



## PRINCIPAL'S REFLECTION



### School Culture and Its Impact on Student Outcomes

Culture can be an amorphous term but is best described as the customs, traditions, attitudes and behaviours that exist as a result of the relationships shared among people in the same community.

School culture has been described as a composition of all the values, implementations and beliefs shared among people within a school community (Çelikten, 2006). However, it is important to note that school culture is not and should not be static as it must reflect life experiences and interactions among people over time. Attitudes and behaviours of school staff, students, parents and carers contribute to the formation of school culture, even though there are differences in behaviours, values and outlooks across different community groups.

Effective schools are clear about their purpose and Rossbourne is clear about its purpose of doing all we can to improve the life chances for our students and support them to become life-ready citizens. Our culture is based on care, having a deep understanding of our students, having high expectations of staff and students and providing a safe, orderly, and positive environment for our community and in particular for our students to grow.

There is a very strong relationship between positive student wellbeing and learning outcomes and the type of culture that exists within a school (Finley, 2000). A school's culture is the key factor in determining whether school improvement is possible (Deal & Peterson, 1998) and improvement in student outcomes is strongly related to school improvement and school effectiveness (Fullan, 1991).

A positive school culture is established through the creation of a shared vision, a cooperative and participatory environment and effective communication. The attitudes, behaviour, values, and ethics of school staff, students, parents, and carers contribute to shaping a positive school culture. Rossbourne's traditional culture of care, understanding and support for our students will not change, it is the heart of our school. However, our culture is not static and needs to evolve to support the initiatives that we are implementing, so we can realize our purpose to enhance our students' life chances and better prepare them for a world in which they can take risks and opportunities to make meaningful contributions to our society.

The implementation of new initiatives over the past few months has been very ambitious, some have said too ambitious and there have certainly been some hurdles and important learning for school management along the way. However, we know that our "Why" is right and our actions are sincere. By embracing an evolving culture, we have the opportunity to create better learning outcomes for our students that support them in choosing a broader range of educational and career pathways once they leave Rossbourne. Without some risks and mistakes to learn from, little will be achieved. As we continue our work on improving the implementation of the VM, our Year 13 program, two IVET subjects, our Year 10 work experience program, the student laptop program and our enhanced pastoral care program, new opportunities will not be ignored.

Recently Rossbourne was approached by Swinburne University to partner in a new careers program designed to support neurodivergent students with a better understanding of tertiary education and career pathways opportunities. This program is designed to be accessible to all students from Years 7 – 13. We are exploring this opportunity as a pilot program and I will provide details of this program after we finalize our planning.

### SchoolTV

#### Social Media & Comparison Culture

Young people today are growing up in a world where exposure to other people's lives is constant. Through social media and other platforms, they are regularly presented with curated highlights - from flawless holiday photos and academic milestones to the latest fashion trends and fitness achievements. This continuous stream of idealised content fuels what is known as comparison culture, where self-worth is often measured by how someone stacks up against others.

For children and adolescents, who are still figuring out who they are, this culture can be particularly damaging. Constantly comparing their appearance, achievements, or social standing to friends, influencers, and even strangers can lead to unrealistic expectations and a skewed sense of self-worth. This relentless need to measure up can contribute to feelings of inadequacy, self-doubt, and anxiety - undermining both confidence and emotional wellbeing.

It is vital that parents and caregivers understand how deeply comparison culture can influence a child's self-perception and sense of value. Left unchecked, it can foster perfectionism and a dependence on external validation, where a 'like' or comment becomes the measure of their worth.

The good news is that families have a powerful role to play in helping young people navigate these challenges. This Special Report will help you empower your child to build the resilience and confidence needed to navigate today's comparison-driven world and embrace their own unique path.

Below is the link to this Special Report.

[https://rossbourne.vic.schooltv.me/wellbeing\\_news/special-report-social-media-comparison-culture-au](https://rossbourne.vic.schooltv.me/wellbeing_news/special-report-social-media-comparison-culture-au)

### 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. 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](mailto:boxj@rossbourne.vic.edu.au) or the school landline which is 98194611.

We have been diligent in securing a number of staffing appointments for Term 2. Catherine Turner and Paul Salomon will be taking Long Service Leave in Term 2 and I wish them all the very best for their time away. We have engaged Vic Capes, one of our regular Casual Relief Teachers to replace Catherine and Suzy Gaymer, to replace Paul. Chloe Woods will be commencing Parental Leave from the beginning of Term 2 and will be away for twelve months and we extend our best wishes to her for the birth of her baby. Batsheva Kolkopf will replace Chloe during her leave. We welcome Michelle Garrett to Rossbourne as our new Senior School Section Leader. Michelle is a very experienced teacher and has a long history of supporting neurodivergent students. She has held positions in school management and we look forward to her start, mid-Term 2.

This term has been full of excitement and positivity and nearly all students settled quickly into their social and learning routines. The care and support of our students will always be paramount and we thank you as parents for the sacrifices and efforts you make to support your child at Rossbourne and enhance their wellbeing. My thanks also go to our staff for their dedication and care of Rossbourne's students and I wish our whole community well as our students and teachers take a break.

**Shane Kamsner**  
Principal

## DEPUTY PRINCIPAL REPORT



### Welcome Back to a New School Year: Embracing Growth and Resilience

As the new school year begins, we are filled with excitement and anticipation for the learning, friendships, and opportunities that lie ahead. Whether you are a returning student/parent or joining us for the first time, we extend a warm welcome to our entire school community.

I would like to take this opportunity to focus my article on one of our important values – RESILIENCE.

*Resilience can be defined as reduced vulnerability to environmental risk experiences, the overcoming of a stress or adversity, or a relatively good outcome despite risk experiences.* Michael Rutter (2012)

This Value of resilience is very evident during the start of a new year, one which has already thrown up a number of challenges for students and staff, and an ongoing focus for our students as they move through their journey at Rossbourne school.

I must say that I have been so impressed over the first weeks of 2025 with the way our students have displayed this value of resilience. Some of the challenges and changes they have worked through include the following:



- Being a new student to our community
- Welcoming and including our new students to the school.
- Receiving the new laptop as part of our new laptop program and navigating initial issues through Seqta and the set-up of computers.
- New classes and a new timetable structure.
- Reconnecting with fellow students and staff.

Despite all this, the students have started the year at Rossbourne in a positive, resilient, and joyful manner which is a testament to them. Each student brings unique strengths, perspectives, and talents that enrich our learning environment. We recognise that adjusting to new routines, navigating social settings, and managing academic expectations can present challenges, but we also know that resilience is built through perseverance, self-advocacy, and support. We encourage students to embrace their individuality, seek out resources, and build supportive relationships with peers and teachers.

There have been a number of events throughout the Term 1 that I would like to highlight.

### **Student Leadership**

We formally introduced and welcomed our Student Leaders for 2025 during our opening school assembly. They are: Geordie Barnes, Amelia Burke, Xavier Duffy, Millie Flegeltaub, Elliot Hall, Nicholas Hasslinger, Tessa Hochauer, Helen Lew, Laurie Tod, Cormac Skinner and Andrew Vermiglio. I am very pleased to have Jenna Mason join me to work with this group of energetic and enthusiastic leaders.

We were fortunate to have Mr John Pessuto join us to talk to our community about the importance of leadership and to present our students with their badges and certificates.

This group has already met on a number of occasions to work on presentations around International Women's Day and Harmony Day.

### **Year 9 & 10 Camp**

Marina Slifirski will be writing about the Year 9 and 10 Camp but I wanted to highlight again the resilience of our students and to mention what a fantastic four day experience this was for them. It was amazing to see the them take full advantage of all of the opportunities and challenges presented to them and their ability to include each other, support and build important connections. Well done to Marina and the 9 & 10 team for organising such an amazing experience.

## **YEAR 7/8 NEWS**

The Year 7 and 8 students have had a fantastic start to the year, settling into their new routines and embracing all the opportunities Rossbourne has to offer. From the very beginning, students participated in activities designed to foster friendships and build connections, helping them feel part of the Rossbourne community. The Year 8 students have been wonderful in supporting the Year 7s in their transition to secondary school, offering advice and encouragement while reinforcing our core values of **inclusion, respect, honesty, sharing, and resilience**.

### **Friday Afternoon Activities – A Buzz of Excitement!**

Friday afternoons have been filled with energy as students explore a range of engaging activities. With choices including Lego, Creative Writing, Ensemble for the school play, Snooker, Tennis, Out and About, and Interschool Volleyball and Basketball, there is something for everyone. It has been wonderful to see students immerse themselves in their chosen activities, making new friends and developing new skills along the way.

### **Making Waves in Swimming Lessons**

Another highlight has been the Wednesday afternoon swimming program, where students have already shown remarkable progress in their confidence and ability. Their enthusiasm and willingness to challenge themselves in the water have been inspiring, and we look forward to seeing their continued development throughout the term.

### **EDUTECH Conference 2025 – Sydney**

I am very excited to share with you that a number of our staff will be presenting at the Edutech conference in Sydney mid-year. This conference was held in Melbourne last year welcomed over ten thousand educators.

We are working closely with representatives from Hewlett Packard and Using Technology Better to work on specific projects covering the use of our technology, which we hope to use in classrooms to get the best outcomes for our students. More information will follow as our projects materialise.

Finally, parents and guardians play a crucial role in fostering resilience. It has been great to see so many parents involved in our Parent Information Sessions in February, and at our first round of Parent Teacher Interviews. As always, we invite you to connect with teachers and wellbeing staff to ensure your child has the tools they need to thrive. Open communication and a team approach will help create an environment where every student feels valued and empowered.

As we move towards the end of Term 1 and a well-earned break, let's embrace challenges as opportunities for growth. Together, we can create a school community that celebrates diversity, fosters resilience, and champions success for all students.

**James Box**  
**Deputy Principal**



### **A New Approach to Mathematics**

Our new mathematics program has commenced, offering students real-life, hands-on tasks alongside core numeracy skills. The program is tailored to each student's learning level, ensuring that they develop practical mathematical skills relevant to everyday life. The engagement and focus in these lessons have been fantastic!

### **Building Skills in English**

In English, students are working through the 'Talk for Writing' program, with explicit instruction on creating an information report. Under the expert guidance of our Speech Pathologists, Kathryn Harker and Brigita Balbata, students are developing their ability to research, structure, and present their ideas in written form. It is exciting to see their confidence grow as they refine their writing skills.



### Westmead Program – Understanding Emotions

The Year 7 and 8 students are also actively engaged in the Westmead Program, an evidence-based emotion-focused learning program facilitated by our School Psychologists, Clare and Bella. Through role-play activities and discussions, students are exploring emotions, recognizing their intensity, and understanding how individuals respond differently to situations. It has been great to see the students (and the teachers) participating in these sessions, reinforcing key social and emotional skills in a fun and interactive way.

### A Broad and Engaging Curriculum

Beyond core subjects, students are thriving in a diverse range of learning experiences, including Performing Arts, Design and Technology, Art, Sport, ICT, and Living Skills. These subjects allow students to explore their interests, discover new strengths, and build skills that will serve them well in future elective choices.

#### A Welcoming and Supportive School Community

As a new staff member to Rossbourne, I have been overwhelmed by the warmth, positivity, and enthusiasm of our students. Their eagerness to contribute to the school community, support their peers, and make the most of their learning opportunities has been truly inspiring. It has been heartening to hear from parents that their children feel included, are forming meaningful friendships, and are thriving in a school environment that welcomes diversity.

We are off to a fantastic start, and I look forward to the exciting year ahead as our students continue to grow academically, socially, and emotionally. It's shaping up to be a fabulous year!

**Penny Gordon – Year 7/8 School Section Leader**  
**Tim Francis, Helen Holdsworth, Jenna Mason,**  
**Jennifer Kilner, James O'Sullivan, Marion**  
**Branchflower and Janice**

#### Year 7/8 Team





## YEAR 9/10 NEWS

The focus of any first term within Section 9/10 is always to build and support social connection, comfort, and competency. In the first week of school this year we held discussions, games and getting-to-know you activities, followed by our surf camp in Week 4 to support student connection..

In an exciting development we commenced the new term with the introduction of laptops which will transform the way we teach. Students have adapted to these devices well, with considerable support from Andrew Lusted who has rolled out a thorough induction to support students to use these devices at full capacity.

Our 9/10 Surf Camp to Queenscliff was fabulous. Our planning for any activity is predicated on the question: How can we build independence, and how can we offer genuine choice to enable students to authentically experience the power of decision-making regarding their learning.

This year we collaborated with educators from the Queenscliff Marine Discovery Centre who ran a range of learning activities for us, all linked to our curriculum. The rock pool ramble was popular and students were surprised by the diversity of marine life found so close to shore. On Wednesday students had the opportunity to go snorkeling or canoeing with many learning new skills and facing fears, only to emerge from the water triumphant, asking for more time. The boat trip out to Pope's Eye is always a highlight when we trawl the ocean floor for seaweed and then look through it with great care to reveal sea horses, urchins, slugs, decorator crabs and more. Students learnt about the shipping routes used, the rip, and our roles as custodians of the natural world.

Judging from the number of students who stood on surfboards or caught waves on their boogie board, it became clear that many of them have refined their skills and ability in the water.

Evenings weren't dull and the fun continued with Rossbourne staff offering a range of activities from film screenings, discos, pier walks and games outside. The meals out each evening were a highlight too. We leave a positive impression on the community of Queenscliff who welcome us back each year, with many business owners who are prepared to assist and engage with our students by generously offering discounts on their shopping and general advice.

In regard to our curriculum back at school, our full



program includes cyber safety, humanities, adolescent health, social-emotional learning, multimedia literacy and STEM, in addition to core offerings.

Later this term we will walk to Swinburne University to participate in an Astro tour. Astro Tours educate audiences about astronomy using innovative virtual reality technologies developed by Swinburne's Centre for Astrophysics and Supercomputing. We are grateful to Professor Emma Ryan-Weber, a current parent for alerting us to this opportunity and giving us a VIP experience, which will include a tour of the campus. Professor Ryan-Weber is an Astrophysicist who leads the intergalactic medium research group at Swinburne. The science focuses on detecting atomic elements in the early, distant Universe.

Our students continue to achieve in and out of the classroom. Over summer Ryder Tremewen successfully achieved his Bronze Medallion at Waratah Beach Surf Club through Surf Life Saving Victoria. The Bronze Medallion is a lifesaving award that demonstrates a person's ability to perform rescues in water. It's a nationally recognised qualification in Australia that involves theoretical and practical components. This achievement is a testament to Ryder's devotion to volunteering and surf lifesaving.





A talented track and field competitor, Eloise Valentini won a swag of medals at the Victorian Track and Field Championships earlier this year, achieving second place in three events: Female U20 Para 100m, Female U20 Para 200m and Female U20 Para 400m - 2nd Place.

We welcomed Nathan Neilson a new staff member to our section as a Year 9 Teacher. For the past 13 years, Nathan has worked with school-age and adult students with learning difficulties in a variety of settings. Nathan says he was attracted to Rossbourne's focus on a holistic education and that the school is geared towards meeting the learning needs of students, by ensuring class sizes are small with access to speech pathologists in the classroom.

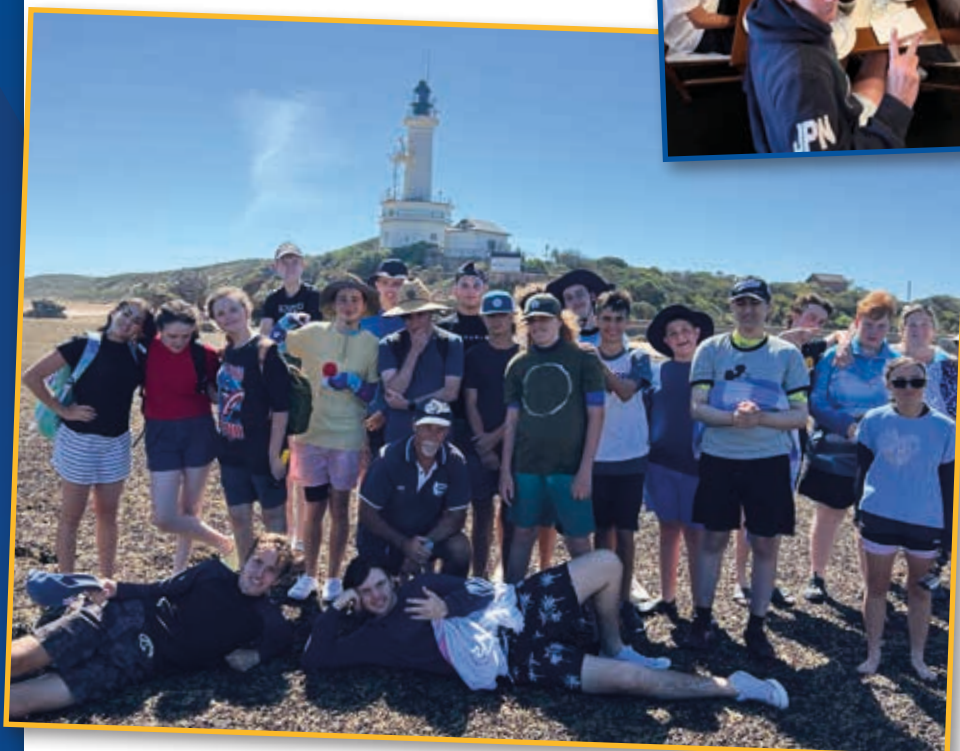
We continue to use the Universal Design for Learning framework to guide our teaching and the design of curriculum. This ensures that our lessons and resources are inclusive, authentic and can be adjusted to meet the learning needs of all.

Overall it has been a busy term of learning and fun at Rossbourne. I offer my sincere thanks to the following staff members who attended the Queenscliff Surf Camp and supported students to have such a fabulous time away: James Box, Helen Holdsworth, Andrew Lusted, Yulia McGibbon, Sarah Flanigan, Marina Slifirski, Paul Salomon, Carol Drossos and Nathan Neilson.

I hope you enjoy the Easter holidays and I look forward to Term 2.

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

**Sarah Flanigan, Paul Salomon, Carol Drossos,  
Andrew Lusted, Vicki Bradley, Nathan  
Neilson,  
Chloe Woods, Yulia McGibbon**  
Year 9/10 School Section Team





# SENIOR SCHOOL NEWS

## VETDSS Term 1 Update

Term 1 has been a busy for our Senior Students enrolling at TAFE offsite or in iVET at school. Students are attending William Angliss, Box Hill Institute, Holmesglen, Melbourne Polytechnic and AIE (Academy of Interactive Entertainment). Students are exploring a range of interests including Animal Care, Hospitality, Cookery, Automotive, Sound Production, Sports, Aquatics & Recreation, Childcare, Tourism, Film & Visual Effects, Information Technology, Visual Arts and Hairdressing.

The students enrolled in iVET at school have worked incredibly hard accessing the online learning portal and working towards completing their first Unit of Competency. Some of the students enrolled in Cert II Active Volunteering have visited the Community Kitchen, served lunch for members of the community at CamCare and cooked a range of snacks for families living at Park Towers Community Housing. We look forward to hosting a Mother's Day High Tea in partnership with It's the Little Things Community on May 8th (save the date!)

**Tania Hume**  
**VET Coordinator**





# ART

From the start of Term 1, students across all year levels have been exploring and celebrating the diversity of line in all the many variations of curved and straight lines. One of the many aims has been to develop students' fluency using line and confidence in expressing line. For new students, they have not only been busy experimenting with ideas, media and techniques but learning to work in an art studio space. This includes learning the routine and behaviour expected in the Art Room but also the expectation of giving things a go and being flexible and open minded in their attitude and approach to working as a young artist.

Coloured inks and fine brushes have been put to good use experimenting with brush technique and different brushstrokes on litho paper, which is a perfect medium for ink work as the glossy side of litho paper enables the ink to glide seamlessly across the paper.

Water has been a theme that lends itself well to ink, particularly during summer as a visual image. Despite the warm temperatures, students have worked hard to get into the routine of being back at school and working in the Art Room.

As part of the familiarization of being back in the Art Room, students have used new and known drawing media while developing their observational drawing skills. The focus on drawing at the start of the term is a deliberate part of the Visual Art curriculum, as many students may not have done any drawing over the holidays and drawing is great indicator of each student's level of understanding and technical skill.

Year 9 and 10 students have drawn from life dragon fruit, tea pots, and pumpkins. Following on from the still life drawing in oil pastel, students explored coloured inks emulating compositions inspired by Wassily Kandinsky. There is no excuse for students not knowing the differences between straight and curved lines as well as recognizing a triangle from a rectangle. The sculpture class for Year 9 and 10 students are working on assemblage sculpture using an array of recycled objects. The theme for the sculpture is loosely inspired by Steampunk imagery.

Senior students have created some stunning black and white illustration, drawing on black paper in white inks. Another senior class whose focus is on clay have crafted an impressive array of life size pumpkins, inspired by the work of Japanese artist Yai Yoi Kusama. The National Gallery of Victoria is currently featuring a major retrospective of this major living artist. Like our students, Yai Yoi Kusama is proudly neurodivergent



and demonstrates that autism, mental health challenges and neurodiversity are part of the many variations of being a creative, expressive and unique human being.

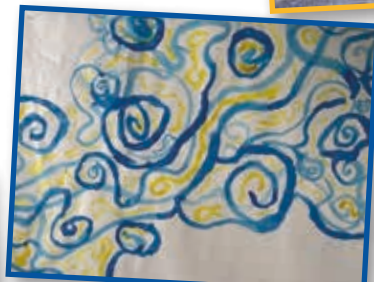
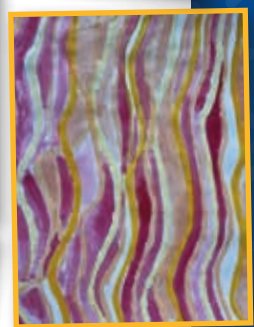
Some students are busily working on mixed media torn paper landscape collages. The inspiration came from the French Post-Impressionist artist, Paul Cezanne. Who knew tearing papers into forms replicating a landscape was such a skill! The students have risen to the challenge and are creating beautiful interpretations of the landscape.

The Year 7 and 8 students have been painting birds and fish on small sized boards with a focus on colour mixing. The second part of the term's curriculum for Year 7 and 8 students features working with clay. This will continue into Term 2. Animal themes are being explored, including fish and birds of different shapes, sizes, and types. For new parents, we are fortunate to have a functioning kiln, so ceramics is a major part of the Visual Art curriculum. While most students enjoy creating 2-dimensional art such as drawing and painting, many students find working with clay to be their happy place. Gloves are provided to students who do not like the feel of clay on their bare hands.

Students will come home with the art works after our annual Rossbourne Exhibition, which is held early Term 4. Until then, completed works will remain safe at school until the big reveal at the Exhibition. I am excited to say the students have already demonstrated much creativity and imagination.

Yours in art,

**Philippa McInerney**  
Art Teacher





# DESIGN TECHNOLOGY

This term the Year 7 and 8 students have been working towards designing their own tote bag in Design Technology.



They have planned illustrations featuring four different themes and will produce their final designs using a variety of printing methods.

Their *All About Me bag* will show self-portraits, each student's favourite pet or animal, something amazing they do, or would like to do, and something they enjoy doing in nature. Students will experience different hand printing techniques including monoprints and drawing with fabric pastels, markers, and paints to apply their designs. They will also try hand sewing and learn to sew on buttons to complete their bag. We are already seeing some striking and unique results.

The Year 9 and 10 students have been exploring what they think would make an interesting retail outlet and brainstorming ideas for products that could be made to sell to an audience. These have included bright and bold graphic prints created with collaged paper, pastels, markers, paint and textured fabrics and yarn. Designs have then been copied and manipulated at different sizes to create gift cards, wrapping paper, wooden coat hanger designs, hats and bookmarks. Other classes have been part of a group project focussing on designing an outdoor sensory wall.

A sensory wall is a wall space that provides sensory input through touch, sight, and sound to help people explore their senses and the world around them. Sensory walls can help people process things in a number of ways by increasing sensory awareness, improving motor skills, developing eye-hand coordination, reducing discomfort and fear, improving communication skills, and helping people relax and focus. Sensory walls can be made up of a variety of items, such as panels with different textures and materials, toys that encourage touching and feeling, items with different shapes, colours, sounds and activities that are fun and educational. We hope to have made developments on this by the end of the year.

Architectural drawing and model making and creating repetitive patterns inspired by nature have

been some of the topics explored by Senior students in Term 1. Students started by following a process to create a pattern using objects they found in nature, specifically from the flourishing garden of the Living Skills house and around the school yard. They learned how to apply the images of nature, such as leaves, flowers, and grasses, to a piece of paper so that it could become a repetitive pattern. This was scanned and made smaller in scale so that it could act as wallpaper or an image to be hung in a room. Following on from this step, students were asked to respond to a design brief to redesign a room in their house that could feature their wallpaper or nature inspired image. They learnt about hand-drawing and rendering techniques and built a miniature three-dimensional model of their room using balsa wood, foam core, textured papers and fabric, modelling wire and paper clay.

**Vicki Bradley**  
Design Technology Teacher







## FOOD TECHNOLOGY

It has been wonderful to have our Food Technology space filled again with smiling, eager faces asking me 'What are we cooking today, Ms K?'

Our new Year 7 students seem to be settling in well to our kitchen classroom. Year 8 students have been very kind and helpful directing them to equipment and encouraging teamwork at clean up time. Making fruit salad, lemonade scones, crumble, bruschetta, and a fruit Danish have been among the favourite practical tasks this term. Personal hygiene habits are reinforced weekly and the students have all been learning how to wash and rinse dishes correctly. They are all enjoying the practical tasks and have practiced using a paring knife, grater and peeler. They have also been working on simple safety techniques such as protecting the hand not holding the knife.

Among our three elective classes in Years 9 & 10, students have been researching superfoods and their many nutritional benefits. The students in Tuesday's class have been learning how to create a healthy snack and on Fridays we have been exploring healthy, balanced meals for a family. Homegrown blackberries have featured in the practical sessions resulting in a baked crumble slice and muffins. Practicing their knife handling skills, students produced vegetable rice paper rolls, sushi and zucchini and carrot fritters. Many of our students are perfectionists when it comes to precision cutting of vegetables.

In Senior School we have been able to take advantage of the fresh vegies and herbs grown in Catherine's Living Skills classes, including fresh tomatoes, zucchini, basil, parsley and spinach. Our Multicultural Unit has produced gnocchi with a tomato and basil coulis and Turkish Gozleme. The Sustainable Kitchen Unit has seen the class make fried rice, a Caesar salad with their own sabayon-based dressing, okonomiyaki and a tomato and ricotta flan.

It has been an excellent start to the year with some very motivated chefs in the making. I always look forward to watching their progress as the year moves forward and the seasons change.

**Jennifer Kilner**  
Food Technology Teacher





# LIVING SKILLS

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

The Year 7 and 8 students have embraced their household chores with enthusiasm, showing an impressive willingness to have a go at new tasks. Year 8s have particularly enjoyed stepping into mentoring roles, helping new students become familiar with the house, routines and chores. The 7/8 students work diligently to launder tea towels, aprons and sports tops to support the Food Technology kitchen and Sport programs. They also keep our recycling and compost systems working efficiently. Their ongoing efforts in these areas have a big impact and are greatly appreciated by the school community.

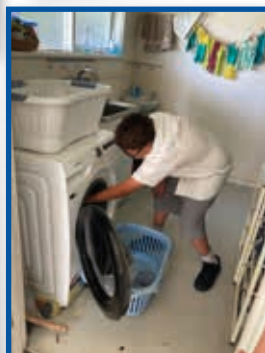
Year 9-12 elective students have been hard at work

on different projects around the garden. After the long summer break and the hot weather, the garden needed some extra care and attention. Overgrown plants needed pruning, lawns needed mowing and garden beds watering and rejuvenating. Harvesting has been a highlight, with students gathering tomatoes, apples, strawberries, and herbs to share with both the Food Technology kitchen and the canteen. Seeing their hard work put to good use in fresh meals has been a rewarding experience for all involved.

As the summer veggies come to an end, we have been investigating and planning what to plant in autumn. This includes learning about companion planting and finding out which herbs and vegetables thrive when planted together. Students have been using compost made from our green waste to enrich the soil, helping to restore the garden beds in preparation for autumn planting. As part of this process, Senior School students are learning about soil, and how it is full of life and complex ecosystems. Thank you to the Wednesday Senior School group who independently constructed our most new wicking bed.

After a busy and rewarding term, we look forward to seeing the garden continue to flourish!

**Catherine Turner**  
Living Skills Teacher





# PHYSICAL EDUCATION

Students have settled in extremely well to Sport and Physical Education this year, managing well with the warm weather and showing great enthusiasm towards the fitness activities. Most students are remembering to bring their water bottles and hats to class which is a good sign that students are getting into the routine of packing the night before they have sport at school. As we move into the winter terms students need to remember to pack their sports uniforms and change into them before sport.

## Mullum Division Swimming Competition

Two Rossbourne students, Laurie Tod (Year 11) and Cooper Harrington (Year 8), recently competed at the Mullum Division Swimming competition in the multiclass events. Both students have now advanced through to the Eastern Melbourne Region swimming competition on 28 March and will aim to make it through to the state swimming competition.

## 2025 World Triathlon Multisport Championships Pontevedra, Spain.

Laurie Tod has also been selected for the Australian team to compete at the 2025 World Triathlon Multisport Championships Pontevedra, Spain. The event will take place at the end of June this year and will see Laurie tackle both the triathlon and aquathlon. Laurie has been a rising star in the triathlon/aquathlon sports having only started three years ago. He has continuously shown outstanding determination and focus while training with the Inclusive Sport Training (IST) group, under the guidance of Liz Gosper. We wish him well in his training leading up to the big event and will keep the Rossbourne community updated on his achievements.

## Term 1 Interschool Sport – Basketball & Beach Volleyball

All the Interschool Teams have been competing well each Friday in their respective competitions. The Girls Basketball team won the Championship and brought home the Shield for the first time since 2018.

## Important Dates in Term 2

### Rossbourne Athletics Carnival – Monday 5 May (Week 3)

The annual Rossbourne Athletics Carnival will be again held at the Tom Kelly Athletics Track/Rieschiecks Reserve from 10:00am – 2:30pm. Parents are welcome to come and watch their child. A schedule for the day will be sent out to families early in Term 2 but will not detail the exact events students will be competing in.

### Interschool Cross Country – Friday 30 May (Week 6)

Students wishing to compete in this year's Interschool Cross Country Carnival are welcome to join the Wednesday morning running club at St James Park from 8:00am-8:30am. The Interschool Cross Country course is 3km and we will be training for this. We will then walk back to school for 8:45am Homeroom. The running program will take place every Wednesday from Week 1 (23 April) to Week 5 (21 May) when I will select a small team to compete in the Interschool Cross Country event.

**Ryan Teasel**  
Phys Ed & Outdoor Ed Teacher



The Girls Basketball team won the Championship and brought home the Shield for the first time since 2018





## PERFORMING ARTS

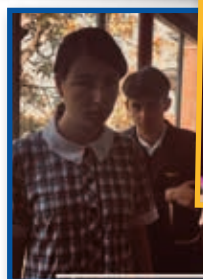
The Performing Arts Program at Rossbourne focuses on collaboration, creativity, being a supportive audience member, and stepping outside one's comfort zone. Participation in the program also encourages students to reflect on their experiences both on stage and during the creative process, which in turn helps build their confidence and develops their knowledge and skills as performers.

The Year 7 and 8 Performing Arts students presented a PowerPoint or a poster of their research projects based on a performer 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, was well-presented and interesting in content. It was fascinating to see which actors/ singers/ producers/ DJs the students chose as their favourite performing artists, as there was such a wide variety of different styles and genres represented.

Our Filmmaking students have been engaged in the creation, direction, and shooting of the footage for their movie projects, which should be completed by the end of Term 2. The Drama Elective students have been busy rehearsing their scripted comedic plays in the new Cook Performing Arts Centre, aiming to present their finished stage plays by the end of the semester.

Our Grease School Musical rehearsals are now in full swing, with all the performers working hard on learning their lines, perfecting their acting, dancing, and singing skills, and getting used to performing on stage. All the students involved are really excited as the show dates get nearer, with the opening night being Tuesday 5 August at 6:00 pm at the Cook Performing Arts Centre.

**Yulia McGibbon**  
Performing Arts Teacher





# ROSSBOURNE PARENTS GROUP

Term 1 got off to a great start. We had a very good morning with the Year 7 Welcome Morning Tea. All the parents were very engaged and signed up to the 7/8 WhatsApp Group. If anyone hasn't signed up to this Group and would like to, please get in touch with me. We have groups for Years 7 & 8, 9 & 10 & 11 & 12.

On the first day of school, we arranged for a coffee van to come in for the students. We had a fantastic turn out with over forty parents attending. It was a great opportunity for people to meet each other while enjoying a cup of coffee.

We farewelled Bronwyn Hall from the Group after making a significant contribution since joining in 2020. We would like to thank Bronwyn for all that she has done and to say that she will be missed. Bronwyn will be around for the remainder of the year to assist with events, as needed.

We welcomed the following four new Group members: Stuart Marburg as Sports Inclusion Coordinator, Nicole Wuth-Hansen as Second-Hand

Uniform Coordinator, Jenn Trevaskis as the Year 9 & 10 Class Rep Coordinator and Nancy Manders who has returned to the Group as the Year 11 & 12 Class Rep Coordinator.

We held the Social Night at the Hawthorn Hotel on Thursday 20th February. It was a great night with over 60 people in attendance. Thank you to Penny & Dan Broadbent for taking this lead on this and creating a very successful evening.

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 Stuart our Sports Coordinator.

We have our next Bunnings BBQ on Saturday 3rd May. We will be shortly asking for volunteers to provide assistance with this activity. Thank you to David Raits for taking the lead on this one.

We have several upcoming events so please put them in the diary. More information will be made available closer to each event:

Event	Date	Location
Coffee Morning (7.30am - 8.30am)	Tuesday 23 April	School (near roller door)
Mother's Day/Special Person Breakfast (7.30am-8.30am)	Friday 9 May	Cook Centre
Bunnings BBQ	Saturday 3 May	Hawthorn Bunnings
Coffee Morning (7.30am-8.30am)	Tuesday 22 July	School (near roller door)
Trivia Night – social focus (no auctions)	Saturday 16 August	Cook Centre
Father's Day Breakfast	Friday 5 September	Cook Centre
Uniform Shop Sale	Saturday 6 September	School Hall
Dinner at The Glenferrie Hotel (During the 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 to everyone for your ongoing support of the Rossbourne Parents Group. Have a great break and we look forward to Term 2.

**Kylie Payne**  
President  
Rossbourne Parents Association

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

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☐ **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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