresses the effectiveness of our Catholic school to administer the school's human and physical resources, finances and infrastructure equitably to maximize student outcomes.</p>	<p>Making the most of our space</p>	<ul style="list-style-type: none"> • ICT Committee • Community Satisfaction Survey • WHS Committee • Equity Council • Planning & Building Committee • Finance Committee

School Improvement Plan

Our College Strategic Plan focuses on five key areas to build on the strong foundations of our College.

1. Excellence in education
2. Wellbeing and personal growth
3. Spirituality and faith in action
4. Community connections
5. Making the most of our space

An Operational Plan has been generated listing specific strategies and aims / targets / goals for each of the 5 areas of focus.

Excellence in education

	Strategy	Aim/Target/Goal	Notes
1.5	Establish a mechanism to track student achievement over a five year period	To enable a more longitudinal approach to celebrating student development and a method to identify at-risk students	Reports for identifying students at risk completed, SACE completion, meeting ATAR requirements. Review of the Academic Review Process
1.13	Improved access to student data to inform targeted teaching	Development of an F-10 Mapping Tool (based on the Australian Curriculum) to record levels of achievement by topic for each Learning Area.	Ongoing
		Student data, including reports, NAPLAN data, Education Plans, etc. to be accessible from Student Info Centre (Staff Portal)	Completed
1.15	Expand VET pathways and "Timetabled VET offerings"	To continue to explore timetabled VET options for 2016	Cert III Fitness offered at Stage 1 & 2 levels in 2015. We are exploring other VET courses which can be delivered on the timetable.
1.16	Focus on Engineering Science	Introduction of a Science, Technology, Engineering and Mathematics (STEM) Program in the Middle Years.	Exploring options for introducing STEM in the Middle Years. Established a partnership with Elevate Education to introduce STEM in R-7.
1.19	Undertake the Diagnostic Inventory for School Alignment (DISA) and develop a Whole School Pedagogical Framework	To enhance learning outcomes by ensuring we employ a common language and approach for student learning and develop a pedagogical framework for teaching and learning.	DISA completed. Staff will be working on developing a Pedagogical Framework in 2016 to implement by 2017.
1.20	Year Curriculum Implementation Plan for Differentiation	Continue to tailor our curriculum to boys' developmental needs for today's world.	Ongoing. Teachers will commence Australian Institute of Assessors Modules in 2016 on differentiating assessment.
1.21	Develop a new Technology Strategic Plan 2016 – 2018	Demonstrate leadership in the use of technology to enhance learning and move towards POD (Parent Owned Devices) in the Senior Years.	Year 10 POD implemented successfully. Year 11 POD to be implemented in 2017. Quotes received for ICT audit to establish key areas for developing our Technology Strategic Plan.

Wellbeing and personal growth

	Strategy	Aim/Target/Goal	Notes
2.4	Develop a more diverse range of Inter-House activities that enable students with a range of abilities to participate	To ensure that all students are able to engage in Inter-House, community building activities	Activities in 2015 included; Blue Week Harmony Day Activities Close the Gap Event Hands up for Refugee Activities National Reconciliation Week
2.6	Develop a system to acknowledge and celebrate the variety of staff and parent contributions to the College.	To ensure that we are acknowledging and celebrating ALL the great things that people do to build up the Rostrevor Spirit	Using Social Media Recognition of volunteers
2.8	Explore the possibility of a soft-top weekend camping program, incorporating peer mentoring, for students-at-risk	To help re-engage students who are at risk and provide mentoring opportunities for older students	Ongoing Rock and Water Camp
2.9	Research and develop a cost-effective program to expand the recreational opportunities for Residential students	To ensure that Boarders are engaged and their recreational needs are fully met	Weekend Recreational Programs introduced
2.10	Research and design a Personal Development and Life-skills Program specific to the needs of Residential Students	To ensure that the personal development needs of Boarders are met and that they are ready for a smooth post-school transition	Leadership Camps introduced for Residential Students – including Life Skills Program
2.14	Introduction of the Child Protection Curriculum	All staff meet training requirements Deliver the curriculum via year level seminars Gather evidence of learning via the Health & Physical Education Curriculum	Ongoing. Key staff attended training at Catholic Education SA. Involvement in regional network
2.16	Implementation of <ul style="list-style-type: none"> • MindMatters & KidsMatter programs • Emotional Regulation (Common) • Assertiveness Training • PC Program 	Successfully equip our boys with the knowledge and tools needed for life.	Ongoing. Key staff attended MindMatters training. KidsMatters introduced in the Junior Years
2.20	Explore the implementation of tracking systems to more efficiently monitor attendance patterns and behaviours	To enable Pastoral Care teachers to more effectively and efficiently track attendance patterns – absences and lates. To enable year level teachers to more effectively and efficiently identify patterns of behaviours which may require intervention.	Completed. Automated system introduced which provides Heads of House attendance data / patterns at the beginning of each week

Spirituality and faith in action

	Strategy	Aim/Target/Goal	Notes
3.1	Develop resources and provide staff training to promote prayer and reflection in the classroom and in Pastoral Care groups	To enhance the prayer experience of students by up-skilling staff in designing meaningful and engaging prayer experiences	Staff training organised for early 2016 for designing Retreat Programs. Session delivered by Br John regarding the design of prayers and resources available.

3.5	Audit the religious and cultural iconography across the campus and develop a plan for its upgrading and improvement.	To visually celebrate our identity as a Catholic School in the Edmund Rice Tradition and to recognise the cultural heritage of Aboriginal and Torres Strait Islander peoples	Completed.
3.9	Establish guidelines for Retreat experiences	Ensure that there is a sequential nature to Retreats at Rostrevor College Development of a retreat Scope & Sequence	Ongoing
3.10	Review RE Program	Audit what we are doing Renew and add topics Look for gaps/crossways	Ongoing
3.11	Prayer & Liturgy audit	Search for best practice with adolescent boys	Ongoing

Community connections

	Strategy	Aim/Target/Goal	Notes
4.1	Further develop community and agency links to promote educational outcomes	To ensure student readiness for transitioning to University, TAFE or the workforce	Pathways to Post Secondary Program developed. Staff Professional Development link established with Flinders University.
4.2	Further develop a Parish School Network which provides opportunities for sharing ideas and resources	To maximize the number of boys enrolling at Rostrevor	Parish Partner School Principals invited to Rostrevor. Ongoing meetings with Partner School Principals. Ongoing involvement with East SACPA Regional Principals group.

Making the most of our space

	Strategy	Aim/Target/Goal	Notes
5.2	Conduct an external demographic analysis of the projected school population	To enable the College to more accurately forecast its budget and look at possible models for future development	Completed.
5.8	Establish a Heritage and Centenary Planning Committee	To begin preparation for the College's centenary and to explore ways to refurbish Rostrevor House	Peter Clemente, past Board member offered to chair the Heritage and Centenary Planning Committee. Drafting of Terms of Reference
5.17	Demonstrate our passion and commitment to sustainability	The budgeting process considers mechanisms for supporting ongoing environmental programs and initiatives.	Building Program incorporated Sustainable Design Features. Exploring the development of an Environmental Charter
5.18	Preserve our heritage buildings	Employ a part time archivist	Sergio Sergi employed contracted on a part-time basis.