ROSTREVOR COLLEGE

2022 School Performance Report

HIS ROSTREVOR

Content

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 921 students from Reception to Year 12, including 47 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 four pillars that facilitate a holistic educational approach.

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.

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.

Enrolments

A total of 921 students were enrolled at Rostrevor in 2022. Refer to the breakdown below.

R	1	2	3	4	5	6	7	8	9	10	11	12
24	21	26	33	25	40	50	119	115	95	123	140	110

Of these 20 (2.25%) were Indigenous students, including one (0.11%) student with English as an Additional Language /Dialect (EAL/D). Furthermore, in 2022 our Inclusive Education Faculty catered for the needs of 196 students with disabilities as assessed for the purpose of the Nationally Consistent Collection of Data (NCCD). This represents 21.58% of the 2022 cohort.

The College's ICSEA (index of community socio-educational advantage) score in 2022 was 1,058. This figure is derived from information regarding parents' occupation, education and income.

The College's DMI (direct measure of income) was 102. in 2022. This score is used to determine the level of Government funding received.

College Income

In 2022, 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 2022	$
Australian Government Recurrent Funding	9,565,158
State/Territory Government Recurrent Funding	2,679,372
Fees, charges and parent contributions	9,442,581
Other private sources	781,135
Total gross income (excluding income from Government capital grants)	**22,468,246**
Less Deductions	330,820
Total net recurrent income	**22,137,426**

Teacher Standards & Qualifications

Staff Attendance

Teaching staff attendance for the 2022 school year was 98.2%. This figure does not include staff on extended leave such as long-service, maternity, and other extended leave.

Staff Retention

In Term 1 2022, 93.1% 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 65% of teachers with two or more qualifications in education. 23.5% have Masters degrees, 33.8% Post Graduate qualifications, 86.8% Bachelor degrees, 29.4% Diplomas and 19.1% hold Graduate Certificates in Religious Education.

Workforce Composition

Staff consists of 73 teaching staff and 48 non-teaching staff. The full time equivalent for teaching staff is 68.7 and the full time equivalent for non-teaching staff is 38.1. In 2022 we had 2 staff who identified as Aboriginal or Torres Strait Islander.

Expenditure and Teacher Participation in Professional Learning

In 2022 100% 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 $562.09 per teacher was spent on professional learning.

Student Attendance

The table below shows attendance for 2022.

Year Level	Percentage (%)
Reception	60.56
Year 1	69.86
Year 2	69.84
Year 3	64.96
Year 4	50.73
Year 5	58.9
Year 6	66.35
Year 7	89.53
Year 8	87.59
Year 9	87.19
Year 10	86.94
Year 11	87.58
Year 12	88.31
Total	**74.5**

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 conditions. This aside, attendance records do not accurately capture the number of students that continued to access learning online during isolation

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 Lesson1 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

10 students from the 2022 Year 12 student cohort undertook vocational and trade training courses at Certificate III level as part of their Year 12 studies. 53 students in Semester One and in Semester Two combined their studies at school with VET courses.

Attaining Year 12 Certificate or equivalent VET qualifications

We were very pleased that our students achieved 100% SACE completion in 2022, this being the sixth 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.

Our Year 12 students of 2022 achieved excellent results in their SACE. Many gained outstanding personal achievements.

- **21% of the eligible cohort achieved an ATAR score above 95**, with 7.3% above 99..

- **40% of the eligible Year 12 cohort received an ATAR score above 90** (cf. 25.7% in 2021, 24% in 2020, and 23.1% in 2019).

- **56% achieved an ATAR above 80**. (cf. 38% of 2021, 47% in 2020, 45.2% in 2019 and 41% in 2018).

- **44% of grades were in the A band** (cf.38.6% in 2021, 39% in 2020, 38% in 2019, 34% in 2018 and 32.4% in 2017). 87% of all grades were in the A or B band which is well above the State average.

- **A total of 44 Merits were achieved** in a wide range of subjects including Research Project, English, Essential English, Chemistry, General Maths, Psychology, Modern History, Business Innovation, Project, English, Essential English, Chemistry, General Maths, Psychology, Modern History, Business Innovation, Digital Technologies, Scientific Studies, Biology, and Integrated Learning (cf. 29 in 2021 and 2020, 31 in 2019, 26 in 2018 and 18 in 2017).

- **An additional 48 A+ grades were attained** (without Merit) and this is also a significant achievement to be celebrated. Physical Education, Music Performance Solo, Music Performance Ensemble, Music Explorations, Physics, Mathematical Methods, Workplace Practices, Industry and Entrepreneurial Solutions and Digital technologies.

Post School Destinations

Tertiary Institute	%
University of Adelaide	44.0
University of South Australia	51.0
Flinders University	2.5
Other	2.5

Courses Obtained

Course	%
Architecture	2.6
Arts/Design	1.1
Business/Commerce/Finance	10.3
Construction	5.3
Education	10.1
Engineering	15.6
Health (Physio/Allied Health)	18.2
IT or Computing	5.6
Law or Journalism	6.2
Media or Design	5.3
Medicine/Other Medical Sciences	8.2
Psychology/Social Work	6.2
Science or Viticulture	5.3
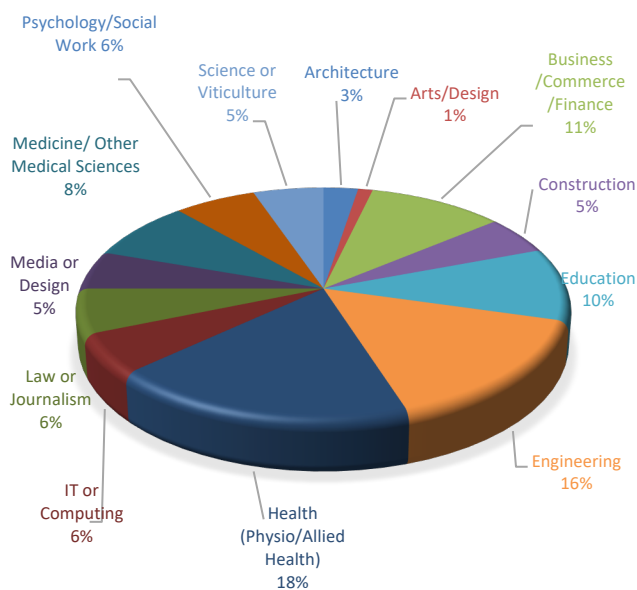
Students who withdrew from studies during 2022 pursued a variety of pathways including gaining apprenticeships, entering the workforce, etc. SATAC data shows that 67% of our 2022 graduates will be studying on a full-time or part-time basis. A variety of other options were also pursued by the other 33% of students. This included travel, work and completion of further studies at alternative school sites.

The breadth and depth of teacher expertise and students thriving in their learning is expansive and admirable.

Student Outcomes in NAPLAN

Upon completion of NAPLAN Testing this year, the following results were achieved:

Year 3

Assessment	Students Participating 2022	2022 % Achieving National Minimum Standard	2021 % Achieving National Minimum Standard	Mean Score 2022	Mean Score 2021
Grammar and Punctuation	27	93%	100%	444.8	434.6
Numeracy	28	100%	95%	427.5	414.9
Reading	30	100%	100%	434.9	435.5
Spelling	27	100%	100%	456.2	427.3
Writing	28	96%	95%	404.2	446

Year 5

Assessment	Students Participating 2022	2022 % Achieving National Minimum	2021 % Achieving National Minimum	Mean Score 2022	Mean Score 2021
Grammar and Punctuation	37	100%	97%	520.9	506.8
Numeracy	37	100%	100%	504.6	497.9
Reading	37	100%	100%	516.3	508.4
Spelling	37	97%	94%	518.9	507
Writing	35	97%	94%	481	472.7

Year 7

Assessment	Students Participating 2022	2022 % Achieving National Minimum	2021 % Achieving National Minimum	Mean Score 2022	Mean Score 2021
Grammar and Punctuation	111	100%	91%	537.9	539.7
Numeracy	106	98%	95%	565	569.5
Reading	111	99%	94%	553.4	535.7
Spelling	111	99%	95%	548.7	554.2
Writing	113	98%	91%	536.4	507.4

Year 9

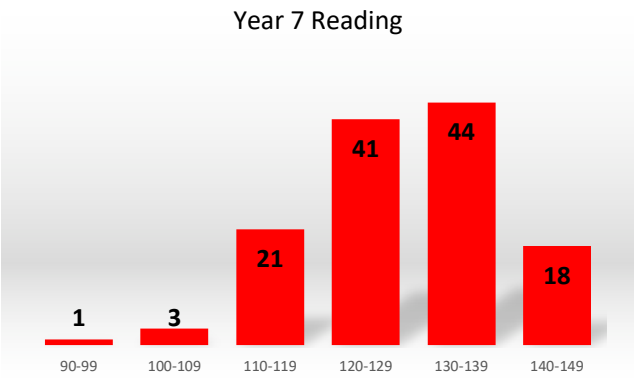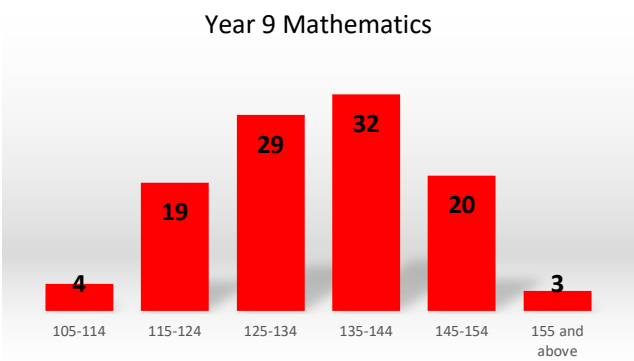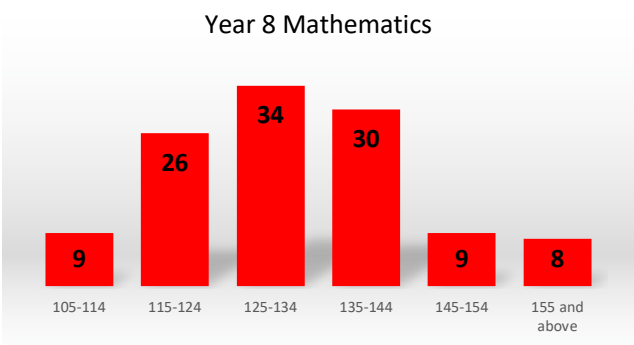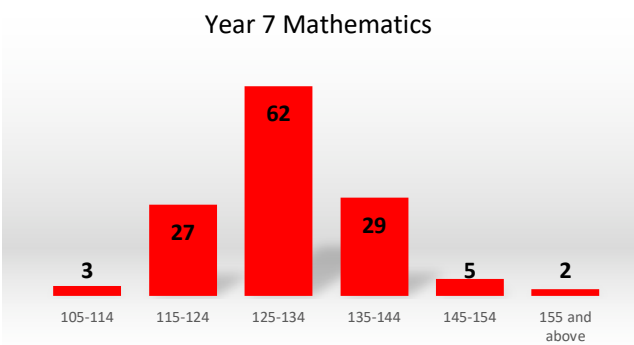| Assessment	Students Participating 2022	2022 % Achieving National Minimum	2021 % Achieving National Minimum	Mean Score 2022	Mean Score 2021
Grammar and Punctuation	84	92%	89%	566.9	562.8
Numeracy	82	98%	96%	582.2	581.4
Reading	90	93%	88%	567.7	562.5
Spelling	84	95%	91%	577.6	569.2
Writing	88	93%	78%	560.7	545.4

Student Reports

Refer to Appendix A

PAT R and PAT M Data

As students and teachers become more familiar with the annual PAT R and M standardised testing tools, we are in a position to begin using the evidence to inform practice and develop student agency.

Substantial growth has been recorded in the Junior School PAT R data where high-quality consistent classroom instruction can and will narrow the growth gaps significantly. Having a Leader of Teaching and Learning in the Junior Years has been important for tracking this growth.

A snapshot of Middle School PAT R and M data can be seen in the Year Level graphs below

Year 7 Reading

Range	Count
90-99	1
100-109	3
110-119	21
120-129	41
130-139	44
140-149	18

Year 7 Mathematics

Range	Count
105-114	3
115-124	27
125-134	62
135-144	29
145-154	5
155 and above	2

Year 8 Reading

Range	Count
70-79	1
100-109	6
110-119	18
120-129	36
130-139	32
140-149	22
150 and above	3

Year 8 Mathematics

Range	Count
105-114	9
115-124	26
125-134	34
135-144	30
145-154	9
155 and above	8

Year 9 Reading

Range	Count
100-109	1
110-119	21
120-129	37
130-139	33
140-149	16
150 and above	6

Year 9 Mathematics

| Range	Count
105-114	4
115-124	19
125-134	29
135-144	32
145-154	20
155 and above	3

Parent, Students & Teacher Satisfaction

In 2022, 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 3.01% in 2022 with the trend continuing into 2023.

Our community participated in a Community Satisfaction Survey. Refer to some of the results below.

Spirituality

Legend: Very Unsati... | Unsatisfact... | Satisfactory | Very Satisf... | N/A
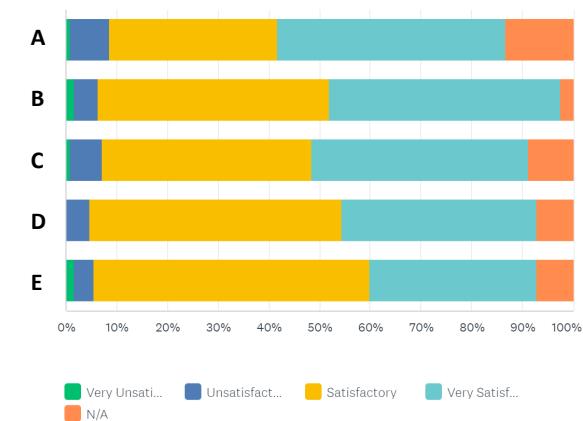
A	Provides meaningful and enjoyable retreat experiences.
B	Provides meaningful and relevant Liturgical experiences.
C	Prepares and sends students on Service Learning experiences which positively effects their values.
D	Provides a relevant and challenging Religious Education and Social Justice program.
E	Provides opportunities for and time to learn more about Prayer.

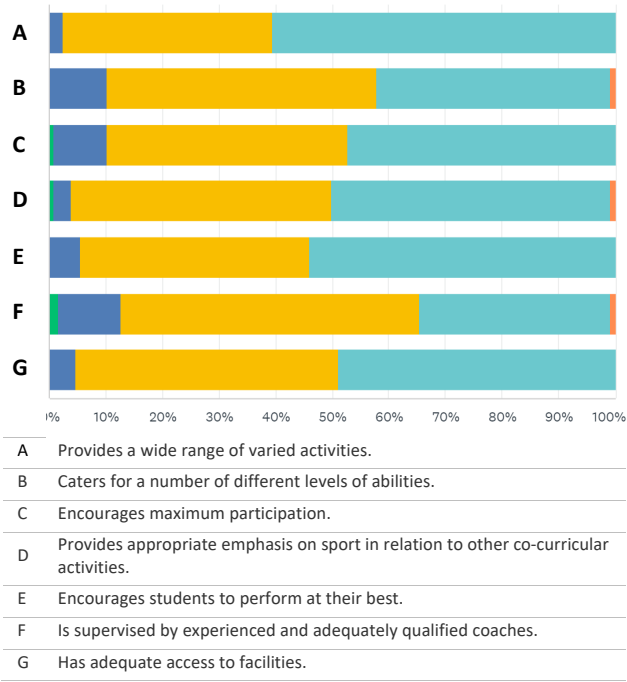## Pastoral Care
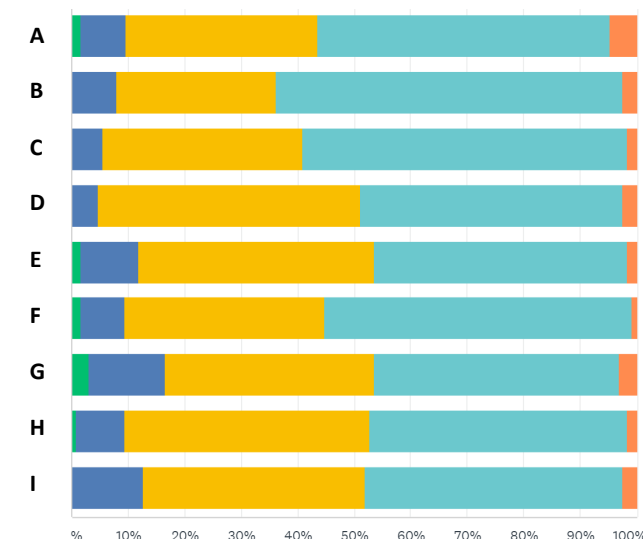
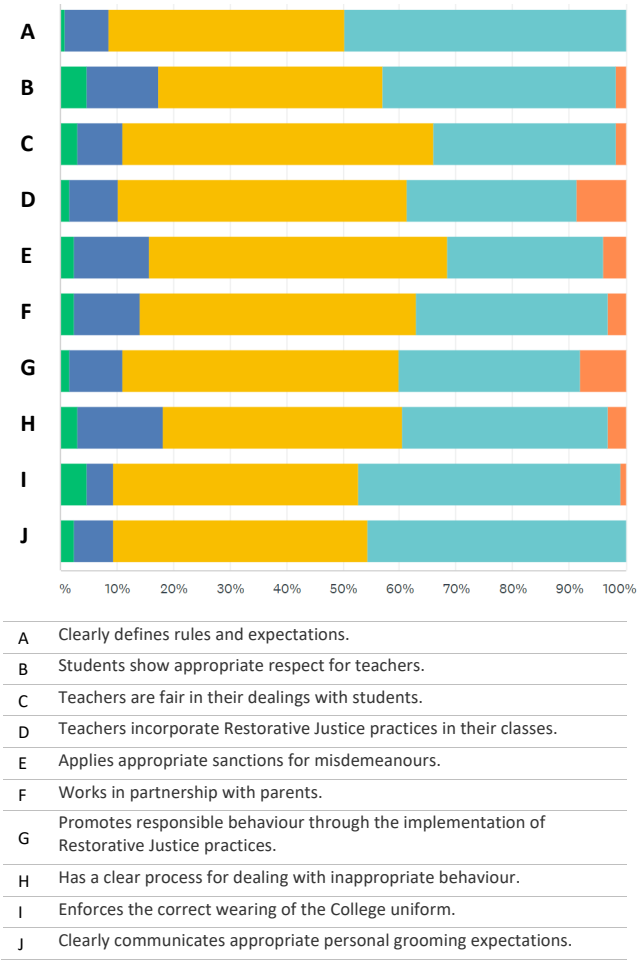|	
A	Offers opportunities for older students to mentor younger students given the vertical pastoral care structure.
B	Is a place where students always feel safe and welcomed.
C	Provides a nurturing and caring House environment.
D	Promotes an holistic and inclusive education through an appropriate Pastoral Care Program.
E	Encourages self-discipline.
F	Expects high standards of courtesy.
G	Provides opportunity for parent contact with Pastoral Care teachers.
H	Provides significant adult mentors.
I	Provides a comprehensive and effective Pastoral Care Program which addresses the wellbeing needs of boys.

Curriculum
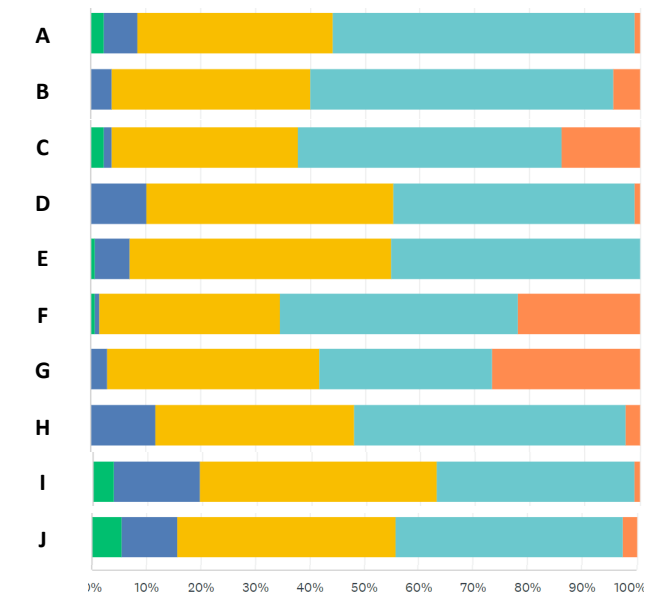
A	Offers parents access to SEQTA to monitor and assist with their son's workload.
B	Acknowledges students who excel in academic areas by the awarding of certificates, prizes, etc.
C	Offers opportunities for extension and acceleration via the Learning Extension & Acceleration Program (LEAP).
D	Offers opportunities to students of all abilities to participate in all subjects and activities.
E	Offers a wide range of subjects.
F	Offers opportunities to study Vocational Education and Training (VET) subjects.
G	Provides an appropriate Inclusive Education program for students with particular difficulties.
H	Encourages the pursuit of personal academic excellence.
I	Provides detailed, frequent and useful feedback on each child's academic performance.
J	Has teachers who are responsive to each child's individual needs.

Co-curricular

	A	B	C	D	E	F	G

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

Personal Responsibility

	Description
A	Clearly defines rules and expectations.
B	Students show appropriate respect for teachers.
C	Teachers are fair in their dealings with students.
D	Teachers incorporate Restorative Justice practices in their classes.
E	Applies appropriate sanctions for misdemeanours.
F	Works in partnership with parents.
G	Promotes responsible behaviour through the implementation of Restorative Justice practices.
H	Has a clear process for dealing with inappropriate behaviour.
I	Enforces the correct wearing of the College uniform.
J	Clearly communicates appropriate personal grooming expectations.

2022 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'.

Strategic Priority – Service and Spirit Inspiring and thought provoking, inviting all boys to become men for others	
Strategic Goals	
Continue to form teachers and support staff in the Edmund Rice tradition enabling them to share hope and the Good News with the community they encounter everyday	• Encourage, support and recruit staff to enrol in formal formation courses- Graduate Certificate in Catholic Education and EREA formation courses. • Mini workshops/retreats/PD for staff were held so they could develop their own spirituality and leading meaningful prayer and liturgy experiences. • Develop scope and sequence for the teaching of our Charism, Edmund Rice Story and Touchstones to students in R-6 • Pastoral Care Prayer resource which introduces and affirms our Charism and Touchstones weekly in 7-12 • Provide whole staff PD that invites participation in our Edmund Rice Story and connection to the Touchstones.
Explore new opportunities to share the underpinnings of our leading educational philosophy with parents and continue to invite families into rich spiritual encounters at Rostrevor	• Online resources-Touchstone Prayer book, links to events/learning with our touchstones. • Prayer offering for families-attendance at liturgies, online (covid) Chapel before school once a fortnight. • Update our website to include reference to our Touchstones and Charism under spirituality. • Create a visual reminder of our Touchstones in a public/yard space complimentary to other iconography.
Implement a meaningful and age-appropriate program of daily practices that build strong camaraderie between boys and invite them into inspiring encounters as an essential part of their Rostrevor Education	• Multimodal offerings- such as PC Prayer, mini-Liturgies in the Chapel, Online experiences and Christian Meditation offered. • Provide opportunities for student voice and student led experiences for advocacy and social justice. • Attendance on retreats and reflection experiences. • Social Justice and outreach programs that encourage a variety of spiritual encounters with the community.

Strategic Priority - Student Wellbeing
Caring and responsible, nurturing deep connections and a growing sense of personal responsibility

Strategic Goals	Actions
Continue to provide great care for every student by investing in the professional understanding and expertise of staff responsible for the wellbeing of boys in boarding house and school.	• Positive Education Professional Learning partnership developed with Positivity Institute • Invite staff to be involved in a Pos Ed Committee – done on a volunteer basis • Senior & Middle Management complete their Mental Health First Aid training • Provide training for key staff on classroom strategies to trauma-informed learning and the science of wellbeing (Berry Street)
Actively engage with parents when shaping our approaches that help boys develop greater self-awareness, emotional intelligence and personal responsibly.	• Create a planned and targeted communication plan to distribute information to families in an easy to access and relevant manner • Explore opportunities for guest speakers – seeking input from families • Evaluate opportunities that SEQTA provides for the College to provide further engagement with families around wellbeing and personal responsibility

Create a safe and welcoming environment for every boy by renewing our pastoral care programmes and procedures to ensure that Rostrevor continues to lead in responding to student concerns and needs.	• Implement eiPulse 3 – 12
	• Audit and review of wellbeing initiatives.
	• Review the opportunities for student voice to be heard R-12
	• Mapping of the CPC R- 12
	• Communication re Student Code of Conduct
	    o Blog
	    o Year level assemblies
	    o Staff Meeting

Strategic Priority – Academic Success
Inspiring the pursuit of excellence and responsive to the interests and talents of every boy

Strategic Goals	Actions
Provide great learning for students through continuous professional development of our teachers and support staff	• Review the current learning agenda for staff and develop a plan for the next three years which supports the needs of staff and learners in a contemporary educational environment • Take initial steps to develop a vision for learning at RC
Foster new opportunities for parents' engagement in their boys learning through timely communication, regular contact with teachers and the application of the Learning Management Systems of SEQTA and See-Saw.	• Implement use of See-saw in Year R-3. • Engage work of educational consultant (Sharon Callen) to provide JY staff with coaching on rubric development and feedback for learning aligned to ACARA
Create new and multiple learning pathways for every boy to achieve his personal best in a highly engaging environment supported by innovative technologies	• Teachers set up self-reflection assessment on at least one assessment task per term • Our Year 7-12 students write 3 personal goals on SEQTA goals • Teacher final comment/feedback/rubric with grade on SEQTA

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 while continuing to recruit the very best partners to support our work with every boy.	• Parent and student survey & review meetings with staff • Increase staff and coach awareness of programs and support by partially subsidising • Identify potential partnerships, eg. Norwood FC, Campbelltown CSC, Metrostars FC, Norwood Basketball Club, East Torrens CC
Continue to invest in our resources, expansive grounds and facilities to meet the growing demands of our successful co-curricular programs.	• Develop a plan for improving the signage around the college to support the co-curricular program • Further engage with the broader community, through unique experiences and offerings via the Co-Curricular Program

Foundations and Futures

Strategic Goals	Actions
Update the ten-year financial plan and review budgets and budget planning	• Develop a ten-year financial plan • Review the budget preparation process and communicate this with staff involved – eg wellbeing, faculty, DP
Aim to ensure that the College has equitable, contemporary, excellent facilitates and grounds as planned in conjunction with the ten year financial plan	• Develop short/medium/long term planning of operations for capital works • JY re-development focus for 2022 • Create an Operations Committee that meets on a twice termly basis
Maintain and update the EREA Compliance requirements in all areas of compliance	• Compliance updates and benchmarks to be competed • Develop new systems to ensure all compliance matters are adequately covered
Identify ways in which expenditure can be managed	• Review existing contracts and expenditure across the College
ICT – review and develop the College's long term ICT plan and implement recommendations	• Develop an ICT Committee • Review the plan for the next 5 years for IT infrastructure across the College

Appendix A - Student Reports

Subjects studied from Year 1 to Year 10

The Australian Government requires that reports for students enrolled from Year 1 to 10 show relative achievement of students based on 5 levels (A, B, C, D, E) as shown below:

	Worded Statements of Academic Achievement
A	Excellent achievement of what is expected at this year level
B	Good achievement of what is expected at this year level
C	Satisfactory achievement of what is expected at this year level
D	Partial achievement of what is expected at this year level
E	Minimal achievement of what is expected at this year level

The A, B, C, D, E achievement scale refers to achievement relative to the Standards from the Australian Curriculum. Rostrevor has reported on an extended 5-point scale.

For class groups with 10 or more students, parents can request the College to provide you with written information that clearly shows their son's achievements in the subjects studied in comparison to that of other children in their son's peer group. This information shows the number of students in each of the five achievement levels.

Rostrevor will report on a A to E grade scale from 2023.

Subjects Studied at Stage 1 Level

Stage 1 performance is reported using the A+ through to E- achievement scale.

This grade is also submitted to the SACE Board with any "+" or "-" removed as is the convention for reporting Stage 1 SACE results). Descriptions of each grade level are included in the SACE subject outlines and are called 'performance standards'. These standards describe in detail the level of achievement required to achieve each grade, from A to E. Teachers and assessors use these standards to decide how well a student has demonstrated their learning. Central moderation is utilised to confirm that school-based assessment levels are consistent for compulsory Stage 1 subjects.

Students awarded a 'Pending' grade have an opportunity during the following semester to gather more evidence and submit work in order to be assessed against the performance standards.

Subject outlines and performance standards can be accessed on the SACE Board website (https://www.sace.sa.edu.au/) or through the subject teacher.

Subjects Studied at Stage 2 Level

Rostrevor College reports on the extent to which students have achieved the learning outcomes of programs based on the subject outlines from the SACE Board. Stage 2 performance is reported using the A+ through to E- achievement scale. Each Stage 2 subject has a school based assessment component (70%) and externally assessed component (30%). School based components are assessed by the teacher and moderated by the SACE Board. External assessment components are assessed by a marker appointed by the SACE Board. At Rostrevor College, progress grades of C- and above indicate that a Stage 2 student is passing the subject. The SACE Board issues final subject results in December.