



ROSSBOURNE ANNUAL REPORT 2018

In my 2017 report, I wrote about our 50th year celebrations. The gathering of nearly six hundred guests in the school grounds was exciting, as many of those attending had been connected with the Rossbourne community since 1970. Following the celebration, I have been somewhat overwhelmed by the contact made earlier this year via letters, phone calls and emails by many who were unable to attend but had subsequently heard from others about the special celebration. The many accounts and updates only strengthen what we learnt back in November last year – regarding the significant role the school has played in the development and independence of so many past students.

The development of personal independence in each student is an embedded culture within Rossbourne. The curriculum and the importance of teaching and learning are the key ingredients. At Rossbourne teachers engage students. Teaching and learning are viewed as participatory activities and teachers establish a partnership with students. Small class sizes enable teachers to reach each student and provide for their needs. The small class allows for a more developed communication among students and between students and teachers. When the learning intention, outcomes and expectations are clearly articulated to students, positive results are achieved. What is very evident is that when a student feels the care and support of teachers they develop a sense of belonging, purpose and an increased confidence to achieve. I find it reassuring that our philosophy, programmes and teaching create a culture which is based on the necessity to fully prepare students for the opportunities beyond school.

Many of our programmes and their expected outcomes provided for our students are very carefully and specifically designed to allow opportunities for students to experience responsibility, enhance organisational skills and leadership roles. The Rossbourne SRC is one example of this and once again this year, the student representatives have made a very positive contribution to school life. I congratulate all representatives on the manner in which they have undertaken their responsibilities. Each term a major initiative was undertaken with a number of very successful fundraising ideas being enjoyed and well received by the school community.

Co-curricular activities have once again provided students the opportunities to extend themselves beyond class activities. The annual School Production “The Addams Family” was a great production and well received by the school community. The Human Powered Vehicle (HPV) teams acquitted themselves excellently as they took on the challenges of competing at Maryborough in late November. This was a significant year being the tenth year Rossbourne has been represented. Congratulations to Paul Salomon who has co-ordinated our HPV participation throughout these years – an amazing achievement. Other annual events on our calendar are the Athletics Carnival and Swimming Carnival, both providing an opportunity for all students to participate. Our Basketball teams continue to grow and flourish with the support of the Sports Inclusion Programme. Again this year, Rossbourne was well represented at the Victorian Interschool Snow Sports held at Mt Buller.

The annual Senior School Careers night is an occasion where I am reminded of the very sound foundation for personal independence and self-reliance which is a key foundation for students during their time at Rossbourne in preparation for TAFE entrance. Guest speakers from TAFE Colleges in a number of ways endorse the value of our programmes, off campus opportunities and Work Experience in preparing our students for further training and employment.

Each year I have the pleasure of meeting many prospective parents and visitors to the School. On numerous occasions these visitors will comment on what they refer to as a special feeling within the school environment. The special feeling emanates I believe from the student population that can be genuinely described as a wonderful group of students. Complementing this student body is a team of dedicated, motivated and enthusiastic professionals, all

committed to a school culture and purpose to provide academic, social and independent life skills for our students. It is a pleasure and inspiring to work with such a talented team, and I take this opportunity to thank them for their individual and collective contributions.

The Senior School Graduation Dinner is one of the final events of the school year. I am pleased to report that once again this year, our Graduating students excelled and thrilled us all with their reflections, future aspirations and thoughts of their time at Rossbourne. The rapport between students, staff and families on this night is very special and one that exemplifies the feeling within the school community.

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.

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 – V 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 2018 totalled \$108,630 which was utilised to upgrade network servers across the school along with the upgrading of Apple iPads.

Ongoing running and maintenance costs of school buildings totalled \$248,553 in 2018 (2017: \$217,155).

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.

Parents' Association - This year the Rossbourne Parents' Association (RPA) consolidated its commitment to foster a community spirit at Rossbourne School and with the generosity and support of parents and staff, we managed to make a real difference.

At Rossbourne School, our parents and students are unique and come from diverse and varied backgrounds. As the voice of the parent population, we celebrate and respect this diversity and we aim to bring us all together by fostering and encouraging a community spirit, thereby enriching the Rossbourne journey for staff, parents and students. 2018 was no exception and we managed to throw in some fun and entertainment along the way.

Our stand out highlight for the year was the 90's themed trivia night. This event brought together about 150 parents and staff and, of course, all things 90's! It was a wonderful evening full of games, dancing, singing and most important warmth and generosity. It always amazes me how wonderful our parent population can be in their willingness to help our community and make a contribution.

It was great to see the Sports Inclusion Programme grow and evolve this year, with the addition of weekend bike rides and the growth of the basketball programme. Well done to everyone involved.

Sports Inclusion - Sports Inclusion at Rossbourne is parent run and falls under the umbrella of the Parents' Association. Its role is to encourage, facilitate, communicate and co-ordinate sporting activities for Rossbourne students outside of school hours. Getting involved in sport outside of school has so many fitness and social benefits. Forming these habits and relationships now, whilst at Rossbourne, places our children well for continuing on in life after Rossbourne.

A large part of Sports Inclusion involves co-ordinating the after school basketball training and the teams in the Friday night Power Assist Basketball League which have Rossbourne students past and current. This year we had 5 training sessions each week with around 50 students / past students enrolled in training. We now have a healthy bank of information on inclusive sports opportunities outside of school that the students can tap into and I am very happy to say that there are many students involved in many of these. Popular sports have been netball, soccer, bowling and Snowsports.

Snowsports is a wonderful opportunity for sport and friendship. The Multiclass competition is another where students can continue to participate even after they have graduated from Rossbourne. Many past students are still involved.

Overview Middle School 2018

Middle School at Rossbourne is a constantly moving space filled with new experiences, ways of thinking and learning. Connectedness is the overarching idea; connectedness to the school, to each other and to the wider world. This year we had 18 new families join the Rossbourne community in Middle School, with 30 students and families returning. Second year students returned with skills that enabled them to play a greater leadership role within the year level and the wider school. New students benefitted greatly from the stability and structure the returning students supplied. At this time of the year we look back and reflect to see the incredible journey that each individual student has made and the amazing young adults they are growing into.

Middle School is where we embed concepts that students carry with them through their Rossbourne experience. These key ideas can be observed in every class across the whole Middle School curriculum. They provide the scaffolding on which each student learns about themselves and the journey they are undergoing as they move into young adulthood. Students have consistently built skills, knowledge and independence around regulating their emotions and their social interactions. We have identified our core Character Strengths and investigated ways in which to build these strengths in positive ways. Within the curriculum we have explicitly taught and discussed friendship and conflict management and have worked on ways

in which we build and maintain these friendships. These growing skills and embedded ideas were most evident on camp this year.

Middle School camp was held at Don Bosco, Safety Beach on the Mornington Peninsula. It was amazing to see over the four day camp the subtle and not so subtle shifts that occurred in each student. Learning to share a cabin and sleeping space, to eat food different from home and to socially engage in a myriad of different ways. Students were extended to try new experiences like horse riding, archery or as one student expressed 'to be placed in a harness and jump off a perfectly good platform to fly through the air'. It was wonderful to observe students gain confidence in themselves and their ability to manage change in various ways. Camp is about collectively being part of a large group, to think of others outside of yourself and to display empathy and encouragement to those around you. It is an extraordinary experience.

The Middle School curriculum aims to allow students to deepen their understanding of specific topics and to build curiosity around ideas and concepts they have not previously been exposed to. Students have extended their literacy and numeracy skills, acquiring knowledge and strategies that support their own learning and the functional use of these skills within the community. Students have explored science concepts and experiments; they have constructed their own newspaper and created their own inventions. They have built confidence and oral language skills that have enabled them to present their ideas to the year level or wider school. In subject classes they have built, designed, created, grown, sung, acted and physically extended themselves in innumerable ways. We have travelled as a collective group, and then been further challenged to do so independently in small teams. We have visited Science Works, Williamstown, seen the Opera and communally eaten at Sofia's. More importantly students have actively engaged in all that Rossbourne has to offer. The School Production, Sports and Swim Carnivals, The Walkathon, Disco, Creative Writing Competition and all of the Interschool and Afterschool Sports offered. We observe with joy all of the small incidental connections students make each day as well as the huge seismic shifts they can make across the year.

Middle School students are excited about the next part of their Rossbourne journey. For some it is the move to Transition School, for those returning to Middle School the chance to be a leader to new students starting next year. All of this is made possible because of the optimistic, skilled and passionate team who support the young people every day within Middle School. We look forward to next year and the opportunities and experiences it will bring.

Overview Transition School 2018

What an amazing year it has been in Transition School. With only two classes, we were lucky to build a close and hard-working relationship within our department. Upon reflection we discovered that if we had to place 5 values under an umbrella of 'What Transition School is about?', these words would be, compassion, empathy, respect, self-reflection and independence. All students have worked exceptionally hard to reach many goals that relate to these very important values.

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 and diving with some pretty happy seals. 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 formed 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, learning about character values and also through their Project units. This required plenty of team work, at times conflict resolution, pragmatic language development and understanding of their 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 'Journaling skills', where they had to really focus on what goals they would like to achieve for

themselves in the present moment 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.

Excursions and Incursions have also played a very important part in Transition. We have been on adventures outside of school, supporting our Integrated Study units. Places we visited include, The Sea Shepherd and a boat cruise that focused on Melbourne highlights. 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. The Salvation Army visited to talk about homelessness and those that require community support and taught our students ways that we could help others. We put all of these skills into practise when we held our annual Festival Fundraising Day. The range of activities was exciting and fun and well thought out. All money raised was donated to different charities that students chose. These extra-curricular activities further enhance the learning experience for our students, which they seemed to have enjoyed.

On the sports front, basketball, interschool athletics and swimming always provide a wonderful experience for students. It is usually a hot topic of conversation after these events as students have either won races for the first time or have really just enjoyed the overall experience in trying something new. It's always nice to see the big smiles they have on their faces when participating in events and winning ribbons.

In Term Four, a real focus was on our revamped unit, now called 'City Seekers'. 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 the circumstances they may face when out in public. The overnight stay in the city at the CYC was definitely a highlight and a brilliant way for all of us to celebrate completing the Amazing Race aspect of the unit and all of the hard work we have completed over the year.

Overview Senior School 2018

As the Senior School programme is the culmination of our student's time at Rossbourne, it is imperative that we equip students with the skills required to be successful in the wider community. This imposes on us a great responsibility, and also requires a degree of flexibility to accommodate the individual needs of each and every one of our students. We do this by providing an innovative and varied programme with each Senior student having an individual timetable based on their personal needs.

The camp is always a highlight of the year, and The Summit camp provided students with wonderful, fun and exciting opportunities to physically and emotionally challenge themselves in an outdoor environment. The camp mantra of Target, Stretch and Super Stretch encourages students to set goals and push themselves beyond that which they thought was possible. In addition, they also get to try new activities which are inherently FUN. There is no doubt the highlight of the camp is the massive mud fight which completes the monster challenge. A camp such as this provides the perfect opportunity for students to strengthen social connections with their peers.

Providing many students with the opportunity to drive a car under supervision as part of the Driver Education programme is also a highlight of the Senior School programme. Students participated in a seven week program at METEC, who provided compassionate and patient driving instructors to guide the students around the purpose built track. We also had a visit from the Fit2Drive programme, where the students were exposed to risks associated with driving as well as being a passenger in a vehicle. They were informed of different case scenarios and spoken to by Police and Firemen about the consequences of poor decision

making. The above programmes are complemented by our own Travel, Road and Driver safety unit.

Our Group Projects unit focuses on a common shared vision and teaches students about working as part of a team to create something special. This year students learnt how to sew, and created a blanket which was donated to a Homeless Crisis Centre in Melbourne. A group of students also created, wrote and performed a Comedy Showcase which was well received by the rest of the school. One group saw the need to encourage students to 'Bring back the Book', and amongst other things created a mobile library which was well utilised throughout the school. Our final group created a Melbourne leisure and recreation guide which they researched and collated for distribution to other students. The processes and skills required to work as part of a team are fundamental in the Senior School programme.

As part of their Maths programme, some students participated in the Banking programme, where they learnt about budgeting and managing their money as well as setting up their own personal bank account. With their class, students made regular visits to their local branch where they practised using the ATM and speaking to bank personnel. Politics, Democracy and the preferential voting system were taught as part of our Passport to Democracy unit. Each class had to lobby their peers to vote for their policy relating to community issues. After a well-structured and emotive presentation, the cause of Chocolate without Slavery successfully won the most votes.

Wheelchair Sports Victoria spoke to the students about the variety of reasons that people may end up in Wheelchairs, and the students had the opportunity to play a game of wheelchair basketball which is highly amusing and a lot of fun. As we explained to students, a lot of fun for a short time, but then hard work after that!

Early Morning Fitness programmes require students to start the day at 8am with a bit of exercise at one of three different venues. A Richmond park, Jett's fitness in Hawthorn and Richmond Recreation Centre provide the focus for students who not only have to manage getting up a bit earlier, but also the logistical challenges of getting to new venues each term. This programme is really well received and is a highly valuable addition for students to break from routine and practise additional self-management and organisational skills.

We are confident that with the variety of programmes available, the inclusion of off campus programmes and work experience, and the delivery of these programmes by committed, qualified and compassionate staff, that Senior students leave us well prepared for their future endeavours.

Programmes

Off Campus Programmes for 2018 - The Senior School Programme enables and encourages students to explore opportunities beyond the classroom. Consequently, we offer a number of programmes that take place at other venues. Students also have the opportunity to complete accredited training through other organisations and get some skills in a particular area of interest. These programmes allow students to become familiar with adult learning environments and also to experience the variety and depth of other learning styles and methods. Most courses run for the duration of the year or a semester period. This year, students have had the opportunity to participate in:

- Partial completion of a certificate 2 in **Animal Studies** programme at Box Hill TAFE (VETis programme)
- Partial completion of a certificate 2 in **Building and Construction** programme at Box Hill TAFE (VETis programme)
- Partial completion of a Dual Programme in **Hospitality and Kitchen Operations** at Swinburne Secondary College (VETis programme)
- Partial completion of a **Music Performance and Multimedia** programme at NCAT (VETis programme)
- Partial completion of a Certificate 3 in **Game Design** at the Academy of Interactive Entertainment (VETis programme)

- Completion of an **Animation** programme over a six month period at Inner Melbourne Vet Cluster
- Completion of a **Sports and Recreation** certificate at Melbourne Sports and Aquatic Centre over a 6 month period
- Completion of a 6 month **Bicycle Maintenance** programme in South Melbourne
- Completion of the 'How to **Make an Espresso Coffee**' certificate at the Inner Melbourne VET Cluster
- Completion of the one day certificate in '**Safe Food Handling**'
- Introduction to **Horticulture** programme at Holmesglen Waverley Campus
- Introduction to **Furniture Finishing** at Holmesglen Chadstone Campus
- Introduction to **Café Culture** at Melbourne Polytechnic Preston Campus
- Introduction to **Stop Animation** at Melbourne Polytechnic Preston Campus
- Participate in a **Driver Education** programme over 7 weeks at METEC in Kilsyth
- Completion of a Certificate One in **First Aid** Education

We are fortunate to have access to so many varied and successful programmes throughout the year that each student is able to find a programme of interest to extend not only their skill level, but also their level of independence.

Our off campus programmes, in conjunction with our school based curriculum, really do provide an individual educational experience for each student.

Work Experience - Work Experience opportunities are an integral part of the Senior School Programme and it is a very different programme to many other schools. This is an optional programme, available to any senior student who has the desire, skill and initiative to undertake a placement. It is a targeted programme, focused on those students who will gain the most benefit from it. Identified students can do up to 4 placements each year and these can be either for 2 week blocks at a time, one-week periods, or in fact one day a week for a set number of weeks. This provides flexibility not only for our employers, but also for the students depending on what they are hoping to get out of the experience. In certain cases, students may undertake work experience even for a few hours a day as an introduction to the workplace.

It is a collaborative approach between the student, parents and the school and is supported throughout. Once a placement is found, a teacher accompanies the student for an initial interview, so that the employer and student have an initial introduction. The employer is then supplied with specific student information prior to the placement. The responsibility of getting to and from the placement is the responsibility of the student and parents. It is always important to ensure that the workplace has the ability to provide adequate support to ensure a successful outcome.

This year, students have done work experience placements in Childcare, Retail, Horticulture, Hospitality, Animal care, Sport and Recreation, Art Galleries, Party Hire and Information Technology.

Whilst many of our students will undertake Work Experience placements if they move onto TAFE, there is no doubt that the opportunity through school enables select students to 'bridge the gap' between school and employment. It also gives students a sense of pride, and an opportunity to explore future pathways.

Physical Education - Sport and Physical Education play an integral role at Rossbourne in promoting health and fitness, self-confidence and sportsmanship. Each and every individual, regardless of their previous experiences with sport, are encouraged to challenge themselves and demonstrate a willingness to improve their own performance. Our students have displayed enormous courage and determination throughout Physical Education this year and I am incredibly proud of everyone's efforts. We have used a variety of sports and activities to promote student learning across a number of areas. Whether it be physically or socially, every student has made progress throughout the year. Across Middle, Transition and Senior year levels, we have adopted a curriculum centered around developing students game understanding, decision making and ability to work co-operatively in a team environment. As

well as aiming to improve their overall participation and level of physical activity; building sportsmanship and communication within a sport setting is one of our more beneficial goals.

The interschool sport programme continues to be a highlight of the school week, where each Friday afternoon, students travel out to a number of locations to represent their school in a particular sport. Each term brings a different sport and exciting new opportunities. This programme has continued to grow in leaps and bounds in 2018, with more and more students signing up to participate and an introduction of new activities.

- *Basketball*

Basketball continues to grow in popularity at Rossbourne. It is encouraging to see more and more taking to the sport, which is evident in the number of students with a Basketball in their hands during recess and lunch. This is used not only as a tool for improving their shooting skills, but more of an opportunity to engage socially with their peers. The Sports Inclusion programme allows students to continue to have pathways enabling them to progress in Basketball, with Friday night competition and training throughout the week. It is impressive to see those students who are less confident or new to team sports, take up the opportunity to play Basketball. The physical and social benefits of this programme make it incredibly worthwhile and it continues to remain an integral part of the Rossbourne culture.

Basketball was up first on the Interschool sport calendar and provided many highlights. Our boys A and B grade teams battled hard throughout the term, however it was our girls team that finished as champions. Their attacking game style, team first approach and a willingness to play their role contributed towards their outstanding season.

- *Soccer / Hockey*

Throughout term two, we headed out to the Dandenongs for our Soccer and Hockey competition. Featuring an impressive three Soccer and two Hockey sides, students battled some wet and wild conditions on the pitch during the term. Our Rossbourne Soccer teams game style was centered around a strong defensive unit, where each individual was required to play their role for the team. It was outstanding to see the improvement in their skills and team first attitude from week one of competition up until the end, particularly the girls team, who continue to develop a real camaraderie in their performances.

With the hype of Rossbourne's introduction to Hockey last year, we had both A and B teams competing, with a combination of those who participated last year and many who were new to the game. Both sides played with a high level of skill, flair and determination. Their willingness to work for one another contributed to outstanding victories in their respective finals, both by a narrow margin.

- *Rossbourne Athletics / Swimming / Cross Country*

By far the biggest events on the sporting calendar are the Rossbourne Athletics and Swimming Carnivals.

With the Athletics carnival moved to term two, it provided much more manageable weather conditions, where students weren't participating in the summer heat. We witnessed some exceptional individual and team performances throughout the day, featuring some blistering speeds in the 100m race, enormous throws in the vortex and humungous leaps in the long jump. It was pleasing to see so many first-year Middle students embracing the day and having a go at everything.

Rossbourne has developed a successful culture in the pool over the years and this was certainly exhibited again at our annual swimming carnival. The willpower shown by students in competing in a number of events, regardless of their ability, was a real highlight. Despite being primarily an individualised activity, the school community prides itself on their encouragement and celebration of effort, particularly through the loud cheers for their mates as they compete.

Students were then able to progress onto Athletics, Swimming and Cross Country at an interschool level. This has provided individuals with an opportunity to showcase their talents to the wider community. We had great success at these carnivals with many proudly returning to school with an assortment of first, second and third place ribbons. More importantly, they enjoyed their experience, demonstrated great sportsmanship and were outstanding representatives of our school.

- *Football*

There was plenty of excitement towards our term three sport of Football. We fielded both A and B sides, which featured a range of students across Middle, Transition and Senior. With such a large number of younger and less experienced students participating, it was essential that our Senior students stepped up and lead from the front. As the footy season was heating up, it was easy to make comparisons between some of the AFL clubs and our Rossbourne teams. Our B grade squad was similar to an up and coming Brisbane Lions side. A young, skilled, yet inexperienced team who made great improvement throughout the season. It was fantastic to see them playing with a smile on their face, improving their skills and learning how to play their role within a team. There were some excellent performances and lots of up-side for the future.

- *Netball*

It was great to see so many of last year's Netball players signing up again, with some other handy inclusions playing for the first time. Both A and B grade sides showed significant improvement throughout the term. All players were keen to learn and improve their own personal performance, which was evident in their willingness to take part in lunchtime training programmes. Both teams played with a team orientated style and desire to win, leading to both sides winning their finals on round robin day. Their clear understanding of the rules, clean passing and efficient shooting were real highlights. We are all incredibly proud of their efforts.

- *Cricket / Softball*

Indoor Cricket and Softball have grown in popularity over the last few years. Indoor Cricket is a fast-paced game which requires every participant to be actively involved in batting, bowling and fielding. Softball is a skillful game that also requires all members of the team to contribute to fielding, pitching and batting. Both sports heavily rely on all players to be on board and focused on playing their role within the team.

Cricket and Softball both contain a challenging set of skills, where players are required to make quick decisions while batting and fielding. Our students have been motivated to better their performance, have enjoyed facing challenges and have displayed great improvement in their skills, team play and game sense throughout the term.

- *SSSSA Golf Day*

A new programme on the 2018 sporting calendar was our Interschool Golf day. With the introduction of Golf into the Physical Education curriculum in 2017, students were interested in trialing a new sport. A group of 11 students took part in the day, most with no previous experience in playing on a proper Golf course. The programme was co-ordinated by Golf Victoria, who ran modified putting, chipping and driving activities, followed by 5 holes on a Golf Course. Our students really enjoyed the day and most developed an interest in playing outside of school. We were also pleasantly surprised by the talent and hitting power of our students. The benefit of these different experiences is that it can open up further opportunities for those who may not be interested in the more traditional sports.

Outdoor Education - The Outdoor Education Programme has continued to flourish in 2018. It has been great to see many new faces signing up for the Outdoor Education elective across Transition and Senior school and to also see those more experienced students looking to challenge themselves further. The Transition elective is designed to provide students with an introduction into camping skills and develop their knowledge of how to safely experience the outdoors. No experience is required to take part and we strongly encourage those who are a little unsure about the subject, to give it a try. Luckily most who have a go end up coming back for more adventures! The Senior elective is based around challenging students further and promoting them to step outside of their comfort zone. For some students, a base-camping experience, 1-hour outside of Melbourne is a significant challenge and for others, a multi-day canoe journey along the Glenelg River is their example of pushing their limits. We offer completely different activities and experiences to suit all of our students. The key areas of learning in these experiences are teamwork and taking greater responsibility for the planning, preparation and running the camp. By directly including students in the decision making processes of camp allows for a more positive, meaningful learning experience and can assist in building skills that can be transferred into life outside of school.

- *Senior School*

After a term of planning their trip, our Senior group were our first group to head away on camp for 2018. They took part in a 4-day bike ride along the Murray to Mountains Rail Trail. After a long drive in the bus, we were ready to begin our ride from Beechworth. The trip consisted of a journey based experience where we rode along the old railway line, which is now converted into a path for riding. Our itinerary consisted of riding from Beechworth to Everton on day 1, Everton to Myrtleford day 2, Myrtleford to Porepunkah day 3 and finishing up our trip in the beautiful town of Bright. It certainly was a huge team effort throughout the journey, which allowed us to cover over 80kms of riding for the 4 days. Some highlights of the trip were hiking to the summit of Mount Buffalo, followed by an all-out snowball fight, camping beside the picturesque river of Porepunkah and riding through the mountains in Myrtleford. Students were captivated by the natural beauty of the area, which took their mind off the tired legs that they encountered on the ride. Their meal planning conducted during the term certainly came in handy on the camp, where students feasted on some delicious camp creations like pitta bread pizzas, pasta, stir fry noodles, BBQ and souvlakis. Each and every student who joined us on the camp should be extremely proud of themselves, particularly in the way their came together as a group, supported each other and completed the ride despite finding it challenging.

The semester two elective group has been focusing on planning their Great Victorian Bike Ride experience. This was Rossbourne's first year taking part in the ride. This would be considered one of our more physically challenging trips for the year, where we covered 202 km from Rutherglen to Benalla. The benefit of registering as a group is the hospitality that is included, where our accommodation and food is organised, equipment is transported to our campsite and entertainment / activities offered throughout the day. Each day gifted us with new challenges and despite experiencing some sore legs and bodies, it was a tremendous effort to complete the entire ride. Riding was made easier by having a group that worked so well together and were accommodating, patient and supportive of one another. There were plenty of those moments where we felt like giving up, but the ongoing encouragement from the group, enabled us to push through. They should all be very proud with what they have achieved.

- *Transition School*

Throughout the first semester, the Transition students set off on the annual 3-day trip down to the Mornington Peninsula. For most of the group, camping was a relatively unfamiliar experience. Despite a few nerves, they were all eager to get down there despite the weather forecast not looking too kind. After completing our food shopping, we set off on a Bike Ride around Pt Nepean, where students learnt about the history of the Quarantine Station area. Our second day was jam packed full of activities, including a hike out to Cape Schank, Sea Kayak in Portsea and a relaxing dip in the thermal pools at the Peninsula Hot Springs. Despite consistent and heavy rain that night, our spirits remained high after an enjoyable day and a

delicious pizza dinner. Our final day began with packing up our campsite and then setting off for our final activity, the high ropes courses of the Enchanted Garden, which were a highlight for the group. Over the course of the 3 days, every student was challenged in some way, whether it be the range of activities, the camping or being away from the comfort of home. The overall success of the camp was due to their ability to work effectively as a group and encourage each other. They have learnt valuable lessons in playing their role within a team, making decisions as a group and the importance of good communication.

- *Duke of Edinburgh*

After a successful start in 2017, the Duke of Edinburgh Bronze award was offered again to Transition students in 2018.

The award encourages students to challenge themselves across the following areas: Skill, Service, Physical Recreation and Adventurous Journey. Each participants programme is different and is developed based on their own interests and abilities.

The purpose of the award is to challenge students, provide them with real life experiences, take greater responsibility for their learning and empower each individual to reach their potential. It has been impressive to see the benefits of the Duke of Ed award first hand. Rossbourne students have shown enthusiasm, leadership growth, a willingness to try new things and a capacity to persevere with challenging tasks.

During the year, students completed their community service component at Glenferrie and Hawthorn West Primary Schools, assisting in the classroom and in a sport setting. It was impressive to see the joy that both the Rossbourne students and Primary School students got out of this experience. Some have also taken up gym programmes, pilates, running training and have worked to develop their skills in their chosen sports. It has also been great to see students choose a variety of new activities, such as developing their cooking skills, improving their skills on an instrument, dog training and many more.

During term four, for their Adventurous Journey component, we set off for a 3-day hiking expedition to the Grampians which was also a part of the Outdoor Education programme. In preparation for camp, students were responsible for ensuring they were adequately prepared for their journey by practicing their camp cooking, planning their meals, setting up tents and shelters, understanding essential equipment and developing a route plan.

Our Adventurous Journey consisted of 2 days of hiking, followed by a morning of Rock Climbing and Abseiling. Throughout our hiking days, we followed the newly designed Grampians Peaks trail, which begins with a 5 km hike up to the Pinnacle, overlooking the spectacular rocky outcrop of the Grampians, followed by a 14 km hike through challenging terrain, up to Mount Rosea. As hiking with a weighted pack was a completely new experience for students, they definitely found it a challenge to begin with. With plenty of rest stops along the way and working our way into a walking rhythm, students began to find it less demanding. On reaching the top of a mountain to enjoy the beautiful natural surroundings, it made all the pain worth it! On arrival at our campsites, we were all relieved to take our packs off after a solid day of walking. The delicious meals at the end of the day were a highlight, where students cooked up some pasta, stir fry and pizza dishes in their cooking groups. The rock climbing and abseiling on the last day was enjoyed by all, as they had an opportunity to give their backs a rest and conquer the steep rock walls. They have all demonstrated great determination throughout the journey. For this type of experience, teamwork is incredibly important. They were able to learn and demonstrate the importance of supporting and assisting others.

Food Technology - In 2018 the Middle School programme included a unit focusing on the importance of including vegetables in our daily diet. Safety, hygiene, balance of foods from the 5 food groups and measurement skills were practiced. We also concentrated on the use of small equipment and utensils in Semester 1 and students participated in making stir fried vegetables, pizza, bruschetta, quiche and stuffed potatoes.

Transition students have been introduced to new ways of utilising healthy ingredients in the Super Foods unit. They produced cauliflower rice, quinoa fritters, paratha, chickpea meringues, nori rolls and a beetroot slice. When researching our chosen foods the students were fascinated to learn of the scientifically proven health benefits of eating dark chocolate, honey, blueberries, broccoli and salmon. Our excursion to the Queen Victoria Markets was an interesting morning learning the history of the market, chatting to the stall holders and discovering and tasting new foods.

Our annual Senior School excursion to the Langham Hotel in Semester 1 was again an excellent introduction to the variety of job opportunities to be had in the hospitality industry on a full time or part time basis. During the Sustainable Kitchen unit students looked at minimising food wastage with composting and being creative with leftover ingredients, conserving water, reducing waste packaging and 'growing your own'. Many stimulating group discussions were had with students showing a genuine concern in protecting our environment. In Semester 2 students researched countries from the Northern Hemisphere in an assignment format and in the kitchen produced chicken dumplings, butter chicken, a Mexican sponge, Singapore noodles, Korean Chicken and Sticky Date puddings. A repeat of the cooking for Independent Living Unit was requested by students and sessions included practicing and revising the skills of measuring, knife handling, pan work and oven safety. Working to a budget and healthy meal planning were included in a design brief and dishes produced included Lasagne, Greek custard slice, 4 cheese galette and making homemade pasta.

During the catering for the production this year a number of students from Senior School volunteered to assist in the preparation of the dishes. Their efforts and expertise was very much appreciated.

Art - The Visual Arts Programme at Rossbourne School aims to engage, inspire and enrich the lives of students by supporting them to reach their creative and intellectual potential.

- *Senior School*

Semester One saw the implementation of a new optional vocational art programme linked to Production Art and Design. Ten students very quickly found themselves learning about the importance of safe work practices in the theatre before beginning their research into the required design elements for the school's production of "Addams Family The Musical". Our students' commitment and enthusiasm were evident as they engaged in some serious problem-solving and experimentation to make the required props and sets. Along the way, they learnt so much about teamwork, personal responsibility and the numerous practical considerations required for a stage production including set composition, cast movement and the effect of lighting on colour. They should be exceptionally proud of their achievements.

Meanwhile, Senior Studio Art students explored the world of non-figurative abstraction (art which does not have any obvious reference to objects, places or people). In particular, they studied the many facets of the Modern Art Movement including Minimalism, Hard Edge, Colour Field, Optical Illusions and Pop Art and how these art styles have influenced design today. For their major project, students were challenged to use a free style design process focusing on points of difference to create a unique Hard Edge design. They quickly learnt that while Hard Edge may look simple, it is anything but that in technique. When asked to describe what they thought about Hard Edge painting after the conclusion of their projects, their comments were quite revealing. Hard Edge was described as "hard" but "pretty cool as a process" which "makes you think" and "brings attention to your design".

- *Transition School*

During Semester One, Transition students studied the work of several international artists, considered masters of their craft, to gain a deeper understanding and appreciation of art history and their world, whilst simultaneously developing their visual arts skills and knowledge. Through copying and learning about the techniques of these "master" artists our students were pleasantly surprised by their capabilities. To add some extra fun, we increased the level of difficulty of their project inspired by Hundervasser. The rule was made that each student had

to regularly change their use of art materials from paint to collage to markers to coloured pencils as they worked their artworks. At the same time, they had to keep in mind balance and the intensity of their colours. Their risk taking paid off with their final pieces being outstanding in terms of design, colour and technique.

Having explored the works of artists outside Australia, it then seemed timely for Transition students to explore artists closer to home and the way artists have used art to blend history and our landscape to influence the way in which Australians view their fellow Australians and their country. Using Margaret Preston's passion for creating a uniquely Australian art identity as inspiration, students "followed in her footsteps" to create a uniquely Australian relief lino print. Their perseverance in cutting out their quite complex designs was impressive and it was delightful to see their surprised and proud expressions when they finally made their prints.

- *Middle School*

Middle School students started the year by following the grand tradition of artists around the world by creating their own self-portraits. They viewed several artists' portraits throughout history searching for clues about each artist's personality and culture before creating their own unique double layered artwork to reveal aspects of their own personal history. The sharing of their personal stories and the images which held so much meaning for them was heart-warming and revealed some very deep thinking about their world and experiences.

For their next project, they explored Environmental Art and how artists use art to communicate about issues of concern and societal importance. Their concern for the impact of plastics on our planet was highly evident in their "Personal Voice" canvas bag artworks which were intended to encourage people to think about the effects of their personal actions on animals and ecosystems.

During Term 3, Middle School students studied the subject of masks as rich, colourful works of art which tell us so much about particular cultures by the traditional meanings given to them. Using the Venice Carnival as a context for their artmaking, students learnt about the history of Venetian masks: their different purposes and the characters associated with them. The masks of the plague doctors quickly became a favourite subject for discussion. Using sculptural media, students then designed and created their own Carnival Mask using paper clay and a range of mixed media and decorations. There was much excitement as students developed their characters knowing that they would be using their own masks within their Performing Arts Classes. The final project of the year was to create a still life piece inspired by Picasso using their mask as the "star" alongside props from the school musical. Needless to say, the favourite still life subjects were the skeletons of the rats and buzzards.

Living Skills - This year in Living Skills many students have had the opportunity to work on many different projects. 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 Vivian Grove property provides the ideal resource to allow students to extend themselves and achieve successful educational outcomes. During the year Senior students redesigned and redeveloped the front garden, installed a new water saver irrigation system, and maintained the house gardens and lawns. Transition students worked to develop their independence with excursions into the community building their resilience and problem solving skills through completing a range of exciting activities. Middle School students were in charge of the House upkeep, completing many day to day activities.

At Middle School, students have again focussed on and completed a broad range of day to day tasks central to independent living. These include ironing, vacuuming, making beds, washing the dishes and doing the laundry. Students worked out in the garden and completed tasks such as planting flowers, mowing lawns, edging, weeding, watering, and even washed a few cars. Additionally, Middle School have recently sowed a new vegetable crop in the Living Skills veggie garden with students now excited to harvest towards the end of the year. Rossbourne is fortunate to possess the Living Skills House where this simulates a real life

setting for our students to work within. Tasks have been set to gradually increase the challenge for the students, with many families commenting on the progression of their own child's independent living skills abilities.

The Transition programme is an exciting one with students gaining a first taste of real independence with many trips to different businesses. The 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 / online supermarkets, banks, gyms, Bunnings, Kmart, Ikea, and other general stores. An awareness of the various goods and services options, plus potential price differences are central to the activities. The programme encourages students to adopt an informed, proactive lifestyle approach to their day to day living.

At Senior School the two electives for 2018 were Introduction to Landscape Gardening and Gardening Maintenance which 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 redesigned and given the front garden a much needed facelift. 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 school 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.

The Living Skills concept, plus the availability of the house makes the programme incredibly unique. During the year many positive comments are made from parents and visitors to the school with regard to the overall concept of a Living Skills Programme. As a staff we accept the responsibility to work hard to provide the students with an appropriate and challenging programme. In reality however, it is the students who ensure that the various programmes are a success.

Information Technology - 2018 has been exciting at Rossbourne. The year started with engineers setting up the new Mac Lab as well as the desktops in class rooms across the school. Along with the implementation of the new network, has been the excitement of students when they experienced the increased speed and improved graphics of the new hardware. In-house and online programmes now run more smoothly and efficiently. Students have also recognised the ease and benefits of sharing resources between their iPads and the new desktops. Extending proficiency in the application of ICT tools and processes to solve information problems and create new solutions underpinned all sessions.

- *Middle School ICT*

The year began with students conducting an initial audit of the new iMac desktops. They participated in activities designed to identify and evaluate which apps enhance learning and personal organisation. Accessing the school's network resources was also a focus, as was setting up emails. In the 'Real or Fake' sessions, they completed targeted tasks on how to recognise sources of authentic information and images online. Students were also guided through the programming cycle and completed coding challenges. Activities included individual and collaborative problem solving that fostered creativity. Desktop media tools also supported the classroom topic on Character Strengths. Sessions this year continued to address gaps and extend students' ICT skills and capabilities. *Activities encouraged students to adapt to new ways of applying digital tools and to minimize their risk when engaging with online environments.*

- *Transition School ICT*

2018 sessions covered the study of the school's Technology Use Agreement; the validity of online information as well as the etiquette and use of blogs and blogging. Online timelines and databases were the focus of sessions in the latter part of the year. Students constructed a personal timeline. They organised digital material collected from a series of family interviews. They then improved their skills in applying iMovie editing tools to organise and present their material more creatively. Embedded in these activities was the Substitution, Augmentation, Modification, Redefinition (SAMR) framework of computer technology use.

- *Senior School ICT Electives*

Both Senior Elective sessions emphasized communication and collaboration. Students were encouraged to participate in small groups. The development of an accurate and consistent descriptive and technical vocabulary was also a focus, as was developing ICT proficiency in an area of interest. Through applied-learning and collaborative 'Tech-Studio' sessions, students develop creative expression and confidence, particularly as they move towards post-school environments.

- *Animation*

This year, students applied techniques which extended their understanding of the Principles of Animation. They gained experience in utilizing online tutorials. Concepts and techniques of image manipulation and animation software were explored. Students showcased tasks that demonstrated their understanding of animation principles. In these sessions, students developed an appreciation of the technical complexity and time it takes to 'create' an animation. The importance of a 'good' story; character development and the significance of backing music tracks, vocals and sound effects were also examined. Throughout the semester, students accessed virtual bulletin boards to share resources and post comments.

- *Games*

This Unit investigated the history and genres of computer-based games. An exploration of gaming platforms and devices as well as emerging technologies and trends was a focus. The course also emphasized the interdisciplinary nature of video game design. Students enjoyed exploring the art, the music, the voice, the story and software involved in the creation and development of video games. Game development cycles, case studies, ethical, social and ergonomic issues were also discussed. Students also benefitted from experimenting with editing sequences of coding in games.

Student Representative Council - What a remarkably successful year the members of the Student Representative Council had in 2018.

Being elected into the role of an SRC member does not instantly create an effective Student Council. It takes teamwork, a mutual respect for each other, patience, investigating skills, and a whole lot of gusto.

Each and every representative proved their value by the way they formed relationships within the wider community, responded to student concerns and brought about change at Rossbourne. Their achievements included:

Term 1:

- Inducted into the SRC by our local Member of Parliament, John Pesutto and Principal Mr Linden Hearn during a whole school assembly.
- Organised an 'Out of School Uniform Day' and raised money for Purple Day for Epilepsy.
- Promoted the sale of chocolate muffins through posters and reminders during class visits.
- Fundraised \$285.65 in total for Epilepsy Action Australia.

Term 2:

- Organised and hosted Rossbourne's Anzac Day ceremony.
- Co-ordinating the annual school Walk-a-Thon, including planning the day and equipment, taking photos, promoting fun by encouraging students to wear 'Crazy Socks' and collecting money at the sausage sizzle.
- Raised \$4,010.20 in total. Half going to the Royal Children's Hospital and the other half to Rossbourne's 'Senior Leavers Gift'.

Term 3:

- Created and catalogued Rossbourne's Op-Shop with great success, raising \$741.00 to support the wonderful work of the Salvation Army.
- Scheduled an 'Out of School Uniform Day' raising \$154 for drought affected farmers through the 'Buy a Bale' initiative.
- Visited the Royal Children's Hospital to donate \$3,582.00 from the last two Walk-a-Thons and represented Rossbourne proudly when they presented a speech at the Hospital.
- Designed, planned and managed the 'Around the World' Disco, which was a huge success.

Term 4:

- Spoke publicly to the whole school and their families at the end of year assembly.
- Presented Mr Hearn with the 'Senior Leavers Gift': A school wide recycling bin system and music equipment.
- Organised the 'Comedy Relief Festival' which included; promotion and marketing for the day, nominating a beneficiary and the planning and running of food stalls.

Performing Arts - The Performing Arts 2018 programme has offered opportunities both in and out of the classroom, designed to give as many students the capacity to open doors to their learning, discover new possibilities or ignite a passion or interest in the realm of the Performing Arts.

Musical Theatre as a dramatic, contemporary and popular art form continues to be appealing to many of our students. During first Semester students from across the school enthusiastically embarked upon the journey of producing the much anticipated "The Addams Family" musical show. Transition and Senior Drama electives provided students with the support needed to learn and master new and challenging scripted material from the show. Students are always eager to rehearse their roles and develop confidence to interpret and maintain a particular role. This year the Senior Drama class were exceptional in their ability to work together, be playful and improvise through vocalizing, moving and responding to what's happening around them. This work laid down the foundation for the afterschool whole cast rehearsals which witnessed the Senior drama students really stepping up and fulfilling their roles as 'leads'.

At the end of June, we were fortunate to welcome Opera Australia to our school for a memorable performance of an all-ages Opera, '*By the Light of the Moon*'. Based on Edward Lear's beloved rhyme, '*The Owl and the Pussycat*', students enjoyed all aspects of the show, from the quality and style of the singing to the costumes and sets. In the classroom students in Middle School have enjoyed discussing the story and the colorful characters presented. We listened to the original pieces of music, featured in '*By the Light of the Moon*', and I must say how impressed I was by the spirit in which students embraced this opportunity to explore and be open to the beauty and richness of Opera.

A new and exciting Performing Arts venture in the second half of 2018 involved one of the Senior School 'Group Projects'. Students with a strong interest in Performing Arts have elected to band together to organize a comedy charity event / festival. It is fantastic to see students utilizing their strengths and passion for performing for the purpose of raising money for those less fortunate. In classroom sessions Paul Brown and myself have been engaged alongside the students to explore and discover in more detail the nature of comedy and how to develop comedy sketches (easier said than done). To support the students in devising their own material they have participated in an excursion to the Arts Centre, as well as a comedy

workshop facilitated by a visiting comedian from 2018 Comedy Festival, Laura Frew. Students thoroughly enjoyed the opportunity to create laughter - the best of all medicines! They are currently working towards auditioning and selecting other acts from across the school to feature in the upcoming whole school show: *"No Comedy Here!"*.

Getting up on stage and having the courage to stand out is never easy. First week back into Term 4 the *'Get Your Act Together'* (GYAT) programme was once again unveiled. Judging by the number of students who have registered to perform, or turned up to be in the audience, it is clear to see the benefit in providing this type of ongoing opportunity for our students. Both Transition and Senior music students, as part of their learning throughout Terms 3 and 4, have chosen to utilize some of their class time to prepare and rehearse their acts for GYAT and work on collaborative performances with the use of programmed stage lights. Thursday lunchtimes are certainly shaping up to be my favorite time of the week!

In the Senior Music programme I am happy to report that last year's Transition 'Rock Band', who made such noticeable progress, reformed as this year's Senior School 'Rock Band'. It can certainly get quite loud during rehearsals, yet the nature of collaborating and making live music alongside peers is very rewarding. Each individual needs to be committed to the process and have the desire to improve and work on their instrumental skills. Students are becoming better at communicating with one another and working as a team. I have thoroughly enjoyed working with this talented group of musicians, some of whom will be graduating and moving on at the end of the year. There is no doubt music, and hopefully performing, will remain an integral part of their lives post Rossbourne.

At the end of 2017 it was decided that for the following year Middle School students would benefit more from having one of the two Performing Arts sessions delivered in half groups, similar to other specialist areas. This adjustment has proven to be successful amongst students as they have gained more opportunities to develop and demonstrate their musical instrumental skills. Students have been given the opportunity to receive instruction on basic skills in guitar (acoustic / electric), keyboard and drum kit. Through the 'hands on' experience of playing these instruments students can build more resilience and confidence and be open to further developing their practical musicianship as they progress into Transition and Senior music electives. Students have continued to engage with the study of drama once per week. Students have enjoyed the opportunities to move and express themselves through movement and voice and take positive risks by venturing out of their comfort zones. A stand out and newly developed unit of work in the second half of this year has seen the students engaged in developing their own masks and learning how to use them in a theatrical context. Students have invested a lot of effort into producing these masks and have been able to develop very interesting characters each with a story to tell. Students have responded positively to this opportunity to learn more about how to use masks in drama and it has been wonderful to see how quickly they have been able draw upon their own creativity and imagination.

Student Attendance

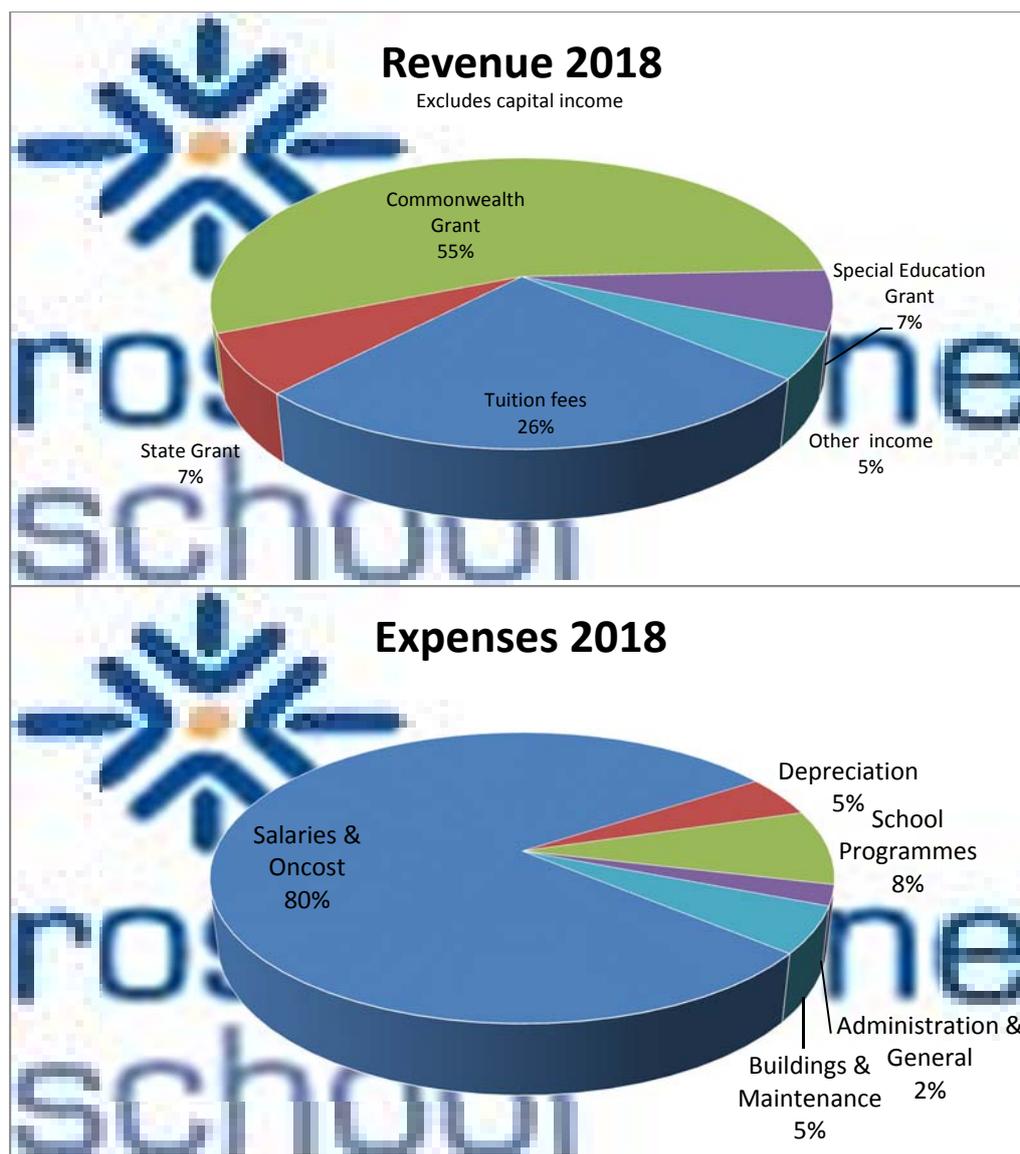
The average attendance of students of the 2018 school year was 93.7% (2017: 93.2%).

Staff

Teachers' daily attendance rate at Rossbourne was 97.8% an increase from 2017 (95.0%) as a result of no long term absentee of staff members.

In addition, staff attended 40 days of external and in house development programmes in 2018. The average expenditure for paid professional development training was \$458 per staff member. Training and Development programmes focused on teaching theory, teaching and learning strategies, ICT use, 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 2018



Combined funding from the Commonwealth and State Governments represented 69% (2017: 70%) of total revenue at Rossbourne and Tuition fees 26% (2017: 26%). Expenditure directed towards Salaries and oncost represented 80% of total expenditure compared with 80% in 2017.

Conclusion

Rossbourne School Council members have again this year given their time and expertise to the School community and I offer my sincere thanks for their ongoing support. It is most fortunate that we have such willing and enthusiastic Council members who share a vision and purpose for the ongoing development of the School. In addition, to all those within the broad School community who have assisted in so many ways throughout 2018 – my gratitude to you.

Linden D Hearn OAM
Principal

131 Power Street
Hawthorn Vic 3122
T: 03 9819 4611
F: 03 9819 2187
www.rossbourne.vic.edu.au
info@rossbourne.vic.edu.au