



Rostrevor  
College

# Parent Information Evening

## Year 12

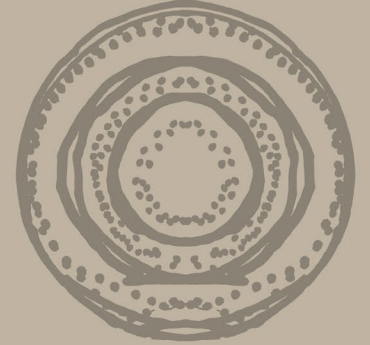
Monday 9 February 2026



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## Acknowledgement of Country

Rostrevor College acknowledges and respects the Kurna people of the Adelaide Plains, the Traditional Custodians of the South Australian region upon whose Ancestral Lands our School operates. We acknowledge and pay our respects to Elders, past, present and future - for they hold the memories, the traditions, the culture and the hopes of Aboriginal and Torres Strait Islander people. Rostrevor College extends this acknowledgement to honour First Nations peoples from other lands who contribute to our shared experiences of learning, working, and growing.





# Rostrevor College

## Topics

- Class of 2025 results and the Class of 2026
- SACE
- Wellbeing
- Year 12 Formal
- Year 12 Retreats
- Timetable – study and offsite lessons
- Driving to school
- Questions
- Key Dates







# 2026 – The Year of Belonging

- True belonging doesn't require that we change who we are. It requires that we be who we are and welcome others
- A deep sense of belonging is an irrefutable need of all people. We are biologically, cognitively, physically and spiritually wired to belong
- If we have no peace, it is because we have forgotten that we belong to each other

“  
Daring leaders work  
to make sure people  
can be themselves  
and feel a sense of  
belonging.

– Brené Brown

DESIQuotes.com



# 2025 SACE Highlights

- All students achieved their SACE
- 95% of all Stage 2 grades were 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
- 95 students completed VET competencies
- 2 students completed a school-based apprenticeship while completing Year 12
- 65 A+ grades were awarded in 2025

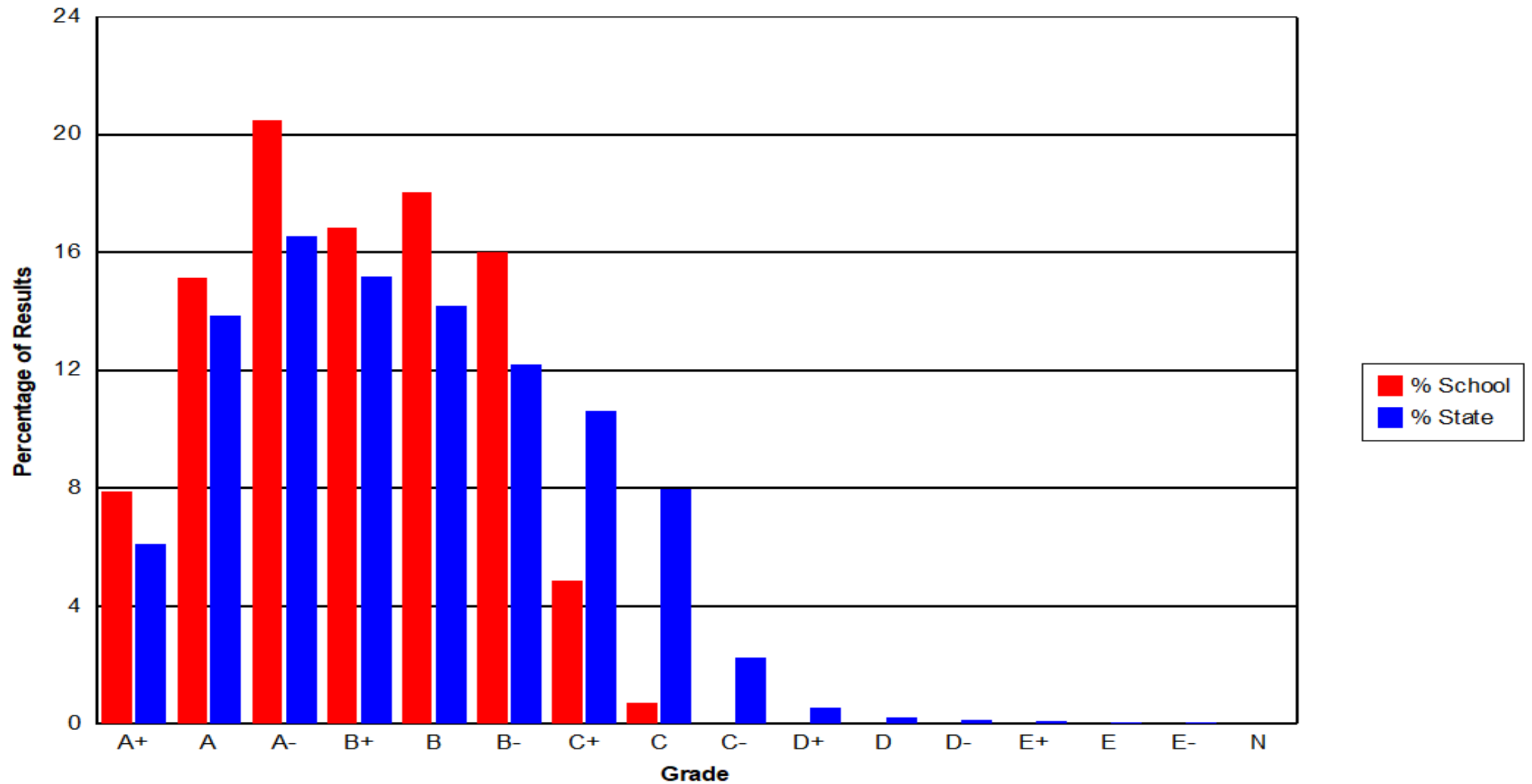


# Merits and A+ Grades

Subject	Merits	A+ Grades
English	8	9
Essential English	4	1
AIF	3	7
Integrated Learning	1	1
Workplace Practices	1	1
Spiritualities, Religion and Meaning		10
Business Innovation		4
Accounting		3
Digital Technology		2
Agricultural Systems		2
General Maths		1
Aboriginal Studies		1
Psychology		1
Material Solutions		1
Music Performance Solo		1
Physics		1

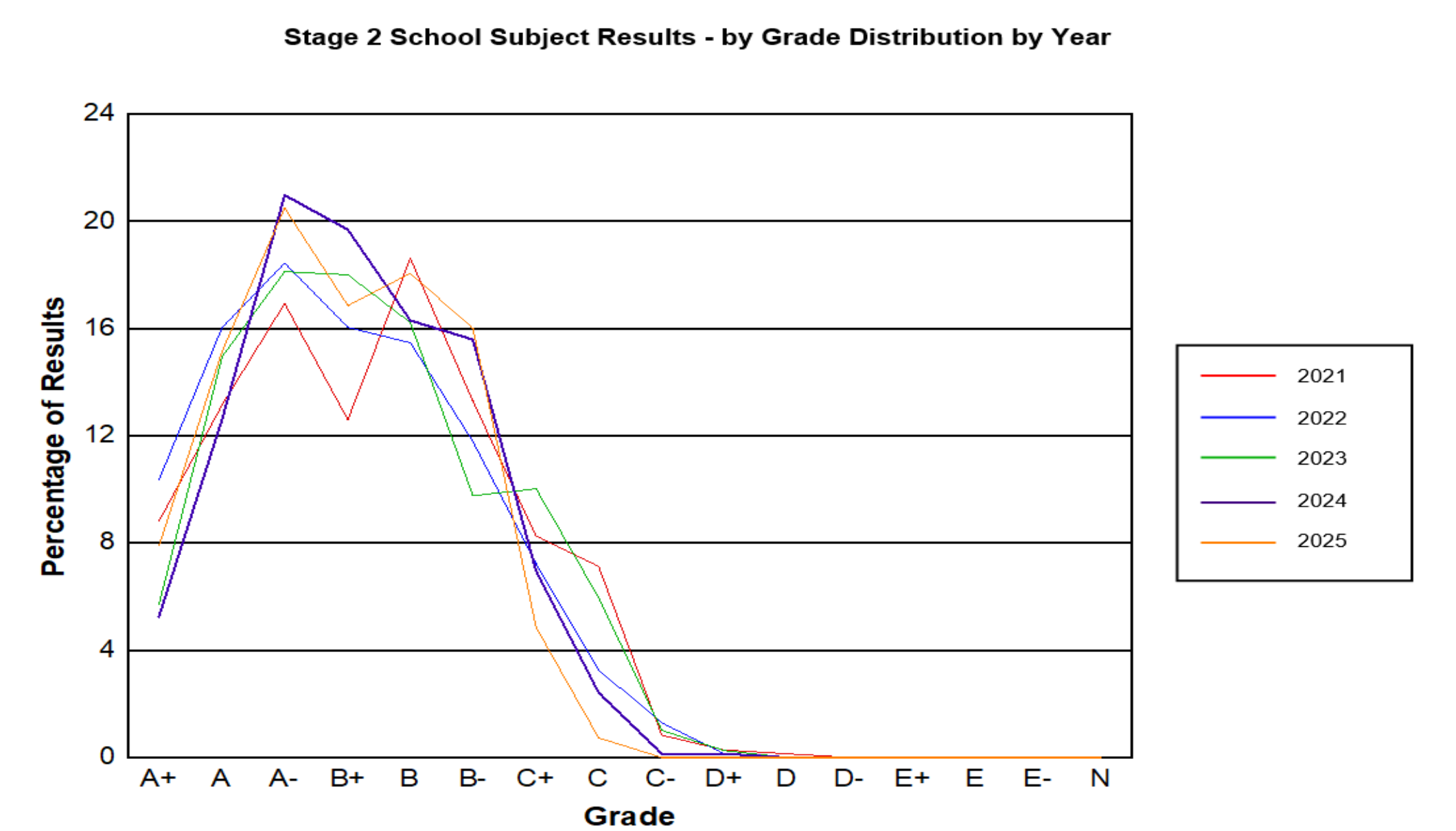


**Stage 2 School Subject Results - by Grade Distribution**





# Grade Distribution

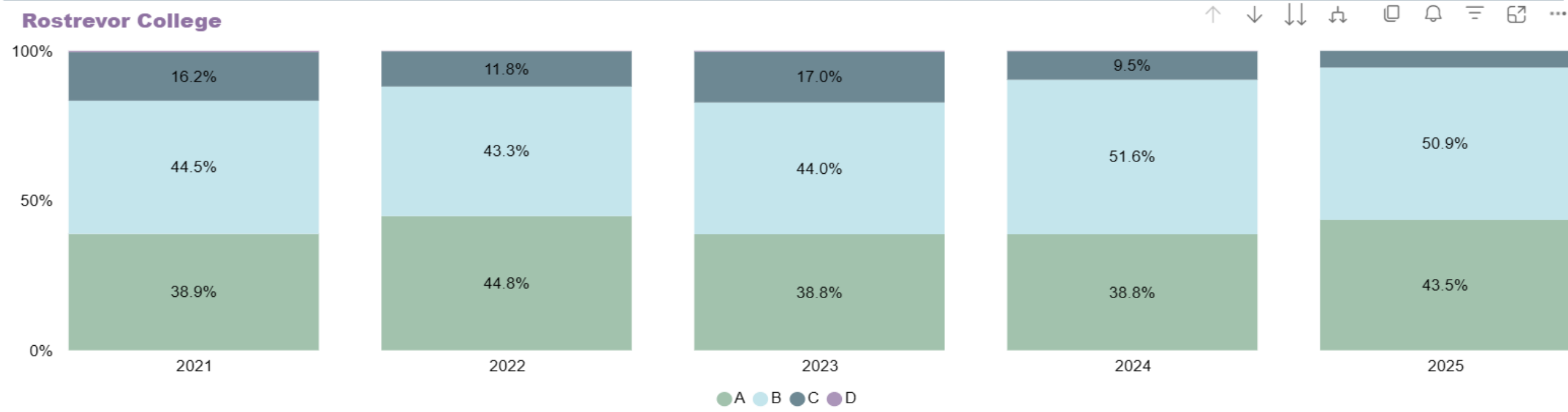
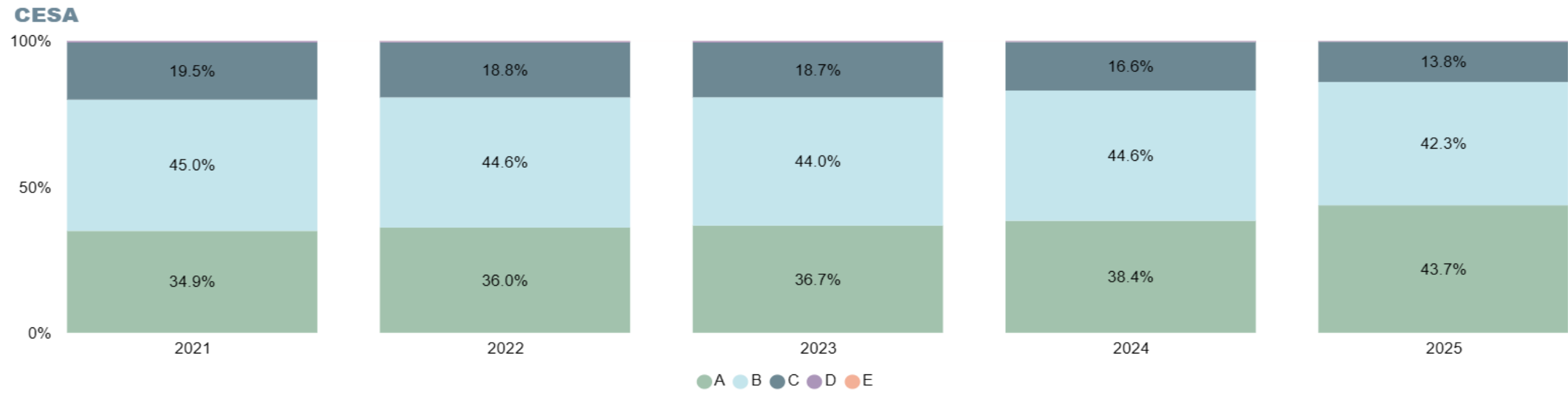


# 2025 Grade Levels Total and % (825 grades)

Body Copy

A+	A	A-	B+	B	B-	C+	C	C-	D+	D or below
65 7.88%	125 15.15%	169 20.48%	139 16.85%	149 18.06%	132 16.00%	40 4.86%	6 0.73%	0 0%	0 0%	0 0%
43.51%			50.91%			5.59%			0%	







# Dux and Proxime Accessit

Alecs Zorzi, our Head Prefect for 2025 achieved outstanding SACE Stage 2 results, receiving A+ grades for English, Physics, Spiritualities, Religion and Meaning, and Research Project. He also received A grades for Chemistry, Specialist Mathematics and Mathematical Methods. Alecs was also accepted into the competitive Headstart Program through Adelaide University, studying two semesters of Psychology and receiving a High Distinction for both subjects.

James Clarke, our Deputy Head Prefect received A+ grades for Psychology, English and Research Project as well as A grades for Chemistry, Specialist Mathematics and Spiritualities Religion and Meaning.



College Dux &  
Proxime Accessit

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Congratulations to  
Rostrevor College's Dux for  
2025 Alecs Zorzi (99.55)  
and Proxime Accessit  
James Clarke (98.25).



# Governor's Commendation

Congratulations to Alecs Zorzi who has been awarded the **Governor of South Australia Excellence in SACE award**.

Alecs was awarded the Governor of South Australia Commendations - Excellence award demonstrating outstanding achievement in all seven SACE capabilities. Alecs's incredible leadership as Head Prefect and inclusive support of all Rostrevor students make him highly worthy of the prestigious prize.

It is the seventh year in a row that Rostrevor graduates have received a Governor's Commendation and follows awards to Alex Clark in 2024, Lachlan Tripodi in 2023, Cameron Tunno, Ridheypreet Grover and Taylem Stubbs in 2022, Manish Augustine in 2021, Giovanni Elias and Gianni Bergamin in 2020, and Archer Newton in 2019.

*Only 40 commendations were awarded SACE-wide (17,099 students).*



“

**HIGH**  
**EXPECTATIONS**  
are the **KEY** to  
**EVERYTHING**

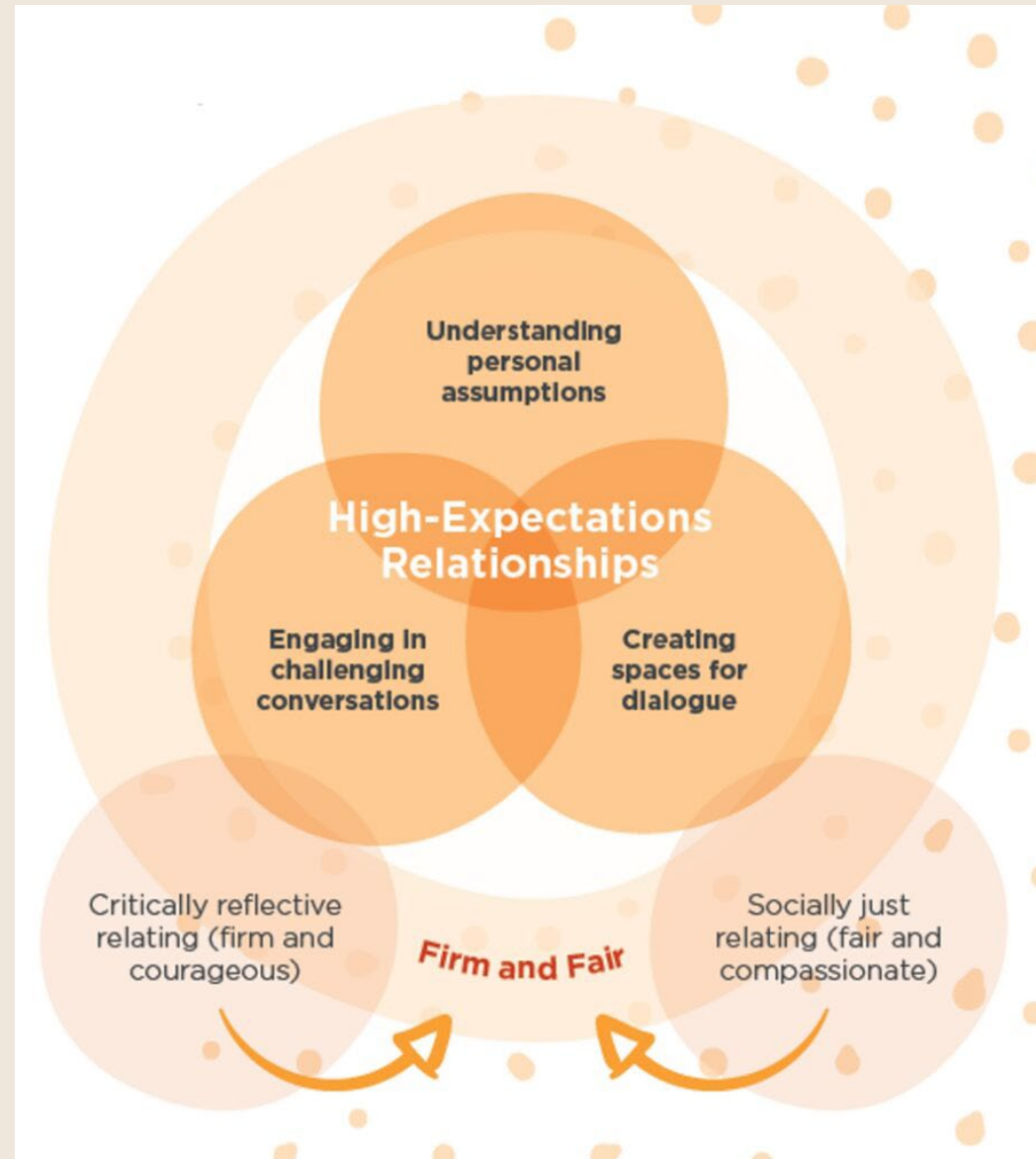


”





# High Support and High Expectations



# 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?



# Year 12 Mentoring

## **Purpose:**

- To help your sons grow, develop and reach their full potential.
- To give them the opportunity to take responsibility for their own personal, educational and post-secondary pathway development.

## **What does it entail?**

- A senior leader will engage in a pastoral conversation with your son as they monitor their academic and social wellbeing.
- These conversations are not designed to be instructive or intrusive in nature, but rather help the students determine their own positive choices in pursuit of their goals.





# Year 12 Tutoring

- Commenced today, full time tutor daily in the Equity Hub
- Enables support with scaffolding, structuring, revising, editing and refining work and content
- Tutors also available after school – commencing this week, Monday, Wednesday and Thursday afternoons (2:30 – 4:30pm)
- More times will be promoted with the students via student notices and emails as the year progresses



# Success Tracking Academic Review (STAR)

- STAR meetings and Year 12 mentoring were introduced in 2024 to track every Year 12's performance against their aspirations (personally set goals)
- A panel consisting of Heads of House, Post Secondary Pathways Coordinator, Director of Teaching and Learning, Director of Students, Head of Senior School, Deputy Principal and Principal meet at regular intervals throughout the year to monitor the progress of the Class of 2026
- Heads of House, Heads of Faculty and members of the Senior Leadership Team follow up with students following these meetings to ensure they are on track to meet their goals (including at least a B- in every subject for school-based assessment).



B-





# So... why the B-?



## Reception - Year 10

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

Obtaining a "C" means the achievement is satisfactory.

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



# So... why the B-?

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

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

**B-** is the minimum standard that we will expect.



Performance standards for Stage 2 English			
	Knowledge and Understanding	Analysis	Application
<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	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.
<b>E</b>	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.



## So... why the B-?

For a student to be in a SACE class (especially at Stage 2), 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



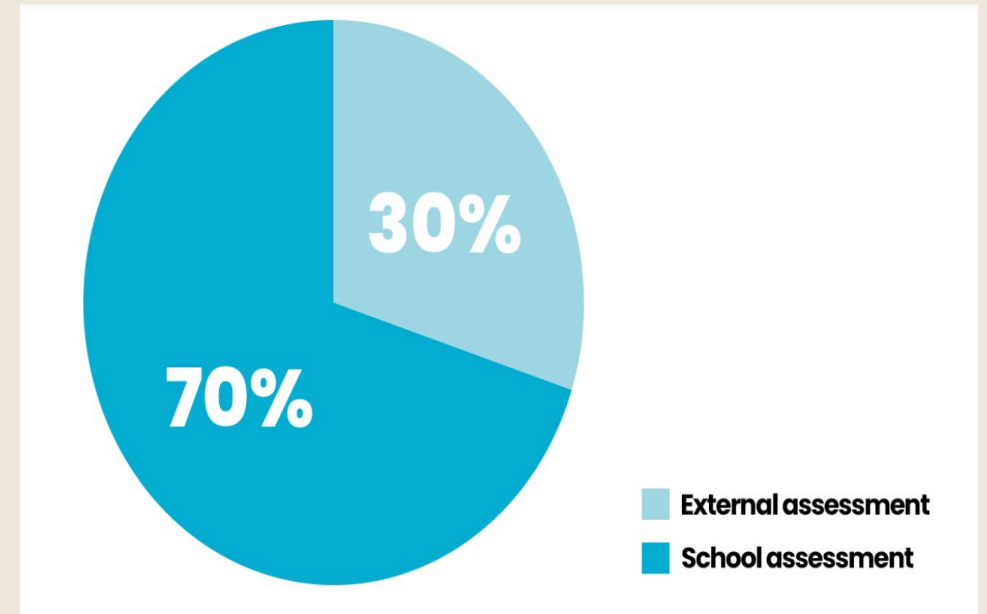
# SACE Board Marking and Moderation

- 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.**



# So... why the B-?

- **The Internal Grades 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
  - At least a B- for Internal Grades





# Intercol

B- or above requirement

B- or above = Intercol



# SACE Board Examinations

- Trial Exams are held Term 3, Week 9
- Electronic exam subjects will hold an official trial using the SACE Browser
- Year 12s are on SWOT VAC from the end of Term 4, Week 2 – exams commence Monday 2 November (see [SACE Exam Timetable](#))
- Subject teachers will likely offer additional trial exam opportunities, including during the Term 3 holiday break



# SACE Exam Timetable – Week 1 (Term 4, Week 4)

	9am	1.30pm
<b>Monday 2<sup>nd</sup> November</b>	Mathematical Methods	General Mathematics
<b>Tuesday 3<sup>rd</sup> November</b>	Nutrition	
<b>Wednesday 4<sup>th</sup> November</b>	Chemistry	Psychology
<b>Thursday 5<sup>th</sup> November</b>	Physics	Accounting
<b>Friday 6<sup>th</sup> November</b>	Biology	Essential Mathematics



# SACE Exam Timetable – Week 2 (Term 4, Week 5)

	9am	1.30pm
<b>Monday 9<sup>th</sup> November</b>	Modern History	English Literary Studies
<b>Tuesday 10<sup>th</sup> November</b>	Specialist Mathematics	
<b>Wednesday 11<sup>th</sup> November</b>	Italian (continuers)	
<b>Thursday 12<sup>th</sup> November</b>		
<b>Friday 13<sup>th</sup> November</b>		



# SACE Special Provisions

- **Type of Special Provision** that can be applied for:
  - **Short-term** (illness, injury) or **long-term impairments** (disability, diagnosed learning need, vision or hearing impairment, etc).
  - **Misadventure** (e.g. compassionate grounds)
- A range of variations can be put in place for school assessment and exams, e.g. extra reading and writing time, extensions to deadlines, etc
- Any queries regarding Special Provisions, please speak with **Kerry Hodkinson**.
- All Special Provisions indicated in a student's Personalised Plan for Learning (PPL) will be confirmed with the student/family to confirm their suitability (or otherwise)

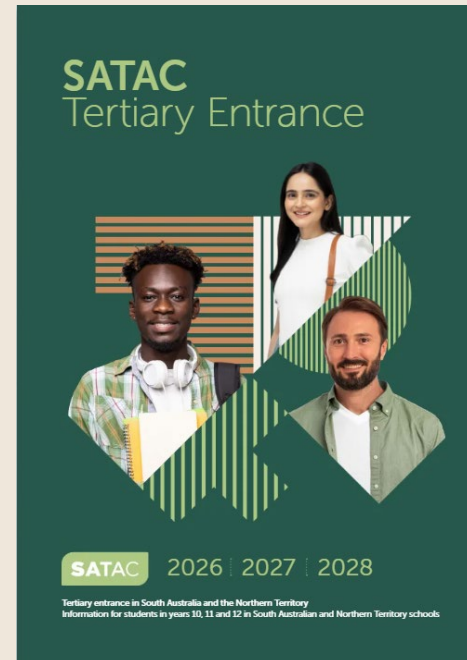
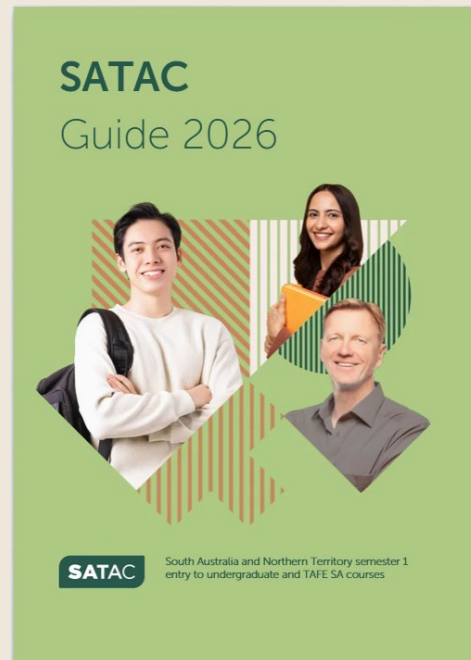






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## South Australian Tertiary Admissions Centre (SATAC) Information



<https://www.satac.edu.au/satac-publications>



# Rostrevor College

## Key Terminology

### **Tertiary Admission Subject (TAS)**

A SACE Stage 2 subject approved by SATAC's member institutions as providing appropriate preparation for tertiary studies. SATAC's member institutions require students to study a minimum number of credits of TAS to be eligible to receive an ATAR.

### **University Aggregate**

The university aggregate is calculated from your best scaled scores from three 20 credit TAS (60 credits) plus the best outcome from the flexible option (30 credits).

### **Australian Tertiary Admission Rank (ATAR)**

A rank given to students on a range from 0 to 99.95 to show their competitiveness, or how well they have performed, in relation to other Year 12 students in Australia.



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The university aggregate is the best possible outcome from these options subject to precluded combinations and counting restrictions.



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## ATAR Calculation

- A student's best 90 Stage 2 credits are used to calculate their ATAR (this is done automatically by SATAC)
- The generates a student's university aggregate score (out of 90)
- The university aggregate is then converted to an ATAR (99.95 highest possible ATAR)







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## Post Secondary Pathways

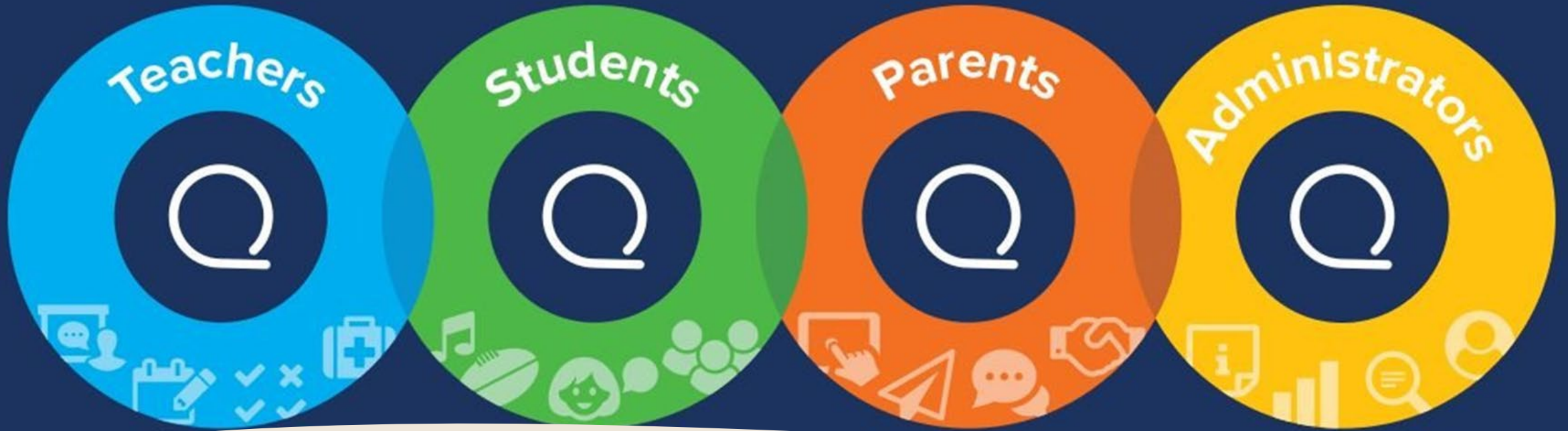
- SATAC preferences open in August
- Rostrevor will host a Careers Expo in Term 2 Week 6 (**Thursday 4 June**)
- All universities now have comprehensive information available online as well as Open Days
- Students have the opportunity to meet with liaison officers from the relevant tertiary institutions to discuss pathways of interest
- Please contact Julie Farmer (Post Secondary Coordinator) for further information – [jfarmer@rostrevor.sa.edu.au](mailto:jfarmer@rostrevor.sa.edu.au)

# Teaching and Learning this year

- In many ways, Year 12 may feel like an 'easier' year than Year 11 (more flexibility in terms of timetable, subject choices, relationships with teachers)
- The ATAR or final subject grades will not define your son or whether this year is a successful one for him
- If your son needs help, if things start getting a bit wobbly, please let us know
- Many students achieve their best grades in Year 12
- The teachers are experts in their subjects – they are your first contact for subject specific queries
- Your son's pastoral care teacher is the first contact for wellbeing matters
- See me for all things SACE (including Special Provisions)







# 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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**Wellbeing**

# Navigating this year

- Rostrevor will ideally be seen by students as a place/opportunity for every individual to grow, fail, succeed and feel supported
- Leaders, Heads of House/Faculty, teachers, ESOs, Tutors, as professionals; we are people that **care about our students** now and moving forward
- At the least, good teachers try to provide choices, as well as skills, so they can make informed decisions. And these are reflected in our Touchstones.





# Rostrevor College

## 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





# Rostrevor College

## 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



# Rostrevor College

## 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**



# 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](mailto:talk@rostrevor.sa.edu.au)



**Rebecca Schulz**  
College Counsellor



# 1%ers HoH/PC teachers are looking for:

- Standards and Expectations are **Reasonable**
- Punctuality – Always (Note/Apology) 8:34am
- Politeness – Always
- Presentation – High expectations
- Respect
- Confidence
- ***Acceptable Use of IT Policy***



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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*



# Organisation – in Pastoral Care (PC)



Goal Setting in the First Week or Two – Short, Mid, Long-Term



Organisation: Record Homework in SEQTA. H/W and organisation checks Mondays.





# Rostrevor College

## Pastoral Care Timetable

Pastoral Care is each morning at 8:30am for an 8:34am start.

Plus:

- **Monday Lesson 1** – House Gatherings – Kelty, Chapel or Pavilion.
- **Wednesday Lesson 1** – Horizontal gatherings per House – Wellbeing Program, including eiPulse.
- **Friday Lesson 1** – Assemblies, Vertical Positive Education activities and programs.
- **Late Start/Early Finish** – Monday L6, Tuesday, L1 & 2, Friday 5 & 6.

LESSON	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PC	8.34AM - 8.45AM	Pastoral Care 11 minutes	Pastoral Care 11 minutes	Pastoral Care 11 minutes	Pastoral Care 11 minutes	Pastoral Care 11 minutes
1	8.45AM - 9.40AM	Lesson 1 55 minutes	Lesson 1 55 minutes	Lesson 1 55 minutes	Lesson 1 55 minutes	Lesson 1 - Pastoral Care 55 minutes
2	9.40AM - 10.35AM	Lesson 2 55 minutes	Lesson 2 55 minutes	Lesson 2 55 minutes	Lesson 2 55 minutes	Lesson 2 55 minutes
RECESS	10.35AM - 10.55AM					
3	10.55AM - 11.50AM	Lesson 3 55 minutes	Lesson 3 55 minutes	Lesson 3 55 minutes	Lesson 3 55 minutes	Lesson 3 55 minutes
4	11.50AM - 12.45PM	Pastoral Care 55 minutes	Lesson 4 55 minutes	Lesson 4 55 minutes	Pastoral Care 55 minutes	Lesson 4 55 minutes
LUNCH	12.45PM - 1.25PM					
5	1.25PM - 2.20PM	Lesson 5 55 minutes	Lesson 5 55 minutes	Lesson 5 55 minutes	Lesson 5 55 minutes	Lesson 5 55 minutes
6	2.20PM - 3.15PM	EARLY FINISH 2.20PM	Lesson 6 55 minutes	Lesson 6 55 minutes	Lesson 6 55 minutes	Lesson 6 55 minutes



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Some Key Events ...





# Rostrevor College

## Year 12 Formal

- **Saturday 28 February – Hilton Adelaide**
  - Formal event (Black tie optional)
  - More details to come
- **Year 12 Meeting (week of formal)**
  - Expectations & Distribution of tickets





# Rostrevor College

## Year 12 Retreat

- **Monday – Wednesday Term 2, Week 5**
  - 25 - 27 May 2026
  - More details to come
  - Start composing...







# Rostrevor College

## Year 12 Farewell, Valedictory and Graduation

- **Thursday 22 October (Term 4, Week 2)**
  - Year 12 farewell / last day
- **Wednesday 18 November (Term 4, Week 6)**
  - Year 12 Graduation Mass and Morning Tea
  - Boarders' farewell lunch
  - Valedictory and Graduation Dinner



# SACE Results Release

- **TBA**
  - Approx. Monday 14 December 8.30am
  - Students log in via Schools Online

