

2016 School **Performance Report**



ROSTREVOR
COLLEGE

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Contextual Information

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

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

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

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

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

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

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

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

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

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

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

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

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

Enrolments

A total of 756 students were enrolled at Rostrevor in 2016. Refer to the breakdown below;

Year Level	R	1	2	3	4	5	6	7	8	9	10	11	12
Nos	8	17	19	11	27	29	36	40	97	114	109	125	124

Of these 36 (4.76%) were indigenous students and 48 (6.3%) were students with English as an Additional Language /Dialect (EAL/D). Furthermore, in 2016 our Inclusive Education Faculty catered for the needs of 129 students with disabilities as assessed for the purpose of the Nationally Consistent Collection of Data (NCCD). This represents 17.06% of the 2016 cohort.

The College's ICSEA (index of community socio-educational advantage) score in 2016 was 1063. This figure is derived from information regarding parents' occupation, education and income. The College's SES (Socio-economic status score) was 107 in 2016. This score is used to determine the level of Government funding received.

College Income

In 2016, 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 2016	
Australian Government Funding	\$6,152,382.00
State Government Funding	\$1,611,399.00
Fees, charges and parent contributions	\$5,848,352.00
Other private sources	\$629,415.00
Total gross income <i>(excluding income from government capital grants)</i>	\$14,241,548.00
Less Deductions	-\$1,401,980.00
Total net recurrent income	\$12,839,568.00

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 2016 school year was 87.6%. This figure does not include staff on extended leave such as long-service, maternity, and other extended leave.

Staff Retention

In Term 1 2016, 77.8% of our teaching staff was retained from the beginning of the previous programme year. Note that this figure does not include contract staff employed to take the place of teachers who would be returning to teaching duties. We celebrate the expertise, talent and commitment that our teachers bring to the community.

Teacher Qualifications

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

Workforce Composition

Staff at Rostrevor College consists of 59 teaching staff and 41 non-teaching staff. The full time equivalent for teaching staff is 56.6 and the full time equivalent for non-teaching staff is 33.5.

Expenditure and Teacher Participation in Professional Learning

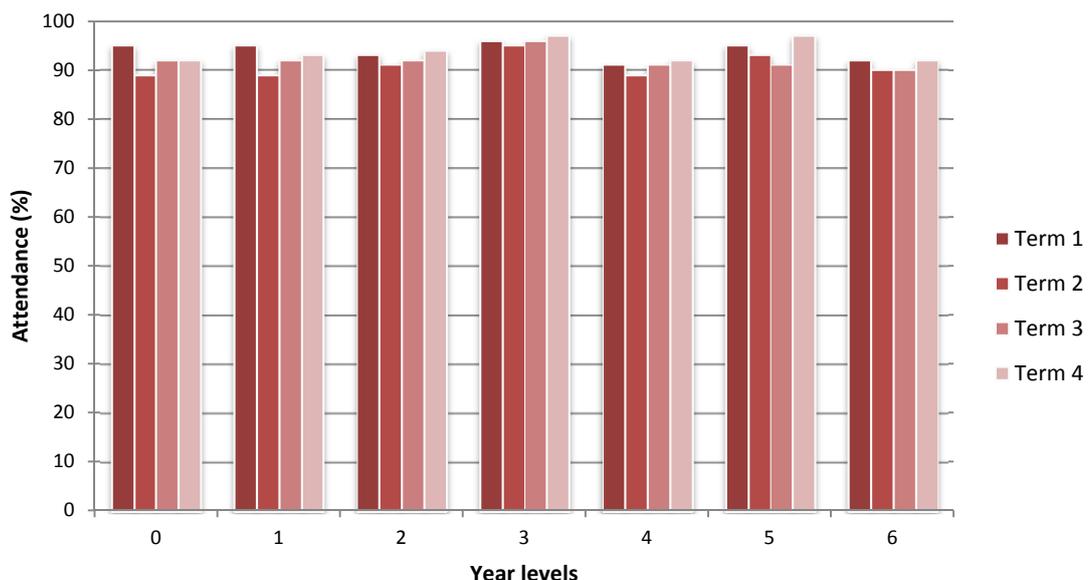
In 2016 there was 100% participation by the teaching staff in professional learning. There was a wide range of significant professional learning involving the whole school, Sub-schools, Learning Areas and individual teaching staff. The school community was informed of many of these throughout 2016 via the weekly Newsletter. In 2016, \$280 per teacher was spent on professional learning.

Student Attendance

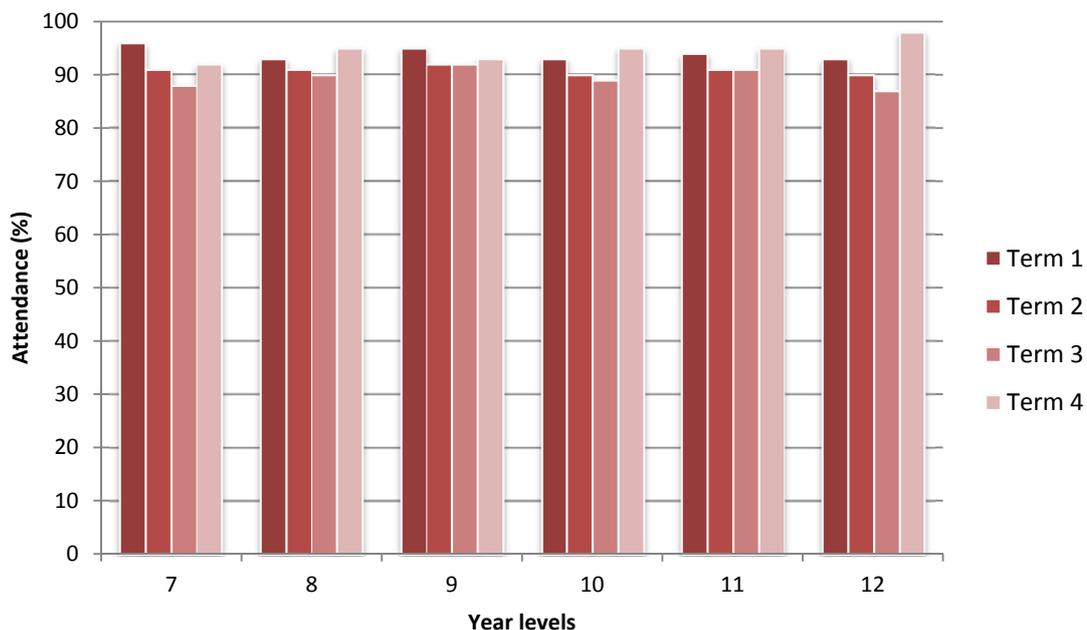
Student Attendance

The percentage attendance is shown in the graphs below:

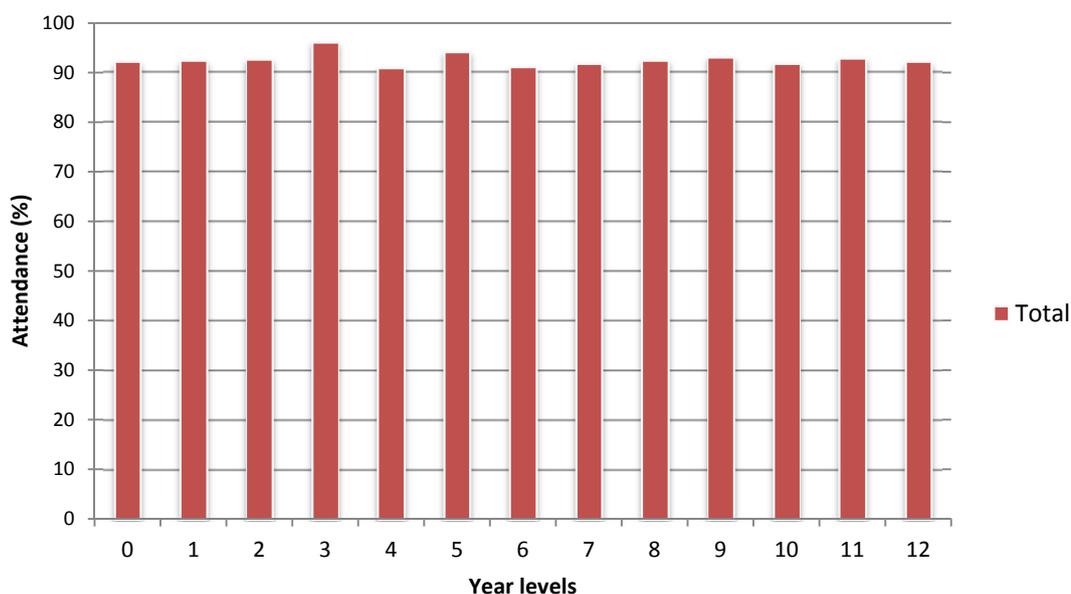
Attendance - Junior Years (by term)



Attendance - Middle & Senior Years (by term)



Attendance - R- 12 Total



How non-attendance is managed

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

Senior Secondary Outcomes

Vocational and Trade Training

16.9% of the 2016 Year 12 student cohort undertook vocational and trade training courses at Certificate III level as part of their Year 12 studies.

Attaining Year 12 Certificate or equivalent VET qualifications

Our Year 12 students of 2016 achieved excellent results in their SACE. Many gained outstanding personal achievements. The number of students with TER's above 90 was 25 and 15 Merits for perfect scores were obtained by the Year 12 students of 2016.

The College is extremely proud of the 2016 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 2016 has become 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 2016 Dux, Christian Piteo who achieved 99.45. Christian was awarded five A+ grades: English Communications (merit), Research Project (merit), Accounting, Integrated Learning (RE) and Mathematical Studies. Jake Richter achieved the position of Proxime Accessit, with an ATAR of 98.90 and three A+ grades: Accounting, Chemistry and Legal Studies.

It has been very encouraging to note that 25 students received an ATAR score of 90 or over (25.5% 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, 47% achieved an ATAR above 80. 97% of all subject scores were either A, B or C, and the number of 'A' grades was 30.7%. These results are excellent and certainly supportive of the school's motto 'Palma Merenti'.

Overall, our students achieved 15 merits across a wide spread of subjects including Religious Education (Integrated Learning), English, Mathematics, Physics, Chemistry, Psychology, Geography, Accounting, Legal Studies, Business & Enterprise, Scientific Studies, Research Project and Physical Education. An additional 12 A+ grades were awarded (without Merit) – again a very pleasing result.

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

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.

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

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

Student Outcomes in NAPLAN

Benchmark Results

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

	Year 3	Year 5	Year 7	Year 9
Reading	100%	96%	97%	96%
Writing	100%	96%	94%	97%
Spelling	100%	93%	97%	97%
Grammar / Punctuation	100%	89%	94%	97%
Numeracy	100%	96%	94%	96%

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	100	93.4	95.1	96	91.5	93.0	97	94.2	94.6	96	91.9	92.8
Writing	100	95.2	96.3	96	91.7	93.2	94	90.1	89.7	97	81.5	82.9
Spelling	100	92.4	94.0	93	91.6	92.8	97	92.3	93.1	97	88.3	90.4
Grammar & Punctuation	100	93.5	95.5	89	92.2	93.7	94	92.4	92.6	97	89.4	90.5
Numeracy	100	94.2	95.5	96	92.8	94.3	94	95.2	95.5	96	94.4	95.2

 Equal or above the National average

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

Value Added

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

Principal – Mr Simon Dash

By now everyone is aware that this will be my final Presentation Night as Principal of Rostrevor College, before I take up my new posting of Principal of Xavier Catholic College in my home State of Queensland next year. While my family and I are excited about being closer to our immediate and extended family, I will miss Rostrevor and the wonderful community that embraced this 'foreigner'.

My six years have seen highs and lows, great triumphs and some tough decisions. I have never claimed to be a perfect person nor a perfect Principal. But I can say with great sincerity that I have given it my all and every decision has been made with the best interests of the College in my heart.

I would like to share with you a metaphor for how I feel tonight. It is a metaphor based on fingerprints. We have all become familiar with the use of fingerprints as a means of identification, but this was not always the case.

In 1880, Dr. Henry Faulds, a Scottish surgeon in a Tokyo hospital, published his first paper on the subject of fingerprints in the scientific journal *Nature*, discussing the usefulness of fingerprints for identification and proposing a method to record them with printing ink. He also established their first classification system. Returning to the UK in 1886, he offered the concept to the Metropolitan Police in London but it was dismissed at that time. Faulds wrote to Charles Darwin with a description of his method but, too old and ill to work on it, Darwin gave the information to his cousin, Francis Galton, who was interested in anthropology. Galton was then inspired to study fingerprints for the next ten years. Galton went on to publish a detailed statistical model of fingerprint analysis and identification and encouraged its use in forensic science in his book *Finger Prints*. He had calculated that the chance of a "false positive", that is, the possibility of two different individuals having the same fingerprints, was about 1 in 64 billion. A few years later the methodology was adopted by Scotland Yard and the rest is history.

I want to use this metaphor in two ways. First, like a fingerprint, Rostrevor has left a unique and indelible imprint upon me. I am a better person for having been touched by this extraordinary community. I will never forget my time with you.

But, I also wish to use this metaphor to describe each of you: every student; every teacher; every parent; and every Old scholar. Each of you have made a distinctive, exceptional and irreplaceable mark on this College. Rostrevor College and its spirit, is the creation of the sum of its many parts. Its heritage and its future are shaped by you. Never forget the power you have to contribute to the shaping of our beloved College. Your fingerprint has an impact and will never be forgotten nor erased.

In this the 'Year of School Spirit' we have been reminded that the Rostrevor Spirit has a long history and we inherit the legacy of those who have gone before us. But it is a living spirit, ever looking forward

to create a new legacy and new achievements. It is not a ghost which is a pale reflection of the past.

Your challenge is to look forward, to aim high, to contribute, to seize the day, and continue to build an even greater Rostrevor.

The word 'spirit' comes from the Latin word for breath, meaning that it is a living thing. In the context of a community, school spirit is about creating an environment where everyone has a sense of belonging, inclusion, ownership and passion. It's about supporting each other and celebrating our diversity as a source of strength.

This means we must stand together and work together. We are a stronger community when we are committed to the same cause. We are strong when we are willing to give our gifts to a greater purpose rather than holding them back for our own selfish ends.

You are the Red and Black army. Take pride in your school and give what you have to build up an even stronger Rostrevor in 2017.

At Rostrevor College we encourage and inspire our students to achieve their personal best as we believe it is the best measure of success. The dedication that our Year 12 cohort of 2015 demonstrated towards their studies was outstanding and was certainly reflected in their results.

Just over 30% of our students achieved an ATAR score of 90 and above. Equally pleasing was the fact that 58% of our students achieved ATAR scores of 80 and above. Both these results are the best for Rostrevor since records began in 2005.

Particular congratulations to our 2015 Dux, Isaac Nakone who achieved 99.95. Isaac also received a Governor's Commendation Award and six Merits. He was closely followed by our Proxime Accessit, Darcy Pisani who achieved 99.35. Overall our students achieved 16 merits across a wide spread of subjects.

Rostrevor College has a very deep sense of heritage. As a community we are proud of our past and celebrate the many generations of students who have been part of our story. At the same time, we are constantly looking forward to the next chapter in our journey, always seeking to reach new levels of excellence. Our Year 12 results have improved dramatically over the last five years through the determination of staff to embrace new approaches to teaching and learning.

As part of this ongoing commitment to continuous improvement, staff have been involved in two very important projects throughout 2016 with a view to

further enhance our academic reputations as well as student outcomes.

The first is the IDEAS project which flows from the Diagnostic Inventory of School Alignment or DISA survey that was undertaken in 2015. We are working with staff from the University of Southern Queensland to complete this process. One of the important outcomes is the development of a School-wide Pedagogical Framework with a language that is easily understood by and accessible to students, parents and staff.

The second project involved teacher action research. This project utilized the Classroom Climate Questionnaire (CCQ) developed by Curtin University where students take an online survey which is collated into 'actual' and 'preferred' results across a range of domains. Teachers then worked in Professional Learning Teams to support each other in improving in one or more domains. Thank you to staff who engaged in this project.

Communities need clear and open communication structures that provide every member with the means to be heard. In an educational setting, this open communication structure must also include the provision of consultation processes so that the community can have a voice in the strategic vision and plan for the College. The establishment of a Staff Consultative Committee, and a Parent Engagement Committee have been invaluable to providing opportunities for dialogue and engagement.

In June this year an External Validation team came to our College to lead the process of Edmund Rice Education's School Renewal. It is a process which provides guidance on how our community is living out the charism of Edmund Rice and being faithful to the Touchstones of providing a liberating education, living out a gospel spirituality, being committed to being an inclusive community and looking beyond the walls of our College and standing for justice and in solidarity with those at the margins. We received wonderful feedback on how our College lives these values out, with particular praise for our commitment to being an inclusive community. The School Renewal process will conclude with a special assembly on the 11th November during which the EREA Executive Director, Dr Wayne Tinsey will officially acknowledge our accreditation as a Catholic School in the Edmund Rice Tradition. You are all invited to this most important occasion.

As the curtain begins to close on my time at Rostrevor, I wish to extend my thanks to staff, parents and students for your support, not just of me, but of our shared purpose. To Brad McCarthy and our Prefects, it has been an honour to have worked with you this year, especially as it is my last year.

In a special way I express my thanks to the members of the Parents and Friends Association, The Rostrevor College Foundation, the Rostrevor Old Collegian Association and the countless

Deputy Principal – Mr Frank Ranaldo

As everyone associated with education and in particular schooling, life is particularly busy and constantly challenging. The only real constant that we seem to have is "change". With our lives being more and more influenced by technology and consumerism, Catholic Colleges like Rostrevor are enormously important. It takes much courage to face constant change and Rostrevor is a courageous community.

Supporters Groups within our family. Your passion and dedication to the College, your willingness to roll up your sleeves and get things done is deeply appreciated and will never be forgotten.

The College Board, under the leadership of Dr Vin Thomas has been a tower of strength during some difficult times. Their commitment to ensuring decisions that are made, including the hard ones, are done so within the framework of the Edmund Rice ethos has been a great support to me and to the College.

I also wish to thank my Leadership Team for their expertise and unwavering support throughout my six years at the College. I also include Terry Roberts, the EREA Director of Regional Support in this fine group of courageous people and my loyal friends. There is a story in the book of Exodus where Joshua battles the Amalekites while Moses stands on a hill with his arms raised. As his arms grew tired, lowering through fatigue, the Amalekites began to advance. So, Aaron and Hur held up his arms until Joshua achieved victory. To each member of my team, particularly when times have been at their toughest, I thank you with the deepest gratitude for holding up my arms.

A few weeks ago I attended the first Edmund Rice Education Beyond Borders Congress in Kolkata. A total of 203 delegates from 22 countries gathered to share our experiences as Edmund Rice educators and dream of ways we could work together into the future. India is a wonderful country and my second visit was as exciting and confronting as my first.

In opening the Congress Dr Wayne Tinsey said:

"In this magnificent land of India I have learned that authenticity and excellence in Catholic schooling has little to do with the numbers of Catholics we have enrolled or the standard of our buildings and facilities.

I have learned that inclusion is at the heart of the Gospel and exclusion is the Gospel's greatest betrayal.

I have learned that a school's capacity to make a difference is not simply dependent on its physical resources but on humble resolve within the school community to build the Reign of God and embrace solidarity with the excluded ones."

"Our charism entreats us to form students to know that the liberty and freedom that they will hopefully enjoy is not merely a license to do whatever they want; but rather, it is the freedom to do what they ought to do for the making of a more just and equitable world."

As I depart the stage, I implore every member of the Rostrevor family to heed this call; to be proud of our inclusivity; to honour our commitment to equity; and to resist all temptations to become elite or exclusive. May you all continue to strive to help Rostrevor live out its mission to be an authentic Catholic School in the Edmund Rice Tradition.

Rostrevor is 93 years old. This means several generations of young men have been educated in the Edmund Rice tradition and under the influence of the Christian Brothers. Sadly, we have very few Brothers left and we are very grateful that Br John Ahern and Br Michael Coughlin continue to be a very significant presence in our community.

Our College is so important in the lives of over 800 young men because we must provide them, in partnership with their families, with a very powerful values-based education that equips them with the character and skills to make a meaningful and virtuous contribution to society. Obviously, a strong academic education is essential too and in this area, we are totally confident that any boy can achieve his full potential and whatever it is he wants to achieve while at the College.

There is an old Chinese proverb that states:

*Tell me and I may never forget.
Show me and I may remember.
Involve me and I will understand.*

At Rostrevor, we aim to well and truly involve the boys totally in their own education. 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 destinies and this is dependent on their work ethic and willingness to make sacrifices. Parents and teachers' roles are to provide the best possible environments in which their potential can be reached. As Aristotle once said, "*What we must learn to do, we learn by doing.*"

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. We also welcomed new staff; Deputy Director – Boarding, Mr David Walker; VET & Careers Coordinator, Mr Chris Windle; Year 5/6 Teacher, Mr Michael Monda; Personal Assistant to the Principal, Ms Sandra Mestros; Facilities and Operations Manager, Mr Andrew Osborn; Accountant (and old scholar), Mr Peter Romeo and Assistant Development Office Coordinator (and also old scholar), Mr Henry Critchley.

In the Year of School Spirit, we encouraged all students to set their goals and establish their own positive habits both at school and home. Students were reminded that School Spirit is not merely supporting our sporting teams or making noise but about being active in their involvement in all school activities; protective of the good reputation of the College by appearance, behaviour and academic pursuit; being respectful in all interactions inside and outside of school and being considerate of the property and rights of others. These expectations are not

new but I believe are better understood by students in the context of School Spirit.

Author, Peter Moore, in his Introduction to Br John Bourke's book, *The Rostrevor Story* wrote:

"There are two Rostrevors. One is a place made of earth and water, stone and steel. The other is a spirit consisting of aims and beliefs, traditions and achievements. The place locates the spirit; the spirit distinguishes the place."

And it is this Spirit which creates the sense of connectedness, loyalty and community among students and old Scholars for many years to come.

A new Prefect initiative for 2016 was the introduction of Spirit Assemblies which are held prior to events such as the Swimming Carnival, Intercol, Athletics Day and Achilles Cup. Our Prefects plan and run these assemblies which often include the viewing of a Spirit Video, team captains outlining their preparations for the big day and students practising chants. The Rostrevor Song was also revived at the Intercol Spirit Assembly, led by Br John Ahern. It has been wonderful to see how the student body has embraced School Spirit by their participation and support of their peers.

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. At the conclusion of the year, another Indian Pilgrimage will set off. We wish Helena Sweeney, Justin Chung, Tanja Gehren, John Kelly, David Walker and the students a wonderful and safe trip.

Academically, we achieved outstanding results. The number of Merits and students with ATARs over 90 in 2015 was as good as it has ever been at the College. 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 recent Balaklava Eisteddfod.

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.

In 2016 there was a slight change to the Senior Leadership structure and it has been a pleasure working with Mr Simon Dash, Br John Ahern, Geoff Aufderheide, Mr Evan Pezos, Ms Kerry Hodgkinson and Ms Jan Hurley. Their commitment to the College is amazing and I personally like to thank them for their support. I would also like to thank Julie Pratten and Meegan Roberts for their wonderful efforts within our Admin team.

I would like to acknowledge the great work and efforts of all members of the 2016 Executive team. I am very fortunate to work with a group of people who not only support me in my role but also inspire me to look for ways of improving how we do things and this is always with a view to improving student outcomes.

As is always the case, as each year ends, we bid farewell to a number of staff. We thank James

Burrows, John Pertl, Angela Centofanti, Mr Chris Windle, Ms Marylyn Marshall and others for their invaluable service to the College. I thank them for their dedication and wish them well for the future.

We also bid farewell to our Principal, Simon Dash. During his time at Rostrevor Simon demonstrated great tenacity, courage and determination. He certainly didn't expect to be faced with so many challenges when he accepted the position, nevertheless, he did so with great compassion, empathy, and always with clarity of thought and purpose. He demonstrated a high level of professionalism, commitment and boundless passion for all that he has done while at Rostrevor, for the good of the community and more importantly the good of the students. On a personal note, I would like to thank Simon for his considered advice and support. On behalf of all members of the Rostrevor community, I wish Simon, Clare and their family all the very best in the next chapter of their lives.

APRIM – Brother John Ahern

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

It was good to be able to welcome back old Scholar, Fr Michael Romeo, to celebrate the Edmund Rice Mass on 05 May. This was followed by Unfair Day which again raised money for our Indian Charities. The Year 12 Youth Ministry classes prepared and conducted the Year 8 Retreats in June under the direction of Mr Mazzarelli. I was privileged to hear some of the leaders speak from the heart with personal testimonies to the Year 8 boys. Term 2 was a key one for our Year 11 cohort as they attended their first live away retreat and then did a week of Service Learning. Webb House went to Pt Elliot led by Mr Malkin, O' Brien attended Toc H in Victor Harbor directed by Mrs Hodgkinson. Egan went to Adare in Victor Harbor with Mr Trewartha, while Murphy travelled to Shiloh Hills with

Ms Bosco. Gurr enjoyed the surrounds of McLaren Flat with myself and Mr Vickery and Barron went to Normanville guided by Mr Lucas. Reports back from each retreat were very positive. The Service Learning week was also embraced very positively by the students.

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

As usual this year saw each House celebrate a Mass. The theme was around the school theme of making the most of opportunities. The gospel was the parable of the great Feast. Fr James also led most of these and always had a story to illustrate his main points in the homily. The Year 11 Youth Ministry classes ran the Year 9 Retreats on the one day across three different venues: Callan Hall, the Drama Centre and the Pavilion. Again, it was inspiring to see young leaders stand up for what they believe in. The last term is always spiritually focussed on Advent and the lead up to Christmas. Each year level below Year 12 has a farewell liturgy which centred on the Advent wreath and the true message of Christmas. The Year 6 class had a mass which is themed on the Rite of Passage for them as

they prepare to transition to the Middle and Senior Years. This was celebrated by Fr Anthony Adimai from Hectorville. At the end of the year the Adelaide Diocese hosted the Catholic Youth Festival which saw over three thousand young people attend from around Australia. Year 11 students Alex Cusack, Jonathan Leonard, Zachary Centofanti, Sam Draper, Keanu Eliepa, Marcus Sosa and Michael Sosa all attended a number of sessions along with Mrs Sweeney, Mr Callisto and myself.

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

Director - Junior Campus – Mr Geoff Aufderheide

I'm often asked about the difference between an All-boys environment compared to a Co-Educational one during enrolment discussions with prospective new families. My response is that there is no 'easy' answer and, in fact, the success of either one is most often related to the individual child.

Internationally renowned author Celia Lashlie writes in her book, *'He'll be okay: Growing gorgeous boys into good men'*, some advice: that boy's schools build a sense of pride and celebration in being male. Lashlie writes that schools like ours celebrate the noise, smell and energy level of being male – they are places where we most often see boys delight in being who and where they are and feel the exuberance of life. Boys schools celebrate the freedom of play which can accommodate the frequent dashes maturing young men make between the gateway of childhood they are moving from to the gateway of manhood they are fast approaching. Boys schools also often see sports as an integral part of the journey to manhood because of its competitive nature and because it can give a sense of being a part of something that is bigger than ourselves. In short, Lashlie believes that Boys schools offer support to young men for being male. Here at Rostrevor, that's what we do!

Throughout the 2016 academic year we have endeavoured to ensure that our Junior Years boys have been able to celebrate who they are and the success that comes from hard work and dedication. We've done this by acknowledging various achievements, be they academic, sporting or spiritual, in classrooms and at our fortnightly assemblies. On occasion an Achievement Award may be presented for developing comprehension skills in reading or being able to recite times tables. At other times we recognise an improvement in relationships with peers or a willingness to see things from someone else's point of view. In addition, we have continued to seek out opportunities to see our boys being highly respectful of themselves (by presenting themselves respectfully in uniform or completing all homework tasks), others (in the way they relate to or show empathy for one of their 'brothers') and the College community (in helping a younger student in the yard or assisting when they see a need). In fact, we can celebrate that in 2016, we acknowledged over 10,000 'random acts' of Respect amongst Junior Years students and have allocated a winner each term that receives a much sought after 'R' for Respect badge. We believe it is important and critical to recognise the value and awareness of respect amongst our students.

Our focus on being 'Men for Others' has been lived this year through the work we have done in raising

awareness for organisations that make a difference to the lives of those at the margins. Our Campus Captain, Cameron Tunno, invited us to support a charity close to his heart – Australian Schools for African Kids. Through a House Colours day, we raised over \$500 for this worthy cause and presented this to well-known chef and advocate for African children, Ms Dorinda Hafner. The funds will enable children to access a lap top computer and also feed a number of children who seek an education to rise above the life of poverty they seemed destined for. Through the support of a parent we also managed to raise a staggering amount of over \$700 for the Kids with Cancer 'Cupcakes for a Cure' charity drive. Finally, our Year 6 boys sold Hot Chocolates in terms 2 and 3, cookies via their own business for their Humanities classes and ran a Walkathon during term 4. In total, the Junior Campus community raised \$2,133.00 to support the purchase of food for Edmund Rice Camps SA – and our Campus Social Justice Captain, Joel Condo, should feel proud of educating people and seeking out their donations and support for a wonderful cause!

Junior boys also were provided with regular chances to participate in the Catholic faith as we re-engaged with the College Chapel this year for fortnightly prayer services run by students. This allowed classes to take ownership of the message for that period and we were delighted to see many prayerful and inclusive offerings presented. This year we were again privileged to be supported by Father Anthony Adamai (from Tranmere Parish) and Father Peter Zwaans (from Hectorville Parish) as students from Middle Primary years participated in our annual Sacraments program – Reconciliation and Confirmation/First Communion. Indeed, the guidance and support from our local Parish (Tranmere) has been tremendous again in 2016 and we offer our thanks for this blessing in our local community.

Throughout the second half of 2015 and for all of this year, our staff have been engaging in the mental health and well-being resource, 'Kidsmatter'. Use of this framework has allowed us to focus our pastoral efforts on key, identified areas and support our boys where they need it most. The results of the surveys (student, parent and staff) have prompted us to consider the important issues of mental health and well-being and how positive mindsets can have a positive impact on happiness and academic outcomes for our boys. We have successfully trialled the resilience program 'Bounceback' after a huge launch earlier in the year, which teaches boys the skills required to bounce back from times in life that things don't go

according to plan. The use of 'common language' throughout the school is encouraging and makes it more effective when staff intervene if things don't go according to a plan. In addition, we have also trialled, with great success, the Braingro program in Years 3 and 4 where boys learn how the brain works and what impact positive and negative messages can have on an individual. In one experiment, boys from one class gave out free 'high fives' to their peers, recorded the results and then analysed them as a group. Their end result – that people feel better about themselves if they receive a compliment from others. We aim to continue this trial into 2017.

Once again the highlight for our Year 6 boys was the now annual Canberra Tour during September. This year's group continued to set a high standard for future Rostrevor groups and, judging by the worn out faces upon return, they got the most out of the experience. Our Year 5 boys continued the historical trip to Aldinga early in Term 1 and this year they were joined by members of the Year 6 Student Leadership Team. Sun and surf were the main attractions with this camp serving as an entrée to prepare boys for the Canberra trip in Year 6. We have continued to refine our camp program and, in 2017, we will be offering a single night camp experience for our Year 4 boys – watch this space!

Another year also bought with it many opportunities for the boys to engage in the vast range of co-curricular opportunities available. For a school to have a significant majority of its students involved in many, varied sports and other offerings is a real strength as the boys do get to learn a lot about themselves, how to deal with adversity and how to be an active member of a team. Our thanks go to Mr Michael Hingston for his valued work in supporting our huge co-curricular program and also to Mr Elias Degeorge for his work in guiding our musically inclined students in the variety of bands and choirs. We are also indebted to the host of parents and caregivers who trudge out each Saturday morning (or Friday afternoons) to manage or coach a sports team. True community spirit!

We have provided many opportunities to engage with our parent and wider community through our famous breakfast offerings, Mothers and Father's Day stalls (supported by the Parents and Friends

Director - Student Welfare – Mr Evan Pezos

The 2016 'Year of School Spirit', has provided the opportunity for students to be challenged in a broad, interesting and rewarding manner. It will be remembered as a year in which our students made significant academic, artistic, sporting and personal progress.

Two central beliefs for Catholic schools in the Edmund Rice Tradition are that Jesus, in his human expression, is constructed in God's image and likeness; and, that Jesus' values and teachings show all people "the way, the truth and the life" (John 14:6). In harmony with this understanding, and, as reflected by the 'Touchstones', core values nurtured within Rostrevor College's practice of pastoral care and student wellbeing include love, respect, compassion, reconciliation, justice and solidarity, tolerance, forgiveness and inclusivity.

The pastoral care of students in this context refers to action taken by the College and all its members to support and enhance student wellbeing in its personal, physical, social, emotional, mental and

Committee), Liturgies, Father/Male Mentor and Son nights, Parent/Teacher/Student interviews and a host of other events. We acknowledge parents and carers as the primary educators of their sons and it is vital that we have positive relationships with all families so as to provide the best opportunities for successful educational outcomes for the boys we teach. We certainly look forward to more opportunities in 2017 as we continually refine and review what we do and the positive impact these initiatives have for the community as a whole.

Finally, it would be remiss of me not to mention our fine teaching staff and the daily role they play in guiding our young men in education and life. Our teachers have chosen to be on staff because they all believe that going the extra yard and connecting with their students on many levels is highly valuable. What families don't often see are the countless hours teachers spend preparing learning opportunities that often come at the cost of family or personal time or the late night marking they do so that boys can receive immediate feedback on a task given in class. Our highly professional teaching staff are incredibly committed to ensuring that no stone is left unturned to ensure our boys are constantly challenged and supported. For all of that work, I offer thanks to them all.

As I write with the sun shining through my office window, we are all busy setting up for 2017. We are very much looking forward to a holiday break so that we can refresh and re-energise, however we also look forward with excitement, to what the 2017 Academic year brings us.

We wish our recently departed Year 6 boys all the very best as they continue their journey in the Middle Years – they have been an exceptional group of young men and we look forward to observing their many successes from afar in the years to come. In addition, we wish Mrs Angela Centofanti every success as she takes on a substantive role as 'Inclusive Education Consultant' with the Catholic Education Office SA. After 14 years of professional and caring support of our students, we will miss her enormously.

spiritual forms. Subsequently, it's simply not possible to outline in detail the comprehensive list of wellbeing initiatives undertaken at the College across all years R-12 inclusive. Needless to say however, that every one of those initiatives help reflect and foster the following principle as outlined by CESA 'Respectful relationships that support the dignity of each person including children and young people are central to the life and teachings of the Catholic Church.'

The following are examples of wellbeing initiatives fostered at the College in 2016;

Blue Week

Earlier this year, the College Prefects, under the supervision of the Principal, and with the help of Heads of House, hosted 'Blue Week' to help raise awareness of depression and anxiety. Our Prefects aimed to reduce the stigma associated with mental health, and provided useful information to students who may be suffering, or know someone who is suffering from a mental health problem. Rostrevor College is proud to be involved in this initiative, and will continue supporting the College Prefects in the running of such events. This year's schedule of events for 'Blue Week' included:

- The Prefects presenting a power point on 'Blue Week' at House gatherings.
- A BBQ lunch in the Valley (with all profits going to the Prefect Charities.)
- Launch of Bounce Back Program in the Junior Years, which compliments Kids Matters.
- Rostrevor vs Loreto Netball Match at lunchtime in Purton Hall (with all profits going to the Prefect Charities.)
- Pastoral Care House activities with an emphasis on healthy eating (the making of cold rolls), healthy mind (meditation), and healthy body (a physical activity)

Cyber Safety and Cyber Bullying

The internet offers the chance to explore a limitless world without constraints of 'reality'. Content on the internet is not broken into age or developmentally appropriate areas. Without supervision and guidance, a young child can unintentionally or deliberately find content that is disturbing, explicit or inappropriate. Subsequently, Rostrevor College, working alongside parents, helps facilitate the education of its students with regards to the appropriate use of technology.

In partnership with SAPOL, all Year 5 to 9 students attended a seminar on cyber safety and cyber

bullying. Officers from the Eastern Adelaide Crime Prevention Section paid a visit to our school, running two separate sessions that included an opportunity for students to ask questions. The student presentations were followed up with an evening 'ThinkUKnow' presentation for parents, delivered by the Australian Federal Police. This program is a free, evidence-based cyber safety program that provides accessible cyber safety education to parents, carers and teachers. Parents were also guided through the College's anti-bullying policy, which emphasises the importance of healthy relationships in our 'Inclusive Community'.

This is the fourth year of our involvement with SAPOL: something we are grateful for. As part of our Pastoral Care Program, SAPOL also deliver 'A Guide To Obtaining Your L's and P's', and 'Drugs & Alcohol' presentations to our Year 9s and 10s respectively.

One of the many pleasures experienced this year has been presenting at Chapel to all the Houses. Here, I challenged students to take control of their lives. Through the telling of stories, I encouraged them to take responsibility for what happens to them, to embrace challenges and obstacles as a means of developing resilience, to see the positive and good in all people and in all situations and to engage in daily acts of kindness. I am pleased to report that it is without doubt that the overwhelming majority of students have through word and deed made conscientious efforts to put into practice my challenge to them.

I have no doubt that all our wonderful young men have, throughout this year, taken their own unique steps towards a true, and decent manhood – a manhood enriched by the myriad experiences they have had across the many domains of our College.....A Man for Others!

Director - Teaching & Learning – Ms Kerry Hodkinson

Research Project focus for 2016

Faculty Council targeted the Research Project as an area for focus in 2016 and it is with great pride that I can say this goal lead to improved results for students completing the Research Project in 2016. Commendations must go to Julie Farmer who oversees the Flexible Learning Faculty and the teachers who she collaborated with in order to achieve these pleasing results. Although there has been some conjecture surrounding the Research Project, its value and place within the South Australian Certificate of Education is increasingly evident. Information from the Research Project Subject Outline affirms this,

The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for learning and living in a changing world. It enables students to develop vital skills of planning, research, synthesis, evaluation, and project management.

The Research Project enables students to explore an area of interest in depth, while

developing skills to prepare them for further education, training, and work. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems.

www.sace.sa.edu.au

As the Research Project is a compulsory SACE component, all students have the importance of this subject stressed to them. At Rostrevor, students undertake the Research Project in one semester of Stage One, with the majority of students having their results finalised within that assessment period. All students are to be congratulated for the vigour and passionate way in which they embarked upon their individual Research Project journey. It is also prudent to acknowledge those who experienced excellence (achieving an A+) in this subject area:

Year 11 students – Alexander Agostinelli (2015), Nicholas Barone, Jonathon Cavuoto, Vincent Clemente, Xavier Montin and Daniel Plunkett

Year 12 students – Matthew Del Corso, Jackson Moloney and Christian Piteo

Professional Development of teachers

Our teachers are committed to a process of ongoing learning in order to aid in their own professional development and maximise learning outcomes for our students. In 2016, all teachers participated in a range of professional development opportunities to enhance both curriculum knowledge and delivery and pastoral care. All teachers from Reception-Year 12 completed the first two modules of the Assessment for Educators course offered by the Institute of Educational Assessors. The aim of the program is to reflect on, evaluate and improve existing assessment practices. We will undertake further modules as part of our Professional Development in the future.

Additionally, in 2016 we had a record number of Stage One and Two teachers participate in Professional Development opportunities offered by the SACE Board. Numerous teachers found attending clarifying forums, or being appointed to either the marking or moderating panels to be exceptionally worthwhile in understanding the intricacies of their subject area.

Staff have also been involved in the prestigious and significant role in writing curriculum for the updated SACE courses. Congratulations must go to Carelyn Robinson (History), Glen Urbani (Physical Education) and Michael Vickery (Geography) for their contributions in this regard.

Reception - Year 12 Focus

2016 saw an increase in the collaboration in terms of staffing, resources, information, reporting and specialist skill across the entire campus Reception-Year 12. Our Heads of Faculty have worked more cohesively to support Junior Years staff and in addition build upon the great work done already in the Junior Years. This increased communication has led to, and will continue to lead to a smoother transition for students prior to commencing Year 7 in the Middle Years. Many thanks to Geoff Aufderheide and Deb Monaghan for their readiness to support these endeavours.

Extension Opportunities

Numerous extension opportunities exist for students at Rostrevor and are negotiated with the relevant Head of Faculty/Director of Teaching and Learning as appropriate. These opportunities can take a variety of forms and include (but are not limited to): undertaking Stage Two subjects in earlier years (e.g. Music, Mathematics, Research Project), participation in external competitions (e.g. ICAS competitions, The Da Vinci competition) and our LEAP program (Maths Acceleration and English Extension). These programs enable our students to challenge themselves, receive exposure to higher learning and access more varied options as a result.

Elevate Education

In 2016 we continued to employ the services of Elevate Education to present study seminars to our Year 7-12 students regarding a range of strategies to enhance study and other behaviours. Students

repeatedly reported these sessions as having a positive impact on their study habits, and ultimately their overall attainment. Using the principles of Cognitive Psychology, these sessions presented by recent graduates are engaging, pertinent and target the needs of our students appropriately. We look forward to the continuation of these seminars in 2017.

Pre-Service Teachers

Rostrevor College teachers have been generous in sharing their time and expertise with university students undertaking studies in Education. 2016 saw a large number of pre-service teachers and social workers from the University of South Australia, Flinders University and Adelaide University join our College community for a number of weeks. They make significant contributions to our already burgeoning staff and a great deal can be gained by assuming the role of mentor. In 2016, our Music Department was fortunate enough to receive an award from Adelaide University for the superb support and expertise offered to a pre-service teacher during Term Three. Head of Arts, Peter Waterman and his staff Marnie Tiggemann and Greg Osman are to be commended for this prestigious accolade.

Faculty Council

All subjects at Rostrevor are designated to a faculty, overseen by the relevant Head of Faculty. These middle managers offer support to staff, students and families and can be contacted if curriculum related queries arise. All Heads of Faculty – Arts, Design and Technology, English and LOTE, Flexible Learning, Humanities, Mathematics, Physical Education, Religious Education, Science in addition to the Head of Junior Years, Inclusive Education Coordinator and VET/Careers Coordinator sit on Faculty Council. This council discusses matters pertaining to teaching and learning at Rostrevor College.

I have been fortunate to chair a group of exceptionally committed, talented and professional Heads of Faculty this year. The co-operative and innovative manner in which they operate is a true testament to them as individuals and a group. After many years of dedicated service as the Head of Science Faculty, Anthony Beltrame has decided to return to the role of class teacher in 2017. We thank Anthony sincerely for his contributions to Faculty Council and specifically the Science Faculty. Peter Steel, formerly the Head of Mathematics is now assuming the role as Head of Science, vacating the Mathematics faculty for an external appointment in Daniel Ryall (formerly of Gleeson College). Furthermore, Chris Windle has returned to tertiary study and as such we welcome Belinda De Conno-Coward to Faculty Council and the role of VET/Careers Coordinator in 2017.

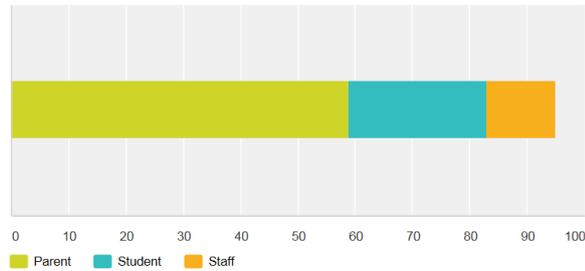
Sincere thanks to all members of the 2016 Faculty Council – it is evident that you always have the best interests of our students at heart. I look forward to celebrating further developments and achievements in 2017.

Parent, Students & Teacher Satisfaction

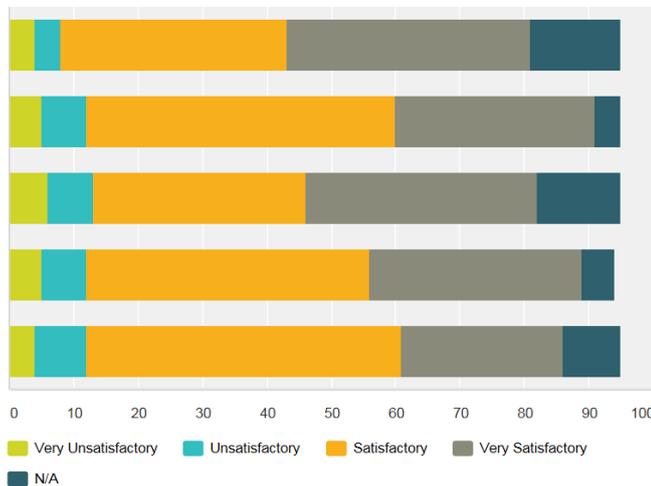
Late 2016, parents, staff and students were asked to respond to a Satisfaction Survey consisting of questions associated with our Co-curricular Program, Community relationships, Spirituality, Pastoral Care, the Environment and Academic Excellence.

Results gathered informed strategic directions for the College community.

Responses

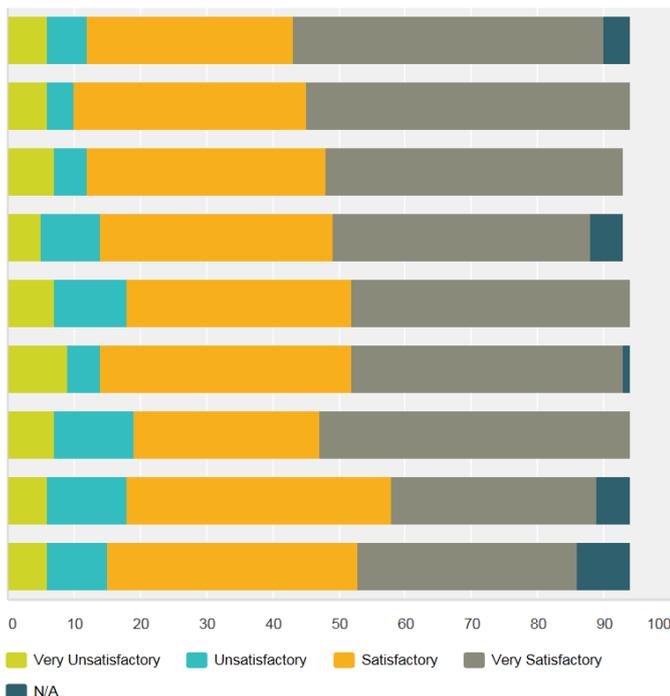


Spirituality



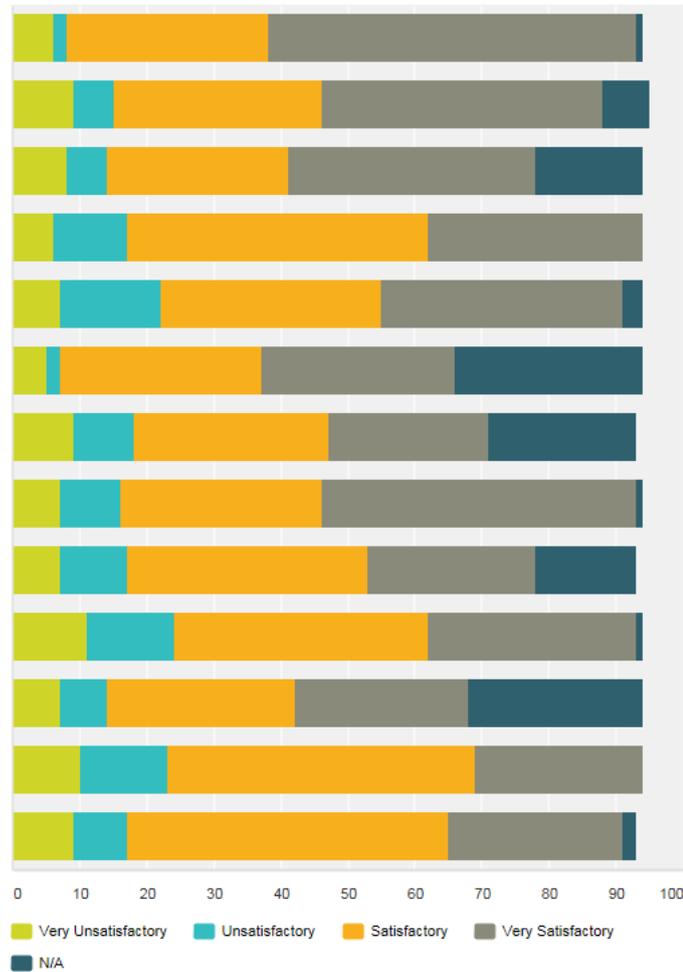
- A Provides meaningful and enjoyable retreat experiences.
- B Provides meaningful and relevant Liturgical experiences.
- C Prepares and sends students on Service Learning experiences which positively affect their values.
- D Provides a relevant and challenging Religious Education Program.
- E Provides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

Pastoral Care



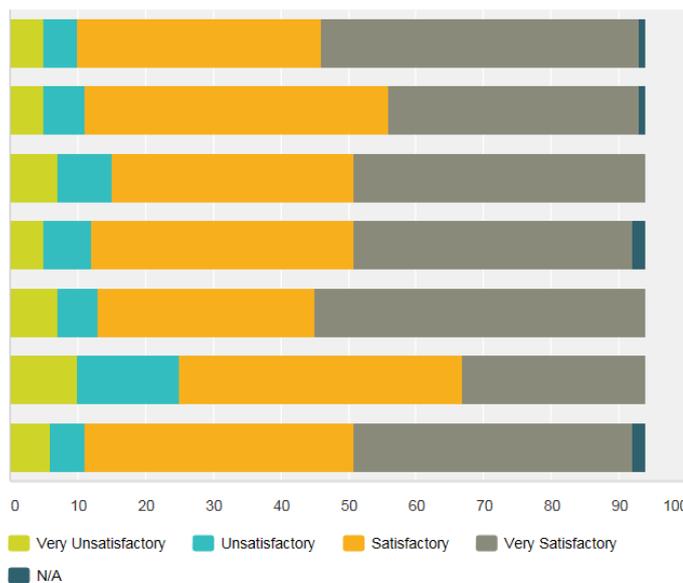
- A Offers opportunities for older students to mentor younger students given the vertical PC.
- B Is a place where students always feel safe and welcome?
- C Provides a nurturing and caring environment.
- D Promotes a holistic education through an appropriate Pastoral Care Program.
- E Treats students as individuals.
- F Encourages Self-discipline
- G Expects high standards of courtesy.
- H Provides opportunity for parent contact with Pastoral Care teachers.
- I Provides significant adult mentors.

Curriculum



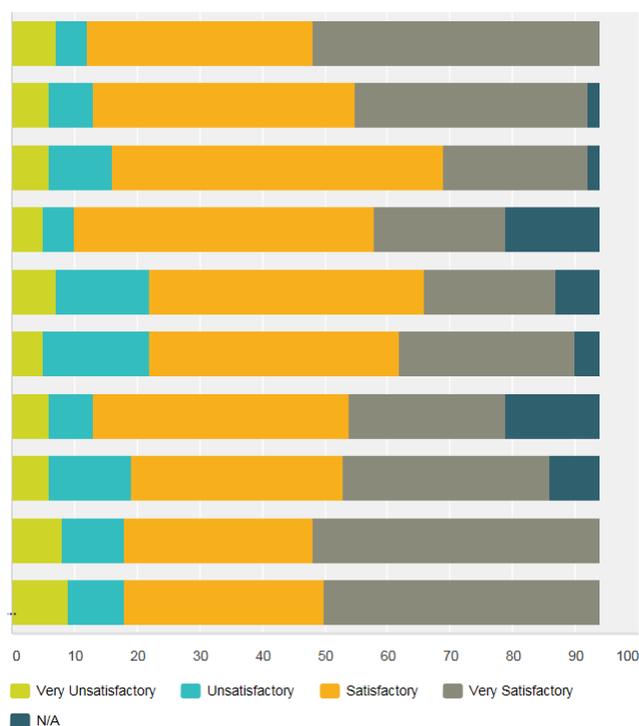
- A Acknowledges students who excel in academic areas by the awarding of certificates, prizes, etc..
- B Offers learning support programs eg. Elevate Education (Study Skills), lunch time Maths support and after school Smart Work sessions.
- C Offers learning support programs eg. Elevate Education (Study Skills), lunch time Maths support and after school Smart Work sessions.
- D Offers opportunities to students of all abilities to participate in all subjects and activities.
- E Offers opportunities to students of all abilities to participate in all subjects and activities.
- F Offers opportunities to study Vocational Education and Training (VET) subjects.
- G Offers opportunities to study Vocational Education and Training (VET) subjects.
- H Encourages the pursuit of personal academic excellence.
- I Encourages the pursuit of personal academic excellence.
- J Provides detailed, frequent and useful feedback on each child's academic performance.
- K Provides the best opportunities for entry into students' chosen tertiary courses.
- L Provides the best opportunities for entry into students' chosen tertiary courses.
- M Provides the best opportunities for entry into students' chosen tertiary courses.

Co-curricular



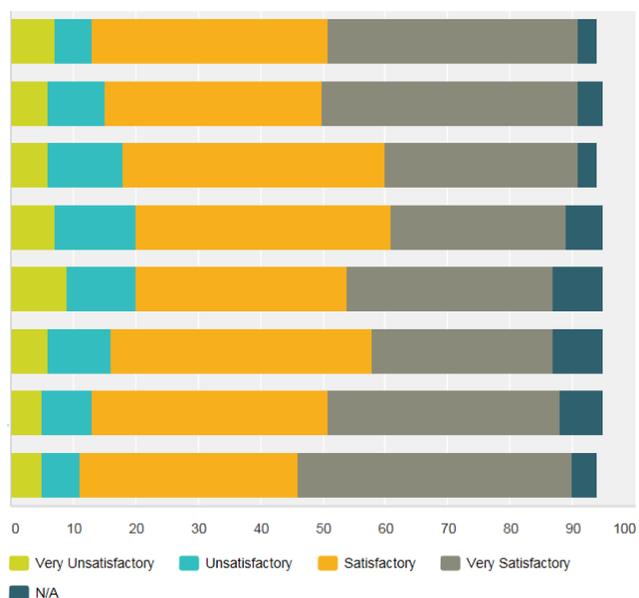
- A Provides a wide range of varied activities.
- B Caters for a number of different levels of abilities.
- C Encourages maximum participation.
- D Provides appropriate emphasis on sport in relation to other co-curricular activities.
- E Encourages students to perform at their best.
- F Is supervised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

Personal Responsibility



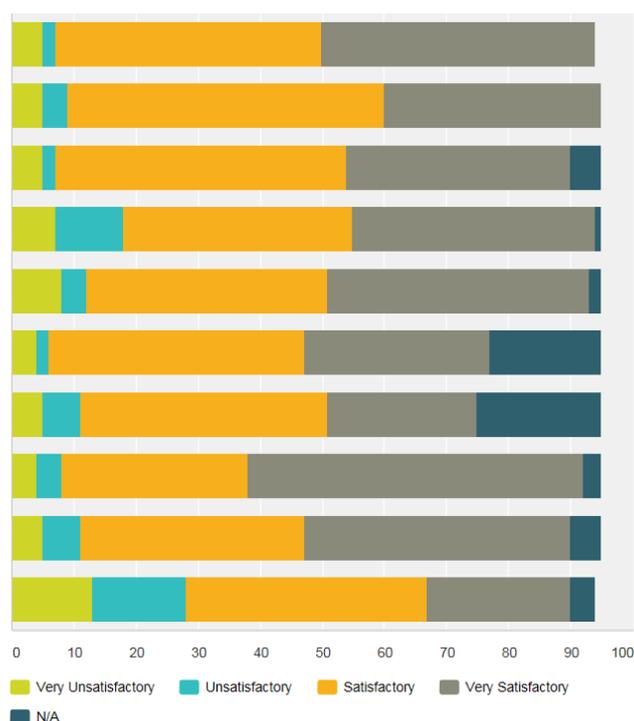
- A Clearly defines rules and expectations.
- B Students show appropriate respect for teachers.
- C Teachers are fair in their dealings with students.
- D Teachers incorporate Restorative Justice practices in their classes.
- E Applies appropriate sanctions for misdemeanours.
- F Works in partnership 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.

Communication



- A Offers opportunities for parents to discuss their son's achievement at meetings, Parent-Teacher Interviews, via email contact, etc.
- B Offers parents access to a variety of information via the Parent Portal.
- C Effectively utilises different modes of communication, eg. written, email, SMS, etc.
- D Provides helpful information about your son's development.
- E Takes all concerns expressed by parents seriously.
- F Efficiently and effectively responds to enquiries and concerns.
- G Staff are approachable and always willing to help my son.
- H Staff are approachable and always willing to help my son.

Facilities



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

Post School Destinations

Post School Destinations

Students who withdrew from studies during 2016 pursued a variety of pathways including gaining apprenticeships, entering the workforce, etc. SATAC data shows that 88% of our 2016 graduates will be studying on a full-time or part-time basis. A variety of other options were also pursued by the other 12% of students. This included travel, work and completion of further studies at alternative school sites

Tertiary Institute	%
University of Adelaide	35.0
Flinders University	8.3
University of South Australia	49.5
Other	7.4

Courses Obtained

Course	%	Course	%
Agricultural Science or Design	5	Health or Human Movement	13
Arts	2	Law or Journalism	9
Aviation (Pilot)	2	Marketing or Media	5
Business or Commerce or Finance	24	Medical Science	2
Information Technology or Computing	7	Nursing	1
Criminology	1	Occupational Therapy	3
Design or Urban & Regional Design	2	Psychology	1
Education	5	Science or Viticulture	5
Engineering	8	Foundation Studies	5

Self-Assessment Process

During 2016, 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 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>	Excellence in education	<ul style="list-style-type: none"> Community Satisfaction Survey POR Reviews Staff Personal Professional Learning Plans & Conversations Staff Consultative Committee
<p>High Expectations of all</p> <p>This Domain addresses our Catholic school's deep belief that every student is capable of successful learning and that all staff and families have a shared responsibility for the learning and success of all students within a culture of continuous improvement.</p>	Excellence in education & Community connections	<ul style="list-style-type: none"> Community Satisfaction Survey SMART Goals for students Parent-Teacher-Student Interviews Education Plan Meetings (including ILP & IEP) Staff Consultative Committee
<p>High Quality Teaching & Learning</p> <p>This domain addresses the effectiveness of our Catholic school in providing high quality teaching and learning through the design, implementation and delivery of contemporary and engaging curriculum and educational practices.</p>	Excellence in education	<ul style="list-style-type: none"> Community Satisfaction Survey Staff Personal Professional Learning Plans & Conversations Lesson Observations Student Evaluations Professional Learning Groups 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>	Excellence in education & Wellbeing and personal growth	<ul style="list-style-type: none"> Community Satisfaction Survey PAT testing for NAPLAN Analysis Automated systems to provide data on a weekly basis. Analysis of SMART data

<p>Orderly and Safe Learning Environments</p> <p>This Domain addresses the effectiveness of our Catholic school in creating a safe, respectful, tolerant and inclusive learning environment that is centred on the values of love, compassion, justice, reconciliation and hope thus supporting and encouraging successful learning for all students.</p>	<p>Making the most our space & Spirituality and faith in action</p>	<ul style="list-style-type: none"> • Community Satisfaction Survey • Student Wellbeing Survey • Bullying & Harassment Survey
<p>Strong Home, School, Community Engagement</p> <p>This Domain addresses the effectiveness of our Catholic school in engaging with our families, parish and community in its mission to be a dynamic faith community.</p>	<p>Spirituality and faith in action & Community connections</p>	<ul style="list-style-type: none"> • Parents & Friends Association • Parent Engagement Committee • Community Satisfaction Survey • Old Scholars groups • 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 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
1.2	Establish an Artist in Residence Program that rotates between visual, literary and performing arts	To provide students with an exposure to the people who have achieved excellence in their field	The Arts faculty are exploring options for an Artist in Residence for 2017.
1.5	Establish a mechanism to track student achievement over a five year period	To enable a more longitudinal approach to celebrating student development and a method to identify at-risk students	Completed
1.8	Review the communication structures between Residential staff and Teaching staff	To improve the quality of information so that both parties can support each other in achieving the best learning outcomes for Boarding students	Development of a Boarding Staff Handbook. Boarding House staff provided with access to College Portal.
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	Ongoing
1.13	Improved access to student data to inform targeted teaching	Development of an F-10 Mapping Tool (based on the Australian Curriculum) to record levels of achievement by topic for each Learning Area.	Ongoing
1.16	Focus on Engineering Science	Introduction of a Science, Technology, Engineering and Mathematics (STEM) Program in the Middle Years.	Exploring options for introducing STEM in the Middle Years.
1.20	Year Curriculum Implementation Plan for Differentiation	Continue to tailor our curriculum to boys' developmental needs for today's world.	Teachers completed the Australian Institute of Assessors Modules on differentiating assessment.
1.21	Develop a new Technology Strategic Plan 2016 – 2018	Demonstrate leadership in the use of technology to enhance learning and move towards POD (Parent Owned Devices in the Senior Years.	Year 11 POD implemented successfully in 2016. Quotes received for ICT audit to establish key areas for developing our Technology Strategic Plan.

Wellbeing and personal growth

	Strategy	Aim/Target/Goal	Notes
2.3	Develop a formation plan for volunteers, coaches and Co-Curricular Co-ordinators with a focus on understanding the philosophy and values of the College and how this relates to their activities	To ensure that there is a common understanding, shared philosophy and approach that focuses on these activities as character building	Coaches Induction Evening and launch of the Sporting Code of Conduct.

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 2016 included; Blue Week Harmony Day Activities Close the Gap Event National Reconciliation Week
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	New Zealand and Mt Compass Trips
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.
2.7	Establish a voluntary Indigenous Camp that would be open to all students who wished to learn more about Indigenous culture and spirituality	To further promote cross-cultural awareness within our student body	Researching possible Indigenous immersion opportunities.
2.14	Introduction of the Child Protection Curriculum	All staff meet training requirements Deliver the curriculum via year level seminars Gather evidence of learning via the Health & Physical Education Curriculum	Ongoing. Key staff attended training at Catholic Education SA. Involvement in regional network

Spirituality and faith in action

	Strategy	Aim/Target/Goal	Notes
3.1	Develop resources and provide staff training to promote prayer and reflection in the classroom and in Pastoral Care groups	To enhance the prayer experience of students by up-skilling staff in designing meaningful and engaging prayer experiences	Session delivered by Br John regarding the design of prayers and resources available.
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.
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.
4.6	Establish a structured series of parent and student information nights on relevant educational and life-skills topics	To improve our engagement with parents as partners in the holistic education of their sons	Community Lecture delivered by Mark Le Messurier

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	Planning for an Energy Audit 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	Planning for an Energy Audit in 2017
5.7	Audit and develop a Campus Rubbish Management Plan	To ensure that we manage waste effectively, maintain a commitment to recycling and improve the appearance of the campus	Audit completed.
5.8	Establish a Heritage and Centenary Planning Committee	To begin preparation for the College's centenary and to explore ways to refurbish Rostrevor House	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.