



PRINCIPAL'S REFLECTION



Geopolitics, Climate Change and Adolescent Anxiety

Adolescents and young adults generally don't consume news and current affairs via traditional modes of reading newspaper articles or watching the nightly news programs on free-to-air television. In 2023, 46 per cent of 18-24-year-olds nominated

social media as their main source of news, and 31 per cent of this cohort cited celebrities and social media influencers as sources of their news content. Only 7 per cent of 18-24-year-olds reported consuming news from traditional sources (Australian communication and media authority, 2024).

The trend toward young people relying on social media for news information is increasing and poses a significant problem, as the news and information they receive is often not contextualized or analyzed in a meaningful or accurate way. No doubt, the events that are occurring around the world are anxiety-producing for all of us; however, for many young people who hear only the sensational sound bites and see unfiltered, horrific images via social media, their emotional response can be further heightened, leading to elevated levels of ongoing fear and anxiety.

A large body of research exists to explain the effects on young people as they navigate the current political and environmental climate. One study of over 10,000 young adults aged 16-25 from 10 countries showed that most participants were either extremely or moderately worried about climate change, and this anxiety was correlated with perceived inadequate government response or feelings of betrayal (Hickman et al. 2021).

Another study found that over 50% of children have anxiety about at least one political issue, with the environment and violence being the two with highest concerns, while another study showed accessing social media during election campaigns significantly increased feelings of stress and concern (Caporino, Exley, and Latzman 2020; Dejonckheere, Fisher, and Chang 2018).

Along with political instability, social unrest has been identified as a co-contributor to adolescent anxiety. Moreover, the spread of misinformation has been shown to contribute to feelings of uncertainty and mistrust, further exacerbating anxiety symptoms (Strasser, Sumner, and Meyer 2022).

As the long-term consequences of climate change and an unstable geopolitical world continue to affect the stress levels of young people, parents and

educators need to be aware of the emotional impact and how to guide and support individuals affected. Supporting adolescents with the tools and resources to build resilience and fostering a sense of community can help mitigate the impact of these stressors. Furthermore, adolescents can be aided by adults to help them be mindful of the media they consume and explore with them, their understanding of domestic and world events.

It can be empowering for a young person to know they have at least some control over events within their own communities. Parents and teachers can talk to them about their sphere of influence and help find ways for our young people to make the world a better place within that sphere. Challenge your young person to look for ways to respect and be inclusive of their friends and family. Encourage young people to offer their time to a local charity where they can volunteer and make a difference. Or even come up with a project to serve your local community.

Young people not only need to see that there is hope and good in the world, but they also need to be a part of that good.

Finally, our young people need to know that their feelings and concerns are common responses to the impact of worrying geopolitical and environmental changes, and it is essential that we create safe spaces for them to address their feelings, fears, and concerns.

SchoolTV:

Gender Diversity

In today's world, many young people are exploring who they are - not just in terms of career aspirations or friendships, but also how they understand themselves, including their gender identity. For some, this journey is straightforward. For others, it can involve questioning, rethinking, or expressing gender in ways that may not align with traditional expectations.

As a parent or caregiver, it's completely natural to feel uncertain or even overwhelmed at times. You might have questions, concerns, or simply want to better understand how to respond in a way that's helpful and affirming. The important thing to know is that gender diversity is not new, but our awareness and understanding of it is growing. It means recognising that not everyone experiences gender in the same way. While many young people feel comfortable with the gender they were assigned at birth, others may experience or express their gender in ways that feel different from what's traditionally expected.

Supporting a gender-diverse child doesn't require you to be an expert - it requires you to be present, open-minded, and willing to listen. Research shows that young people who feel accepted and supported by their families have significantly better mental health outcomes, regardless of where they are in their gender journey.

Please access this edition of SchoolTV on gender diversity using the link below. <https://rossbourne.vic.schooltv.me/newsletter/gender-diversity-au>

Child Safety:

Rossbourne School has several policies and documented procedures that we use to minimize the risk of child abuse and increase child protection and safety. A full complement of child safety policies and procedures is available in the school policies section of our school website and on our learning management system, SEQTA.

Rossbourne School supports families and communities to take an active role in promoting and maintaining child safety and we encourage feedback on our policies and procedures via our Child Safe Officer, James Box. Feedback will be given serious consideration and we encourage parents to meet with senior members of staff to discuss any concerns and ideas.

James Box is available regarding concerns about student safety and he can be contacted by email: boxj@rossbourne.vic.edu.au or the school landline, which is 98194611.

Staff:

We look forward to the return of Catherine Turner and Paul Salomon in Term 3 after enjoying long service leave in Term 2. Thanks to Vivian Capes and Suzy Gaymer, who have been wonderful in supporting

our students as replacement teachers. We wish Helen Holdsworth all the very best for her long service leave in Term 3 and thank Tim Habben for replacing Helen whilst she is away. Tim is a very experienced and accomplished teacher who has been with Rossbourne for most of this year and is highly regarded by students and staff. All the very best to Carol Drosos as she too embarks on long service leave in Term 3. Thanks to Phil Donaldson for replacing Carol. Phil is also well respected by students and staff and has much experience and expertise as a teacher of Digital Media.

Term 2 has been challenging and engaging for many of our students. They have taken part in outdoor camps, sporting carnivals, interschool competitions, leadership events and excursions, to name just a few of the many opportunities offered. Of course, none of these opportunities are possible without the care and support provided by Rossbourne staff. I would like to acknowledge their dedication to our students, and I wish our whole community well over the mid-year break, as we prepare for an exciting Term 3.

Shane Kamsner
Principal



DEPUTY PRINCIPAL REPORT



'Rossbourne School Provides the Milk and the Eggs!'

I refer above to a presentation given by Brett Salakas - a very well-known Educator, Presenter and representative of HP Computers at The Edutech 2025 Conference, recently held in Sydney.

Brett travels the world as an educational consultant and has been working with me and a small team of Rossbourne staff, as we integrate our laptop program into our curriculum and consider how we best use this resource to facilitate the education of our students.

His presentation was titled – *Add the egg: The Leadership Challenge of AI in Education.*

A strange title you might think and if you have ever heard Brett speak, you will appreciate he is very animated and looks at education from a very different perspective. I will try to sum up how his presentation went.

Brett focused on the relationship between Artificial Intelligence in schools and an advertising campaign for the Betty Crocker food products, back in the 1950s. In the 50's a cake mix was released to the public where all you needed to do was add water!

While initially successful, the purchasing of this product declined significantly. Following some research, it was discovered that those using the cake mix found it too easy, and they felt that they were now insignificant in the creation of the cake. Where was their expertise, hard work and creativity?

Brett aligned this with the use of AI. Yes, AI can set student work, relate it to the Victorian curriculum, mark the work, and provide feedback to students, all without any real input from the teacher. He argued that although AI can do this, we need to use it as a tool to support teachers in their knowledge, professionalism, flexibility, and support of students, not do the job for them.

The teachers become the milk and the eggs. He then went on to talk about Rossbourne as a school, our staff, and our use of technology being the ultimate example of the **eggs and milk**. Given how unique our school is, Brett referenced our small group of staff and the projects that we had undertaken and how that was an example of how to integrate technology into any school, particularly one that focuses on giving students the skills they need to be lifelong learners.

Edutech is a yearly conference that has over 10000 attendees and 350 speakers from across Australia and overseas.

We were privileged to present at the conference. The projects we have been working on were as follows:

- How might we use Copilot to enhance learning for neurodivergent students? – Hamish Dalton
- How might we leverage data to create a more personalised learning pathway for students? – Jennifer Murray
- How might we use PowerPoint Voice Coach to reduce resistance to receiving constructive feedback? – Andrew Lusted
- How might we communicate the process, product and review of 3D designs using PowerPoint? – Carol Drossos

We will now filter these projects throughout the school and receive data on the impact on our students.

Student Leadership

It is always with great pleasure that I report on our student leadership team and what an amazing job they are doing.

This term they have been very fortunate to be working with both Paul Brown and Jenna Mason on a program called **Inspire Citizens**.

- This was part of the Global Ambassadors Program which has now been adjusted and will give Student Leaders plus Year 9 students skills in Global Citizenship and Leadership.

Inspire Citizens is an independent educational organisation working with committed partners to reimagine schools as thriving community centres of transformative learning. They work with their partners to envision education as a crucial pathway towards a more sustainable and equitable present and future.

By attending these sessions, the Student Leaders (as well as the year 9 students) will

1. Explore and experience future-focused, globally contextual student leadership tools and resources
2. Develop a 'change maker toolkit' of resources, activities, and approaches to empower themselves as school leaders
3. Use project planning tools to plan a school action project, aligned to UN SDG's and Inner Development Goals.

Some of the areas the students are working on are

- Improving the Environmental Footprint of our School
- Making our School more Healthy
- Build Understanding of Different Perspectives at our School
- Road Safety Around the School

I look forward to hearing the proposals from our Leaders and Year 9 students as they come to the end of their sessions at the end of term.

It has been a packed Term 2 for all students and staff with many opportunities and so much to celebrate as a community. I wish everyone a happy and safe break and look forward as we move into Term 3.

James Box
Deputy Principal

YEAR 7/8 NEWS

As we wrap up Term 2, the Year 7 & 8 community continues to impress us with their energy, growth, and commitment to learning across all areas of school life. This term has been full of exploration, creativity, and personal development—and we could not be prouder of the journey so far.

Personal Development: Strengthening Relationships and Respect

Our Personal Development program this term focused on developing strategies to manage social relationships and navigate peer conflict. Students explored the differences between mean, rude, and bullying behaviours, and learned respectful and practical responses. We also had open and age-appropriate conversations about personal hygiene—an important part of growing up.

Fortnightly Year 7 & 8 team meetings have become a valuable space for reflecting on our community values and setting shared goals. Together, we have looked at what is working well, what we need to improve, and what behaviours we are ready to let go of as we grow into respectful and responsible young people.



STEM: Hands-On Science Learning

This term's STEM rotations have been a hit! Students have explored a range of engaging, hands-on activities including:

- Using microscopes to observe tiny details
- Investigating plant growth and soil conditions
- Learning about the human body, bone structure, and taste testing
- An introduction to chemistry and physics
- Designing and racing balloon-powered cars

There has been a real buzz during these sessions, with students showing high levels of enthusiasm and curiosity. They have also been introduced to the **scientific method**, developing skills in observation, experimentation, and making predictions.

English: Informative and Expressive Communication

Through the **Talk for Writing** program, students have shown fantastic growth in understanding how to write and present information reports. They have used models, graphic organisers, and oral rehearsal strategies to support their writing development. The results have been impressive—well-structured, informative, and thoughtful pieces of writing.

Meanwhile, our **Behind the News (BTN)** homework presentations have been in full swing. Students select a topic of interest, present it to their peers, and receive constructive feedback. This weekly practice is building confidence and public speaking skills, and students are learning how to speak clearly, engage their audience, and improve each time.

Athletics Day: Celebrating Effort and Achievement

A highlight of the term was our **Athletics Day**, which was packed with energy, participation, and school spirit. Students gave their all across a full day of events, with many striving for and achieving their personal bests. It was especially heartwarming to see students receiving ribbons—**many for the very first time**—and celebrating each other's achievements with genuine pride and encouragement. The day was a true testament to the courage, perseverance, and positive attitudes of our Year 7 & 8 students.

Sport & Wellbeing: Moving Together

Basketball continues to be a lunchtime favourite, encouraging movement and teamwork. We have made a point to pause for **10 minutes at the start of lunch** to eat and hydrate, and **10 minutes at the end** to calm down and reset for the afternoon. This has helped students transition more smoothly from play to the classroom.



In **group sport**, the spotlight has been on **AFL football**. For three weeks, students participated in clinics run by the AFL, developing their handballing, kicking, and game sense. The team spirit was amazing, with students cheering each other on and working together in games full of laughter, energy, and skill-building.

Our **swimming program** also continues this term, with students showing resilience and progress despite the winter chill. They have been working hard in the pool, building stamina, and refining their strokes.

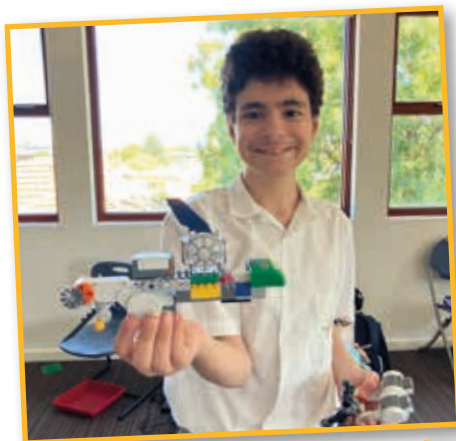
Looking Ahead

We are so proud of the Year 7 & 8 students and all they have achieved this term—whether in the classroom, on the field, or through personal reflection. With every challenge and celebration, they are learning, growing, and developing into capable, kind, and confident individuals.

As we move into the second half of the year, there is a lot to look forward to in the Year 7 & 8 community. Early next term, students will enjoy an exciting excursion to **Scienceworks**, where they will engage with hands-on exhibits and deepen their understanding of science and technology—an ideal follow-up to this term's STEM learning. We are also beginning preparations for our **Year 7 & 8 Camp in early Term 4**, with discussions around expectations, teamwork, and building independence. Students will be supported as they get ready for this adventure, which promises to be a fantastic opportunity for social connection, resilience, and fun in the great outdoors.

Bring on Term 3!

Penny Gordon
Year 7/8 School Section Leader



YEAR 9/10 NEWS

Term 2 has proven to be rewarding for our students who have been engaged by a range of excursions, incursions and in-class learning. Our imperative, where possible, is learning through experience while encouraging social responsibility, and fostering work-related and personal development skills.

A highlight for the Year 9 students was their excursion to the Salvation Army headquarters in Bourke Street as part of the *Salvos' School Homelessness Tour*. This immersive experience allowed students to explore and understand some of the complex issues surrounding homelessness in Australia. The workshop included a walking tour in the CBD, where students heard real-life stories, examined causes of homelessness, and were challenged to consider how society might respond with greater empathy and understanding. This experiential program aligns with our City Seekers curriculum in Year 10 and supports the development of personal and social capabilities.

Year 9 students also participated in a Leadership incursion run by "Inspire Citizens." This engaging half-day workshop enabled students to break into small groups to explore social and environmental issues they are passionate about and to begin forming action plans for real-world change. Initiatives included investigating student safety concerns at the Power Street/Burwood Road intersection (with plans to engage Boroondara Councillors), exploring healthier options for the school canteen, and developing some strategies to reduce the environmental footprint of our school. These sessions fostered leadership and enterprise skills and helped students recognise their genuine capacity to influence positive change through advocacy and individual initiatives.

Our Year 10 cohort have been busy participating in the Driver Education program at METEC in Kilsyth, where students learned essential road safety and driving skills at a dedicated, private driving facility. It has been a delight to observe them driving for the first time and the confidence they all gained from the realisation that driving is something they all enjoyed and were more than capable of doing. We discussed the notion that driving was something they have been preparing for, for most of their lives as they have learnt to navigate their local roads, watch for cars, understand driving patterns and behaviour and finally, display the skills required to stay safe in the community.

In preparation for the Year 10s transition to Senior School we have been working closely with our learners to consider their Senior School pathways. Students have completed their BKSb literacy and numeracy testing, which will help inform their 2026 enrolment in either the VCE Vocational Major (VM) and Victorian Pathways Certificate (VPC) programs.

The end of Semester 1 signals a change of subject offerings. Science and Cyber Safety, both semester-long subjects in Year 10 are replaced by City Seekers in Year 10. The Year 9 students have completed their STEM programme - an introduction to Microsoft Windows 11 and Microsoft 365 and will commence an exciting Earth Science and Geography unit. Visual Literacy, a foundation skill for all students, continues to complement all aspects of the curriculum with an imperative for students to develop an increasingly



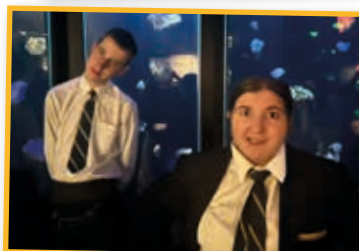
sophisticated understanding of the digital world they spend vast amounts of time engaging with. Literacy, Numeracy, English, Adolescent Health, and Humanities continue with a change of focus each term.

In another exciting development, we have formed a partnership with Swinburne's Children's University and all Year 9 students will participate in this opportunity weekly in Semester 2. The aim of the programme is to connect our learners with tertiary opportunities for further education, and for them to see tertiary study as a genuine pathway after Rossbourne. One of their mottos is "You can't be what you can't see." Children's University's senior secondary program focuses on raising aspirations for higher learning, increasing academic preparedness and attainment, building transferable skills for study, and increasing student networks and sense of belonging. The programme aligns with our careers curriculum.

We were thrilled to welcome two new teachers to our team this term. Batcheva Kalkopf has joined us in place of Chloe Woods, who is currently on Parental Leave and Suzy Gaymer who is replacing Paul Salomon during his Long Service Leave. Both new staff members have enjoyed their time with us and have been warmly welcomed to our school community.

As usual, students at Rossbourne have accessed superior experiential learning experiences this term. Our learners have enjoyed an outstanding curriculum, excursions, and special programmes, all designed to engage and enrich their lives. As we look ahead to Semester 2, we do so with enthusiasm, knowing our students are developing into informed, thoughtful, and capable young adults.

Marina Slifirski
Year 9/10 School Section Leader



SENIOR SCHOOL NEWS

Rossbourne School's Mother's Day High Tea

A Celebration of Community and Connection

On Thursday May 8, Rossbourne School held its inaugural Mother's Day High Tea, welcoming over 130 attendees.

The event featured inspiring speakers, including Bianca Stern from *All Things Equal*, past student Lucy Hogan and her mum Christine, and Nia from *It's the Little Things Community* (ITLC). Guests were also treated to a special musical performance by Keely-Shae, one of our former students.

The *Certificate II Active Volunteering* students prepared food, set up the venue, and served guests with care. This reflects their ongoing commitment to community service, particularly through their partnership with ITLC.

Our Partnership with It's the Little Things Community

During the High Tea, Alice from *It's the Little Things Community* (ITLC) alongside students, Rory, and Millie spoke about the growing relationship between Rossbourne School and their organisation. What began in August 2023 as a simple initiative where the *Community Action Group* cooked weekly meals quickly developed into a structured volunteer program supporting families at the Park Towers Housing Estate in South Melbourne.

A Celebration of Giving Back

The Mother's Day High Tea was not only an enjoyable social event but also an opportunity to reflect on the positive impact Rossbourne students have on the community. Each student's participation, whether it is cooking, serving, or organising drives, makes a difference in the lives of others.



Thank you to everyone involved, especially the students, teachers, and volunteers who make this program possible. Your generosity, enthusiasm, and commitment embody the true spirit of Rossbourne School.

Tania Hume & Jennifer Kilner
iVET teachers

A Brew of Inclusion: Our Visit to All Things Equal Café

On Thursday 29th May, a group of us went on an eye-opening excursion to Balaclava. We caught the train from Hawthorn and headed to All Things Equal Café, a social enterprise that's all about giving people with disabilities real opportunities in the workforce.

This café isn't just about good coffee, even though the coffee was great! It's about creating a space where everyone, no matter their ability, can learn, grow, and feel part of something meaningful. The team there gets hands-on experience in hospitality, which helps build their confidence and prepares them for future jobs.

We were lucky enough to meet Malia, who runs the training program. She spoke with us around a big table, sharing her passion for inclusion and explaining how the café and training program works behind the scenes. It was inspiring to hear how much thought goes into making the space welcoming and supportive.

Malia also showed us how to read the menu properly, including the symbols that help people with different dietary needs. It made us realise that running a café is about way more than just making coffee, it's about understanding people and creating a space where everyone feels seen.

All Things Equal has built a strong reputation for both its social impact and its food, and after visiting, it's easy to see why. This wasn't just a school excursion it was a reminder that businesses can change the world.



Ally Curcio and Nicholas Hasslinger have been working with other secondary students from the Boroondara area to create and codesign an event to take place later in the year in the local area, promoting neurodiversity and working with Council staff involved with Social Inclusion, Community Planning and Community Support

WORK EXPERIENCE

Work experience for students is a valuable component of the Senior Program at Rossbourne, providing them with real-world opportunities to develop essential skills and confidence. Through hands-on experience in various workplaces, students gain independence, flexibility, and a deeper understanding of their strengths and interests. This practical learning fosters resilience and problem-solving abilities, preparing students for future challenges beyond the classroom.

Asher – AVFX Audio Visual
Isaac – Red Gum Café, Templestowe
Oliver – Brighton Mitsubishi
Meg – Guardian Childcare & Education
Sam – The Knox School, Early Learning Centre
Brendan – Talbot Rehabilitation Centre, Ability Works
Edie – Mien Hairdressing
Lexi – Holy Trinity, Early Learning Centre
Amelia LB – National Food Institute
Amelie – National Food Institute
Charlie – Hawthorn Sports and Aquatic Centre
Ben – Solway Primary School
Amelia – Sports Mentoring
Rose – CSL Biotechnology

Tania Hume
VET Coordinator



ART

Term 2 in the Art Room has continued to be a busy one as students immerse themselves in the process of making art. Learning by doing, experiential development and working at their own achievable individual pace is an important aspect of student engagement in Art at Rossbourne.

The Year 7 and 8 students have settled into the rhythms of working with clay and painting. Many birds in a variety of shapes and sizes have been modelled into forms both expressive and unique. Although some students find working with clay challenging, they have demonstrated perseverance and a willingness to have a go. To the surprise and delight of many students, they have been impressed with what they have achieved in such a short time in the Art Room.

Year 9 students have excelled in their most recent clay works, crafting imaginative and distinctive dragons. The dragons were inspired by the dragon

Ned Snelling



Oliver Schachna



sculpture made by senior student, Ally Curcio. It was impressive to see them take on a challenge and problem solve so successfully to give expression to their dragons. Other students have been perfecting their still life mixed media paintings.

Senior students have explored painting, mainly with dry pastels and created some wonderful portraits. Senior students working with clay have crafted architectural sculptures, from domestic dwellings to a castle.

As always, all these wonderful works will be revealed in the annual Rossbourne Exhibition in Term 4. Yours in Art,

Philippa McInerney
Art Teacher



Nivi Werner



Ella Broadbent



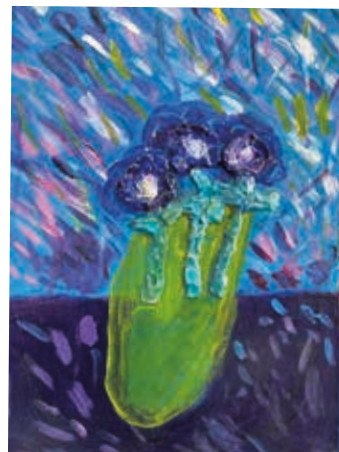
Daniel Montalto Mixed Media



Lincoln Lim



Rodney Ip



Grace Armour



Emily Karpin



Isaac Huang



Nivi Werner



Jack Benson

FOOD TECHNOLOGY

Term 2 has been a very busy time in the Food Technology kitchen. All year levels have been able to take advantage of the fresh produce grown in the kitchen garden by the Living skills students under Viv's dedicated guidance. With the garden's unique microclimate we have been able to harvest a variety of fresh herbs and vegetables. The selection included beetroot, snow peas, cauliflower, cherry tomatoes, chard, spinach, lemons, mandarins, mint, coriander, spring onions, rocket, mesclun leaves and beans.

With a focus on personal hygiene and safety, our Year 7 and 8 cohort enjoyed a practical unit called 'V is for Vegetable' this term. They looked at the nutritional content of vegetables as well as the versatility of preparing and cooking the humble potato and carrot. The students were introduced to the classification of vegetables, and they were quite surprised at how many of our known vegetables had a fruit classification due to their internal seeds. Among the recipes prepared were broccoli and parmesan bites, cauliflower rice, wedges, zucchini slice and pasta with a fresh tomato and basil sauce. We have been very lucky to have the expertise and assistance of Jenna Mason in the Food Technology kitchen this term as well.

As part of the Year 11 and 12 Multicultural Foods elective, the students explored the cultures and traditional cooking methods of different countries. Part of their work included an Italian Foods assignment and researching Mexican culinary terms. Meals produced included Fajitas, Albondigas, Fried Rice, Pad Thai, Butter Chicken and Spring Rolls.



'The Sustainable Kitchen' was our Wednesday morning senior elective. We delved into composting, water conservation, food wastage, reducing waste packaging, economic and social sustainability. The class was very keen to start growing vegetables and herbs at home and to have chickens in their backyard!

Meal Planning was the focus for the Years 9 and 10 and they produced almost perfect rich and buttery short crust pastry to make apple pie turnovers. The Japanese style Souffle Pancakes was more of a challenge for them but they gained experience and practice separating eggs.

The highlight of the term for the students was the Mother's Day High Tea. The team, including the Year 11 and 12 Active Volunteering class, put in a magnificent effort over the week leading up to the event. They prepared, cooked and served the savoury items to the guests in conjunction with the Little Things Community. Congratulations to all students involved.

Jennifer Kilner
Food Technology Teacher



LIVING SKILLS

We have experienced a fruitful and energy packed emersion into the Living Skills program this term. With autumn comes the final harvests and time to cleanup ready for winter planting. Thank you to everyone who has been part of this great team.

The Years 7 & 8 students have continued to launder, hang out to dry, fold and iron the tea towels and aprons from the Food Technology kitchen. Students are shown how to operate the washing machine and share an awareness of how and why we consistently do these tasks. Other tasks performed by Years 7 & 8 students have included how to mop and vacuum the floor and wash and dry dishes. The importance of hygiene within the domestic environment has also been emphasized. The students have also completed regular collection of the recycled paper and compost.

As autumn has morphed into winter the garden has transitioned from harvesting to cleaning up and composting the spent summer crops. Year 9 – 12 elective students have been diligently attacking these tasks, trimming and mowing and adding to the compost bins in the garden. They have planted beetroot, broad beans, carrots, shallots as well as sweet peas and Flanders poppies. We have learnt about terrariums and have made several of these miniature self-sustaining gardens. Native plants have also been planted in the front garden at the house and other areas within the school, and some spring bulbs. Planting seeds and bulbs gives a “wait and see” element to gardening. The mystery of life and “Living Skills.”

The mandarin has shed its bounty several times this season. The lemons too. Students come from Food Technology to pick the herbs and greens to add to dishes they are preparing in the kitchen. Although the wintry weather and rain have interrupted some of the outdoor activities, we have managed to work around this. It is Melbourne after all.

Thank you to all students for their contribution to the success of the Living Skills house and garden. It is rewarding to have been part of this venture.

Viv Capes
Acting Living Skills Teacher



PHYSICAL EDUCATION

2025 World Triathlon Multisport Championships Pontevedra, Spain.

Laurie Tod was selected in the Australian team to compete at the 2025 World Triathlon Multisport Championships Pontevedra, Spain. He is currently in Spain having competed in the Duathlon event and placing 12th out of 26 International Athletes in the 16-19 Year age group. A super achievement for Laurie and a clear demonstration of his persistence, mental focus, and physical determination. By the time you read this he would have also competed in the Aquathlon event which took place on the 27th June. Go Laurie, GO!!



2025 All School Cross Country Championship

This year a number of Rossbourne students competed at the All Schools Cross Country Championship at Bundoora and following a successful Interschool Cross Country run, they were pumped to pit themselves against another group of competitors.

Eloise Valentini showed her development in her running strength, a culmination of training both outside of school and at the Wednesday morning running group at St James Park. She set her sights on a competitive run and crossed the line first with a Personal Best time! A stunning effort by Eloise and her running support group. Christos Tsorlinis was another strong competitor on the day who also undertakes significant training outside of school. He crossed the line with a strong performance and came 3rd in his age group. Ryder Tremewen was another Rossbourne runner who put in a strong performance and came in 4th place at the event. All in all, it was a fantastic day for our cross-country athletes and their outstanding performances at this elite level.

A-Grade Soccer

The Rossbourne A-Grade soccer team performed admirably over the term and really formed into a cohesive team playing against some strong opposition. When Carnival Day arrived they were excited to bring their best performance to the field and ensure they played with fairness, determination, and focus. Unfortunately, they came up against a Heatherwood team bent on beating Rossbourne who had previously beaten them through the term. The two teams played each other in a semi-final rematch, but unfortunately Rossbourne were not able to outplay their adversaries and were eliminated. A wonderful performance by the players with their sights set on coming back next year to challenge for the trophy.

C-Grade Soccer

It was a sublime season for the C-Grade team, under the supportive guidance of Jenna Mason, and they never looked back from the very first game they played in Round 1. The players, mainly from Years 7 & 8, were able to demonstrate a high level of teamwork, individual brilliance of skill, and a determination to make their mark against the other teams. This attitude was clear and evident on Carnival Day which saw the team go into the final without losing a game. Again they played remarkably well with some great team goals from Luca, Oliver B. and Ruben, as well as strong defensive work from Daniel Montalto and superb goal keeping from Martin. It was a successful day for the team who claimed victory and won the trophy.





Rossbourne Women's Soccer Report

The Rossbourne women's soccer team had a fulfilling and successful season, with every player contributing in their own unique way.

We focused on developing key skills such as dribbling, shooting, and defending, and the improvement across the team was fantastic. Teamwork remained a strong highlight throughout the season.

A special shoutout goes to our first-time goalkeepers, who showed great courage and resilience—no matter the weather!

Go Rossbourne!

Cross Country a student's reflection

Rossbourne's 2025 cross country team was made up of Christos Tzorlinis, Cam Weber, Alex McGovern, Ryder Tremewen, Jamie Ryan, Eloise Valentini, Laurie Tod, Nick Hasslinger, and David Hill.

Cross country running is a competitive sport where runners compete on courses that traverse natural terrain, rather than a track, over a long distance.

At the start of term 2 a team formed to practise then participate in the Interschool Cross Country event. We practised every Wednesday from 8 to 8:30am at St James Park in Hawthorn. The training involved a warm-up lap of the park. After the warm-up we would run/jog 3km but depending on the week practised in different ways. Each week we ran 1 big loop (650m), 1 small loop (350m) and repeated that 3 times.

One of the weeks we did a hill climb week. The main part of that week was running up the steepest part of the St James Park and then doing a small lap. We are training on the hills because cross country isn't just running on flat ground, it is running on slightly or very hilly track.

A week before race day we had our "push it" week. We tried to run our hardest that week to see what we could do before the main event. The week of the race was just a calm last practise and making sure we didn't injure anything.

Friday the 30th of May at the end of recess the whole team got into one of the Rossbourne buses and Ryan drove us to Ruffey Lake Park in Doncaster. The park was way bigger than I thought it would be and much hillier. We got set up in our marshalling area and our first racer Christos ran first in the U13/14 boys division. He ran hard at the start, the rest of his group never caught up and he came first by a big distance.

Cameron Weber was next up and ran a great race, making sure he paced himself well and not going out too hard and fast at the start of the race. He crossed the line comfortably in 2nd place.

Congratulations Eloise

Eloise represented Rossbourne at the all schools Cross Country event on Saturday. She came first in female U20 Para.



Alex McGovern found herself in a very competitive group of runners and yet was able to demonstrate determination and persistence to maintain a strong stride and finish in 4th place.

With the 17-18-year-olds boys division we had 5 boys running. All our racers ran amazingly. We came 1st, 4th, 8th, 10th and 16th. We all ran strongly and tried our best, with the training paying off.

In the end we achieved 2 first placed runners, 2 second placed runners, 2 fourth place and a solid run from the remaining students. Cross country has been amazing and I feel everyone ran as hard as they could. Everyone deserved the place they managed to get. The training on Wednesday helped boost everyone's confidence and their running skill.

By Nicholas Hasslinger



The Victorian Interschool Equestrian Event

The Victorian Interschool Equestrian competition was held at Boneo Park on Sunday, April 13th, 2025. For the first time, Interschools Victoria included an All Abilities stream for riders. Ten riders competed on the day in a variety of classifications and events.

Tilly, a keen equestrian, has moved up a division and, for the first time, competed in riding in internationally recognised FEI tests. In equestrian sports, FEI stands for the Fédération Équestre Internationale.

Tilly recorded a career highlight, scoring third and fourth place in her two events. Out of the 10 riders, Tilly is one of two who do not own horses or ride daily, making the results even more impressive.

Tilly was proud to represent Rossbourne at the interschools and looks forward to competing at future Interschool events.



OUTDOOR EDUCATION

Senior – Warburton and Surrounds

On our Outdoor Education trip, we departed right after homeroom, loading our bags and gear onto the school van. Our destination was Warburton and Healesville, and the drive took approximately an hour and a half.

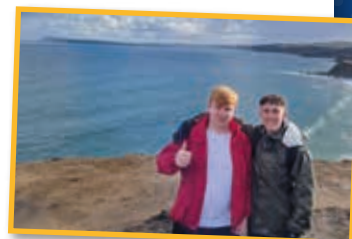
Our first activity was a scenic walk along the Yarra River, which lasted about an hour. The peaceful surroundings and fresh air made it a relaxing and enjoyable start to the day. After the walk, we stopped for lunch at a local bakery, where we had some time to rest and refuel.

In the afternoon, we visited the Healesville Sanctuary which also included an animal hospital. We spent about an hour exploring the Healesville Sanctuary, where we observed the animal care centre, including an animal surgery room visible through a glass door. It was fascinating to see how animals are cared for and treated.

Fortunately, the rain held off while we explored the sanctuary, allowing us to enjoy the park and observe the animals without getting wet. We returned to school just in time for the end of the day, tired but enriched by the experience.

Written by Jack, Charlie M, and Amelie

Year 9/10 – Bass Coast & Phillip Island



Ryan Teasel
Phys Ed/Outdoor Ed Teacher

PERFORMING ARTS

The Performing Arts Program at Rossbourne focuses on collaboration, creativity, being a supportive audience member, and stepping outside one's comfort zone. Students have weekly single session Performing Arts lessons in Years 7 & 8, where they learn about a variety of music and drama concepts. Students in Years 9 -12 have weekly double-sessions, where they can choose to participate in Drama, Film Making or Music Elective classes.

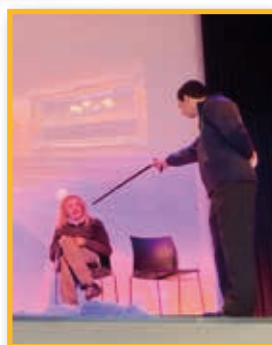


During Term 2, students in Years 7 and 8 worked collaboratively to produce creative and fun STOMP-style performance videos, where they used body percussion, voice and sound objects to create interesting polyrhythms.

Our Filmmaking students have been engaged in the creation, direction, and shooting of the footage for their movie projects, with many completing the filming of their scenes and now working hard on editing the finished product.

The Drama Elective students have been busy rehearsing their class plays in the Cook Performing Arts Centre in preparation for the Showcase performances which will take place on Friday evening, 27th June at 6:00pm. Parents and friends will have an opportunity to see our talented students shine, both on the stage and on the screen.

In The Music Elective classes, students rehearsed music of their choosing, gaining confidence and experience as performers, or became composers and wrote their own music/songs. Students who are involved in the school production of Grease utilised these lessons to work on their solos, practice the choreography for their dance numbers, as well as to rehearse the instrumental parts for the main music items in the show.



Our Grease school musical has been postponed by 4 weeks, to allow students and teachers involved to have more time to get the show ready. Performances will now be on **2nd, 4th and 5th September** (second last week of Term 3). Rehearsals for the students who are part of the main cast are held every Thursday evening between 3:30pm and 5:00pm and the whole-cast rehearsals take place during the Friday Activities sessions. All the performers have been working hard to memorise their lines, perfecting their acting, dancing, and singing skills, and getting more confident when performing on the stage.

Yulia McGibbon
Performing Arts Teacher



THE MAGIC OF ROSSFEST

Rossfest was held on the 1st of July and featured two hours of fun-filled activities including musical chairs, chocolate toss, choc match, disco, guess the lolly jar, a quiz, and selling popcorn. The event was organized to raise funds for the Royal Children's Hospital (RCH) and the Make-A-Wish Foundation as part of our VM-VCE class.

Planning the event came with its challenges, especially since not everyone initially agreed on how things should be done. We certainly needed our contingency planner, Marcus for other suggestions in case of bad weather.

Our first step was assigning roles within the class. The roles included:

- Event Manager-Elliot
- Budget Manager-Charlotte and Edie
- Logistics Coordinator- Ben H
- Activity Manager-Amelia B
- Participant Coordinator- Fletcher
- Contingency Planner-Marcus
- Marketing/Design-Ben D
- Schedule Coordinator-Matt A

We used the wheel of names to fairly decide who got to choose their preferred role. Some students had to reconsider their choices when certain roles were already taken. Despite the initial disagreements, we communicated openly, listened to each other's ideas, and ensured everyone had a chance to contribute. This collaborative approach helped us navigate different perspectives and find common ground.

Elliot's idea to create the chocolate toss board was a great contribution to the event. He worked closely with Vicki, our design tech guru to plan and build it during our Monday and Thursday classes. Vicki provided all the materials, and Elliot used online images for inspiration before finalising the design. He assembled the board by screwing the wood together and attaching wires across the top. We also sourced wooden trestles to elevate the board off the ground but in the end decided through a vote to have it on the ground.

The chocolate match was created and designed by Amelia which was engaging and fun. Students had to try and match the chocolate to its packaging in the quickest time possible. The swiftest from each year level was declared the winner. This game needed strong reflexes and quick thinking. Mr Kamsner had a test run of this game before the day.

For marketing, Ben designed our event logo using Canva, choosing a circus tent image that perfectly matched our theme. Everyone agreed on the design without any debate—it captured the spirit of Rossfest beautifully.

Although we had to compress our schedule, the timing of each activity worked out surprisingly well. Some events were more popular than others, but overall, students were engaged and enthusiastic.

We asked Asher to assist us with the disco because of his passion and techy knowledge around lighting and sound. Nicholas H volunteered to help out with musical chairs, which was a relief because we needed the extra hands.

Overall, Rossfest was a fantastic experience, and despite the challenges, it turned out to be a memorable and Rossbourne community event.

Keep Calm and Ross On!

Charlotte, Edie, Fletcher, Marcus, Matt A, Ben H, Ben D, Ameila B, Elliot

Note: We raised a total of \$150.00



ROSSBOURNE PARENTS GROUP

Term 2 has been a busy one. We had the very successful Mother's Day High Tea run by the students in conjunction with the "It's the Little Things Community." It was an incredibly moving panel session with barely a dry eye in the room.

We had our coffee morning at the commencement of Term 2 which was well attended, and it was great to see a few new faces.

Our new committee members have slotted in well and are off and running with their roles. We welcomed Jenn Trevaskis to the committee as the new Class Rep Co-ordinator for the RPG, so we now have a full committee which is fantastic.

We had our Bunnings BBQ on Saturday 3 May. Thank you to David Raits for taking the lead on the day. It was a very successful fundraising activity, and we made a profit of approximately \$1,800 which will go towards activities for the parent community.

Just a reminder that we have Hoop Now offering basketball skills training on Monday and Wednesday afternoons. If you are interested in pursuing this, please contact our Sports Coordinator – Stuart

If anyone would like to join the WhatsApp groups, please contact me. We have groups for Years 7 & 8, 9 & 10, and 11 & 12.

Please make sure you have saved the date for the upcoming Rossbourne Trivia Night. It will be a fun event filled with lots of laughs and socialising with

each other. There will be no auctions and very minimal fundraising on the night as its purpose is for everyone to get together to have a good time.

Tickets will go on sale in a couple of weeks with the option to select your preferred table. Please get a group together for a fun night of Trivia.



We have several other upcoming events so please put them in your diary. More information will follow closer to each event:

Event	Date	Location
Coffee Morning (7.30am - 8.30am)	Wednesday 23 July	School Near Roller Door
Trivia Night – social focus (no auctions)	Saturday 16 August	Arts Centre
Father's Day Breakfast (7.30am-8.30am)	Friday 5 September	Arts Centre
Uniform Shop Sale	Saturday 6 September	School Hall
Dinner at The Glenferrie Hotel (during School Disco)	September TBC	Glenferrie Hotel
Coffee Morning (8am-9.30am)	Monday 6 October	School Near Roller Door
Uniform Shop Sale	Saturday 29 November	School Hall
End of Year Picnic	Monday 7 December – 5pm	School Gardens

To the right is the list of the hard-working committee members that represent the parents of Rossbourne.

Thank you everyone for your ongoing support of the Rossbourne Parents Group. Have a great break and we look forward to Term 3.

Kylie Payne
President
Rossbourne Parents Group

President	Kylie Payne
Vice President	David Raits
Secretary	Bel Albietz
Treasurer	Penny Broadbent
Sports Inclusion Co-ordinator	Stuart Marburg
Years 7 & 8 Class Rep Co-ordinator	Carmen Tallott
Years 9 & 10 Class Rep Co-ordinator	Jenn Trevaskis
Years 11 & 12 Class Rep Co-ordinator	Nancy Manders
Culture Club	Sue Murray
Second Hand Uniform Shop Coordinator	Nicole Wuth-Hansen



ROSSBOURNE SCHOOL BUILDING FUND

I would like to **donate** \$ _____

Cheques are payable to **ROSSBOURNE SCHOOL BUILDING FUND**

by

☐ **Credit Card**

☐ **Cheque**

☐ **Cash**

(complete details below)

☐ I agree for my name and gift to be published

☐ Name only to be published

Automatic Credit Card Authorisation – Visa, Mastercard only

I/We authorise Rossbourne School to automatically charge my / our Credit Card as noted below as my / our contribution

Please debit my / our

☐ **Visa**

☐ **Mastercard**

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Expiry Date Card Holders Signature _____

Card Holders Name (Block Letters) _____



For further information contact:

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