

2025

PEBBLE

YEARBOOK



rossbourne
school
Thrive on Diversity

PRINCIPAL'S REFLECTIONS

SHANE KAMSNER
Principal



Rosbourne's Modern Learning Spaces and Wellbeing Centre

In today's educational landscape, inclusivity and accessibility are central to creating environments where all students can thrive. This has been the basis for the design of Rosbourne's new Library Resource and Wellbeing Centre. Work has now commenced on a building we hope will be a beacon of accessible learning resources and support for our neurodivergent learners. In partnership with our architects, Smith + Tracey, we have designed modern learning and wellbeing spaces, while resurrecting the external period charm of the

original 19th century manor house. Our new school Library Resource Centre will not only provide an inviting comfortable place for students to explore the world through the sensation of books but it will also support digital resources so our students can better develop their research and digital literacy skills.

Our dedicated Wellbeing Centre will provide a modern, safe and comfortable space where students can receive wellbeing support and utilize our new sensory room to help re-focus and manage emotional regulation when required. The Wellbeing Centre will also have office space for visiting allied health professionals to see students at school, so time at school is maximized and our school Wellbeing Team can augment students support in collaboration with visiting professionals.

We expect the design, materials and equipment of our new building will support students' learning by creating an environment that reduces sensory stimuli. Our students often experience heightened sensitivity in traditional classrooms, which can create difficulties with executive functioning, poor information processing and increased anxiety. Conventional classrooms, with rigid seating, fluorescent lighting, and constant noise, can exacerbate stress and hinder concentration. Our

new spaces will offer flexible environments that accommodate sensory needs, quiet zones for decompression and access to tools that support self-regulation and personalized learning.

Modern Learning Spaces

School libraries have evolved beyond rows of bookshelves and silent reading areas. Today, they are dynamic learning hubs that integrate technology, collaborative zones, and quiet spaces. Rosbourne's Library Resources Centre will provide a variety of seating options—beanbags, standing desks, pods, and soft chairs, allowing students to choose what feels most comfortable. Zoning strategies separate areas for collaboration, quiet study, and creative activities. This flexibility empowers neurodivergent learners to select environments that match their sensory and social preferences.

Design elements such as natural lighting, acoustic panels, and calming colour schemes help minimize sensory triggers. Our Library will incorporate noise-reducing headphones and low-stimulation corners, enabling students to regulate their environment and maintain focus. Our new centre will also provide digital tools like text-to-speech software, audiobooks, and interactive learning platforms. These resources support diverse learning styles and help students to engage with content in ways that suit their cognitive strengths.



By offering multiple pathways for learning, quiet reading, group projects, or multimedia exploration, our Library Resource Centre will foster independence, as students will have control over their learning experiences, which reduces anxiety and builds confidence.

Rosbourne's Wellbeing Centre

While academic progress is important, emotional wellbeing is foundational and our Wellbeing Centre will be equipped with a sensory room that provides students with safe spaces to manage stress and regulate emotions. These environments are designed with therapeutic principles in mind, offering features such as dimmable lights, weighted blankets, tactile objects, and calming sounds. These tools help students who experience sensory overload to decompress and regain equilibrium, preventing meltdowns and improving classroom participation.

We will continue to ensure our psychologists and speech pathologists are available during school hours to provide Rosbourne students with counselling and guidance. For neurodivergent students, having immediate access to supportive adults in a calming environment can significantly reduce anxiety and feelings of isolation.

By using the sensory room, students learn strategies for managing their own sensory and emotional needs. This skill-building extends beyond school, equipping them for lifelong resilience. Many behavioural issues stem from unmet sensory or emotional needs. Providing a proactive space for regulation decreases disruptions and fosters a positive school climate for all.

The Synergy Between Our Library and Wellbeing Spaces

When modern libraries and wellbeing centres coexist within a school, they create a holistic support system. Libraries

nurture intellectual curiosity and personalized learning, while wellbeing centres safeguard emotional health. Together, they:

- Enhance engagement: Students who feel safe and regulated are more likely to participate in learning activities.
- Build community: Inclusive spaces signal that students are valued members of the school.
- Support educators: Teachers benefit from having designated areas to refer students who need sensory breaks or alternative learning environments.

Long-Term Benefits for Rosbourne Students

The impact of these spaces extends beyond academic performance. We expect that our students will utilize these spaces to support improved mental health by reducing stress and anxiety, leading to better overall wellbeing. We hope they will

develop greater independence with access to self-regulation tools that fosters autonomy. We expect that students' social skills will be enhanced via collaborative zones in the Library and supportive staff encouraging positive interactions.

Rosbourne's new modern learning and wellbeing spaces is an investment in our students by creating more opportunities for learning, engagement and the opportunity to thrive as we seek to create more enriched experiences for all Rosbourne students.

Staff Announcements

We say farewell to Michelle Garrett (Senior School Section Leader) and wish her all the best as she takes up a new teaching position at Genazzano College in 2026. We are grateful to Michelle for her care and support of our Senior students.

We are grateful to Marina Slifirski for accepting the role of Senior School Section Leader in 2026. Marina has capably led the Year 9/10 School Section, creating strong and effective curricular and pastoral programs. Julian

Carroll (Acting Deputy Principal) will oversee the Year 9/10 School Section with the support of Nathan Neilson until we appoint a new Year 9/10 School Section Leader with the skills and aptitude to support our students and programs.

A big welcome back to Jess Mulquiney after her hiatus from Rosbourne. Jess will be joining us in 2026 as Year 7/8 Homeroom Teacher. We warmly welcome Rachel Macey who also joins us as a Year 7/8 Homeroom Teacher from Ivanhoe Girls' Grammar. Rachel has many years of experience supporting neurodivergent students in mainstream schools. We also warmly welcome Fatima Danaj as our new Food Technology Teacher supporting Jennifer Kilner, who will be part-time in 2026. Fatima is extremely well-credentialled and brings a wealth of experience in supporting neurodiverse students.

We are grateful to Batsheva Kalkopf for accepting the role of Numeracy Co-ordinator, Erika Reynolds for accepting her new role as Teacher-Librarian and

Phil Donaldson for accepting the new role of eLearning Co-ordinator in 2026.

Student Wellbeing

Learning, social interactions, making difficult decisions, and managing emotions such as feeling depressed, anxious, worried, or isolated are all issues that students experience from time to time.

Our Wellbeing framework supports Rosbourne students in understanding and resolving long-term and short-term problems they may encounter. Rosbourne's Wellbeing Team (Clare Tighe - Psychologist, Kathryn Harker – Speech Pathologist, Bella Saunders – Psychologist and Brigita Balbata – Speech Pathologist) have utilised their considerable experience and expertise to assess, teach, guide and counsel a growing number of students who find their challenges overwhelming. They also deliver social skills and consent programs to classes across the school and provide valuable advice and support to Rosbourne families. In addition, the team plays an active role in collaborating with the teachers as part of a multidiscipline approach to supporting students academically and emotionally.

Our Wellbeing team is an invaluable component of our holistic approach to student learning and personal development. They are also an important resource for families, as is access to the range of materials provided by SchoolTV.

This week's SchoolTV special report explores change and embracing new beginnings. Navigating change is an essential life skill, and young people today face a range of transitions, from starting a new school year to moving between year levels or even leaving school altogether.





These moments can bring excitement, but also uncertainty, and they often impact a young person's emotional wellbeing and academic engagement.

Change is a natural part of growing up. Whether it's the start of a new school year, moving between year levels, or stepping beyond the school gates for the final time, each transition brings a mix of emotions, presenting both opportunities and challenges. These shifts call on young people to adjust to new routines, navigate unfamiliar environments and develop emotional flexibility. While some may embrace these changes, others may find the disruption unsettling and struggle with the loss of predictability.

Research shows that periods of transition are often linked to heightened anxiety, reduced academic engagement and changes in peer relationships.

For families, these periods can also bring added stress. Recognising the emotional and psychological impact of change helps us respond more effectively and supportively.

While change can feel daunting, it also offers valuable opportunities for young people to learn and grow. By normalising uncertainty and encouraging open conversations, we help young people face new beginnings with curiosity rather than fear. When children are surrounded by guidance, encouragement and consistent structure, they're far better equipped to manage life's transitions with confidence and resilience.

Below is the link to this Special Report https://rossbourne.vic.schooltv.me/wellbeing_news/special-report-embracing-change-new-beginnings-au

Thank You

My thanks and gratitude go to all Rossbourne staff for their care and support of our students and for guiding them as they learn, as they develop and as they understand what they are capable of achieving. Thank you to those who have guided, collaborated and supported me in our evolution as a school and our creation of new ways of being and doing in response to an ever-changing world. I want to thank Rowena Stocks (Chair of our School Board), Kylie Payne (President of the Rossbourne Parent's Group), all members of the Rossbourne Parent's Group, our School Leadership Team and the Rossbourne School Board for their vision and stewardship.

I wish all of you a safe, restful and happy festive season as we farewell 2025 and embrace 2026.

CHAIR OF SCHOOL BOARD

ROWENA STOCKS

Chairperson

Rosbourne School Board

As we approach the end of another year, I am filled with gratitude for the incredible work that has taken place at Rosbourne. This has been a year of significant change, collaboration, and achievement, and it is my privilege to reflect on the progress we have made together as a community dedicated to supporting our students.

OUR FOUNDATION: INCLUSION AND BELONGING

At the heart of our school is a commitment to creating a nurturing, inclusive environment where every student is valued, respected, and empowered to thrive. This year, we have continued to build on the strengths of our students, offering them a tailored approach to education that emphasises their individual needs, talents, and abilities.

Through specialised support and a collaborative approach to teaching, we have seen strong progress across all aspects of our program.

A YEAR OF MILESTONES AND GROWTH

2025 has been marked by several significant achievements. Our school production of Grease in the new Performing Arts Centre was a resounding success, showcasing the talents of our students and the value of our new facility. This space has already hosted numerous events and exhibitions, establishing itself as a genuine hub for our community.

We also celebrated the maturation of our curriculum, with our staff dedicating substantial effort to curriculum development and the expansion of vocational programs. The introduction of new teachers to our team with their fresh perspectives working with the experience and capability of our established team of educators has strengthened our capacity to meet the diverse needs of our students both now and into the future.

Our students continued to participate actively in a variety of sporting, arts, and community activities, both within the school and in the broader community. A particular highlight was our first Careers Expo, which saw strong representation from educational institutions, sporting organisations, and community groups, providing valuable support and guidance to our current students, families, and alumni.

LEARNING THROUGH CHANGE

Like any organisation committed to growth and improvement, we have navigated periods of change throughout this year. While we have celebrated many successes, we also acknowledge that not all changes have landed as we expected. This is an important part of our journey. We remain committed to continually reviewing our practices, listening to our community, and learning from both our successes and our challenges. We don't always get it right, but by being open to honest reflection and responsive action ensures that we continue to evolve in ways that best serve our students and families.

OUR STUDENTS: PROUD AMBASSADORS

Throughout 2025, our students have been wonderful ambassadors for Rosbourne exemplifying our school values in everything they do. Their resilience, creativity, and commitment to personal growth remind us daily of why this work matters.

OUR PEOPLE: THE HEART OF OUR SCHOOL

Our teachers and support staff are the heart of Rosbourne. Their dedication and commitment to our students have been the foundation of every success we have celebrated this year. They have worked tirelessly not only to deliver our programs but to ensure that Rosbourne continues to evolve and respond to the changing needs of our community.

Their professionalism, adaptability, and passion make the difference in the lives of our students every day.

LOOKING AHEAD

As we look to 2026, we remain committed to ensuring our educational practices best meet the needs of our students. We will invest in professional development and the right support for our staff, so they feel best equipped to support our students. We will continue to work closely with parents and carers to ensure that our students' needs are met both in and out of the classroom.

Most importantly, we will continue to listen, learn, and refine our approach based on the feedback and experiences of our community. This commitment to continuous improvement is fundamental to who we are as a school.

ACKNOWLEDGEMENTS

On behalf of the Board, I would like to extend my thanks to our school leadership, dedicated staff, our students, and their families for their hard work, commitment, and support throughout this year.

Your contributions have been invaluable, and together we have made progress in providing an enriching experience for our students. Your patience, honesty, and partnership as we have navigated change have been particularly valued.

I would also like to extend my personal thanks to my fellow Board members for their dedication, commitment, and support across the past year. Your governance, strategic thinking, and advocacy for our school community have been instrumental in our continued development.

I look forward to 2026 and recommit myself and the Board to working to ensure Rosbourne School is a place where students feel safe, supported, and understood so they best equipped to reach their full potential.

ROSSBOURNE

PARENTS GROUP

KYLIE PAYNE
President, Rossbourne
Parents Group

2025 has been another great year for the Rossbourne Parents Group (RPG).

This is my final contribution to Pebble as I will be ceasing my term as President at the end of the school year. I will continue to be involved in the school as my son is returning for Year 13, but not as a member of the RPG.

This year we have worked closely and met regularly with the Principal, Shane Kamsner to support the school's objectives.

We have continued the coffee mornings at the beginning of each term and they have been a great success. The students have loved having the hot chocolates and the teachers have enjoyed their coffee. Parents have also come along and valued the opportunity to meet other parents. We will continue these in 2026.

We had another great Trivia Night this year and focused on social connections as opposed to fundraising. It was well attended, and everyone had a good night. The format was great, and people appreciated the commemorative glasses they received on the night.

We continued with our Mother's Day/Father's Day/Special Person's Breakfasts. They were popular and enjoyed by all that attended.

Our Culture Club events this year included the movies and theatre productions at CLOC. Some of the productions through CLOC were brilliant. Overall, these are very successful events that allow us to come together as a community. We continue to plan these activities for 2026 and are very open to ideas and suggestions from our community on areas that would be of interest.

The RPG organised a Teacher Appreciation Morning Tea for World Teacher Appreciation Day on Friday 31 October. We provided a coffee van to make coffees and lots of delicious pastries, donuts, and fruit platters. The staff were very grateful for this recognition and appreciated the gesture.

We have continued with the Basketball Program this year and students also represented the school in Snow Sports. If anyone has suggestions for other activities we could run as part of our Sports Inclusion, please contact Stuart Marburg the Sports Coordinator for the Parents Group.

We had a few second-hand uniform sales throughout the year, and this was coordinated by Nicole Wuth-Hansen and Sue Murray. On behalf of the RPG and the parents of Rossbourne I would like to thank them both for providing this service to our Rossbourne community. Sales contributes to some of the funds that the RPG uses to host and subsidise events.

We held two Bunnings BBQ Fundraisers this year and our thanks goes to all the parents who came along to help. We are

very pleased to announce that we have a Bunnings BBQ Captain for 2026, Naomi Murray.

A huge thank you to goes out to the RPG members. They give their time on a volunteer basis, and we would not be able to support the school the way we do without their hard work and dedication.

Below is the list of the hard-working RPG members who represented the parents of Rossbourne in 2025.

On behalf of the Rossbourne Parents Group, we would like to wish the graduating students and their families every success for the future and encourage them to remain engaged with Rossbourne through our alumni association Rossbourne Connect.

We wish all our Rossbourne students and families a safe and happy end to 2025 and a prosperous and exciting 2026.

As mentioned earlier, I am standing down as President and I am delighted to announce that David Raits, current Vice President will step into the role. I wish to thank the current committee, previous committees, and Shane Kamsner for their support over the years.

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

ART REPORT

PHILIPPA MCINERNEY
Art Teacher

What a year in Art!

It has been action packed finishing off work, preparing for the Exhibition and returning work to students to take their pride of place at home. Students have outdone themselves in their creative endeavours, producing an impressive array of artwork in both drawing, collage, mixed media, painting, and ceramic sculptures. Our annual Rossbourne Exhibition featured many of these works in the Cook Centre. The Exhibition was a resounding success and showcased the many and varied talents of our students. It is always so wonderful to see all the student work and celebrate our students' creativity and imagination. The Food Technology students, under the guidance of Mrs Jennifer Kilner cooked up delicious treats both sweet and savoury for the grand opening which was enjoyed by parents, staff, and students. A special thank you to the student wait persons who were very professional. A big thank you to my clever and creative

colleague, Ms Vicki Bradley who was responsible for the poster advertising the event which looked fabulous.

A special thank you to the talented Year 7 student Sophie Wallace whose beautiful artwork graced the poster.

The students continue to impress with their willingness to accept new creative challenges and embrace flexibility in their thinking.

After the exhibition it has been a big task wrapping up sculptures and returning students' work to the rightful owners. Hopefully, they are now on display at your home! In the meantime, some order, and much needed space is being restored to the Art Room, for a while at least, before the next onslaught of work in 2026!

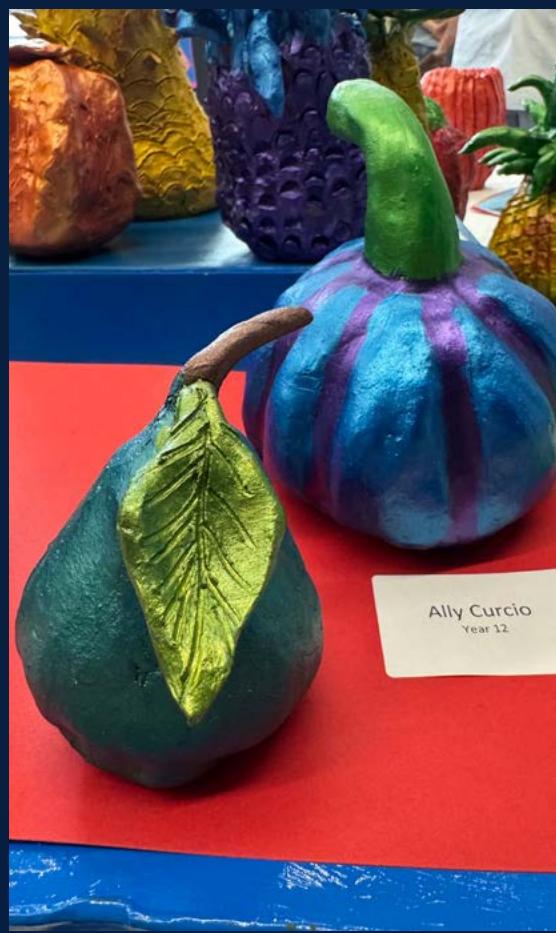
If you want to encourage and inspire your young person in art, I suggest a visit to see the artistry and craft of Martin Grant whose work in fashion is on display at the National Gallery of Victoria. While there, look at the Top Arts Exhibition to see the work of

Year 12 Art students from 2025. It is always interesting to see the different ways ideas can be expressed in visual form.

Make a space for your young person to draw and create at home so they continue to experiment and explore their imagination and ideas in the visual arts. A good set of coloured pencils and sketch book can be an asset especially during holidays. Our city and surrounds are blessed with art galleries large and small and many of the markets feature works by artists and craftspeople. Instagram and Pinterest are full of inspiration and ideas for the budding and experienced artist. Many a hobby has developed into a small enterprise. Creativity takes many forms; it doesn't have to be confined to the Art Room. Art is an intrinsic part of being human.

In Term One 2026, I will be taking long service leave during which I will be doing an art residency in Italy. Ms Ruth Mangan will be replacing me as the Art Teacher while on leave.







DESIGN TECHNOLOGY

VICKI BRADLEY

Design Technology Teacher

The Year 7 & 8 students had a very creative start in Design Technology this year.

They planned a design to be applied to a calico tote bag featuring four different themes using different printing methods. Their All About Me Bags featured a self-portrait, illustrations of each student's favourite pet or animal, something amazing they do or would like to do and something they enjoy doing in nature. The students then applied these themes to their bag using fabric markers, pastels and paints, foam monoprints, stamping and gelatine prints. Some students tried hand sewing techniques to complete their bag, including sewing on a button.

Construction of paddle-ball bats kicked off Semester 2. These were carefully cut with coping saws following a curved shape, then sanded, drilled and decorated, before a ping-pong ball was attached for hours of ball whacking fun!

As well as this, a range of giant papier mache alphabet letters were designed, constructed, and covered with themed designs created with Magic Clay, paint, and markers.

The Year 9 & 10 students had a chance to practice using different design tools to create a variety of items. These included wooden clocks which they designed, constructed, and screen-printed, or painted, puppet design,

and set construction. Shiny illustrations were applied to bags and small banners inspired by the work of graphic artist Jocelyn Proust, shoe and hat surface design and the always favoured skateboard illustrations also featured. Wrapping paper and gift cards were made by learning techniques to create repetitive patterns. Panels for a sensory wall used the construction skills of a variety of students, which featured hard spinning objects, soft and hard textures, bold illustrations, calming pom poms and a felted game of noughts and crosses.

Architectural drawing and model making were one of the topics explored by Senior



School students. They followed a design brief to redesign spaces in their actual houses, and their 3D models featured some very creative wallpaper designs, created by collecting flowers, leaves and plants from the Living Skills House and drawing them, using a repetitive pattern formula, to create eye catching and bold wallpaper. Some of this wallpaper has now found its way to the walls of the Living Skills house! Gelatine printing, also using bits and pieces collected in nature, was a big hit and many of the students created wooden jigsaw puzzles using this messy but satisfying technique.

All year levels spent considerable time over the course of this year designing and constructing props for the Grease production, including our version of the legendary Grease Lightning car, dance trophies, a wireless radio from the 1950s, hamburger joint signage and lots of sugary-looking (but inedible!) ice cream sundaes and milkshakes.

One of this year's highlights for all Design Technology students was a group project where students designed products that could be used for a specific purpose, such as this year's Mother's Day high tea, held in the Cook Centre. Students worked on creating earrings, bracelets, cards, wrapping paper, gift bags – all featuring unique designs which were hand printed and illustrated. There were many creative ideas, and students worked collaboratively to design and create the products which were an absolute hit and on sale at the high tea, raising lots of money for the Share the Dignity Foundation.

As the year came to an end, the students were excited to showcase their projects and designs to their classmates, families, and the wider school community at the second annual Art, Design, and ICT exhibition held in the Cook Centre. This was another very successful showcase of student work in a wonderful space.





LIVING SKILLS

The Living Skills property in Vivian Grove offers students from every year level invaluable opportunities to develop practical skills through meaningful, hands-on experiences in both the home and the garden. It is always rewarding to look back at the end of the year and consider the students' progress and their achievements.

The Year 7s began the year with a mixture of curiosity and uncertainty as they learned the basics of household routines. Many were unfamiliar with chores such as sweeping, ironing, or loading a washing machine. By Term 4, however, their confidence and independence have grown remarkably. Students now take pride in washing dishes,

cleaning floors, and managing laundry tasks with ease. Year 8 students have embraced stepping into the role of mentor, guiding younger students with patience and encouragement, while also extending their own abilities. Their leadership has made a significant impact and contributed greatly to the positive learning environment. The weekly practice of these essential life skills will hopefully enable students to develop habits that they can carry beyond the classroom.

The Year 9–12 Living Skills elective groups have worked exceptionally hard throughout the year, particularly in the garden. With regular maintenance always needed, students have had the chance to learn about planting, pruning, mulching, watering,

and weeding. These activities help students understand the importance of using correct tools, safe techniques, and how each small task contributes to healthier soil and thriving plants. They have also learned about the different seasons, what grows best at each time of year, and how garden tasks change with the weather and growing cycles. The garden continues to produce a wonderful variety of herbs, vegetables, fruit, and flowers. It is rewarding for students to watch the seeds they plant grow into edible plants. They enjoy tasting and sharing their harvest with the Food Technology kitchen and the Canteen. Mint tea was particularly popular in the winter months!

In addition to gardening, there are always maintenance tasks

CATHERINE TURNER
Living Skills Teacher



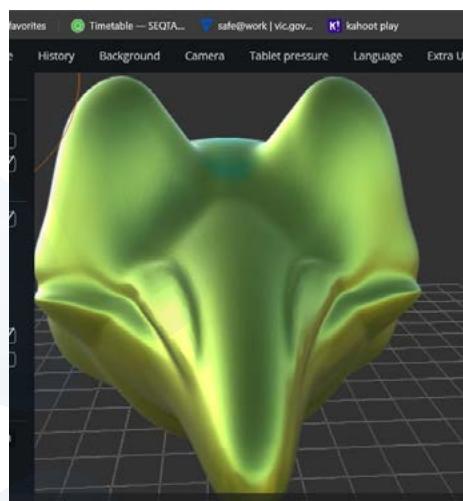
to be done around the property. Students in the Year 11 & 12 elective groups have worked on some basic DIY projects both inside and outdoors. Brendan Wheeler in Year 12 has done a wonderful job, wallpapering a small section of the kitchen using original artwork that he created in Design Tech. John Lorenz in Year 11 took it upon himself to repair and restore the letterbox. Other students have been working on painting fences and an interior door. A group of Year 9 & 10 students have created a small street garden. Not only are students learning new skills through these projects, they are also learning to problem solve and work with others.

Sustainability remains at the heart of all Living Skills programs. Students across all year levels are actively involved in composting,

recycling, and caring for the garden's rich biodiversity. While working in the garden, students notice different insects that make Vivian Grove their home and we are continuing to record the wide variety of bugs and butterflies we find. Students who might have once had some aversion to the small critters, start to become curious about them and to learn the vital part they play in the ecosystem.

The flourishing gardens, the productive compost system, and the well-maintained house reflect the effort and dedication of every student involved. A huge thank you goes to all the Living Skills students from Years 7-12 for your enthusiasm, teamwork, and willingness to learn. Their achievements this year have been outstanding.





DIGITAL TECHNOLOGIES & LITERACY

CAROL DROSSOS
Digital Technologies &
Digital Literacy Teacher

The 2025 Digital Technologies & Digital Literacy program in the Mac Lab provided students with a structured and supportive environment to develop essential digital skills and dispositions.

Strengths were celebrated and learning gaps addressed as students engaged in hands-on projects, collaborations, and problem-solving tasks that encouraged practical use of digital tools and technologies. Cyber safety and Digital Citizenship underpinned all activities, ensuring students navigated the digital world responsibly and with confidence. Throughout the year, the program offered meaningful opportunities for students to use digital technologies in innovative and purposeful ways. By developing a strong and adaptable skillset, students

become more confident in managing evolving technologies and online learning environments.

A key focus in Years 7 and 8 was improving students' ability to access and organise resources on their notebooks and shared desktop computers. The program also prioritised the enhancement of keyboard skills, MS Office apps, and the use of assistive technologies to support diverse learning needs. This year, students showed strong engagement in their 3D digital design work, particularly when developing key tags and dream rooms in Tinkercad. Many demonstrated creativity, spatial awareness, and growing confidence when working with geometric shapes, measurement, angles, and scaling-creating realistic designs. Students also developed digital competencies, including working

independently on desktops and notebooks; accessing projects and tutorials efficiently; naming and organising their design files, as well as exploring different file export options for 3D printing. Technical vocabulary improved across the group as students learned to describe resizing and editing processes more accurately, with some extending their learning by creating short instructional videos to share design strategies with others. Students worked with enthusiasm and curiosity. Many demonstrated increasing independence, asked thoughtful questions, and confidently explained their design process as their skills continued to grow.

The Game Lab, Coding, and 3D Design programs in Years 9 and 10 worked together this year to strengthen students' digital capabilities through guided and self-paced learning.

Students developed core computing skills by completing modules in Code.org. Through block-based and text-based coding, they strengthened their understanding of programming logic while enhancing problem-solving and computational thinking skills. Alongside this, students applied digital tools in Tinkercad and Sculpt to plan and refine 3D models such as virtual marble runs, game characters, and real-world structures. These activities encouraged independence, collaboration, and responsible digital practice. Students also developed accurate technical vocabulary and a stronger understanding of measurement, scaling and scientific principles. These sessions equipped students with essential digital literacy skills and a growing sense of confidence and creativity in navigating modern technologies.

Students in Years 11 and 12 worked with digital sculpting tools and the features of the Sculpt interface. Many built expertise in shaping and refining creative and increasingly complex digital models. As part of the design process, students also used Sim Lab to test and modify their virtual marble-run projects, editing animations, adjusting movement, and experimenting with speed and geometry within a 3D environment. Throughout the practical work, students were engaged and demonstrated a willingness to experiment with new tools. Python coding and digital-editing skills developed well across the group, with students advancing their logical thinking as they controlled complex movement and incorporated interactive elements into their designs. The course was tailored to individual needs and shared interests in digital creation. Students moved

beyond guided tutorials to plan and refine their 3D models, completing tasks framed as real-world job requests, helping them build independence and confidence. These Studio Sessions encouraged collaboration, planning, and personal organisation, providing a strong foundation for creative expression, future work pathways, and lifelong learning.

In the Artificial Intelligence (AI) and Smart Technologies course, students embarked on a learning journey through the foundational concepts and applications of these technologies. They developed essential skills in creating, categorising, and testing a variety of data sets, including image, gesture, and posture-based collections, building confidence in working with structured data for AI systems. Students explored a range of applications such as sprint-posture analysis, hand-gesture recognition, driver-safety image detection, as well as environmental pollution monitoring. They reviewed the user interfaces of AI for Oceans, Google AI, and Teachable Machine to better understand how different AI tools are designed and used. They further investigated the broader role of AI and smart technologies in transport and experimented with language models, gaining meaningful insight into how these systems are developed and applied in real-world contexts. As AI continues to revolutionize industries ranging from healthcare to entertainment, understanding its underlying mechanisms is essential for students interested in shaping the future of technology.

The Lunchtime DigiTech Club in the Mac Lab three times a week, was popular and regularly well attended. Students joined in lively

conversations about gaming, digital creativity, and designing virtual worlds, often asking questions, and sharing their own ideas. Many also suggested apps that could be useful for the school. These sessions also gave students a chance to complete homework and check on the progress of their 3D prints.

Cyber Safety and Digital Citizenship continued to be a priority. Targeted activities and interactive game environments supported learning about data security, protecting personal information, recognising safe websites as well as positive and respectful online behaviours. The Cyber Safety and Resiliency performances held at school by Brainstorm Productions at the end of Term 2 were valuable. The professional young actors with a shared vision for student wellbeing, were excellent role models. They inspired our students to enact positive changes at school and online, encouraging empathy and respect. Students reflected on cyberbullying and their responsible use of digital technologies.

Looking forward to the ever-evolving digital landscape—shaped by shifting social media regulations and rising expectations for digital fluency—the focus remains firmly on our neurodiverse learners. The commitment to adopt technology thoughtfully and responsibly, and to ensure it offers inclusive, meaningful, and trustworthy learning experiences, remains strong. This approach empowers students to meet both current and emerging challenges with confidence, while helping them become comfortable with the tools and technologies that will define the workplaces and creative industries of the future.



FOOD TECHNOLOGY

JENNIFER KILNER

Food Technology Teacher

We have come to the end of another exciting and productive year in the Rossbourne Food Technology Kitchen. Many enthusiastic students have been amazed by what they have achieved this year.

In Semester 2 our Year 7/8 cohort have enjoyed a practical unit called 'Herbs and Spices.' We were able to use mint, parsley, coriander, rosemary, and oregano grown in the Living Skills garden. Students prepared dishes which included parsley and cheese tarts, cauliflower rice, wedges, carrot fritters and pasta with a fresh tomato and basil sauce. During the theory sessions we focused on kitchen measurement and how to measure, level and weigh using cups, jugs, and scales, for both wet and dry ingredients. I would like to thank Jenna Mason for coming on board to facilitate four Year 7/8 classes every week while I participated in the IVET Tafe course.

Exploring different countries, cultures and traditional cooking methods was a focus for our Year 9/10 elective in the unit 'Eating around the World.' Part of the students work included an Asian Foods assignment and researching Mexican culinary terms. Recipes produced included Pavlova, Fajatis, Albondigas, Fried Rice, Pad Thai, Butter Chicken and Spring Rolls. 'Farm to Fork' was our Friday morning elective. We researched local farms where possible including Koorewup asparagus, Redhill strawberries, Thorpdale potatoes, Korumburra sugar snap peas and Gippsland eggs.

Our Year 11/12 students worked hard this year in the Methods and Techniques of Cookery unit which involved a detailed hands-on look at the wet and dry methods of cookery. They concentrated on a different method each week including baking, grilling,

braising, steaming, simmering and boiling. Dishes prepared included Spaghetti Bolognese, Minestrone Soup, Steamed Pudding and Viennese Shortbread.

During the catering for the Grease Production, cast and crew, Edie Hauge, Lauren Staddon, and the Tafe students currently completing the Cert II in Volunteering assisted with the preparation of the dishes. They organised the meals for the ever-popular burger night, the pizza night and the pasta and garlic bread night. The chocolate mousse for dessert proved to be the favourite!

The other highlight of the year was our catering teams' efforts at the Art, Design Tech, and ICT Exhibition. The team, and all volunteers from across all year levels put in a magnificent effort over the week leading up to the event. Edie Hauge and Lauren



Staddon lead the preparations throughout the day with the assistance of Millie Flegeltaub, Rory Leys, and Marcus Norman. They made pastry, meatballs, pizza dough, bruschetta, and brownies to name a few tasks. Isaac Huang's expertise in hand rolling spring rolls to a uniform size was a solid start to the production. Nick Hasslinger led the front of house operations with the assistance of Millie

Flegeltaub and Hina James from the Year 11 cohort and Sam Farber and Emma Love who volunteered from the Year 8 team.

Congratulations to all students involved including Charlotte Cummins and Hina James who made the labels in Carol Drossos's class. Everyone was punctual, diligent, and worked well as a team. A big thank you to Angela Papapoulia, Nici Bonning and Kathryn Harker for their help with

cleaning up after the events.

Thank you to all students for their enthusiasm and willingness to have a go this year. I hope they continue to enjoy their food and cooking experiences over the summer break, and they remember 'fresh is best.'

I would like to take this opportunity to wish all students and their families a safe and happy holiday, and I look forward to seeing everyone next year.

PERFORMING ARTS

Wow, what an exciting and busy year 2025 has been in Performing Arts here at Rossbourne!

Our Performing Arts Program provides many opportunities for the students to shine. From weekly elective lessons to Friday Activity Choir Rehearsals, to our hugely successful whole-school production of Grease the Musical and special school assemblies and events, we love to see our students participate and grow in confidence as performers.

Throughout the year all the Year 7 - 8 students, and many of the

Year 9 -12 students attended weekly Performing Arts classes, where they learned about Drama, Film Making, Music and Dance, focusing on collaboration, giving constructive feedback, being a supportive audience member and stepping outside of their comfort zone.

In Semester 1, all Year 7 and 8 Performing Arts students chose a favourite performer/artist and individually presented their research to the class. During Term 2, students worked collaboratively to produce creative and fun STOMP-style performance videos,

YULIA MCGIBBON
Performing Arts Teacher

where they used body percussion, voice and found objects to create interesting polyrhythms. In Semester 2 students learned about soundscapes and graphic notation and then created an original immersive soundscape composition based on a chosen theme. These projects showcased the students' creativity and imaginative use of technology.

Our Performing Arts Elective students in years 9 - 12 have been busy creating, rehearsing, filming, and editing their group projects. These culminated in a very successful Performing Arts





Showcase in Term 2, where their stage plays and short films were presented to a very enthusiastic, lively, and appreciative audience. In Semester 2 the Drama elective students created and presented to an audience their original comedic stage plays. The Music students have been busy learning songs from the Grease musical, as well as repertoire of their own choosing, either as a class band or as a solo, while some composed original music. Film-Making students have been working hard on creating short films, where all the students acted in front of the camera, and

some were also responsible for scripting, directing, and editing the final product.

Outside of their weekly Performing Arts lessons, students also had an opportunity to join our School Choir, and the School Disco was an absolute hit in Term 4.

Our production of the Grease – School Edition was a clear highlight of the 2025 school year at Rossbourne. With three sell-out shows and an open-to-public dress rehearsal, this was a massive project, and everyone involved is to be commended

for their amazing effort and commitment. Over forty students participated either as main cast actors/singers/actors, were part of the ensemble, helped as backstage crew managed audio and lighting design for the show, and ran front of house. A huge congratulations to all the students who were part of the show, no matter how large or small their contribution, and a big thank you to all the teachers who helped with the costumes, props and sets, during rehearsals and of course during our three hugely successful performances!



PROGRAMS

Rossbourne: Where Every Child Finds Their Path, Grows, and Belongs

At Rossbourne, our school programs promote an inclusive, supportive, and transformative learning environment where every student can thrive.

#THRIVE IN DIVERSITY
#BELONG
#LIFE-LONG LEARNING

We believe education extends beyond the classroom, and we are proud to offer a range of unique programs that nurture confidence, promote wellbeing, and lifelong learning.

SOCIAL CIPHER

This year in Year 7/8, we launched Social Cipher. Social Cipher complements our social and emotional learning by using story-driven video games and an inclusive Social Emotional Learning (SEL) curriculum to help neurodivergent students build belonging, self-regulation, and inclusion. Through engaging gameplay, different scenarios and educator tools, our students develop essential social and emotional skills in a safe, supportive environment.

This term, we were fortunate enough to connect with the

creator of Social Cipher Vanessa Castañeda Gill, (CEO & Co-Founder) along with Lucy Stevens (Creative Director & Co-Founder) and Louisa Tan (Technology Consultant). What an engaging and interactive session it was for our students! Connecting with and hearing from Vanessa and her team about the creation of this game, made it real for our students. Vanessa shared her personal journey of being neurodivergent herself and how she wanted to create something for other young neurodivergent people.

Students were able to ask her questions about the game, share innovative ideas, propose future planets, and share feedback about this platform.

As a 7/8 student shared during this online session.

“Social Cipher is a fun, awesome and whimsical way to experience the world through Ava’s eyes.”

We look forward to continuing to make experiences for our students as real-world as possible.

“You can’t be, what you can’t see” – Marian Wright Edelman

JENNIFER MURRAY
Rossbourne Programs Coordinator

CHILDREN'S UNIVERSITY (CU) PROGRAM

This year in Year 9 we commenced our partnership with Swinburne University of Technology and the Children's University Program (CU Program). Once again, it is about creating real-world experiences and opportunities for our students to connect with future pathways beyond the Rossbourne gates. This program is about discovering new talents, fuel current passions while developing confidence and self-directed learning skills. This program encourages students to explore learning beyond the classroom.

Part of the program was also about an immersion day on campus at Swinburne where students were given hands-on experience in digital filmmaking. This was also about another stepping stone in the possibility for some of our students to attend future TAFE courses.

We are incredibly grateful to Vera, Dorcas, and broader CU Team for their support of Rossbourne's journey throughout the year.

MAKING WAVES PROGRAM

The 9/10 Outdoor Education Making Waves sessions this term were about creating

unforgettable on-water experiences for our students. The Winds of Joy Program, delivered by the Making Waves Foundation invites participants aboard fully accessible yachts for a firsthand sailing experience. Students had the chance to feel the wind, steer the boat, and learn the basics of sailing, all under the guidance of experienced volunteers.

More than just sailing, Winds of Joy is about building confidence, fostering inclusion, and breaking down barriers. With mentors, this program empowers young people to discover new possibilities and embrace the outdoors in a meaningful way.

This program hopefully sparked an interest in another outside activity for our students, inspired teamwork, built confidence but more importantly brought joy in a safe and supportive environment.

“Being on the water teaches more than sailing, it teaches balance, resilience, and the joy of harnessing nature’s power.”

YOUTH MENTAL HEALTH – SCHOOL TV ACADEMY

The Year 10's this term have dipped into the School TV- Youth Wellbeing Course with the support of their teachers. This online course empowers students with age-appropriate knowledge about mental health. They learn to understand, recognise, and respond to mental health concerns among their peers, building resilience and empathy.

Some of the modules they have looked at and discussed are:

Understanding Mental Health – Explores what mental health is, its importance, and familiar challenges faced by young people.

The Conversation Hump Model – Introduces the R.E.A.C.H. framework (Recognise, Engage, Acknowledge, Communicate, Help) for initiating and navigating mental health conversations effectively.

Practical Scenarios – Role-play exercises to apply skills in real-life situations, focusing on empathy and active listening.

We know that you can never have too much learning in relation to mental health literacy.

“When we look out for each other, we create a world where mental health matters.”

As you can see, this year our school engaged and connected with a range of local, state, and global educational programs to enhance our students' life chances. All these experiences reflect our commitment to the values outlined in our Student Development and Support Charter.

By offering these bespoke opportunities, we aim to empower every student to reach their potential, Strong minds, strong connections, strong futures.

Together, we can create a community where every child feels valued, supported, and inspired to succeed.

If you would like to know further about these programs or suggest a possible program, please contact Jennifer Murray.



PHYS ED & OUTDOOR ED HIGHLIGHTS

INTERSCHOOL SPORT: DEVELOPMENT & DREAMS

RYAN TEASEL

Physical Education / Outdoor Education Teacher



This year was packed with interschool sporting events that showcased our students' talent, teamwork, and determination. Basketball tipped off the year with fast-paced games and nail-biting finishes, where our teams demonstrated incredible skill and sportsmanship. Our Girls Team came out victorious against a tough field of teams, bringing home a trophy.

Beach Volleyball brought a splash of summer vibes, with players diving into the sand for spectacular saves and working together to enjoy a new sport.

Soccer was all about strategy and endurance, as our teams battled through tough matches with unwavering spirit. This time our C-Grade team fought hard to reach the finals and came back to school with the trophy held high.

Football delivered hard tackles and thrilling goals, with our first season combining with Ashwood to form the "Ross-wood" warriors. While Netball highlighted precision passing and sharp shooting under pressure, both teams worked extremely hard against their opposition teams.

Cricket and Softball added variety to the mix, with big hits and brilliant catches that kept the players eager for more.

Our Softball team was able to demonstrate their teamwork and skill development on Carnival Day to bring the trophy home after defeating Emerson School 19-6.

The Interschool Athletics Carnival saw a strong group compete remarkably against their competitors. It was a celebration of speed, strength, and school pride, as students pushed themselves to achieve personal best. Grace Stott was Rossbourne's stand-out athlete of the day.

Cross Country tested the Rossbourne Runners' endurance and resilience, with runners conquering the challenging Ruffey Lake Track and inspiring us all with their grit. Several students crossed in the top four of their age/gender competition to make it through to the State Cross Country event at Yarra Glen Racecourse.

Every event was more than just a competition—it was a chance to build friendships, learn life lessons, and create memories that will last long after the final whistle. I am extremely proud of every competitor this year and know that 2026 will continue to help develop our strength, team spirit, and sportsmanship when representing Rossbourne School.

ATHLETICS CARNIVAL

Term 2 brought the highly anticipated Athletics Carnival, a day that fueled the Rossbourne spirit with excitement and energy. Students from all year levels competed in a variety of track and field events, from lightning-fast sprints to long-distance runs, long jumps, and vortex throws. The atmosphere was electric, with year levels rallying behind their athletes,

chanting cheers that echoed across the grounds. Beyond the competition, the carnival was a celebration of participation and perseverance. Many students achieved personal bests, proving that success isn't just about winning, it's about pushing your limits and embracing the challenge. Teachers and volunteers played a vital role in making the day run smoothly,

ensuring every event was fair and fun. The highlight was the relay races, where teamwork and timing created some of the most thrilling finishes of the day. Whether you were on the podium or simply giving it your all, the Athletics Carnival reminded us that effort and enthusiasm make champions.



SWIMMING CARNIVAL

As the year drew to a close, the Swimming Carnival made a splash in Term 4, bringing a wave of excitement to the pool. Students dove into a series of events that tested speed, stamina, and skill—from freestyle sprints to backstroke, and breaststroke. The staff vs student relays were a crowd

favorite, with teams working in perfect harmony with the staff securing a victory in a nail-biting finish. The carnival wasn't just about competition; it was about community. The pool deck buzzed with laughter, cheers, and the occasional splash from enthusiastic supporters. Shallow water events added a fun twist,

giving everyone a chance to join in, regardless of swimming ability. For many, the highlight was seeing classmates step out of their comfort zones and dive into new challenges. The Swimming Carnival was more than a day in the water—it was a celebration of courage, camaraderie, and the joy of trying something new.



OUTDOOR EDUCATION ADVENTURES

SEMESTER 1 BASS COAST CAMP

Our first Outdoor Education camp took us to the stunning Bass Coast, where students explored the natural beauty of Phillip Island and Kilcunda. Kayaking along the coastline was a highlight, offering breathtaking views and a chance to develop paddling skills while battling the strong headwind to finish in Rhyll. The coastal exploration at Kilcunda combined adventure with education, as students discovered unique rock formations, tidal pools, and the importance of preserving fragile environments. Evenings were spent playing fun card games,

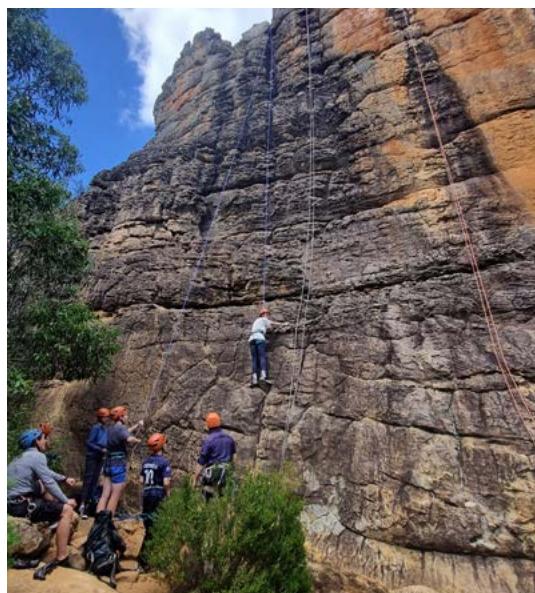
with laughter, strengthening bonds and creating memories that will last a lifetime. This camp wasn't just about outdoor fun—it was about resilience, teamwork, and appreciating the wonders of nature.

SEMESTER 2 GRAMPIANS NATIONAL PARK CAMP

The second camp was an unforgettable journey into the heart of the Grampians. Students hiked rugged trails, immersing themselves in the region's rich Aboriginal heritage and breathtaking landscapes. Rock climbing challenged both physical strength and mental

focus, while the overnight bush camp offered a true wilderness experience under a canopy of stars. Cooking meals over camp stoves, setting up tents, and navigating the terrain taught practical skills and independence. This camp was more than an adventure, it was a lesson in perseverance, respect for nature, and the power of shared experiences. The Grampians reminded us that the greatest rewards often come from stepping outside our comfort zones.

The camp was an adventurous experience of teamwork and collaboration with peers. All



five of my students worked together to pack tents and hiking bags with the right clothes and equipment for a fun but challenging experience. We worked on organisational skills with learning what to put in our day packs when we went on little hikes and expeditions. We even went on an overnight hike to Bugigi campground, where we packed for the next day with food and Trangia meals for that night.

It rained on days three and four, but nothing got wet apart from our socks. It was relatively hot on days one and two, wind rocked our tents, but we stayed vigilant and warm. In Bugigi, the hill we

were on was sheltering us from the wind, so we all had good sleeps that night.

On the second day, the students woke up a little tired and sore, ready for the day. We went climbing and abseiling with harnesses on. The students learned some knots with rope, like the figure eight. When one person went climbing, we had someone belaying them from below and another person who was the backup belayer. It was really hot, and the sun was beating down on us in the hot bushland.

We went on a 4km hike up to the Pinnacle overlooking Halls

Gap and the Grampians National Park on day three, and it was very windy and rainy; we couldn't really see anything apart from glimpses of the hills and our own breath. By this point in the camp people were exhausted and we were looking forward to a well-deserved rest at our Bugiga bush camp.

Overall, it was a very enjoyable camp with lots of learning experiences for the students to overcome.



YEARS 7 & 8

PENNY GORDON

Year 7/8 School Section Leader

The Year 7 & 8 students at Rossbourne have had a truly wonderful year, marked by significant growth, achievement, and memorable experiences.

The beginning of the year brought with it a cohort of very nervous and quiet Year 7 students who were uncertain of how the year ahead would unfold in a new secondary school. As the year progressed, it became clear that Rossbourne offers something truly special—a place where every student has the opportunity to connect, grow, and succeed in an environment designed to help them thrive. With supportive staff, a strong sense of belonging, and a culture that values effort, kindness,

and courage, students quickly discovered that learning at Rossbourne comes with endless possibilities.

Year 8 students played a pivotal role in this successful transition through their positive role-model behaviour. Their leadership, guidance, and inclusive spirit helped the Year 7s settle into routines, form friendships, and develop confidence. The depth of connection within the Years 7 & 8 community was especially evident during the school camp in Term 4, where students encouraged one another, supported their peers, and demonstrated what it means to be part of a strong, united cohort.

Across the year, students participated in a diverse range of learning experiences that

built their confidence and skills. In Personal Development and Wellbeing, students explored adolescent development and puberty through mature, thoughtful discussions. They supported one another as they learned about physical and emotional changes, emotional regulation, and peer pressure, bullying and building healthy friendships and relationships. Throughout Term 3, students also began preparing for their annual camp, learning about cooperation, responsibility, sharing spaces, and taking positive risks. These lessons helped them build excitement and independence ahead of the Phillip Island Camp.

This year, students had several opportunities to explore their local and wider community



through engaging excursions. We began with a visit to the Hawthorn Youth Hub, where students were introduced to the Youth Workers and learned about the free facilities available to young people, including video games, a soundproof music room, pool table, table tennis, board games, Nintendo, and the downstairs Art Gallery. Students rotated through the activities and gained a sense of the hub as a safe and welcoming place to spend time with friends or meet new people. In Term 2, students travelled together into the city on public transport for the first time. Working in teams, they completed a scavenger hunt in the Fitzroy Gardens and enjoyed exploring the city environment. We finished the day with a walk to Flinders Street Station before returning to Rossbourne. This excursion was

a highlight for many, offering a valuable opportunity to socialise, strengthen friendships, and learn to collaborate, communicate, and navigate differing opinions within their groups.

STEM and direct learning have been major highlights for our Year 7 & 8 students this year. Students participated in a memorable Scienceworks excursion, experiencing the Cool Stuff Show with liquid nitrogen and the Lightning and Electricity Show, with several volunteering for demonstrations. They were particularly excited by the sports science exhibit, racing against Cathy Freeman. Later in the term, the visit to the Melbourne Museum and IMAX enriched their understanding of Australian history, dinosaurs, and natural sciences, connecting strongly to their Humanities and STEM units.

Throughout the year, students engaged enthusiastically in STEM rotations, exploring a wide range of 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, as well as designing and racing balloon-powered cars. They also explored chemistry, physics, algorithms, magnets and electricity, palaeontology, and forensics, all while developing key skills in observation, experimentation, and prediction. These activities generated a genuine buzz in the classroom, with students demonstrating curiosity, creativity, and excitement for learning.

To conclude our STEM program this year, Heather Greenwood, Education Officer and





Coordinator from PrimeSCI! at Swinburne University of Technology facilitated two hands-on STEM workshops over two weeks exploring chemistry and renewable energies. Students eagerly participated in experiments, problem-solving activities, and discussions that wrapped up a fantastic year of STEM learning. Their engagement, enthusiasm, and curiosity were outstanding, and we look forward to further developing this area in 2026 as STEM continues to be a highly valued and motivating part of the curriculum.

Literacy Week brought creativity to the forefront. Students were inspired by author Gabriel Bergmoser, who shared insights into turning his novel into a film. They engaged in a writing workshop and developed imaginative entries for the Creative Writing Competition. Their growing confidence in storytelling and self-expression was evident throughout English

lessons, BTN presentations, and information report writing.

Sport remains a strong part of the Year 7 & 8 experience, with weekly sessions in swimming at Richmond Pool as well as a range of units offered in athletics, netball, football, ultimate and some very enthusiastic lunchtime basketball games. Students demonstrated teamwork, resilience, and ongoing improvement. Several students achieved notable success, including Christos placing second in the Australian Cross Country Championships and competing in a triathlon, and Daniel Marburg earning second place in the downhill skiing event at the Mt Buller Interschool Competition and Cooper Harrington accepted into the Victorian Institute of Sport for Swimming. Many others represented Rossbourne in interschool sport with pride and enthusiasm.

A major highlight in Term 4 was the annual Swimming Carnival, where the Year 7 & 8 students not only participated enthusiastically but also showed remarkable sportsmanship and encouragement. The cheering, clapping, and celebrating coming from the stands created an uplifting atmosphere, with students congratulating peers, offering support, and acknowledging each other's efforts regardless of placing. Their positivity and genuine support for one another made the day a standout event and demonstrated the growing unity and empathy within the cohort.

The Year 7 & 8 community also continued to grow in confidence and leadership. Year 8 students began transitioning into the Year 9 area, familiarising themselves with new routines and expectations. They also played a key role in welcoming Grade 6 students who trialled at Rossbourne, showing inclusion, support, and kindness. Their

positive attitude helped younger students feel safe and confident during their visits.

Creativity and teamwork shone brightly in 2025, both in the school production of Grease and the Term 4 Art Show. Many Year 7 & 8 students took part in Grease on stage or backstage. Their commitment and enthusiasm were remarkable, and the entire school community enjoyed their performances. Art, Design Technology, and ICT Exhibition was a huge success, with the Rossbourne community actively involved and celebrating the many and varied art and design technology creations students had produced throughout the year, showcasing their talent, creativity, and dedication across a range of mediums.

The Year 7 & 8 Camp at Phillip Island was a major milestone. Students enjoyed activities such as the giant swing, flying fox, archery, disc golf, ten pin bowling, Clip 'n Climb, and the adventures at A Maze'N Things. A special moment was the Penguin Parade, where students watched the penguins return to their burrows at sunset. Throughout the week, students challenged themselves, stepped outside

their comfort zones, built new friendships, and supported one another. They returned with pride, new skills, and many wonderful memories, perfectly captured in speeches by Ava and Daniel, who expressed gratitude on behalf of their peers.

Last but certainly not least, the absolute favourite event for students was the Rossbourne School Disco in Term 4. This much-anticipated celebration brought everyone together, with students eager to meet up with friends and carve up the dance floor. It was wonderful to see their confidence, energy, and impressive dance moves on full display. The disco created a vibrant, joyful atmosphere filled with excited faces and laughter—a fantastic opportunity for the whole school community to come together, celebrate, and simply have fun.

As we approach the end of the year, our Year 7 & 8 students have grown tremendously—academically, socially, and emotionally. They have embraced learning with enthusiasm, shown respect and care for one another, and taken on new challenges with confidence. One of the most rewarding aspects of being

part of the Year 7 & 8 team has been observing students develop meaningful connections and support one another in maintaining both new and existing friendships. Parents and staff have frequently noted how heartening it is to see students forming these connections within such a nurturing and supportive environment.

Reflecting on the year as a new staff member, I recognise that I shared many of the same nerves as our Year 7s at the start. While I knew a little about Rossbourne, I could never have anticipated how impressed and genuinely proud I would feel witnessing the growth, resilience, achievement, and kindness of the Year 7 & 8 community. Each day was inspiring, both in observing our students' development and in seeing the dedication and inclusive attitudes of staff across the whole school. With strong role models in the middle and senior years, our students are well placed to carry their confidence, skills, and enthusiasm into 2026 and beyond, continuing to thrive and achieve success in the years ahead.



YEAR 7/8A & 7/8H



SECOND ROW: Teacher Marion Branchflower, Emily Gross, Maxwell Lukic, Charlie Tallott, Amelia Haberle, Ruben Hansen

FRONT ROW: Rubi Whelan, Elsie Clyde, Joan Ransom, Daniel Lim, Elise Hughes, Ava Horpinitch-Porter

YEAR 7/8B & 7/8G



SECOND ROW: Teacher Penny Gordon, Ares Phaedonos, Dylan Simkin, Emma Love, Grace Stott, Leo Finamore, Teacher James O'Sullivan

FRONT ROW: Rodney Ip, Daniel Montalto, Jack Benson, Charli Soon, Ernie Draper, Daniel Marburg, Jun Kwak

YEAR 7/8C & 7/8D



SECOND ROW: Teacher Tim Francis, Oliver Belokozovski, Emily Knothe, Cooper Harrington, Martin Moran Penrroz, Christos Tsorlinis, Teacher: Helen Holdsworth

FRONT ROW: Luka Krincevski, Nilou Naji, Grace Birtles, Chelsea Davies, Mia Yang, Connor Richardson

YEAR 7/8E & 7/8F



SECOND ROW: Teacher Jenna Mason, Hamish Bain, Stefan Liapis, Thomas Bradley, Dev Kansal, Teacher Jennifer Kilner

FRONT ROW: Gus Kaye, George Byrne, Lauren Staddon, Eddie Vogt, Will Dawson, Gabi Joffe



YEARS 9 & 10

MARINA SLIFIRSKI
and Year 9/10 Team

At Rossbourne, we often speak about what underpins a truly excellent education.

At its heart, education is a relationship-driven endeavour. When young people feel emotionally supported and seen, their learning flourishes. Our teachers are highly skilled practitioners whose passion and expertise inspire students every day. We work for growth, for dignity, and for nourishing the evident strengths of every learner in our care. We do this work together with our families, staff and broader community.

2025 can be characterised as one of momentum and accomplishment, with Term 4 emerging as particularly rich in student experiences. Year 9 and 10 learners engaged in a curriculum that balanced academic rigour with life-ready skills, providing strong foundations for Year 10 students transitioning into Senior School and later, life beyond Rossbourne. Our Year 9s, with all they

have achieved through active volunteering and learning more broadly, are now ready to assume the mantle of 2026 leaders in the 9/10 section.

In early November, Year 10 students headed into the CBD for the annual City Seekers Camp. The camp is a culmination of their learning throughout the semester. A visit to the Melbourne Town Hall, where we enjoyed the privilege of a private meeting with Lord Mayor Nicholas Reece, was one of the many highlights of camp. Nicholas spoke to students about the history of Melbourne and outlined his vision for Melbourne's Central Business District. Students were given the opportunity to ask Nicholas pre-prepared questions focused on their ideas for how the CBD might be improved in the future. Their ideas for improvement included increasing tree canopy cover and planting, increased seating and more renewable energy facilities. Thank you to current parent Nick Leys who

generously organised this opportunity.

The Navigation Challenge on camp required students to work independently and collaboratively as they located twenty significant landmarks across the city, with bonus locations added this year. We were sure that no student group would find every location in their allocated time but we were proved wrong. Either the teaching of how to strategically approach a complex navigation task was superb, or our students are exceptionally talented. Likely the latter! A serene boat ride along the Yarra River on Melbourne's last operating steam-powered boat was both memorable and instructive. The skipper Hamish offered a commentary on the history and ongoing significance of the river as a working waterway. A twilight walk to Docklands allowed students to experience the city through a different lense—one with a working harbour front which was active late into the

evening. To complement our City Seekers program, Year 9 students explored “Marvellous Melbourne,” examining the city’s early development, the impact of separation from New South Wales, and the transformative influence of the Victorian Gold Rush. Students participated in a guided historical walk through the CBD and Carlton. The Year 9 student involvement in Childrens’ University Swinburne this year culminates with their graduation on 4 December. We eagerly await the ceremony and celebration in early December. The showcase of their individual project work in mid-November was exceptional.

Another recent achievement was Work Experience for all Year 10 students. Ahead of their placement, students completed Workplace Health and Safety training. Our partnership with the ANZ Bank, specifically through their Spectrum Program, was another success. Eight students were placed across areas aligned with their strengths and interests. We extend our sincere gratitude to Kristen

Abbott and the ANZ Spectrum team for their commitment to creating employment pathways for neurodiverse teens. Other student placements included The Royal Melbourne Zoo, an accountancy business, a butcher, a dog-grooming business, various early childhood settings, a primary and secondary school, Bunnings, Safeway, Lobos Collectables Shop, a library and a Slender Leaf Fern Conservation Project under the banner of The Gippland Forest Guardians in Tarwin Lower. Students represented Rossbourne with maturity, curiosity, and an eagerness to learn and actively contribute to their workplace. One student has secured ongoing work in the future as a result of her placement.

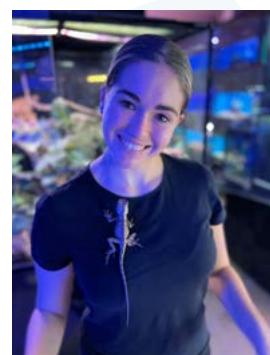
Staff from SCOPE, a disability support provider, delivered a work-related skills curriculum onsite to prepare our learners for VCE/VM and VPC. This was a pilot programme and will be renewed in 2026.

It is clear that student achievements extend beyond

academic progress. We have witnessed many students grow in confidence, resilience, independence, and social maturity. They have taken ownership of their learning, navigated new environments, and shown genuine courage in stepping beyond what is familiar. Our commitment to our learners remains grounded in the belief that education must nurture the whole person while providing appropriately challenging academic programmes. We aim to equip each student with the skills, adaptability, and self-belief they need to thrive in an increasingly complex world where daily life is mediated and dominated by digital technology.

With the support of dedicated staff, engaged families, and strong community partnerships, we look towards 2026 with optimism and a renewed sense of purpose.

It is an honour to lead Years 9 and 10, and to watch our students become more capable, connected, and confident versions of themselves.



9A & 9D



SECOND ROW: Teacher Andrew Lusted, Ansh Bahukhandi, Harvey Brown, Yianni Dokolas, Andrew Vermiglio, Nathan Djie, Teacher Chloe Woods

FRONT ROW: Zoi Capogreco, Oscar Burnet, Angelina Lim, Ella Broadbent, Joseph Alves, Sophia Brough

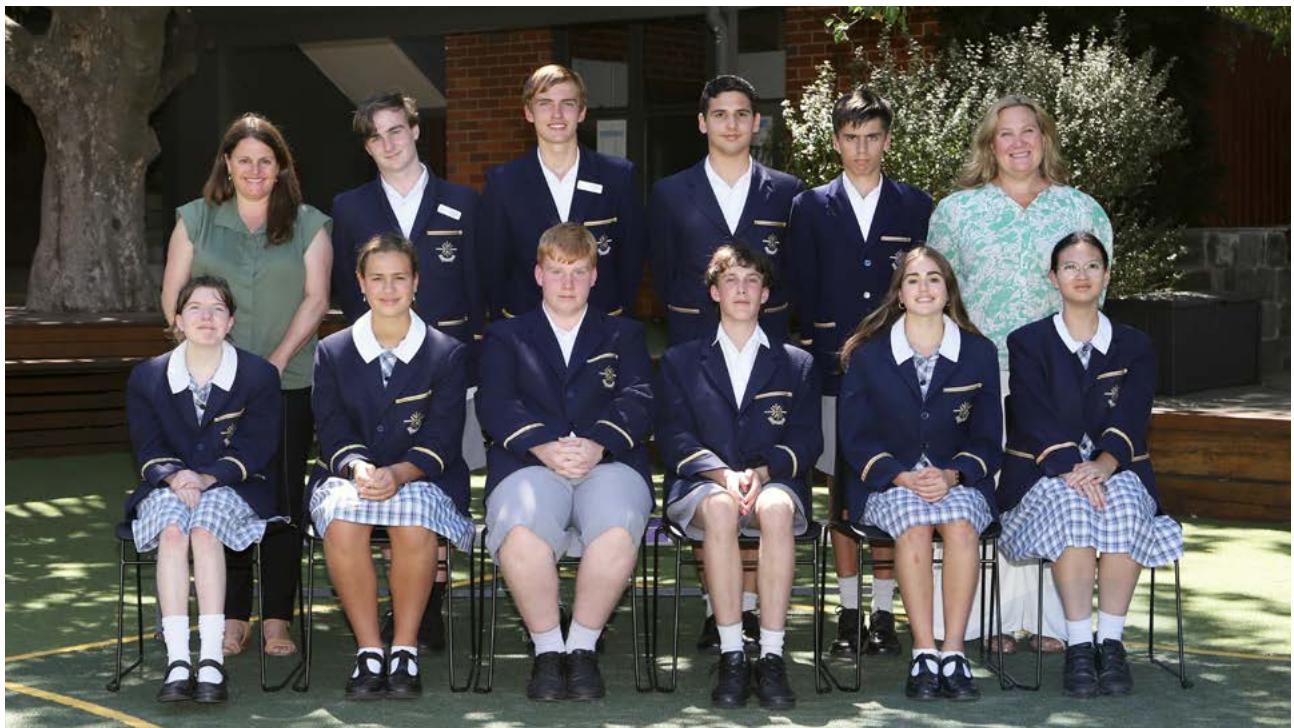
9B & 9C



SECOND ROW: Teacher Nathan Neilson, Emily Karpin, Jack McManus, Samuel Smith, Cameron Weber, William Quick, Grace Healy, Teacher Vicki Bradley

FRONT ROW: Tessa Hochauer, Toby Wallace, Grace Armour, Alex McGovern, Leighton Williamson, Michaela Wertheimer

10A & 10B



SECOND ROW: Teacher Marina Slifirski, Xavier Duffy, Cormac Skinner, Jack Lucci, Zachary Herft,
Teacher Sarah Flanigan

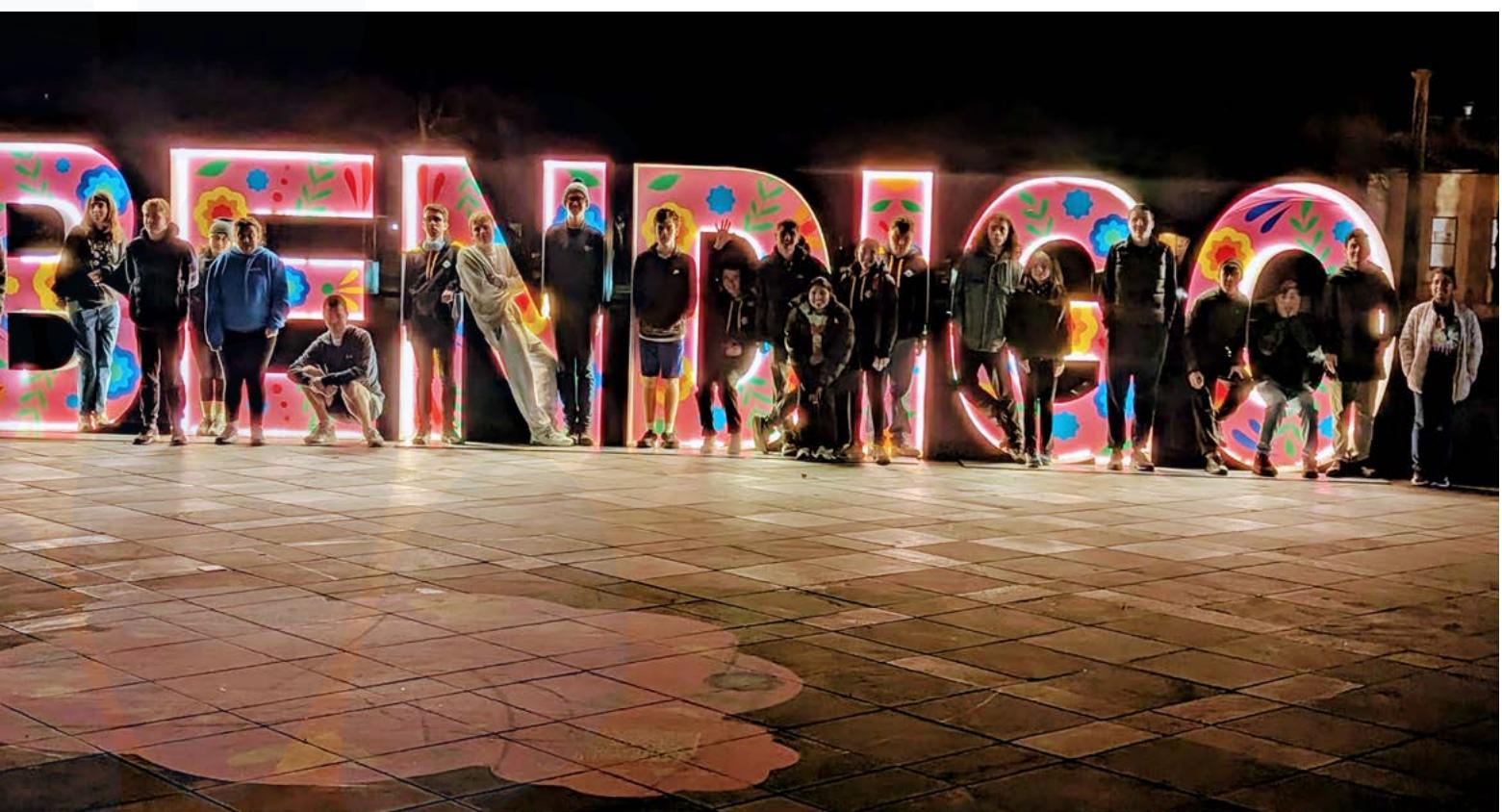
FRONT ROW: Anabel White, Tilly Zegir, Ned Snelling, Atticus Elliott, Kayla Smith, Ann Wissell

10C & 10D



SECOND ROW: Teacher Paul Salomon, Dimitrios Haritos, Jamie Ray, Ziggy Murdoch, Charlie Dunn Rice,
Teacher Carol Drossos

FRONT ROW: Eloise Valentini, Guy Atkinson, Grace Monfries, Thomas Price, Ryder Tremewen, Cara Twelftree



SENIOR SCHOOL

RHONDA SWORD
and Senior Team

As the year draws to a close, our Senior students are preparing themselves for their next chapter, either as 2025 Graduates or as Year 11's, about to embark on their final year.

Graduates have been busy preparing for their special night and working through their checklist of speech writing, sourcing photos for their photo books, choosing outfits for the night and embracing the opportunity to reflect on their Rossbourne journey. For most of the term we have seen them proudly parading their Year 12 hoodies, and basking in the special attention and privilege that comes with being a Rossbourne graduate. Whilst

the speech writing and delivery is daunting for some, our Term 3 Public Speaking workshops, and Term 4 Mock Interview days, have undoubtedly helped students prepare for opportunities such as Graduation night, job interviews, and a variety of presentation experiences, both at school and beyond.

This term the Year 12 students were fortunate to have a specific transition workshop facilitated by our school Psychologists Clare Tighe and Bella Saunders. These workshops provide our students with another opportunity to discuss and prepare themselves for their life post Rossbourne.

For a large number of our Senior students, the end of the year

signals the end of TAFE and iVet courses, VM and VPC studies and the chance to reflect on their broad range of experiences and achievements this year. Many students embrace the chance to become involved in as many extra curricula opportunities as possible, making the most of their final school years. The HPV Program is a highlight for many, culminating in a series of race days and a four-day camp in November. Our recent Rossbourne Swimming Sports Day was a huge success, and there were an impressive number of senior students who relished the opportunity to showcase their swimming talents - including taking on the staff in a student V staff relay.



Friday Fitness has continued throughout the year, optimising student's opportunities to access community-based programs, improve their fitness and enhance social connections.

In December, the students attended an Elephant Ed workshop which focused on the issue of consent and developing respectful relationships for young people. This has been a regular inclusion in our Senior School program for a number of years and continues to benefit our students, whilst complementing our Personal Development and Wellbeing programs.

As our senior group prepares for the end of their Rossbourne chapter, a new group of students are about to commence their own Rossbourne journey. In preparation for this, a small group of our current Year 12 students, had the opportunity to hand over a Year 7 student handbook, created by the students as part of their 2024 VM Literacy studies. It was a special moment to witness the enthusiasm and curiosity of the new cohort, alongside the proud, mature and accomplished young adults in our Year 12 group. For these students they have come full circle and are able to

confidently pass on the baton to the next group who will follow in their footsteps.

Senior School is a great place to be ... to hone all the skills that have been developed along the way, to create new opportunities and pathways, to celebrate all that has been achieved and to cement friendships that often carry well into adulthood.

Congratulations to all our Senior students for a fabulous 2025 and many thanks to the staff and parents who continue to support them through their journey to independence and success.





COMMUNITY PARTNERSHIPS & VET PROGRAMS

TANIA HUME
VET Coordinator

Vocational Education and Training (VET), structured workplace learning, and community partnerships play a vital role in the VCE/VM and VPC programs in the senior school. These opportunities allow students to gain hands-on experience and develop practical skills directly relevant to future careers. At Rossbourne, senior students can choose from a wide range of VET programs, both on campus and through external providers. These opportunities help students explore their interests and prepare for life beyond school.

iVET

This year, Rossbourne partnered with iVET to run a pilot program offering students hands-on vocational training and the opportunity to gain nationally recognised qualifications in either:

- Certificate II in Active Volunteering
- Certificate II in Sport and Recreation

These courses were delivered on campus by Rossbourne staff. A big thank you to Jennifer Kilner, Marcella Lammardo and Sarah Flanigan for their dedication in delivering these programs with me throughout the year. In 2026, students will complete the remaining units required to achieve their full qualifications. All iVET students completed First Aid and CPR as part of the course.

VETDSS (VET DELIVERED TO SECONDARY STUDENTS)

Many senior students participated in VET Delivered to Secondary Students (VETDSS) programs this year, attending a range of offsite campuses. Students were enrolled at Box Hill Institute, William Angliss, Holmesglen Institute, and

the Academy of Interactive Entertainment (AIE) in the following courses:

- Animal Care
- Automotive
- Cookery
- Early Childhood Education
- Food Processing
- Hairdressing
- Hospitality
- Information Technology
- Screen and Media
- Sound production
- Sports, Aquatics and Recreation
- Tourism

COMMUNITY PARTNERSHIPS

Our partnership with It's the Little Things Community continued to grow this year giving students the unique opportunity to connect with the local community, developing independence, initiative, and workplace skills. iVET volunteering students completed over fifty hours of



active volunteering. Highlights included the Easter Egg and Books Drives for families living at Park Towers, The Mothers' Day High Tea where we welcomed over 120 guests in the Cook Centre. Students regularly prepared snacks and meals to be delivered to Park Towers and CamCare community BBQs.

Our students also set up and served lunch for a variety of community groups at the Community Connections Lunch. Thanks to a generous grant, we were able to extend our partnership with It's the Little Things Community and collaborate with the Kew Neighbourhood Learning Centre.

As part of this partnership, students completed a Barista course in the social enterprise café, Spare Chair, worked as kitchen aides, and participated in cooking classes led by Chef Luis. Thank you to Fiona Love and Luis for their enthusiasm and support in running these programs.

A huge thank you also goes to Jane Stewart, Alice Noonan, and Nia Jayasekera from It's the Little Things Community for their ongoing support, energy, and big hearts.

STRUCTURED WORKPLACE LEARNING

Structured Workplace Learning (SWL) is a valuable component of VCE Vocational Major (VCE/VM) and Vocational Pathways Certificate (VPC) programs, offering students real-world experience that complements their classroom learning. Students have experienced a range of workplaces such as:

- Red Gum Café
- Childcare Centres
- Hawthorn Sports and Aquatic Centre
- Salvos/St Vincents op shops
- Spare Chair Café
- Tourism agency
- Resolution X
- Brighton Mitsubishi
- Ability Works
- Hairdressing





HUMAN POWERED VEHICLE (HPV)

Paul Salomon
Teacher

Each year brings a new group of students, a new energy, and some new ideas. Once again, our two teams raced in three events, culminating in the Energy Breakthrough event against 95 other schools and over 250 teams.

After deciding on our team's name, 'RAT RACERS,' the students embraced the Rat theme and created our Rat themed vehicles, and a Rat based presentation.

Many factors contribute to the success of the program. Students enjoy being part of a team, they develop ownership of the program through the building nights, sponsorship rallies and weekly training, and they get

to compete against other like-minded mainstream schools. Credit this year must be given to Ally Curcio whose design flair resulted in our team receiving the design award, beating many other schools.

Amelia (Eagle Gaze), Ben DB (Benny Bobby), and Matt (MA 19+) provided a great deal of experience to the team as this was their third year of participation. Nick (Wombat) demonstrated calm, clear leadership and lead all aspects from vehicle maintenance and story writing, all the way through to his superb riding skills. Archie (The Mechanic) lived up to his nickname and was always first to fix any faults in the vehicle and to get it back into the race. Elliot

(The Apprentice) was anything but, and shared his riding, maintenance, and design skills with the team. Amelie (Ams) was back for her second year... and didn't her experience show! She was faster, more involved, and always sought ways to help, which made her an invaluable asset to the team. Zac (Zackey) was of great assistance on the camp and rode quickly and safely, demonstrating his prowess throughout the race. Ben H (Sewer Rat) was the backbone of the team, with his enthusiasm, riding ability and creative ways to improve our team. As mentioned, Ally (Squeak) was our creative genius, and this combined with her enthusiasm, means that our team next year will not be the same without her.



Oli (Wally) and Jack's (Jack Attack) riding expertise was exceptional, given this was their first year as part of our team, and they consistently rode fast and for the maximum amount of time. Rory (Rorzasaurus) couldn't get the smile off his face, and his super strong legs propelled him to complete the maximum number of laps possible. Geordie (GCB) rode amazingly well in his first year and has already suggested ways that we can improve next year. If we needed anything done, Edie (EDPP) was the go-to person. Always thinking of others, planning ahead, and taking initiative; she was an invaluable member of the Rat Racers.

Over a five month period, the Rat Racers gelled as a team, further developed their fitness, learnt basic mechanical skills, found a sense of urgency in the Pits, and developed the riding skills necessary to race competently and competitively against other schools - all while having a great deal of fun.

The Rossbourne teams are universally known in the HPV scene for their enthusiasm, sportsmanship and camaraderie and the RAT RACERS excelled this year. For Steve (parent volunteer), Catherine, Jenna, and Paul, it was a pleasure and an honour to be part of this program. Bring on 2026!!



YEAR 11/12A & 11/12D



SECOND ROW: Teacher Ryan Teasel, Fletcher Payne, Benjamin Hewlett, Joshua Manders, Rory Leys, Nicholas Achurch, Teacher Catherine Turner

FRONT ROW: Helen Lew, Charlotte Desmier, Charlie Scoleri, Rose Albietz, Brendan Wheeler, Ally Curcio, Hina James

YEAR 11/12B & 11/12E



SECOND ROW: Teacher Hamish Dalton, Aaron Pesutto, Oliver Carlin, Laurence Tod, Jack Burggraaff, Geordie Barnes, David Hill, Teacher Rhonda Sword

FRONT ROW: Millie Flegeltaub, Joshua Caplan, William Bracegirdle, Marcus Norman, Orland Floyd, Vinuki Wijeratne

YEAR 11/12C & 11/12F



SECOND ROW: Teacher Tania Hume, Hugo Sierakowski, Zachary Belleli, Nicholas Hasslinger, Matthew Power, Jack Canning, Charlie Macneil, Isaac Huang, Teacher Philippa McInerney

FRONT ROW: Amelia Lester-Bryant, Charlotte Cummins, Meg Matthews, Samuel Kenny, Amelie Briglia, Edie Hauge, John Lorenz

YEAR 11/12G & 11/12H



SECOND ROW: Teacher Greta Weissmann, Archie Snelling, Jamie Pierides, Oliver McDonald, Asher Radcliff, Cooper Fairbank, Teacher Paul Brown

FRONT ROW: Liam Barry, Lexi Vitalos, Elliot Hall, Adrian Rivas, Lincoln Lim, Laura Sutherland, Jaydern Chi

YEAR 12 GRADUATES



THIRD ROW: Isaac Huang, Hugo Sierakowski, Zachary Belleli, Archie Snelling, Rory Leys, Oliver McDonald, David Hill, Fletcher Payne, Jamie Pierides

SECOND ROW: Amelia Lester-Bryant, Elliot Hall, Benjamin Hewlett, Charlie Macneil, William Bracegirdle, Nicholas Hasslinger, Bendan Wheeler, Nicholas Achurch, Laura Sutherland, Marcus Norman

FRONT ROW: Lexi Vitalos, Ally Curcio, Amelie Briglia, Jaydern Chi, Shane Kamsner (Principal) Joshua Caplan, Meg Matthews, Charlotte Cummins, Vinuki Wijeratne

2025 STUDENT LEADERSHIP TEAM



SECOND ROW: Teacher Jenna Mason, Amelia Burke, Geordie Barnes, Laurence Tod, Nicholas Hasslinger, Millie Flegeltaub, Deputy Principal James Box

FRONT ROW: Tessa Hochauer, Elliot Hall, Andrew Vermiglio, Cormac Skinner, Xavier Duffy, Helen Lew

STAFF



FOURTH ROW: James O'Sullivan, Jenna Mason, Tim Francis, Hamish Dalton, Ryan Teasel, Andrew Lusted, Vicki Bradley, Nathan Neilson

THIRD ROW: Alex Preuss, Angela Papapoulia, Jennifer Kilner, Chloe Woods, Clare Tighe, Jennifer Murray, Yulia McGibbon, Catherine Turner, Paul Brown

SECOND ROW: Laura Aragona, Philippa McInerney, Tania Hume, Greta Weissmann, Kerrie Jordan, Kathryn Harker, Sarah Flanigan, Nici Bonning, Rhonda Sword, Paul Salomon

FRONT ROW: Mary Skehan, Marion Branchflower, Bella Saunders, James Box, Shane Kamsner (Principal), Marina Slifirski, Penny Gordon, Carol Drossos, Helen Holdsworth

LEAVERS REFLECTIONS

Nicholas Achurch



My favourite thing about Rossbourne was doing sport such as Interschool Sport (particularly Footy) and doing PE because I love sport and it's my favourite subject. I'm thankful for the teachers who have understood me and have taken their time to get to know me as I may seem

like that, I'm a hard person to talk to because I'm really shy. I'm looking forward to doing a duo sport diploma course at Richmond Institute next year.

Zachary Belleli



My time at Rossbourne has flown by quickly. Each year brought its own set of challenges, but through perseverance and the support of amazing friendships, I've grown in ways I never imagined. It's been a journey filled with ups and downs and some tough moments. There also

been plenty of fun and unforgettable experiences at school. I've learned so much, not just from the incredible teachers I had. Also, from the great times shared with friends. Looking back, I'm proud of how far I've come and grateful for everything Rossbourne has given me. I have been on the amazing camps (like HPV), events (swimming, city seekers) and excursions and to fun places which I enjoy so much even with my best friends. Rossbourne has been an amazing experience which I thought has been helpful even from every mistake I have made.

William Bracegirdle



Out of the three high schools that I have constantly switched Rossbourne feels like the best for me. First one felt like a lot going on at once, second didn't make me feel safe around some of the students. But Rossbourne feels right with good support to get me through the last years as a teenager. Although I have been here for just 2 years it is indeed a very nice place to be.

Joshua Caplan



The 2 years at Rossbourne were a killer journey for my evolution into adulthood. I would like to extend my gratitude to the teachers that've helped me climb my way up the wall of progression. I've really enjoyed the subjects such as English, Computing and Modelling.



Amelie Briglia

Hi, I have been here since Year 7 the year of Covid, and now I'm celebrating Year 12. I really enjoyed being here. I have been on HPV and outdoor ed camps. Maths was my favourite subject. I met my friends on orientation day and we became a really close group and always have fun together. I think that

they will be my friends for years to come. Next year is TAFE and then the future. But I will miss Rossbourne, I loved it all.



Charlotte Cummins

I have been at Rossbourne 6 years I have made so many friends along the way. Rossbourne has been a fantastic school for me, the teachers have helped me along the way with my work and made me feel confident about myself. I was shy in Year 7 and now I am more

talkative. I'm going to miss my teachers and friends and I'm so grateful for my parents letting me attend this amazing school. If I did not get into Rossbourne I wouldn't have met my friends that I have now and would have found it hard to do work at my old school, it would be very difficult. I enjoyed all of the camps I went on but Sydney was my favourite. It was so much fun. I loved sport my favourite was netball. I look forward to going to Holmesglen next year doing Work Education.



Ally Curcio

I remember the day I had my trial. I walked into Rossbourne knowing no one and got put with the seniors. I felt nervous and I did not want to go there. I started the next year and in the two years I have made so many great memories and I really feel like I fit in. Some of my favourites have been interschool sports, the art show, sculpting in art, design tech, HPV (human powered vehicle) and even just all of those random moments with my friends where you are just talking. I have made so many amazing friends and memories with them that I will never forget. The last two years at Rossbourne have been amazing and probably my two best years at school.



Jaydern Chi

I've been here for three years, and one of my favourite things has been Friday Fitness at Jetts Gym. I've decided that I like watching television while I'm on the treadmill. It makes exercise a lot of fun.

Special events at school are also really great, including disco night, field trip to Funfields Waterpark and Friday activities. I'm going to miss Rossbourne School and greeting the teachers every day when I leave. But I'm now more confident to talk to strangers in public.

It took me three years to learn all of those things in Rossbourne School



Elliot Hall

When I started in 2020, I remember having to deal with only being able to travel no more than 5km away from home due to Covid. I enjoyed doing the science experiments in year 7 and I also enjoyed going on the school camps like the 9/10 Queenscliff camp, year 10 City Seekers camp, the 11/12 Sydney camp and the 11/12 camp to Bendigo. Other highlights have been being involved in Wakakri in 2022 & 2023 and Grease in 2025.



Benjamin Hewlett

Rosbourne has been my glue from Year 7 to Year 12 the place I go every day of the week. When someone says Rosbourne, I think of all my friends. The thing I remember most is the amazing teachers who have provided so much support. My favourite thing ever was doing Cooking and HPV.

The one thing I want to say to you is: take your time at Rosbourne like a grain of salt, because before you know it, your time will be over, and you'll be moving on to bigger things. You won't have a nest around you anymore. So, make the most of every moment.



Nicholas Hasslinger

What a journey it has been attending Rosbourne over the past 6 years of my life. There have been so many ups and downs, but I think there have been way more good things than bad. Rosbourne has turned me from a very weird boy into a very capable young man who has done so many

more things that he thought were impossible. I have loved attending and trying so many different activities like catering the art shows, running in cross country, going on a canoe camp, completing the Duke of ED, being a global leader, Human Powered vehicles, doing 6 triathlons and doing so many other spectacular things.



Isaac Huang

My time at this school is over, it's now time for me to share my experience at Rosbourne. I have been at Rosbourne since 2020, it has really changed me a lot and made me who I am. When I started in year 7, I was excited, nervous and scared about meeting new teachers and students

because I didn't know them that well. Hamish helped me with my nervousness and introduced me to some of the students, and I started making new friends. My favourite subjects have been cooking, Art and Design Tech. I will miss cooking the most because I enjoyed making pizza, spring rolls, muffins and cakes. I liked going to Queenscliff and Sydney camps, especially the aquarium and the beach at Queenscliff. The highlights of the Sydney camp were Tooronga Zoo, Blue Mountains, Sydney Harbour Bridge and Sydney Opera House. I always looked forward to Friday activities at the end of the week and doing interschool sports like Basketball, Soccer and Netball. I liked other activities like Mansland with Sean and Library with Helen and Joanne. Now I would like to say thank you to all the teachers for their support and a special thanks to Katie Rose and Tania who helped me with my TAFE courses and work placement. In 2026, I'll be doing Certificate 3 in Hospitality.



Amelia Lester Bryant

I've been at Rosbourne for 6 years and I've had my ups and downs, my first 2 years here weren't the best you know with Covid. But to be honest the best parts here were fun fields and school camp because I got to try new things. I've had some of the best teachers here who made learning fun, and

they were amazing to talk to. Honestly, I'm not the biggest fan of here, there were times when I didn't like it here, when I wanted to drop out and leave. But if it wasn't for my friends, family and my teachers being there for me I wouldn't be where I am today.

Meg Matthews

I started at Rossbourne school in year 10. I made great friends who have made me feel welcome. I loved being at Rossbourne school. I loved going on camps. My year 10 homeroom teacher was Marina. I remember at the time I was nervous at first when I started at Rossbourne.

Charlie Macneil

I started at Rossbourne in Year 11. I was excited to start at a new school because I already knew some of the people. My highlights this year were being in a homeroom with Nick H, Jack C and Edie. I have been involved in interschool Basketball, Soccer, AFL and cricket. My favourite was

soccer. In my final year I completed First Aid and CPR and units in Cert II in Sports and Recreation. I also did a work placement at Hawthorn Aquatic Centre. I will miss seeing my friends every day and being part of the Rossbourne Community.

Marcus Norman

Rossbourne has helped me gain many skills over the years, and I can't forget about my experiences with work and the excursions, especially the ones where we travelled around the city. I enjoyed being an SRC leader too, thanks all the ones who voted for me. My social skills have changed a lot ever since my first year here, and I have my teachers to thank. If I have one thing to say for every student here, have a go at things you haven't done before, it could give you an answer about what you want to do when you leave school.

Rory Leys

When I first came to Rossbourne in 2020, I was really quite nervous on my first year of high school, but once I socialized in my first year I felt better with making new friends that I have made along the way and have really connected with teachers. This year for me was probably the best because

I have achieved so much and contributed to many things like playing guitar and music in the Grease musical, Volunteering and cooking for the little things community and racing in a HPV Vehicle. I have changed in many ways that I never expected and I am truly proud of myself. I am looking forward to what I can achieve and contribute in the future.

Oliver McDonald

When I started back in 2020, I remember being so terrified and worried about the people I would meet also thinking about how hard the work may or may not have been. Rossbourne has allowed me to get a part time job as a school-based apprenticeship in mechanics, I have also now gone onto apply for the army next year and I have just been assessed as suitable for the role I applied for.

Rossbourne has allowed me to connect with lots of different people including making lots of friends in and out of school, I have had so much fun hanging out with people in the yard and playing basketball with my friends, Rossbourne has given me a great start for my future career.



Fletcher Payne

My favourite thing about Rossbourne has been being able to have so many friends. I'm thankful for having friends that care about me and support me when I need it. Thank you to the teachers that helped me along the way. I will always remember being at Rossbourne because I had lots of opportunities to have great experiences like the camps, the Grease production and TAFE.



Jamie Pierides

My two-year journey at Rossbourne has been really great in my opinion!

My favourite thing about Rossbourne has been the fun friends, kind teachers and all the interesting subjects and activities offered here. I've especially enjoyed doing

Friday fitness every week of the term by going to Jett's Gym to do my workout and especially watching TV on the treadmills!

My best ever highlight of Rossbourne is participating in the Grease school production earlier this year, where I got to play the piano during the production and also act on stage. I think I played on the piano really well and I so enjoyed the experience. The Sydney camp last year was also a memorable experience as it was my first camp ever and I was proud of what I achieved.

I am thankful for all the teachers and students who helped me with my schoolwork every week, and I am looking forward to doing Year 13 next year.

I will always remember the amazing times like the Athletics and Swimming carnival last year, and my Public Speaking program in Term 3, where I got to say my speech about me. I won a Best Speech Award! I also managed to successfully complete the Certificate 3 in Music Sound Production at Box Hill Institute.

After a successful two-year journey at Rossbourne School, I look forward to more growth and learning in Year 13 next year and also look forward to doing more Work Experience. I am hoping to see my great teacher Harnish Dalton too as he has helped me so much and he has been missed!



Archie Snelling

In the first few months of year 7 (the year was 2020 – the covid days) I thought I was not going to make any friends, but as I kept going, I made plenty, and they are still my friends today. Along the way the teachers were nice and helpful, I enjoyed Production, the wonderful Human Powered Vehicle

project and the fun camps. I learned to become a much better problem solver, and I feel that with all the education Rossbourne has given me I am prepared to enter the workforce.



Hugo Sierakowski

The biggest highlight of my school experience must be the film elective. Since I was young, I was always a storyteller. I always chose the film elective and a dream of mine was to make a sequel to the rubber movies here called "the rubber 3 money maker". At first it seemed like my film was never going to see

the light of day. I tried to pitch it multiple times but other students took the chance. Then this term I was hoping this was the term. But then I saw Charlie already had a film. I thought it would be rude to fight over a film. So, I stared quietly. Then I showed a bit of the script to my friend Sam. He found it funny and showed it to the class. Everyone loved it and allowed me to make the film. It was a miracle. Over the term it was a blast making it with Sam, Charlie, Will, Rose, David and Yulia McGibbon. They have been amazing and thank you so much for helping the film to be made. Moral of the story - Never shy away from making your dreams come true.



Laura Sutherland

My favourite experience at Rossbourne has been playing sport such as netball, basketball, soccer and dominator with the teachers. I have also enjoyed hanging out with my friends at recess and lunch. I really enjoyed Sydney camp, which was very fun. On Sydney camp we visited many attractions-

Tooronga Zoo, Bondi beach, Cockatoo Island, and the Sydney Opera House. The food was yummy, we ate pizza, pasta, burgers, ice cream and hot chips.

My earliest memory at Rossbourne was orientation day when I met Lexi and we started laughing together and we have been friends ever since.

I will also never forget the basketball A grade girls team winning the grand finale at the start of this year, but we could not have done it without the help of the amazing coaches such as Tania, Hamish, Jennifer and Tim.



Lexi Vitalos

As I leave school, I'm keeping friendships that I'm keen to stay in touch with. Over my school years, school has helped me grow into a more confident person, something I never thought was possible before. I'm proud of how far I've come, and even more excited to have been given the chance

to start a part-time job in childcare. This is just the beginning, and I'm ready for what comes next.



Brendan Wheeler

Rossbourne has helped me be more independent. I learned to travel on the train and cook food so I can look after myself. Rossbourne has helped me plan my future which has boosted my confidence. Rossbourne has helped me cope during the difficult time of covid 19. I

will miss doing my electives and Friday activities and the company of the other students.



Vinuki Wijeratne

I loved my time at Rossbourne. Ever since my first day, I learnt a lot of new things and met so many new people. The teachers were really nice and they helped me with everything. I also made a lot of new friends and I even saw Ann too. My favourite subject was Friday Activities, because I loved doing creative things. I'm going to miss being at school after I leave.



(L TO R):

Principal Shane Kamsner, Amelia Burke, Ben DeBrouge, Matt Anticaglia

YEAR 13

Year 13 at Ros bourne: A Journey of Building Confidence, Communication, and Leadership

Being part of the inaugural Year 13 program at Ros bourne has been an incredible opportunity for growth and continued self-discovery. This unique experience has allowed us to step beyond the familiar and embrace challenges that have shaped our confidence, hopefully strengthened our communication skills, and prepared us for life beyond school.

Year 13 has given us the chance to lead in ways we would have never imagined. From guiding small groups to taking initiative

in whole-school projects, we've learned that leadership isn't about being the loudest voice, it's about listening, supporting, and inspiring others. Each responsibility has helped us trust our abilities and believe in our growing potential.

Communication has been at the heart of this journey. Whether speaking at assemblies, to classes or to year levels, we have been able to support Ryan and the Sports Programs including all sporting carnivals throughout the year. We have also been part and lead collaborative projects like the Book Drive, in conjunction with It's the Little Things Community. We have discovered the power of

clear, respectful dialogue. These experiences have taught us how to express ideas confidently and adapt our communication style to different audiences.

Another highlight of the Year 13 program has been the Sports Mentoring which has been a cornerstone of our program and development. Matthew has reflected on the benefits of this program,

***“It has helped
me increase my
confidence. I know
that I can-do things
that get me out of
my comfort zone.”***

JENNIFER MURRAY

Year 13 Homeroom Teacher



Working alongside experienced staff and each other has provided guidance and encouragement, helping us refine and begin to develop our own leadership approach. Through mentoring, we have learned how to manage group dynamics, delegate tasks effectively, and create an inclusive environment where everyone feels valued.

Year 13 has been more than about personal growth, it's been about contributing to the further Rossbourne community. Participating in projects such as the Book drive, organising

assemblies, supporting sport carnivals, and even preparing for mock interviews has given us practical skills and a sense of purpose. These experiences have shown us the importance of teamwork and the impact of giving back. Ben has reflected on his Year 13 journey and wants to share:

“Year 13 has been a great experience for newcomers like me”

Amelia states: “Being in Year 13 this year with Ben and Matt, gave me an opportunity to work

with them a final time both individually as well as collectively. It also gave me the opportunity to create a stronger bond with them through the Sports mentoring and special projects that we did around the school.”

Upon reflection, being part of this inaugural program has been transformative. We've grown into more confident communicators, proactive leaders, and committed members of the school community. Year 13 at Rossbourne is not just a final chapter, it's the foundation for everything that comes next.





GRADUATION







rossbourne
school

Thrive on Diversity

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