



## PRINCIPAL'S REFLECTION



### **The Importance of Supporting Students to Develop their Social and Emotional Skills**

I recently attended a national conference entitled The National Education Forum. Much focus and lamentation was directed at

Australia's slipping international education ranking, as measured by the Program for International Student Assessment (PISA). Our international standing has been on a steady decline, every year, since 2000 according to PISA test scores. PISA is a worldwide study by the Organisation for Economic Co-operation and Development (OECD) in member and non-member nations, intended to evaluate educational systems by measuring 15-year-old students' scholastic performance on mathematics, science, and reading.

As I listened to the assertive assurances of politicians and education policy makers that this unacceptable situation will be rectified at all costs, I, like so many other educators in the room, wondered why so much value is placed on a narrow band of academic assessments for 15 year old students, as a measure of a nation's educational success and presumably an indicator of our educational prosperity. In fact, we are all aware that the value and purpose of education and schooling goes far beyond learning knowledge around three discreet academic areas, begging the question, what should educational success look like in Australia as we progress through the 21st century?

There is of course no one answer to the above question as educational success is not homogeneous and will look different depending on the needs, circumstances and desires of different groups and individuals. A related question is what should be included in school's education programs? There is no doubt that teaching and supporting students to learn and develop academic knowledge and skills is important, but I would argue that academic skills should not be taught in a vacuum, unrelated to other life skills, dispositions and emotional regulation, which should also be highly valued in our education system.

Over the past decade or so, schools have recognised the need to provide a more holistic education and there has been a move towards expanding curricular

to include topics and themes under the "Wellbeing" banner. Teaching students' skills to better manage their social and emotional lives, is an area that researchers have recognised as being vital if young people are going to be successful in navigating the complexities of an ever changing world. Recently the OECD (2021) conducted a very large survey on the impact of social and emotional skills in 10-15 year old students across a number of countries, finding that enhancing both cognitive, social and emotional skills, improve life outcomes at a societal and an individual level.

Schools, by their very nature, are primary places for students to learn social and emotional skills, but without structured programs, many students don't necessarily learn the best ways to develop and manage social and emotional skills. Students are more successful in school and daily life when they know how to manage themselves, understand the perspectives of others and relate effectively with them and make sound choices about personal and social decisions.

Research confirms that teaching students social and emotional skills can result in positive outcomes, including more positive attitudes toward oneself and others, enhanced self-efficacy, confidence, persistence, empathy, connection, commitment to school, and a sense of purpose (Durlak et al., 2011; Farrington et al., 2012; Sklad et al., 2012). Our experience at Rossbourne has shown us that a deliberate and conscious effort to help our students develop their social and emotional regulation skills, leads to more positive social behaviours and relationships with peers and adults, as well as better self-management, decreased emotional distress and improved attendance.

My hope is that our political masters will get the message and understand that education systems and therefore our students are not served well when much valuable time and resources are directed into narrow areas like remedying sliding PISA results, if this means ignoring the breadth of curricular that comes together to offer a holistic education, underpinned by social and emotional learning. As the person behind the EQ movement, Daniel Coleman said, "If your emotional abilities aren't in hand, if you don't have self-awareness, if you are not able to manage your distressing emotions, if you can't have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far."

## Child Safety

**Minimize the risk of child abuse and increase child protection and safety.** By accessing the policies section on our school website, you will be able to read the full complement of child safety policies and procedures.

The Victorian Government has recently announced that new Child Safe Standards will be put in place commencing on 1st July 2022.

These new Standards require organisations to have policies and procedures in place that promote safe environments for children and young people and ensure organisations are prepared to respond to allegations of abuse and misconduct.

As we introduce these new standards, we will be seeking parents' thoughts and ideas as to the implementation of some of the new Standards at Rossbourne School. Key changes include new requirements to involve families and communities in organisations' efforts to keep children and young people safe, greater focus on safety for Aboriginal children and young people, greater management of the risk of child abuse in online environments, greater clarity on the governance, systems and processes to keep children and young people safe and more emphasis on regularly reviewing and improving child safe practices. Please use the following link to access the new Standards; <https://ccyp.vic.gov.au/news/new-child-safe-standards-start-in-victoria-on-1-july-2022-to-better-protect-children/>

## SRC NEWS

A highlight of this term was the election of the SRC representatives for 2022. Candidates made presentations to their classmates about what skills and strengths they had as leaders. Students talked about being good listeners and how they would represent their classmates at school level. There was a lot of excitement, enthusiasm, and interest in the election results.

The students elected to the SRC 2022 are:

Ben Bonning - Senior P  
Harrison Handreck - Senior S  
Poppy Karipidis - Senior D  
Chris Kastoras - Senior - W  
Gabbee Lentini - Senior H  
Amelia Burke - 10M  
Marcus Norman - 9G  
Hugo Sierakowski - 9A  
Helen Lew - 7/8T  
Edie Robinson-Hauge 7/8J  
Charlotte Desmier-7/8O  
Charlie Scoleri - 7/8 M

The SRC Induction Assembly was an exciting event for SRC members. Mr Kamsner talked with the Rossbourne community about the responsibilities and importance of the SRC, in adding student voices to conversations regarding learning at Rossbourne School. Our local Member of Parliament and special guest, Mr John Kennedy MP, spoke with students about the importance of always trying to do the right thing as they took on their roles as leaders.

If you have any concerns about student safety at Rossbourne School please contact our Child Safe officer, Peter Hynninen via email, [hynnip@rossbourne.vic.edu.au](mailto:hynnip@rossbourne.vic.edu.au) or call the school on 98194611.

## New Staff

We are fortunate to have Ryan Teasel join us as Rossbourne's new PE/Outdoor Ed teacher, starting at the beginning of Term 2. Ryan has many years of experience as a PE/Outdoor Ed and VCAL teacher, working with students who have neuro-development challenges. We very much look forward to Ryan's contribution and expertise in supporting our school to provide strong curricular and co-curricular sports and outdoor venture programs.

We thank Katelyn Lusted for taking on the role of PE teacher in Term 1 and providing our students with engaging and challenging learning opportunities. Both staff and students will miss Katelyn's positive approach and her ease at forming affirmative relationships with students. All at Rossbourne wish Katelyn good luck as she moves on to her next teaching adventure.

## Shane Kamsner Principal



In our first meeting, the SRC of 2022 spoke of how they wanted to recognise and contribute to those in our community and overseas that need help and support. Students emphasised the importance of casting a spotlight on Climate Change and the steps we could take as community to address this issue at a local and broader level, through both raising awareness and fund raising.

The SRC will be meeting to discuss and plan fundraising activities for Term 2.

## The SRC and Janice



# INTERNATIONAL WOMAN'S DAY

Rosssbourne celebrated International Women's Day on Tuesday 8th March and the global campaign theme of "Gender Equality Now for a Sustainable Future" continues throughout the year. Students reflected on deliberate or unconscious bias and how bias makes it difficult for women to move ahead. Knowing that bias exists isn't enough. Ongoing action is needed as we work together to forge a gender equal world.

We were honoured to welcome Louise Milligan as our guest speaker at the morning assembly. She spoke about challenges faced by women in the workplace and shared her personal experiences of courageously speaking up for the rights of women.

Students from the senior school sang 'Fight Song', beautifully led by Keely and Grace. Thank you to Michael for accompanying them on the keyboard.

Thank you to:

All students who featured in the movie

#breakthebias

Vicki and the design tech students for screen printing the t-shirts for the day

Philippa for guiding the students in the painting of portraits of successful women in Australia



Jen K and her students for baking the cupcakes  
And to everyone who wholeheartedly continues to embrace the message of the day in our school, homes and community.

**Tania Hume**  
Senior Homeroom Teacher

## YEAR 7/8 NEWS

### KINDNESS KEEPS THE WORLD AFLOAT

***"Kindness (noun): the quality of being friendly, generous, and considerate; a kind act."***

Did you know that personal acts of kindness release both endorphins and oxytocin and create new neural connections in our brain? As you know, endorphins are the "feel-good" chemicals that naturally occur when you do physical activity, laugh and are excited.

Oxytocin is sometimes referred to as the "feel-good/love hormone" and it plays an important role in forming social connections and can be boosted by being kind or showing random acts of kindness.



This term our students have been connecting and engaging with kindness around the school, in their classes and hopefully in their homes.

As a 7/8 community we have been discussing, sharing, observing and acknowledging the acts of kindness around us which have been enlightening to hear.

With catastrophic events happening nationally and internationally over this term, it is vital that we continue to use kindness towards ourselves and others as this promotes and instills a sense of service to others of giving back.

Research suggests that "students who performed acts of kindness with their peers, families and in the community had greater academic success than those who simply recorded seeing acts of kindness over a span of three months" (Price-Mitchell, 2013).

"Be kind whenever possible. It is always possible."  
—Dalai Lama

Thank you for your ongoing support of the 7/8 community and broader Rosssbourne community.

Have a safe and relaxing break. Looking forward to all that Rosssbourne has to offer in Term 2.

With gratitude and kindness

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

## 7/8T-Talk 4 Writing



This term for our English classes we have been following the Talk 4 Writing program.

We have been learning about procedures. Did you know that a procedural text has 4 sections?

Can you name them?

If not, then they are: Title, Hook (engage the reader) Materials, Method and finally either a conclusion or a tip or two such as "when washing an elephant please wear a raincoat". When writing you also use nouns in the ingredients section and verbs and adverbs in the method section. Can you name a noun, verb or adverb?

A procedure tells you how to do something such as a recipe, how to build something like Lego, furniture etc. Of course, we had to follow a procedure when doing our daily RAT's. We use procedures every day!

We look forward to continuing to build on our language skills in Term 2.

## 7/8J-Swimming

Swimming is a gift you need to learn before you dive into the deep end.

We learn swimming so we can show our skills such as bravery, leadership, teamwork, and listening to our teachers to improve our swimming skills.

The different strokes or techniques we are learning are backstroke, frog kicks, dolphin kick, butterfly, freestyle, side-kick and sometimes diving.

We respect our swimming teachers Maxine, Liam, Sandra, Danny, Eliza, Anna and others, by listening and following their instructions and not complaining.

Some things we need to remember when swimming is using our inside voices when being in a public indoor pool and not throwing around our belongings but to be organised.

We look forward to next term to seeing what's new for swimming.

#swimmingiscool #swimmingiswimming #Ilikeswimming #Icanswim #swimmingisjustwater#Rosbourne2022



## 7/8O-Friday Electives

Friday activities are a fun way to end the week! There is such a variety of activities to choose from such as: Bushwalking, Creative Writing/ Drawing, Sport, Lego, Dance, Boardgames, Animation and Triathlon Training which is a new elective.



Creative Writing and Drawing took place in the Library. People enjoyed drawing in a quiet place because it was easier to draw. There were other people from different year levels and other people I've never met before. We always start this class with collective drawing which is interesting. Another elective was Triathlon training. Students went down to Richmond Swimming Center and did swimming, running, and biking.

Clay Animation was an incredibly fun and exciting elective. We made cool animations that looked really good. We used Lego, clay and paper. The Lego elective is always a popular choice. Rosbourne students enjoy being creative and making new things.

Dancing was an elective where students made up their own dance moves. The Board games electives allowed students to play different games such as Uno, Chess, Battleship, and Deal or No Deal. Students honed their strategic and taking turn skills.

Bushwalking was a different elective where students went out to different parklands to have a peaceful walk and talk with friends. It was lovely to be in the environment, so peaceful.

The Sport elective this term was Tennis that took place at Grace Park. Students improved on their forehands, backhands, and serves.

We look forward to what will be on offer in Term 2.

## 7/8M-Kindness

This term 7/8 have been learning about kindness. Being kind is contagious. When given the choice to choose right or kind. We want to choose kind, that is the Rosbourne way.

In 7/8M we think kindness looks like: checking in on a friend that is hurt, asking people that are alone to join in, organizing catchups outside of school, helping others in sport, new friends letting me join down ball, being generous, listening to my friends, sharing my Lego at lunch, helping a friend up when he fell, including a Year 7 in a card game, talking to someone about their interests and being a good sport. And of course, we cannot forget about helping at home by emptying the dishwasher, clearing the tables, setting the table, cleaning our rooms, taking out the bins, walking the dog, making our lunches, folding the wash, and most importantly making a cup of tea or coffee for our guardians. So, be kind whenever possible!

Be kind  
whenever  
possible. It is  
always possible.



# YEAR 9/10 NEWS

Dear Parents,  
I have only been at Rossbourne for eight weeks but it already feels much longer. I have been busy immersing myself in the culture of the school and trying to understand your children as learners and unique people, with their own set of skills and aspirations.

Given our experiences of the last two years, we were exceptionally lucky to be able to successfully offer our camp. Early on we took a carefully calculated decision to attempt to run it, despite the obvious potential impediments. We were rewarded with exceptional weather, a myriad of engaging water-based experiences, the appearance of a pod of dolphins on our boat trip, the absence of COVID and some great meals out. Sometimes the main value of these camps is what students learn from comparing their life on camp to the life they lead at home. On camp there was an emphasis on independence and responsibility. Students were expected to manage their clothes, bedding, pack their bags independently, assist in cleaning up, etc. For some students this may have been a shock and a realisation that "Hotel Home" is something to appreciate and cherish.

Greta, Andrew and I have continued to plan curriculum collaboratively each week with an emphasis on providing meaningful tasks for all academic levels. Students have relished Visual Literacy and we will be using Tim Burton's "Edward Scissorhands" as "film as text" this term and next. Students will complete a written analysis task requiring them to analyse codes and conventions, how and why they are used and their impact on an audience. Our Mathematics and Literacy classes also target the skills students will need in the years to come, with a focus on authentic tasks which have relevance beyond the classroom. We have had an intense focus on reading to improve literacy. Research tells us that students who read daily for pleasure, show marked academic improvement in a range of subjects. Please continue to encourage your child to read daily, particularly before bedtime. Perhaps try to schedule occasional trips to a bookshop or your local library to nourish a commitment to reading.

Our weekly homework has continued to nurture our learners' interest in current affairs. I overheard one of our students immersed in a passionate discussion with his peers in the basketball court and telling them that in Finland, students don't get any homework and that many consider their education system superior. While some may argue that a school could be considered inefficient if eight hours onsite each day is followed by homework, we find most students enjoy this weekly task. We observe measurable improvement in student's oral presentation skills (eye contact, voice projection, ability to alter the tone & pitch of voice, etc) and ability to summarise key information into a palatable form for their audience. Moreover, the weekly commitment to planning, editing and presenting, has value. We talk about responsibility and a sense of commitment to your peers. We have high expectations of our learners. There is an emphasis on drafting work with care and dedication, as well as providing opportunities for peers and teachers to share constructive feedback. This combination of high expectations and constructive feedback is driving a discernible improvement.

Finally, thank you to all the members of our Rossbourne Community who have welcomed me so warmly. It has been appreciated.

**Marina J Slifirski**  
**Year 9/10 Section Leader**



# SENIOR SCHOOL NEWS

For the first time in over two years, students have been at school without interruption, for the duration of the term and didn't they enjoy it. Senior School students relished the extra freedom and responsibility provided to them, as they began their final terms at Rossbourne School. This is the first year that VCAL has been offered to Rossbourne students.

Our young adults planned a weekend get-away for the Maths component, including accommodation, activities, transport and costs. Locations included the Mornington Peninsula, Eagle Point, Bright and Phillip Island. During English sessions, students created detailed instructional texts, with topics ranging from describing how to bowl a cricket ball, shoot a basketball or make a cup of Milo. Don't forget to put the lid back on the Milo.

A highlight of the term has been the METEC Driving School every Monday afternoon. Here, students were able to drive on an enclosed circuit under the supervision of an Instructor. This will continue into Term 2 on Tuesday afternoons. Congratulations to the numerous students who have already obtained their Learners' Permit and are counting the driving hours. So far, no orange cones or pigeons have been harmed.

TAFE has commenced with a large proportion of the Senior cohort attending on either Wednesday or Friday. Courses include Child Care, Hair and Beauty, Hospitality and Automotive studies. It was most pleasing to witness the confidence of students grow as they learned to travel independently to TAFE and participate in their course, without supervision from Rossbourne staff.

With a number of students turning eighteen this year, Homeroom studies have focussed on important responsibilities of adulthood, eg; voting and the law. During Passport to Democracy classes, students studied the voting process, how laws are created in parliament, and how the different levels of government in Australia govern specific areas of society. Students have also researched the justice systems, including the courts and the various penalties imposed on those who break the law. Did you know that in Melbourne, it is illegal to fly a kite in a public space if it bothers another person? In fact, you cannot even play a game in a public place if it annoys someone else.

The Senior SRC vote occurred on a brisk Thursday morning, with candidates presenting their speech before their peers and staff. The confidence and assurance demonstrated by all presenters is to be highly commended, with quality suggestions provided by candidates. Congratulations to our SRC students: Poppy, Beej, Harrison, Gabbee and Chris.

Senior staff would like to thank the students for their continued empathy and support of various causes. Students assisted with creating the International Women's Day assembly, which was a wonderful success. Students presented speeches and performed a song to promote gender equality in society. Heartfelt letters of support were sent to people in Lviv, Ukraine, and the Student Digital Team promoted Safer Internet Usage.

Thank you to those who have supported the Senior School team.

Enjoy the Easter break.

## The Senior Team

**Tania Hume, Rhonda Sword, Hamish Dalton, Alastair Witts, Paul Salomon and Sean Procko**



# ART HAPPENINGS

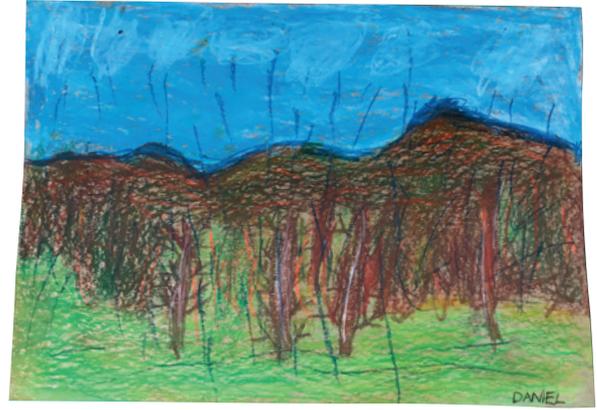
This term students in Art have been busy exploring two-dimensional art, creating a range of diverse compositions. Observational drawing has been a major theme. Year 7/8 students have explored oil pastels and colour mixing, creating an array of colourful fish and toucans as well as landscapes.

The portrait has been explored by Year 9/10 and Senior students with a selection of portraits being entered in the Young Archie exhibition, which is held in conjunction with the Archibald prize at the Gallery of NSW. Year 9/10 students have also delved into the realm of the still life with impressive results. A group of Senior students worked on individual murals based on the type of lines that make up the letters in their names in the Arts Atrium space.

A Friday activity class focused on Portrait Painting, the subjects being women who have contributed to Australia. These were on display as part of the International Women's Day celebration. Portraits featured Bronwyn Bishop, Anne Meares, Ariane Titmus, Cathy Freeman, Louise Milligan and Laura Tingle.

Students continue to impress with their ability to demonstrate creativity and imagination in their work. It is always a wonderful experience to see their confidence and competence develop through their engagement in the visual arts. Term two students will be working on sculpture and exploring clay.

**Philippa McInerney**  
Art Teacher



# FOOD TECHNOLOGY

It has been a busy start to 2022 in Food Technology classes.

We have taken advantage of the 'mostly' sunny weather to move the kitchen classroom outside into the fresh air for the first few weeks of term which the students have enjoyed.

Year 7/8 students have completed the Importance of Breakfast unit and have had plenty of practice cracking eggs! Students have prepared and cooked breakfast which has included, toasted sandwiches, hash browns, pancakes, corn fritters, fruit and yoghurt trifles and English Muffin Scrambled Egg Pizza. In Term 2 our unit of work will be Herbs and Spices.

Our three elective classes in Year 9/10 are halfway through three different units of work. Superfoods, The Healthy Lunch Box and Farm to Fork, which all have a health conscious approach, delving into nutritional benefits as well as methods of cookery and preparation of ingredients. Students have prepared homemade pasta, cauliflower rice, falafels, pesto, turkey meatballs and stuffed zucchini flowers from the Living Skills garden. We have been so lucky that Catherine and the students have been growing fresh herbs, silverbeet, beans and zucchini for us this term.



There has been much enthusiasm in Senior School in our elective classes. The Mediterranean Diet, Cooking for Independent Living and Pastries & Yeasted Doughs have allowed the students to continue their culinary journeys while not only increasing their independence, but for some students, making considerations towards a career in hospitality. Recipes prepared and cooked have included Chickpea and Tomato Curry, Polenta and Lemon cakes, Gogi Berry Chelsea Buns, Pastries, Bread, Quiche and Pasta Bolognese.

**Jennifer Kilner**  
Food Technology Teacher



# LIVING SKILLS

It has been a fun and productive start to the year in the Living Skills house and garden.

The Year 7 and 8s have embraced the household chores that need to be done and their enthusiasm to have a go at new tasks is impressive. The Year 8s have enjoyed stepping into the role of mentor, showing new students how different tasks are done and I have been impressed by the kind and respectful way they have done this.

Year 9-12 elective students have been working enthusiastically on different projects around the garden. After the long summer break, much work was needed to recondition the garden beds ready for planting, so we were very grateful for the donation of compost and mulch by Boorondara council. This provided plenty of practice in shovelling, digging and wheelbarrowing, which the students did cheerfully and the productive garden is a testament to their hard work. Checking on the weekly progress of the herbs and vegetables in the garden is something the students are keen to do as soon as they arrive at the start of the lesson. Seeing the zucchinis, tomatoes and eggplants grow from week to week is quite exciting. Students have enjoyed harvesting these and seeing them put to good use in the Food Tech kitchen.



Students are also very good at spotting bugs and insects around the plants. They recently found, crickets, ladybirds, curl grubs, worms, beetles and butterflies. This has led to productive discussions about ecosystems, beneficial insects and ways of controlling the pests without affecting other creatures in the food chain. Biodiversity and attracting native insects and birds to the garden is a goal we are working towards. Senior students are currently establishing two native gardens, which has involved some hard work removing old tree roots before new native bushes could be planted.



## PERFORMING ARTS

It's been great to see our students quickly settle back into the rhythm of the Rossbourne School environment with renewed enthusiasm and joy. I have enjoyed getting to know the new faces that we have recently welcomed into the school.

This term, the Year 7/8 homeroom groups have visited the Old Theatre/Hall once a week to participate in the Drama & Movement component of the Performing Arts curriculum. Students have become more acquainted with each other through participating in a range of basic movement based 'warm up' and fun ice-breaker games. This has paved the way for an introduction into the realm of 'Dance/Movement', and more specifically the concept of a story-dance. Several of our brave and enthusiastic 7/8 students have chosen to be involved next term in our school's story-dance, as part of the 2022 Wakakirri Festival (see more information about this below.)

During Music sessions in smaller groups, or as we refer to them in 'half-groups' (red/blue), the 7/8 students have been taking up the challenge to learn more about the fundamentals of music making, utilising the tuned and untuned percussion instruments (xylophones, boomwhackers and marimba). It has been glorious to witness students learning to develop their listening and co-operation with others. Being able to follow prescribed notes and learn different parts of ensemble arrangements has required much concentration and focus. I am very pleased with the progress of our determined students thus far into the year.

And finally, a very big thank you to everyone who brought their old, unwanted sports shoes as part of the recycling shoe drive. These will be collected by Treadlightly and recycled into gym mats and playgrounds. If you'd like to recycle your shoes in the future, look out for the Treadlightly box at your local footwear retailer.

### Catherine Turner Living Skills Teacher



### The Boy Who Talked to Dogs

As part of their learning, students are required to continually engage with live theatre. Many of our students remember the Slingsby Theatre production of "Emil and The Detectives" which we watched together in late 2020. Earlier this term, both Senior and Year 9/10 Performing Arts elective groups, were able to watch another unique Slingsby Production- "The Boy Who Talked to Dogs". Set in 1970s Ireland, and based on the best-selling memoir by Martin McKenna, the show tells the gripping story of a young boy, Martin, and his experiences of survival and redemption during his formative years. Both students and I were really moved by the powerful and stunning physical performance of Bryan Burroughs, the lead actor. The performance was then followed up with a Slingsby workshop guiding students on how to use narration and shadow puppetry in their own short stories. Finally, Rossbourne students were involved in a special live Q & A session with the director of the show, Andy Packer. Students had the opportunity to have their questions about the show

answered by Andy himself. Fabulous! At the end of the 1-hour Q & A session, Andy remarked on how thoughtful, well-prepared and sincere the Rossbourne students were. I felt both very proud and grateful for the privilege I have to be a teacher at this school.

### Wakakirri Festival (Terms 2/3)

As we quickly approach the end of the first quarter of 2022, it's hard to believe we began only seven weeks ago! Preparations are well underway for Rossbourne's first ever inclusion into Wakakirri (an aboriginal word meaning 'to dance'). Interested students from across the whole school have attended lunchtime information sessions to find out more. Students have now officially signed up for what should be a wonderful experience. This will involve an Artist-in-Residence visiting the school during Friday afternoon activities, over a period of 12 weeks, to assist us in

preparing and rehearsing a 7-minute story-dance. This performance will then be included as part of the Wakakirri Live Show in the first week of August, involving a number of different schools. The event will be ticketed and parents of students involved in the show will be given more information, early next term, relating both to the live show in August, as well as other scheduled performances to be held at school in Term 3.

I wish you all the best for a pleasant end of term break and look forward to a productive Term 2 as we launch into the Wakakirri Story-Dance rehearsals. Thanks for reading and please be sure to contact me [ercolc@rossbourne.vic.edu.au](mailto:ercolc@rossbourne.vic.edu.au) should you have any queries or questions.

**Cosimo Ercole**  
Performing Arts Teacher



## SOCCER

The Round Robin Tournament was a fantastic day that topped off a great Term of 'Soccer'. It was the first time that we had the opportunity to select three squads and because of student numbers, every player was able to play a lot of soccer on the day

The 'C' Team won two out of their three group games, with Callum Barrett scoring 10 goals in one match and Amelia Burke scoring 8 goals. Olivia Crossland, making her debut also got on the scoresheet. The 'C' Team came up against some strong opposition in the semi-finals and were unable to progress to the final, being beaten by the eventual winners.

The 'B' Team came up against some very strong players as well. With some of the teams not having enough players for an 'A' Team, they packed their teams with a lot of quality players. Although the 'B' Team didn't manage to make it out of the group stage, what was really impressive was the never-say-die attitude of the team, which was epitomised by Keely-Shaye, who never stopped running all day.

The 'A' Team were undefeated in the group stage and played some fantastic soccer. They came up against Emerson in the final, who they had narrowly defeated 1-0 in the morning. The final was, as to be expected a very tight game, with Rossbourne taking the lead twice, only for Emerson to claw their way back into it twice. At full time, the scores were level at 2-2 and it went to a penalty shoot-out. This was very much déjà vu for the Rossbourne coaches and some of the players,

as they had been in exactly the same situation, against the same opposition three years earlier, in 2019 (which was the last time the Round Robin Tournament had gone ahead). The 5 penalty takers were selected and the drama unfolded. Rossbourne's first penalty was missed, Emerson scored! However, this was the only one they scored and with a couple of fine saves from Matthew Cook and the next two Rossbourne penalty takers all scoring, it was apt that the final penalty was drilled past the Emerson keeper by Jake Brown, to send the Rossbourne players and spectators crazy.

A fantastic end to a fantastic day!

**Tim Francis, Cosimo Ercole, Alastair Witts,  
James Gardner, Katelyn Lusted, Paul Brown.**



