



## PRINCIPAL'S REFLECTION



### The Inexorable Link: Learning and Wellbeing

All students will learn; how well an individual learns will depend on many intrinsic and extrinsic factors and wellbeing is certainly one factor that is always strongly correlated with learning. Wellbeing has a significant impact on

students' learning outcomes. Students with greater levels of wellbeing are more likely to experience improved learning outcomes. It is therefore unsurprising that a range of wellbeing initiatives and approaches have been given priority as schools restructure timetables and hierarchies of management. The term wellbeing covers a broad range of concepts and components and there are many definitions.

The most consistent definition of wellbeing is the combination of feeling good and functioning well; the experience of positive emotions such as happiness and contentment as well as the development of one's potential, having some control over one's life, having a sense of purpose, and experiencing positive relationships. It is a sustainable condition that allows the individual to develop and thrive (Kai Ruggeri, et al, 2020).

Our students develop within multiple contexts, and this involves the interplay between personal characteristics, family dynamics, school, and community. This represents an ecosystem as these components are interdependent. To best support student wellbeing, it is important to create an ecological model of wellbeing that takes a holistic approach to the environments in which a child develops. Rossbourne's wellbeing approach is consistent with an ecological model, focusing on the whole person and is best described as humanistic.

Much research both in Australia and internationally, supports the positive link between wellbeing and learning. For example, a number of Australian studies have found that school-based wellbeing programs had small to moderate positive impacts on student academic achievement, compared to similar students in control groups engaged in their usual activities. In one study, academic performance was equivalent to three months of additional learning gain (Dix et al. 2020). Evidence from the UK, Portugal, Canada, and the US also supports the existence of a strong association between students' wellbeing and their learning outcomes.

A strong sense of connectedness and belonging

are essential underpinning components of social and emotional wellbeing. Connectedness and belonging refers to the extent to which learners feel accepted, respected, included, and supported by others at school. Students develop their interpersonal skills as they experience success in collaborating, conflict resolution and communicating. Positive health and learning outcomes have been linked to positive social and emotional wellbeing outcomes, such as decreased anxiety levels (Baumeister & Leary 1995). Students with diminished school connectedness are more likely to experience various negative outcomes, including poor health and wellbeing, elevated risk of anxiety and depression, and lower levels of achievement. They are also more likely to engage in risk-taking behaviours such as drug and alcohol use (Bond et al. 2007).

### Humanistic Wellbeing Approach

Rossbourne's approach to student wellbeing is a woven network of processes, structures, school culture, philosophy, resources, and dedicated staff, that sets the foundation for our learning ecosystem and supports the whole student.

The development of Rossbourne's wellbeing and teaching practices over many years has emerged as Humanistic in character. Humanistic education states that the student is the authority on how they learn, and that all their needs should be met in order for them to learn well. The humanistic approach engages social skills, feelings, intellect, artistic skills, practical skills, and more as part of their education. Self-esteem, goals, and independence are key learning elements in the humanistic learning theory.

Humanism emphasises that learners must be motivated and engaged in the material they are learning. Rossbourne achieves this by supporting the whole person, allowing students to learn at their own pace, incorporating practices that reduce anxiety, and increasing confidence, independence, and self-worth.

Humanism, when applied in a school, should consist of the following:

#### Learner-centric education:

Students come first with the belief that education's central purpose is the development of the individual learner.

#### Learner engagement:

Learning requires learners to be "engaged" in the process. This idea can be misinterpreted as requiring educators to be entertainers, but engagement is not the same thing as entertainment. Instead, engagement means fostering curiosity and interest in the learner.

### Self-evaluation:

Focus on student-led evaluation. Grades are not a priority and the real evaluation that matters is the student's evaluation of their own work within their personal context. However, students still need to have structured ways to think about their own growth, and they have to learn how to self-evaluate effectively.

### Respecting the whole brain:

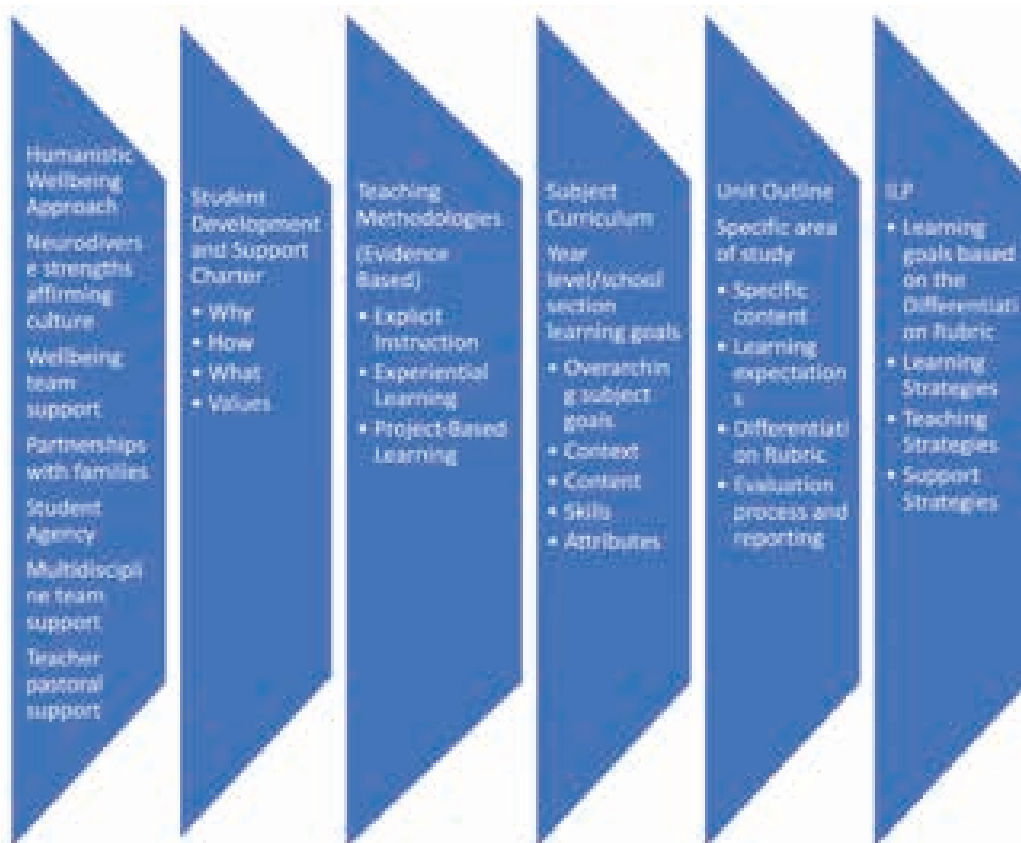
Learning requires both emotional growth and the acquisition of knowledge and skills.

### How to learn, not what to learn:

Providing learners the opportunity to learn with a focus on helping them develop skills that can be applied outside the classroom.

The five points of focus, above, are built into Rossbourne's approach and our unique Learning Ecosystem (see below). As we embrace a culture of continual improvement, we refine our Humanistic practices and consciously weave student wellbeing around student learning.

## Rossbourne's Learning Ecosystem



### Reconciliation Action Plan

Rossbourne School is proud to be undertaking the creation of our first Reconciliation Action Plan (RAP). A RAP is a document that outlines actions for achieving our school's vision for reconciliation.

The process and document will allow Rossbourne to gain a deeper understanding of our sphere of influence and establish the best approaches to advance reconciliation.

We will focus on strengthening relationships with Aboriginal and Torres Strait Islander people and pilot

strategies for further reconciliation commitments to help empower Aboriginal and Torres Strait Islander people.

It is typical for a RAP to be crafted and implemented over two years. Currently, there is a staff working group who are preparing the foundations for our RAP. We will, in time, invite students and parents to join the working group so our RAP is represented and informed by members of different groups within our Rossbourne community.

### Child Safety

Rossbourne School has a number of policies and documented procedures that we use to minimise the risk of child abuse and increase child protection and safety. A full complement of child safety policies and procedures is available on the school policies section of our school website and on our learning management system, SEQTA.

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 Safety 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.

Term 1 has been full of excitement and positivity and nearly all students settled quickly into their social and learning routines. The care and

support of our students will always be paramount, and we thank you as parents for the sacrifices and efforts you make to support your child at Rossbourne and enhance their wellbeing. My thanks also go to our staff for their dedication and care of Rossbourne's students and I wish our whole community a happy Easter break. It is with much anticipation that I look forward to all the events and learning opportunities that Term 2 will bring.

**Shane Kamsner**  
Principal

# DEPUTY PRINCIPAL REPORT



**“You don’t have to be sick to get better” Michael Josephson.**

I was struck by this quote Elisabeth Lenders OAM, used when working with the school leadership and staff throughout 2023 in relation to our curriculum.

Rossbourne School is always striving to ‘be better’ for its students and school community.

We are focused on continuous improvement and ensuring that our students are Life Ready Citizens.

I have divided my report into sections where I will outline some of the areas where we will focus our attention in 2024 as part of our commitment to continuous improvement.

## Curriculum

We have spent the better part of the last eighteen months working on our curriculum, to ensure our students are ‘life ready’, which is one of the four pillars in our Student Development and Wellbeing Charter.

We will continue to review and revise our curriculum goals. An example of this is the senior school educational program, so that we can ensure our students are prepared and ready for life after they leave our school. We have appointed Jennifer Murray as Curriculum Leader for 2024 to support teachers with this exercise.

As part of the curriculum review, we are also looking at our purpose and process around Parent/Teacher Conferences and linking any possible changes with our use of the SEQTA platform and student individual learning plans.

## Student Leadership

This year we welcome twelve students from Years 9 to 12 into our Student Leadership Team. We have moved away from the terminology around the Student Representative Council (SRC), as student leadership encapsulates so much more at Rossbourne than representing the student cohort.

A more formal and robust process was devised to select our leaders for 2024 which included:

- Preparing and submitting an application.
- Attending a ‘Leadership Seminar’ late in 2023 where applicants were addressed by former Rossbourne students, and staff around the importance of leadership.
- Delivering a speech to a selection panel on why they wanted to be a leader.

The Student Leadership Team has started to discuss the possibilities for improving and representing Rossbourne School. They have spent time in teams brainstorming their fantastic ideas, which will allow them to work on portfolios throughout the year.

Some of the chosen portfolios include:

- Fundraising
- Community involvement
- Organising special school events
- Assemblies (including organising special guests) and
- Peer mentors.

The Student Leadership Team were presented to the school in a special assembly where our guest speaker Mr. John Pessuto (Opposition Leader for Victoria and Local Member for Hawthorn) spoke to the school community about leadership.



I look forward to working with the student leaders throughout the year and am very confident they will do a fantastic job.

## International Women’s Day

On Thursday 14th March and as a school, we recognised the contribution of women in our Rossbourne School community. We held a special assembly where we welcomed our special guest speaker Dr Monique Ryan as well as a number of parents.

*Dr Ryan is currently the Independent Member for Kooyong.*

*She was a Director of the Neurology Department at the Royal Children’s Hospital and ran a department with more than 40 people. She was head of a research team involved in clinical trials of nerve and muscle disorders of childhood.*

*Dr Ryan is the first woman to represent Kooyong in its 121 years of history.*

**The 2024 International Women’s Day (IWD) Theme is #INSPIRE INCLUSION**

**When we inspire others to understand and value women’s inclusion, we forge a better world.**

The students in Design Technology classes produced a number of items to sell for IWD 2024. The money raised from these sales was donated to a womens’ charity.

All items were designed and made by students.



The first term of the year has passed very quickly. It has been wonderful to see all students, in particular, our new students, start the year in such a positive and enthusiastic way. I wish all our students and families an enjoyable and safe break over the Easter period and look forward to a packed Term 2!

**James Box**  
Deputy Principal



# YEAR 7/8 NEWS

**"A new school year means new beginnings, new adventures, new friendships, and new challenges. The slate is clean, and anything can happen."** *Denise Witmer*

The 7/8 community has had the opportunity to reflect on all the achievements, challenges, goals for the future, but more importantly all the new beginnings that have happened across all areas of the Year 7/8 Curriculum this term.

Using the quote above the students have reflected on all their experiences to date and provide you with these snapshots below. Enjoy!

## Things we've enjoyed:

- The kind and caring community bringing a smile to my face (Tom B, Gus, Ruben H).
- Socialising, hanging out, and connecting with my friends at lunch times and recess (Emily Karpin, Charli, Emily G., Zoi, & Ernie).
- Creative Writing and Drawing allows me to relax on Friday afternoons- (Grace H, Jack M and Gus.)
- The freedom to design and build new Lego, during Friday Activities (Oscar)
- I've really loved tennis because we had so much fun doing volleys and hit. (Daniel M)
- I have enjoyed being part of a team and improving my passing and dribbling. (Charlie T)
- I have worked hard on improving my skills in basketball like dribbling. (Leighton, Andrew)
- Being part of a team and working on building new skills in basketball is what I've enjoyed. (Sophia, Cameron)
- Spending time with friends singing and dancing during Friday Activities. (Alex Mc, Demi)
- I've really enjoyed Just Dance because it was something different and fun! (Angie)
- I love swimming because I complete many laps, but I also like HPV as it is pedalling a different type of bike. (Cooper)
- I have loved tennis and improving serving and my backhands. (Dylan, Grace S, Harvey)
- I have enjoyed learning new skills in Design Tech classes. (Lauren)
- Meeting new people and having Toby as my travel companion on the tram (Dev)
- Rossbourne welcoming the year 7's and 8's and I feel like I belong here (Elise)
- Making new friends in both year 7 and year 8 as I have come in as a new year 8 (Michaela)
- Being part of the 7/8 community (Eddie)



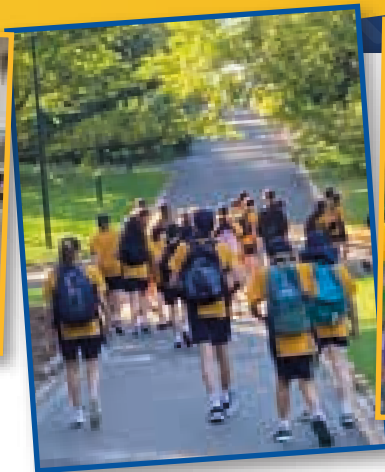
- Doing living skills, because I've learnt how to do things like washing and it's increased my independence (Emma L)
- Being given more responsibility and being a leader to the year 7s now that I'm in Year 8 (Tessa)
- I have enjoyed taking part in our Social Skills program once a week in the Big-space
- Doing food tech with Mrs K, especially making shortbreads and I've loved drawing in art and nature, my Friday Activity (Nilou)
- Doing Food Tech with Mrs K, specially making pear crumble
- I have improved my tennis compared to last year (Ansh, Nivi)
- The hands-on activities in Living Skills like recycling and learning to make beds (Sam)

## Things we've found challenging so far:

- Balancing my school life and my social life as term 1 has been so busy (Tom B)
- Catching public transport by myself, but I've managed to do it. (Elise)
- Learning the values of Remembering the Rossbourne values, but I'm starting to really understand their importance (Grace A)
- Trying to make new friends, but I've made some good ones last year and this year (Yianni).
- Continuing to learn how to better manage myself

## Challenges we've overcome:

- My fears of finding my way around the school and swimming (Emily G)
- Swimming, but I can see improvement happening each week (Dev)
- Catching public transport by myself and I now catch the train myself from Glen Waverley (Eddie)
- My fear of being alone because I have already made 2 good friends (Tom B)



### Things we're looking forward to:

- Going to the Fitzroy Gardens and making a road map to help the 7/8 students and teachers get there. (Jo)
- Going on the giant swing and flying fox with the other 7/8 students later in the year. (Dan)
- Having fun in a different environment with school friends on camp doing different activities at Phillip Island (Emily Karpin)
- Continue to challenge myself in all the different subjects (Grace)
- The disco and dancing to the music after I missed it in year 7. I can't wait! (Zoi)
- Art and Design show in Term 4 from memory!

### Goals we want to work on in 2024:

- Being away from mum and dad on camp (Charli)
- Getting used to the timetable and routines at a new school to the point where I don't have to ask (Emma)
- Building my resilience when swimming happens over winter when it's colder in the pool (Dev)

- Learning to be quicker at changing clothes especially buttons
- Improving my tennis skills each week (Ernie)
- To get better at using different appliances such as the washing machine independently, in living skills (Jo)
- To be on time for school each day this year (Eddie)
- Improving my running times and consistency with running in PE (Sam)

Thank you for your continued support of the 7/8 program.

Enjoy the upcoming break reflecting on all your child's successes.

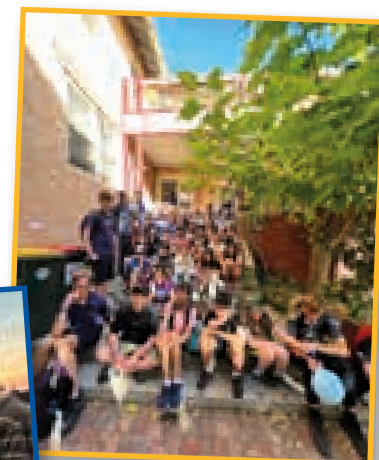
We look forward to an engaging Term 2.

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

## YEAR 9/10 NEWS

**"Twenty years from now you will be more disappointed by the things you didn't do, than by the ones you did. So throw off the bowlines. Sail away from the safe harbour. Catch the trade winds in your sails."**

Aside from academic classes, our most significant learning activity this term has been our annual Year 9/10 section camp to Queenscliff. This camp aims to foster social and emotional learning and student connection; with a guiding imperative to provide genuine opportunities for increased independence. Quality teaching is based on strong, positive relationships and we understand that knowing and understanding our students well is vital. We hope that the positive student-teacher and student-to-student relationships developed, fostered, and enhanced on camp reduce student anxiety at school and increase connection in our school section more broadly. Another obvious benefit of the camp is



that students experience four tech-free days. Technology is often used as a crutch by young people, and in its absence, our students are forced to interact,

collaborate, and socialise. Students develop resilience when confronting homesickness,

attempting challenging yet achievable water activities, and adapting to different daily customs and rituals.

The Queenscliff camp is a water-based camp. Students participate in snorkelling, surfing, boogie boarding and Stand-Up Paddle Boarding with various degrees of difficulty and ocean snorkelling at Pope's Eye, wearing thick, buoyant wetsuits, being the most challenging for some. It was terrific to see 100% participation, despite some nervousness. One student was initially reluctant to participate, but it was this student who had to be coaxed back out of the water at the end of the activity and was the last student back on the boat. Later he said he was glad he had faced







his fears, that it was “one of the best things he had ever tried” and “I feel now that I can do anything.” This sense of self-efficacy can be achieved in any context but has wide-reaching implications when we consider engagement and participation later on at school. Finally, we hope that in connecting with the natural world many young people will develop a sense of environmental stewardship, and benefit from the meditative aspects of water-based play and exploration.

Our focus in English has been descriptive writing and our learners have interacted with written, visual, and aural texts. We have explicitly taught the skills of figurative language and students have produced written responses to a range of text types with their final Common Assessed Task being a sustained descriptive written response. In Mathematics we have been working on Number & Algebra this term. The year 10s have been enjoying weekly Science classes, learning the basics of Chemistry. They have embarked on a captivating journey into the microscopic world of chemistry, exploring the fascinating realms of atoms and molecules to unravel the secrets that make up the building blocks of our universe. In Humanities expertly taught by Sarah, students have studied the fate of the Titanic and why it led to such a disastrous loss of life. One lesson focused on Morse code with lots of beeps emanating from the classroom. In Forum we spent class time examining the qualities a person needs to display to be a good friend, as well as the differences between dependent and independent behaviour. If you notice increased independence at home, please let us know!



As many deciduous trees are starting to shed their leaves, heralding the change from Summer to Autumn I am reminded of the many obvious changes in our student cohort this term. After the initial settling-in period in Term 1, students have adjusted to life back at school after their summer holidays, and they are now focused, content and eager to learn. We are looking forward to Term 2 and the continued achievements in our cohort.

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



# YEAR 11/12 NEWS

Term 1 has been busy and exciting, with our senior students participating in a range of academic, social and community activities. Our commitment to the community remains strong and our students engage with a variety of groups including It's The Little Things, Collingwood Children's Farm, Letters of Hope, and the Sacred Heart Op Shop. Not only do these opportunities encourage acts of service, but they also enhance our students' sense of belonging and connectedness and encourage collaboration, literacy, and numeracy skills. A range of staff are involved in this program, and we extend our thanks for their time and commitment.

Physical fitness remains a priority with our students coupling exercise with a charitable cause. Every Friday morning the Rossbourne seniors can be found walking or running around the Glenferrie Oval, racking up valuable ks for the 86k For a Cure run - a worthy cause that raises money for childhood cancer research. We are proud of their endeavours and dedication to this most important cause.

Our curriculum continues to challenge and engage our students. Topics such as Tiny Houses, Health and Nutrition, Literacy and Film Studies and inquiry-based projects have been enthusiastically embraced. As their teachers, we have keenly watched their skills and confidence develop and grow. This is a crucial time in the lives of our students as they transition from being teenagers to young adults, and their sense of identity and awareness is consolidated. Most will be considering life beyond Rossbourne, so we are ensuring that the skills they are learning now will serve them when they finish school.

Our senior students took a leadership role in the International Women's Day Assembly, and it was wonderful to hear Amy Walker and Ariel Liu speak about their understanding of this most important day and Amelia Burke was admirable in her introduction of Dr Monique Ryan. We are proud of the efforts of these committed student leaders.

The seniors also enjoyed an afternoon with Project Rockit. The group ran a workshop on the



all-important and prevalent issues of cyberbullying and responsible use of technology. This interactive and engaging workshop was most beneficial for our students.

We have another busy term ahead. Our pledge to community continues, as does our fitness programs, electives, and robust curriculum. Pastoral care remains the top priority for homeroom teachers, as we help guide and support our students in their final years of schooling. We look forward to the remainder of the year.

**Katie-Rose Smith,  
Tania Hume,  
Hamish Dalton  
Year 11/12 Team**





# ART

It has been a wonderful start to the year in Art. As always, I never cease to be amazed and thrilled with the work students create. To see students develop their understanding of art and artistic talent through perseverance and a willingness to learn is a pleasure and a privilege. It really is exciting to witness their evolution as young artists. Drawing has been the predominant art form explored and investigated in term one. Students have been busy exploring the qualities of line, shape, tone, and colour in a myriad of compositions, from abstract compositions using pens, to ink and brush drawings of birds.

While the focus has been on skill development, students have been encouraged to play freely with the various drawing media to get into the "creative flow," and gain confidence and enjoyment in the art making process.

Year 7 and 8 students have created Zentangle drawings in which they have explored line, shape, and pattern, to great effect.

Some classes have commenced ceramic sculpture before other classes. All students will have the opportunity to work with clay but because of the limitations in the size of the kiln, classes rotate with their clay sculpture unit. Students have created an array of sculptures in clay, including armadillos, primates, and mythical creatures. Others have also crafted pear sculptures in various sizes. I am seeing students from Years 9/10 to Year 12 demonstrate the consolidation of skills in hand-building with clay.

The Year 9/10 camp to Queenscliff provided the opportunity for students to enjoy drawing and painting as a recreational hobby during their free time at our accommodation. Since returning from camp, students have crafted clay boat plaques inspired by our visit which will be painted after firing. Other themes will include fish and mermaids.

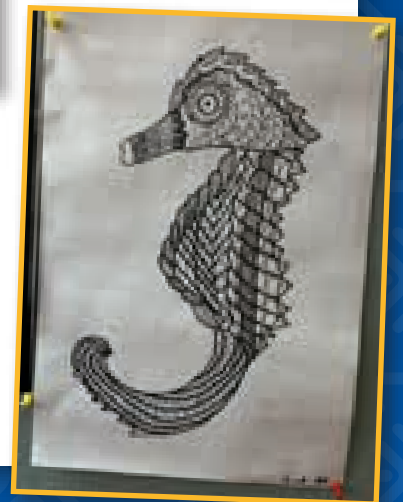
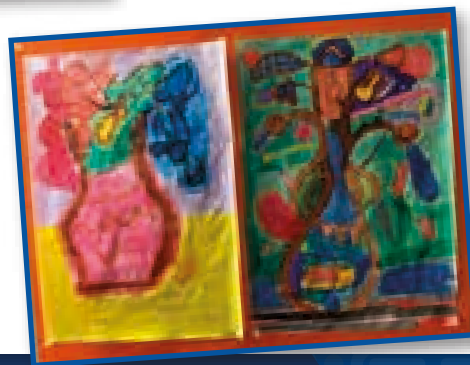
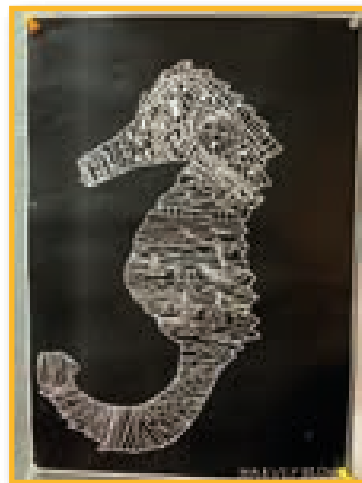
One Senior School class created paintings in preparation for the International Womens' Day celebrations, inspired by some of the women artists who were trail blazers in the art world. They include the Japanese artist Yai You Kusama, Sonia Delaunay, Clarice Beckett, and Frida Kahlo. All these women succeeded despite the enormous difficulties they faced for being their own advocate in the art world. Kusama is famous for her dotty compositions and sculptures, despite living with mental illness. Sonia Delaunay was a multi-talented artist in painting, costume and theatre set design. Frida Kahlo was renowned for her talent as a painter and also for resilience in working while living with chronic pain. Clarice Beckett created images of Melbourne and its suburbs while caring for her elderly parents.

Students regularly take photos of their work as it progresses and on completion, using their iPad. Ask your young person to show their work to you. No doubt you will also be impressed with their creativity.

Looking ahead Senior students will repaint the Uooo Uooo sculpture. It has been almost two years since it was painted so a new image is due. We will also continue with some additional murals, and mosaic projects are also being planned.

Where possible, students receive photocopies of their drawings and paintings to take home and to display around the school. Students will take all the work they created home following the annual Rossbourne Exhibition, which takes place early in Term 4. The Exhibition will encompass work created in Art, Design Technology, and ICT.

**Philippa McInerney**  
Art Teacher





# DESIGN TECHNOLOGY

Term one in Design Technology has seen the Year 7/8 students learn about designing the letters of the alphabet with a theme, such as monsters, food or sport and then applying the letter designs to a money box. Each student wrote their name on their money box, using the letters they had designed, illustrating them using a range of mediums such as graphic markers and paint, and then folded and constructed the money box. The students have then started designing a city made of wood, felt and 3D printed plastic; a large group project which will feature buildings, trees, cars, people, cricket grounds and parks.

The Year 9/10 students had the opportunity to use different design tools to create a variety of items, including wooden clocks which they designed, constructed and screen-printed or painted; wooden phone holders made with layers of cut and sanded plywood, and illustrated short graphic novels which will be turned into 3D animated illustrations.

Architectural drawing and model making was one of the topics explored by Senior School students. They have been following a brief to design the interior and exterior of a retail outlet. They will also design and construct a product they might sell in their shop, as well as the graphics for a

webpage. Students have learnt about hand-drawing and rendering techniques and have started to build a miniature three-dimensional model of their shop using balsa wood, foam core, textured papers and fabric, modelling wire and paper clay. Other topics explored by Senior classes include



developing the story line and illustrations for a children's story book about saving the world (watch this space!) and a focus on textile and fabric designs inspired by objects found in nature.

All Design Technology students had a chance to create items that were sold as merchandise that could be worn to the International Women's Day assembly. There were many creative ideas, and students worked collaboratively to design and create earrings and brooches from polymer clay, hats, tote bags, bookmarks, and friendship bracelets. Branding was explored and the students also designed and made the tags for jewellery and the posters to advertise the stall, raising \$220 which was donated to Share the Dignity. This Australian women's charity works to make a real difference in the lives of those experiencing homelessness, fleeing domestic violence, or doing it tough. They distribute period products to women, girls, and anyone who needs support.

**Vicki Bradley**  
Design Technology  
Teacher



# FOOD TECHNOLOGY

It has been wonderful to have our Food Technology space filled again with smiling, eager faces asking 'What are we cooking today, Ms K?'

The Year 7/8 students have been given the opportunity to prepare a nectarine Danish, fruit salad, a fresh combination 'boost' juice and to prepare ingredients for a salad sandwich. We have been concentrating on personal hygiene and safety in the kitchen. Learning how to hold a knife correctly and using a grater has been a priority in our practical sessions.

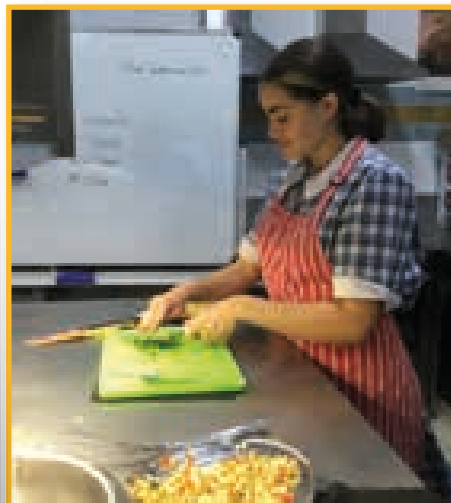
In our three elective classes in Year 9/10, students are researching Superfoods and their many nutritional benefits. Wednesday's class is learning how to build a healthy lunch box and on Thursdays we are exploring how to create healthy, balanced family meals. Homegrown blackberries have been a key ingredient in the practical sessions, where the students prepared and baked a delicious crumble slice and muffins. They have also prepared vegetable rice paper rolls with zucchini and carrot fritters. Many of our students are perfectionists when it comes to cutting the vegetables and have been focussed on developing their knife handling skills.

In the Dietary and Cultural Unit, Year 11 and 12 students have been looking at gluten, egg and dairy free diets, substituting main ingredients with alternatives.

We have been able to take advantage of the fresh vegies and herbs that students have grown in Catherine's Living Skills classes. Using fresh tomatoes, zucchini, basil, parsley and spinach, our Multicultural unit have produced gnocchi with a tomato and basil coulis and Turkish Gozleme. The Cooking for Independent Living class have made a Caesar Salad with their own sabayon based dressing, a Greek custard slice and spaghetti bolognaise.

It has been an excellent start to the year with some very motivated Chefs in the making. I always look forward to seeing the students' progress as the year moves forward and the seasons change.

**Jennifer Kilner**  
Food Technology Teacher





# PHYSICAL EDUCATION

It has been a wonderful start to the year and the weather has been treating us to plenty of warm and sunny days. Classes have taken part in basketball both at school and at the Friday Interschool competition. With students returning and sharing stories of their summer holiday adventures, it is refreshing to know that many of them have been enjoying outdoor activities and continuing various forms of physical activity. I have been reminding and encouraging all students to bring their water bottle and hats to every PE/Sport session so that they are protecting their skin from the harsh sun when outdoors. I have also encouraged the students to use sunscreen given the significant number of 'Extreme UV' rating days.

## Interschool Basketball

At the time of writing this report the Rossbourne Interschool basketball teams have been playing well in the weekly competition and they will perform to the best of their abilities in the upcoming Carnival on the 22 March at the State Basketball Centre in Wantirna South. With many new basketball players joining the teams this year, it has been an exciting season of development and determination. The coaches have all witnessed great sportsmanship, teamwork, and growth from all players.

## Friday Evening basketball competition with Power Assist

Many current and former Rossbourne students have been participating in a Friday evening basketball competition run by Power Assist. They hope to invite more players into their supportive community to ensure everyone feels included in the sport of basketball.



A select group of students recently participated in the Tennis Victoria endorsed MDF Tennis Tournament held at Melbourne Park. This gave Rossbourne students an opportunity to demonstrate their skills and sportsmanship against students from other schools and enjoy the Melbourne Park environment. The students were successful in their participation and Rossbourne returned with the MDF Trophy for 2024. Congratulations to Zayd Aly, Andre Anjoul, Marcus Norman, Zac Herft, Dylan Simkin, Ryder Tremewen, Eloise Valentini and Cormac Skinner.

## Hoop Now after school Basketball Training

This year Hoop Now is continuing the basketball training program at Rossbourne for any student wishing to practice their skills and have fun with friends. The training sessions are held on Monday and Wednesday afternoons from 3:30pm. If you wish to know more about their program, please contact the school for contact details.

## Rossbourne Riders

Bike riding is a great way to exercise, explore and hang out with friends. A wonderful group of Rossbourne families have created a weekend social riding group to offer opportunities for any Rossbourne student with a bike, to enjoy a casual ride on the weekend with likeminded Rossbourne students. Please keep an eye out for their flyer or contact the school for more information.

## Term 2 Sport Dates

Given the year is progressing at full speed it is important to remember that the Rossbourne Athletics Carnival will be held in Week 5 of Term 2. This will be held once again at the Tom Kelly Athletics Track in Doncaster. Rossbourne School encourages all students to 'Do YOUR Best' and work to achieve personal best results. All families are welcome on the day from 10am - 2pm.

## Ryan Teasel Phys Ed & Outdoor Ed Teacher

**Congratulations** to Elliot Hall, Laurie Tod and Hugo Sierakowski for being selected to represent Victoria at the recent School Sports Australia competition in Perth. All three were wonderful ambassadors for Victoria and Rossbourne and all three were successful medal winners. In the months to come, Hugo will compete on the Gold Coast and swim in the nationals while Laurie will compete next in Adelaide at the athletics nationals and then both will compete in Wollongong at the Open Triathlon Nationals.



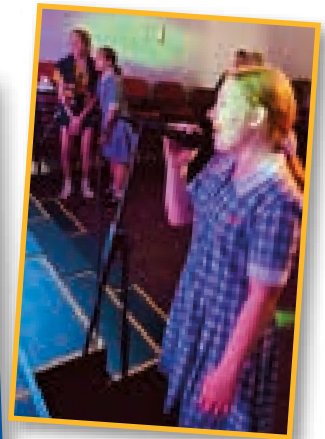
# PERFORMING ARTS

Rossbourne School Performing Arts Program provides many opportunities for our students to shine. From weekly lessons to Friday Karaoke/Just Dance Club, Wakakirri and special school assemblies, we love seeing our students participate and grow in confidence as performers.

All Year 7/8 students, and many of the Year 9-12 students attend weekly Performing Arts classes, where they learn about Drama, Music and even do a bit of Dance.

The skills covered in these lessons include:

- Use of the voice, body, and face as tools for acting.
- Playing various games to put learned dramatic skills into practice.
- Story telling in an engaging way, through dramatic role play and improvisation.
- Using prompts and well-known stories, as well as creating original stories to produce a dramatic performance or a film.
- Following a script and/or creating an original script.
- Creating a character and developing a costume for it.
- Understanding and using different methods of staging, production and editing methods.
- Reading and following both traditional and graphic music notation.
- Playing instruments.
- Composing and performing original musical arrangements.
- Developing an engaging musical performance.
- Understanding and engaging with music of other cultures.
- Learning about the elements of dance and how these can be used to develop an engaging performance.



The Performing Arts Program at Rossbourne focuses on collaboration, giving constructive feedback, being a supportive audience member and stepping outside the comfort zone. Participation in the program also encourages students to reflect on their experiences both on stage and during the creative process, which in turn helps to build their confidence and develops their knowledge and skills as performers.

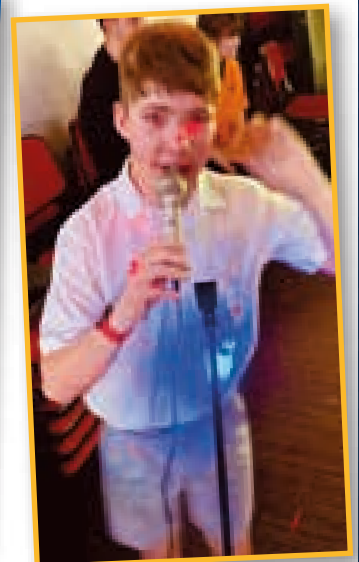
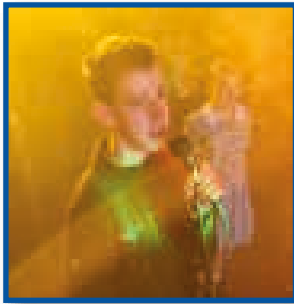
Outside of their weekly Performing Arts lessons, students may also choose to join our lunch-time Choir Club from Term 2 onwards. They may wish to take part in the Karaoke/Just Dance Friday Activity in Term 1, or they may like to perform on their chosen instrument at one of our school assemblies.

This year Rossbourne will take part once again in the Wakakirri story-dance challenge. Rehearsals will begin in Term 2 and will run weekly during Friday Activities. All students will be invited to participate in this National Story Dance Festival. I will be looking for dancers, actors, backstage crew, and AV crew, who will work together with teachers and an industry expert (choreographer) to create an original story-dance based on the idea of Belonging.

**Yulia McGibbon**  
Performing Arts Teacher







## PARENTS ASSOCIATION

We have had a great start to 2024 commencing with the restructuring of what was the Rossbourne Parents Association (RPA) to now becoming the Rossbourne Parents Group (RPG.) The new group will be working closely with the school and will come under the direction of the school and the Board.

The aims and objectives of the RPG are the same as the RPA but with stronger links to the Principal and Deputy Principal, who will become committee members of the RPG.

The RPG's overarching purpose is to support the wellbeing of the Rossbourne School community by assisting the school, its students and their parents, culturally, socially and via fundraising events.

We are still in the process of filling the positions for the RPG so if you are interested in applying, please get in touch via [info@rossbourne.vic.edu.au](mailto:info@rossbourne.vic.edu.au)

The year has kicked off with some great events. The International Women's Day Dinner had a strong

turnout and went well and coming up we have the CLOC theatre event, and Billy Elliott the Musical, in May.

Other upcoming events include:

- Coffee Morning Tuesday 16th April 7.30am – 9.30am at Rossbourne (free hot chocolate for the students)
- Trivia Night 27th July – this will hopefully be held in the new Arts Centre. We are looking for donations and people to assist with this event. Please get in touch with me for further information via [rossbourneparentsassociation@gmail.com](mailto:rossbourneparentsassociation@gmail.com)

Thank you to everyone for your ongoing support of the Rossbourne Parents Group. We hope you enjoy Easter and the school holidays and we look forward to Term 2.

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

