



Rostrevor
College

Parent Information Evening

Year 11

Monday 9 February 2026



Rostrevor College



**Cameron
Alexander**
Deputy Principal



Glen Malkin
Assistant Director of
Students



Lisa Clark
Director of Identity &
Mission



Julie Farmer
VET & Careers
Coordinator



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Topics

- The SACE
- Formation Experiences
- Learning & Wellbeing
- Vocational Education & Careers

SACE

Board of SA



- The SACE commences at Year 10 and concludes at Year 12
- Year 11 (referred to as Stage 1) and Year 12 (referred to as Stage 2)
- The SACE is a modern, internationally-recognised secondary school qualification designed to equip you with the skills, knowledge, and capabilities to successfully participate in our fast-paced global society
- Students will be awarded the SACE if they successfully complete requirements that include a range of skills and subjects you may study at school or may have acquired through other education, training or experience



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SACE Pattern @ Rostrevor College

Year 10	Stage 1 Exploring Identities & Futures						
Year 11	Stage 1 English	Stage 2 Spiritualities Religion & Meaning	Stage 1 Mathematics	Stage 1 Choice	Stage 1 Choice	Stage 1 Choice	Stage 2 Activating Identities & Futures
			Stage 1 Choice	Stage 1 Choice	Stage 1 Choice	Stage 1 Choice	
Year 12	Stage 2 Choice	Stage 2 Choice	Stage 2 Choice	Stage 2 Choice	Stage 2 Integrated Learning (Religious Ed)	Study	Study
					Study		



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Stage 2 Subject Aspirations

- ☐ **Considered**
- ☐ **Realistic**
- ☐ **Mature**

Name: _____

House: _____

Line	Subject	Grade Aspiration
1		
2		
3		
4		
5		
6		

Are you seeking an ATAR?

What ATAR would you like to achieve?



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So... why the B-?



Reception - Year 10

Students are assessed A-E based on ACARA Achievement Standards (from CESA Reporting Guidelines)

Grade	Five-Point Achievement Scale
A	Your child is demonstrating excellent achievement of what is expected at this year level
B	Your child is demonstrating good achievement of what is expected at this year level
C	Your child is demonstrating satisfactory achievement of what is expected at this year level
D	Your child is demonstrating partial achievement of what is expected at this year level
E	Your child is demonstrating minimal achievement of what is expected at this year level
IE	Insufficient Evidence *



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Stage 1 students assessed A-E
based on SACE Performance
Standards

Stage 2 students assessed A+ to
E- based on SACE Performance
Standards

So... why the B-?

Performance standards for Stage 2 English			
	Knowledge and Understanding	Analysis	Application
A	Comprehensive knowledge and understanding of ideas and perspectives in a range of texts. Thorough knowledge and understanding of ways in which creators of texts use a range of language features, stylistic features, and conventions to make meaning. Extensive knowledge and understanding of a wide range of ways in which texts are created for different purposes, audiences, and contexts.	Complex analysis of ideas, perspectives, and/or aspects of culture represented in texts. Perceptive analysis of language features, stylistic features, and conventions used in texts, and thoughtful evaluation of how these influence audiences. Critical analysis of similarities and differences when comparing texts.	Versatile and precise use of language and stylistic features to create a wide range of coherent texts that address the purpose, audience, and context. Fluently integrated use of evidence from texts to develop and support a response. Sophisticated use of accurate, clear, and fluent expression.
B	Knowledge and understanding of ideas and perspectives in a range of texts. Knowledge and understanding of ways in which creators of texts use a range of language features, stylistic features, and conventions to make meaning. Knowledge and understanding of a range of ways in which texts are created for different purposes, contexts, and audiences.	Detailed analysis of ideas, perspectives, and/or aspects of culture represented in texts. Detailed analysis of language features, stylistic features, and conventions, and evaluation of how these influence audiences. Clear analysis of similarities and differences when comparing texts.	Accurate use of language and stylistic features to create a range of coherent texts that address the purpose, context, and audience. Appropriate use of evidence from texts to develop and support a response. Consistent use of accurate, clear, and fluent expression.
C	Knowledge and understanding of some ideas and perspectives in texts. Knowledge and understanding of ways in which creators of texts use some language features, stylistic features, and conventions to make meaning. Knowledge and understanding of ways in which everyday texts are created for different purposes, contexts, and audiences.	Analysis of some ideas and perspectives represented in texts. Description and some analysis of different language features, stylistic features, and conventions, and/or some evaluation of how these influence audiences. Analysis of some similarities and differences when comparing texts.	Generally accurate use of language and stylistic features to create texts that address the purpose, context, and audience. Selection of some evidence from texts to develop and support a response. Appropriate use of accurate, clear, and fluent expression.
D	Knowledge and understanding of some ideas in a narrow range texts. Some knowledge and understanding of ways in which creators of texts use language features and conventions to make meaning. Knowledge and understanding of ways in which some everyday texts are created for different purposes and audiences.	Description of some ideas in texts. Description of some language features, stylistic features, and/or conventions. Description of some similarities and differences in texts.	Use of some language and stylistic features to create a narrow range of texts. Partial use of basic evidence from texts to develop a response. Inconsistent use of expression
E	Identification of an idea in a text. Identification of a limited range of ways in which creators of texts use language techniques. Recognition of one or more ways in which a familiar text is created.	Reference to an idea in a text. Recognition of language or stylistic features. Recognition of a simple connection between texts.	Restricted use of language or stylistic features to create a text. Limited use of evidence from a text in a response. Limited use of clear expression.



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So... why the B-?

For a student to be in a SACE class they have had subject counselling at Year 10 and 11, which has been informed by:

- Previous attainment
- Student goals and ambitions
- Parental input
- Approval by the Promotions Panel



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SACE Board Marking and Moderation

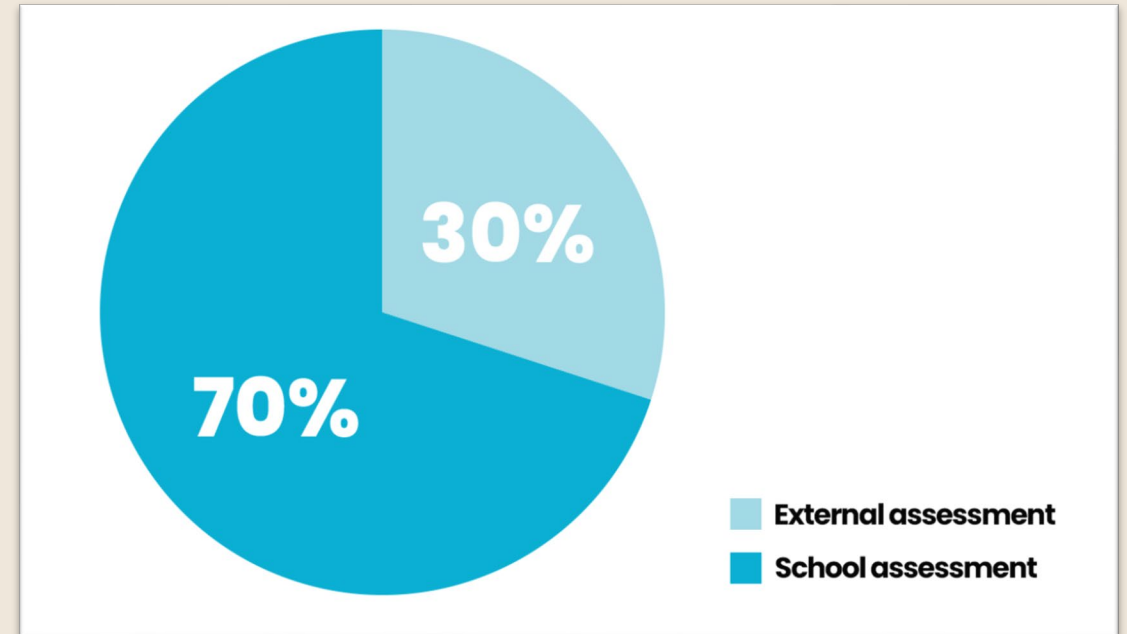
- Every Stage 2 SACE subject consists of a **70% school-based component** and a **30% externally marked component** (this is either an exam or an investigation)
- The students' results for their school-based assessment will be released via SEQTA throughout the year. *All Stage 2 SACE grades are subject to SACE Board moderation processes*
- The external component (exam or investigation) is marked by SACE Board appointed markers and accounts for 30% of the student's final grade. For non-examined subjects the external task is the **first assessment piece submitted to the SACE Board**.



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So... why the B-?

- **The Internal Grade is where we have the most control**
- The student's final result is a mathematical equation:
 - A+ to E- (15-point scale, internal & external grades, moderation, scaling etc.)
- How do we control everything we can?
 - Performance Standards
 - Assessment Design & Teaching Plans
 - Internal Moderation
 - B- for Internal Grades





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Intercol =

B -



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Special Provisions

- **Type of Special Provision** that can be applied for:
 - **Short-term** (illness, injury) or **long-term impairments** (vision or hearing impairment, etc). *Can apply for changes to Assessment /use of the moderated predicted mark (Year 12 only)*
 - **Misadventure** (school-based) or **Interrupted Schooling** (family or cultural reasons)
- A range of variations can be put in place for school assessment and exams, eg. extra time, extensions, scribe, etc.
- Any queries regarding Special Provisions, please speak with **Kerry Hodkinson** or **Dan Stratford**



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- Student Code of Conduct
- Positive Behaviour Intervention Support
- Year 11 Retreats
- Year 11 Formal
- Student Leadership
- Driving to School

Formation Experiences



Glen Malkin
Assistant Director of
Students



Lisa Clark
Director of Identity &
Mission



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Student Code of Conduct

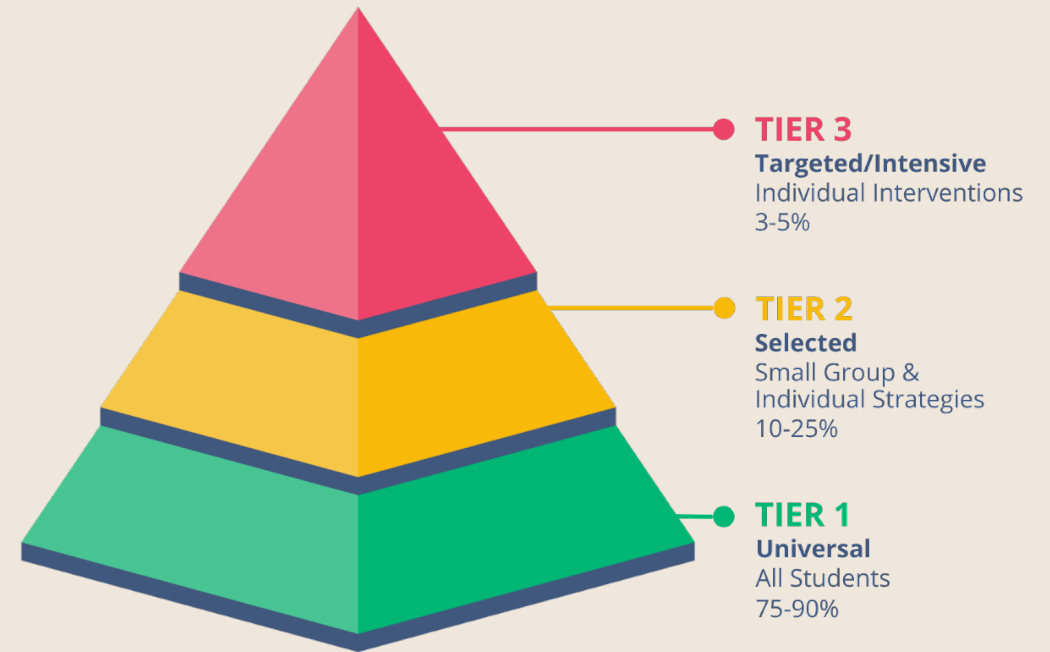
- A **transparent and reliable guide** about what is expected of our boys.
- Sets **clear boundaries** – boys thrive when they know exactly what is expected of them.
- Our boys and young men are encouraged **to accept responsibility for their mistakes and/or lapses in judgment** and work with their parents and teachers to learn from such experiences, so they become capable young men of good character.
- **The document outlines:**
 - The rights and responsibilities of students,
 - Our expectations of our boys and young men,
 - Conduct which is deemed inappropriate.
- Available from **SEQTA Documents**.



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PBIS Positive Behaviour Intervention & Support

- Continuing this year following staff in leadership training commencing in 2024.
- Looking at developing a consistent approach from staff to support students to improve behavioural and learning outcomes.
- Identifying students who may require some additional support when it comes to classroom practices and expectations – Tier 2 and Tier 3.





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The ROSSI Values

Living the ROSSI Values, Guided by the EREA Touchstones



Respect

Dignity & respect for all



Organisation

Prepared, focused learning



Service

Men for Others / People for Others



Safety

Safe, calm & ready to flourish



Integrity

Honest & responsible



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Retreat | Term 3

Called to be challenged

Gospel Spirituality Touchstone- John 4:14

The water that I give will become a spring within you

Students reflect on the road they have travelled and the road ahead - how can we rise to the challenge to be more for those around us?

Retreats and reflection days are more than bonding experiences, they are opportunities for students to explore their faith and their own faith journeys. Catholic school communities have for many years engaged students and staff in retreat experiences to deepen their relationship with God. Making space for extended time for **reflection** enables and invites participants to listen deeply to the movement of the Spirit.

27-28 July | One Night | Houses will attend in two locations.



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Year 11 Formal

- Friday 11 September 2026
- JDF Reception Centre, 10 Freebairn St, Windsor Gardens SA
- Semi formal wear
- All College policies & expectations apply
- More details to come...





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- Support Networks
- SEQTA Engage
- Homework vs Study
- Co-curricular
- eiPulse
- Counselling

Learning & Wellbeing



Cameron Alexander
Deputy Principal



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Executive Leadership Team



Shana Bennett
Principal



**Cameron
Alexander**
Deputy Principal



Mark Gray
Director of
Business



Siobhan Paley
Head of Junior
School



Daniel Stratford
Head of Senior
School



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Senior School Leadership Team



Daniel Stratford
Head of Senior School



Kerry Hodkinson
Director of Teaching &
Learning



Bill Trewartha
Director of Students



Glen Malkin
Assistant Director of
Students



Lisa Clark
Director of Identity &
Mission



Elena Lanzilli
Director of Data &
Innovation



Lauren Hanson
Leader of Inclusive
Education



Stuart Proud
Director of Boarding



Shana Bennett
Principal



Cameron Alexander
Deputy Principal



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Wellbeing Team – Heads of House

BARRON



**Josh
Kildare**

EGAN



**Connor
McLaughlin**

GURR



**Matt
Mullen**

MURPHY



**David
Walker**

O'BRIEN

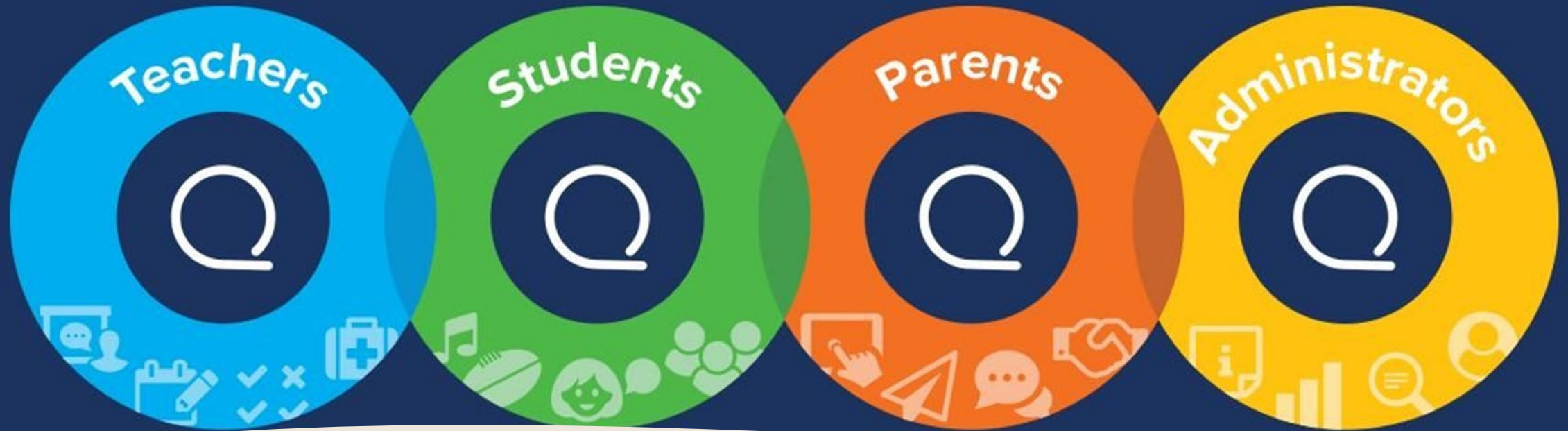


**Joseph
Pipicella**

WEBB



**Belinda
De Conno Coward**



SEQTA

“SEQTA Engage” allows you to view your son’s timetable, attendance and a brief overview of course information, assignments, homework etc. You can access it through a web browser or by downloading the app. This can be done through either the Apple App Store or Google Play Store.

You should have received an email from the College with a unique link asking you to set up a username and password.



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Homework vs Study

Homework = Set tasks

- Maths: Complete section Qu. 1-5
- English: Comprehension questions
- Science: Complete Practical Reports

Study = ongoing preparation

- Go through what was covered in class
- Revise for test (well before the test)
- Practice extra questions
- Extra reading & not-taking
- Working ahead



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Homework vs Study

Study is...

- something that **takes organisation, time and effort;**
- a process of **doing things frequently;**
- **work that your son sets for himself;**
- **repeated practice** until he is confident;
- a way to **avoid the need to 'cram'** at the last minute;
- **growing in confidence** about his schoolwork and ability.



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Homework vs Study

Homework & Study

- While **most learning occurs in the classroom**, **real understanding** is confirmed when your son;
 - **reviews** the work covered in class,
 - **tests** his understanding
 - **extends** his reading



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Homework vs Study

General Study Tips

- Your son should not study within 30 minutes to 1 hour of going to sleep,
- **Prioritise!** He should make a list of what he intend to study and prioritise that list,
- Study no more than **35-45 minutes at a stretch**, and then **take breaks**,
- Take **breaks away from his desk** and do something different,
- Try to **continue daily habits** as usual (don't drastically reduce sleep, eliminate exercise, or over-eat).



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Homework | Study Environment

When deciding where your son should do his homework or study, consider the following:

- Make sure the **environment is moderately comfortable** (furniture, temperature),
- Somewhere where you will be **free of distractions** (phone, TV, music, etc.),
- If possible allow him to use a **space that is his** only and doesn't have to be shared with other family members,
- **Keep the space organized** with a specific place for paper, pens, books etc.



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Co-Curricular Team



Jordan Young
Head of Co-Curricular



Sarah Catterwell
Co-Curricular Coordinator

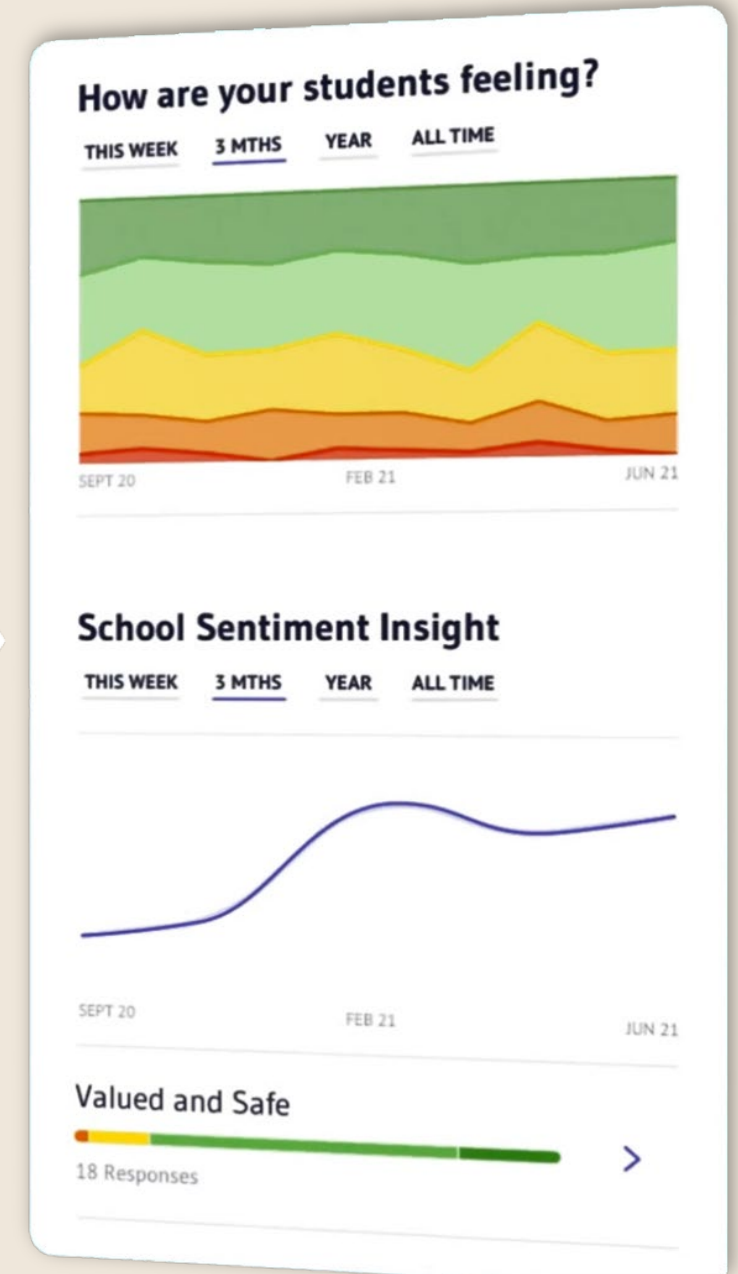


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ei Pulse

**Every
Wednesday
Morning**

A screenshot of the ei Pulse mobile app interface. At the top, there is a blue header with a white 'X' in the top right corner. Below the header is a yellow smiley face emoji. The text "Hi Miles, how are you feeling today?" is displayed. Below this is a list of five response options, each with a colored circle: "I'm feeling great" (green), "I'm feeling positive" (light green), "I'm feeling in the middle" (yellow), "I'm feeling negative" (orange), and "I need some help" (red). At the bottom, there is a small information icon and a text box stating "Why your response will be shared with your teacher and principal." with a right arrow.



Counselling

Rostrevor employs a dedicated counsellor who can assist students with:

- Peer relationships
- Family difficulties
- Grief and loss
- Stress/study management
- Mental health
- Resilience and emotional regulation

The Counsellor works closely in conjunction with the Director of Students, Heads of House and PC Teachers, and will see students on an as-needed basis. All appointments are confidential.

Students can book to see the counsellor at any time or be referred by a teacher or parent/caregiver.

talk@rostrevor.sa.edu.au



Rebecca Schulz
College Counsellor





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SACE, VET & Careers



Julie Farmer
VET & Careers Coordinator