



**ROSTREVOR**  
COLLEGE



*First Spirit Assembly 2016, Prefect Initiative*

# NEWSLETTER

## FROM THE PRINCIPAL

### *Dear College Community*

Last week Br John and I had the pleasure of participating in a three day retreat experience entitled, 'Nurturing the Mustard Seed.' It was an opportunity to reflect on our own spirituality as well as to think about the Catholic identity of our school and how this can be enhanced. It provided rich learning and was very thought-provoking.

It drew us to the heart of the question, 'what defines a Catholic community?' Catholic schools have grappled with this question for many years in their ongoing struggle to ensure they remain relevant to the needs of the modern world. The world has changed along with the church. No longer are Catholic schools the bastions of the church-going faithful. Mass attendance no longer necessarily defines the population, be it within the school or the local community. In fact a significant percentage of the population of a typical Catholic school is not even Catholic.

Some despair at the current situation. The glory days of the past have gone and there are those who long for a return to the halcyon days of yesteryear. For me, I'm a pragmatist. Our current situation is the one we must deal with. Looking back does not always take us forward, so the situation requires new responses and approaches.

In fact our current situation may be a blessing in disguise. It may call us to question the tribalism of the past and the tendency to confuse the culture of Catholicism with the faith that underpins it. Today we must face the tougher question: what is at the core of our faith? Facing these with a sense of hope may even call us to discover new answers. So then, what defines a Catholic community?

Our God is found hidden in the midst of ordinary life. God speaks to us through everyday experiences. God is there in our school assembly as we unite in spirit and, at times, laughter. God is there in the tough times when we look out for those who are struggling and grieving. God is there in the Rostrevor family. Let's face it, the Spirit is just as busy as the Spirit has ever been in our world. If the church is doing it tough, it's not because God's spirit is any less active. Maybe we don't recognise it as much.

We are now well and truly into the Lenten Season which takes us on a journey to Easter where we celebrate the mystery of Jesus' death and resurrection. If it is going to make any sense to a battling church then we have to start with concepts to which people can relate. Each day I discover more clearly the idea that we, as a community, are the body of Christ. All those people who helped me through tough times have been the body of Christ, making God truly present in our world. Through their touch and support, Christ was made present. Through their everyday love, God's grace was able to shine. All those with whom I have laughed and shared the sense of camaraderie and friendship have equally been the body of Christ to me.

*Living Catholic*

*Continued over page . . .*

**TERM 1, WEEK 5 FRIDAY 04 MARCH 2016**

Absentee line: 8364 8387

# DATES TO REMEMBER

## March

### Week 6

#### Monday 07

Yr 8 Immunisations

#### Wednesday 09

Indian Pilgrimage Parent Meeting

#### Friday 11 to Sunday 13

Boarders' Exeat

### Week 7

#### Monday 14

Adelaide Cup

#### Tuesday 15

Junior Years Open Morning

#### Thursday 17

EREA Principal's Forum

St Patrick's Day

#### Friday 18

St Joseph's Feast Day

Vice Captains Assembly

Bullying 'No Way' Day

Multicultural Day Assembly

#### Saturday 19

Principal's Ball (Yr 12 Formal)

## WHAT DEFINES A CATHOLIC COMMUNITY?



Valley Ceremony, Term 1 2015

When I receive Eucharist, I don't think of it as the fuel-tank of God's grace. God's grace has already come to me through the love and concern of friends and the Rostrevor family. To receive Eucharist, is to recognise and celebrate that God's grace has been hitting me between the eyes all week (even if I have failed to see it). To receive Eucharist, is to say thank you to the body of Christ that has nurtured me and supported me. To receive Eucharist, is to commit myself to being the body of Christ to others.

Before anyone hangs me up as a heretic, I would like to share with you a quote from the catechism, the official teaching of the church. In paragraph 1396, the catechism quotes St Augustine sharing his understanding of the Eucharist to the new members of the church. He says:

*"If you are the body and members of Christ, then it is your sacrament that is placed on the table of the Lord; it is your sacrament that you receive. To that which you are, you respond: 'Amen' ('Yes, it is true!'), and by responding to it you assent to it. For you hear the words, 'The Body of Christ' and respond, 'Amen.' Be then a member of the Body of Christ, that your Amen may be true."*

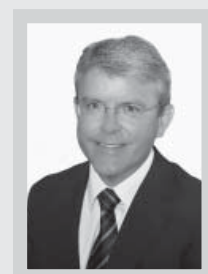
So, what defines a Catholic community? Maybe it is indescribable and undefinable. However, there are times when I sense it. I sense it when a community of ordinary people occasionally gets it right. I feel it when average people make God real to me through their compassion, generosity and sense of fun and friendship. It touches me when I am tired and facing my wits-end, yet I am somehow carried by another's love.

So, what defines a Catholic community? It is when people express a commitment to each other, that makes God real in this world. It is when average battlers, whether they know it or not, become the channels of God's presence.

My thanks to you, my fellow members of the Body of Christ.

God Bless

**Simon Dash**  
Principal



## ANNOUNCEMENT

From 2016, the College will be moving to an electronic Newsletter/Bulletin. These publications will still be emailed to families as per previous years and made available on the College website. However, families that had previously nominated to receive a hard copy (newsletter only), will need to obtain this from the respective administration office/s (MY@SY / JY). Alternatively, if you would now like to be included in the email distribution list, please advise the College at [contactdetails@rostrrevor.sa.edu.au](mailto:contactdetails@rostrrevor.sa.edu.au).

Furthermore, the fortnightly Bulletin will now report on co-curricular news only. General notices will be reported in the fortnightly newsletter instead.



Find us on  
**facebook**

# COLLEGE TERM 1 PROGRAMS



**Frank Ranaldo**  
Deputy Principal



## Year 10 Retreats

The Year 10 Retreat day facilitated by Br John Ahern and his team is an integral part of the spirituality dimension of the College. Boys spend time reflecting on their life, how we should treat each other and experience the opportunity to mix with different people outside of their own normal circle of friends. They are challenged to accept the increased demands of the senior years, especially in terms of taking responsibility for their actions.



## Year 10 Father (or Male Mentor) & Son Days

Alongside the Retreats, we also hold the Year 10 Father (or Male Mentor) & Son Days. This event was again a great success and we were delighted with the attendance and wonderful feedback we received.



*Father / Male Mentor @ Son Days (above), Year 10 students with father's /mentor's participating in various activities*

## Year 8 Camps

The Year 8 Camps serve a variety of purposes and were extremely successful. It is important in particular that new students be given the opportunity to mix with a significant cross-section of the year level and through the team-building activities, make new friendships outside of the classroom. The camps also provide an opportunity for the boys to work together to experience some physical challenges. These are all elements of an important "Rite of Passage" into their secondary years.

## Thank You

At Rostrevor, we believe that it is important for young people to learn about themselves and others; healthy relationships and behaviours; social and emotional development; spiritual development; resilience, and to see beauty, have awe, and appreciate some sense of 'truths'.

I would like to take this opportunity to thank you as parents for your support in our endeavour to provide opportunities for your sons to participate in activities which are based on the learnings listed above, for ensuring that your sons attend such events and that you accompany them when necessary.

I would also like to express my gratitude to our wonderful staff who are always willing to support such events by supervising, participating, planning and organising activities and much, much more.

God bless.

**Frank Ranaldo**



*Father / Male Mentor @ Son Days, Year 10 students with father's /mentor's and staff*



*Camp at Victor Harbour, Year 8 students*

# YR 10 RETREAT



**Br John Ahern**  
Assistant Principal  
Religious Identity  
and Mission



Last week the Year 10 cohort had their annual retreat day. After some thought I developed a new theme around the idea of 'Who am I'. This enabled them to work through a series of exercises looking at aspects of their personalities and hopes and dreams. I challenged them at the start of the day to be themselves and to share openly and honestly. After lunch they were given the opportunity to receive the sacrament of reconciliation. I am pleased to say that a large number availed of this opportunity. I would like to thank Mr Sachse, Mrs Robinson, Mr Doyle and Ms Maric who helped me run this day as well as old scholars, Adrian Guerrero, Adam Maio and Marcus Sosa.

The third Sunday of lent challenges us to think about what sort of God do I believe in?

Atheists and theists each take a gamble, and we both have our moments of doubt. For theists the great stumbling block, of course, is all the suffering in the world; for atheists it is all the goodness in the world. The agnostic, then, decides not to decide, preferring to err on the side of caution – which can't be much fun at all!

Meanwhile, it seems that the human spirit is inherently disposed to believe in something worthwhile, some cause, purpose, centre of value or whatever to lend a measure of meaning to life. So even atheists have some "God" – even if it is only themselves. Without a centre of value of some kind, then literally, why get out of bed in the morning?

What God or god one believes in has ultimate consequences for our lives. Our God/god can be life-enhancing or destructive, lead toward fullness of life or into some kind of slavery (ever the danger of idols). So, while deciding if God "is" might be our first gamble, an equally weighty issue is the kind of God/god we imagine when we even hear the word.

What God says of Godself

For Christian and Jewish faith, last Sunday's first reading is a foundational text for who and how our God is for us – Moses before the burning bush. Treat yourself again to Exodus 3: 1- 15, reading slowly.

First, note the ultimate divine name: "I am

Who am". While scholars have long debated the translation of the Hebrew here, it certainly reflects God's own bold statement "I Am", inviting us to confess that God Is. So Moses does not hear that "there is a God" but rather that God Is. Thus God is not just one thing among many others that exist; instead, God's "Isness" is the ultimate ground of all that is.

Then, how is this God who Is. At least from this burning bush we hear that God Is ever alert to the "affliction of God's people", hears "their cry", and is willing to "come down to rescue them" from their oppressors, and "lead them out" of their slavery into "a land flowing with milk and honey". So, God not only Is but Is for – favours - human liberation, justice, and well-being.

God Who Empowers Us

After that totally benevolent image of God from the Hebrew Scriptures, the Gospel reading today comes as a bit of a shocker. It repeats twice that we must "repent" (metanoieite, change our lives) or there literally will be "hell to pay". And the barren fig tree gets one more chance to bear fruit or else.

People in 12-step programs are the ones who best hold together these paradoxical images of God – as both benevolent and demanding

of us. They say that they continue in recovery from addictions (false gods) only by the help of Higher Power. This is what Christians call "grace", meaning God's effective love at work. Yet, there is no "cheap grace"; God's grace comes as a responsibility – or better, a response-ability. Fittingly then, we are held to account. Anything less would be beneath our human dignity and freedom. This combination of what theologians refer to as "nature and grace", God's help and our best efforts, means that God is a partner with us – so favouring us, all the way.

( I would like to acknowledge Thomas Groome from Boston College as the key source in this reflection).

**Br John Ahern**



**Yr 10 Father / Male Mentor Days, Retreat Activities**



# FATHER / MENTOR AND SON DAYS

## YEAR 10 PROGRAM



### **Feedback received from one of our Year 10 fathers...**

*"Thanks very much for the opportunity to spend another quality day with my youngest son.*

*I love the concept of the father son days and thought today was so much better than when we went off campus 3 years ago to Woodhouse with my oldest son.*

*Rostrevor has great facilities and we need to utilise these, the pool is outstanding for these activities, the ovals are in brilliant condition and the Pavilion ideally located in the school. The 3 different sections all worked well, the teachers all creating an enjoyable environment for us all."*

### **Feedback received from one of our Year 10 mothers...**

*"He was quite emotional when reliving the day and the great value both he and our son got from the experience. He made particular mention of the reflection exercise and said that those few dads, who left early or found it difficult to engage for whatever reason, really missed the best part of the day."*

# FATHER / MENTOR AND SON DAYS

YEAR 10 PROGRAM



# JUNIOR CAMPUS



**Geoff Aufderheide**  
Director - Junior Campus

## Father/Male Mentor and Son Night 2016

As I write, looking out over the Bungalow Oval, I cannot do so without casting my mind back to last Friday evening. We hosted our annual Father/Male Mentor and Son night here on Friday 26 March and were once again thankful for the many who did attend. I have stated in past years the significant value there is in having such an event and how evidence from around the world supports the notion that boys learn so much from their male role models in life. To that end it is fantastic to be able to host such an event each year without a drop of alcohol to be seen, where the aim is for boys to mingle with men and share a meal and some fun!

We are indebted to the Parents and Friends Committee who, each year, run the event and seek out financial support from various parents and caregivers. This year we were treated to one of the finest barbecues ever seen and the conversations and laughter indicated a highly successful evening – yet again! Our thanks go to Mr Rob Costanzo (President of the P&F – and a highly skilled barbecue operator!) as the main driver of this wonderful night – for without his energy and enthusiasm we would have all been consigned to another Friday night in front of the TV! Rob is regularly supported by an army of P&F members and also by some regular, hardworking people from the Junior Campus.

To all of those who helped in some way and to those who took the time to attend the event, I offer our sincerest gratitude and thanks! We look forward eagerly to next year – it will be hard to top 2016!



### **Feedback received from one of our Junior Years Parents...**

*"I wish to thank you sincerely for what you (P&F) have achieved and how much it means to us! It is now a major event on our calendar.*

*I like the fact that it is a casual night and was pleased to see the men playing cricket and soccer with their lads – some guys never have the chance to do this as work and other commitments often get in the way, so it is great to provide such an environment at our College."*



**Semester 1 SRC, Junior Years.**  
Absent: Joseph Bonasera

## Academic Achievement

Last Tuesday we held our regular assembly in the Callan Hall. We rotate Assemblies each term and hold them in 'EVEN' weeks of the school calendar – Week 2 is Monday, Week 4 is Tuesday, Week 6 is Wednesday, Week 8 is Thursday and Week 10 (or 11 in Term 1) on a Friday.

The focus of this Assembly was to acknowledge the hard work and dedication of our young men in their academic pursuits. We were delighted to present these academic awards to the following young men:

# TEACHING & LEARNING

## Palma Merenti Award Winners: (Semester 2, 2015)

Jack Dundon  
Nicholas Malatesta  
Aidan Schirripa  
Ishaan Oak  
Cameron Tunno

## Principal's Award Winners

Alessio Maiorano  
Oseremen Oyugbo  
Osose Uyugbo  
Carlen Becker  
Henry Knight  
Jakob Centofanti  
Alexander Pertl  
Charlie Crafter  
Thomas Washbourne  
Ashwin Abraham  
Joel Condo  
Luke Thoday

## Christian Brother Award Winners

Anthony Masullo  
Christian Corbo  
Hugo Shute

We also acknowledged and congratulated our new Student Representative Council members for Semester One, 2016:

## Reception/Year 1

Alex Ascensio  
Luke Somes

## Year 1/2

Stefan Musolino  
Miles Fotheringham

## Year 3/4

Alexander Kapiris  
Massimo Cerracchio

## Year 4

Pellegrino Iasiello  
Henry Knight

## Year 5

Jack Dundon  
Aspen Davis

## Year 5/6

Colby Mercer  
Jonath Beltrame

## Year 6

Joseph Bonasera  
Anton Slivak

We wish these boys the very best as they work to support the College and seek out opinions from their peers to make our school a better place to be.

Kind regards

**Geoff Aufderheide**



**Kerry Hodkinson**  
Director - Teaching and Learning

## Assessment

The year is progressing quickly and as we find ourselves approaching the mid-point of the term, matters regarding assessment are of paramount importance. Students may find an increase in the number of assessment tasks they are currently required to undertake and it is imperative that they apply themselves in a concerted fashion in order to maximise their opportunities to experience success. As subject teachers issue assessment tasks, they will publish this information via the Rostrevor Portal, enabling students and parents to effectively track the tasks for each subject. It is strongly encouraged that you engage in a dialogue with your son regarding his current and upcoming tasks, assisting with task prioritisation and time management where appropriate.

Generally, an assignment will be issued with the inclusion of three dates: a monitoring date (initial check), a verification date (plan or draft submission) and final submission date. If students require further clarification or assistance with a task, it is essential they seek this from the subject teacher prior to the due date. If an extension is required, students are asked to follow the Assessment and Deadline Policy as outlined in the year level meetings held at the start of the year.

## Special Provisions – Years 10 to 12 students

Special Provisions (including extra time, adjustments to tasks, etc.) may be applied in particular circumstances in order to assist students with meeting SACE and ACARA standards.

As specified on the SACE Board website:

The SACE Board provides all students with opportunities for success in completing the South Australian Certificate of Education (SACE). The Board recognises that individual students may need special provisions to access the specified learning and assessment requirements in the SACE Board's subject outlines. The Special Provisions in Curriculum and Assessment Policy is a critical strategy that allows alternative arrangements to students who demonstrate that their capacity to participate in and/or access the requirements of an assessment requirement is affected significantly by illness, impairment, or personal circumstances. The policy aims to apply the special provisions responsibly, fairly and equitably.

Students who wish to apply for Special Provisions are asked to submit applications prior to the end of Week 5. Year 12 students can contact Mrs Hodkinson and Year 10 and 11 students can contact Mrs Fiorita.

**Kerry Hodkinson**



*Aerial view, Rostrevor College*



# CO-CURRICULAR NEWS



**Jeff Fischer**  
Co-ordinator of  
Co-curricular  
Activities



## Fixtures

Please check the Rostrevor website under co-curricular for updated details of fixtures for Term 1.

Reminder that late cancellations due to heat (above 35 degrees for primary teams and above 37 degrees for middle and senior school teams) or wet weather will also be posted on the website under co-curricular.

Additional weekly information in the form of maps will also be available on the Rostrevor website.

## 1st XI Cricket

Scotch 91 all out (Murphy Short 4/7, Dylan Smith 2/8, Patrick Shrestha 2/34)

Lost to Rostrevor 2/93 (Jack Hill 48no, Murphy Short 21, Josh Richards 13)

This was an excellent result against a side that had, before Saturday, won every game this season by a significant margin. Scotch won the toss and elected to bat on a very good pitch which we would have elected to bat on first.

Our opening combination of **Dylan Smith** and **Patrick Shrestha** took early wickets to leave Scotch at 3/8. This became 4/24, but Scotch put on a few threatening partnerships to sit at 4/60 and 5/82 with some big hitters at the crease. To finish the innings was a credit to all the bowlers. **Murphy Short** continued the excellent work of Shrestha and Smith and was well supported by **Ned McKay** and **Harry Petty**. **Guy Hutchinson** also claimed his first 1st XI wicket courtesy of probably the best catch I have seen at this level by **Harry Petty** at mid-off. All in all, it was a superb bowling display well supported by everyone in the field.

In reply, our aim was to bat the first 10 overs without loss. This would take the shine off the ball and hopefully take any sting out of the game. **Josh Richards** and **Jack Hill** did a great job to bat 13 overs and their partnership of 37 was crucial to us chasing down what can be at times a tricky total. **Murphy Short** joined Hill at

the crease and took the score to 87, with a solid partnership of 50. Special mention must go to **Jack Hill**, who deserved 50, but was chanceless in his 48no against some very tight bowling, especially with the new ball.

## In other Co-curricular News:

I would like to congratulate the following students and Old Scholars for their achievements:

- **Thomas Cusack** (Year 8) competed recently at the SA Athletics State Championships. Thomas competed in the Under 15 division where he won Gold for Long Jump and 100m Hurdles and Silver for Triple Jump and Pole Vault. Thomas has qualified to represent SA in Perth in March this year at the Australian Junior Athletics Carnival.
- **Hamish Shute** (Year 8) has been selected to represent South Australia in the Jets State Water Polo side at the Under 14 Championships held in Queensland. **Hugo Shute** (Year 6) has been selected for the second side that will also be competing in Queensland, known as the Stealth team.

• 10A cricketer **Cale Elefsen** made life very difficult for the Pembroke batsman on Saturday, finishing the game with the impressive figure of 5/15.

• The Drive tennis team tasted inaugural division 1 victory by claiming a 5-4 win against Immanuel on Saturday. Well done to **Dylan Smith, Michael Pace, Oscar Walters, Brad McCarthy, Joshua Kildare** and **Anthony McCarthy**.

*If your son, be he a current or past scholar, has made any significant achievement in an activity outside of the College, please pass this on to me via email to [jfischer@rostrevor.sa.edu.au](mailto:jfischer@rostrevor.sa.edu.au) or by phone, so that I can include his achievements in the weekly newsletter.*

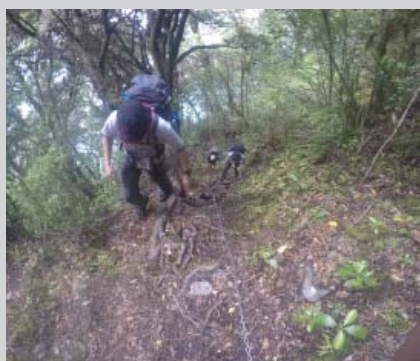
**Jeff Fischer**



*The Pavilion, Rostrevor College*

# NEW ZEALAND 2015

On November 24th, 2015, nine students under the guidance of Mr Vickery and Mr Fischer departed Adelaide for the land of the long white cloud. The group arrived in Auckland full of confidence and keen to test their months of training and preparation with 15 days of action and adventure.



## SKI TRIP!

Years 10-12

The tour group will depart Rostrevor at 9pm on Saturday 9th of July and will return at 9am Saturday 16th July. We will be staying at Halley's Lodge in the heart of Falls Creek Village. Just 50 meters from the main chairlift and provides ski in/ski out convenience, as well as being attached to our ski hire venue. The package includes all transport, food, ski or board hire, lessons and lift passes.

For more information please contact Michael Vickery

P 8364 8374

E [mvickery@rostrevor.sa.edu.au](mailto:mvickery@rostrevor.sa.edu.au)

# CO-CURRICULAR JUNIOR YEARS Week 4

## CRICKET

### PRIMARY A

Best

### PRIMARY B

Best

### YEAR 5

8/70 tied with St. Peter's 4/70

Best

Batting: A Pertl 19 n.o. M. Aufderheide, J Piasente 7

Bowling: H Lloyd 2/11, A Pertl 1/5

### YEAR 4

Best

### KANGA RED

10/84 Ave 8.4 def by East Adelaide 2/83 Ave 43

Best

O Hickey, D Tatarelli

### KANGA BLACK

Best

## TENNIS

### PRIMARY B RED

Best

### PRIMARY B BLACK

Best

## BASKETBALL

### YEAR 6/7

Best

### YEAR 4/5

13 def by Nailsworth 14

Best

E Kim, R Mahar and J Smith

### YEAR 2/3 BLACK

Best



# CO-CURRICULAR SENIOR YEARS

## Week 4

### BADMINTON

**OPEN B** 8 def PEM 4

**Best** J Sutcliffe, K Shrivastava

**MIDDLE A** 1 def by SPSC 11

**BEST** F Di Iulio, D Galloni

### CRICKET

**1ST XI** 2/92 def SC 91

**Best** **Batting:** J Hill 48no, M Short 21, J Richards 13  
**wBowling:** M Short 4/7, D Smith 2/8, P Shrestha 2/34

**2ND XI** 89 def by SPSC 142

**Best** **Batting:** P Vorrasi 41no, K Brokenshire 16  
**Bowling:** T Pink 3/20, J Snowball 2/27, M Gum 2/34

**3RD XI** 116 def by SICA 132

**Best** **Batting:** D Hamaan 31, J Eckermann 20  
**Bowling:** D Hamaan 1/6, R Sheehan 1/8

**10 A** Day 1 - 1/12 v PEM 106

**Best** **Batting:** Pending  
**Bowling:** C Elefsen 5/15, R Slack 0/1 ( 5 maidens), J Kennerley 1/5

**10 B** YTB v SPSC 9/234

**Best** **Batting:** YTB  
**Bowling:** T Matsis 2/17, H Warren 2/22

**9A** YTB v PAC 6/169

**Best** **Batting:** YTB  
**Bowling:** W Warren 2/21 (10 overs)

**9B** 42 def by SPSC 64

**Best** N/A

**8A** Day 1 - 100 v SICA 2/17

**Best** **Batting:** J Thoday 22, T Hill 22  
**Bowling:** J Thoday 2/2

**8B** 95 def by TC 2/107

**Best** **Batting:** N Reu 17, M Crabtree 12, D Leonard 12  
**Bowling:** M Crabtree 1/13, J Hall 1/9

### TENNIS

**DRIVE** 5 def IC 4

**Best** M Pace

**SENIOR A** 9 dec CC 0

**Best** L Piro, J Hersey

**SENIOR B** 3 def by SPSC 8

**Best** R Wall, A Lochowiak

**MIDDLE A** 8 def CC 1

**Best** All Played Well

**MIDDLE B** 2 def by SICA 10

**Best** L Ferreira, D ElHamra

**MIDDLE C** 10 def PAC 2

**Best** A Pawlisz, S Spiniello

### WATER POLO

**MIDDLE A** 6 def by SPSC 7

**Best** A Scipioni

## TERM DATES 2016

### Term 1

Tuesday 02 February to Friday 15 April  
Good Friday, 25 March  
Easter Saturday, 26 March  
Easter Sunday, 27 March  
Easter Monday, 28 March  
Adelaide Cup Day, 14 March

### Term 2

Tuesday 03 May to Friday 08 July  
Queen's Birthday/Volunteer's Day, 13 June

### Term 3

Tuesday 26 July to Friday 30th September  
Labour Day, 03 October

### Term 4

Tuesday 18 October to Friday 09 December

*Do you have exciting news about a current student or Old Scholar? We'd love to celebrate these achievements with you and the Rostrevor Community.*

**Contact us with your story:  
[news@rostrrevor.sa.edu.au](mailto:news@rostrrevor.sa.edu.au)**

*For sporting achievements, please contact Jeff Fischer:  
[jfischer@rostrrevor.sa.edu.au](mailto:jfischer@rostrrevor.sa.edu.au)*



# Boarders Week

**Aim: to recognise the contribution that Boarders make in the Rostrevor Community**

**Week 6**

**Dates: Monday 7 – Friday 11 March**

## Monday 7th

South East

## Tuesday 8th

- Yorke Peninsula

## Wednesday 9th

- Eyre Peninsula

## Thursday 10th

- Northern Territory

## Friday 11th

- House Colours (Gold Coin donation)
- Activities in the Valley
- BBQ lunch – *free*
- Drinks available for \$2

James Snowball

[SNOWBJ@students.rostrevor.sa.edu.au](mailto:SNOWBJ@students.rostrevor.sa.edu.au)

Bradley McCarthy

[MCCARB@students.rostrevor.sa.edu.au](mailto:MCCARB@students.rostrevor.sa.edu.au)

Jackson Moloney

[MOLOJ@students.rostrevor.sa.edu.au](mailto:MOLOJ@students.rostrevor.sa.edu.au)

Guy Hutchinson

[HUTCHG@students.rostrevor.sa.edu.au](mailto:HUTCHG@students.rostrevor.sa.edu.au)



**ROSTREVOR**  
COLLEGE

67-91 Glen Stuart Road, Woodforde, SA 5072  
T +61 8 8364 8200 F +61 8 8364 8396  
E [rosroll@rostrevor.sa.edu.au](mailto:rosroll@rostrevor.sa.edu.au) W [www.rostrevor.sa.edu.au](http://www.rostrevor.sa.edu.au)

Rostrevor College (est. 1923)  
ABN 63 001 070 495

**A CATHOLIC ALL BOYS' DAY & BOARDING  
COLLEGE IN THE EDMUND RICE TRADITION**  
Reception to Year 12

04 March 2016

Dear Parents and Caregivers

You may have heard recent media reports regarding a number of student safety concerns that have occurred around schools. Such incidents have involved students being approached by strangers at the beginning and end of the school day.

All staff at Rostrevor College respond to such matters of student safety with the highest priority and safety policies and procedures are in place and regularly reviewed. Students and families are reminded to be wary of approaches from strangers, especially when they are unaccompanied or travelling to and from school. Parents are key partners in issues of student safety and this is a timely opportunity to speak to your child about keeping safe. If your child is approached by a stranger, he/she should not respond and should not accept offers of rides or gifts. Students should seek the assistance of nearby adults if they feel unsafe and should report the event to a trusted adult (parent or school staff member) as soon as possible.

Schools are implementing the *Keeping Safe – Child Protection Curriculum* and a parent resource with strategies for you to discuss with your child/young person at home is attached. Additional information can also be found on the [CESA](#) website.

If you have any concerns to report or would like to discuss this further, please do not hesitate to contact me.

Yours sincerely

Mr Evan Pezos  
Director of Student Welfare

## Keeping Safe: Child Protection Curriculum

The Department for Education and Child Development has a legal responsibility to protect children and young people from abuse in its own settings and in the wider community.

### All children and young people have a right to:

- » Be treated with respect and to be protected from harm.
- » Feel and be safe in their interactions with adults and other children and young people.
- » Understand as early as possible what is meant by feeling and being safe.
- » Receive the support of counsellors or staff in their education or care setting who are responsible for their safety and wellbeing.

Source: *Child Protection in Schools, Early Childhood Education and Care Services Policy (2011)*

The *Keeping Safe: Child Protection Curriculum* teaches all children from a young age, in an age appropriate way, to recognise abuse and tell a trusted adult about it. It helps them understand what is appropriate and inappropriate touching and outlines ways they can keep themselves safe.

## Further information

Information about the *Keeping Safe: Child Protection Curriculum* is available from your child's school, preschool or teacher. Alternatively, you can contact the Child Protection Curriculum Officer on 08 8226 5887.

Under Section 82 of the *Education Act (1972)*, schools and preschools are not required to seek permission from parents and carers for their child to participate in the curriculum.

# Keeping SAFE

Child Protection Curriculum

## Preschool to Year 12

- The right to be safe
- Relationships
- Recognising and reporting abuse
- Protective strategies

### Parent and carer information



Government of South Australia

Department for Education and Child Development



Government of South Australia  
Department for Education and Child Development

## An overview of the curriculum

The *Keeping Safe: Child Protection Curriculum* is divided into five documents. Each document relates to age or year level groups:

- » **Early Years: Ages 3-5**
- » **Early Years: Years R-2**
- » **Primary Years: Years 3-5**
- » **Middle Years: Years 6-9**
- » **Senior Years: Years 10-12**

The curriculum also offers teachers support documents to help them appropriately deliver the information to students from a culturally or linguistically diverse background or those with a disability or additional need. Parents/carers are encouraged to contact teachers with information that could assist with the delivery of the curriculum to their child. All teachers are required to complete professional training to deliver the curriculum.

**The *Keeping Safe: Child Protection Curriculum* is based on two themes:**

- » We all have the right to be safe.
- » We can help ourselves to be safe by talking to people we trust.

**The themes are delivered to students through four focus areas that increase in complexity as they age:**

### The right to be safe

Children and young people learn about the various feelings they might have in different situations. They are taught about the external and internal warning signs that help them recognise a situation where they may be at risk of harm.

### Relationships

Children and young people explore a range of relationships and how they can change. They are taught that some relationships are positive and can complement their personal identity and sense of self-worth, while others are negative and destructive to their wellbeing.

### Recognising and reporting abuse

This is carefully covered in accordance to the students' developmental level. Younger children explore different kinds of touching, secrets, privacy and parts of the body, while older students also explore abuse issues, cyber safety, cyberbullying and problem solving.

### Protective strategies

Children and young people learn about how adults are responsible for protecting all children and young people. They explore the different things they can do to keep themselves safe.

## Adding to the learning at home

Parents/carers play a very important role in child protection. There are a number of topics you can discuss with your child at home that add to the focus areas being taught at school and preschool.

### Teach your child about their right to be safe:

- » Monitor how your child is feeling and if they are showing any warning signs. Physical signs can include tensing muscles or sweating. Emotional signs can include crying or out of the ordinary behaviours. Other signs can include not wanting to undress or being scared to be home alone.
- » Discuss safety in a range of settings, such as shopping and medical centres, and identify safe places to be.
- » Develop an emergency plan for possible situations. Teach them what to do if no one is home after school, if they are lost in the shopping centre, if someone offers them a ride home from school or a person online wants to meet them.

- » Develop a secret family password to be used when someone is picking up your child whom they have never met or when it is someone they know but weren't expecting.
- » Ensure they know how to use the phone and who they can ring in an emergency.

### Teach your child about safe relationships:

- » Support your child's choice of trusted people in their network. Speak to their teacher if you have concerns.
- » Reinforce your child's right to safety and discuss how they can deal with situations in a fair and respectful way.

### Recognise and report abuse:

- » Encourage your child to use the anatomical names for body parts so they can accurately describe any situation that may arise.
- » Reinforce the concept that the whole body is private.
- » Establish and monitor rules for online safety, social media, security and passwords.

### Develop protective strategies:

- » Encourage your child to be assertive. Get them to practice saying 'no' or 'stop'.
- » Discuss the importance of telling a trusted person if something happens or they feel unsafe. Teach them to persist until someone listens.

**For a selection of resources on child safety, visit:**

<http://rantraining.e3learning.com.au/GetResource.jsp?resource=resource252>



LORETO

# Autumn Fair

**SATURDAY 19 MARCH 2016**  
**10AM - 8PM**

LORETO COLLEGE  
316 PORTRUSH ROAD • MARRYATVILLE

RIDES • AMUSEMENTS • FOOD •  
STALLS • PERFORMANCES  
ALL WELCOME • FUN FOR THE WHOLE FAMILY

**[WWW.LORETO.SA.EDU.AU](http://WWW.LORETO.SA.EDU.AU)**

