



Rostrevor College

School Performance Report
2025





Rostrevor College

Contextual Information

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

Rostrevor College 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 College emanates from its Christian Brothers heritage, which encourages spiritual development, leadership opportunities and rigorous academic, artistic and physical programs that support the development of the whole person.

The College is nationally recognised as a leader in the education of boys and, in 2025, catered for 987 students from Reception to Year 12, including 54 boarders.

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. The College is conscious of Australia's multicultural society and celebrates the diversity of the ethnic and socio-economic backgrounds of its students.

Our Vision:

In a community where boys thrive, Rostrevor College 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, and Justice and 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.

In its philosophy, supported by research and constant review, Rostrevor College is committed to promoting an all-boys learning and living environment for its day students and boarders. The College's curriculum and learning structures recognise the benefits of an all-boys environment in the context of boys' developmental and learning needs.

Rostrevor College 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.

The camaraderie of an all-boys environment is something that students can take with them as a foundation for life.

Grounded in tradition, focused on **tomorrow**.



Enrolments

A total of 987 students were enrolled at Rostrevor College in 2025 as at the census date of 1 August. Refer to the breakdown below.

Year Level	R	1	2	3	4	5	6	7	8	9	10	11	12
NOS	17	20	24	24	37	46	53	127	133	131	137	132	106

Of these, 18 students (1.8%) were First Nations students, and 33 students (3.34%) were students with English as an Additional Language or Dialect (EAL/D). In addition, in 2025, the Inclusive Education Faculty catered for the needs of 243 students with disabilities, as assessed for the purpose of the Nationally Consistent Collection of Data (NCCD). This represents 24.6% of the 2025 cohort.

The College's ICSEA (Index of Community Socio-Educational Advantage) score in 2025 was 1064. This figure is derived from information regarding parents' occupation, education and income.

The College's DMI (Direct Measure of Income) was 103 in 2025. This score is used to determine the level of government funding received.





College Income

In 2025, the College's net recurrent income comprised government recurrent funding, fees, charges and parent contributions, and other private sources. Refer to the table below for a breakdown.

Net Recurrent Income 2025	\$
Australian Government Recurrent Funding	11,513,505
State/Territory Government Recurrent Funding	3,134,868
Fees, charges and parent contributions	13,111,791
Other private sources	1,269,190
Total gross income (excluding income from Government capital grants)	29,029,354
<i>Less Deductions</i>	648,927
Total net recurrent income	28,380,427





Teacher Standards & Qualifications

Staff Attendance

Teaching staff attendance for the 2025 school year was 95.96%. This figure excludes staff on extended leave, including long service leave, parental leave, and other forms of extended absence.

Staff Retention

In Term 1, 2025, we retained 88.1% of our teaching staff from the beginning of the previous school year. This figure excludes contract staff appointed as temporary replacements for teachers on leave who are expected to return. We proudly celebrate the expertise, talent, and dedication our teachers bring to our school community.

Teacher Qualifications

At our school, we are proud to have a highly qualified teaching staff. An impressive 69.51% of our teachers hold two or more qualifications. Specifically, 59.76% have postgraduate qualifications, 26.83% hold master's degrees, 92.68% possess bachelor's degrees, 26.83% have diplomas, and 26.83% hold graduate certificates in Religious Education.

Workforce Composition

The College workforce comprised 84 teachers and 62 professional staff members, with full-time equivalent (FTE) figures of 74.43 and 51.64 respectively. In 2025, no employees identified as Aboriginal or Torres Strait Islander.





Student Attendance

The table below shows attendance for 2025.

Year Level	R	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Percentage	91.47	89.79	91.45	90.86	91.37	92.60	89.53	90.96	89.78	89.74	90.34	90.70	90.43	90.72

How non-attendance is managed

Each day, the College contacts parents of students whose non-attendance has not been reported to the school and who are marked absent by their Pastoral Care teacher and Lesson 1 teacher. The Pastoral Care teacher is responsible for following up the initial absence, including checking notes in students' planners or medical certificates and/or making contact with a parent/caregiver.

The Heads of House and Directors of Student Wellbeing monitor ongoing absences or lateness and contact families if patterns of lateness or absence are observed. Any student who is absent for an extended period without an acceptable reason will have their relevant details reported to the Chief Executive of the Department for Education, in accordance with the Education and Children's Services Act 2019 (SA), and may be referred to Department for Education Social Work Truancy Support where appropriate.





Senior Secondary Outcomes

Vocational and Trade Training

In Semester One and Semester Two, 94 students combined their studies at school with VET courses, including a range of short-course options.

Certificate Level	Total Number of Students with Completed Units of Competency	Total Number of Units of Competency	% School
Certificate I	1	2	0.32%
Certificate II	73	366	58.00%
Certificate III	20	263	41.68%
Certificate IV	0	0	0.00%
Total	94	631	100.00%

Attaining Year 12 Certificate or equivalent VET qualifications

We were very pleased that our students achieved 100% SACE completion in 2025, marking the ninth consecutive year of this achievement. This can be attributed to the cohort's determination to meet all SACE requirements and the dedication and commitment of our Year 11 and 12 teachers, as well as the students' families.

Our Year 12 students in 2025 achieved excellent results in their SACE, with many gaining outstanding personal achievements.

- 95% of all Stage 2 grades were in the A or B band (5% C band) — this is our strongest ever result
- 23% of students achieved an ATAR above 90
- 43% of students achieved an ATAR above 80
- 94 students completed VET competencies
- 6 students who identify as Aboriginal attained their SACE
- 2 students completed a school-based apprenticeship while completing Year 12
- 3 students participated in university-level courses while completing Year 12
- 65 A+ grades were awarded in 2025
- 90% of Rostrevor College students are studying their first-preference university course, with 95% studying their first- or second-preference course

Post-School Destinations

University destination	Percentage
Adelaide University	94%
Flinders University	6%



Rostrevor College

Areas of Study

Students who graduated in 2025 pursued a variety of pathways, including apprenticeships, workforce entry, travel, employment and further study.

The breadth and depth of teacher expertise, and the extent to which students are thriving in their learning, continue to improve. SACE Board assessment panel engagement has significantly increased, leading to greater subject expert knowledge within our Stage 2 teaching team. In addition, the introduction of the Year 12 STAR process and a definitive goal of B- grades for school-based achievement enabled careful tracking of students throughout the year. A holistic approach incorporating both wellbeing and teaching and learning also contributed significantly.

Area of Study	Number of students pursuing this pathway
Business/Commerce	17
Health	9
Engineering	7
Built Environment & Design	7
Psychology & Criminology	5
Education	3
Law	3
Computing & IT	3
Agriculture	2
Creative Arts	1
Science	1



Student Outcomes in NAPLAN

Upon completion of NAPLAN testing in 2025, the following results were achieved:

Note: Proficiency levels are: Needs Additional Support, Developing, Strong and Exceeding.

YEAR 3					
Assessment	Student Participation 2025	Proficiency Level 2025	Proficiency Level 2024	Mean Score 2025	Mean Score 2024
Reading	19 students 79%	Strong	Strong	406.9	396.4
Writing	18 students 75%	Strong	Strong	437.8	428.6
Spelling	19 students 79%	Strong	Strong	457.1	442.6
Grammar & Punctuation	19 students 79%	Strong	Strong	414.5	410.2
Numeracy	20 students 83%	Strong	Strong	446.6	435.9

YEAR 5					
Assessment	Student Participation 2025	Proficiency Level 2025	Proficiency Level 2024	Mean Score 2025	Mean Score 2024
Reading	46 students 96%	Strong	Strong	496.5	506.3
Writing	45 students 94%	Strong	Strong	493.3	503.3
Spelling	46 students 96%	Strong	Strong	502.2	509.6
Grammar & Punctuation	46 students 96%	Strong	Strong	514.6	513.3
Numeracy	47 students 98%	Strong	Strong	515.4	517.0

YEAR 7					
Assessment	Student Participation 2025	Proficiency Level 2025	Proficiency Level 2024	Mean Score 2025	Mean Score 2024
Reading	119 students 94%	Strong	Strong	522.3	544.1
Writing	122 students 97%	Strong	Strong	534.5	547.4
Spelling	118 students 94%	Strong	Strong	543.1	555.2
Grammar & Punctuation	118 students 94%	Strong	Strong	523.7	550.1
Numeracy	120 students 95%	Strong	Strong	543.2	559.7



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YEAR 9					
Assessment	Student Participation 2025	Proficiency Level 2025	Proficiency Level 2024	Mean Score 2025	Mean Score 2024
Reading	127 students 97%	Strong	Strong	551.0	566.0
Writing	128 students 98%	Strong	Strong	583.5	577.8
Spelling	125 students 95%	Strong	Strong	564.5	568.9
Grammar & Punctuation	125 students 95%	Strong	Strong	549.8	551.6
Numeracy	125 students 95%	Strong	Strong	574.0	576.0

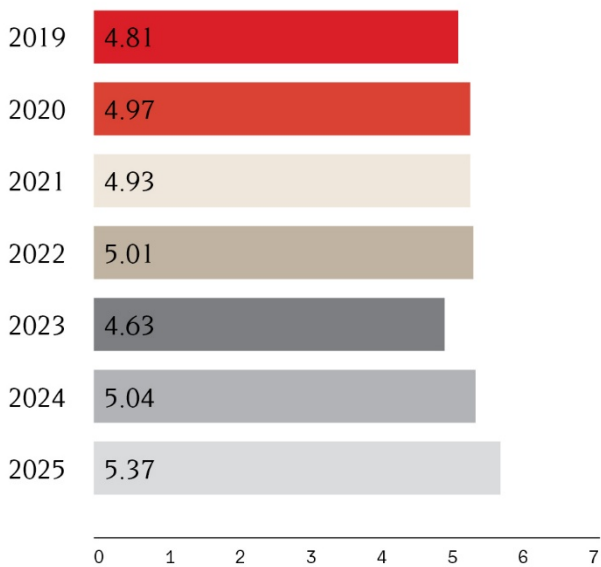


Community Satisfaction

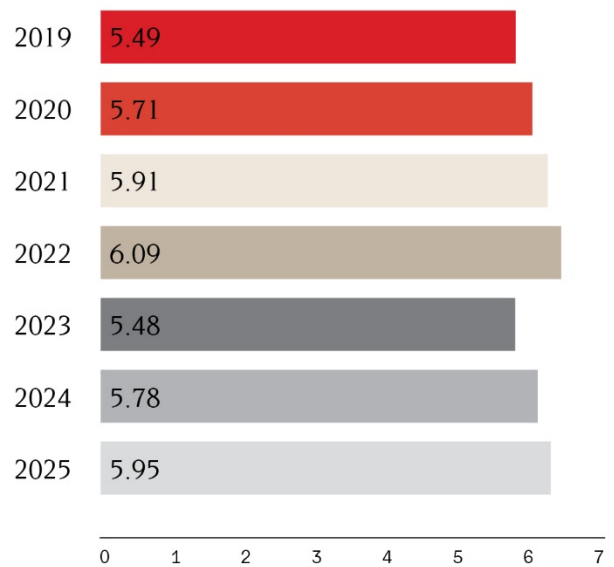
In 2025, staff and students participated in a number of surveys that included questions about their perceptions of the College's academic excellence, co-curricular program, community relationships, spiritual dimension, student engagement and student wellbeing. The results informed strategic directions for the College community.

Teaching & Learning

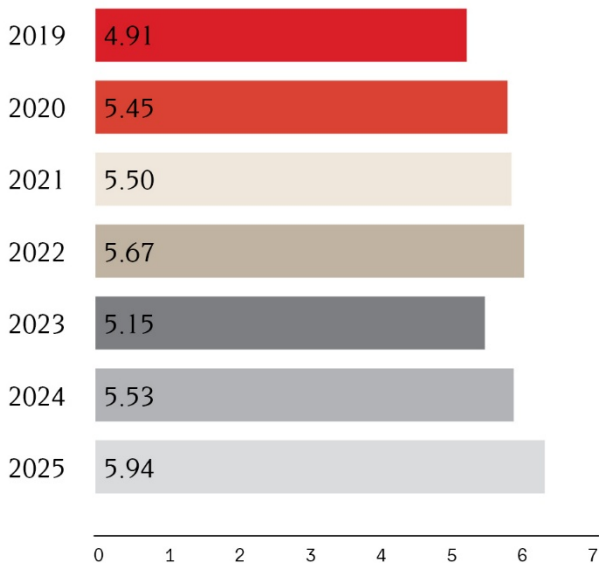
MY ASSESSMENTS ARE RETURNED ON TIME



MY TEACHERS KNOW A LOT ABOUT THEIR SUBJECTS



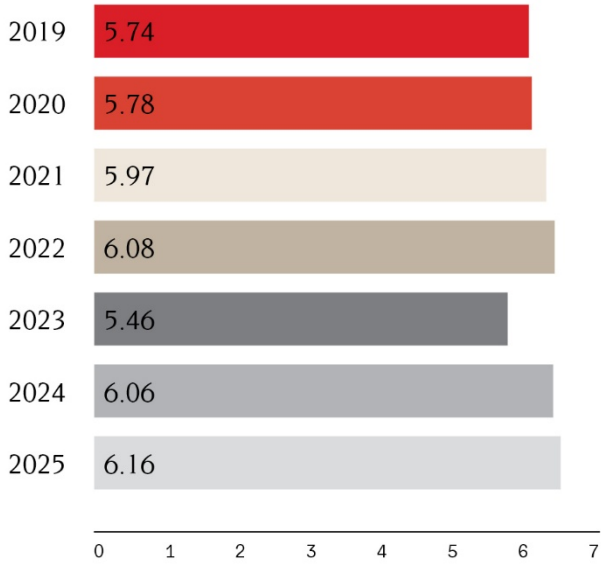
THE SCHOOL LOOKS AFTER STUDENTS WHO HAVE TROUBLE LEARNING



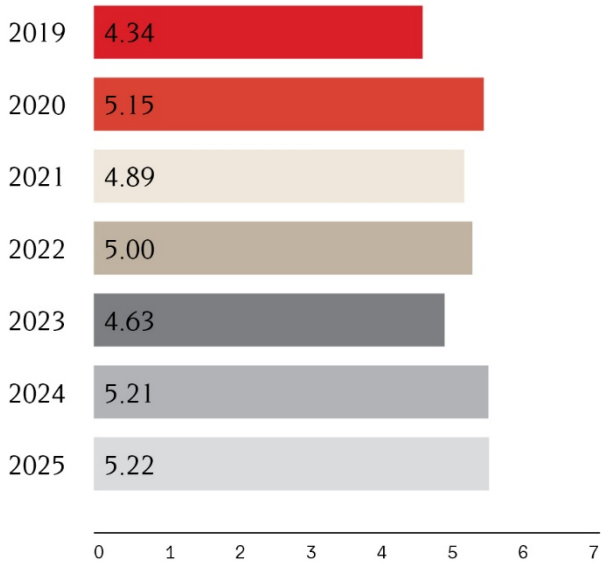


Wellbeing

I HAVE FELT SAFE AT THIS SCHOOL



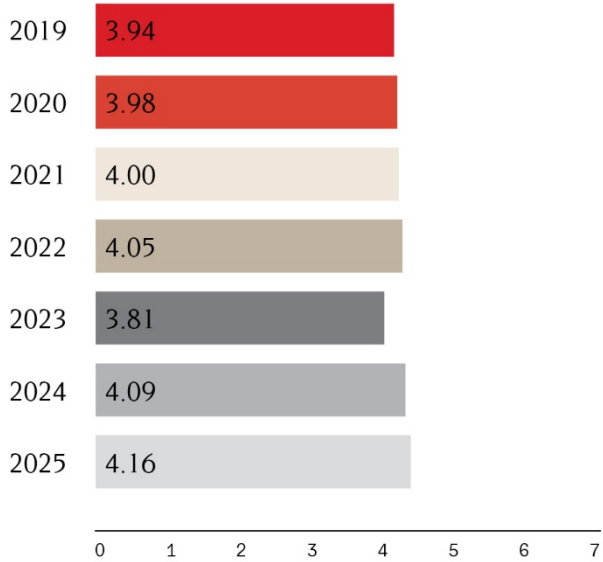
THIS SCHOOL'S ANTI-BULLYING PROGRAM IS WORKING WELL



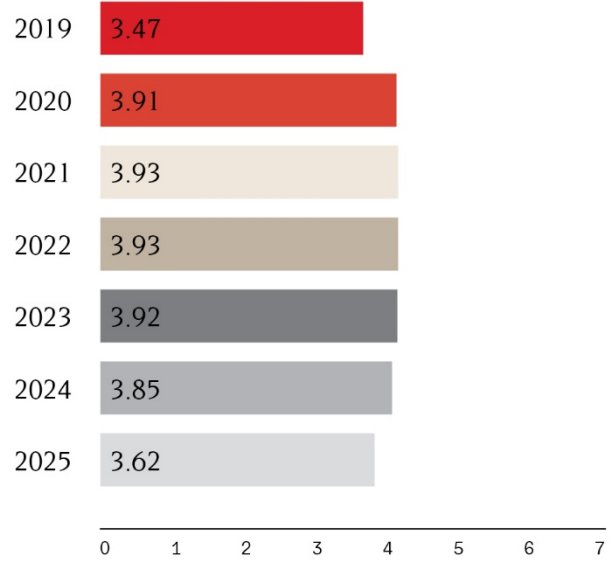


Formation

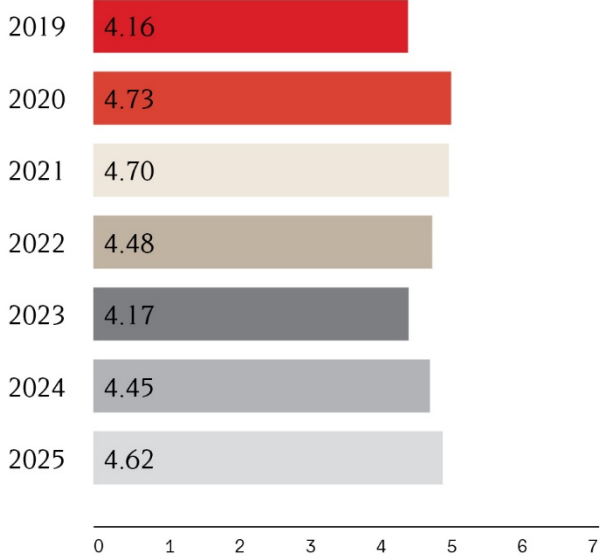
PRAYER IS A REGULAR PART OF SCHOOL LIFE



ATTENDING AN EDMUND RICE SCHOOL IS IMPORTANT TO ME



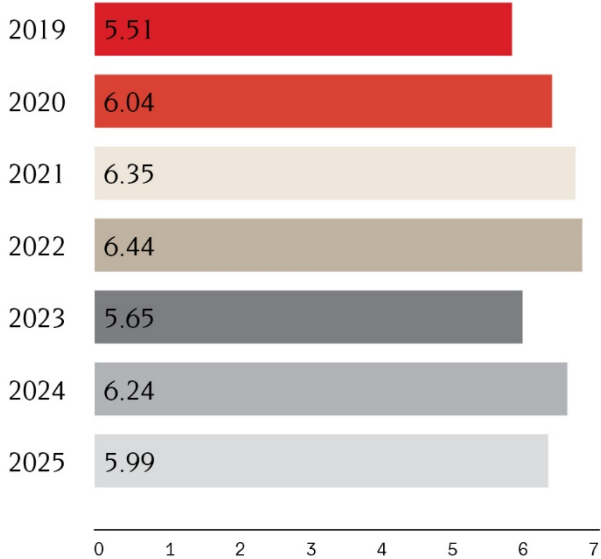
RELIGIOUS EDUCATION IS TAUGHT WELL AT THIS SCHOOL



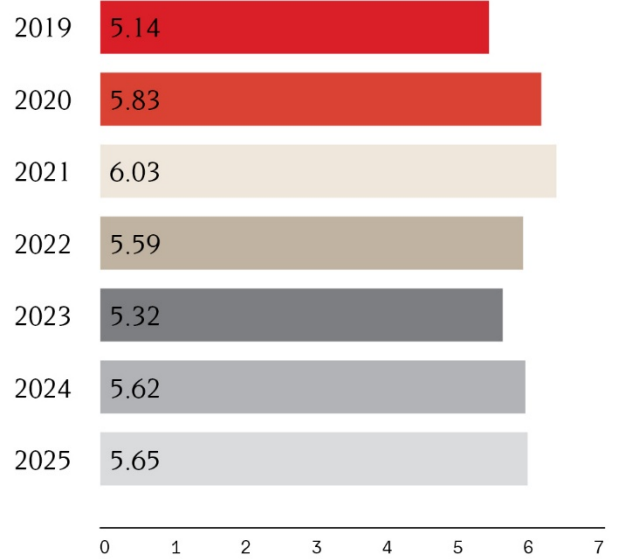


Co-Curricular

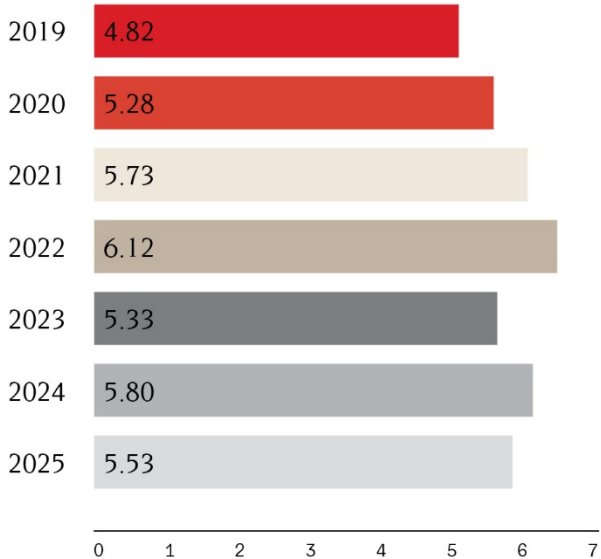
STUDENTS TAKE PRIDE IN REPRESENTING THE SCHOOL



THE SPORTING PROGRAM AT THIS SCHOOL MET MY INTEREST AND NEEDS



CO-CURRICULAR ACTIVITIES ARE WELL ORGANISED AT THIS SCHOOL





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