



ROSSBOURNE ANNUAL REPORT 2016

All school cultures are unique. At Rossbourne as we celebrate our fiftieth year in 2017, there is a well-developed culture in existence. This positive school culture allows us as a school to acknowledge individual successes of students and teachers to be recognised and celebrated. Student, staff, parent relationships and interactions are characterised by openness, trust, respect and appreciation of each other's efforts. Mistakes are not punished as failures, but are seen as opportunities to learn and grow for both students and educators. Perhaps, the underlying strength of our Rossbourne culture is that all students have access and opportunities to the teaching support and services they require to be successful. The partnership that exists at Rossbourne between students, parents and staff is the cornerstone which determines the school we are. It is clearly evident the quality of staff who work with our young people to deliver programmes in an engaging and meaningful way are the key to our ongoing successes. It's not just about the teaching though. It is about the hours of time staff members spend, being with students, not only in classrooms, talking to them and listening to their issues, offering words of encouragement or advice here or there in an effort to provide support. Nothing along the way is necessarily easy, nor is it achieved without high levels of sustained effort and work. However, the knowledge that our school provides a secure, safe and supportive environment where each individual is valued as a special part in its tapestry is very important in ensuring Rossbourne remains the very special school it is.

The co-curricular activities provided throughout the year have once again been enthusiastically embraced by the student population. This year's school musical production "Guys and Dolls Jr" was enjoyed by the school community. My congratulations to all students involved in presenting this wonderful production. Other annual events on our school calendar are the Athletics Day, Swimming Carnival, Inter school Cross Country, Inter school Athletics and Inter school Swimming events. Basketball teams continue to offer students and many ex-students an opportunity to belong to a team and play competitively, in addition to the many social and friendship benefits associated with team sports.

The Human Powered Vehicle (HPV) project has enabled twenty four Senior school students to participate in the RACV Energy Breakthrough event staged at Maryborough in late November. This is the eighth year Rossbourne students have competed and this year's team "Santa Cruz" have acquitted themselves with great distinction. I congratulate the students and thank the staff and parents for their willingness in supporting this most worthwhile project.

This year's Student Representative Council have made significant and positive contributions to school life. The reps are to be congratulated on the manner in which they have undertaken their responsibilities. It is a real opportunity for each of the Student Representatives to further develop their leadership and organisational skills.

The Rossbourne Parents' Association have once again achieved outstanding results from a number of events this year. Taking a new direction, the major event was the Jazz Night. My congratulations to the hard working committee for transforming our multi-purpose hall into an amazing Jazz Club. Fantastic music, great catering and a genuine bar made for a wonderful social occasion and fund raising opportunity for Rossbourne families and guests. The Sports Inclusion programme over the past two years has gone from strength to strength, providing wonderful opportunities that have been created for students whilst at Rossbourne and for ex-students who are keen to continue with their sporting interests.

The Graduation Dinner is a special occasion for Senior leaving students, their families, friends and staff members. This year's celebration was no exception, where one could not help but be moved by the students' farewell speeches, expressing their heart felt reflections of their time at Rossbourne and their aspirations for the future. Each student was presented with a

Resume of their Work Experience and other significant extra curricula acknowledgements achieved during their time in Senior School.

I have stated on many occasions that at Rossbourne as a staff we are fortunate to work with students that can be genuinely described as a wonderful group of students. Complementing this student body is a team of enthusiastic, dedicated professionals, all committed to a school culture and purpose of continued development of academic, social, personal and independent life skills, so very necessary for our students to take their place in the wider community. It is a pleasure to work with such a talented staff, and I take this opportunity to thank them for their individual and collective contributions.

Council members have again given their time and expertise to the School and I offer them my sincere thanks for their continued support. We are indeed fortunate to have such a willing group of Council members who share a vision for the ongoing development of the School.

As you read this annual report, you will discover a great deal regarding the day to day life and activities that make Rossbourne the very special setting that we have come to know.

Aims, Guiding Principles and Values Statement

The school aims to contribute to the full academic, social, emotional, physical development of each student to prepare them for self-independence and participation in the workforce and society. The guiding principles of the Council and Staff at Rossbourne are:-

- to provide an Individual Education Programme designed to suit the needs of each student;
- to develop each individual to his / her full potential and to equip students for meaningful participation in the community, i.e. further education (TAFE), employment, while extending their social networking;
- to cater for the students' individual strengths, needs and rates of development;
- to provide opportunities for students who can benefit from a smaller student teacher ratio;
- to give preference to those students who can achieve some measure of independence and display satisfactory peer interaction;
- to provide a partnership with families for the ongoing development of each student;
- to provide an environment that promotes respect for the individual, self-confidence and an interest in learning;
- to maintain a level of enrolment which is optimal for the physical and financial resources of the school.

Parent Survey - 2016

Feedback from families has and will continue to be through parent information evenings, interview evenings, Parent Association functions, parent seminars, Senior School Graduation Dinner and through individual contact. Staff encourage families to contact them promptly and directly if students experience any type of difficulty.

In addition to the above feedback forums, Rossbourne School in 2016 contracted Independent Schools Victoria (ISV) to conduct a Parent Satisfaction Survey to evaluate parents' satisfaction levels with important aspects of schooling. The survey's purpose is to understand parent perceptions regarding the quality of their child's educational experience at Rossbourne and subsequently form recommendations for improving the quality of education.

The survey comprised 55 generic questions utilised across ISV surveys. A total of 110 families of a possible 125 participated in the survey which was a very high participation level.

The survey results were very positive and was highlighted with a 9.56 out of 10 result from parents to the question "Overall I am satisfied with my decision to send my child to Rossbourne". Further Headline indicators can be viewed in Appendix A – Headline Indicators of this report.

To view the complete survey report, please visit:
http://www.rossbourne.vic.edu.au/images/Rossbourne%20School_ParentSurvey2016.pdf .

The Parent Survey will once again be conducted in 2017, to identify any changes in perceptions and include the 2017 family intake.

Data / Assessment

Increasingly, data from a range of assessments enables staff to consider the progress being made by students. Rossbourne mid-year and end of year student appraisals provided valuable information on individual development and learning outcomes for families. These written appraisals were supplemented with two opportunities for formal Parent / Teacher interviews. Rossbourne operates on an open door policy and parents are encouraged to make personal contact with staff members if required, at any time throughout the year.

Classroom teachers administer diagnostic tests each year in both Numeracy and Literacy. The Numeracy test employed is ACER PATMaths Third Edition. This test is used to help teachers with information about the level of achievement attained by their students in the skills and understanding of mathematics. There are 8 tests in PATMaths 3rd edition and this allows teachers flexibility to choose the appropriate test for each individual student. Scores can then be used to compare students within the school or against the larger Australian representative sample.

The Literacy tests employed are the Neale Analysis of Reading ability, the Woodcock Reading Mastering Tests and the York Assessment (YARC).

The purpose of the Neale Test is to measure the accuracy, comprehension and rate of reading, monitor reading progress and obtain diagnostic observations of reading behaviour. The diagnosis provides specific reading needs and assists teachers to implement appropriate teaching strategies.

The Woodcock Reading Mastery Tests help to identify specific student strengths and weaknesses in their reading profile. The tests also ascertain students' major difficulties, their root causes, so that teachers can plan targeted remedial strategies.

The York Assessment of Reading for Comprehension (YARC) assesses the reading and comprehension of students aged 5 – 18 years. Administered by Speech Pathologists, Psychologists and teachers provides invaluable information.

Educational Psychological / Speech Pathology Assessments

Rossbourne has determined that its own utilisation of individualised psychometric testing (WISC – IV and CELF) is superior to group testing of students, based on the following technical advantages:-

- Results are significantly more robust, valid and realistic on all statistical measures.
- There is greater opportunity to increase rapport, co-operation, maintain interest and overcome interfering conditions of examinees (anxiety and fatigue).
- Disabled populations have exhibited increased performances.
- Identifying causes of atypical performances can be observed.
- Increase test item flexibility and ability to adjust to item coverage, based on the examinees ability.

Capital Expenditure & Maintenance

Capital expenditure in 2016 totalled \$174,966 and included outdoor facilities, portable carpet, IT equipment and plant and equipment. Generous donations from the Rossbourne Parents' Association were allocated to the acquisition of outdoor furniture \$5,457 and portable carpet tiles for the gymnasium \$7,770. The outdoor multiple purpose synthetic turf area was also relayed.

Overview Middle School 2016

At the start of the year we welcomed 16 new students and families to the Rossbourne Community, a new staff member, 20 returning students and our journey began. The year has seen us engage in so many experiences, with new programming, excursions and incursions. What has been wonderful to observe, is the way in which all Middle School students have immersed themselves in everything that Rossbourne has to offer. The school sport and swim carnivals, the school play 'Guys and Dolls' and 'Get Your Act Together', the Walkathon, art and writing competitions, and after school sport. It has been so encouraging to see students embrace new opportunities and flourish across the year.

The growth and individual transformation that each student undergoes as they progress through the year, building independence, self-esteem and social skills have been for me a highlight of the year. These skills all came together this year on camp at Safety Beach. We continue to be impressed by the level of fun, laughter, independence and maturity students display on camp. Their capacity to compromise and tolerate difference as well as their openness to try new and different experiences was wonderful to observe. Highlights of the camp included the Ferry ride to Queenscliff and the Maritime Museum, the slides and mazes at the Enchanted Garden; however, competition at the GaGa pit at the camp site was fierce, not only with students, but staff as well. On our last night we had a stunning camp fire with singing and marshmallows. More importantly, students took the opportunity to express their thoughts towards their peers, it was heartwarming to hear the confidence with which the students spoke about each other. For staff, it was wonderful to listen and experience the Middle School community that has been created across the year.

As families are aware Middle School has a strong personal / social development programme. The framework permeates through all of their lessons and subject classes as students work towards awareness and understanding. Each student has worked hard at recognising and developing their strengths, allowing them to build positive social relationships with peers. We have observed students accumulate many small successes that have built into significant changes in how they see themselves and how they socially participate in the world around them.

This year Middle School students have created their own newspaper, The Daily R News, they have planned amazing science experiments and inventions and presented their creation to peers and staff. We have had incursions where we experienced space through a planetarium and watched the Opera, El Kid. Students have participated in two workshops 'Convince me' with Beth Cregan, who challenged us to debate with purpose and Author George Ivanoff who inspired us to write.

Overview Transition School - 2016

This is a year level that was energetic, self-motivated, hard-working, as well as lots of fun. There were many highlights this year, including the School Camp to Queenscliff with students participating in a range of activities that included surfing, paddle boarding, bowling and visiting the Pt Lonsdale Lighthouse. This is a time where we get to see how mature our students have become in being able to deal with a range of situations that push them outside of their comfort zones. It was a pleasing way to start the year, with new friendships developing and it certainly set the tone for how the rest of the year would progress in a positive manner.

Over the year many of our programmes have had a solid focus on developing a range of skills and independent learning. Students have extended their knowledge and gained skills through our Mentoring Programmes and also through their Project units. This required plenty of team work, at times conflict resolution, pragmatic development and understanding of one's strengths and areas to improve on. All students are to be congratulated with their efforts in trying their best, especially with a new unit on 'Let's Be Champions', where they had to really focus on what goals they would like to achieve for themselves right now and for the future. The support and encouragement the students have offered each other over the year and through these new units has been a very rewarding experience for them. The way that they cared for each other and offered help where need be, demonstrates the wonderful and positive

attitude our students have towards one another within the Rossbourne community. These qualities are what help our students develop further in preparation for certain life situations and expectations beyond school.

In Term Four, a real focus was on participating in 'The Amazing Race' unit. This programme focussed on a variety of skills where students had to learn about travelling to areas where they were unfamiliar with, engaging with the community to find out how to get directions to certain places, setting quizzes for other groups to complete and how to problem solve if they found themselves in challenging situations. It was a fun programme, again with the aim of helping prepare our students for circumstances they would face when out in public.

Excursions have also played a very important part in Transition School. We have been on many adventures outside of school, supporting our Integrated Study units. Places we visited include, The MCG and Olympic Museum Tour, Our Shared History Tour on Aboriginal Culture at the Melbourne Museum, Sea Shepherd in Williamstown and a guided Tour of our beautiful city, Melbourne. We have also had a range of guest speakers, including authors and creative writing speakers that spoke to our students about important topics in relation to our curriculum. All of these extra-curricular activities further enhance the learning experience for our students, which they seemed to have enjoyed.

On the sports front, Friday night basketball always provides a wonderful experience for students. It is usually a hot topic of conversation on Monday mornings. The swimming and athletics carnivals also reveal just how far most students have come in the development of both gross and fine motor skills, as well as the big smiles they have on their face when participating in events and winning ribbons.

Overview Senior School - 2016

Once again, this year we had the pleasure of a number of past Rossbourne students visiting us to say hello and tell us about their journey since leaving Rossbourne. These visits, in addition to a formal evaluation process, provide valuable insights into the challenges and journeys that students face when leaving Rossbourne. Senior School has always endeavoured to provide students and families with the skills and knowledge needed to face these challenges head on, and to forge their own individual pathway into the future. Once again Senior School has provided a variety of dynamic, innovative and forward thinking programmes to provide a wonderful base for our students, for when they leave Rossbourne.

Our Senior camp always provides a basis for ongoing learning and whilst this year, the camp did not take place until 3rd term, it was clearly a highlight of the year. The Summit camp provided a variety of *CHALLENGES* such as rock climbing, abseiling, high ropes and teambuilding games that challenged all of our students in some ways. As well as being highly enjoyed by staff and students alike, it is always eye opening to see the extent to which many students take pride in challenging themselves to achieve bigger and better things. The smile on their faces, the 'fist pumps' with delight and the 'pats on the back' by other students only highlighted the sense of achievement that many students felt. If given the chance to 'opt out' many students would have taken it, however the encouragement, support and confidence that was shown by others allowed every student to feel successful at whatever level they accomplished. The ongoing professionalism of the Outdoor Education programme also provides select students with a sense of accomplishment and the challenges to extend themselves physically and mentally. The willingness to accept a challenge, is something that is encouraged through all aspects of our programme.

Flexibility is something that is required in post school settings, and one which our curriculum fosters on a daily basis. Whether it be students attending TAFE programmes, work experience, 'career expos' or doing driver education, no day is the same in Senior School and students learn to adapt to a changing timetable and changing expectations. Early Bird Fitness is a programme where students attend a local fitness centre from 8.15 on a Friday morning. The aims of this programme are multi-faceted and include time management, increased fitness levels, independence and gaining knowledge about how a fitness gym operates. On

this day school starts earlier than normal, and it doesn't start at Rossbourne, both factors which encourage the students to adapt from their normal routine.

Opportunities abound in Senior School and our aim is to give students a wide breadth of experience so that they can find an area of interest and something that they are particularly good at. Students access programmes from Holmesglen, Box Hill and Melbourne Polytechnic TAFE's in a variety of work based areas including Hospitality, Floristry, Landscape Gardening, Carpentry, Cafe Culture, Computer Animation, Sport and recreation amongst others. These programmes can run over a semester, or a yearly basis. In addition, students are able to experience the skills of driving a motor vehicle by becoming involved in our driver education programme which runs yearly and offers not just insight into the skills of driving, but the responsibility and risks associated with it. Students have been able to gain their Safe@Work Occupational Health and Safety Certificate, Level One First Aid certificate, and an AFL Boundary Umpire qualification amongst many others.

We aim to encourage *TEAM WORK* through our Human Powered Vehicle programme, class based activities and our Group Project units which involve students taking on specific roles to complete a group based project. Events such as our High Tea, our Fortnightly Radio programme and our fundraising days have all been student directed and highly successful.

Programmes

Learning & Teaching - Every year there seems to be something new which needs to be added to the already overcrowded curriculum. A constant question is what is most important? What do the student's need to know and be taught? As a school we want to provide as wide a ranging programme as possible without losing focus of our main aims.

As a teaching group our primary aim is to try to ensure every student is engaged, challenged daily and learning successfully. Staff talk, discuss, and argue to develop and finely tune what we deliver day in and day out. Some things remain constant. Clear instruction, well-structured processes, timely feedback – continue to be markers of highly effective teaching. At Rossbourne we are trying, and successfully so I think, to achieve the following things:-

- Develop a clear understanding about what students' learning needs actually are.
- Include in the curriculum what students need to be able to understand and also to do.
- Ensure that as teachers we have a clear and comprehensive knowledge of what students already understand and can do.
- Understand when instructional methodologies need to vary to accommodate differences in student learning needs or pace.
- Ensure a range of strategies that can be employed to build variation into our teaching plans.

We aim for students to feel safe in a classroom, to take risks with their learning and as teachers to support them in this process. Building student's capacity to learn, to deal with the unexpected, to cope with new demands are part of each teacher's daily routine. Teachers provide regular and timely feedback to students in forms that make it clear what actions individuals can take to make further learning progress. The building of each student's capacity is tremendously important.

As a school we feel it is important to present students with opportunities across a broad spectrum of endeavours. With confidence and experience they are all ready to accept whatever challenges or opportunities come their way.

Living Skills - The Living Skills Programme has continued to provide students with a broad and varied range of experiences across all levels of the School. Whilst the programme is continually evaluated and developed the overall framework is based around a proven structure of three clear streams offered individually in Middle, Transition and Senior Schools. The Living Skills House and its grounds provide an amazing real educational setting where students are involved in actual work activities associated with independent living. Whether it be carrying out domestic tasks or focusing on personal independence or adding home improvements, the

programme provides the ideal resource to allow students to extend themselves and achieve successful educational outcomes.

The three clear streams of the programme are as follows:-

At Middle School, students have again focussed on and completed a broad range of day to day tasks central to independent living. These include washing and ironing, cleaning, vacuuming and gardening to mention a few. The Living Skills house provides an outstanding “real life” setting for the students to work. The house setting offers incredible scope to ensure that all students are challenged and are able to work at a rate consistent with their level of progress.

The Transition programme offers the flexibility to further develop basic skills for some students and offer new extended projects for others. Further to this some students have been involved in an Independent Functional Living unit. This programme focuses on developing skills, knowledge and confidence in areas central to independent functional living. There is focus on money, shopping and banking, plus personal responsibility and self-management. Students undertake activities both at school and in the broader community. This includes experiences at supermarkets / fresh food markets, outlet / seconds stores, specific destination stores, plus key service providers. An awareness of the various goods and services options, plus potential price differences is central to the activities. The programme encourages students to adopt an informed, proactive lifestyle approach to their day to day living.

At Senior School we offered two electives and an extension programme. The electives, Introduction to Home Renovation and Introduction to Landscape Gardening are very popular and offer students the chance to explore two trade based activities. Projects can be quite significant as well as small maintenance or improvement tasks. For example, this year we have completed the construction of a timber deck and continued work to create built in wardrobes in the bedroom of the house. The extension programme is a garden maintenance group that operates as a semi-professional activity with students completing regular work on the Living Skills House and private domestic properties. Our focus here can be basic gardening including mowing, edging and weeding or more advanced work including pruning, hedging and plant care depending on the property and the group.

Information Technology - The aim of ICT sessions at Rossbourne is to equip students with skills and tools so that they can communicate with others, create and consume digital content and participate in society safely and efficiently. Embedded in all activities and collaborations this year was the Australian Government’s ‘eSafety’ skills and Global Digital Citizenship values which are committed to helping young people have positive experiences online. Using technology to improve learning, encouraging software-specific expertise and investigating areas of personal interest in Information and Communications Technology, underpinned all classes.

- *Middle School ICT*

In **Semester One**, skills sessions were targeted at increasing familiarity and proficiency when using desktop and iPad resources. As in previous years, these sessions improved students’ decision-making when selecting and downloading programmes and apps. Windows, MS Office software and the school’s organisational email service were also studied with students streamlining their access across both platforms. Activities included searching technology catalogues online and exploring technical specifications of ICT hardware. Templates in MS Publisher were applied to create information products from posters on e-health to websites about animation.

In **Semester Two**, students worked collaboratively to solve coding problems using ‘Logo’ and ‘Python.’ Procedural and logical thinking was explored as was the importance of accuracy and syntax in these computer programming languages.

- *Transition School ICT*

In the 'Real or Fake' **ICT Skills** sessions this year, students completed targeted tasks on how to recognise sources of authentic information and images online and how to verify facts sourced elsewhere on the internet.

Integrated ICT sessions focussed on 'Seesaw,' the online class journal. Students accessed a range of file types to extend and showcase their knowledge of Coastal Systems in preparation for the Transition Camp. Students also explored digital dilemmas and cyber-bullying issues through games that addressed fundamental areas of Digital Citizenship. Working methodically through the 'Digital Compass' and the 'NSTeens' scenarios, was a focus as was completing the assessment tasks online.

A highlight of **ICT Elective** sessions this year was the excursion to the Centrecom walk-in computer store. Students chose and compared a piece of hardware of interest. They improved their confidence and technical vocabulary by creating video-logs. User-created 'Quizlets' were also accessed and students participated in multi-modal vocabulary skills extension activities. The dismantling of a desktop computer and laptop when back at school was also a success as was conducting database searches to source comparable components online.

There were many highlights in **Senior School ICT** sessions this year - too many to include, but two of note were:

- *Senior B Wiki*

In these integrated sessions with class teacher Paul Brown, students contributed to weekly discussion themes posted on the online collaborative space. Individual web searching methodologies were refined with students sourcing and uploading media products that represent their view on topics such as 'Mash-Up' videos, the Rights of Australians and Crowd Funding. Cyber-safety rules were emphasized so that posts didn't make reference to specific locations and didn't give out any personal details. Differences between commenting on public versus password protected blogging sites were also highlighted as was the future implications to students' digital identities.

- *3D-Motion Capture (MoCap) and Virtual Reality (VR)*

As part of the 'ICT and Future Technologies' Electives, students attended a 'Demo Day' of the MoCap Lab at Deakin University. As a leading provider of movement-based creative technology for industry, students mixed with professionals. They broadened their knowledge of current and future developments and participated in VR interactive demonstrations. Follow-up activities at school included constructing formal thank-you emails as well as researching on how these new technologies are impacting in society.

Performing Arts – It's been a very exciting and immensely creative year for the Performing Arts at Rossbourne. There have been some new and exciting initiatives. To get a flavour of the year that has been, here's an overview of what students have been actively involved with:

- *Music clubs*

A committed core group of students have been actively involved in Music lunchtime clubs, such as a weekly Drumming circle and Collective Voice (singing). We have really enjoyed ourselves and learnt more about how to keep in rhythm and harmony with others when performing as a group. In a couple of weeks several of the regular members of 'Collective Voice', as well as the **Senior Band**, will be involved in an exciting excursion to The Channel at the Arts Centre to perform in *Amp it Up!* It will be a rare opportunity for our students to inspire and be inspired by others performing to each other in a relaxed but professional environment.

Along the lines of previous years, but with a distinct non-competitive platform, students interested in challenging themselves and sharing their talents with the school community have been encouraged to perform an act of their choice. 'Get Your Act Together' live performances have been well received as students have signed up and delivered some very memorable performances to appreciative audiences. The Transition Extensions group have been learning how to assist with the setting up of mics, instruments, music and lights, as well as filming the

event. They, similar to the performers, are learning whilst on the job - and this is what it's all about!

- *Opera Australia - 'El Kid'*

On the 24th August the whole school came together to share a wonderful and new experience - a performance of Opera Australia's latest school tour production of *El Kid*, staged in our own School Gym. Our students, particularly, those who love to perform relished every aspect of the show. Some students who were initially reluctant to attend were pleasantly surprised at how accessible Opera performances can be.

- *Creating / Arranging / Performing*

Students have continued to creatively utilise their individual iPads in lessons in order to capture and develop musical ideas from different styles. Middle School have enjoyed using the Novation LaunchPad, creating intricate layers of loops for their own contemporary dance music tracks. Transition and Senior Music classes have explored how to create effective chord sequences using Garageband and develop their instrumental playing skills on readily available instruments in the department such as the keyboard or guitar. Students have equally worked hard at improvising, particularly with their own acting and have enjoyed the opportunity to collaborate with their peers when working on short improvised skits and scenes.

- *Film-making / imovies*

Film-making has been an area explored in more detail by Transition drama elective students. They have enjoyed the opportunity to learn more about this specific craft. Students have been working on planning their films out more successfully in order to get the best results. It has been wonderful to see students experimenting with different roles in the film-making process. We certainly have some budding film directors in the making!

- *Radio Dramas (Voice acting)*

In Semester 2, Senior drama students have enjoyed exploring vintage Radio Drama scripts, such as the 'Creaking Door' and recording their own versions with the added challenge of sourcing suitable sound FX and music. It has been fabulous to hear students develop more confidence interpreting different characters and be able to express this through their voices.

- *Actor's visit*

On October 14th Rossbourne hosted an Actors' talk delivered by some cast members from a touring show being performed at the Hawthorn Arts Centre, *Educating Rita*. Colin and Francesca were very well received by students involved in the *Guys and Dolls Jr.* production earlier in the year. It was a privilege to hear these actors share their experiences and answer many questions put to them by our students passionate in the area of Film and Theatre. Students managed to take to the stage to perform the finale from *Guys and Dolls Jr* to the visiting actors, who were really impressed! They in turn took to the stage and performed a scene from *Educating Rita* which was a real treat.

Food Technology – All year levels have been able to take full advantage of the fresh produce grown in the Living Skills kitchen garden. With the garden's unique micro climate we have been able to pick fresh basil for 6 months of the year, also rocket, parsley, mint, chives, citrus fruits, capsicum, eggplant, zucchini flowers and tomatoes.

The Middle School students completed a practical unit, Utensils and their Uses in Semester 1. The students were introduced to the handling of small utensils and prepared pancakes, sausage rolls, vegetable triangles and apple crumble. Herbs and Spices was the practical unit in Semester 2. Preparing and cooking cinnamon scrolls, pizza, ginger bread and tabouleh and evaluating the sensory properties of the herb or spice, was the focus of the lesson. During the theory sessions, students researched and discussed the importance of a healthy balanced diet, the functions of food in the body and the 5 food groups.

Creating and exploring healthy lunch box options was one of the electives in Transition School this year. Falafel wraps, rice paper rolls, vegetable fritters, pizza scrolls and savoury muffins were among the favourite recipes produced. An assignment on the history, culture and development of sandwiches was part of the theory component of the unit. Eating around the

world was another new unit introduced in Semester 2 involving researching and cooking traditional foods from a different culture each week. Pad thai, fajitas, dumplings and meat pies were trialled and enjoyed.

The Senior students have worked hard this year in the Food Tech Kitchen. In Semester 1 two units were completed – Cooking for Independent Living and Multicultural Foods. Semester 2 saw the introduction of 2 new units. The first, Methods and Techniques of Cookery involved a detailed, hands on look at the wet and dry methods of cookery and the techniques of cake making. The students prepared and cooked Danish pastry, gnocchi, gozeme, a variety of cakes and stuffed zucchini flowers. Cafe Cuisine was a unit that involved the planning, preparation and serving of a breakfast offered to the whole school. A design brief, an OH&S food safety online programme and an assignment 'A day in the life of a cafe' was completed.

A comprehensive student tour of the Langham Hotel followed by an International buffet lunch was the excursion highlight for our Seniors in Term 3. The visit visualised the variety of job opportunities and career paths that are available in the Hospitality Industry.

Senior School students undertook two new units of work in semester two. The first was a High Tea that the students planned, prepared, produced and presented for invited guests. The 2nd was a fund raising event working in conjunction with the SRC's movie day. The students were responsible for the menu compilation, production, presentation and sale of the edible goodies for the movie day as well as the advertising of the event.

All of the Food Technology students this year participated in baking goodies for the Parents' Association cake stall at Bunnings producing over 50 plates of delicacies. Great effort by everyone.

Art Report – *“The culture of a civilisation is the art and literature through which it rises to consciousness of itself and defines its vision of the world.” Roger Scruton*

The Visual Arts programme aims to engage, inspire and enrich the lives of students by supporting them to reach their creative and intellectual potential. It has been my ongoing pleasure throughout 2016 to see my students grow in confidence, knowledge, creativity, and skills. Their imaginative and innovative responses to their art projects always surprises and delights.

- *Senior School*

Our Senior students began the year exploring the strong links between art and culture. They reflected on cultural similarities and differences and various artefacts before looking at aspects of their own culture to create a unique “mask” reflecting their own culture and identity. Practical activities encouraged the development of artistic behaviours emphasising personal choice and expression as well as experimentation with various art media to see their ideas come to fruition.

They then explored the art of abstraction which, by its very nature, encourages free association by the artist, with the viewer assigning their own meaning to an artist's work. The art of Picasso, Pollock, Kandinsky, Mondrian, Klee, Miro, and Yoon Lee, was well received with class discussion focusing on their emotional reaction and individual interpretation of the art works studied. There were some fascinating conversations about the possible links between an artist's personality, belief system and personal circumstances and their personal form of artistic expression. The general agreement amongst students was that “Great art does not necessarily mean a great person!”. Students had the opportunity to trial several abstract techniques, before deciding on their major abstract project work. Using resin and its associated chemical reactions to create artworks was particularly popular and their results were outstanding.

- *Transition School*

Our Transition students spent the beginning of the year exploring the art of the natural world, and how artists have used printmaking as a response. They completed a number of assigned works to develop their confidence across a range of printmaking techniques including stamping, found object printing, marbling, and monoprinting. Students then learnt about reduction printmaking techniques using lino carving blocks before planning their individual artistic response using a selection of their previously learned techniques.

In the second half of the year, Transition students entered the world of the cartophile (someone who has a strong attraction or addiction to maps). They viewed historical documents linked to early explorers and their beliefs that the earth was flat, complete with fantastic imagery of landscapes, ships and sea monsters. Students were inspired by how the concept of 'a map' has evolved over time, and enjoyed seeing how more recent artists have used this concept to create both traditional and non-traditional works of art. Each student successfully met the challenge of creating an "artistic" map which provided their viewer with a glimpse of their external and / or internal world. Practical activities involved experimentation in mixed media techniques with collage and Copic Markers quickly becoming class favourites. A major focus of the class was that of students managing their time effectively, working co-operatively and independent decision making.

- *Middle School*

Middle school students started the year with quite a degree of excitement about painting their own skateboards. Class discussion sought to answer the question "Can art be functional too?" and students explored the history of skateboarding and the graphic designs that have evolved as a result of skateboarders wanting to personalise their boards. They viewed the work, and motivations, of several professional board designers and companies including Dave the Chimp, Andy Jenkins, Michael Leon, Alien Work, DGK and the Kayo Corporation. These artworks were used as inspiration for the development of their own original designs which incorporated both movement, and their personal iconographies (images, signs and symbols with a particular personal meaning). Students then took the idea of an iconography to develop their auction project. They discussed as a group symbols for their school community before choosing the symbols of people, trees, buildings and colour to represent their school. They used these four symbols as the starting point to plan and create a unique painted artwork. It was an exciting and evolving process with each class group of students making decisions for other class groups to follow. As you would imagine there were some spirited debates!

Towards the end of the year, Middle school students looked at our fascination with the grotesque and bizarre as they explored mythological creatures from the past, and the amazing art of makeup, and the animatronics used to create creatures and monsters within today's film industry. Students viewed the artwork of Patricia Piccinini, Poly Bernatene, Dave McKean, Jeff Miracola, and Jack Pierce to name a few of the artists studied. Practical activities focused on the development of drawing and colouring skills with many students coming to realise that artists do not necessarily need to render precisely what is in front of them. The challenge is for each artist to communicate their own perception of the world, and develop their own unique drawing styles.

- *Production Paint Crew*

I am in awe at the work of the members of the Production Paint Crew. Each week during term two, they volunteered their time after school and during their Friday afternoon activity period to make and paint sets for the school's production of "Guys and Dolls". This small group of students worked tirelessly to produce some stunning large scale artworks. Along the way they developed valuable friendships, communication and work skills. I am so very proud of their achievements.

- *Art in The City*

In Term Three, we successfully trialled the "Art in the City" activity. Our students researched and chose the art they would like to see and fifteen of us set out each Friday lunchtime to explore the wonderful array of galleries, laneways and installation art in our fabulous city. It was wonderful to see the enthusiasm our students had for art. My apologies to those parents who had to sit down and look at all their photographs each week.

- *Principal's Art Collection*

The Principal's Art Collection has become a great opportunity for our students to exhibit their artwork. As a result, we have a growing collection of student artwork hanging proudly around our school. Our students take the opportunity to be part of this collection very seriously. Last year, students were involved for the first time in the preliminary judging for the collection with general agreement across our student group for the main award contenders.

Outdoor Education - 2016 has been a busy and exciting year for Outdoor Education at Rossbourne. Throughout the year, Transition and Senior students have challenged themselves through their experiences with new activities and environments. We have also had many new students having a go at Outdoor Education for the first time. Students from both Senior and Transition year levels have visited a variety of locations throughout Victoria on a total of six camps.

The Senior School Outdoor Education elective groups have focused on a variety of environments and activities throughout the year. During Semester One, the Tuesday elective group participated in two enjoyable excursions, a kayak on the Yarra River and a surf lesson in Anglesea. They also set off on an overnight camp to Warrandyte, which included a bushwalk, obstacle course and some rock climbing and abseiling. Although we were dealt some wet and wild weather on camp, it didn't deter the group at all and they all demonstrated their ability to work as a team and have a go at all activities. A highlight of the trip was the delicious pasta and garlic bread dinner that the students cooked up on the Trangia stoves. Mr Hearn was extremely impressed!

The Wednesday elective group took part in a three day Bushwalking camp to Marysville. As this was quite an unfamiliar activity to students, they were all challenged in some way. Their ability to step outside of their comfort zones and demonstrate a positive attitude to a new experience assisted them in completing a total of 20km of walking. An awesome effort! In preparation for their camp, students developed the skills in packing a backpack, designing equipment lists, meal planning, camp cooking, tent construction and ensuring safe participation in the outdoors.

Semester two gave another two elective groups the opportunity to experience some diverse environments. The Wednesday elective group was centred on Alpine environments, where students gained an understanding into safety, equipment and cooking in cold climates. This involved a snow camp to Lake Mountain, where the plan was to partake in a cross-country ski lesson and toboggan. Instead of the intended snowy conditions, we were gifted beautiful sunny weather, which allowed us to experience some breathtaking scenery whilst bushwalking at the Cathedral Ranges and Steavensons Falls. Students showed fantastic teamwork in their ability to navigate their way through challenging terrain on the hikes.

The Tuesday elective group has been developing their knowledge of river environments, focusing on the preparation and planning for their canoe trip to the Lower Glenelg National Park. Students have developed the skills of canoeing, route planning, camp cooking, river and campsite safety and tent and shelter construction.

Whilst away on camp, we paddled our way along the Glenelg River to our designated canoe campsites, passing through spectacular scenery and experiencing perfect conditions on the river. Students were required to pack all their equipment into waterproof barrels, load up their canoes and paddle their way along the river. They were able to paddle approximately 20kms in total, passing from Victoria to South Australia. Throughout our journey we were also lucky enough to meet some of the native wildlife of the area, such as Emus, Koalas, Kangaroos, Birds and Possums.

On reaching our campsites, students enjoyed relaxing in the sun, going for a swim, trying their luck at catching some fish and enjoying delicious camp meals.

Our trip concluded with an overnight stay on the farm at the Paestan Canoe Hire bunkhouse. Students were treated with a well-deserved shower, sleep in a comfortable bed, a game of pool and table tennis.

The group showed tremendous co-operation and teamwork on camp, which was a huge factor in the overall success of the trip.

It was a great first trip to the Glenelg River and I look forward to other students being able to experience its beauty in future programmes.

Throughout the year, both the Semester One and Two Transition elective students set off on a three-day camp to the Mornington Peninsula. This trip has created a lot of hype around Rossbourne from previous years and students were extremely excited to step out of their comfort zones into a coastal environment. This camp provided students with an introduction to the outdoors, where they participated in a mountain bike ride to the end of Point Nepean, a sea kayak around Portsea, a relaxing trip to the Peninsula Hot Springs and a climb on the high ropes course at Tree Surfing. Both groups experienced mixed weather conditions, however the weather did not impact students' enjoyment and enthusiasm at all. Each group's ability to tackle challenging and new experiences and demonstrate excellent co-operation and teamwork was a key to the overall success of both trips.

Sports Inclusion - Sports Inclusion is part of the Parents' Association and its role is to communicate, facilitate and co-ordinate sporting activities for Rossbourne students outside of school hours.

This includes:

- After school sporting practice sessions
- Social sporting activities and competitions held on weekends and holidays
- Connecting students with sporting clubs, special events, and competitions
- Co-ordinating the Powerassist Basketball Friday night competition for current Rossbourne students

In 2016, Sports Inclusion has been able to offer the following activities:

- Sailing (22 students registered)
- Weekly afterschool basketball training at Rossbourne for current and past students (40 players)
- Ten pin bowling (12 students) and netball (5 students) with Special Olympics Victoria
- Multiclass Snowsports Victorian Championships (10 students) and 2 past students skiing for Special Olympics Australia
- Multiclass Duathlon and Triathlon with Inclusive Sports Training (IST)
- Support of Powerassist Basketball including involving new players, progressing players and teams into higher divisions and co-ordinating the purchase of uniforms
- Communication about a range of inclusive sports clinics, training and sporting clubs

This year work has been done to clarify the eligibility requirements and application process for students with an intellectual disability to compete in a range of sports at regional, state and national levels with Sports Inclusion Australia (AUSRAPID) and Special Olympics Australia (SOA). With the Schools Psychologists assistance, students who are eligible for ParaOlympic classification are provided with the necessary paperwork and information. As a result, a number of students now have their AUSRAPID classification and / or SOA membership which offer pathways for sporting opportunities now and in the future beyond school.

Pathways Preparation for 2016 Graduate Students

Senior school students continued with academic subjects combined with programmes that would equip them to develop the independent life skills necessary for a maturing young adult to become part of their community.

With the support of the homeroom teachers, second year students attended Off Campus TAFE programmes either as an on-going one day a week programme and / or as a one day taster programme. Rossbourne has a committed partnership with TAFE Colleges, in particular Holmesglen, Box Hill and Melbourne Polytechnic.

Off Campus Course Numbers for 2016	Student Numbers
FULL YEAR Courses SEMESTER ONE AND TWO	
School Based Apprenticeship Melbourne Polytechnic Bakery - Preston Campus	3
Unit III modules in Building & Construction (Carpentry) at Box Hill TAFE	1
Units in modules for Cert II Automative – Panel - Kangan Docklands	1
Units from Cert II and III Animation and Film at AIE Academy - City	1
SEMESTER ONE	
Unit II modules in Horticulture at Holmesglen Waverley	10
Unit II modules in Floristry at Holmesglen Waverley	9
Ready Set Go Sports Programme at Melbourne Sport & Recreation Centre	4
SEMESTER TWO - Term 3 only	
IT Stop Animation - Melbourne Polytechnic Prahran Campus	9
Cafe Culture - Melbourne Polytechnic Prahran Campus	12
Hair and Beauty at Montague School	6
SEMESTER TWO Terms 3 and 4	
Furniture Finishing and Plastering - Holmesglen Chadstone	10
Animate Your Life - Video Software IMVC	2
<i>Students with casual work commitments</i>	9

Post School Destinations 2017

The graduating student pathway plans matched their Off Campus TAFE attendance with all the students being offered their first preference for 2017. The breakdown for the thirty four applications to TAFE Colleges for courses for 2017 was as follows:

DESTINATIONS for 2017 Graduates (34 Students)	Applications numbers for 2016	Full time placement outcomes for 2017
HOLMESGLEN-Chadstone <i>VCAL Foundation</i>	30	30 <i>21 of these students attended an Off Campus course at Holmesglen through the year</i>
MAINSTREAM Box Hill TAFE	1	1
MAINSTREAM Melbourne Polytechnic Heidelberg Campus – VCAL Intermediate	1	1
MAINSTREAM – Ashwood Secondary College	1	1
MAINSTREAM – William Angliss Certificate IV - Patisserie	1	1

The total number of exit students in 2016 was 34. Thirty three students accepted placements in the supported vocational programmes at Holmesglen and Melbourne Polytechnic TAFE Colleges. One student was successful in transitioning to a mainstream secondary college at year 10.

The TAFE courses that the majority of Rossbourne graduating students applied to are at the entry level and are through Direct Entry Application rather than through VTAC (*Victorian Tertiary Admissions Centre*). These courses provide a supported and successful entry pathway to TAFE. Students may move onto employment, Pre-Apprenticeships (*Certificate II*), Apprenticeships (*Certificate III*), supported and open employment or further studies. The post-Rossbourne courses for our students are:

- **VCAL** (*Victorian Certificate in Applied Learning*) - **Foundation Level** Holmesglen - Moorabbin / Chadstone
- **Certificate 1 in Transition** - Holmesglen Chadstone / Moorabbin, Melbourne Polytechnic
- **Certificate 1 in Work Education** - Holmesglen Chadstone / Moorabbin, Melbourne Polytechnic Preston

The combination of attending TAFE while still at school provided students with the opportunity to be introduced to the demands of a TAFE environment. Over the past few years it has become evident that students who have completed an Off Campus TAFE course in their final year at Rossbourne are more settled and ready to develop their Pathway Plan for beyond Rossbourne. Holmesglen was the popular choice of students due to the focus on VCAL Foundation, friendship groups and a wide variety of elective offers.

In addition to the one day a week courses, all the students who applied to Holmesglen had the opportunity to attend Information Sessions and two trial Taster Days to assist with their final decision.

The graduating students for 2016 had prepared well for their move to TAFE. With on-going support from Rossbourne and TAFE staff, and continued support from families, the students experienced a successful transition post-Rossbourne.

Work Experience Report 2016

The Vocational Programme in Senior School provided many opportunities for the students to build on experiences and develop a range of skills to prepare them for the workplace and further training. First year Senior students participated in **Work Education** classes building pre-vocational skills while the **Pathways Programme** offered a transition for the second year students to assist with building strategies for the move from Rossbourne to a TAFE and / or a work environment. During the year the students had the opportunity to attend an Interview Workshop, WorldSkills Expo, TAFE courses and Work Experience placements that assisted them to develop their Individual Pathway Plan.

Work Experience offered the students an opportunity to learn about their own skills and how to match these with essential work attributes. The most important skills to develop are the ones that build resilience to workplace expectations, ability to follow directions and an understanding of communicating needs in the workplace. A balance needs to be found as the energy that students use learning to manage new travel routes, new times and new skills has to be considered, while at the same time the students need to respond to employer demands and often meet the needs of customers in an adult setting.

Work placements were chosen after discussion with parents, students and staff and often followed an interest area for the student. This year placement times varied from one day a week, to several days, to up to a 2 week full time placement. This provided an opportunity for all students to take the first step into the workplace in their own manageable time frame. As a school community we were very proud of the Rossbourne students as they had an excellent record with employers for being well mannered, willing to work and showing a tenacity to learn. It is a credit to the students that we had so many employers prepared to support our programme.

The **OFF Campus** transition connection between school and TAFE has proved itself as a valued and successful pathway into full time TAFE courses for Rossbourne students. In Semester One, 19 students were involved in Floristry and Landscape Gardening at Holmesglen Waverley, one day a week. In addition, 3 students were accepted for School Based Apprenticeships in Bakery at Melbourne Polytechnic and one student attended Box Hill TAFE for Construction and Building Trades. IMVC courses involved 4 students in Sport and Recreation at MSAC and one student in Automotive at Kangan Docklands. One student extended his Animation course from a short course last year into a Certificate II at AIE in the city one afternoon a week. In Semester Two, 39 students were enrolled in off campus courses, including thirteen first year students, covering Furniture Finishing at Holmesglen, Stop Animation and Cafe Culture at Melbourne Polytechnic, IT at IMVC.

The connection between school and TAFE is valued as a successful pathway into full time TAFE courses for Rossbourne students. Holmesglen TAFE and Melbourne Polytechnic continue to receive the majority of our past students into their Vocational courses. The students leaving Rossbourne this year have been working hard on deciding their first choice for next year. During Term One, parents met in small groups to discuss post Rossbourne options. During the year, this was extended to Information Sessions, Open Days and Student Taster days. A final Pathway meeting was held where students were invited to present their plan to their parents at individual Family Meetings.

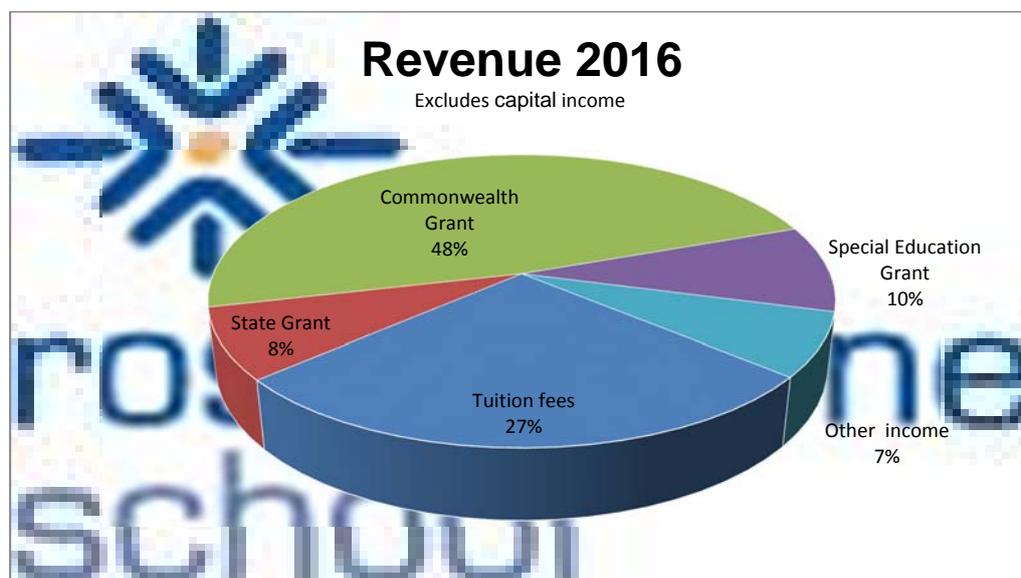
Student Attendance

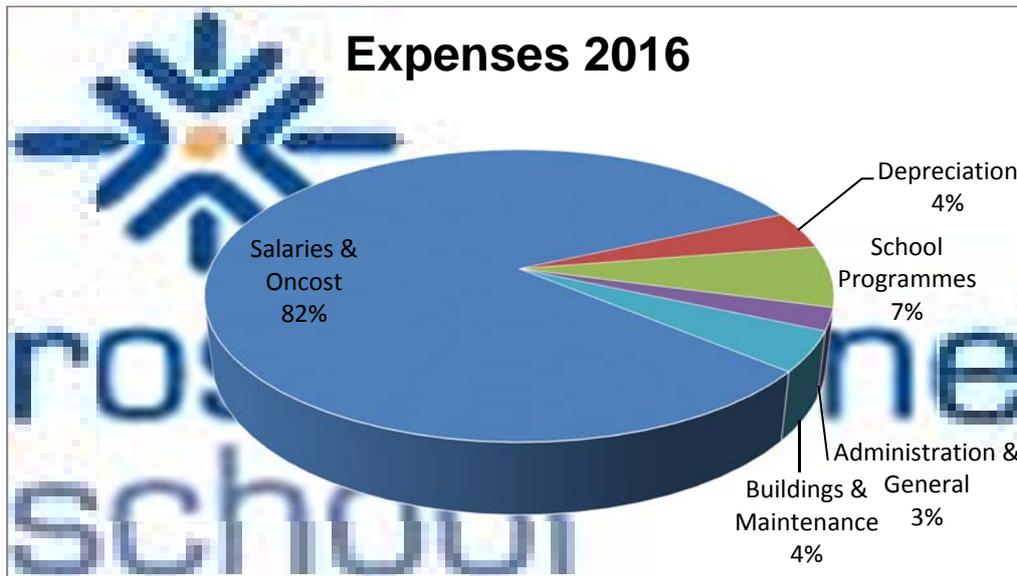
The average attendance of students of the 2016 school year was 93.2% (2015: 92.9%).

Staff

Teachers' daily attendance rate at Rossbourne was consistent to last year, with an average attendance of 96.9%. (2015 – 97.6%). In addition staff attended 30 days of external professional development in 2016 in addition to in house school based development. The average expenditure for paid professional development training being \$353 per staff member. Training and Development programmes focused on teaching theory, teaching and learning strategies, ICT use, first aid, resilience and self-esteem, individual learning needs, Autism and student wellbeing. Involvement in Professional Associations is encouraged and a range of staff members make significant and valued contributions to the work of these associations and interest groups.

Operating Income & Expenses for the Year Ending 2016





Combined funding from the Commonwealth and State Governments represented 66% (2015: 65%) of total revenue at Rossbourne and Tuition fees represented 27% (2015: 30%). Expenditure directed towards Salaries and oncost remained at 82% of total expenditure over the past two years.

Conclusion

In conclusion, I thank all those who have assisted Rossbourne School in a variety of ways throughout 2016. My personal thanks to School Council Members, led by Mr Des Cook who work tirelessly to support students, staff and the Rossbourne School Community.

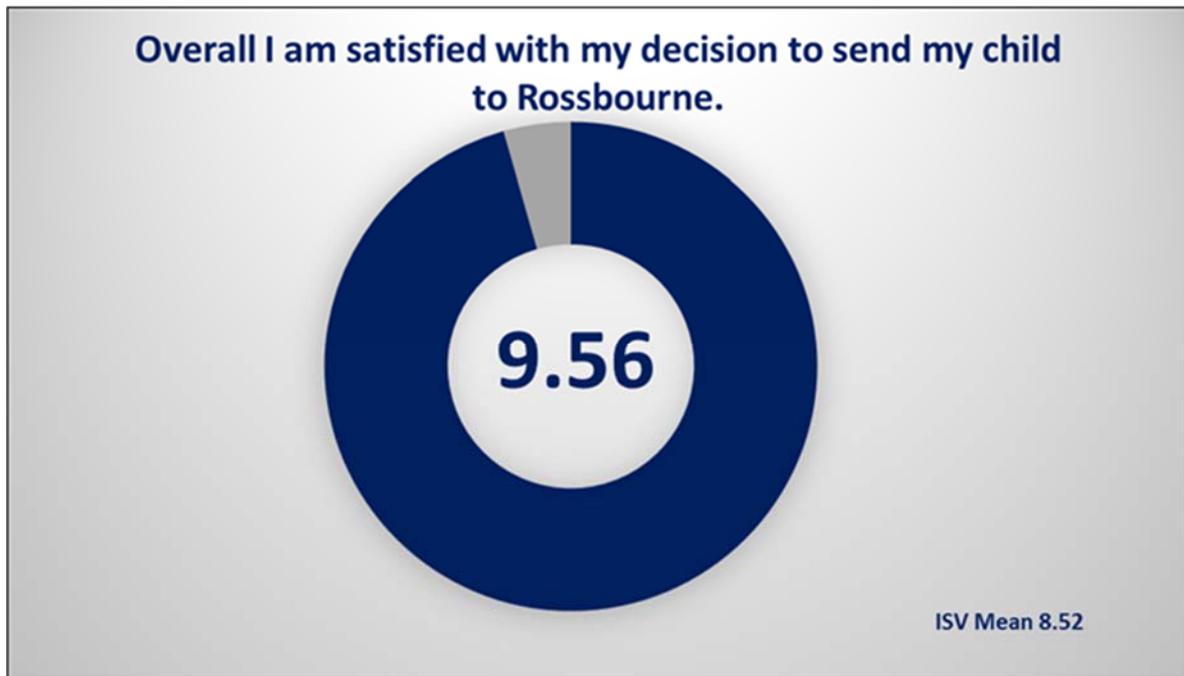
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Appendix A

Rossbourne Parent Satisfaction Survey 2016 Headline Indicators

The dial and numeric figure represents Rossbourne's average score out of ten for the respective questions with the ISV **mean** represented in the bottom right corner indicating the average score for Victorian Independent Schools that had participated in the survey.



My child is motivated to learn at Rossbourne.



ISV Mean 8.31

Teachers stay up-to-date in the things they teach.



ISV Mean 8.34

The learning program offered at Rossbourne meets the needs of individual students.



ISV Mean 7.98

Students receive excellent support at the start of each school year.



ISV Mean 8.20

Teachers understand the differing abilities of students and teach accordingly.



ISV Mean 7.84

Rossbourne's library has outstanding resources for students.



ISV Mean 8.15

Students have access to high quality materials and resources that help them learn.



ISV Mean 8.35

Students are well prepared for the next stage in their education.



ISV Mean 8.13

Teachers at Rossbourne know and care about my Child.



ISV Mean 8.42

Parents are kept informed about the learning programs undertaken by students.



ISV Mean 7.97