



## PRINCIPAL'S REFLECTION



### **Maximising the Potential of Generative Artificial Intelligence**

Recently, I attended two workshops on Generative Artificial Intelligence (AI), exploring its possible impact on the education sector for staff and students. Gaining an understanding of this new technology is important for all schools and all educators

and coincides with our commitment to continual improvement, which has resulted in a process of curricular review so we can feel confident that our offerings are relevant to preparing our students for their future, in a world of increasing change. While thinking about our array of subjects and student experiences at Rosshourne, it is hard to ignore the reality that our students need updated knowledge and capacity in the areas of digital literacy and technology. Although our ICT programs are strong, we do need to consider how it is we are going to teach our students to harness the use of Generative AI and especially ChatGPT, as a learning tool and assistive technology.

As a society there are reasons to be cautious about AI, however the genie is out of the bottle and I believe that educators have a responsibility to teach our students how to navigate and utilize AI as well as prepare students so they can protect themselves against the misuse of these technologies as they become ubiquitous across many facets of our professional and personal lives.

In terms of an educational focus, Generative AI needs to be seen in the context of the next iteration in the evolution of technology and our teachers will need to update their skills and knowledge around advancements in this technology and its potential impact on education and the opportunities that can come from engaging and utilising AI.

As we traverse the potential of Generative AI in our school, it is essential to approach this technology with a balanced perspective as there are no leads we can take from other school and our focus must remain on providing a nurturing, inclusive, and holistic learning environment that caters to the unique needs of each student.

As teachers learn to use this technology and prepare lessons that will weave Generative AI use into learning tasks, we need to be cognizant of its risks such as, being over reliant on this technology which can detract from learning, privacy concern and relying on AI for emotional support. However, there is potential that we can employ

Generative AI to benefit our students and enhance personalized learning experiences, promote creativity and facilitate more effective communication. I asked ChatGPT to explain the benefits of Generative AI for neurodiverse students within these domains. The answers are below.

### **Personalised Learning**

One of the key advantages of using generative AI with neurodivergent students is its potential to facilitate personalized learning experiences. Each student has unique abilities, challenges, and learning styles. Generative AI algorithms can analyse individual students' progress, preferences, and strengths, and generate customized learning materials tailored to their needs. For example, a generative AI system could produce interactive lessons, visual aids, or even adaptive quizzes that cater to varying cognitive abilities. This approach fosters a learning environment where each student can progress at their own pace, thereby maximizing their educational potential.

### **Fostering Creativity**

Integrating Generative AI can also foster creativity among students with diverse abilities. Creativity is a fundamental aspect of human intelligence, and it is crucial for personal growth and problem-solving skills. Generative AI tools can serve as creative aids, inspiring students to explore different forms of expression. For instance, a Generative AI system could assist students in creating artwork, composing music, or writing stories. By providing a platform for students to experiment with their creativity, schools can empower students to develop their unique talents and build confidence in their abilities.

### **Enhancing Communication**

Communication can be a challenge for some neurodiverse students, particularly those with speech or language difficulties. Generative AI can play a pivotal role in enhancing communication by offering innovative solutions. For example, Generative AI has been used to develop speech synthesis models that help students to express themselves using synthesized speech. Additionally, generative AI could aid in developing visual communication tools, such as symbol-based communication systems.

### **Support the Creation of Individual Learning Plans**

Neurodiverse students benefit from a high degree of individualized attention to address diverse

learning needs. Generative AI can assist educators in creating tailored lesson plans, learning materials, and assessments. By analyzing students' performance data, generative AI algorithms can identify areas where students need additional support and generate supplemental resources accordingly. Moreover, Generative AI can adapt its approach over time based on the evolving needs of students, ensuring that interventions remain effective and aligned with individual progress.

### **Conclusion**

Generative AI technologies have the capacity to transform education by fostering personalized learning experiences, nurturing creativity, enhancing communication, and addressing individual needs. By embracing these AI tools, schools can create an **inclusive and dynamic educational environment** where every student is empowered to learn, express themselves, and succeed. It is crucial, however, that the implementation of generative AI is guided by ethical principles and a commitment to upholding students' privacy and security. As we navigate the intersection of technology and education, the thoughtful integration of Generative AI can pave the way for a brighter future for **neurodivergent students**.

I encourage an open dialogue with you about the **integration of AI in our educational practices**. Your insights and questions will play a crucial role in shaping how we harness technology to empower our students.

### **SchoolTV – Respectful Relationships**

Fostering a nurturing environment of respectful relationships within your family holds the key to not only harmonious living, but also improved academic outcomes for your children. As parents and caregivers, embracing the art of teaching children about respect at a young age sets the stage for a lifetime of healthy interactions and empathetic understanding. It will help cultivate a positive environment where communication flourishes, conflicts are resolved constructively, and bonds are fortified.

Teaching children to respect themselves and others will open up avenues for personal growth. Fostering an environment where respect is not just a word, but a practiced behaviour, will empower young people with essential life skills. Effective communication, active listening, and the art of compromise, will provide your child with a solid foundation that will transcend family interactions and help them collaborate effectively with peers, teachers and the broader community.

Equipping children with an understanding of healthy versus unhealthy relationships is an important aspect of their development. It will guide them to make informed choices, foster positive connections, and set boundaries that contribute to their emotional wellbeing. Understanding the nuances between healthy and unhealthy relationships provides children with the essential tools to navigate their social world, build self-esteem, and cultivate meaningful relationships.

In this edition of SchoolTV, learn how to empower young people in healthy interactions to embrace differences and forge connections that honour their self-worth.

The following link will take you to the latest edition of SchoolTV <https://rossbourne.vic.schooltv.me/newsletter/respectful-relationships>

### **Rossbourne Staff**

We will welcome back Rhonda Sword in Term 4, as we farewell Veronica Smrdel who ably replaced Rhonda in Term 3 while she took well deserved long service leave. Many thanks to Veronica for her student care, collegiality and professionalism. We will also welcome our newest staff member in Term 4, Marcella Lammardo. As an alumnus of Rossbourne, Marcella has a deep understanding of the school and will take on the role of General Staff Assistant. Marcella's qualifications and experience in Education Support will no doubt hold her in good stead for this new role.

Unfortunately, Martha Noone has resigned as Performing Arts teacher at Rossbourne School for personal reasons. Martha has been a supportive colleague and will certainly be missed by her students. In the short time Martha has been with us, she has made a significant impact on her students as she encouraged them to take risks and find their own creative pathways. We hope Martha will maintain a connection with Rossbourne but for now we wish her all the very best on her journey.

### **Manningtree Road**

After considerable ground preparation, the **Multipurpose Performing Arts Centre** is starting to emerge from the ground up. The compacted base has been completed as has all the foundation works and plumbing in readiness for the slab to be poured, which should occur over the term break. Please see Rossbourne's website for updated concept images of this exciting new project.

### **Child Safety**

Rossbourne School has a number of policies and documented procedures that we use to minimize the risk of child abuse and increase child protection and safety. A full complement of child safety policies and procedures is available in the school policies section of our school website.

Rossbourne School supports families and communities to take an active role in promoting and maintaining child safety and we encourage feedback on our policies and procedures via our Child Safe Officer, James Box. Feedback will be given serious consideration and we encourage parents to meet with senior members of staff to discuss any concerns and ideas.

James Box is available regarding concerns about student safety and he can be contacted by email: [boxj@rossbourne.vic.edu.au](mailto:boxj@rossbourne.vic.edu.au) or the school landline which is 98194611.

The coming term is going to be very busy indeed, with camps, a swimming carnival, our Human Powered Vehicle program and much more. I encourage all students to be involved and learn through participation. I would like to thank all our staff for their dedication and care of Rossbourne's students. I hope this three-week break gives our students and staff the opportunity to recharge after a long winter. Stay safe and I look forward to engaging with members of our community as we embrace all that is on offer at Rossbourne in Term 4.

**Shane Kamsner**  
**Principal**

# DEPUTY PRINCIPAL REPORT



"We have to welcome, accommodate and support a wide range of 'normal', and only then will we benefit from the extraordinary difference these diverse minds can bring," Roxanne Hobbs.

I chose this quote as an introduction to my Term 3 report as once again, I am astounded by the amazing students here at Rossbourne School, and the extraordinary talents that they possess.

It does feel like I was sitting down and writing my report for Term 2 last week! The days are just flying by so quickly. Yet again, there have been so many opportunities for students to be involved and I am so proud of all of our students and their willingness to 'have a go'.

Our student leaders as part of the SRC group have led the way in being involved in school events and have been very pro-active in meetings and discussions around our focus for the term.

The SRC team came up with three priorities for the term then each of the SRC members chose an area that they were the most invested in and we have been meeting in smaller groups throughout the term to plan for these activities. These focus areas are:

1. Our school Disco in week 8 (Our DJ's and our SRC group are very busy at this stage planning for a great disco which I am sure will be fun for all students and staff),
2. Supporting a charity of our choice and
3. Being involved in the running of school assemblies.

Throughout our school assemblies this term we have had a number of different areas of attention. Some of these included:

- Celebrating NAIDOC week and incorporated classroom activities
- Presenting certificates to students who had participated well in the school SSSA athletics competition
- Acknowledging our cross country students
- A huge celebration of our Wakakirri students and
- A celebration of, and special guest speaker, for Literacy Day.

I must also pay a special thanks not only to the students but the tireless work our staff have



undertaken this term. Just some of the activities our staff have been involved in included:

- Parent/Teacher conferences
- Running Year 10 Drivers Education
- Senior Pathways parent presentation
- Year 9/10 - Future Anything 2 day conferencing/presentation
- Professional development around child safety, Giving and receiving feedback, Curriculum areas/activities and IT support.
- Friday activities.

In mentioning Friday activities it would be remiss of me not to mention Wakakirri.

As a new staff member to Rossbourne School this year I had not had the pleasure of experiencing Wakakirri. To have the opportunity to sit in the crowd to watch our students perform was a moving and unforgettable experience. More than this was the look of absolute enjoyment on all of the student's faces, and the look of pride and support from parents as our students met their parents at the end of the show. A huge well done to all of the students and the staff involved in such a meaningful and amazing opportunity.

As I mentioned earlier - Term 3 has been very busy, however Term 4 is promising to be even bigger with lots of events and camps to be held.

Just a few important dates to remember.

- Year 11/12 camp to Howman's Gap - Week 2
- Year 7/8 camp to Phillip Island - Week 3
- Design Tech/ICT/Art show - Week 5
- Melbourne Cup long weekend - Week 6
- School swimming carnival - Week 6
- Senior Outdoor Ed camp - Week 7
- City Seekers - Week 8
- HPV camp - Week 8
- Year 12 Graduation - 30th November
- End of the year - 8 December

There will be further confirmation of dates and more information on all of these events as the time approaches.

I hope everyone has a relaxing, enjoyable and safe break - I look forward to all students returning in Term 4.

**James Box**  
Deputy Principal



# YEAR 7/8 NEWS

## 7/8 Community Reflections for Term 3

Term 3 has provided many exciting and memorable moments at Rossbourne and within the 7/8 community.

Our highlights included Wakakirri, our first excursion to the IMAX(3D) and the Melbourne Museum to continue to learn about Antarctica. Did you know that despite all the ice there, it is considered the driest continent on Earth and its vital importance to the entire planets eco-system. We finally finished the term with our annual Rossbourne Literacy Day talk and workshop presented by Gabe Bergmoser.

We had a fabulous Term 3 and look forward to Term 4 and the end of the year especially our Camp!

**Jennifer Murray, James O'Sullivan, Tim Francis and Janice**  
Year 7/8 Team



## 7/8 A-Z Collaborative Poem about Term 3

<b>A</b> wesome classes and subjects that we have done! <b>A</b> ntarctica was been SO interesting to learn about!	<b>B</b> lasting through the year like a bullet train! <b>B</b> reakfast tarts in food technology.
<b>C</b> onstantly being yourself! Costumes were brilliant for Wakakirri!	<b>D</b> esign Technology and making bee hives. Going to the <b>D</b> inosaur exhibition at the Melbourne Museum.
<b>E</b> ventually passing through the year with all the great things that we've done like being part of Wakakirri. <b>E</b> rnest Shackleton's adventure and expedition movie at IMAX!	<b>F</b> riends connecting and having fun at school and through Friday electives.
<b>G</b> olly gosh! How the term has flown passed like clouds in the sky! <b>G</b> abriel Bergmoser was our special guest speaker.	<b>H</b> appiness throughout Term 3!
<b>I</b> nteresting term and I really enjoyed creating a fictional story about a Superhero reality of Rossbourne school.	<b>J</b> urassic, Jaws, Jet, Jumping, Joyous, Jaguar, Jellyfish, Jolly, Joyful, Jog, Jack-in-the-box, June, July, January...
<b>K</b> ABOOM! We made it to the Top 6! Honestly, it was the best thing I could have chosen this year! I really enjoyed hanging out with my friends, playing UNO and having a great time.	<b>L</b> egendary year for Performing Arts and Food Tech.
<b>M</b> agnificent year! Unstoppable learning! Melbourne Museum and magical times!	<b>N</b> aturally learning about the environment.
<b>O</b> ptimistic and open minded is the way to be when learning at Rossbourne.	<b>P</b> ositivity while presenting homework. Creativity with Performing Arts.
<b>Q</b> uite the exciting and exhilarating Term 3 we have had! From performing for Wakakirri to seeing our first ever 3D movie at IMAX.	<b>R</b> idiculously amazing was Term 3!
<b>S</b> pectacular start for Term 3 as I enjoyed doing bushwalking with my friends and getting to know them better while exploring the outdoors.	<b>T</b> he theme was royals and commoners for Wakakirri! This term was a Titanic experience!
<b>U</b> nbelievable! I have enjoyed making new friends and having my first excursion at Rossbourne to IMAX for a 3D movie and Melbourne Museum.	<b>V</b> ery engaging term of learning especially going to the MacLab at lunchtimes.
<b>W</b> akakirri experience was amazing and we demonstrated wonderful commitment and stepped outside our comfort zones!	<b>X</b> cellent and xtreme learning in Term 3!
<b>Y</b> ummy breakfast tarts were made in Food Technology!	<b>Z</b> oom! Zoom! Zoom! How fast Term 3 has gone by!

## YEAR 9/10 NEWS

As the academic year progresses at Rossbourne it almost seems as if time is accelerating. We are acutely aware that soon enough the year will be over, and we will be asking ourselves the same questions: have I taught enough? Have students learnt the adaptive and collaborative skills required to facilitate their learning and living in the future? Have all of our students experienced learning that will enable them to live and work independently and with genuine purpose and self-determination?

As I pen this newsletter our Year 9 and 10 students are participating in a two-day "Future Ready" workshop hosted by Jen Buchanan. This workshop's focus is on the six enterprise skills required for the future world of work. Jen challenged students to respond to the prompt: "As an entrepreneur, pitch an innovative idea that makes your world a better place?" Students have designed their own robots to complete tasks they would prefer to avoid or require assistance with, and are now using 3D sculptural materials, as well as Minecraft and CANVA to aid them to conceive their idea. They are now identifying an innovative idea. On the final day of the workshop all participants will present their idea to a panel.

Drivers Education has been hugely successful and spurred many Y10 students to qualify for their L plates over the mid-year holiday break. Parents are reminded that they can make private bookings for driver instruction at METEC at any time to supplement their own instruction. The impact of this program cannot be understated. We always see a marked increase in maturity and confidence in our Year 10 cohort. This comes with the intrinsic motivation many students experience in response to the demands of achieving their licence, as well as the knowledge that they are capable learners. The ability to drive provides genuine independence.

In Term 3 we prepare our Y10s for life in Senior School. Paul Salomon is currently liaising with parents to organise TAFE options and placements for 2023. A lot of time and careful consideration goes into the planning of your learner's program in Year 11. Students are encouraged to think broadly before narrowing down their choice.

Our Y9 students enjoyed an excursion to The Melbourne Museum, organised by Andrew Lusted. Highlights included The Bunjilaka Cultural Centre, The

Mallari Garden and the forest walk. This excursion was planned to compliment cross-curricular learning in Visual Literacy, English, History and Geography. On this particular trip, students were investigating and learning about indigenous perspectives of early Colonisation up to the Gold Rush.

Our Semester 2 City Seekers Unit is up and running. Initially students learn about the history and function of the CBD as opposed to our suburbs. They are introduced to the Hoddle Grid and we aim for all learners to know the main intersecting streets off by heart. (Please help at home!) After this they are taught how to navigate using paper maps and a range of phone apps. Each student then has the opportunity to lead their group to a CBD landmark or destination this semester and the unit culminates with an overnight stay in a city hotel, as well as two days spent exploring the city and taking part in a range of navigation challenges. City Seekers operates on the belief that a hands-on, integrated, and challenging city immersion experience is a powerful way to meet many of the needs of our students. It is a cross-curriculum program that includes experiential learning and discovery in the city designed to build student confidence, team and problem solving skills.

With our disappointing ski season soon to grind to a halt and with a predicted hot summer on the way, we wish you a restful, restorative term break. As usual, thank you to our exceptional dedicated teachers who provide such good pastoral care and support to your child.

**Marina Slifirski, Andrew Lusted,  
Marion Branchflower, James Gardner  
Year 9/10 Team**



# SENIOR SCHOOL NEWS

Term 3 has yet again proven our belief that Senior Students are capable of extraordinary successes. As we review the milestones and accomplishments of Term 3, we are pleased to outline the events that transpired within our Senior School program. I would like to thank Tania and Jenna for their dedication and commitment to fostering an environment that promotes the growth of our students. I would also like to thank Paul Salomon for his continued and invaluable guidance to our students. Paul's mentorship has facilitated their exploration of personal paths to future achievements, equipping them with essential skills and insights. My appreciation also extends to Philippa, who orchestrated a remarkable excursion to the "Connection" exhibition at Lume. This artistic exploration served to expand our students' perspectives and emphasize the emotive power that First Nations art can invoke.

As part of an intentional effort to prepare our Year 12 students for their journey ahead, educational exploration took precedence. Insightful TAFE taster days at Holmesglen, Melbourne Polytechnic, and Box Hill Institute granted them glimpses into potential vocational paths. Additionally, attendance at the Melbourne Convention Centre's Careers expo provided a comprehensive view of the diverse opportunities available for post-graduation. Tania's developing partnership with "It's the Little Things Community" exemplified compassion in action. Through this initiative, where meals were prepared for the homeless, our Senior School students demonstrated their philanthropic spirit. The continuation of our partnership with Jigsaw has proven mutually beneficial. Students further honed their professional skills during their attendance at Jigsaw's Abbotsford offices, aligning with the program's commitment to holistic development for people with disabilities.

In the upcoming term, a notable highlight is on the horizon. The prospect of the Howmans Gap camp in week 2 provides an exciting avenue for camaraderie, personal growth, and outdoor exploration. As we conclude Term 3, we extend our wishes for a safe and restorative holiday period. May this interval serve as an opportunity for rejuvenation, preparing us for the vigor and potential of Term 4.

**Hamish Dalton, Tania Hume, Jenna Mason and Paul Salomon, Senior School Team.**



It's the Little Things  
**Community**

## Rossbourne's Partnership with *It's the Little Things Community*

As part of the VPC (Victorian Pathways Certificate) program a group of senior students at Rossbourne have forged a partnership with *It's the Little Things Community*.

*It's the Little Things Community* is a charitable organisation that provides home cooked meals and acts of kindness to the vulnerable, displaced and disadvantaged in our community, including women and children escaping domestic violence, the homeless, those experiencing mental health concerns and those families with seriously ill children.

As volunteers the students are placed in a supportive environment with the goal of improving their social interaction and building a sense of purpose.

The students have so far cooked over 300 meals at the Community Kitchen and at school. They have also designed labels that are attached to the meals and made and decorated birthday cakes for children staying in the Women's Community Shelter.

We look forward to continuing this partnership with plans for more cooking, packing, delivering and label design.

**Tania Hume**  
Homeroom Teacher



# ART

Rossbourne artists have not been idle! It's really inspiring to see students across each year level so engaged in their creative learnings, and the way they demonstrate resilience and perseverance when tackling creative problem solving. As the year progresses, it's wonderful to see students gain more confidence in exploring an idea and taking risks with the different media and techniques.

Senior students have been painting up a storm, creating a series of still life paintings and preparing designs for school based murals. Senior students enjoyed the excursion to LUME to see the Indigenous exhibition. The large space features a gorgeous array of changing dynamic digital images by Australian Indigenous artists, accompanied by music and commentary designed to enhance our understanding and appreciation of the world's longest living culture. The exhibition starts with a recreated smoking ceremony before entering the larger space. One room

features an interactive digital wall which moves. Another space features original paintings. It was simply extraordinary.

Year 9/ 10 students have continued to create, investigate and innovate in their journey as young artists. From steam punk inspired assemblages, terracotta clay dragons and painted portraits, the range of talent continues to astound me. Year 7/ 8 students have been busy putting the finishing touches to painting their ceramic bird sculptures.

All will be revealed on display during the forthcoming annual Art/ Design Technology and ICT Rossbourne Exhibition in Term 4 in October. I look forward to seeing many of you at the Exhibition. I have no doubt you too will be equally captivated and impressed with what your child has achieved.

**Philippa McInerney**  
Art Teacher



Jack McManus



Grace MacGregor



Leighton Williamson



Lincoln Lim



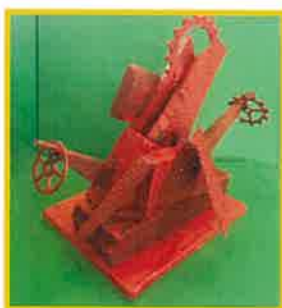
Harvey Brown



Jack Carmody



Jamie Ray



Jaydern Chi



Nivi Werner

# FOOD TECHNOLOGY

Year 7/8 students have completed the Importance of Breakfast unit and have all had plenty of practice cracking eggs! Students have learnt that making an effort in the morning to have breakfast increases their energy levels and concentration at school. They have prepared and cooked breakfast toasted sandwiches, tarts, hash browns, banana pancakes, corn fritters, French Toast and scrambled egg breakfast pizzas. In Term 4 our unit of work will be herbs and spices.

Our three elective classes in Year 9/10 are doing our Feast around the World and Farm to Fork units. Both not only have a health conscious approach delving into nutritional benefits of foods, but we have been looking at traditions and different cultural food journeys. Our Friday class was surprised to hear of the historical evidence of garlic 5000 years ago and the medicinal qualities of garlic bread! Students have prepared strawberry crumble short pastry tarts, rice paper rolls, three pea risotto and albiondigas. We have been so lucky that Catherine and the students have been growing fresh herbs, silverbeet, spinach, cauliflower and citrus for us this term.

There has been much enthusiasm in Senior School in our elective classes. The Mediterranean Diet, The History of Food in Australia and Methods and Techniques of Cookery units have all allowed the students to continue their culinary journeys while not only increasing their independence but for some students making considerations towards a career in hospitality. Recipes prepared and cooked have included making their own pita bread for Mediterranean pita melts, filling an omelette with ratatouille, simmering meatballs in a Napoli sauce and trialling canapes for the up and coming Art and Design Technology showcase in Term 4.

**Jennifer Kilner**  
Food Technology Teacher





# PHYSICAL EDUCATION / OUTDOOR EDUCATION

## State & National Cross Country

With successful performances at the Interschool Cross Country event in Term 2, Ryder Tremewen, Matt Anticaglia and Laurie Tod were selected to participate at the State Cross Country event in the first week of this term. All of the boys ran well with Laurie running a personal best time. With this amazing effort Laurie then qualified to enter into the National Cross Country Championship in Canberra a month later. With Laurie returning from the South Korean World Scout Jamboree he was then focused on preparing for his run in Canberra. With another impressive run, and improving on his personal best time yet again, Laurie came in 7th place amongst all of the other national competitors in the multiclass event. Congratulations Laurie for this wonderful achievement. This topped off another successful Cross Country season from the Rossbourne runners. Now onto some summer preseason running training with Triathlon featuring as a Friday afternoon activity for all students to select in Term 4.



## State Netball All Abilities Competition

This netball season saw Rossbourne enter a team into the Netball Victoria All Abilities School Championships held at the State Netball Centre. With a new side beginning to form at Interschool this was a great opportunity to work on our teamwork, skills and sportsmanship. With Tania Hume at the helm the team was able to adapt to new court positions, find scoring opportunities and work on their movement on the court. It was a challenging day with back-to-back games. The students competed very well together and had a great experience.

## Interschool Football and Netball

The ever-popular Interschool Netball and Football competitions have seen a mixture of results so far this term. There has been some wonderful displays of sportsmanship and team work from all of the Rossbourne athletes across the competitions and all is building up to the Carnival Day on the last day of Term 3.

The Rossbourne football team have again found themselves in a challenging A grade competition with some strong teams displaying great athleticism. Despite this, our team has competed exceedingly well, demonstrating amazing teamwork and skill to prove they are a quality team.

Both of the Rossbourne netball teams have played some challenging and competitive games through the season. With a shield to retain in the A-Grade netball competition Tania Hume has been working her coaching magic. With the students building on their teamwork and skills they will be a force to be reckoned with come Carnival day. The B-Grade team has also been playing with spirit, developing their skills and game play knowledge.

All of the Carnival Day competitions will bring a high level of challenge, excitement and enjoyment for all.

**Ryan Teasel**  
Phys Ed & Outdoor Ed Teacher



## Special Olympics State Game Tennis

Congratulations to Cormac Skinner, winning all four games. He won gold in his division.



## ROSSBOURNE SNOWSPORT TEAM

The Rossbourne Snowsports Team had a very successful competition day. All 5 students had a podium finish!

### Division 3

Sophia – 2nd place

Angelina – 3rd place

The girls also got a gold medal as I was able to enter them as a team.

### Division 3

Ryder – 2nd place

### Division 1

Alexandra – 3rd place

### Division 1

Edward – 1st place



Ryder Tremewen



Sophia Brough



# PERFORMING ARTS

## Wakakirri 2023

Wakakirri is a nationwide festival for Australian schools that gives a platform to students to express their thoughts, ideas and creative ambitions through storytelling and dance. Led by the belief that 'great stories can inspire change', Wakakirri promotes student engagement and well-being through the creation and performance of captivating Story-Dances.

At Rossbourne, the students who chose to be part of Wakakirri 2023 were incredibly lucky to have access to the Artists-in-Residence program, in which Steph, a qualified expert Story-Dance facilitator, visited our school weekly and collaborated with staff and students in crafting a captivating Story-Dance performance called 'Rocking Revolutions'.

'Rocking Revolutions' was performed at the annual Wakakirri event at the Clocktower Theatre in Moonee Ponds on Thursday 3 August. The festival has an annual motif and the motif for 2023 was CHANGE. Our Rossbourne performers passionately presented a story of Royals versus Commoners in which the Commoners rose up and gained power from the Royals, theatrically told with a combination of dance, creative movement and acting, set to music. Amazing film projections and lighting, elaborate costumes and minimal props were used to showcase maximum creativity.

The Rossbourne Wakakirri crew, including performers, backstage support crew and some very supportive teachers, did a superb job and deserve to be extremely proud. The magical performance received special mention from the Wakakirri Festival for costumes, lighting & visuals and teamwork. Amy Walker, Michael Chan & Mimi Varasdi received recognition for their public speaking skills, particularly the authenticity and warmth with which they spoke when interviewed in front of the whole audience. Mr Kamsner noted that our students were wonderful ambassadors for our school.



The significance of storytelling and dance in nurturing creativity and self-expression certainly ignited a spark among our students and Rossbourne's 'Rocking Revolutions' won a Wakakirri State Award and was chosen as one of six finalists from Secondary Schools across Victoria to perform in the State Awards Night on Friday 1st September. This is a wonderful recognition of the commitment, perseverance and creativity from our Wakakirri team... Chookas to you all!

**Catherine Turner and Vicki Bradley**



# PARENTS ASSOCIATION

It's been a busy term with lots of exciting things happening around the school. The RPA is so grateful to the teachers that stepped in to make Wakakirri happen and sincerely congratulate the students for doing such an amazing job both on stage and backstage. It is so exciting that they made it to the state event.

We have had the parents' dinner for the disco, ArtVo and Rossbourne riders this term.

Winter is a quieter time for events. We will have a few more activities happening in Term 4.

We will also be running a second-hand uniform sale at the beginning of Term 4. We need donations, so if you have any uniform items that are still in good condition, we would appreciate them being donated to the second-hand uniform shop.

We have the Bunnings BBQ coming up on 8th October. We will be looking for volunteers to help on the day. If anyone can spare an hour that would be greatly appreciated. An email and WhatsApp notification will come out soon for people to sign up to volunteer.

Have a great school holiday and we look forward to Term 4.

Thanks

**Kylie Payne**  
**President**  
**Rossbourne Parents Association**

# ROSSBOURNE CONNECT - PAST STUDENT NEWS

## Michael Uzice

I am still attending Reptile encounters each Friday and have been selected to be trained for doing presentations at schools and events with them as a part of their selective pathway participant program. I also am being trained to give tours around the building to people who book one in.

I have also been fortunate enough to be accepted as a volunteer working up to a paid position at Gumbuya world through Reptile encounters. It is going very well and I feel I have developed more of my social, communication and problem solving skills in the time I have been there.

I have also successfully completed Certificate II in Animal Studies and am currently doing Certificate III in Wildlife and Exhibited Animal Care which is completely online every Monday from 6pm to 9:30pm. My teachers have been supportive and understanding and I have passed four units so far. I have until June next year until I'm finished and will hopefully receive my final qualification.

I am otherwise currently very busy in the process of moving house, studying and am currently still working at Melbourne Bird Boarding.



## MEET OUR PARTICIPANTS

### Michael Uzice - Achieving his dreams

Michael has been undertaking a Certificate III in Wildlife and Exhibited Animal Care at Box Hill Institute. To assist in his placement requirement and general knowledge Max, our Reptile Encounters facilitator was able help him secure a volunteer position at Gumbuya World.

Michael has been making incredible progress with his zookeeping skills, but also his confidence. One of his goals is to be able to deliver keeper talks and assist in tour groups here at HQ, and we have watched him go from being very shy to being able to confidently speak to a group of people.

Michael's dream is to one day work with elephants at Werribee Open Range Zoo, or to work with tigers and birds at Australia Zoo in Queensland. We have no doubt that Michael will one day achieve his goal!



Michael showing off his skills, handling Ollie the Olive Python.

