



PRINCIPAL'S REFLECTION



Better Preparing our Students for their Future Dispositional Learning

John Dewey, a seminal educational theorist, suggested that schools and educators have a responsibility to prepare our students for their future, not for

our past. A holistic education at Rossbourne must be one that creates learning opportunities to develop dispositions that will enhance students' capacities so they can meaningfully engage with their world, adapt to constant change and prepare for the future.

In many ways Rossbourne does provide an environment that supports our students to adapt and prepare for their future with our focus on personal development and independence. However, it is important for us as a school to continually seek ways of improving our programs and curricular as we respond to the changing educational environment and the needs of our students.

Because we don't exactly know how the world of work will be shaped over the next 5, 10, 20 years, it is difficult to know what knowledge, subjects or skills to prioritise beyond literacy and numeracy. Hence a greater focus has emerged on Dispositional Learning as universal thinking skills supports students in becoming better, more adaptable learners.

The term 'learning dispositions', sometimes called 'habits of mind' or 'dispositions to learning', refer to the way in which learners engage in and relate to the learning process. Learning dispositions affect how students approach learning and therefore the outcomes of their learning. These dispositions essentially refer to cognitive and emotional habits that an individual has formed in relation to learning (e.g., curiosity, resilience, managing impulsivity) and there is a focus on techniques that students can learn and develop in preparation for learning.

There is no doubt that informally, Rossbourne teachers do support students to develop dispositions. However, this year teachers have been engaged in professional learning designed to give us the knowledge and tools to be more effective in creating structured learning opportunities so we can incorporate "Growth Mindset" and "Habits of Mind" into curricular and teaching strategies.

Essentially, promoting a Growth Mindset is about teaching students that they can develop their talents

through hard work, good strategies, and input from others. Those with a Growth Mindset know that there is no limit to learning.

Habits of Mind are less about behaviour and more about intent. A "Habit of Mind" means having a disposition toward acting intelligently when confronted with problems. Habits of Mind are dispositions that research has shown to be skilfully and mindfully employed by successful learners when they are confronted with problems, the solutions to which are not immediately apparent. When we draw upon these mental resources, the results are more powerful, of higher quality and of greater significance than if we fail to employ those habits.

Employing Habits of Mind requires a composite of many skills, attitudes, cues and past experiences. It means that we value one pattern of thinking over another and therefore it implies choice making about which habit should be employed at which time. It requires a level of skill to carry through on the thought process and leads individuals to reflect on, evaluate, modify, and carry forth their learnings to future applications.

Our investment in evidence based professional development to build Rossbourne teachers' knowledge and skills is ongoing and targeted towards our students' needs. Because anything worthwhile takes time and effort, we have made a long term commitment to incorporating Growth Mindset and Habits of Mind into our teaching practices and educational programs. For a detailed explanation of the 16 Habits of Mind, please click on the link below.

www.habitsofmindinstitute.org/what-are-habits-of-mind/

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. By accessing the policies section on our school website you will be able to read the full complement of child safety policies and procedures. We have recently added a new policy that directly references the Victorian Reportable Conduct Scheme. This scheme seeks to improve organisations' responses to allegations of child abuse and neglect, by staff and volunteers engaged by any organisation who care for children and young people. This scheme is managed by the Commission for Children and Young People and you can access its website using the following address: www.cryp.vic.gov.au/

As we continue in lockdown, cyberbullying is increasing and like all forms of bullying the effects can be very damaging to victims; emotionally, psychologically and socially. Rossbourne does not

tolerate any form of bullying and if you suspect a Rossbourne student is the victim of bullying please inform the relevant School Section Co-ordinator or our Child Safety Officer. If you are under 18 (or are reporting on behalf of someone under 18) you can make a complaint about cyberbullying to the eSafety Commissioner. They will take action to get serious cyberbullying material removed and provide advice, support and assistance.

If you have any concerns about student safety at Rossbourne School please contact our Child Safety Officer, Peter Hynninen via email, hynnip@rossbourne.vic.edu.au or call the school on 98194611.

New Staff

We welcome Eluned McFarlane as our new Human Resource Partner and Clare Tighe as our new School Psychologist. Both Eluned and Clare bring considerable experience and know how to Rossbourne and I look forward to the rich contribution they will make to our

community. We also welcomed Andrew Lusted when he joined Rossbourne, during lockdown, in the middle of Term 3 as our new Year 9 teacher. Andrew also brings a wealth of experience to Rossbourne and has already made a positive impact even though he has not met his students face to face yet.

We also wish Chloe Woods all the very best as she looks forward to the birth of her baby and becoming a parent for the first time. Welcome to Marion Branchflower who will be replacing Chloe whilst she is on parental leave. Marion is a very experienced teacher who comes to us from Haileybury. Wishing Helen Holdsworth and Peter Hynninen bon voyage (maybe) as they enjoy long service leave for Term 4. Welcome Janice Twentyman who will be replacing Helen as Library/Resource teacher. Janice is also an experienced teacher with a strong history of supporting neuro diverse students.

Shane Kamsner
Principal

SENIOR SCHOOL NEWS

It has been so pleasing to see the majority of students remaining engaged in the online learning timetable and it is a credit to their resilience and organisation that they have been able to do so. Teachers have worked hard to provide variety in our educational delivery for Senior students and we have been rewarded with some excellent output from students. The Kahoot app has been getting a workout, along with many other unique and engaging activities that have the sole purpose of keeping students engaged in the learning process.

We got a bit of a taste of things before we went online and many of the Senior students have something to look forward to in the future.

The METEC track was on full alert for the arrival of our students at the start of Term 3. Twenty four students got to do their first lesson with the driving instructors and I am pleased to say that there was no damage to any cars, no pedestrians were put under threat and all cars remained on the road as many of our students drove a car for the first time.

Melbourne Polytechnic was the site for our Café Culture students to learn the skills of a Barista and it was impressive to see that after two weeks, all students independently made their way out to Preston for the course.

Eight students completed the Safe Food Handling course and we hope to finish the Barista aspect of the program in Term 4.

It would be remiss of me, not to make special mention of those students who have maintained their TAFE learning during Term 3. The online learning space does not lend itself easily to the practical areas usually aligned with TAFE learning, but students have done incredibly well to meet the demands of their courses.

I have had the pleasure of having contact with many families as they have had to make plans for 2022. For those students who are graduating, many long discussions have been had about 'where to from



here' and for those students returning, potential TAFE or off Campus options have been discussed. I must congratulate families on making choices at a time when planning for the future is very difficult.

As we look towards Term 4, we all have our fingers crossed that we will share some face to face contact with our friends and families again. As we start thinking about the holidays we remain thankful that our school community remains just thata community and one where we can all feel supported by each other.

We have many things to be thankful for!!

The Senior Team
Paul Salomon, Tania Hume, Rhonda Sword
and Alastair Witts

SRC NEWS

To the Rossbourne Community,

This term has been a wild roller-coaster ride. We have all pushed through this tough time and handled remote learning well. Thanks for being brave, positive, and patient throughout it all. Great job to all students getting vaccinated to protect our community. You should all feel very proud of yourselves. We hope everyone had a fun screen free day too!

The first event we organised this term was NAIDOC WEEK. We had so much more planned but because of our snap lockdown we had to change our plans. We asked students to wear red, yellow and black to celebrate the history, culture, and achievements of Aboriginal and Torres Strait Islander peoples. Molly and Clara sent out a YouTube clip to teach an Aboriginal dance. Karl, Charlotte, Oliver, Nick and Sam sent out Aboriginal team sports, for students to have a go at. Callum sent a recipe using native Australian ingredients. Charlotte C, Christian, Cassius and Brendan were creating posters before we went into lockdown.

The second event we organised was the Social Catch-up. Michael spent a long-time arranging groups into friendships. The SRC then came together to create



a big bunch of activities for students to do on the day. We hope everyone enjoyed catching up with each other.

The SRC wishes you a great break. We hope you get to enjoy lots of down time. Maybe you'll discover a new show on Netflix, start playing a new instrument, begin a new building project, stumble across a new game to play with friends or even find a cooking recipe that you can share with family.

Have a great holiday and stay safe.

Thanks for all your hard work,

The SRC and Jess

YEAR 7/8 NEWS

RESILIENCE

“Resilience is the not the absence of distress or difficulty. Resilience is the ability to adapt and grow following adversity”

We all have gifts, traits and talents that are unique. Together we share these gifts, traits and talents with others to form positive connections. These positive connections then influence how we see the world, see each other and see how we can become more resilient.

Interestingly gratitude – our theme from our last communication fits nicely into resilience. Research shows that when we do something for someone else and when we are grateful it builds our resilience – especially when in reference to adolescents. So, helping and supporting others and being grateful for the things that we do have, helps to support ourselves and our own sense of resilience.

Resilience is the ability to adapt and we can all demonstrate and show resilience. Indeed, some people may be more resilient than others, but it is not a characteristic that you either do or don't have. Resilience is something that can be built.

During this term I believe that the Rossbourne students in general and the 7/8 community in particular, have continued to build this resilience. Despite our best efforts, sometimes the technology does not work as we would wish, sometimes we may not feel like completing a particular task and sometimes our students and teachers would just rather be in class, however, we need to find strategies that will help us. Whether it is restarting the computer, simply starting a task, emailing a teacher or friend or connecting with people and pets in our families, these are the things that help us in an everyday way to build our resilience.

As we move through school and through life, we can consciously build our resilience and it is helpful to be mindful about doing so. Seeking out ways to be grateful can assist with this.

An image that I like to use is that of a giraffe being able to see above the dark clouds to observe a beautiful blue sky. I think this is where perspective comes in. Being grateful for the everyday things or little things. THESE are the most important things to be grateful for.

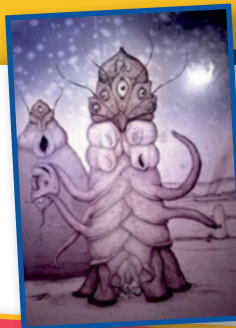


So, when there are times that you are feeling a little less than resilient, look up to the sky, know that the sun always shines above the clouds and try and find some small thing to be grateful for. And once you've found it perhaps think about helping someone else to find their "thing" too.

Our community will always encounter hurdles that must be navigated, many already have, and knowing this encourages us to move forward with a sense of confidence, hope and purpose.

Best wishes to you all!

Jennifer Murray
Year 7/8 Coordinator



7/8J-Resilience through pictures and words.....

Resilience to Helen looks like people are working together being flexible. It feels good to be resilient because you are doing the right thing for the teacher and it helps them. Resilience sounds like communicating to people in a good way.

Resilience to Oliver is to try your hardest.

Resilience to Jack is when things go wrong you keep trying.

Resilience to David means adopting persistence through tough times and accepting things the way they are.

Resilience to Archie means trying your best in difficult times.

Resilience to Lani means you try your hardest and don't give up!!!

Resilience to John is helping others, caring for people and being nice to people.

Resilience to Ben means trying the best you can and never giving up.

Resilience to Vinuki is never giving up!

Resilience to Raf is described as trying new things and doing the best you can.

Resilience to Orlando means to keep going even if you're not going well.

Resilience to Hugo is to always be resilient and never give up.

7/8H

THEME of Resilience

In 7/8H we have explored the significance of country for Aboriginal and Torres Strait Islander people. Through this we have identified and in turn celebrated the positive aspects of our lives at home and in class, as we have recognized what country also means to all of us. We have found resilience through unity and a strong sense of community. This has culminated in the creation of flags that we believe represent 7/8H.



7/8M

THEME of Resilience

In 7/8 M we have been paying attention to the things that we have in our lives. We practice this by noticing the positives that exist around us, writing gratitude entries and making gratitude boards and videos, to build our resilience while in lockdown.

Geordie is grateful for his fire-pit that makes huge flames.

Edie is looking forward to getting the vaccine.

Matthew is thankful that he has lots of fun with his friends on Zoom.

Laura enjoyed spending time with 7/8 students in Kahoot this week.

Lexi is looking forward to creating more paintings.

Elliot is grateful for getting the vaccine and still being able to catch up with friends online.

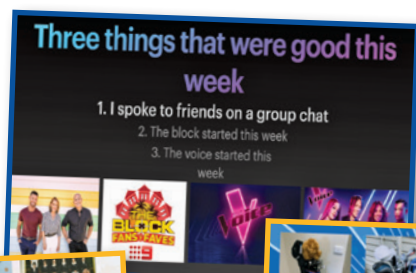
Fletch is looking forward to watching The Block and The Voice.

Liam has enjoyed learning math's with Lisa and Nan.

Nick is grateful for having his bike and going for rides.

Isaac enjoyed drawing animations on 'Art for Kids Hub' this week.

Charlotte is happy that she has been able to keep in contact with her friends and family by texting and calling.



7/8O

In 7/8 O we have been focusing on Gratitude, particularly in this most recent lockdown. Even though we are all doing it tough, we still have many reasons to be grateful in our life. Each student was asked to find two or more items from a Gratefulness Scavenger Hunt. They came up with the following things:

Aaron is grateful to be able to play UNO with his family.

Zayd is grateful for the opportunity to practice his football.

Andre is grateful to be able to spend time and play with his dog Milo.

Millie is grateful for being able to ride with her brother Archie.

Jack is grateful he gets to spend time with his three cats.

Josh is grateful that he can play with his dog Benji.

Rose is grateful she is able to write in the lockdown.

Hina is grateful for being able to smell the beautiful flowers.

Brendan is grateful that he has his teddy to keep him company in the lockdown.

Cooper for his new gaming computer.

Charlie is grateful for his DVD collection.

Marcus is grateful for his family.



PARENTS ASSOCIATION

Term 3 kicked off with planning towards holding the Trivia Night and continued at pace – both to provide an opportunity for connection across our community and to fundraise for the school. With lockdowns returning, the decision was made to move the Trivia Night to 2022 – we are very appreciative of the flexibility and support from our suppliers who have enabled us to move the event with no financial penalties.

Through the virtual medium of Zoom we arranged a series of Workshops for the Rossbourne community to provide their ideas and feedback on the Rossbourne Building Project. The discussion facilitated by Smith + Tracey Architects allowed parents to gain insight and provide feedback on requirements they felt important. The project is still in the early design phase and opportunities for the Rossbourne community to remain informed of the plans as they progress and provide further input will be provided.

Again, harnessing our ability to connect online, the Growth Mindset presentation by James Anderson received a very positive response from the 80+ people who attended – a great turn out from the Community. Based on the feedback received we are looking to see if we can arrange other speakers to present on topics of interest to Parents and Carers.

On behalf of the Parents Association I would like to thank Shane and the amazing Rossbourne teaching team – their support of the students and families over this period has been fantastic. I would also like to acknowledge Kylie Payne and her work to arrange Interconnect Healthcare, to provide onsite Vaccinations at Rossbourne – access to this service for students, staff and parents has seen all time slots booked. Thank you Kylie.

Rowena Stocks
President
Rossbourne Parents Association

LIVING SKILLS

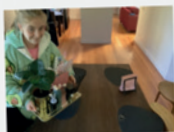
All students across the school in the Living Skills program are to be congratulated for the way they have engaged in learning tasks during remote learning. It has been a great opportunity for students to apply skills learnt at school in the home environment. They have shown creativity and diligence in completing a variety of tasks around the house and in the garden.

Catherine Turner

Setting the table:

What we need:

Plates
Knife
Folks
Glasses
Napkins



Step one:

Put the table cloth on the table.

Step Two:

Then get the plates and put them on the table.

Step Three:

After you put the plates on the table you can then get the glasses.

Step four:

Put the glasses on the table.

Step five:

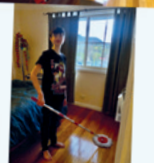
After you have put the glasses on the table you can then get the napkins and then put them on the plates.

The
End!



Mopping the floor

Equipment Mop



Steps

1. Get the mop from the closet
2. Clean the floor
3. Wait till the floor is dry



Equipment Hot water in a bucket Detergent Window washer and squeegee

Instructions
Dip the window
washer in the bucket
of hot water with the
detergent in it.
Scrub the window
with the window
washer.
Wipe the water off
with the squeegee.

FOOD TECHNOLOGY

This term has just flown and I'm pleased to say that the students had an excellent start to Food Technology classes back in July. Year 7/8 students made a pizza, kneading and rolling the dough before topping with a selection of ingredients. Year 9/10 prepared chicken goujons accompanied by roasted vegetables and also whipped up a tasty guacamole serving it on bruschetta. Senior students prepared a Minestrone Soup and a Pear Strudel.

We had some Master Chefs creating miracles in their home kitchens over our Zoom sessions. Hamish Smart, James Dorrington, Matthew Anticaglia, Hina James, Millie Flegeltaub, Alexander Dejong and Amelia Burke were among our chefs who produced meals and dishes for their families. The selection sounding delicious included, Lasagne, Spaghetti Bolognaise, homemade pizza, pork spareribs, sausage rolls, coffee cake and a Malaysian curry.

Year 7/8 designed their own healthy sandwich, looked closely at possible hazards in the kitchen, made savoury muffins and a vanilla butter cake.

Senior and Year 9/10 students designed a healthy meal plan based on the 5 food groups, researched plant based protein foods, made a butter chicken grinding their own spices and discovered what lurked in their pantry.

Overall students have been excellent over zoom and we look forward to getting back into our Food Tech kitchen as soon as we are able.

Jennifer Kilner



ART HAPPENINGS

Rossbourne artists have been busy – not even remote learning can stop them from exploring images and drawings!.

As part of celebrating NAIDOC week early in Term 3, students explored aspects of Australian Indigenous art styles and created drawings in the style of Indigenous art.

The Year 7/8 students have been working on a series of animal alphabet drawings and more recently, drawing their choice of endangered animals.

Prior to the August lockdown Year 9/10 students crafted clay sculptures inspired by marvellous meerkats. The results are impressive indeed.

Rossbourne art students' work was entered in the Zart National Student Art competition and three of our students' paintings were shortlisted. Congratulations to our students, particularly Michael Uzice, BJ Bonning and Adam Scott. They received a voucher to spend on art materials from Zart Art.

I want to congratulate students on the effort they have made while learning from home. Students have demonstrated resilience and flexibility in their attitude and commitment to learning both remotely and on site at Rossbourne. Well done!

Philippa McNerney
Art Teacher



Rose Albeitz



Oliver Carlin



Charlie Scoleri



Lena Kromidellis



Adam Scott



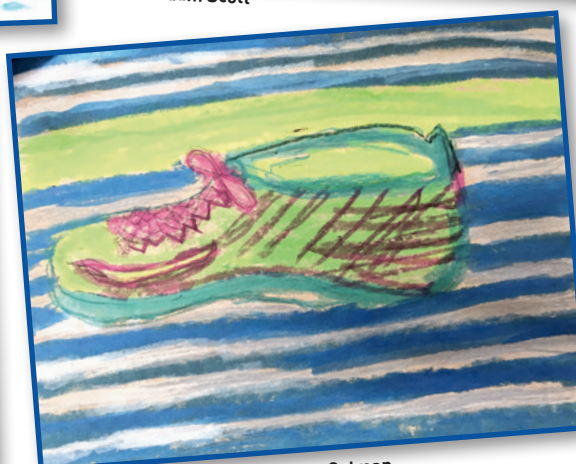
Hugo Sierakowski



BJ Bonning



Amelia Lester-Bryant



Annabelle Colman



Michael Uzice

YEAR 9/10 NEWS

Really? That's the term? It seems like only last week that we were packing our bags and preparing for the end of Term 2. But what a topsy-turvy term we had.

Firstly, a big thank you to all the students for their patience, support and perseverance during remote learning. The term was in a continual state of flux and we are impressed by your resilience and positivity. Thank you, you should be proud of yourselves.

The Year 9 class welcomed their new Homeroom Teacher, Andrew Lusted. The staff are grateful to have Andrew on the team as he has brought fresh ideas to our teaching. Andrew is anticipating the return to school next term so he can meet his students face-to-face. Our newest student, Alexander commenced at Rossbourne School in 10S this term. His knowledge of military history and keen attention to detail has provided our class with many discussions and his ability to adapt with not only the challenges of commencing in a new school, but two lockdowns is commendable.

Students began conducting psychology experiments for our science module, however, remote learning meant the program had to be adapted. The indigenous culture program provided students with the opportunity to research indigenous culture and understand how the impact of colonisation and mistreatment affected indigenous communities. Homework presentations evolved to homework videos, with students creating their own Home Olympics, endorsing products such as Clone a Dog and Fathers' Day tributes. Our Zoom Assemblies were always fun, we shared homework videos, outlined the details for the Golden Remote

Award for the best online learning and played Kahoot designed by Lachy in 10G.

A big focus of the term was mindfulness and social-connectedness. It was pleasing to hear that students were in contact with each other via Facetime and online gaming. Students also worked in small groups during Zoom sessions, which allowed them to share ideas and maintain connection with others in their class. The screen-free day was also a positive circuit breaker.

Students have continued to excel with their Termly Goals. They have been open and honest with their reflections and making a conscious effort to adapt and adjust their goals as required. Weekly reflection sessions encouraged students to extend themselves and it was a pleasure to provide this positive feedback to parents during parent teacher interviews.

Term 4 will be different, as Helen Holdsworth heads off for a well-deserved long service leave break and Chloe Woods welcomes a new baby, due mid-October. Congratulations to you both!

Thank you to subject and resource teachers for assisting the Year 9 and 10 students this term and of course, to the students who continue to be a pleasure to teach.

Greta Weissmann, Tim Francis, Andrew Lusted and Sean Procko
Year 9/10 staff

NAIDOC WEEK 2021

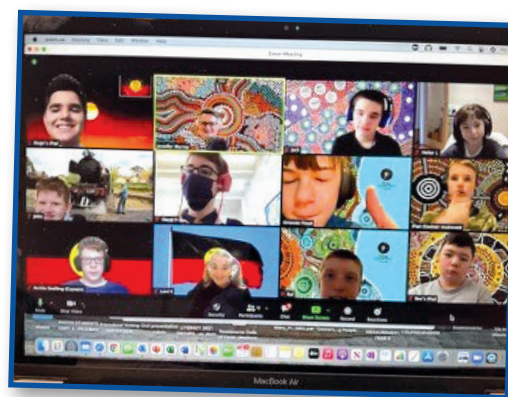


We celebrated NAIDOC week near the start of Remote Learning and despite not being able to have our first Welcome to Country with an indigenous elder, we had an amazing range of activities that celebrated indigenous culture throughout the week.

One highlight was the inaugural raising of the Indigenous flag at Rossbourne. Here are some reflections from

a few of our Senior students who advocated for this recognition of our First Nation people:

Tomas Grey Last term our English class wrote a letter to Mr Kamsner to ask if we could fly the indigenous flag at our school. He was impressed by our passion about this topic about paying respects to aboriginal people. Then today was the day that we got to help fly the flag in our school. I felt very proud that we got to fly it and was part of Rossbourne acknowledging the Wurundjeri people.



Jack Lourie I felt so happy that Mr Kamsner accepted the offer of flying the Aboriginal flag because it would mean a lot to the Rossbourne community and we were so passionate in our English class talking about the topic. It's great to show respect to the Indigenous people and to their culture which they've had for thousands of years. I'm so proud to acknowledge the Wurundjeri people and respect the owners of the land.

Brendan Clarkson I've seen changes made to the school, but not often by students. ...We not only got the flag, but mostly respect for the original residents of the land! I'll try never to forget this day.

Nan Shiels

PERFORMING ARTS

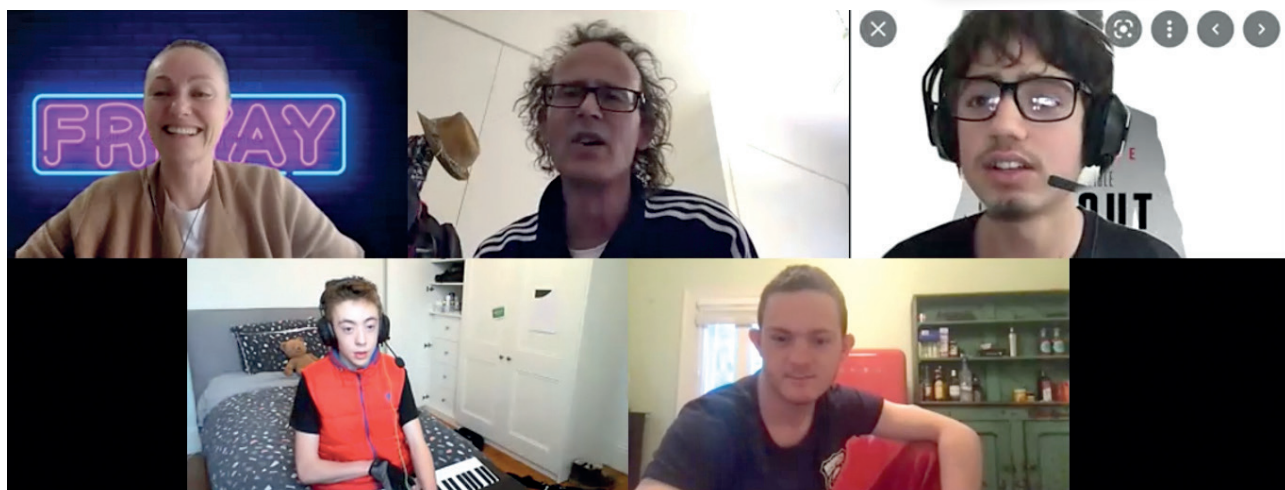
Congratulations to all of our students for commitment and enthusiasm. With constant and repetitive lockdowns continuing to disrupt School Production plans, we decided to launch 'Get Your Act Together@home 2021' (GYAT). Similar to last year, it has been so important to try and encourage each other to keep going in these challenging times.

Uplifting and heart warming, our students and staff have banded together over an end to the week Zoom call to share an act of their choice. In such short time we have already witnessed 30+ students take to the virtual stage to share something to lift our spirit. The diverse interests and talents that have been showcased have included: performances on piano, rock guitar, violin, re-enactments of favourite scenes from a film, vocal duets with friends, poetry recitals, light shows, dancing, mystery staff performances and the list goes on!

Thank you must also be extended to the staff who have participated as guest commentators and given

students a real sense of audience involvement and participation. I have enjoyed putting all the strands together and must congratulate every student who has been brave enough to share something significant to them. A real credit and tribute to the Rossbourne spirit!

Cosimo Ercole



GYAT
Get Your Act Together
2021
@home edition!

The Old Hall Code:

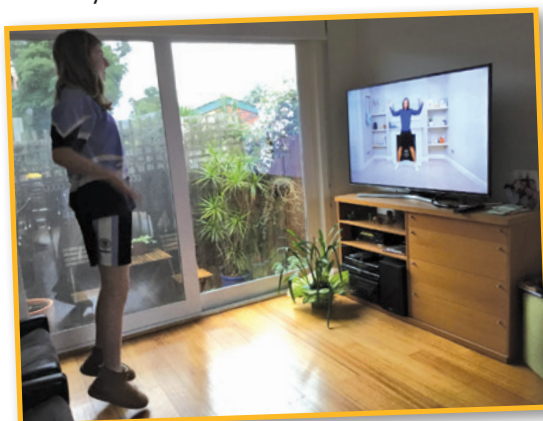
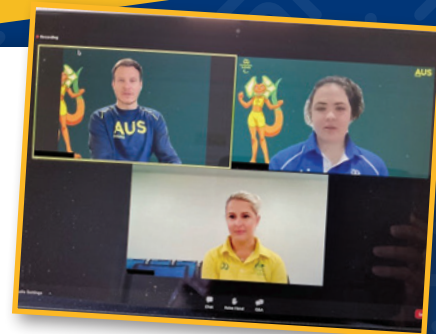
- 1.) Please keep your mics on mute during the performances.
- 2.) Feel free to write comments in the chat, but be aware this zoom session is being recorded, therefore we must strive to be respectful, kind and considerate of others at all times!
- 3.) Applause is much encouraged at the end of each performance. You can unmute for that!

After a wonderful, albeit brief return to on-site learning during Term 3, the introduction of lockdown restrictions resulted in a return to our remote physical education timetable. Despite being a challenging time for all, I think it is important to look for the positives within a difficult situation. It has provided students with many opportunities to develop their executive functioning skills, particularly around time management, planning and prioritizing, task initiation and persistence.

We have also been fortunate to have two major international sporting events on our television screens. Throughout the term, the Olympics and Paralympics have provided us with

important lessons in teamwork, sportsmanship and determination. Students have also had the opportunity to apply their knowledge of Olympic and Paralympic events by getting creative and participating in their own 'home' version of the games. The long distance sock slide and balloon volleyball events were two of our favourites. Students have also been lucky enough to have a Q&A session with members of the Australian Paralympic team. These athletes provided us with a great insight into their sporting careers, the physical demands of training, what it means to represent your country and their experiences of living with a disability.

Tom Stokes



I would like to **donate** \$

by

 Cash

(complete details below)

☐ Name only to be published

I/We authorise Rossbourne School to automatically charge my / our Credit Card as noted below as my / our contribution

 Mastercard[illegible]

Card Holders Name (Block Letters)



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