



PRINCIPAL'S REFLECTION



Affirming Neurodiversity

Rossbourne's "Thrive on Diversity" maxim is far from just a marketing catch-all, designed to project a comforting image. Our neurodiverse students and staff thrive in a learning culture that values their strengths and embraces differences.

My experiences, observations and intuition tell me that more and more people are open to understanding and supporting neurodiverse people and the neurodiversity movement, creating richer opportunities for learning, education, and career pathways. I also notice that many people use the word neurodiversity as a broad umbrella term for human difference without a clear concept of its meaning and the experiences of neurodiverse people.

LG Hamilton (2023), describes the neurodiversity paradigm as challenging the pathologising accounts of neurodevelopmental differences, including autism, attention deficit disorder (ADHD), dyslexia, developmental language disorder (DLD). From a neurodiversity perspective, these differences in the way people perceive, learn and interact with the world are considered as naturally occurring cognitive variations, analogous to biodiversity in the natural environment, bringing unique strengths and challenges for individuals.

With this conceptual understanding of neurodiversity, it is clear that a personalised approach to education is required to effectively foster learning and further develop individual strengths.

The myth of the "normal student" is still prevalent, especially in mainstream schools and among some educators. The term 'neurodiversity' describes the natural differences in brain structure and function that determine the way individuals receive, process, and respond to information about the world (Chapman, 2021a; Singer, 1998). Neurodivergent people are typically associated with conditions such as autism, ADHD, dyslexia, developmental language disorder, dyspraxia, and Tourette syndrome and roughly make up about 10% of the population. However, those who conceptualize neurodivergent people as outliers, fail to understand the nature of neurodiversity as a natural and valuable form of human diversity, just like other forms of human diversity such as race, sexuality, gender, and culture.

While many agree on the importance of inclusion as a form of social justice, some educators still

narrowly focus on neurodiversity as akin to a deficit or impairment, lowering their expectations of student's ability to achieve academically. This is underscored by research that clearly links positive attitudes toward inclusion and effective inclusive practice (A. Cook, 2024).

Neurodiversity is not about obfuscating the real challenges that are experienced by neurodiverse people such as executive function (e.g., organisation, time management, stress management), social communication (e.g., asking for help, literal interpretation of figurative language) and sensory processing (e.g., excessive noise and light). However, these cognitive variations do not diminish the qualities and strengths of individuals who happen to be neurodiverse. In fact, research supports the notion that neurodiverse people can often have particular strengths in the areas of creativity, problem-solving skills, critical thinking skills and the ability to recall facts, ideas, and concepts (A. Wyatt, 2023).

Embracing neurodiversity is about accepting, including, celebrating, and supporting neurodivergent people. Their differences are part of natural variation and don't need to be treated or changed.

Embracing and affirming neurodiversity means not expecting neurodivergent people to change their behaviour and accepting all for who they are. This eliminates the pressure on neurodivergent students to try and behave in neurotypical ways by hiding mannerisms and masking coping behaviours and strategies, which is exhausting and creates mental health vulnerability. Embracing neurodiversity is good for society. Just like the planet needs a diversity of plants and animals to survive, society needs neurodiversity to thrive.

Rossbourne's Multipurpose Performing Arts Centre

From the ideas and initial conceptualisation to its design and building, my thanks and appreciation go to all who contributed to the creation of our new Multipurpose Performing Arts Centre (MPAC). This building was designed not only to provide our students with a modern, flexible, and inspiring learning space but also a focal point, where our proud community can come together for a range of events and to share experiences.

After being handed the key only a few short weeks ago, the MPAC was quickly utilised as a teaching and learning space, for Wakakiri rehearsals, the Performing Arts Showcase night, assemblies, Parent Information

evenings and events such as the Rossbourne Trivia Night on the 27th of July.

Although many people were involved at some level in the creation of the MPAC, it would be remiss of me not to recognise a few who have made a significant contribution. My gratitude goes to the Rossbourne School Board for their vision, strategic direction, and trust. In particular, I would like to thank one of our Board Directors, Des Cook, for the countless hours he has given in supporting the project management of the MPAC from its inception. I would also like to acknowledge the dedicated work of our Business Manager, Phil Dunmill and the fine work done by our architects, Smith & Tracey, as well as our builder, Edmansson Construction. We eagerly look forward to commencing phase 2 of the Manningtree development, as we await planning permission to renovate the Manor House.

Staff

After completing her Parental leave at the end of Term 2, Jess Mulquiney has made the decision to resign from Rossbourne so she can continue to devote all her time to her family and young son, Theo. This decision was not an easy one and we know that she will miss Rossbourne, especially her students. We, of course, will miss Jess, her comradery, her professionalism and her care. We wish Jess all the very best as she continues her parenting journey.

It is with lament, that I also announce that James Gardner is leaving Rossbourne for personal family reasons. We wish James all the very best as Mountain District Community College gains a talented and dedicated teacher. Paul Salomon will replace James as the new Year 10 G teacher for the remainder of the year. Paul is of course a very experienced teacher and a well-respected long-term member of staff at Rossbourne.

We were very fortunate to welcome back Rhonda Sword a few weeks ago after her leave of absence during Term 2. Rhonda was sorely missed, especially by her students, who are now relieved she has returned.

We wish Jennifer Kilner Bon Voyage as she takes some well-earned long service leave in Term 3. Jennifer's replacement is yet to be announced formally as we finalise this appointment.

SchoolTV

A reminder that SchoolTV is a resource that Rossbourne provides for families to freely access. Topics range from managing social media to discussing war and conflict with your young person and are conveniently arranged into a number of series. Topics feature interviews with leading youth wellbeing experts and researchers from around the world, offering hours of relevant and practical information. Additionally, each topic includes a compilation of related resources from key organisations providing a comprehensive stream of content. Resources include informative fact sheets, articles, apps, books, podcasts, websites, and other videos - all related to a single topic, in one place. Please click on the Rossbourne SchoolTV link on our website for easy access.

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.

Child Safety Standards require organisations to have policies and procedures that promote safe environments for children and young people and ensure organisations are prepared to respond to allegations of abuse and misconduct. If you have any questions, concerns or ideas about how to improve child safety at Rossbourne, please contact our Child Safety Officer, James Box via email; boxj@rossbourne.vic.edu.au or contact the school on 9819 4611.

Shane Kamsner
Principal

DEPUTY PRINCIPAL REPORT



Term 2 has been a busy eleven-week term.

Before we returned for the second term this year, Jennifer Murray and I were fortunate to attend a conference in Sydney, arranged by the Association of Heads of Independent Schools of Australia (AHISA). It was titled **Leading**

Learning & Caring – a vision for volatility 2024.

It was a thought-provoking couple of days, where topics discussed included the impact of Artificial Intelligence in schools, Inclusivity and Diversity, empowering tomorrow's leaders and nurturing students to share the future. We discussed these and others in groups and made connections with schools all over Australia and some from overseas.

Jennifer and I had many take aways from the two days in Sydney, starting with the superiority of Melbourne's coffee! We appreciate our privileged position at Rossbourne given we are part of a unique school and community of learners and parents. It was clear to me that while we are always striving to improve and be the best that we can for our learners, we are also leading the way in education with the programs and initiatives we offer.

- Many schools are grappling with
- How they can accommodate all the needs of the curriculum
 - Differentiating the curriculum for many students in each class
 - How to focus on a more strength-based approach so that the curriculum can be adjusted to build on students' strengths while also working on the areas

- they need to work on
- Finding the balance between student wellbeing and student learning outcomes
 - Focussing on 'life ready' learners and giving them the skills that they need (often called the soft skills) for an unpredictable work force and future when they leave the school

All these ideas and more were discussed throughout the conference, and we were given time to reflect on our progress on a number of the points above. It was affirming for us as leaders at Rossbourne that these are areas we consciously work towards on a day-to-day basis, ensuring that we give our students the best life chances when they walk out of Rossbourne's blue gate on their last day.

We certainly hope that in the near future, we can facilitate similar conferences as leaders in the field of students who are neurodiverse.

Child Safety

The safety of all students and staff at Rossbourne continues to be our priority. The Child Safety Committee instigated a document titled Safeguarding Children and Young People, which discusses child safety in an easier to read and understandable language for our students. This document was discussed with students during Homeroom time and sent home to parents. It is important that students have a thorough understanding that they have every right to feel safe at school and that as a community, we are doing everything possible to ensure this happens. Posters were also put up around the school as a visual reminder to students who they should go to if they need to discuss any safety concerns.



Student Leadership

Our Student Leaders met on a number of occasions this term to be a point of contact with their peers and to work on projects that are important to them. Some of the work included:

ANZAC Day Ceremony

Students presented to the students and staff where they read through the important story of the ANZACs and their history. It was great to have Toby Wallace play the last post.

Mother's Day

The Student Leaders worked in conjunction with the Parents Association to help plan, prepare and support the Mother's Day Breakfast.

As a school, we also had our first Mother's Day stall where we raised over \$700 for charity.



Assemblies

During the term we held a number of assemblies where we raised the students' awareness to the topics below and discussed their importance:

- IDAHOBIT Day
- Our charity work with The Little Things Community
- Prada Willi Syndrome and how it affects one of our senior students in particular.
- Bullying and Harmony Day

Events

- Other important activities this term include
- Athletics
This took place on Tuesday 14th May at the Tom Kelly Athletics Track. It was another fantastic day for our students to be involved and there was such a great atmosphere of support and cheering for students who gave their best
- METEC Driving Courses
All Year 10 students spent Thursday mornings at Drivers Education in Bayswater over a three-week period while twenty three senior students undertook driving training at METEC on Monday afternoons.

We look forward to welcoming all students back on Tuesday 16th July after a well-earned break.

James Box
Deputy Principal

SOCIAL SKILLS PROGRAM

This term students have continued to participate in The Social Stencil Program each week with our School Psychologists, Clare Tighe and Bella Saunders, and Speech Pathologist, Kathryn Harker.

The focus has been on building healthy, positive friendships and the following topics have been covered this term:

- Recognising and understanding emotions and non-verbal communication such as facial expressions and body language.
- Managing anger using breathing techniques, movement, and the use of water (e.g. having a drink or splashing the face).
- Understanding why conflict happens and the importance of addressing issues in friendships when they arise.
- Using three main strategies to help resolve conflict in friendships:
 1. Problem solving using the "Stop-Think-Do" technique.
 2. Thinking and acting assertively versus aggressively or passively.
 3. Acting in caring ways (e.g. listening to our friend's needs and not taking over).

YEAR 7/8 NEWS

Our continued journey of Learning, Growing, and Developing

With all the educational programs our students undertake when they start their journey here at Rossbourne, it seemed fitting to commence this term with an adventure and immersion excursion to The LUME exhibition to peel back the layers of the extraordinary person, Leonardo da Vinci. Leonardo stands as an enduring symbol of curiosity, innovation, and the relentless pursuit of knowledge. Aren't these the strengths and aspirations that we hope for all our students?

Some quotes from Year 7/8 students.

"I enjoyed trying out a lot of the hand on activities and learning how a lot of Leonardo da Vinci's inventions worked, especially building the wooden arch. I didn't achieve it, but I enjoyed the challenge."

"I was very happy and interested in doing the biology experiment testing our heart rates and being in a group with a group of my close friends."

"I liked doing the science experiment on static electricity, I liked the hands-on part and I found it intriguing."

As we delved into his world through all the different aspects of the exhibition that celebrate his multifaceted genius, we uncovered his artistic mastery and his profound contributions to science, mathematics, and the development of essential life skills. Once again, aren't these core themes that are crucial in life?

In the context of studying science this term, the exhibition highlighted the impact of precision,

You might like to encourage your child to use the anger management techniques listed above, which we have practiced in class if they are feeling angry. You could also encourage them to use the "Stop-Think-Do" technique if they have a friendship problem, use assertive communication, and demonstrate care in their friendships.

We hope your child has enjoyed participating in the Social Stencil Program. Next term our classes will concentrate on respectful relationships and consent, which will be facilitated by Clare and Bella.

Parenting resources can be found at Rossbourne School TV, see rossbourne.vic.schooltv.me/ and The Raising Children website, see raisingchildren.net.au/

**Clare Tighe, Bella Saunders, Kathryn Harker
The Wellbeing Team**



principles of proportion, different perspectives and geometry to our students. This beautifully linked to our focus on measurement this term in Maths. We weren't just viewers at the exhibition but active learners, invited to explore the mathematical underpinnings of his art and unbelievable inventions. Such hands-on activities not only strengthen computational skills but also foster creativity and critical thinking essential for innovation in the digital age.

A couple of reflections from our students-
"I love art and the creativity behind it. I like drawing landscapes in art, mixing colours and adding extra detail."

"I enjoyed making Ceramic penguins out of clay in art class. I enjoyed using the clay, baking it in the kiln and seeing the finished product."

"I loved returning to do Wakikiri again as I've done it before and learning new dances and seeing the different dances of different groups. I found a lot of them challenging but I gave them a go."

"I enjoyed playing soccer with my friends and scoring lots of goals and playing against other schools."

At the core of Leonardo da Vinci's legacy are timeless values that resonate profoundly in today's

world and at Rossbourne. His integrity as an artist and a scholar exemplified honesty and respect. Through his collaborative spirit with other intellectuals of his time, he demonstrated the value of sharing knowledge and ideas. Once again, a man ahead of his time.

Moreover, Leonardo's resilience in the face of the many challenges—whether technical, artistic, or personal inspired us to persevere and set your personal best. This perseverance and personal best were on show at our annual Athletics Day which showcased our school spirit and unbridled joy of "having a go" and putting your best forward, whether that was running, field events or even smashing the teachers in the relay, again.

A couple of quotes from Year 7 students.

"This term I liked Athletics Day. I challenged myself, got my personal best and did the relay, and it was fun!"

"The Science rotations were fun. They give us fun little challenges. I especially liked building the catapult, it was very enjoyable. I enjoy Science because it's fascinating and enjoyable to do these experiments and find out the results, just like Leonardo did."

"I liked practising my throwing skills especially in dodge ball and playing with my friends, it makes me feel more confident in the group."

Our Social Stencil Program continued to empower our students with the ability to express themselves confidently and respectfully, with a range of practical techniques and role-playing exercises to hone their assertiveness skills. All our students are learning to navigate social challenges through building positive personal relationships, which teach them to set boundaries, handle conflicts constructively, and enhance their self-confidence. It has been delightful to see, hear and observe the learning, growing and developing of this which will enhance our students individually and collectively to become a life ready citizen.

We've had another dynamic, invigorating, and bustling Term 2 filled with growth, learning, and personal challenges across all our curriculum activities. We eagerly anticipate Term 3, with its expanded opportunities and exciting achievements ahead.

Thank you for your ongoing support.

**Jennifer Murray, James O'Sullivan, Tim Francis,
Jenna Mason & Janice
Year 7/8 Team**



Final quotes from our students.

"It was a good opportunity to cheer each other on."

"I was helping people with the teachers to get to their events, which is a kind thing to do."

"I felt proud I got a personal best in the 100M sprint."

"Doing Wakakiri is a good opportunity to get to know students across all year levels."

"I enjoy making bracelets and learning these new skills. These will be sold to raise money for charity."

"I really enjoyed the Lume exhibition. It is probably one of the greatest art galleries of all time. There were many things to discover there: centuries-old documents that have surprisingly lived this long and the one of the largest digital galleries in the world. This exhibit never disappointed and there was always a lot to learn."

"I found it interesting that Leonardo Davinci was known for so many incredible inventions And I think that it's amazing that his work has lived on! Maybe that will be me one day!"

"I liked learning about explanation texts especially the language specific to explanation texts. I found it interesting learning that there were different sections of explanation texts and the different language that can help guide readers of explanation texts."



YEAR 9/10 NEWS

We have completed a comprehensive sequence of learning in the 9/10 School Section, and given the long term, it has been heartening to see how well students have sustained motivation and energy. The end of semester has coincided with the opening of our new multi-purpose learning space which has been quite thrilling for staff and students alike. It will fundamentally alter the way we deliver curriculum as the space offers us scope for larger group collaboration and project work.

In English the Year 9 students have been deep in the world of textual analysis of "Mahtab's Story," and a new text "The True Colour of a Little White Lie" by Gabriel Bergmoser. These books always spark exceptional classroom discussions where students are supported to make links to their own life, experiences and values. Moreover, we plan excursions that link with the content studied. Louis Sacher's text teaches us the value of perseverance, friendship and understanding and learning from history. The themes of environmental deficits and human impact on landscape; the importance of friendship, and the consequence of choices we all have to make, have linked nicely with our social-emotional classes where we study interpersonal skills, relationships and how to maintain them. In Mathematics we have studied 'Measurement & Geometry' with students learning about perimeter, area, volume, and measurement more broadly. In Adolescent Health, the focus has been on The Human Body in preparation for Sexual Health in Term 3. Reconciliation Week was also recognised this term with learning activities designed for students to understand First Nations people and their history.

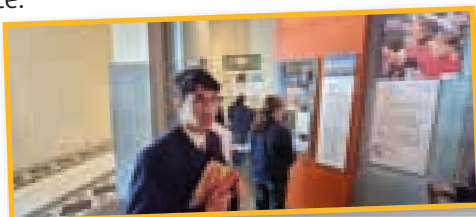
The Year 9 students have been on two excursions: one to the Immigration Museum and the other to the headquarters of The Salvation Army. A couple of students found plaques at The Immigration Museum dedicated to their grandparents. The excursion was organised to build student understanding of the plight of refugees and the reasons why people decide to leave their homelands for a new life in Australia. The trip to The Salvation Army aimed to assist our learners to understand the plight of the homeless, and the causes of this problem.

The Year 10 students completed three sessions of Driver's Education at Kilsyth. The value of this programme cannot be overstated and, in many ways, marks a transition to adulthood. It has a tangible impact on the way our students perceive themselves, their value and their ability to contribute to and participate in the wider adult world. Driver's Education falls under the banner of Work Experience because the programme aims to foster social inclusion and social integration. Moreover, it supports students to be work-ready, increasingly understand the value of independence and the mechanisms needed to achieve this; and later, to secure jobs that require a Driver's Licence.



Thank you, as always, for trusting us with what we value above all, nurturing the next generation. Our committed team of teachers in the 9/10 School Section work incredibly hard to create lively, engaging and student-specific learning programmes for your children. We hope you have a safe and restful term break and look forward to seeing you soon.

**Marina Slifirski,
James Gardner,
Marion Branchflower,
Andrew Lusted**
Year 9/10 Team



SENIOR SCHOOL NEWS

It has been a dynamic and busy term for our Senior Students, with a number of activities and opportunities available.

Driver's Education has been a highlight, with the popular program attracting a large cohort of students. Every Monday afternoon the students piled onto the Rossbourne Bus to METEC to build their skills and confidence behind the wheel.

Mathematics has been a standout subject this term, with some students taking a brisk walk down to the park to survey birds, and others preparing for the very exciting Senior Barbeque which took place on 19th June. We congratulate these students for actively engaging in Mathematics using important life skills.

Our elective modules were a great success, with students delving into the world of Psychology, Forensics, Emergency Services and Do It Yourself. We were thrilled to give students agency in their choice of these, and we are very much looking forward to the next iteration of elective modules in Term 3.

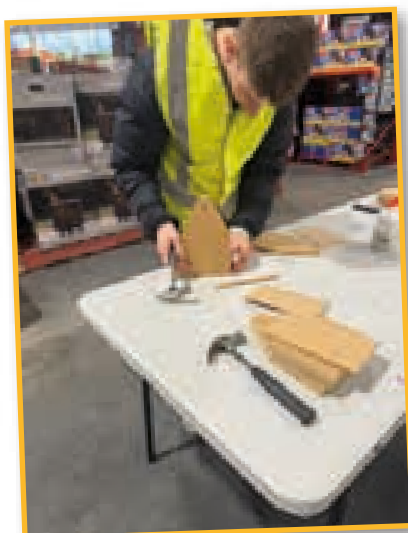
Fitness continues to challenge and inspire, with many students citing it as their favourite part of the week. A small group very much enjoyed their time on the Outdoor Education Camp, where they canoed, hiked and set up tents. We congratulate these students for their resilience and perseverance.

Community Action Groups continue to be a significant part of our Senior Curriculum. These acts of service not only benefit our students, but more so the wider community. We are privileged to offer our skills and commitment to those in need.

The days are getting longer and colder, and I know all our students will relish a well-deserved and earned break. As always, I extend my heartfelt thanks to Tania Hume and Hamish Dalton. As our Homeroom Teachers, they continue to nurture and educate our senior students and work tirelessly to ensure the seamless running of our program. I also extend my thanks to all senior teachers for their hard work and dedication to educating our young adults.

I wish all of the Senior Students and their families a wonderful and restful break.

Katie Rose Smith, Tania Hume & Hamish Dalton
Senior School Team.



ART

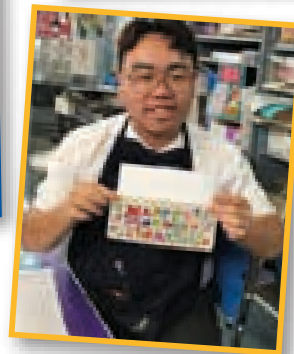
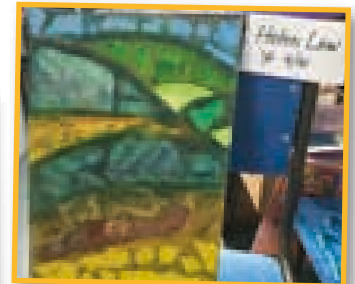
The Art room has been a hive of creative action across all year levels this term. Work includes clay sculptures, torn paper collages, mixed media compositions and ink drawings. Students in Years 9 and 10 have created art works inspired by the stormy seas and skies, referencing the famous print "The Great Wave of Kanagawa" by the Japanese artist Hokusai. Continuing the marine theme, several students have created ceramic seals and fish sculptures as well. Other students have also made stunning torn paper collages of landscapes.

Penguin sculptures are the result of Year 7 and 8 students getting their hands dirty with terracotta clay, although some students opted to wear gloves. There is now a great huddle of penguins and birds occupying space in the art room and kiln. There is a variety of sizes and some interesting added features like hats, bow ties and hairstyles. One penguin even sports a mullet (Toby Wallace).

Senior Students have also been immersing themselves in crafting various sculptures in clay, organic pots inspired by Gaudi and birds of different persuasions. One bird morphed into a dinosaur (Laura Sutherland), a much better fit. Another group have taken the plunge with lino carving. Once cutting is completed, the lino plates are inked up to develop to lino prints. The technical challenge is to avoid a lino tool cut when lino cutting.

The beauty of art is being flexible and adaptable to different ideas in the discovery of art making. The result is often an unknown destination, making it even more interesting. It is always an enriching experience to be a part of the creative journey and to see students develop their confidence and skills. For me, it is both a pleasure and a privilege to help facilitate the students' development as a young creative. It has been a long term, so I want to congratulate students on their hard work in art. Well done to everyone.

Philippa McInerney
Art Teacher



FOOD TECHNOLOGY

This term, our Year 7 and 8 classes have enjoyed the Healthy Eating and the Five Food Groups unit. We have focused on safety in the kitchen when using hot appliances, personal hygiene practices and learning how to use sharp utensils correctly and safely. Simple dishes were prepared including tomato and feta tarts, scrambled eggs, hash browns, an autumn plum slice, fried rice and smoothies. Everyone had plenty of practice cracking eggs even though some of those eggs jumped out of the shell and landed outside the bowl!

Year 9 and 10 students have been introduced to new ways of utilising healthy ingredients in the 'Super Foods', 'The Healthy Lunchbox' and 'Meal Planning' units. When researching our focus foods, students were fascinated to learn of the scientifically proven health benefits of eating dark chocolate, honey, blueberries, salmon and broccoli. We followed recipes to prepare cauliflower rice, honey tea cakes, beef and lentil cottage pies, chickpea curry and lemon and rhubarb tarts over the course of the term.

Making pasta was one of the students' favourite lessons, where they were surprised to learn what eggs and flour alone can produce.

We have been able to take advantage of the fresh produce that Catherine's Living Skills classes have been growing and harvesting. At the end of summer and early autumn we saw an abundance of beautiful cherry tomatoes, fresh coriander, basil, parsley, green beans, lemons, spinach, rocket, salad greens, cabbage and an eggplant or two.

During our classes in Senior School, students worked on individual design briefs and produced potato gnocchi, Turkish gozleme, butter chicken, French style crepes and Greek Custard Slice.



Well done on an amazing first half of the year, especially our new Year 7 students who are settling in and make friends so quickly.

Wishing everyone a safe and an enjoyable mid-year break.

Jennifer Kilner
Food Technology Teacher

PERFORMING ARTS

Wow, what an exciting and busy Term it has been in Performing Arts here at Rossbourne!

The Wakakirri rehearsals are in full swing, with all the dancers working very hard on learning their choreography and getting used to performing on stage. We are in the process of finalising costumes and props, and all of the students involved are really excited as the show date gets nearer. Rossbourne Wakakirri Performance will take place on 1st August at 7:15pm at the Clock Tower Theatre, Moonee Ponds.

Our Performing Arts Elective students in Years 9 to 12 have been busy creating, rehearsing, filming and editing their group projects. These culminated in a very successful Performing Arts Showcase evening, where their filmed stage plays and short films were screened to a very enthusiastic, lively and appreciative audience. This event took place on Thursday 13th June in our new Multipurpose Performing Arts Centre. We also had a very talented student perform a monologue and a song on stage to the live audience, which took a lot of courage and was a real highlight of the evening.

The Year 7 and 8 Performing Arts students have been learning all about the different instruments of



the orchestra and completed a research assignment based on an instrument of their choice. The projects were all of a very high standard and I was impressed at the level of effort students put into their work, ensuring it was completed on time and was really well presented. To finish off this unit of work, students are going to be designing and building their own instruments out of recyclable materials. I can't wait to see the amazing creations they will bring to school to present in front of each other.

To finish, all Year 9-12 students will need to choose their electives for next semester soon, and I look forward to seeing which Performing Arts classes the students will pick. The options are Film Making, Drama and Music. The Elective booklets went home this week, where all the choices are listed and described in detail, so please take time to read through the options and don't hesitate to reach out to me if you have any questions about the Performing Arts electives.

Yulia McGibbon
Performing Arts Teacher



AMY WALKER

Rossbourne is proud of our Year 12 student, Amy Walker, who has successfully completed her Certificate III in hospitality and formally graduated with that qualification in Term 2 from Box Hill TAFE.



BAYSIDE ABILITIES NETBALL SQUAD

Rossbourne is very proud of our students who are members of the Bayside Abilities Netball Squad. The state association championships were held on Sunday 16th June with 6 teams competing.

Due to the growth and commitment of the program, Bayside could enter two teams. Bayside Blue and Bayside Orange. Bayside Orange had Laura Sutherland and Tilly Zegir in the team and they finished on top of the 6-game round robin, winning all 6 of their matches. Bayside Blue had Geordie Barnes and Kayla Smith and they finished second on the ladder, resulting in a Bayside Orange vs Blue grand final. A 2-point draw saw both teams walking away as winners.

We are additionally proud of Laura and Tilly, who have been selected to be part of a national netball team (Marie Little Shield).



YOUTH ENTERPRISE AUSTRALIA

Rossbourne students and alumni attend event hosted by Youth Enterprise Australia

On Thursday 20 June a group of past and present students attended an evening event hosted by Youth Enterprise Australia (YEA) at The Little Kitchen That Could in South Melbourne. It was a great opportunity to meet the YEA team and learn more about the free employability workshops they run for 18–25-year-olds.

The young people were treated to a sit-down meal and trivia night. YEA has recently opened a hub in Hawthorn, and we look forward to an ongoing partnership accessing the range of services they provide.

Thank you to Sarah Flanigan for driving the Rossbourne bus and to the parents who supported the event.

Tania Hume
Senior Homeroom Teacher



PHYSICAL EDUCATION

Interschool Soccer & Hockey

Soccer has been another popular sport on the Rossbourne Interschool radar and this year has proved to be another successful season. With all our teams proving highly competitive through the weekly rounds, Carnival Day brought some excitement. Every team played admirably through the day and came up against some very strong and determined schools. Unfortunately, it was not our year to bring home trophies, but everyone remembered the goal of having fun and displaying positive sportsmanship. All the coaches agreed that it was too difficult to single out any individual performances on Carnival Day this year and that all of the soccer participants demonstrated skill, teamwork, and outstanding sportsmanship.

Our hockey team also had a highly competitive competition and displayed wonderful teamwork throughout the weekly rounds. Unfortunately, we



did not progress through to the finals on Carnival Day but the team came away from the day reflecting on their individual skill growth and knowledge that they will return next year with renewed efforts to match the other school teams. The participants were encouraged to remember that their number one goal while participating in sport is to have fun and I hope everyone focussed on this.

Athletics Carnival

The student attendance at this year's Athletics resulted in a fantastic day of top-level participation and competition. With Tim Francis stepping up to the mic and starting the day's proceedings, it was straight into 100m sprints which proved to be a popular event. Throughout the day it was great to see the support from the Rossbourne staff who contributed to the smooth organisation and running of the events. It was also inspiring to see many students stepping up to participate in events they had not originally signed up for and show support for their peers trying their best. It was a jam-packed day that saw high levels of participation and effort by students and staff alike.



Ryan Teasel
Phys Ed & Outdoor Ed Teacher



OUTDOOR EDUCATION

Year 9/10 Wye River

This semester the Year 9/10 Outdoor Education student group headed down the Great Ocean Road to camp at Wye River and participate in adventure activities. The students had prepared throughout the semester learning to set up tents, safely use cooking equipment and team work. The weather conditions couldn't have been any better for the camp even though it was a bit chilly at times. The students were well prepared and ready to step out of their comfort zone and embrace the challenge of camping with winter just beginning. We were treated to campfires at night, sunny days, and



delicious food across the three days. Everyone enjoyed the surfing session on the first day, with the swell developing into some fun waves as the session went on. Our 14km hike threw some challenging hills in our path but with grit and determination, the students were able to prove they were up for the challenge. The Tree-Top Surfing was another huge success with the students enjoying the high-elevation challenge.



Senior Grampians Hiking

With an early winter camping trip scheduled for the Prom it was destined to be a wet and windy time and the predicted weather didn't look like it would disappoint. It was unfortunate that the camp needed to be relocated given the conditions were predicted to be unsafe, but our new destination did not disappoint. While driving out to the iconic Grampians National Park the students were amazed at the raw beauty of the geological grandness of the mountains and the ruggedness of the bush surroundings. It was clear from the start that this trip was going to be one to challenge the students' to move out of their comfort zones and create some lifelong memories. The wind at times rattled the tents and trees around the group. The weather cleared on the second day and provided spectacular temperatures while we explored the Mackenzie Falls, Sundial/Lakeview Loop, and Silverstone Falls trail. The treks offered great opportunities for mesmerizing views and opportunities to soak up the natural wonders around us. The BBQ dinner was well deserved after a hard day of hiking and Uno was a staple game back at the campsite before sitting next to the campfire to wind down and then tucking up in our warm sleeping bags for a night of rest and recovery. On the second day, the group tackled the ever-popular Wonderland rock-hopping trail up to the Pinnacle lookout. With tricky paths

meandering over and around rocky obstacles the group were able to immerse themselves in the raw beauty of the surroundings and tackle the challenging trek to the peak. They were not let down by the stunning views on offer when they reached the Pinnacle. With sweeping views from north to east and then to the south, the valley below was a sight to behold. The students knew then that the move from the Prom was not a let-down. All students contributed to the success of the camp and had moments of learning no matter their prior experiences.

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