



PRINCIPAL'S REFLECTION



"Why Do Students with Disabilities Go to Special Schools...?"

As you may expect I have taken some interest in the Disabilities Royal Commission that was established in April 2019. In particular, I was interested in the

in the submissions and commentary on the public hearing (6th-10th June) concerning the experiences of children and young people with disability in different education settings. The media seems to have focused on the voices advocating for an inclusive education approach, where all needs of students with disabilities are met within mainstream schools, eliminating the need for special schools. The idea that diversity is embraced and all students benefit from the equity of an understanding culture in all mainstream schools is it be lauded. As is the notion that all educators will know how to support all students and fairly distribute resources is an educational milieu we would all welcome.

In an interview on ABC radio recently, Catherine McAlpine, CEO of Inclusion Australia, strongly advocated for the elimination of special schools and pointed to a range of reasons for her robust views, including safety issues for students in special schools and low rates of post school employment for students with disability in special schools. In an article published in *The Conversation* on the 9th June, Catherine Smith, an academic at The University of Melbourne, asked "why do students with disability go to special schools when research tells us they do better in the mainstream system?" My initial thought in answering this question was, *just ask a parent of a student at a special school.*

Although Catherine Smith acknowledges there is no agreed definition of inclusive education, she alerts us that some Disabilities and Education advocates argue that special schools are a form of segregation and this can be considered a human rights issue. She further states that evidence suggests students with disability develop stronger academic skills and are more likely to enrol in post-secondary education, be employed and live independently.

Both of these advocates for inclusion focus their criticism on lack of government policy and resources to ensure mainstream schools can cater for all students with disability. However, they fail to acknowledge that students with disabilities are not a homogenous group

and there is significant diversity among individual students. It is also unrealistic to think that schools can be all things to all students. But what is most disappointing is that they fail to properly acknowledge the specialised teaching expertise and resources that exist in special schools as well as the care and dedication of the professionals that support each student.

Furthermore, I assert that special schools provide a safe environment where students can feel a sense of belonging and connection, where they are not outliers and get the benefit of small class sizes where teachers can successfully differentiate the curriculum and customise teaching programs around individual students. Incidentally, research over decades has shown just how unsuccessful and ineffective differentiation has been in mainstream schools.

I am also concerned with the assertion that research shows students with disability develop stronger academic skills and are more likely to enrol in post-secondary education, be employed and live independently. There is no qualification of this statement as to the type and level of disability this research refers to. For example a student with an IQ of 50 who may be non-verbal will have a very different educational pathway to a student who is dual exceptional (a student who is both gifted and has learning disability).

There is no doubt that an inclusive education does benefit some students with disability. However, many students with disability have borne the scars of mainstream schooling, where lack of expertise, understanding and resources have contributed to poor social/emotional and academic experiences. In a world that values organisations and professionals who are agile, experts in their field and able to specialise in dealing with the complexities and differences that exist in our world, why aren't special schools more often recognised for their unique place in education, their agility and their specialisation?

Child Safety:

Rossbourne School has a number of policies and documented procedures that we use to minimize the risk of child abuse and increase child protection and safety. By accessing the policies section on our school website you will be able to read the full complement of child safety policies and procedures.

The Victorian Government has recently announced that new Child Safe Standards will be put in place commencing on the 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 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/>

If you have any concerns about student safety at Rossbourne School please contact our Child Safety Officer, Peter Hynninen via email, hynnip@rossbourne.vic.edu.au or call the school on 9819 4611.

SchoolTV Special Report:

Building Resilience Post Pandemic

Unfortunately the mental health of young people has been significantly impacted by the pandemic. As many families settle back into pre-COVID routines, there seems to be a pervasive sense of optimism about what lies ahead.

However, children and teens are not immune to what is now being termed the "psychological pandemic". Young people are at risk of not achieving the primary demands of developmental tasks such as procuring independence, identity formation, as well as obtaining and maintaining peer relationships. What kids need most in the current environment is support, understanding, empathy and encouragement from caring adults. They live up or down to the expectations we set for them.

If there is a panacea to the adversity caused by the pandemic, then it is the building of resilience. Resilience is the capacity to face, overcome, be strengthened and transformed by adversity. Never before, have parents needed the skills, the knowledge and the strategies to build resilience in their children as much as they do now. There are seven integral and interrelated components that make up being resilient that can help young people thrive and develop healthy coping strategies.

This Special Report explores the "7 C's of Resilience" and includes suggested strategies on how adult carers can best facilitate them. We hope you take a moment to reflect on the information offered.

Below is the link to the SchoolTV special report. https://rossbourne.vic.schooltv.me/wellbeing_news/special-report-building-resilience-post-pandemic

COVID Update:

Following advice from the Acting Chief Health Officer, the Victorian Government recently announced changes to the pandemic orders.

There will no longer be a mandated vaccination requirement for staff working in mainstream schools. However, there are no changes to the requirements for staff working in specialist schools, given the higher percentage of vulnerable students in specialist schools. This means that all staff must continue to have three-doses of a COVID-19 vaccine.

As part of these changes, from 11.59pm Friday 24th June 2022, parents and carers who have COVID-19 can transport their children via private vehicle to their primary or secondary school when alternative assistance is not available.

This means that parents and carers will be able to leave COVID self-isolation to take their children to school and school holiday programs via a private vehicle.

The parent or carer must travel directly to and from the school only. They must remain in the vehicle at all times, unless it is reasonably necessary to leave the vehicle to walk the child to and from the entrance of the school safely. They must wear a face mask at all times.

Family members are asked to continue reporting positive COVID-19 cases to both the Department of Health and the school.

You must also let the school know if your child is a close contact. Students who are close contacts and want to attend must still take 5 RATs over 7 days and wear a face mask whilst indoors if they are aged 8 years or over.

Students should continue to stay home if they are unwell, even if they test negative on a RAT.

New Staff:

After farewelling Sean Procko three weeks ago, Rossbourne formally welcomed Sarah Flanigan as our newest staff member. Sarah has transitioned into the Senior School teaching role with ease and brings a wealth of understanding and teaching experience to our school.

We wish Jennifer Kilner bon voyage as she takes well deserved long service leave in Term 3. We are fortunate to have our Literacy Teacher, Janice, replace Jennifer, as she has experience and curriculum knowledge in teaching Food Technology. Maria Healey, who has worked at Rossbourne for much of Semester 1 as a Casual Relief Teacher (CRT), will take on Janice's Literacy and Numeracy classes in Term 3 and another regular Rossbourne (CRT), Louise Officer, will take Hamish Dalton's classes while he is on parental leave for the first three weeks of Term 3.

SEQTA "Direqt Messages":

Rossbourne is committed to improving lines of communication and continues to update and make better use of our Learning Management System (SEQTA) so parents have more access to information about their child and our education programs.

Current parents of Year 7 and 8 students have been receiving all Rossbourne information and communication via SEQTA "Direqt Messages" for the past few weeks to enhance the two way communication between parents and the school. In Term 3, all parents will receive communication and correspondence via SEQTA. Much work has been done to get us to this point, where the school can now rely

on SEQTA "Direqt Messages" to facilitate and store all communication between you and the school. Access information will be sent to parents of Years 9-12 students in Term 3.

Thank you to Students and Staff:

I would like to take the opportunity to acknowledge the difficult term that we have all endured and the disruption to so many classes and activities because of the large number of students and staff who have battled illness and were absent from school. Thank you to all students for responding to the daily changes

and challenges with great resolve, understanding and generosity of spirit. Thank you to all staff for your care and understanding and pulling together to minimize the impact of absences on our students and programs. A special thanks to Peter O'Shannessy for managing all the daily organisation of staff changes and placements, even when he was unwell himself.

I wish you a very safe, warm and enjoyable break as we prepare for all that Term 3 will bring.

Shane Kamsner
Principal

SRC NEWS

Our first event in Term 2 was to hold an ANZAC Day assembly for the Rossbourne Community. Mr Kamsner joined us in opening the assembly and remembering all those who had fought and made sacrifices to keep Australia safe through wars and conflicts. This was followed by each SRC representative participating in presenting the history and meaning of ANZAC Day. Each representative did this proudly and with confidence.

Our fundraising focus in Term 2 was organising a fund-raising day in support of humanitarian aid to Ukraine. SRC members created posters advertising the event to the school and arranged for a video of traditional Ukrainian dancing to be played during lunch time on the day of the event.

It was wonderful to see the whole school support the fundraiser by participating in the uniform free day and/or wearing Ukraine's national colours of yellow and blue. This event raised a total of \$190.50 which was donated to the Red Cross Humanitarian support fund for Ukraine.

The SRC were pleased to receive a response from the Red Cross and shared this with their Homeroom groups.

Well done everyone and big thank you to the Rossbourne Community for supporting this event.

During our last meeting for Term 2, it was decided the first activity would be to support Rossbourne School's celebrations of NAIDOC week which will occur in the first part of Term three.

The SRC and Janice



Dancing along with traditional Ukraine dancing.



Thank you so much for your generosity today. Your donation will help ensure Red Cross teams can get help to where it's needed most.

Funds raised from the Ukraine Crisis Appeal will help provide emergency relief and longer-term humanitarian support to people and communities affected by the unfolding crisis in Ukraine.

That support may include:

- Humanitarian activities to enable Red Cross and Red Crescent partners to address immediate and longer term needs in Ukraine and neighbouring countries, including to people who are displaced. This includes emergency relief assistance such as shelter, health, water and sanitation.
- Specialist aid workers to assist local teams to respond to the crisis.
- Helping people restore contact with family members separated by the crisis by offering services to maintain family links and locate missing family members.
- Monitoring and evaluation of the support.

In the unlikely event that the funds raised exceed the amount required to meet the emergency needs of people in affected areas, or if there are circumstances beyond Red Cross' control, excess funds will be directed to our work in international crises.



YEAR 7/8 NEWS

7/8 Community Learning for Term 2

Who would have thought that we would be able to say once again that we 'thrived and survived' during Term 2, 2022. Well, we have. We can't believe that this marks the halfway mark of this years' learning at Rossbourne. We know your family, along with us, have been observing monumental change, growth and learning in our 7/8 students, especially with their confidence.



7/8 Community at CERES learning about sustainability and how we can tackle climate change positively.

Together as a 7/8 community we have continued to spread kindness and display our Rossbourne values. We have also been implementing some learning habits such as "thinking flexibly" and "persisting". Let's hope that you are also seeing these in action at home as well.

Despite still living and learning through the pandemic and the incumbent flu season (which is certainly not over yet) we have been able to engage, connect and learn both at Rossbourne and beyond the school gates.

This term for the first time this year, we have been exploring beyond the school through two excursions. The first one to CERES and hopefully by the time you have read this we will have ventured to Scienceworks. The second excursion was part of our Life skills program which ensures that we are building our capacity to become independent young citizens the world needs.

We thank you for your continued support of Rossbourne and the 7/8 community.

Enjoy the upcoming break to rest and recharge!

We look forward to welcoming you back in Term 3.

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



Talk 4 Writing-Explanations

Our 7/8 English curriculum this term focussed on Explanations. Did you know that an explanation is how to explain how something works or why something happens? For examples we looked at "How bees make honey?"

The most important parts of an explanation are the structures. It must have a title, an introduction, description of the process (how or why) and a conclusion.

Did you also know that sometimes an explanation is also a labelled diagram, flow-chart, or a cycle?!

One of the fun activities we did was how many why and how questions could we create. So, here are some below:

- Why is the sky blue?
- Why do dogs eat grass?
- Why do we go to school?
- Why do you wear headphones?
- Why do you go to the doctor?
- Why is there a moon?
- Why do cats purr?
- Why do we yawn?

Next time you start something you might think about how you would explain the process to somebody else.

Learning to manage ourselves and regulate with lifelong positive communication skills

The 7/8 Life Skills program this term has been fun, especially when we got to watch Mr Bean, yes you heard right, Mr Bean. This was all part of how we communicate with our bodies, this is called body language. We learnt that 55% is non-verbal, 38% vocal and 7% words. Who would have thought this?!



Opportunity to explore beyond the classroom through excursions

It was fantastic being able to get 'out and about' this term finally since we had not been on an excursion at all this year.

Excursions give us the opportunity to put our learning into action but also deepen our understanding of the world around us.

CERES was great fun! We made recycled paper which was a process in itself. This complimented our English program of learning about explanations. Did you know that they make paper from kangaroo poo?



At CERES we also had the chance to have some play at the outdoor recyclable playground which was great too.

The other things we saw were the Merri Creek and the CERES chickens. We contributed to making compost and saw first-hand a giant rubbish sieve that stops pollution from going into the water, what an invention!



We look forward to excellent experiences when we embark to Scienceworks to learn more about Science and Technology later this term.



Reconciliation Week

Reconciliation week at Rossbourne gave us the opportunity to reflect on the past and look forward to the future. The theme was "Be Brave. Make Change." At its heart, reconciliation is about strengthening relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples for the benefit of all Australians.

During that week, we were exposed to many different stories, flags and important Indigenous elders who played an important role in this change like Eddie Mabo. Eddie Mabo Day is celebrated on the 3rd of June.

We also read some picture story books around the history of Europeans arriving in Australia and how over time, this relationship was being built upon mutual respect and equality. This is something that is still being achieved today.

We also read about the different flags such as the Australian, Indigenous and Torres Strait Islander flag. What interesting emblems and features they all have! We did not know anything about the Torres Strait Islander flag, but we do now.



Hurry, book now

Trybooking <https://www.trybooking.com/BSLVZ> -

Tickets limited to 150 people.
Book a table of 10 or individual
tickets. \$50 per person

Rossbourne's

Trivia Night!

Dress code: 80's glam or smart casual

Saturday 13th August

6.30pm

Trivia Auctions Raffles

Laughs Connections Support

Got a prize donation? Please get in touch and don't forget your hamper donation

YEAR 9/10 NEWS

With the first recorded snowfalls of the year registered at all snow resorts in Victoria, I realise our term holidays are almost in sight.

Reflecting on Term Two, there have been many highlights. Our Friday afternoon activities have continued to inspire our students with the opportunity to participate in a range of experiences and of course, make new friends in different year levels.

The Year 9/10 cohort enjoyed a wonderful day out in Melbourne's CBD. We were all awed by the exhibition of Gaia by Luke Jerram at St Paul's Cathedral, where students pondered the meaning of life while watching the 3D installation rotate once every four minutes. The sculpture was complimented by a music composition by the award-winning composer Dan Jones. Students were intrigued by the sound of the church organ being tuned when we arrived, as well as the general ambience. We were all reluctant to leave the serenity of this experience, but time restraints required us to tram up to The State Library of Victoria where we participated in a Research Skills Seminar. This was followed by a self-led tour of the library and then lunch at Melbourne Central. An important message of the seminar was to be prudent regarding how you search for information on the World Wide Web, as well as the benefits of entering .edu or .org into your search field to assist you to find educationally appropriate material. Students learned that Wikipedia is not a reliable source of information and should not be used for research.

In our school section, we continually return to our school value of resilience. We explicitly focus on the importance of perseverance or grit and how this character trait will always trump intelligence, talent, and ability.

Academically, we have maintained our focus on Maths, English & Literacy. In English, Year 10 students



Some of our Y10 students working collaboratively on a Humanities task.

are studying Louis Sachar's "Holes". The themes of deficits and their impacts, the importance of friendship, and the consequence of choices resulting from fate and destiny, etc have linked nicely with our Goal Setting sessions where we look at interpersonal skills, relationships and how to improve them. Students are completing their elective units and will start new studies next term. The election provided an opportunity to explain how the political system works in Australia. Reconciliation Week was also recognised with learning activities designed for students to understand First Nations people and their history.

Many students and their families have continued to grapple with the all-pervasive presence of computers, iPads and mobile phones and how we can live a healthy and balanced life without being dominated and even mediated by these mediums. Students certainly benefit from very clear boundaries around the use of phones and computers as well as regular tech-free days each week. The world won't cave in if your child is away from their device!

As adulthood draws closer, we remind students that they are responsible for their physical appearance, making their bed in the morning and contributing to jobs around the house. Skill acquisition is important so consider handing over lawn mowing, some gardening tasks or kitchen tasks, etc to your teen.

Finally, thank you to our dedicated teachers of Years 9 & 10, particularly our homeroom teachers Greta and Andrew, who continue to provide your children with engaging learning tasks and exceptional care.

**Marina Slifirski,
Greta Weissmann,
Andrew Lusted
Year 9/10 Team**



Students admiring "Gaia" at St Paul's Cathedral.

YEAR 9/10 - MORNINGTON PENINSULA OUTDOOR EDUCATION CAMP

This term saw the Year 9/10 Outdoor Ed students prepare their knowledge and skills to participate in a camping experience on the Mornington Peninsula. The camp challenged the students to step out of their comfort zones with some students sleeping in a tent for the first time. Students also experienced challenges when faced with surfing the cold waters of Western Port Bay and kayaking in Port Phillip Bay. We were fortunate the weather was full of sunshine and stunning sunsets but this meant the nights were chilly. The Tree-top Surfing was a highlight for all students and offered each student a personal challenge to again step

out of their comfort zones and challenge themselves. Each night the students contributed to group cooking dinner sessions and demonstrated their skills of food preparation, cooking and hygiene. Even though the camp exposed the students to the challenges of adventure activities they were all able to do this with beaming smiles on their faces and complete the activities with a sense of accomplishment.

Ryan Teasel
PE Teacher



SENIOR SCHOOL NEWS

It has been a busy term in Senior School, with lots of learning and opportunities, both in and outside of the classroom.

Our Early Morning Fitness program commenced, with students travelling independently each Friday, to venues in Hawthorn and Richmond. With sessions commencing at 8.15am, students were required to manage their travel and arrival times, and demonstrate an ongoing commitment to the weekly program. Opportunities like this, are essential in helping develop independence and time management, as well as making students aware of local community facilities that they can access outside of school.

A large number of students continued with their regular TAFE programs, as well students who completed Work Experience placements, or secured part-time jobs in their local area. Congratulations to them all for their ongoing commitment to off-campus and extra-curricula opportunities.

The Driver Ed program proved extremely popular again, with another group of students rotating through the off-campus program. Students have shared their excitement about being behind the wheel of a car for the first time and taking pride in their achievements. This program complemented the TRD program at school, including a group of students who successfully completed their online Learners test.

We had two fabulous excursions during Term 2, with our first off campus visit to Headspace in Hawthorn. Students toured and gained an insight into the operation of the facility, which aims to support young people with mental health, physical health and managing work and study. Whilst the "gaming" centre was a highlight for many, it was rewarding to

see and hear students reflect on the programs and benefits for young people, who seek support via the Headspace organisation. Our recent excursion to St Paul's Cathedral, gave students the chance to immerse themselves in the beauty of a unique place of worship, whilst visiting the Gaia exhibition. The stunning 3D artwork, representing a view of Earth from space, drew many gasps of awe from students as they wandered through the magnificent cathedral.

Many of our programs and aims, reflect Rossbourne's school values, and our recent incursion from Wheeltalk, helped to reinforce the importance of inclusion, respect and resilience. The program is run by Disability, Sport and Recreation and involves a presenter coming in and speaking to the students about life in a wheelchair and the importance of persistence, positivity and self-worth. Students had great fun playing a game of wheelchair basketball, but importantly, reflected on the personal stories and the messages that the facilitator shared.

Our term finished with student presentations of their work from our "Passport to Democracy" program. Students worked in small groups, to raise awareness of issues of concern in the world and aimed to provide potential solutions to the problem. The presentations were diverse, thought provoking and creative in format.

Congratulations to all students for their fantastic efforts this term and thank you to the staff and parents who have supported the students and school programs in Term 2.

**Paul Salomon, Rhonda Sword, Hamish Dalton, Alastair Witts, Paul Salomon
The Senior Team**



SENIOR OUTDOOR EDUCATION CAMP - YARRA VALLEY AND REGION

As we entered into winter the Senior students were faced with a challenging camp with temperatures dipping into the single digits. The group ventured out to the Yarra Valley in the pouring rain and yet they all knew that they were up for challenges ahead.

The students were able to demonstrate from day one that they could work as a group to achieve goals, the first of which was setting up tents in between sporadic downpours. Once the campsite was established, it was decided that we would venture up to Mount Donna Buang to see the fresh snow that had fallen the previous night. Even though the temperatures and weather presented challenges the students thoroughly enjoyed the snow, some students even experiencing this for the first time.

Upon returning to camp the students were again faced with the task of cooking which saw different groups take on roles to contribute to a delicious first meal cooked up on the Trangia stoves. Heading to bed to the sound of rain on the tents seemed a daunting idea, but again the students demonstrated persistence and determination to accept the new experience.

The next day saw the group drive around to Lake Mountain to again experience the cold snowy conditions however this time the sun was out and everyone enjoyed a brief play in the snow before descending into Marysville and Steavensons Falls. The students thawed out on the bus on the journey back to camp and again set to tasks of setting up a camp fire, preparing dinner and getting into warm dry clothes for the evening. The following day saw the group tackle the adventure activities of caving and river kayaking. The students engaged in the activities with a positive attitude and persistence through the cold dark caving quarters and bumpy wet Yarra River at Warrandyte. All in all, the camp challenged the students to manage their personal equipment in adverse weather conditions, sleep in new environments and contribute to the successful running of the camp.

Ryan Teasel
PE Teacher



FOOD TECHNOLOGY

Year 7/8 students completed the Herbs and Spices unit. We had the privilege of being able to utilise fresh herbs from the Living Skills garden in particular fresh basil, coriander and Italian parsley. Students have prepared and cooked a Ginger and Apple Cake, Cinnamon Pinwheels, Cheese and Chive Quiche, Basil and Tomato Bruschetta and Thai Chicken Meatballs. In Term 3 our unit of work will be Kitchen Measurement. This is a great introduction to the wide range of maths skills that are required in Food Technology classes.

Our three elective classes in Year 9/10 have just completed the three different units of work, Superfoods, The Healthy Lunch Box and Farm to Fork. We have taken advantage of the fresh eggplant, zucchini and silver-beet from the Living Skills garden, preparing and cooking Chickpea and Sweet Potato

Curry, Tomato and Lentil Soup, Tuna and Vegetable Pasta and Spanakopita.

Our Year 11/12 elective classes have allowed students to revise their food handling skills, explore new recipes and ingredients and gained important nutritional information which has included deciphering food labels. Recipes prepared and cooked have included Spanish Cous Cous, Chicken Cacciatore, Apple Sponge, Yemista, American Cornbread and Potato Naan. Units of work for Semester 2 will be Methods and Techniques of Cookery, Multicultural Foods and Event Catering leading up to the Art and Design Technology Exhibition function.

Jennifer Kilner
Food Technology



ART HAPPENINGS

Another term done. Students across all levels have been working hard producing an array of amazing work in particular, a major focus has been working with clay, which has had students learning to perfect hand building skills, required to craft their sculptures. Year 7/8's have been busy crafting a school of terracotta fish of varying shapes and sizes, all with unique expressions and detail.

Meanwhile Year 9/10's have been exploring elephant forms, creating a gorgeous herd of elephants, complete with all the necessary body parts, trunks, tusks and expressive ears. It was no mean feat stacking the kiln with different sized fish and elephants. Fortunately, all the firings have been successful and the fired ceramic sculptures have emerged intact.

Senior students have created a myriad of sculptures including giant pears, expansive pots, kangaroos and owls. As always, students continue to impress me with the willingness to explore and experiment with clay, which presents many challenges to young artists.

Year 9/10 students had to grapple with mass/weight and volume and find a balance between the competing weight of the body, head and legs of their elephants.

Across all levels, there have been some beautiful and intricate drawings inspired by Indigenous Art in celebration of NAIDOC. Students have had first-hand experience in learning how carefully you must draw lines and dots to obtain the desired result and are gaining an appreciation of Indigenous Art.

To finish the semester Senior students have painted skate-board decks and canvases. It's been exciting to oversee the Uuoo project which is progressing really well. Despite seeing dots, students have been doing a terrific job working collaboratively and have mastered the art of the dot. It isn't easy applying paint to a curved surface from different angles yet students have persevered and risen to the challenge.

Well done to all students for their creativity and their willingness to make the most of learning opportunities.

Philippa McInerney
Art Teacher



PERFORMING ARTS

Thirty one students from different year levels have been busy this term rehearsing for Rossbourne's first involvement in Wakakirri's Story-Dance Festival. We have been very fortunate to have Stefanie Grogan deliver a high quality Artist-in-Residence program every Friday afternoon as part of the Wakakirri Kick Start Program. Students have responded very positively to her coaching and expertise in the area of dance instruction and embraced the challenge of learning devised choreography.

It is not always easy to find the physical energy required to dance, however, it has been a real highlight of the week to witness the students' excitement and confidence steadily grow. I commend all students for their ongoing enthusiasm, effort and overall collaborative spirit. By the time of reading this, parents of all students involved, will hopefully have received an email and begun purchasing their allocated tickets which will be on sale for these parents on the 23rd June until the 11th July. The Wakakirri Live show will take place in Term 3, on Thursday 4th August - 7:15pm at the Clocktower Centre in Moonee Ponds.

Rossbourne School is one of five schools participating on this date. Thanks to all the staff supporting the students during the rehearsals (Catherine, Jen, Marina and Alastair). A huge thanks to our costume wizard, Jess Mulquiney, who has once again made herself available for sourcing all the costumes, a time-consuming job which Jess does with such passion and great skill. The students are really looking forward to performing and I am confident they will do Rossbourne proud as they experience the buzz of performing live together for an audience.

Interested students have come together on Monday lunchtimes to volunteer their time to sing their hearts out this term, as part of the Rossbourne Singers group. We have had a good representation and regular attendance/support. Students have enjoyed participating in a variety of warmups and have been having fun learning to blend their voices. These sessions will continue to run on Mondays next term.

Thanks for reading and I wish you all a very pleasant holiday.

Cosimo Ercole
Performing Arts Teacher



LIVING SKILLS

As they spend time in the garden of the Living Skills house each week, students are very aware of the changing seasons. This term they have noticed the increased shade across the lawn and that there are fewer bees and butterflies around. Students have been learning about the importance of observation in the garden and they are becoming experts at determining which plants the possums or caterpillars have been enjoying the most.

There was some busy planting earlier in the term to make the most of the remaining warmth early in the season and recently students have enjoyed snacking on freshly harvested carrots.

As the weather has turned colder, some students have enjoyed picking mint or lemon verbena leaves and using them to make a delicious, warm tea.

Although wintry, the garden is looking a little brighter now thanks to the cheerful plant signs and friendly scarecrow created by one of the Senior classes. Another senior group have shown perseverance and attention to detail as they have painstakingly worked at putting the undercoat on the front fence.

Year 7/8's have continued to refine their skills with domestic chores. They also do a superb job helping the school to reduce the amount of waste going to landfill by collecting recyclables and compost.

A big thankyou also to the Year 9/10 and Senior Gardening elective groups, who have worked hard to keep the gardens and lawns healthy and productive. The weekly pruning, weeding, mulching, mowing and edging has certainly paid off.

Catherine Turner
Living Skills Teacher



ROSSBOURNE CONNECT - MORE SUPPORT UNDER A NEW STRUCTURE

For many past students and their parents, Rossbourne School has been a very positive experience and for some it has been life changing. Rossbourne is much more than a school, it is a dynamic community that values all who have been associated with the school. In 2017 Rossbourne Connect was established by a group of dedicated parents of past students as an alumni association. It has been dedicated to reaching out to past students and their parents so they may continue their connection with Rossbourne, acknowledging their importance as valued and respected members of the Rossbourne community.

Rossbourne Connect has relied on the good will of a small number of "past" parents, led by Juliet Eardley and Kerri Young-Caruso, to organise and manage communication and events. Their dedication and commitment to creating opportunities for past students and their families to stay connected has been extraordinary but the time has come for a new

structure to manage and organise Rossbourne Connect so that it can continue to provide administrative, practical and moral support for our student and parent alumni.

As of Term 3, Rossbourne Connect will no longer be a separate entity but directly supported by the School and Rossbourne Parent's Association. To give student and parent alumni an opportunity to determine the direction, activities and events of Rossbourne Connect, a sub-committee will be formed under the guidance and constitution of Rossbourne Parent's Association. Members of the Rossbourne Connect committee will not have to be members of Rossbourne Parent's Association. If you are a past student or a parent of a past student and would like information on how to be involved in supporting our alumni events, please contact Rossbourne School at info@rossbourne.vic.edu.au

ROSSBOURNE STAFF MEMBER, JAMES GARDNER, SUPPORTS ANZAC DAY EVENT AND ROSSBOURNE STUDENTS

To help commemorate ANZAC Day and support the initiative of Rossbourne student, Ariel Liu, I was asked to be a guest speaker and present at Nunawading Venturers Scout Unit. I was honoured to do so and spoke about my life in the military and shared my experiences with her unit.

As we all know, Ariel is committed to her Scouts unit and is working hard to earn badges. My presentation was a component of 'Their Service, Our Heritage' badge, which Ariel is working hard to obtain.

To gain this badge she must meet three requirements. First, her unit needed to participate in an ANZAC Day Dawn Service, where she read the poem 'Flanders Field'. Secondly, she was required to invite a military veteran to present. The final task requires her unit visiting the Shrine of Remembrance.

Elliot Hall is also part of Ariel's unit and during the ANZAC Day service, he read out 'Welcome to Country'.

Ariel and Elliot are very proud members of their Venturers Scout Unit. This photo shows them with their ANZAC Day commemorative badge. They are both very excited at the prospect of receiving 'Their Service, Our History' badge in the future.



CROSS COUNTRY



Congratulations to all students who ran in the Interschool Cross country event on the 3rd June . These students showed commitment and perseverance not only on the day when they ran their 3km races but also during the before-school training sessions on cold wintery mornings. On race day they ran extremely well and demonstrated fairness and honour towards each other and other competitors. They all deserve to be very proud of their achievements.

Edie, David, Annabelle, Clara, Matt, Gus, James, Harrison and Alex

2022 VICTORIAN INTERSCHOOL SNOWSPORT CHAMPIONSHIPS MULTICLASS EVENT

Please contact Marie Butler – Parents Association on mbutler@morningtonfootclinic.com.au for further details



2022 Victorian Interschools Snowsport Championships Multiclass Event

The **MULTICLASS EVENT** is incorporated into Victorian Interschools with a dedicated, inclusive race held on **Wednesday 24th August**. Capable skiers or snowboarders, with an intellectual or physical impairment are invited to participate.

A participant development camp will be held by Disabled Wintersport Australia **22nd and 23rd August**. The camp is open to DWA members who meet the eligibility criteria.

To be eligible, participants must be able to ski or snowboard competently and unassisted down a Blue Run, independently ride a chair lift, have parent or guardian supervision at Mt Buller, and arrange their own accommodation and transport to and from Mt Buller.

If you would like to register your child's interest in participating or wish to learn more about the event, please contact Cally at 0439 552 220 or info@multiclasssports.asn.au.



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