



## PRINCIPAL'S REFLECTION



### The Art of Teaching

Recently the *Teacher Education Expert Panel Discussion Paper*, commissioned by the state and federal governments, was released and public response to the paper is currently being sought. The opening paragraph states that, *Teachers have the*

*most powerful influence on student learning outside of the home, particularly for students from disadvantaged backgrounds. As a profession, teachers dedicate their lives and careers to help their students excel, including in challenging environments.*

After reading the Panel report, which was commissioned to provide advice on four reform areas: strengthen initial teacher education (ITE) programs, strengthen the link between performance and funding of ITE programs, improve the quality of practical experience in teaching and improve postgraduate programs to attract mid-career entrants; I wondered, how many of us have a strong grasp of human learning processes and what it is that teachers do to guide, direct and facilitate learning?

The art of teaching draws on a range of skills and knowledge and requires teachers to be quick thinking and responsive to the learning and wellbeing needs of their classes and individual students. The art of teaching also requires the utilisation of evidence-based teaching practises to maximise learning opportunities for our students. Our teachers recognise that relying on just one evidence-based method is not sufficient to maximise learning success. Rossbourne teachers use a range of teaching methods, appropriate to different stages and context of the learning process. Below is a brief outline of the evidence-based teaching methods used in the art of teaching.

### Explicit Instruction

Explicit instruction is a way to teach in a direct, structured way. It is primarily used when teaching people new or novel skills and enhances their ability to build strong skill and knowledge foundations. When teachers use explicit instruction, they make lessons crystal clear. They show students how to start and succeed on a task and teachers provide plenty of feedback and chances to practice.

Think about a time when you tried to follow a new recipe, only to find that a step is missing or unclear. You may have been able to guess what to do next. But without explicit instructions, you may have added the wrong ingredient or stopped cooking the dish altogether.

The same thing can happen when students learn something new. Some can make inferences to move onto the next step or to work through the unknown. But for students who learn and think differently, one unclear direction or having too many things to remember can stop the process of problem solving and overwhelm thought processes.

The key to explicit instruction is data collection and analysis. Each time students practice a skill, teachers have a chance to collect data and use the data to plan a student's learning path. For example, this may inform a teacher that re-teaching a skill is required before moving to the next progression of the skill. A Rossbourne example is our whole school approach to literacy development. We have adopted an evidenced based explicit instruction program called *Talk for Writing*, which supports students to develop skills to read and write independently for a variety of audiences and purposes within different subjects.

Some believe that explicit instruction limits students from engaging in inquiry-based learning or project-based learning and higher-order thinking. In fact, explicit instruction facilitates inquiry-based learning as students are able to draw on their foundation skills and knowledge to engage in abstract thinking processes required for high order processing.

Explicit instruction is not just for basic academic skills. Students often need explicit modelling and feedback on higher-order skills, like decision making and social skills.

### Project Based Learning

In Project Based Learning, the project is the vehicle for teaching the important knowledge and skills students need to learn. The project contains and frames curriculum and instruction.

Project-based learning requires critical thinking, problem solving, collaboration, and various forms of communication. To answer a driving question and create high-quality work, students need to do much more than remember information. They need to use

higher-order thinking skills and learn to work as a team.

Across nearly all of our curricular, teachers utilise project-based learning in one form or another. This teaching method is based on a student-centred form of instruction which has three constructivist principles: learning is context-specific, learners are involved actively in the learning process and they achieve their goals through social interactions and the sharing of knowledge and understanding (Cocco, 2006). It is considered to be a particular type of inquiry-based learning where the context of learning is provided through authentic questions and problems within real-world practices that lead to meaningful learning experiences (Wurdinger, Haar, Hugg & Bezon, 2007).

Project-based learning allows students to construct knowledge by solving real problems, asking and refining questions, conducting investigations, analysing and interpreting information and data before drawing conclusions and presenting an end product. Typically the work done by Rossbourne students in Performing Arts, Information Technology, Food Technology and Design Technology draw on project-based learning methods.

### **Experiential Learning**

Experiential education focuses on the learning process of the individual and concerns the development of student's abilities, such as memory, creativity, and sensitivity to achieve knowledge. It often stimulates original thinking and develops a wide range of thinking strategies and perceptual skills which are not accessed by other modes of learning. The learner is an active participant in the educational process, and learning is achieved through a continuous cycle of inquiry, reflection, analysis and synthesis. As much as possible we utilise experiential learning opportunities because it is the most powerful learning mode for our students and is particularly evident in subjects such as, Living Skills, Physical Education, Art and Music.

To be successful in the art of teaching requires many qualities and the refinement of skills in communication, listening, collaboration, adaptability, empathy and patience. Success also requires an engaging classroom presence, value in real-world learning, exchange of best practices and a lifelong love of learning. All of the above are necessary but success also requires the science of evidence-based teaching practises to underpin effective learning outcomes.

### **Rossbourne Staff**

With Peter Hynninen's departure, Rossbourne is certainly losing a stalwart and champion for neuro-divergent students. This year is Peter's 34th with Rossbourne School and he has made a significant contribution to the rich culture of a remarkable school. For those of you who know Peter well, you will know a humble, deeply caring person, not afraid to say it as it is and challenge people when warranted. Having

worked closely with Peter, I experienced a very honest, fair-minded person who always looked for strengths in students and who always looked for ways to improve the wellbeing of others. Peter will be missed by all at Rossbourne and we wish him all the very best as he moves to the next chapter of his professional life, which is to serve the neuro-divergent community as a Psychologist in private practice. Congratulations and many thanks to Peter for all he has done in support of the Rossbourne community.

Our highly respected IT teacher, Carol Drossos, will be taking a well-earned long service break in Term 2. Carol has been diligent in preparing for all students while she is away and has completed a handover with her replacement teacher for Term 2, Jenna Mason. Jenna has knowledge and experience of Rossbourne and its students as she has spent some time with us during Term 1 as an emergency teacher. We welcome Jenna aboard for Term 2.

### **Gym Cooling System**

After a very successful fund-raising campaign last year by the Rossbourne Parent's Association to raise money for a gym cooling system, it has been difficult to find a suitable system and technicians for installation. However I am very pleased to confirm that we have now ordered the right cooling system for Rossbourne and we hope that installation will occur very soon. Thank you again to the Rossbourne Parent's Association for their wonderful support of the school.

### **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 on 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.

As Term 1 comes to a close, I would like to thank all our staff for their dedication and care of Rossbourne's students and to 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



It is difficult to believe that we are at the end of Term 1!

As a new staff member at Rossbourne School it has been a real privilege to become part of the school community.

Starting in a newly established position of Deputy Principal has certainly been busy, but

full of excitement and eagerness on my part at the possibilities and opportunities Rossbourne provides. I have been able to meet a number of parents at the Parent Information Evenings and Rossbourne Connect events and can see how important the school is to the students and parents, as well as the extended Rossbourne community.

The staff are extremely dedicated to the wellbeing and learning opportunities for the students under their care. I believe it takes a special kind of teacher to work in a school like Rossbourne and the students are very fortunate to have wonderful staff guiding them on their journey.

Most importantly the students here at Rossbourne are amazing - what a fantastic environment for these young people to thrive. I am touched by how welcome they have made me feel.

Prior to joining Rossbourne School, I was Head of Campus at Berengarra School, an independent special school for students who are diagnosed with an emotional or social disability. I have also spent several years in the Catholic Education System including leadership roles within Catholic Schools and the Wellbeing Unit for the Southern School of Melbourne's Archdiocese. My past experiences as a leader have allowed me to grow as a professional and I look forward to working with the staff and students at Rossbourne School to give our students the best opportunities possible for their futures.

I am also very keen to provide students with leadership opportunities and skills development and hope to implement a more in depth leadership program towards the end of the year. In the meantime, I am excited to work closely with the fifteen SRC Leaders who will represent their classes in 2023. They will provide the students with a voice on how Rossbourne operates as well as providing a sounding board for their peers. We were able to present the SRC students to John Pesutto (Member for Hawthorn and the Opposition Leader) last week and present them with their badges.

International Women's Day was another great celebration for our students, parents who were able to attend, our assembly and our staff. We were very lucky to have special guest Liz Gosper OAM Director/ Head Coach and Founder of Inclusive Sport Training and her guest Sporting Champion Georgia Powning. Liz is a passionate triathlete and advocate for participation

in sport for everyone, and has worked as a Special Education teacher and is now dedicating her work to finding pathways into mainstream competition for young adults with an intellectual impairment. Both Liz and Georgia had the students thoroughly engaged during their presentation, particularly when Georgia displayed her many medals from the competitions in which she has competed.

To conclude, I would like to share with you a story that I believe sums up how I see the students here at Rossbourne School.

## The Story of the Grateful Starfishes

One morning, an elderly man was walking along the beach when he noticed a young boy picking something off the sand and throwing it into the sea.

As he got closer, the man realized the child was throwing stranded starfishes that had washed up on the shore back into the breaking waves.

Approaching the boy, the man asked what he was doing.

"The starfish will die if they're still on the shore when the sun rises," he replied.

Perplexed, the old man said, "But that's pointless! There are countless miles of beach and thousands of starfish. It doesn't matter how many you return to the water, you can't make a difference."

Unfazed, the boy bent down, picked up another starfish, and tossed it into the sea.

"It matters to this one," he said.

## Moral of the story:

No matter the odds of success or the scale of the challenge, your actions can make a difference.

We can all make a difference!

Doing something to make a positive change is always better than nothing.

*"Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek."* – Barack Obama

I look forward to meeting more of the Rossbourne community throughout the year and continuing to work with the staff and students.

All the best.

**James Box**  
**Deputy Principal**



# SRC

## Congratulations to the following students

Anna Thompson 7/8A, Cormac Skinner 7/8B, Kayla Smith 7/8C, James Ray 7/8D, Matthew Power 9E, Laurence Tod 9H, Amelie Briglia 10G, Amelia Lester-Bryant 10G, Isaac Huang 10F, Jett Bennett 11/12I, Tobi Sweetland 11/12I, Alex Spencer 11/12J, Ella Vincent 11/12J, Matthew Cook 11/12K, Oliva Crossland 11/12K



# INTERNATIONAL WOMEN'S DAY





# YEAR 7/8 NEWS

## Navigating and Embracing Change

Change is necessary to grow — for some of us it brings up the emotion of fear and causes an uncomfortable feeling. This is natural and normal.

Some young people have difficulty embracing change. With each new experience they come across, our role is to support, guide and nurture this uncomfortableness when navigating this change. As you know, it is in this uncertainty, boundless learning opportunities present themselves.

As our young people learn to adjust and become more comfortable with these new situations, interactions and connections, they will develop their skills on how to deal positively with change, so that they can achieve success through the change.

Learning to be flexible and open to different ideas and thoughts is essential in embracing change. Learning how to communicate positively with your words and seek guidance when you need support is crucial in a young persons' development around becoming a confident and independent advocate.

There have been many changes for everyone in the 7/8 community to date and there will certainly be more on the horizon. The 7/8 community celebrates the wins and the losses together as this impacts the personal growth of our young people. We value and embrace each other's differences and acknowledge the partnerships we are building with our parent community.

*And remember, if there was no change, there wouldn't be any butterflies!* – Wendy Mass

## 7/8A – Friday Electives

Friday Electives run every Friday between 1:15pm-3:15pm. It is an opportunity for students and teachers to take part in an activity that they enjoy and find relaxing after a BIG week's learning! Some of the Friday electives push us outside our comfort zone (which is a good thing) so that we can learn to become more flexible, cooperative and caring towards others. Below are some comments from our 7/8 community.

*I like Friday activities because I have a talent for creative writing and drawing. Creative writing and drawing are held up in the library run by Helen, Jennifer and Marion. I'm even allowed to use my iPad but only for drawing and writing apps.*

*I really like Friday activities because I get to play basketball at the National Stadium where the superstars play.*

*I really enjoy Friday activities because I get to play quiet games where you play board games (learn how to take turns) and build Lego and talk positively to your friends.*

*I really enjoy my Friday activity Snooker because there are teachers that can help you to get some good shots. They can also help you to understand the game a bit better and can explain it to you if you forget the rules.*

*My activity is quiet games. My favorite thing is to play board games with friends. This helps me with learning how to play fair and communicate better.*

*I had a fun time at tennis and playing with my friends. I enjoy hitting the ball high. I like tennis because it is fun to do, and I learn different things each time!*

## 7/8B – Talk 4 Writing

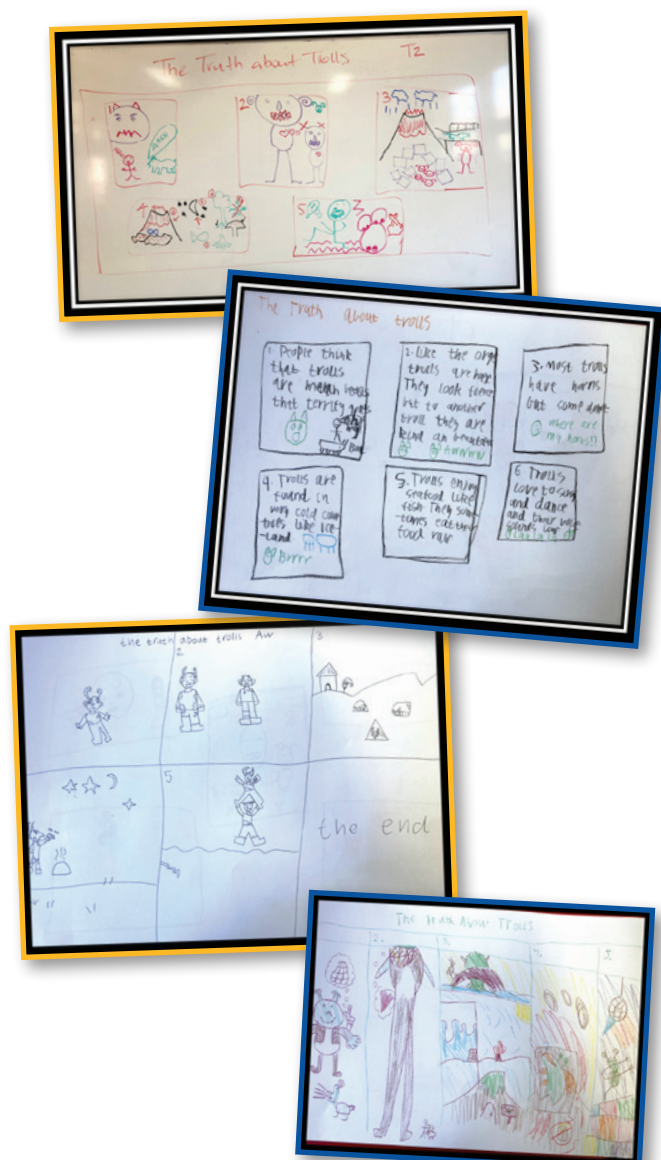
This term for our English Language classes we have been following the Talk 4 Writing Program. We have been learning about Information reports and what are the distinct parts to these. Did you know that an Information Report has 3 main sections?

The purpose of an Information report is to tell someone facts about a whole group of things. You need to categorise and describe for example: *Tigers are.....Tigers usually live in.....Tigers physical features are.....etc.*

We follow the T4W (Talk 4 Writing) structure which is planning, imitation, innovation, and independent application. The 7/8 community has had great fun in highlighting our performance skills when looking at the model text called "The Truth about Trolls". There is so much opportunity for us to display our creativity especially when we "story map" or visually draw the story as part of the comprehension.

There are also learning goals that we are working towards over the term when doing our Talk 4 Writing program.

We look forward to continuing to build upon our written and oral language skills in Term 2.



## 7/8C – Rossbourne Values in Action

The Rossbourne values are quite possibly the most important thing in making Rossbourne the place it is today. Knowing and understanding these values and what they look like gives everyone an idea of the expectations of the school, but it also lays a great foundation for being our best selves and setting us up for success.

Sometimes these 5 values are really hard to remember all at once though, so in 7/8 C we have spent a lot of time coming up with a new acronym to help us remember the values.

We have then focussed on each value, its definition, synonyms of the word (these different words with similar meanings) and finally what each value looks like to us.

The Acronym which has a really good ring to it and is going to take the world by storm (we even think it might make the Oxford dictionary, as one of their new word inclusions by the end of the year) is RIRSH!!

RIRSH stands for Respect, Inclusion, Resilience, Sharing and Honesty.

We have created our own RIRSH wall to promote this buzz word to the whole school and have given our own examples of what RIRSH looks like to us to help other Rossbourne students understand the values in a language that makes sense to them.

Here are some quotes below of what some 7/8C members came up with to describe each value:

What **RESPECT** looks like to me:

*"Putting yourself in other people's shoes or to treat others the way you want to be treated"* (Cara)

What **INCLUSION** looks like to me:

*"Always giving someone a chance and not leaving anyone out."* (Atticus)

What **RESILIENCE** looks like to me:

*"Even when things become uncomfortable you keep going."* (Jack L)

What **SHARING** looks like to me:

*"Giving others time to talk and think."* (Oscar)

*"Being part of a group and working together"* (Cameron)

What **HONESTY** looks like to me:

*"Being truthful so that people can trust you"* (Kayla)

Stay RIRSH everyone! (Spread the RIRSH word and vibes over the Easter holidays) It feels good to RIRSH.

## 7/8D-Belonging and Connection

Term 1 is all about assisting our new Year 7 students to feel part of the Rossbourne Community. The move from Primary to Secondary School is a big step and is often accompanied by a good deal of anxiety. In 7/8D, we have been focusing on building connections with each other as friends and co-students, and developing a sense of belonging in our class, year level, and the wider school.

Like 7/8C, we have been learning about our school values. 7/8D has been using the values to guide our learning, participate in class, and interact with one another. Students are learning to listen attentively to classmates as we share our interests, favourite music, and holiday activities. Students have also been learning about how we are all different and that is what makes us special.

The class is growing in confidence and sharing their knowledge in all areas of learning, such as our Humanities subject, Landmarks.

All of 7/8 have set a goal for everyone to know each other's name by the end of the term. At the beginning of term, there were many uncertain responses, but now, students go around the room in our 7/8 Community meetings and confidently name most of their peers. Year 7/8's are well on the way to building and strengthening their connections and sense of belonging.

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





# YEAR 9/10 NEWS

In late January we welcomed twenty four new learners into our school section. All have adjusted well to the changed academic structure and higher expectations that come with moving into our section.

Like all educational institutions, we have investigated and pondered the impact of AI tools like Chat GBT. Our students show the same ingenuity as students across the state – we have already heard an SRC speech written by Chap BT (Yes, the student had to start again!). We have encouraged students to use the tool as a search engine and to aid comprehension, particularly at a conceptual level. How this will continue to impact our teaching and learning environment remains to be seen, but clearly, the impact may be significant.

Students' participation in our four-day long camp to Queenscliff achieved many of the things we hoped for. Fundamentally staff gained insights and understanding of our students that are critical and so helpful in the classroom. Students developed a closer rapport with staff. Many students made new friends and acquaintances. It is a truism that positive relationships and superior care of the individual underpin everything we do at Rossbourne School, and these connections are the foundation for positive learning outcomes.

The Year 9/10 Queenscliff Surf Camp was conceived by Paul Brown over a decade ago and we have stayed true to its initial vision; to foster a love of the ocean and the natural environment, to understand our role as custodians of this ecosystem and to work on skill acquisition for surfing, stand up paddle boarding and boogie boarding. In addition, many of the activities link to the work our students complete in Humanities, English and Maths.

While on camp, we employed "Ride a Wave" to supervise and teach our students at Ocean Grove Beach, Anglesea Beach and Anglesea River and we were impressed by the ability of many of our students who managed to stand on the surfboard and catch waves in tricky conditions.



We enjoyed a two-hour boat trip on the Kyena. Despite an unfavourable wind report and the threat of our discovery boat trip being cancelled, the weather gods smiled favourably upon us on Wednesday morning, and we departed from Queenscliff Harbour with great enthusiasm. Our knowledgeable instructors trawled the ocean floor, and we were lucky enough to collect sea horses, crabs, a range of seaweeds, baby starfish etc. All were safely returned to the ocean at the end of the session, but students learnt that there is an exceptional diversity of sea life in Port Phillip Bay. Our guide was engaging and entertained us with stories about The Yarra River and where it feeds into the Bay, the rip and why it is one of the most dangerous port entries in the world. At the end of the boat trip, we visited The Marine Discovery Centre to participate in an Aquarium Session and climbed The Observation Tower adjacent to Queenscliff Port.

A short shopping opportunity is always a huge hit on this camp and this year was no different with students enjoying some supervised independence on the main street of Queenscliff, prior to a tour of the Queenscliff Fort. Scott from Lombardy's Italian restaurant on Hesse Street looked after us on Wednesday evening with an Italian feast with many compliments from the general public about the exceptional behaviour of our students. Barefoot bowls followed by dinner at Port Arlington Bowl's Club was a pleasant experience on our final evening, as was the stroll along the pier followed by our annual Karaoke & Disco, expertly hosted by Carol Drossos.

On our final morning, we chartered a steam train that departed Queenscliff for Lakers Siding. We nicknamed the train The Rossbourne Express! Nothing can adequately describe the thrill of seeing a





glistening, gleaming and powerful steam engine as it arrived at the station, full of energy, promise and power. It was a lovely activity to celebrate our final day. The Pavilion Restaurant at Eastern Beach served us burgers for lunch, and we then began what turned out to be a very long and hot trip home, distinguished by heavy traffic but tired and elated students.

In the coming weeks, we will visit The State Library for a Study Skills education session, with more excursions to come.

Finally, our SRC students were elected after a tightly contested competition with many candidates for these leadership opportunities. Huge congratulations to Amelie Briglia & Amelia Lester-Bryant 10G, Isaac Huang 10F, Laurence Tod and Matthew Power.

Thank you to all the teachers who work in the Year 9/10 section and of course, our dedicated learners who teach us so much.

**Marina Slifirski**  
**Year 9/10 School Section Leader**  
**Andrew Lusted, James Gardner, Marion Branchflower**



## SENIOR SCHOOL NEWS

This year has kicked off in wonderful fashion, with students and staff making a significant contribution to a very positive term in Senior School.

Twenty five students have started TAFE courses, which is over 60% of all students. In classes, students have been working hard to attain Unit 1 in Literacy, Numeracy, Work Related Skills, and Personal Development Skills as part of the Victorian Pathways Certificate. It has been wonderful to observe their commitment to the tasks provided to them.

Students have learnt about the steps that need to be taken when preparing for an independent life away from the comforts of home. Learning has also encompassed personal numeracy skills, with a focus on organising an outing to the movies, and literacy skills centred on constructing and evaluating written and digital texts. Senior Students have also engaged with the local community through the 'Community Skills' Core Unit, where they visited community services including gyms, pharmacies and libraries to gain an understanding of the benefits they provide. We feel strongly that the Senior School program provides students with practical 'real world' skills that improve their prospects of employment and fulfilment.

**Hamish Dalton, Tania Hume, Alastair Witts**  
**and Paul Salomon**  
**Senior School Team**





# VISUAL ART

It has been a wonderful start to the year in Visual Arts. Students returned refreshed and ready for artistic and creative action in the Art room.

For Year 9 and 10 students, it has been hands on clay, getting into squeezing, coiling and coiling clay into a myriad of sculptural forms. Students have been encouraged to create imaginative fantasy sculptures as well as representing animals given the theme "What Animal Are You." Most students started with making koalas so when fired they will be a colony of koalas! This animal is a great one to start with as the koala form helps students consolidate and scaffold their hand building skills. Some have ventured into making meerkats, numbats, dogs and pandas as another choice to sculpt.

Another group has been inspired by Mexican tree of life sculpture, creating vertical forms with lots of incised detail and coiled decoration. I think the students have all been surprised and impressed with their sculptures. Students have taken photos using their iPad of their progress from start to finish.

Year 7 and 8 students have investigated portrait drawing. The art elements of line, colour and form have been a focus, using lead and coloured pencils, paint and a soft modelling compound called Magiclay. This is a great way to create relief forms from a flat surface. The Italian Arcimboldo who was busy painting in the 16th century has been the source of inspiration. He created fantastical portraits using fruits, vegetables, flowers and other objects found in nature. As always, the creativity students have demonstrated and their skill in drawing and forming fruits and vegetables has been nothing short of inspiring. We have continued with themes from nature, creating bird and fish portraits in oil pastel.

Senior students have been creating clay sculptures and other students have been painting monochromatic self-portraits based on photos of themselves using their iPads. Painting still life in the style of the Italian artist Giorgio Morandi has been another genre under investigation.

Much of the work students create will be kept at school until after the Art/ Design Technology/ICT Exhibition in Term 4. Parents and friends will be able to come see all the fabulous work their daughter/son has been busy creating in Visual Art. In the meantime, students keep a digital record of each art work so parents can see images of their child's work.

**Philippa McInerney**  
Art Teacher



Hina James



Geordie Barnes



Laura Sutherland



Callum Barrett



Matthew Anticaglia



# DESIGN TECHNOLOGY

The Design Technology classes have had a very creative start to 2023.

Throughout this first term the Year 7/8 students have learned about creating textile graphics and how to apply them to an apron. After exploring themes to describe themselves, they designed their own graphics on a calico apron, explored hand painting with fabric paint and dye, drawing with fabric markers, hand stitching and embroidery and learning to sew buttons on to their aprons for some striking and unique results.

The Year 9/10 students had the opportunity to practice using different design tools to create a variety of items. These included wooden clocks which they designed, constructed, and screen-printed or painted, soft sculptures and three-dimensional models exploring Australian icons and landmarks, such as soft Vegemite and Cottee's jam jars and models of Luna Park and Uluru; fabric designs which were printed, painted and sewn on to pillowcases and illustrated skateboard decks.

Senior students explored architectural drawing and model making where they followed a brief to design an adventure park featuring play equipment, seating, toilets, a landscaped garden, and a food outlet. They learnt about hand-drawing and rendering techniques and built a miniature three-dimensional model of their park using balsa wood, foam core, textured papers and fabric, modelling wire and paper clay. They also explored designing and making jewellery. The students constructed a range of earrings, bracelets, brooches, keyrings, and bookmarks using a variety of materials such as 3D printing, polymer clay, wood, felt, and plastic.

One of the highlights this term for our Senior School students was a group project where they designed a printed object that could be used for a specific purpose. The students worked on creating a logo for a t-shirt to be worn to the International Women's Day Assembly. There were many creative ideas, and students worked collaboratively to design and create the t-shirt graphics. The t-shirts were printed boldly in swirling purple colours – a combination of red and blue, traditionally seen as female and male colours, together representing the idea of gender equality and the unity of all genders in the fight for women's rights.

As the term comes to an end, the students have been excited to showcase their projects and designs to their classmates and the wider school community.

**Vicki Bradley**  
Design Technology Teacher





# FOOD TECHNOLOGY

It has been an excellent start to 2023 in the Food Technology area. Across the year levels our cross-curriculum subject has encompassed making healthy choices, the advantages of buying seasonal produce, measurement, recipe adjusting, and touched on Australian history, sustainability, and spelling. Our students have also been working diligently on their culinary skills in the kitchen.

In our Year 11/12 Native Foods and Indigenous Culture elective we have been able to source finger limes, bush tucker from the sea and 'think chilli and berries' the pepper berry, which added a real kick to their lentil and potato patties. The students were fascinated after researching Charles Sturt's Journal from 1849. His encounters with the Indigenous Australians of that time, and the food and hospitality shown to his party astounded our students.

Years 7/8 have been undertaking a unit called 'Making Healthy Choices'. Students learned that healthy choices not only included the food you consumed, but the importance of adequate sleep, exercise and water intake. Students made fresh juices choosing their own combination of fruit and rainbow tarts with a colourful array of vegetables.

In the Superfoods unit, the Year 9/10 elective the students explored berries, our healthiest fruit, avocado, tomatoes, cauliflower and honey. One of their favourite activities was making the apple and blueberry crumble tarts. Students worked very hard to make the pastry, filling and crumble topping.

The students will continue their Food Technology journey in Term 2 gradually working towards independence and armed with the knowledge about the importance of a healthy lifestyle.

**Jennifer Kilner**  
Food Technology Teacher



# LIVING SKILLS



It has been great to observe the enthusiasm with which the Year 7s have embraced Living Skills and especially their willingness to learn new skills and attempt all sorts of household chores. I have been impressed by the way the Year 8 students have naturally stepped into the role of mentor, showing patience and kindness as they help younger students learn how to complete certain tasks.

Students across all year levels enjoy surveying the garden when they arrive for class, noticing any changes such as the growth of plants or fruit that has ripened. We have had a bumper crop of tomatoes this year, and students have enjoyed finding, picking, and sometimes eating the ripest ones. Corn, raspberries, lettuce, and herbs have also been harvested and shared with the Canteen and Food Technology kitchen. Watching this produce grow helps students to think about where their food comes from and



has led to meaningful class discussions about the environmental benefits of locally grown food.

With the change of season, we are now turning our attention to what our next crops will be and students in elective classes have started planting seeds and seedlings for a winter harvest. The cabbage moths, while devouring some seedlings, are helping us learn about the life cycle of insects as we examine leaves for tiny eggs and caterpillars. Other projects our students are currently working on include landscaping, building planter boxes from recycled timber and improving our mini citrus orchard.

**Catherine Turner**  
**Living Skills Teacher**



## FRIDAY ACTIVITIES - SNOOKER

Friday Snooker at Rossbourne has proved to be a very popular and enduring activity for whole generations of students. As you can see from the pictures, our venue, Masters Billiards in St Kilda, is a first class venue, with high quality tables, accessories, music and soft lighting. The Manager, Aziz Ismail, opens the venue for us each Friday so that we have exclusive use of it. Andrew Lusted and I work closely with students to teach and develop their skills and the game play needed for the game of 8 Ball (aka Pool). This is an essential starting point, then students are also introduced to the game of Snooker. Both games are world sports that are played at the highest levels, with major international tournaments and their accompanying rankings, seedings, and of course, world champions. Once students have learned the core skills, they can continue to play, enjoy and develop their playing throughout their lives.

Term 1 2023 has seen the return of a number of familiar faces, but we also welcome new players Cooper, Ansh, Asher, Jack, Liam, Tessa and Zoi. The program will continue in Term 2 and, if there is sufficient demand, we will very likely continue in Semester 2.

The Masters Billiards is located at 150 Barkly Street St Kilda (opposite the National Theatre) and is open to the public from 5 pm daily. Say hello to Hurry the dog!

**Paul Brown**  
**Teacher**





# PHYSICAL EDUCATION / OUTDOOR EDUCATION

## Interschool Basketball

In Term 1 Rossbourne students participated in the annual Interschool basketball competition every Friday afternoon. Their participation was wonderful and enabled the school to enter teams into the A, B, C and Girls Grades. The teams showed a great deal of improvement over the weeks and performed well in the Carnival Day. The students enjoyed playing against other schools and demonstrated fantastic sportsmanship. I was extremely grateful for the support from coaches Hamish Dalton, Tania Hume, Tim Francis, Alastair Witts and the support staff involved.



## 2XU Triathlon

Over the past four months a number of Rossbourne students took part in the 2XU Triathlon Series at various locations between Sandringham and Elwood. Brendan Wheeler, Elliot Hall, Nick Hasslinger and Hugo Sierakowski pitted themselves against the elements at these events and worked hard to achieve some personal goals. Hugo was selected to join the School Sport Victoria Multiclass Aquathlon/Triathlon Team to participate in the School Sport Australia Championships in Devonport Tasmania earlier this month, and he won a gold medal for his efforts.



## Cross Country

Students trained well this term for Cross Country and displayed great commitment. They will represent Rossbourne School at the Southern Special School Cross Country event which takes place early in Term 2.

**Ryan Teasel**  
Physical Education & Outdoor Education Teacher





# A REFLECTION ON SPORT, FITNESS AND IST

Rewind to 2018. My son Hugo was 12 years old, and after many years of not being able to ride a bike (and me accepting that it just wasn't for him) he suddenly told me he was ready to learn.

After a long search on the Internet I finally found Peter, a very kind and patient man who taught Hugo to ride after a mere two lessons! It was such a lovely moment seeing him get the hang of it, and as I contentedly watched him riding around, Peter casually asked me "so, what's next?" I looked at him quizzically. "What do you mean?" I asked, thinking to myself that it would be great for Hugo to ride around the local park, or perhaps take his bike out on the weekends every now and then.

I soon discovered that Peter was a very experienced cyclist and track and road cycling coach. He mentioned his involvement in a triathlon training club which had been established by a special education teacher. And he spoke about how it was a good opportunity for students like Hugo with learning difficulties to regularly engage in a sports training program, and even compete with the support and understanding of experienced coaches. He also mentioned the opportunity for parents to get together for a coffee and a chat!

At that stage I knew absolutely nothing about triathlons (except that they looked terribly hard and totally out of reach for my boy), but Peter's enthusiasm about the club drew me in, and I was curious to know more. Two days later, on a Saturday morning at the Kew Boulevard Loop, Hugo attended his first session with Inclusive Sports Training (IST), which I learned had been established by Liz Gosper. I quickly discovered that Liz meant business when it came to sport and fitness, and she just oozed passion for coaching young athletes with learning difficulties. Hugo immediately felt at ease with the warm welcome, and for the next hour he enjoyed the range of activities on offer in the company of a group of students with a range of abilities. When I look back, it was a perfect example of equity, in that each student's unique circumstances were recognised and they were given whatever support they needed, thereby achieving true inclusion.

Two weeks later we found ourselves at Elwood Reserve for Hugo's first triathlon! I must say it was a little daunting, having no idea what I was doing or how to prepare, but I was immediately reassured when I saw the IST tent, with the coaches and other parents more than happy to guide us and explain this strange new world. It was fantastic to see Hugo crossing the finish line, cheered along by the IST crew. That was really touching, given they barely knew us, and it's something I've noticed throughout our entire experience with IST; the amazing level of support and encouragement for all students involved.

Hugo was hooked after that, and so was I. Each Saturday morning he'd enjoy a combination of running and riding, with a fun warm up and warm down at either end, all the while improving his fitness and learning new skills. It was also great to watch him develop friendships outside of school and to see that he felt part of a group and connected with his peers. Over time, he joined some additional swimming training sessions, which he loved, and he discovered

that swimming was a strength for him. At the same time, he realised that running was definitely not a strength(!) but he persevered, and there was continued support along the way.

Fast forward to 2023 and the recent School Sport Australia Championships in Devonport. Through our connection with IST I'd come to recognise the possibilities and pathways available to students with learning difficulties to participate in mainstream sporting competitions. Liz has been a tireless advocate and is a fount of knowledge in this regard. Devonport was a far cry from Hugo's first training session in 2018, but there he was, competing in the multiclass division for the aquathlon. He even came first, which was a wonderful surprise for us all! But as I reflected, so many other aspects of the competition trumped this moment. I loved seeing Hugo connect with his peers and the happiness that came from these connections. I loved seeing the physical and mental health benefits of his regular participation in sport and increased level of fitness. I loved seeing his growing confidence. Most of all, I loved being a part of the IST crew encouraging and cheering on each and every student.

I'm so grateful that we found IST. My son has benefitted both physically and mentally from his regular sports training, and I can see that he is building good habits for his health and wellbeing which will serve him well as he enters adulthood. He is excited about the prospect of future competitions. And perhaps most importantly, he feels connected to and supported by his peers. This last point makes me think about the Harvard Study of Adult Development, from which the clearest message has been that social connections are really good for us and that good relationships keep us happier and healthier. In my view, IST - through its fitness training in a supportive group setting that fosters friendship and connection - seems to have come up with a winning formula for optimising health and wellbeing. And I'm so grateful that my son has been a part of it.

If you've come this far, thanks very much for reading, and I hope this reflection might nudge some families to explore what IST has to offer. It would be great to have more of a Rossbourne presence on Saturday mornings too! Please feel free to get in touch if you'd like to know more.

**Christine Kotsios**  
Parent of Hugo Sierakowski





# PERFORMING ARTS

The passion of Rossbourne students for creativity and performance is abundant. It has been such a joy to foster students development in all areas of Performing Arts this term.

Performing Arts at Rossbourne is:

A hub of activity based around all aspects of performing arts including acting, singing, dancing, film, music, digital music, comedy, and any other creativity the students bring in with their interests, goals and passions.

A curriculum that is based around the art of performance, with live audiences becoming increasingly normalised through many performance events throughout the year and larger scale productions at the end of the year.

A curriculum that links to broader community events to demonstrate post school options to students and motivate through real life application. For example, official registration in the comedy festival and submitting film to film festivals.

A space that is open and welcomes students at lunchtimes to connect socially with other students that share their interests and passions and the common goal of preparing for upcoming performance events.

An environment where the talents and skills of students in all areas of performance are nurtured and harnessed, developing internal confidence in each student.

For senior students, an opportunity to develop portfolios/showreels/auditions to prepare for application to performing art schools after Rossbourne, or to continue to manage, develop and share their craft with their communities beyond school.

This term has ended with a bang for our performers! Two performing arts showcase evenings demonstrated the talent of Rossbourne students. Our audience of over one hundred and fifty parents, carers and community members were stunned by actors, comedians, lighting technicians, sound designers, instrumentalists, digital music producers, singers, writers, dancers, mime artists, and puppeteers. In designing and rehearsing for these showcases, students demonstrated generosity with teaching each other and working collaboratively together.



The school calendar has been booked up with more events throughout the year for students to continue to dazzle us. Next term students will showcase their film making skills. In Term 3, all students are invited to participate in Wakakirri, the National Story Dance Festival for a second year in a row, and at the end of the year our Performing Arts students will showcase musical theatre numbers.

We can't wait to see you back in the Theatrette for more performance magic!

**Kind Regards**  
**Martha Noone**  
**Performing Arts Teacher**



