

2017 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 747 students from Reception to Year 12, including 65 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 747 students were enrolled at Rostrevor in 2017. Refer to the breakdown below;

Year Level	R	1	2	3	4	5	6	7	8	9	10	11	12
Nos	10	11	11	16	24	18	43	53	107	117	108	128	101

Of these 41 (5.48%) were indigenous students and 48 (6.3%) were students with English as an Additional Language /Dialect (EAL/D). Furthermore, in 2017 our Inclusive Education Faculty catered for the needs of 128 students with disabilities as assessed for the purpose of the Nationally Consistent Collection of Data (NCCD). This represents 17.13% of the 2017 cohort.

The College's ICSEA (index of community socio-educational advantage) score in 2017 was 1062. This figure is derived from information regarding parents' occupation, education and income. The College's SES (Socio-economic status score) was 107 in 2017. This score is used to determine the level of Government funding received.

College Income

In 2017, 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 2017	
Australian Government Funding	\$6,050,713
State Government Funding	\$1,672,827
Fees, charges and parent contributions	\$6,159,098
Other private sources	\$2,157,135
Total gross income <i>(excluding income from government capital grants)</i>	\$16,039,773
Less Deductions	-\$2,159,157
Total net recurrent income	\$13,880,616

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 2017 school year was 97%. This figure does not include staff on extended leave such as long-service, maternity, and other extended leave.

Staff Retention

In Term 1 2017, 91% 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 71% of teachers with two or more qualifications in education. 19% have Masters degrees, 32% Post Graduate qualifications, 91% Bachelor degrees, 47% Diplomas and 22% hold Graduate Certificates in Religious Education.

Workforce Composition

Staff at Rostrevor College consists of 61 teaching staff and 32 non-teaching staff. The full time equivalent for teaching staff is 57.7 and the full time equivalent for non-teaching staff is 27.6.

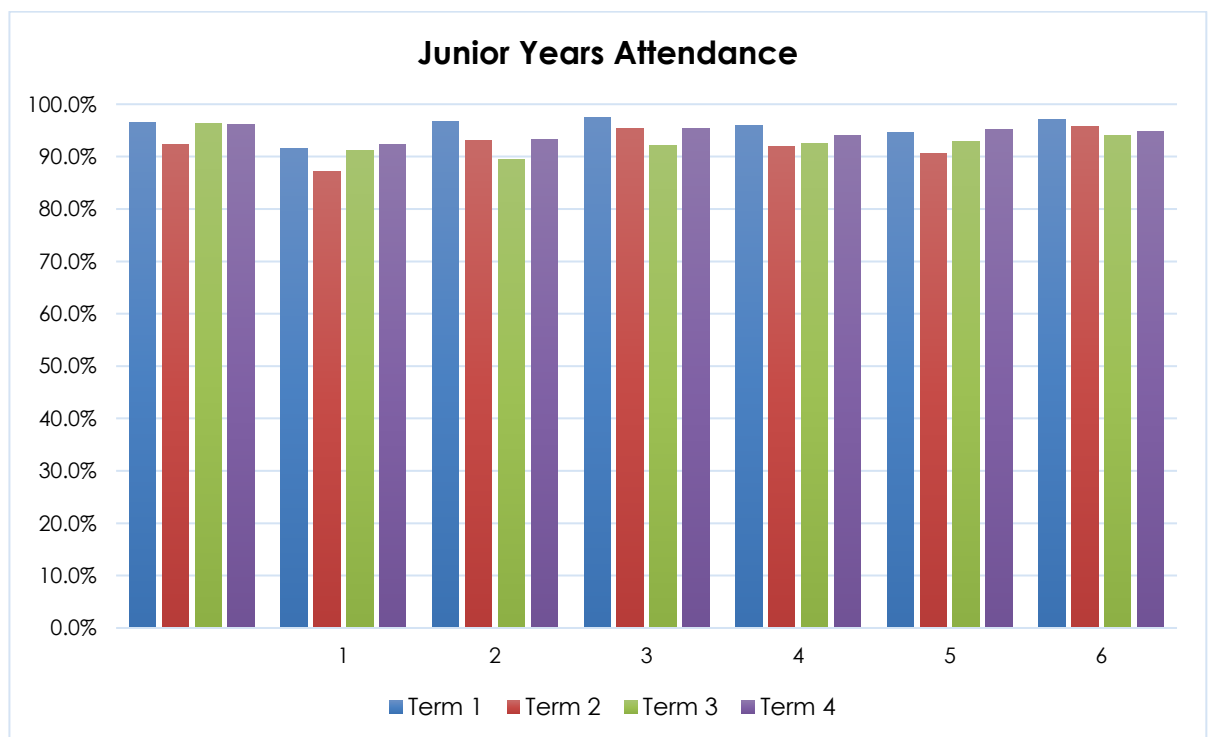
Expenditure and Teacher Participation in Professional Learning

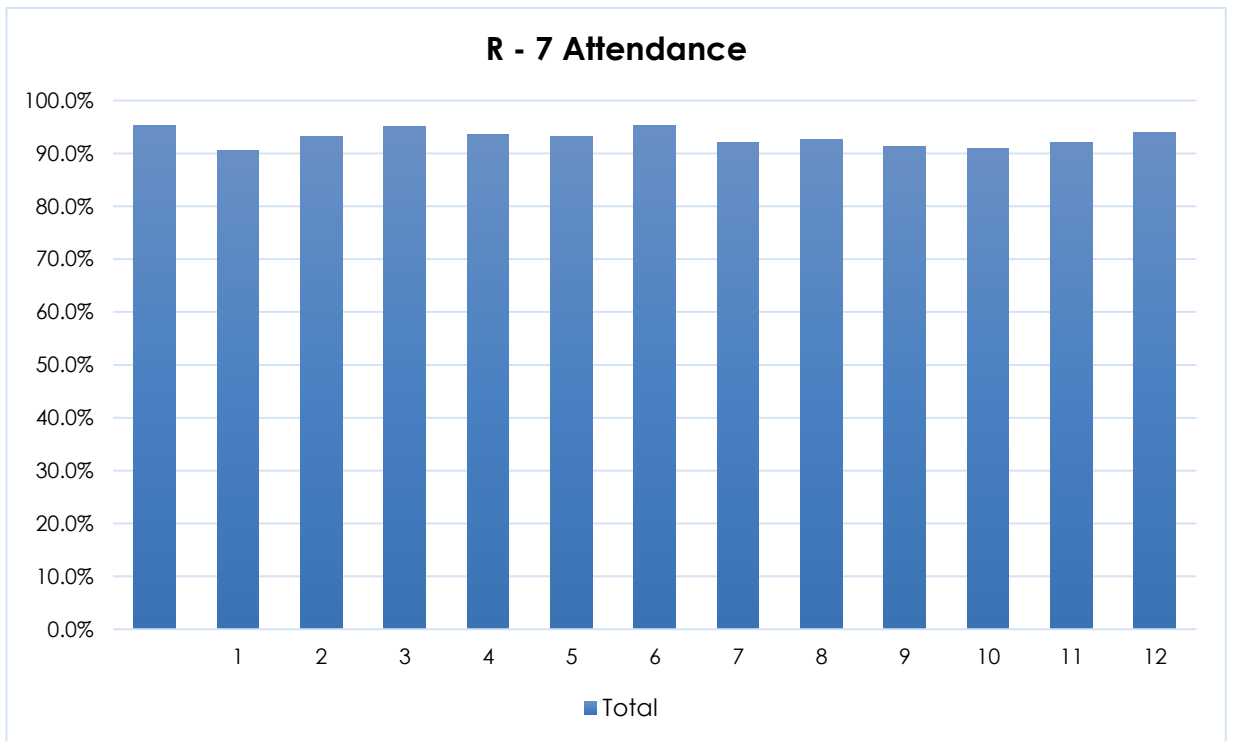
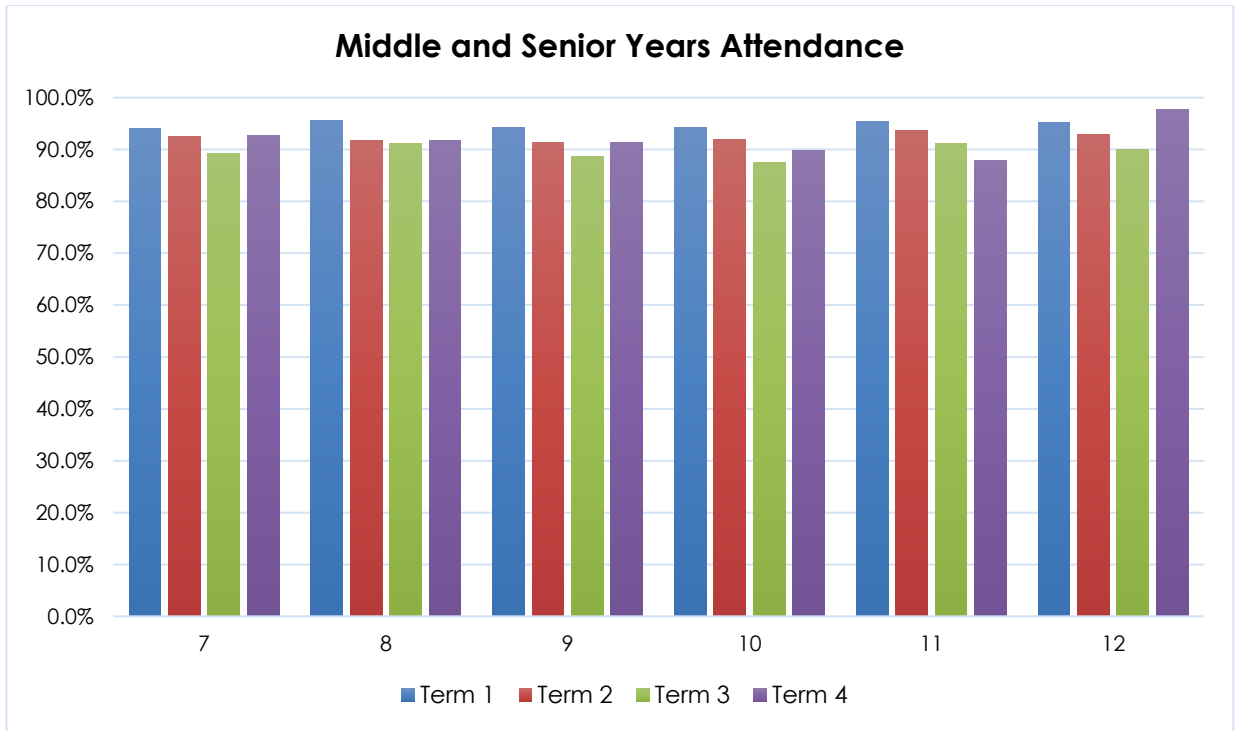
In 2017 there was 100% participation by the teaching staff in professional learning. There was a wide range of significant professional learning involving the whole school, Sub-schools, Learning Areas and individual teaching staff. The school community was informed of many of these throughout 2017 via the fortnightly Newsletter. In 2017, \$264 per teacher was spent on professional learning.

Student Attendance

Student Attendance

The percentage attendance is shown in the graphs below:





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

13 students from the 2017 Year 12 student cohort undertook vocational and trade training courses at Certificate III level as part of their Year 12 studies. 46 students in Semester One and 57 students in Semester Two combined their studies at school with VET courses.

Attaining Year 12 Certificate or equivalent VET qualifications

Our Year 12 students of 2017 achieved excellent results in their SACE. Many gained outstanding personal achievements. The number of students with ATARs above 90 was 29 and 18 merits and an additional 19 A+ grades were obtained by the Year 12 students of 2017.

The College is extremely proud of the 2017 cohort of Year 12 students for their efforts and accomplishments, and of course our teachers who have helped to guide and foster such outstanding results. The Class of 2017 was renowned for their enthusiastic and passionate approach to life at Rostrevor and these results reflect the fact that at least some of that gusto was reserved for academic pursuits!

Sincere congratulations to our 2017 Dux, Lawson Nitschke who achieved 99.65. College Captain Flynn Pisani achieved the position of Proxime Accessit, with an ATAR of 99.55. Additionally, one of our student Tom Roocke had the opportunity to commence university studies before completing his secondary education, after being accelerated in Mathematics via our LEAP program, in addition to Physics, Religious Education and Music. Consequently, he was able to complete the majority of the SACE Stage Two requirements by the end of Year 11. He was accepted into the University of Adelaide's Headstart scholarship program, which then allowed him to commence a university degree in Theoretical and Experimental Physics whilst concurrently finalising his SACE studies. Tom's adjusted ATAR after university resulting was equivalent to 99.95 and he was awarded the Principal's Medal for Academic Excellence.

It has been very encouraging to note, as aforementioned, that 29 students received an ATAR score of 90 or over (29.3% of the eligible Year 12 cohort). This is an outstanding achievement and offers great confidence to those in lower year levels who aspire to such academic excellence. Furthermore, 49% achieved an ATAR above 80. 99% of all subject scores were either A, B or C, and the number of 'A' grades was 32%. These results are excellent and certainly supportive of the school's motto 'Palma Merenti'.

Overall, our students achieved 18 merits across a wide spread of subjects including Essential Maths, English, English Literary Studies, Information Communication Technology, Physics, Biology, Research Project, Physical Education, Accounting and Integrated Learning (Religious Education).

We were also very pleased to announce that our students achieved 100% SACE completion in 2017. 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,

It is also pleasing to note that 13 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.

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.

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	90%	91%	97%	93%
Writing	100%	94%	92%	80%
Spelling	95%	94%	100%	94%
Grammar / Punctuation	90%	88%	95%	91%
Numeracy	100%	100%	97%	99%

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	90	93.1	94.9	91	92.1	93.9	97	93.7	94.0	93	89.1	91.7
Writing	100	93.1	95.5	94	88.0	91.7	92	87.4	87.9	80	79.3	81.6
Spelling	95	91.7	93.4	94	92.5	93.8	100	92.2	93.1	94	88.1	90.5
Grammar & Punctuation	90	91.4	94.4	88	90.2	92.3	95	92.0	92.2	91	86.1	89.4
Numeracy	100	93.0	95.5	100	93.3	95.4	97	94.9	95.4	99	94.3	95.8

 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.

“A good head and good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special.” Nelson Mandela

At Rostrevor, we aim to involve the boys totally in their own education. As Aristotle once proclaimed: “Educating the mind without educating the heart is no education at all.” Our aim, as the students grow and mature, is to impart the knowledge that they are responsible for their own learning. It is the boys themselves that control their own destiny, and this is dependent on their work ethic and willingness to make sacrifices. The roles of parents and teachers is to provide the best possible environments in which their potential can be reached.

The renewal of the EREA Charter reminded us of the great contributions of the Christian Brothers. For the past 94 years, several generations of young men have been educated in the Edmund Rice tradition and under the influence of the Christian Brothers. We have very few Brothers left so we are very grateful that Br John Ahern and Br Michael Coughlin continued to be a very significant presence in our community this year. Sadly, at the end of 2017 we farewelled Br John, who after 29 dedicated years of service at Rostrevor, retired.

The academic year commenced with a number of wonderful celebrations such as the Opening Ceremony, Prefects' Investiture and Dux Assembly. These celebrations have been full of energy, wonderful messages and extensive involvement from both staff and students. 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.

The spiritual dimension of the College is centred around a wonderful Retreat Program and supported by our Service Learning and Religious Education Programs. The fact that our students embrace all three so willingly is testament to the quality of Catholic education that encapsulates our community. One particular activity which captured the attention of the media in 2017 was the work of some of our Year 10 students who participated in the 'Write of Passage' Program; a collaboration between our Year 10 English students and residents at the Allity Aged Care establishment at Walkerville. The program combined a Service Learning experience with the study of English in a practical and experiential way. Students, each paired with a resident of Allity, met over a period of 10 weeks to capture the life experiences of that resident, to record and produce their memoirs.

Academically, we achieved outstanding results. The number of Merits and students with ATARs over 90 in 2017 was as good as it has ever been at the College with almost 1/3 of the cohort achieving ATARs above 90. This is an enormously significant reward for both the boys and their teachers. Each year we award the Godfrey Hall Academic Shield to the House with the highest-Grade Point Average. The shield acknowledges how well students in each House perform in their studies. All students have the opportunity to contribute to this House award by improving subject grades 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. Our boys achieved outstanding results at the Balaklava Eisteddfod. There was some excitement during the AFL draft process when Pick 12 for the Adelaide Crows, **Darcy Fogarty**, and Pick 37 for the Melbourne Demons, **Harrison Petty**, were announced. We will follow their careers closely and wish these two young men every success.

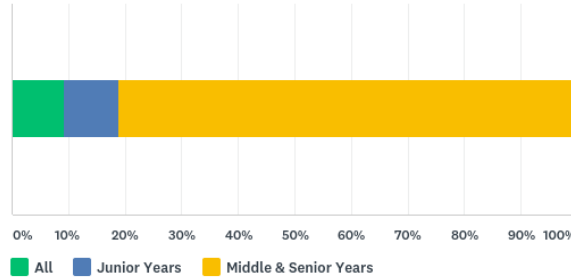
Through our Pastoral Care and Academic Programs, together with our spiritual activities, we aim to assist in the development of young men who can be true to themselves and who will become advocates of the values their families and school share. Our main goal at Rostrevor is to educate young boys and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

Parent, Students & Teacher Satisfaction

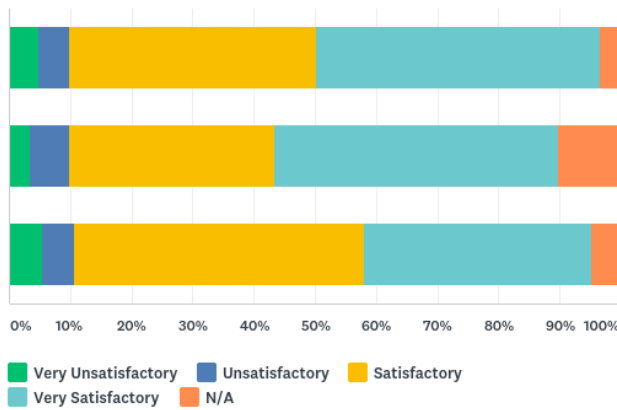
Late 2017, parents, staff and students were asked to respond to a Satisfaction Survey consisting of questions associated with our Co-curricular Program, Community relationships, Spirituality, Pastoral Care, the Environment and Academic Excellence.

Results gathered informed strategic directions for the College community.

Responses

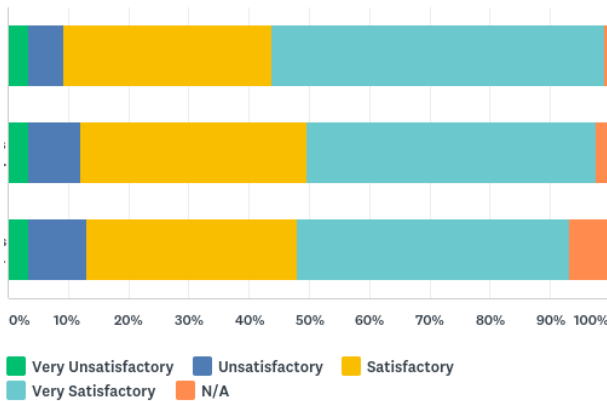


Spirituality



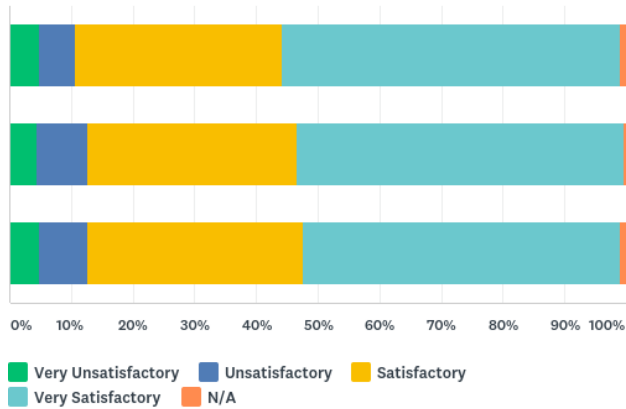
- A Provides meaningful and relevant Liturgical experiences.
- B Prepares and sends students on Service Learning experiences which positively affect their values.
- C Provides a relevant and challenging Religious Education Program.

Pastoral Care



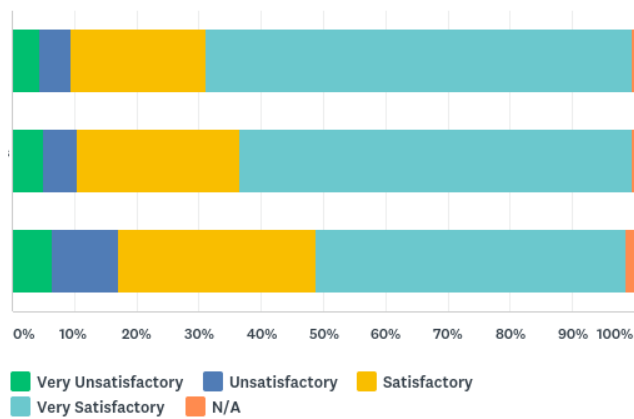
- A Promotes a holistic education through appropriate Pastoral Care / Wellbeing initiatives.
- B Provides opportunity for parent contact with Pastoral Care teachers.
- C Offers opportunities for older students to mentor younger students given the vertical pastoral care structure.

Curriculum



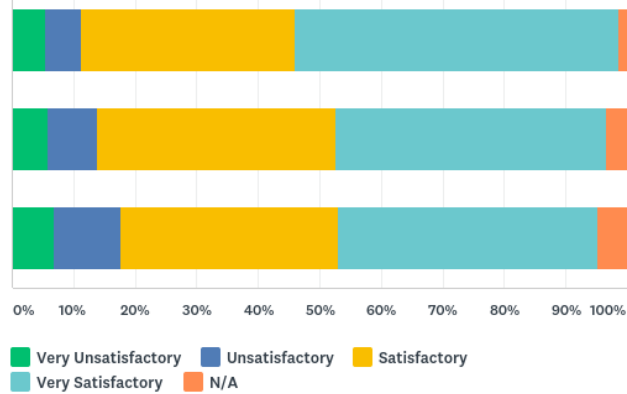
- A Offers opportunities to students of all abilities to participate in all subjects and activities.
- B Encourages the pursuit of personal academic excellence and caters for the needs of a diverse cohort.
- C Provides detailed, frequent and useful feedback on each child's academic performance via Student Reports and the Parent Portal.

Co-curricular



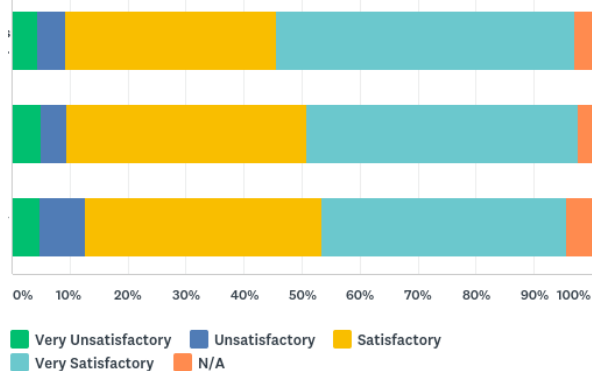
- A Provides a wide range of varied activities and caters for a number of different levels of abilities.
- B Encourages students to perform at their best.
- C Is supervised by experienced and adequately qualified coaches.

Personal Responsibility



- A Clearly defines rules and expectations which are readily available to parents and students
- B Promotes responsible behaviour through the implementation of Restorative Justice practices.
- C Has a clear process for dealing with inappropriate behaviour?

Communication



- A Offers opportunities for parents to discuss their son's achievement at meetings, Parent-Teacher Interviews, via email contact, etc.
- B Effectively utilises different modes of communication, eg. written, email, SMS, social media, etc.
- C Efficiently and effectively responds to enquiries and concerns.

Post School Destinations

Post School Destinations

Students who withdrew from studies during 2017 pursued a variety of pathways including gaining apprenticeships, entering the workforce, etc. SATAC data shows that 73% of our 2017 graduates will be studying on a full-time or part-time basis. A variety of other options were also pursued by the other 27% of students. This included travel, work and completion of further studies at alternative school sites

Tertiary Institute	%
University of Adelaide	41.6
Flinders University	14.6
University of South Australia	36.0
Other	7.8

Courses Obtained

Course	%	Course	%
Architectural Studies or Design	2.7	Health or Human Movement	15.8
Arts	3.7	Law or Journalism	6.1
Aviation (Pilot)	0	Marketing or Media	4.8
Business or Commerce or Finance	25.6	Medical Science	7.3
Information Technology or Computing	2.4	Nursing	1.2
Criminology	6.1	Occupational Therapy	1.2
Design or Urban & Regional Design	0	Psychology	3.6
Education	2.4	Science or Viticulture	4.9
Engineering	9.8	Other	2.4

Self-Assessment Process

During 2017, 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 Staff completing Graduate Certificate in RE EREA Formation Program Sacraments Program Immersion Programs
<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 Child Protection Curriculum

<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>	<p>Excellence in education</p>	<ul style="list-style-type: none"> • Community Satisfaction Survey • POR Reviews • Staff Personal Professional Learning Plans & Growth Conversations • Staff Consultative Committee • Staff Growth Conversations
<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>	<p>Excellence in education & Community connections</p>	<ul style="list-style-type: none"> • Community Satisfaction Survey • SWD (Students With Disabilities) Staff Meetings • 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>	<p>Excellence in education</p>	<ul style="list-style-type: none"> • Community Satisfaction Survey • Staff Personal Professional Learning Plans & Conversations • Lesson Observations • Student Evaluations • Professional Learning Groups • Stage 1 & 2 SACE Board data
<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>	<p>Excellence in education & Wellbeing and personal growth</p>	<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 • Elders Lunch • Business Lunch
<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
1.10	Evaluate the staff Self-Review and development process, along with Professional Learning Teams and Lesson Observations.	To ensure that staff are receiving meaningful feedback to enable professional growth and appropriate mentoring and support	Use of the AITSL Self-Assessment Tool and Student Questionnaire to collect data for staff goal-setting. Introduction of the Circle-Touchstone Tool for tracking progress of professional goals. Growth Coaching Training for all staff.
1.16	Focus on Engineering Science	Introduction of a Science, Technology, Engineering and Mathematics (STEM) Program in the Middle Years.	STEM Planning complete and implemented in 2018
1.20	Year Curriculum Implementation Plan for Differentiation	Continue to tailor our curriculum to boys' developmental needs for today's world.	Explore the offering of Module 3 from the Australian Institute of Assessors.
1.22	Establish Students with Disability Meetings, once per term, for NDIS data collection.	Subject teachers meet to discuss each case and upload samples of adjusted/modified tasks. Teaching and assessment strategies shared.	One meeting per term in Terms 1, 2 & 3

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 2017 included; Blue Week Harmony Day Activities Close the Gap Event National Reconciliation Week Inter-House lunchtime competitions run by the Prefects
2.5	Explore the possibility of a voluntary sequential expedition program that could culminate with a Year 12 Solo Expedition	To provide extension leadership experiences	Rostrevor Snowy Mountains Expedition
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. Hosted events to recognise the contribution of volunteers. Awarded Volunteer of the Year, in 2017, Brigitte Valente.

Spirituality and faith in action

	Strategy	Aim/Target/Goal	Notes
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. Whole School Energy Audit with Spotless. STEM Focus in Year 8 – Community Partnerships
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.
4.7	Explore the possibility of a Multi-Cultural (day or night) Festival where students, parents and community groups share their cultural backgrounds through story, dress, food and dance	To provide an opportunity for the community to gather and share their story as part of a rich cross-cultural awareness experience	Junior Years Multi-Cultural Day and a 'Palio di Siena' demonstration and multi-cultural lunch. Social Justice initiative – Multicultural Day.

Making the most of our space

	Strategy	Aim/Target/Goal	Notes
5.5	Audit and develop a whole campus external lighting plan	To ensure safety, security and improve appearance	Energy Audit completed in 2017
5.6	Conduct a whole school energy audit and develop a plan for sustainable energy usage	To ensure that minimise excessive energy costs	
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	Heritage and Centenary Planning Committee established. 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. Whole School Energy Audit and education program.
5.18	Preserve our heritage buildings	Employ a part time archivist	Sergio Sergi employed contracted on a part-time basis.