



**ROSTREVOR**  
COLLEGE

# 2020 School Performance Report



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**HIS ROSTREVOR**

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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 851 students from Reception to Year 12, including 43 boarders from rural SA and interstate.

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.

## Enrolments

A total of 851 students were enrolled at Rostrevor in 2020. Refer to the breakdown below.

YEAR LEVEL	R	1	2	3	4	5	6	7	8	9	10	11	12
NOS	22	19	16	18	25	40	43	83	116	122	117	129	101

Of these 21 (2.47%) were Indigenous students, including 2 (0.24%) students with English as an Additional Language /Dialect (EAL/D). Furthermore, in 2020 our Inclusive Education Faculty catered for the needs of 153 students with disabilities as assessed for the purpose of the Nationally Consistent Collection of Data (NCCD). This represents 17.98% of the 2020 cohort.

The College’s ICSEA (index of community socio-educational advantage) score in 2020 was 1059. This figure is derived from information regarding parents’ occupation, education and income. The College’s SES (Socio-economic status score) was 101 in 2020. This score is used to determine the level of Government funding received.



## College Income

In 2020, College income comprised Government funding, contributions from families and a number of other private sources. Refer to the table below for a break down.

<b>NET RECURRENT INCOME 2020</b>	<b>\$</b>
Australian Government Recurrent Funding	8,677,551
State/Territory Government Recurrent Funding	2,073,193
Fees, charges and parent contributions	7,492,365
Other private sources	418,594
<b>Total gross income</b> (excluding income from Government capital grants)	18,661,703
<i>Less Deductions</i>	962,157
<b>Total net recurrent income</b>	<b>17,699,546</b>



## 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 Years 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.

## Vision & Mission Statement

### Our Vision:

In a community where boys thrive, Rostrevor inspires its students to achieve their personal best in all endeavours and to become men for others who make a positive difference in the world.

### Our Mission:

Inspired by the good news of Jesus Christ, Rostrevor College provides an excellent Catholic education for boys in the Edmund Rice tradition. Operating at the frontiers of contemporary, educational practice our approach is grounded in four touchstones: *Liberating Education, Gospel Spirituality, Inclusive Community, Justice & Solidarity.*

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](http://www.rostrevor.sa.edu.au)



**Liberating Education**



**Gospel Spirituality**



**Inclusive Community**



**Justice & Solidarity**

# Teacher Standards & Qualifications

## Staff Attendance

Teaching staff attendance for the 2020 school year was 96.8%. This figure does not include staff on extended leave such as long-service, maternity, and other extended leave.

## Staff Retention

In Term 1 2020, 90% of our teaching staff was retained from the beginning of the previous program 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 71.7% of teachers with two or more qualifications in education. 15% have Masters degrees, 30% Post Graduate qualifications, 90% Bachelor degrees, 35% Diplomas and 15% hold Graduate Certificates in Religious Education.

## Workforce Composition

Staff at Rostrevor College consists of 62 teaching staff and 30 non-teaching staff. The full time equivalent for teaching staff is 62.7 and the full time equivalent for non-teaching staff is 23.04.

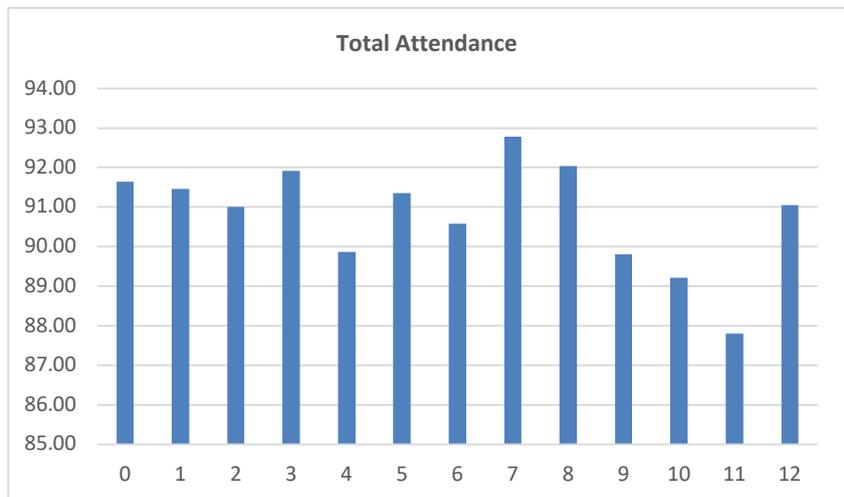
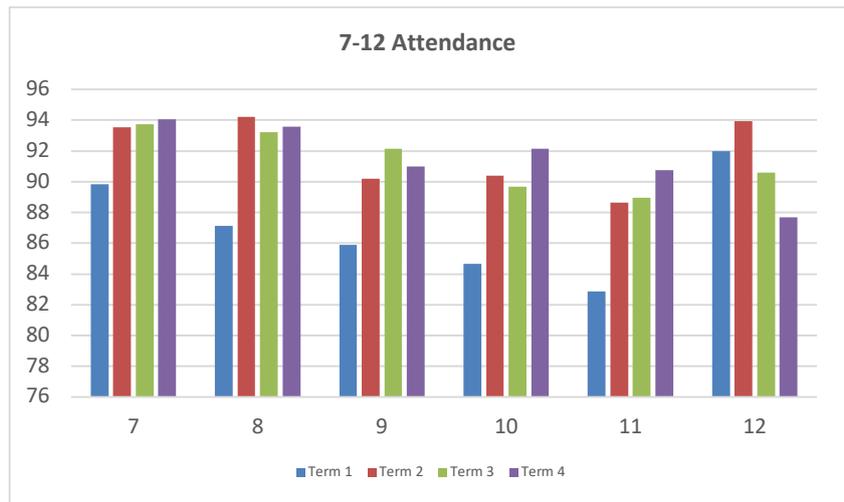
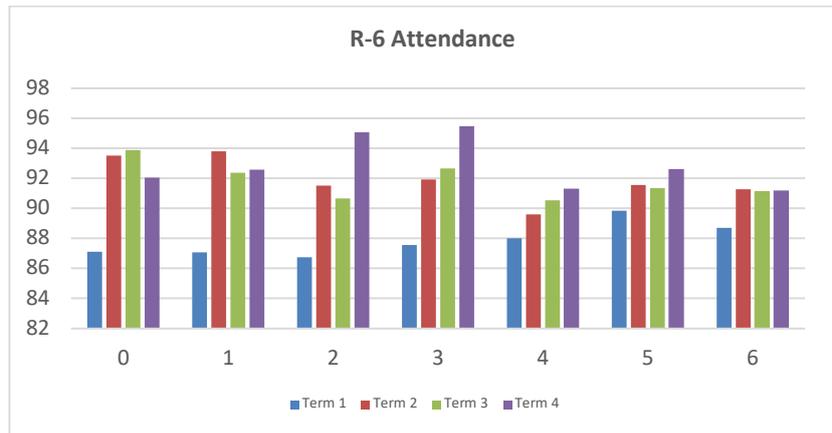
## Expenditure and Teacher Participation in Professional Learning

In 2020 61% of teaching staff participated in professional learning. There was a wide range of significant professional learning involving the whole school, sub-schools, learning areas and individual teaching staff. An average of \$157.71 per teacher was spent on professional learning.



# Student Attendance

The percentage attendance is shown in the graphs alongside:



*In 2020, due to COVID-19, student attendance was lower than usual as parent(s)/caregiver(s) made the decision to keep their sons home because of health conditons.*

## How non-attendance is managed

On a daily basis the College will contact 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 as well as their Lesson 1 teacher. The Pastoral Care teacher is responsible for following up the initial absence including checking notes in students' Planner or Medical Certificate and/or making contact with a parent/caregiver. The Head of House and Directors – 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

5 students from the 2020 Year 12 student cohort undertook vocational and trade training courses at Certificate III level as part of their Year 12 studies.

47 students in Semester One and in Semester Two combined their studies at school with VET courses.

## Attaining Year 12 Certificate or equivalent VET qualifications

Our Year 12 students of 2020 achieved excellent results in their SACE. Many gained outstanding personal achievements. The number of students with ATARs above 90 was 22 and 29 merits and an additional 26 A+ grades were obtained by the Year 12 students of 2020.

Sincere congratulations to our 2020 Dux, Giovanni Elias who achieved 99.9. Thomas Hill achieved the position of Proxime Accessit, with an ATAR of 99.8.

It has been very encouraging to note that 24% of the eligible Year 12 cohort attained an ATAR above 90, and 12% attained an ATAR above 95. This is an outstanding achievement and offers great confidence to those in lower year levels who aspire to such academic excellence. 100% of all subject scores were either A, B or C, and the number of 'A' grades was 39%. These results are excellent and underlines the good work of staff encouraging students to do their best. 78% of all grades were in the A or B band which is well above the State average.

Overall, our students achieved 29 merits across a wide spread of subjects, including Biology, Business & Enterprise, Chemistry, English, General Mathematics, Industry & Entrepreneurial Solutions, Psychology, Religious Education (Integrated Learning), Research Project and Visual Arts - Art.

We were also very pleased to announce that our students achieved 100% SACE completion in 2020, this being the fourth year in a row. This can be attributed to the cohort's determination to meet all SACE requirements and the dedication and commitment of all of our Year 11 and 12 teachers, as well as the students' families.

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. We express our gratitude to all teachers involved in all stages of these students' learning journeys. Results such as these are testament to the dedication and expertise of our teaching staff.

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.

At Rostrevor we are very proud 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.

# 100%

SACE Completion

**FOUR YEARS  
IN A ROW**

# 100%

of all subject scores

**WERE EITHER  
A, B OR C**

# 55

A+ grades were  
attained

**29 WITH MERIT**

# 24%

of the eligible  
cohort received an

**ATAR ABOVE 90**



2020 Proxime Accessit  
**Thomas Hill** (99.8 ATAR)

2020 College Dux  
**Giovanni Elias** (99.9 ATAR)



## Student Outcomes in NAPLAN

NAPLAN was not undertaken in 2020 due to COVID restrictions.

## 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](#).

The academic year commenced with a number of wonderful celebrations such as the Opening Ceremony, Prefects' Investiture and Dux Assembly. Our Opening Ceremony continues to be a highlight for many families. It is wonderful to be able to welcome our new students into our community via a Year 12 Guard of Honour, led by a bagpiper. We also welcomed new staff: Stefan Andrews, Lauren Bottin, Rosemarie Cavaleri, Ellen Daniels, Sharyn Darrell, Matilda Fletcher, Katherine Kitto, Julia Maggs, Claire Parker, Victoria Romeo and Olivia Taheny.

At the Prefects' Investiture, Head Prefect, Gianni Bergamin, announced the Theme for 2020, The Year of Camaraderie. Although the year provided many challenges and unexpected considerations during the pandemic, the theme for the year placed us in good stead to accept these challenges and work with members of our community to support one another. This theme continued to provide guidance and our boys were able to epitomise the characteristics of camaraderie in many avenues throughout the year.

At the Dux Assembly we celebrated the success of the Year 12 Class of 2019. Our boys were handsomely rewarded for their persistent efforts throughout the year.

A fundamental belief for Catholic schools in the Edmund Rice tradition is that Jesus is seen in God's image and likeness in its human expression, and that Jesus' values and teachings show all people 'the way, the truth and the life' (John 14:6). In harmony with this

acceptance and as reflected by the Touchstones, values to be fostered within Rostrevor College's understanding and practice of pastoral care and student wellbeing include love, respect, compassion, reconciliation, justice & solidarity, tolerance, forgiveness and inclusivity.

The spiritual dimension of the College is centred around what we refer to as the Heart, the Head and the Hands - our wonderful Retreat Program, supported by Religious Education and our Service Learning Programs. There were times when our original plans for Retreat had to be adapted and updated due to the pandemic but all of our students were still able to enjoy Retreats and explore the Service Learning in slightly different ways. The fact that our students embrace all three so willingly is testament to the quality of Catholic education that encapsulates our community.

Academically, numerous Principal's, Palma Merenti and Christian Brother Awards were presented each term at both Principal's Assemblies and House gatherings. In addition, our GPA Improvement Award recognised those students who achieved an increase in their GPA (grade point average) of 5% or greater from one reporting period to the next. Recognising improvement in one's own performance, this award is attainable for all students and serves as a useful indicator of whether a student's goal to improve his overall academic performance has been achieved.

Each year we award the Godfrey Hall Academic Shield to the House with the highest GPA. The shield acknowledges how well students in each House perform in their studies. This year's winner was again O'Brien House, followed closely by Webb. It was a tight race to the finish with all Houses performing well and improving each term.

In the co-curricular domain, we again experienced many highlights on and off the sporting field. Our Music Program continues to flourish with amazing performances both in-house and at College events in the wider community, displaying wonderful results in competitions. This is a reflection of the outstanding commitment of our Music staff. I would also like to thank and congratulate Mr Luke Manuel who does such a wonderful job in coordinating the Co-Curricular Program in the Middle and Senior Years and Mr Tim Baccanello who coordinates the Co Curricular Program in the Junior Years.

Our Intercollegiate competition with Sacred Heart College was a highlight. In a year when some of our co-curricular games were interrupted, the Intercol game was a highlight of camaraderie, sportsmanship, skill and pure enjoyment of playing sport. The theme of 'Respect over Rivalry' continued as we explored our long and rich history between the two Colleges Far more important than the result on the scoreboard is how we play the game. The Rostrevor legacy is sportsmanship and respect for our opponent. We play hard but fair. We win humbly and we lose graciously.

Through our Pastoral Care and Academic Programs, together with our spiritual activities, we aim to assist in the development of young men who can be true to themselves and who will become advocates of the values their families and school share. Our main goal is to educate young boys and watch them grow into fine men, able and willing to make a difference in the world around them.



# Parent, Students & Teacher Satisfaction

In 2020, parents, staff and students participated in a number of surveys consisting of questions associated with our co-curricular program, community relationships, the spirituality dimension, student engagement and wellbeing, as well as Academic Excellence. Results gathered informed strategic directions for the College community.

One of the most reliable indicators of community satisfaction is measured by enrolment growth or decline. With this in mind, we were delighted to see the numbers of boys in the College grow by approximately 8.85% in 2020 with the trend continuing into 2021.

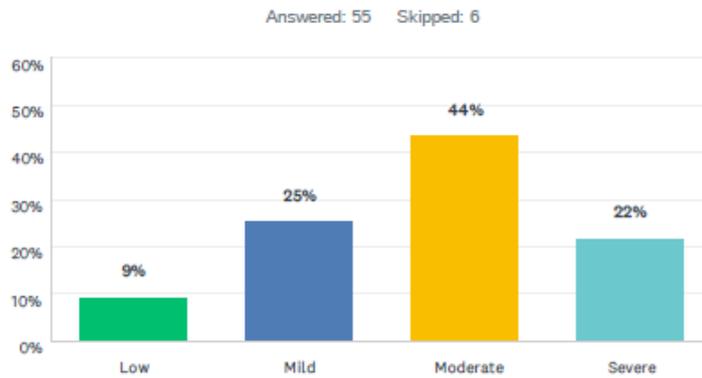
Our Year 12 cohort participated in an Exit Survey. Refer to some of the results below.

## Student Wellbeing



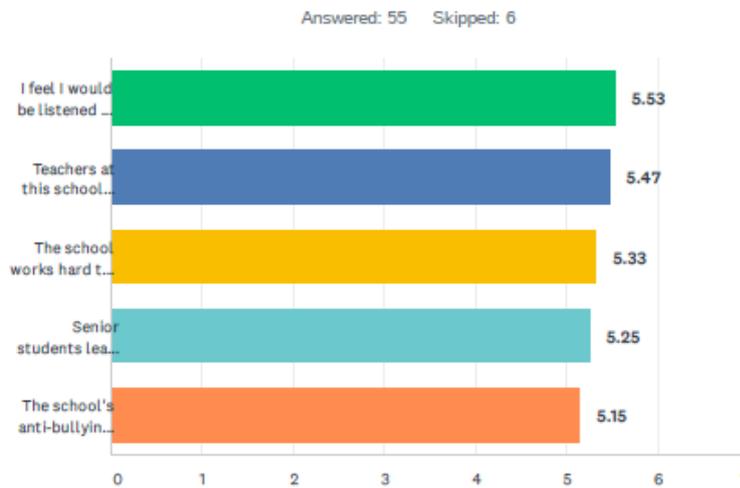
	1	2	3	4	5	6	7	TOTAL	WEIGHTED AVERAGE
I have felt safe at this school	3.64% 2	3.64% 2	5.45% 3	3.64% 2	10.91% 6	27.27% 15	45.45% 25	55	5.78
I know a teacher at this school I can talk to if I am worried	3.64% 2	0.00% 0	9.09% 5	9.09% 5	18.18% 10	18.18% 10	41.82% 23	55	5.60
I have a good relationship with the teachers at this school	3.64% 2	9.09% 5	0.00% 0	5.45% 3	14.55% 8	29.09% 16	38.18% 21	55	5.58
Teachers treat students with respect at this school	1.82% 1	9.09% 5	1.82% 1	7.27% 4	14.55% 8	32.73% 18	32.73% 18	55	5.53
I have been satisfied with the personal support I received at school	5.45% 3	1.82% 1	9.09% 5	7.27% 4	16.36% 9	27.27% 15	32.73% 18	55	5.40
The school's rules are fair and make sense to me	7.27% 4	5.45% 3	5.45% 3	5.45% 3	23.64% 13	20.00% 11	32.73% 18	55	5.24
I have been satisfied with the careers advice I received at school	3.64% 2	5.45% 3	5.45% 3	14.55% 8	23.64% 13	16.36% 9	30.91% 17	55	5.22

### How would you describe your level of stress during Year 12?



ANSWER CHOICES	RESPONSES	
Low	9%	5
Mild	25%	14
Moderate	44%	24
Severe	22%	12
TOTAL		55

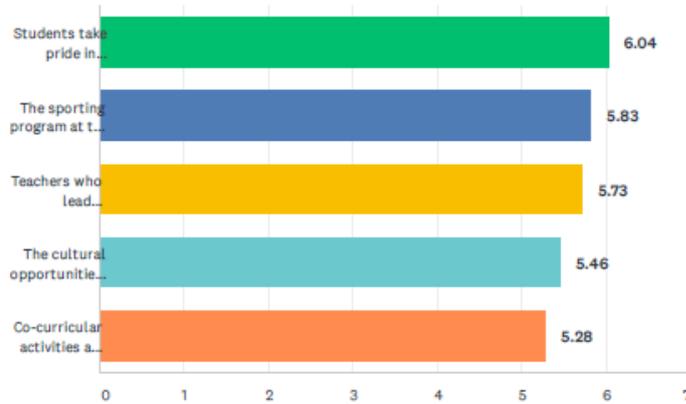
### How well does the school respond to bullying?



	1	2	3	4	5	6	7	TOTAL	WEIGHTED AVERAGE
I feel I would be listened to if I complained about bullying	1.82% 1	7.27% 4	7.27% 4	7.27% 4	12.73% 7	23.64% 13	40.00% 22	55	5.53
Teachers at this school take bullying seriously	3.64% 2	3.64% 2	7.27% 4	10.91% 6	10.91% 6	29.09% 16	34.55% 19	55	5.47
The school works hard to stop bullying from happening	0.00% 0	5.56% 3	14.81% 8	9.26% 5	11.11% 6	29.63% 16	29.63% 16	54	5.33
Senior students lead by example and discourage bullying in younger years	0.00% 0	7.27% 4	9.09% 5	12.73% 7	20.00% 11	23.64% 13	27.27% 15	55	5.25
The school's anti-bullying program is working well	1.82% 1	7.27% 4	10.91% 6	9.09% 5	20.00% 11	27.27% 15	23.64% 13	55	5.15

## Co-curricular life

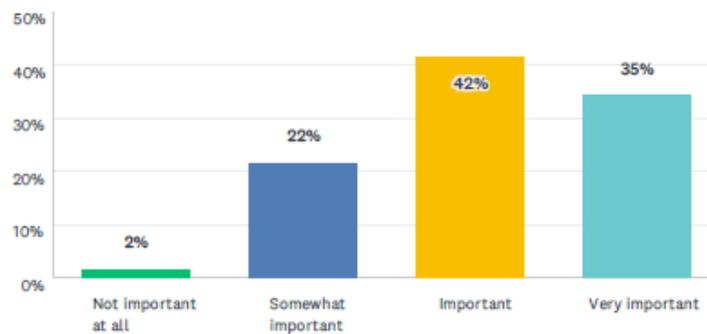
Answered: 55 Skipped: 6



	1	2	3	4	5	6	7	DONT KNOW	TOTAL	WEIGHTED AVERAGE
Students take pride in representing the school	5.45% 3	0.00% 0	3.64% 2	0.00% 0	12.73% 7	23.64% 13	54.55% 30	0.00% 0	55	6.04
The sporting program at this school met my interests and needs	5.45% 3	1.82% 1	5.45% 3	5.45% 3	5.45% 3	21.82% 12	50.91% 28	3.64% 2	55	5.83
Teachers who lead co-curricular activities are well prepared	1.82% 1	1.82% 1	7.27% 4	5.45% 3	12.73% 7	36.36% 20	34.55% 19	0.00% 0	55	5.73
The cultural opportunities at this school met my interests and needs	5.45% 3	3.64% 2	3.64% 2	10.91% 6	9.09% 5	18.18% 10	36.36% 20	12.73% 7	55	5.46
Co-curricular activities are well organised at this school	5.45% 3	3.64% 2	5.45% 3	10.91% 6	14.55% 8	34.55% 19	23.64% 13	1.82% 1	55	5.28

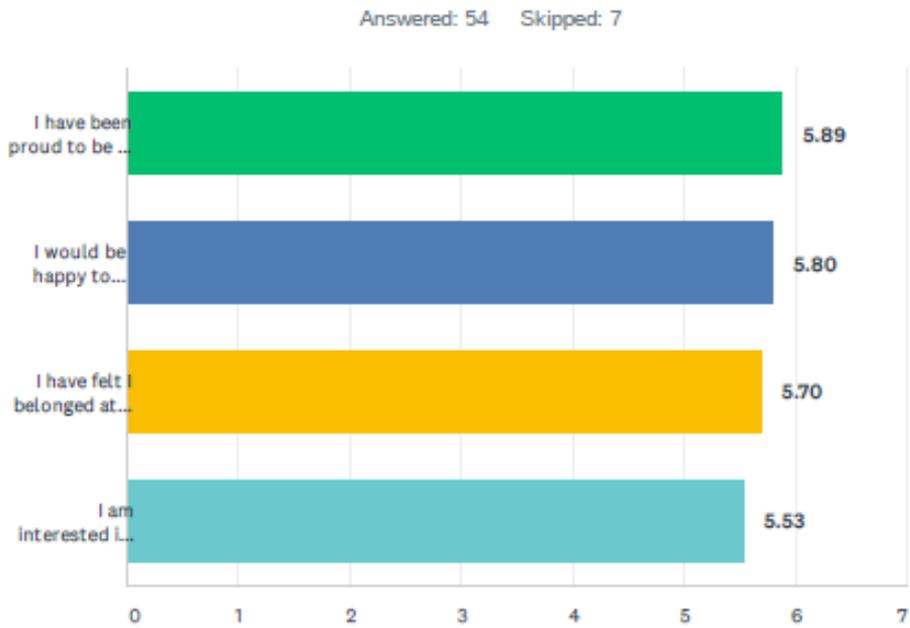
## How well does the school respond to bullying?

Answered: 55 Skipped: 6



ANSWER CHOICES	RESPONSES
Not important at all	2% 1
Somewhat important	22% 12
Important	42% 23
Very important	35% 19
TOTAL	55

## Overall Satisfaction



	1	2	3	4	5	6	7	DON'T KNOW	TOTAL	WEIGHTED AVERAGE
I have been proud to be a student at this school	3.70% 2	0.00% 0	3.70% 2	7.41% 4	12.96% 7	25.93% 14	46.30% 25	0.00% 0	54	5.89
I would be happy to recommend this school to others	3.70% 2	0.00% 0	7.41% 4	7.41% 4	11.11% 6	24.07% 13	46.30% 25	0.00% 0	54	5.80
I have felt I belonged at this school	5.56% 3	0.00% 0	7.41% 4	5.56% 3	11.11% 6	27.78% 15	42.59% 23	0.00% 0	54	5.70
I am interested in staying in touch with the school through the Ex-Student Association	5.56% 3	3.70% 2	5.56% 3	11.11% 6	11.11% 6	14.81% 8	46.30% 25	1.85% 1	54	5.53

# Post School Destinations

## Post School Destinations

Students who withdrew from studies during 2020 pursued a variety of pathways including gaining apprenticeships, entering the workforce, etc. SATAC data shows that 87% of our 2020 graduates will be studying on a full-time or part-time basis. A variety of other options were also pursued by the other 13% of students. This included travel, work and completion of further studies at alternative school sites.

TERTIARY INSTITUTE	%
University of Adelaide	32.50
University of South Australia	62.50
Flinders University	3.75
Other	1.25

## Courses Obtained

COURSE	%	COURSE	%
Agricultural Science	1.25	Exercise Physiology	2.50
Architecture	1.25	Health or Human Movement	7.50
Business/Commerce/Finance	26.25	Law or Journalism	6.25
IT or Computing	5.00	Marketing or Media	2.50
Construction	3.75	Medicine/Other Medical Sciences	10.00
Creative Design/Arts	2.50	Occupational Therapy	2.50
Education	13.75	Psychology	2.50
Engineering	10.00	Science or Viticulture	2.50

# Self-Assessment Process

During 2020, the school continued to work on the 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><b>Catholic Identity</b></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>	<p>Spirituality and faith in action</p>	<ul style="list-style-type: none"> <li>• Staff completing Graduate Certificate in RE</li> <li>• EREA Formation Programs</li> <li>• Staff Formation Program – mini retreats, etc.</li> <li>• Sacraments Program</li> <li>• Immersion Programs</li> <li>• Review of our Year 11 &amp; 12 Retreat Programs</li> </ul>
<p><b>Focussed Vision &amp; Goals</b></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>	<p>Spirituality and faith in action &amp; wellbeing and personal growth</p>	<ul style="list-style-type: none"> <li>• Student Wellbeing Survey</li> <li>• Bullying &amp; Harassment Survey</li> <li>• Child Protection Curriculum</li> <li>• Parent Surveys</li> <li>• Student Exit Surveys</li> <li>• Launch of new Strategic Priorities 2019 - 2023</li> </ul>

DOMAINS OF THE CONTINUOUS IMPROVEMENT FRAMEWORK	LINK TO COLLEGE STRATEGIC PLAN	SELF-ASSESSMENT TOOLS
<p><b>Strong Leadership</b></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"> <li>• POR Reviews</li> <li>• STEM Project</li> <li>• Implementation of SEQTA Teach, Engage &amp; Learn</li> <li>• Leadership restructure for 2020</li> </ul>
<p><b>High Expectations of all</b></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"> <li>• NCCD Staff Meetings</li> <li>• Parent-Teacher-Student Interviews</li> <li>• Education Plan Meetings (including ILP &amp; IEP)</li> </ul>
<p><b>High Quality Teaching &amp; Learning</b></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"> <li>• Implementation of SEQTA Teach, Engage &amp; Learn</li> <li>• GPA Improvement Award introduced</li> <li>• Professional Learning Groups</li> <li>• Stage 1 &amp; 2 SACE Board data</li> </ul>
<p><b>Effective Use of Data</b></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"> <li>• PAT testing</li> <li>• NAPLAN Analysis</li> <li>• Automated systems to provide data on a weekly basis.</li> <li>• Analysis of SMART data</li> </ul>
<p><b>Orderly and Safe Learning Environments</b></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>	Making the most our space & spirituality and faith in action	<ul style="list-style-type: none"> <li>• Student Wellbeing Survey</li> <li>• Bullying &amp; Harassment Survey</li> <li>• Child Protection Curriculum</li> <li>• Child Protection Audit</li> </ul>

DOMAINS OF THE CONTINUOUS IMPROVEMENT FRAMEWORK	LINK TO COLLEGE STRATEGIC PLAN	SELF-ASSESSMENT TOOLS
<p><b>Strong Home, School, Community Engagement</b></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 &amp; community connections</p>	<ul style="list-style-type: none"> <li>• Parents &amp; Friends Association</li> <li>• Parent Consultation groups</li> <li>• Old Scholar groups</li> <li>• Elders Lunch</li> <li>• Old Scholars Business Lunch</li> </ul>
<p><b>Effective Administration &amp; Resourcing</b></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 maximise student outcomes.</p>	<p>Making the most of our space</p>	<ul style="list-style-type: none"> <li>• College Board</li> <li>• WHS Committee</li> <li>• Stewardship Committee</li> <li>• Risk &amp; Performance Committee</li> <li>• Finance Committee</li> </ul>



# Annual Development Plan

Our College Strategic Priorities focuses on four key areas to build on the strong foundations of our College.

1. Academic Success
2. Student Wellbeing
3. Service & Spirit
4. Beyond the Classroom

Our Annual Development Plan lists the following specific strategic goals and actions for each of the 4 areas of focus as well as 'Foundations and Futures'.

<b>STRATEGIC PRIORITY – SERVICE AND SPIRIT</b> Inspiring and thought provoking, inviting all boys to become men for others	
STRATEGIC GOALS	ACTIONS
Form staff in the Edmund Rice tradition and the Good News of the Gospels	<ul style="list-style-type: none"> <li>• Design and implement a program of mini retreats for members of staff</li> <li>• 3 days, 5-6 staff, Middleton 2020-2030</li> <li>• Voluntary participation – teachers and ESOs</li> <li>• Br John Ahern facilitating – menu of styles</li> <li>• Staying connected to Edmund &amp; EREA Touchstones</li> <li>• Annual scope and sequence for staff meetings and PD Days, ready for implementation in T4</li> <li>• Supplements EREA PD Programs</li> </ul>
Invite boys into inspiring spiritual encounters ...	<ul style="list-style-type: none"> <li>• Engagement of Br John Ahern as Chaplain to the boarders</li> <li>• Weekly liturgies and Masses</li> <li>• The presence of a Brother</li> </ul>
Share the underpinnings of our leading educational philosophy with parents ...	<ul style="list-style-type: none"> <li>• Update the Touchstones and 'Our Approach to Educating Boys' in the Handbooks and College website.</li> </ul>

**STRATEGIC PRIORITY - STUDENT WELLBEING**

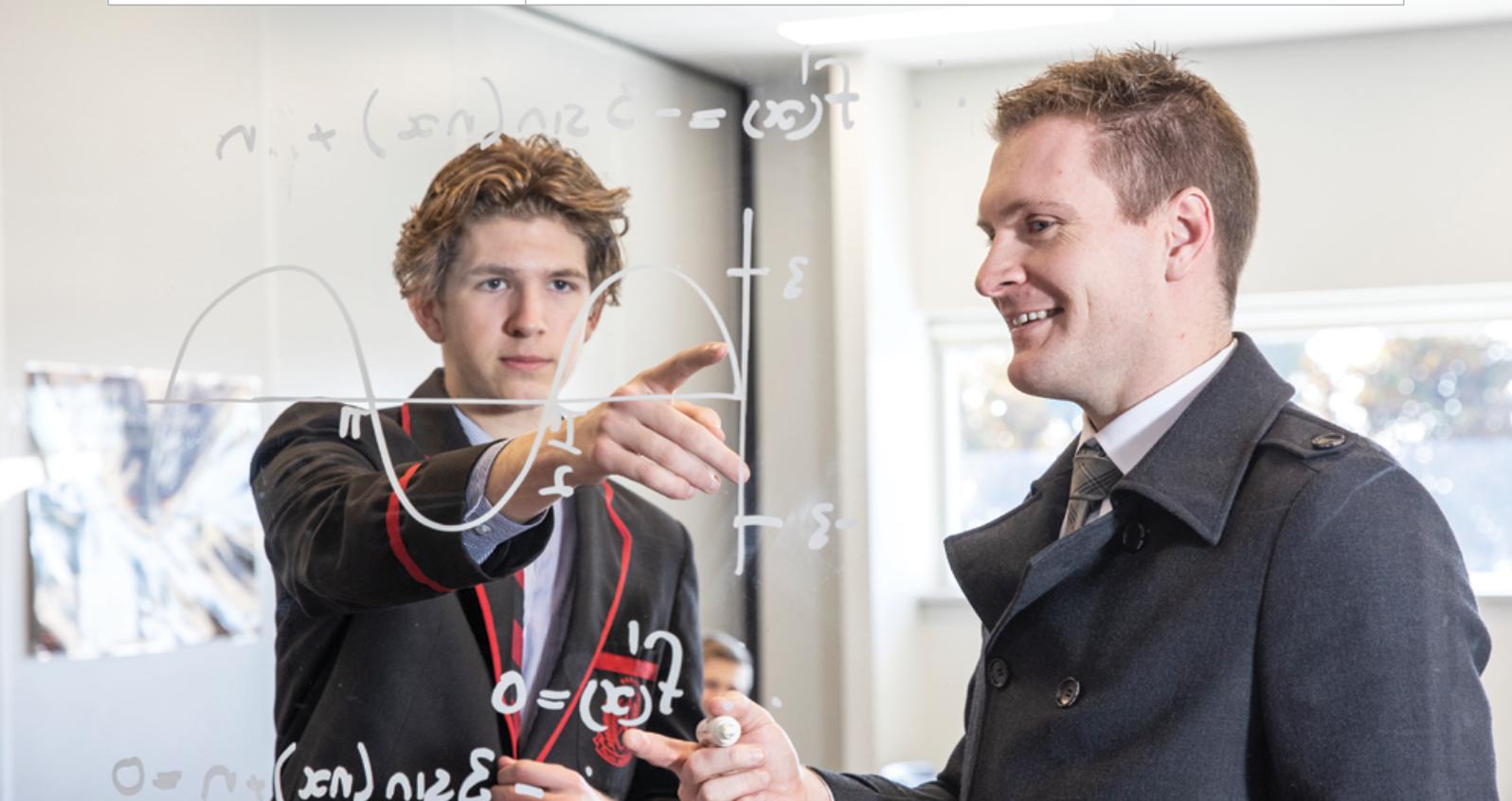
Caring and responsible, nurturing deep connections and a growing sense of personal responsibility

STRATEGIC GOALS	ACTIONS
<p>Create a safer and more welcoming environment for every boy in the Junior School</p>	<ul style="list-style-type: none"> <li>• Develop a new Student Wellbeing Framework for use in the Junior School               <ul style="list-style-type: none"> <li>• Overview of the Framework for Handbooks</li> <li>• Scope and Sequence for Pastoral Care lessons</li> <li>• Other</li> </ul> </li> <li>• Redesign and implement a new approach to supporting students develop Personal Responsibility along with greater personal and social capability               <ul style="list-style-type: none"> <li>• Abolition of current 3 warnings process</li> <li>• Overview of Approach for Handbooks</li> <li>• Staff Training: 4*60-minute workshops</li> <li>• Classroom procedures</li> <li>• Yard duty procedures</li> <li>• Personal &amp; Social Capability Teaching tools and templates for Rostrevor staff</li> <li>• Incident/Issue monitoring/reporting procedures</li> </ul> </li> <li>• Community Consultation regarding the new frameworks and procedures</li> </ul>
<p>Create a safer and more welcoming environment for every boy in the Middle &amp; Senior Years</p>	<ul style="list-style-type: none"> <li>• Develop a new Student Wellbeing Framework for use in the Middle &amp; Senior School               <ul style="list-style-type: none"> <li>• Overview of the Framework for Handbooks</li> <li>• Scope &amp; Sequence for Pastoral Care lessons</li> <li>• Other??</li> </ul> </li> </ul>
<p>Create a safer and more welcoming environment for every boy in the Boarding House</p>	<ul style="list-style-type: none"> <li>• Develop a new Student/Family Handbook for Duggan House</li> <li>• Secure funding for Duggan House refurbishment               <ul style="list-style-type: none"> <li>• Planning – consultation with students and staff</li> </ul> </li> </ul>
<p>Create a safer and more welcoming environment for every boy at Rostrevor</p>	<ul style="list-style-type: none"> <li>• Child Protection Curriculum audit and update to teaching plans</li> </ul>

## STRATEGIC PRIORITY – ACADEMIC SUCCESS

Inspiring the pursuit of excellence and responsive to the interests and talents of every boy

STRATEGIC GOALS	ACTIONS
Continuous professional development of our teachers and support staff...	<ul style="list-style-type: none"> <li>• SEQTA rollout</li> <li>• NCCD – adjusting learning for student needs project that trains teachers to make the necessary adjustments</li> <li>• Lead Learn Project               <ul style="list-style-type: none"> <li>• 2020 – 25 teachers Middle/Senior</li> <li>• 2021 – additional 25 teachers Middle/Senior</li> </ul> </li> <li>• EAS Numeracy Project (2020-21) Junior School</li> </ul>
Foster new opportunities for parents' engagement in their boys learning...	<ul style="list-style-type: none"> <li>• SEQTA - ENGAGE               <ul style="list-style-type: none"> <li>• Parents get greater access to SEQTA throughout the year</li> </ul> </li> </ul>
Create new and multiple learning pathways	<ul style="list-style-type: none"> <li>• Review learning pathways for boys in Years 10-12.</li> <li>• Consider reducing the number of VET courses to achieve better economies of scale, less disruption to VET student learning in other subjects and better SACE results.</li> <li>• Abolition of Foundation classes and review the practice of formal/informal streaming of classes by faculties – create a transparent process for class allocation.</li> </ul>
SACE Performance	<ul style="list-style-type: none"> <li>• Refer separate strategy.</li> </ul>



## STRATEGIC PRIORITY – BEYOND THE CLASSROOM

Rewarding and challenging with a comprehensive range of opportunities for every boy

STRATEGIC GOALS	ACTIONS
Develop and retain our talented coaches, tutors and mentors...	<ul style="list-style-type: none"> <li>• Establish a comprehensive system for administering Curriculum Extension Activities as per EA17</li> <li>• Broaden coaching pool through recruitment of university students and old collegians</li> <li>• Correct recruitment and onboarding procedures for all coaches and tutors               <ul style="list-style-type: none"> <li>• Coach information nights</li> <li>• Remuneration arrangements</li> </ul> </li> <li>• Coaching and Mentoring for Coaches               <ul style="list-style-type: none"> <li>• Lead Learn Project Y1</li> </ul> </li> </ul>
Continue to invest in our expansive grounds and facilities ...	<ul style="list-style-type: none"> <li>• College Master Refurbishment Plan</li> <li>• Duggan House Refurbishment – approved</li> <li>• Junior School Adventure Play area</li> <li>• Kintyre Road fencing</li> <li>• Womma Oval Community Centre – continue land acquisition</li> <li>• Fencing and carpark security gate</li> </ul>

## FOUNDATIONS AND FUTURES

STRATEGIC GOALS	ACTIONS
Guardianship, Performance, Risk & Compliance	<ul style="list-style-type: none"> <li>• Safeguarding Standards</li> <li>• Policy development framework and targets</li> </ul>
Business and Financial Foundations Enrolments Budget and Balance Sheet Brand identify and strength Communications	<ul style="list-style-type: none"> <li>• Identify further opportunities to better manage expenditure – especially in the Secondary staffing</li> <li>• Continue to build upon our marketing and enrolment program.</li> <li>• Submission of a BGA grant for Boarding School Development</li> <li>• Develop and launch new Rostrevor brand</li> <li>• Redevelop College website</li> </ul>
Facilities and Grounds Provide for the continuous improvement of College facilities and grounds	<ul style="list-style-type: none"> <li>• Develop a College Master Refurbishment Plan 2020-2030</li> <li>• ICT Network/Hardware review and plan – simplified</li> </ul>



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# HIS ROSTREVOR

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