Rossmoyne Senior High School

2014 Annual Report
**Principal’s Report**

2014 was a very successful year at Rossmoyne Senior High School. Our students excelled in a broad range of academic, cultural and sporting programs, and made significant contributions to community service programs. These outcomes reflect positively on the goals, aspirations and values of Rossmoyne students. They also reflect on the commitment and capability of Rossmoyne’s dedicated teachers and support staff, and our supportive parents and community.

In 2014, Rossmoyne maintained its well-established reputation for academic excellence. The Year 12 “Class of 2014” achieved very pleasing results in their Western Australian Certificate of Education (WACE) examinations and vocational education and training courses. The students’ performances provided them with a sound stepping stone to further studies, training and employment. The Year 9 cohort performed at outstanding levels in the National Assessment Program in Literacy and Numeracy (NAPLAN), delivering the school and community with a strong assurance of the quality of teaching and learning provided at Rossmoyne.

The students’ focus on academic achievement was balanced and enriched by many opportunities to expand and enrich their schooling experience. Our teachers, alumni and current students offered after-school tuition programs; teachers arranged valuable work experience programs for students, including opportunities to experience working with leading university researchers; and a broad range of interest groups were formed and leadership and community service initiatives were run through our pastoral care programs. The encouragement of a culture of community service is one of our school’s strengths and it continues to grow.

The School Board maintained the impetus for the provision of world class facilities for teaching and learning and the school received a welcome allocation of State Government funding to build a 14-classroom teaching block in readiness for the Year 7 intake to high school in 2015. We continued to build alliances with local and international schools and universities and with business, to enhance and enrich our students’ schooling experience.

Rossmoyne Senior High School is a successful, busy, vibrant and complex school. The Rossmoyne Senior High School 2014 Annual Report describes key areas of our school’s performance and achievements in 2014. More information about the school is available on our website.

I am pleased to present the report and trust you find this information both useful and interesting.

*Leila Bothams*

*Principal*

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**School Board Report**

It is a very real privilege as Chair of the School Board to acknowledge Rossmoyne Senior High School’s success and strong performance throughout 2014.

The highlights and outstanding achievements documented in the 2014 Annual Report reveal some of the many examples of how our students, with the support of their parents and families, and of school staff, consistently take up the opportunities that are available to them, and achieve success.

This would not be possible without a school environment and culture which creates opportunities for all students to achieve their potential and inspires them to be their personal best, and this is also evident from the Annual Report. It is exciting to see the tangible outcomes of excellence and innovation within the school.

Rossmoyne is fortunate that so many quality teachers and staff, led by a dedicated leadership team, are willing to do all that is required and more to provide outstanding educational opportunities to our students. The P&C and many parents give generously of their time and resources in so many ways, for the benefit of students and the school community. Working together, staff and students, parents, and our partners within the wider community, add another dimension to what Rossmoyne students achieve, and contribute to making Rossmoyne a distinctive and exceptional school.

The School’s performance throughout 2014 is one of which our school community, and the wider community of which the school is a part, can be justifiably proud.

The Rossmoyne school community will continue in the coming year to do all that it can to achieve positive outcomes for all Rossmoyne students, and to achieve our vision of preparing future ready citizens. The focus is on our students being compassionate and successful people who face the future confidently and capably and have the ability to contribute positively as global citizens and future leaders in our community.

*Kirsty Barnetson*

*Chair, Rossmoyne Senior High School Board*
SCHOOL PRIORITIES

Our 2013-16 Business Plan emphasises the belief that all students can achieve success and every student needs to be given the opportunity to do so. Through our curriculum, co-curriculum and pastoral care programs, our goal is to prepare students with the skills, understandings and values to reach their academic potential, contribute to society and lead happy and fulfilling lives. We plan to achieve these outcomes through four interconnected priorities:

1. success for all students;
2. the provision of an inclusive, positive and inspiring school culture;
3. excellent teaching and leadership; and
4. a school that is an agile and responsive organisation.

This report describes school performance in each of these priority areas in the 2014 school year.

School Context

Rossmoyne Senior High School is an Independent Public School located in the suburb of Rossmoyne, 14 kilometres south of the Perth CBD. Rossmoyne is a local intake school that also offers selective entry to its Gifted and Talented Languages program and Specialist programs in Mathematics, Classical Music and Volleyball. The school is easily accessed by bus and train services.

From its opening in 1968, the school rapidly developed a reputation for excellence in academic, sporting and cultural pursuits, and for its strong pastoral care focus. Rossmoyne remains a premier school of choice within the local and broader communities and attracts considerable interest from families relocating to Perth from interstate and overseas.

Rossmoyne’s students enjoy the benefits of an outstanding learning and teaching environment. The school board and staff are committed to providing world-class educational programs and facilities. Rossmoyne has expert teachers who encourage students to expand and enrich their schooling experience through a broad co-curricular program. The parent community values education and is vitally interested in working with the school to achieve its goals for all students. The school has also established strong partnerships with community service groups, employers, businesses and higher education and training providers that enhance and enrich educational opportunities for Rossmoyne students.

Rossmoyne’s mission is to foster the development of young adults who are future-ready, passionate in their endeavours, creative, generous and optimistic in their outlook, and who will find their place as outstanding individuals and future leaders in the global community.
Priority 1: Success for all students
Rossmoyne Senior High School provides opportunities that challenge and support students to achieve success at school and that prepare them for university, training, apprenticeships and work. Our school priority Success for all students refers to our students' academic achievement at school.

While the academic performances of individual students and sub-groups are monitored continuously, our whole school performance targets are based on the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN) and the Western Australian Certificate of Education (WACE).

Our academic targets acknowledge that Rossmoyne Senior High School is a high-performing school where standards of achievement are already greater than 'like' public schools in Western Australia. Maintaining and improving on this level of performance is challenging, particularly within the context of a large and growing student enrolment. Hence, our academic targets are described in terms of improvement based on a three year moving average. This way of setting targets acknowledges the challenge of maintaining existing high standards, reflects the school’s commitment to ongoing improvement, and takes into account the effect of any cohort differences.

Year 9 NAPLAN Performance in 2014
TARGET: The percentage of students who are Band 8 or above in NAPLAN will show a positive trend based on a three year moving average (based on average rate of increase).

The target was achieved in 2014. Increases across the assessment areas, shown in Figure 1, below, are pleasing. Figure 1 also shows the average achievement at Rossmoyne Senior High School relative to the average achievement of schools serving students from statistically similar backgrounds in Australia, based on a three year moving average.

FIGURE 1. Percentage of Rossmoyne Senior High School students achieving NAPLAN Band 8 or higher in Numeracy and Literacy, and relative to similar schools at national level (based on a three year moving average).

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tr>
<td>NUMERACY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSCHS</td>
<td>82.0</td>
<td>80.0</td>
<td>78.0</td>
<td>79.3</td>
<td>82.7</td>
</tr>
<tr>
<td>SIMILAR</td>
<td>69.7</td>
<td>71.0</td>
<td>70.7</td>
<td>73.0</td>
<td>74.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITERACY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSCHS</td>
<td>69.5</td>
<td>71.0</td>
<td>69.2</td>
<td>68.5</td>
<td>71.8</td>
</tr>
<tr>
<td>SIMILAR</td>
<td>65.0</td>
<td>67.2</td>
<td>67.7</td>
<td>69.7</td>
<td>69.2</td>
</tr>
</tbody>
</table>
Figure 1 shows the Numeracy and Literacy data based on a three-year moving average for Rossmoyne Senior High School and for statistically similar schools. The value shown is the percentage of students that have achieved Band 8 or higher. Each year shows the moving average figure for that year and the two previous years; that is, the 2014 figure is an average of the years 2012-14.

The Numeracy graph shows a clear, increasing trend. It should be noted that the Rossmoyne value is so high that it may be close to reaching a ceiling, and the trend may flatten out in coming years.

Literacy data are based on Reading and Writing only and also show an increasing trend from 2012 to 2014.

**TARGET:** Results in Year 9 NAPLAN each year will be in the top-third of statistically similar schools in Australia.

Year 9 students in all Australian States and Territories complete NAPLAN tests in May each year. While Rossmoyne Senior High School has established a pattern of high performance compared with ‘like’ schools in Western Australia, a further measure of successful academic outcomes at Rossmoyne is the school’s performance relative to ‘like’ or ‘similar’, schools at a national level. *

* ‘Similar schools’ in this context are schools serving students from statistically similar backgrounds. The Australian Curriculum, Assessment and Reporting Authority (ACARA) uses the Index of Community Socio-Educational Advantage to group schools with students who have similar socio-economic backgrounds.

The chart, below, shows Rossmoyne Senior High School’s performance in NAPLAN relative to statistically similar (or ‘like’) schools in Australia in 2014. A total of 60 schools makes up this grouping.

### Chart 1. The average achievement scores for Rossmoyne Senior High School and similar schools in Australia in NAPLAN in 2014

#### Numeracy

![Numeracy Chart](chart_image)

#### Reading

![Reading Chart](chart_image)

#### Persuasive Writing

![Persuasive Writing Chart](chart_image)

**Chart legends**

- **Selected school (Rossmoyne Senior High School)**
- **Substantially below:** 0.5 or more standard deviations below the selected school’s average
- **Below:** 0.2 or more, but less than 0.5 standard deviations below the selected school’s average
- **Close to:** within 0.2 standard deviations of the selected school’s average (or not applicable if selected school has no NAPLAN results).
- **Above:** 0.2 or more, but less than 0.5 standard deviations above the selected school’s average
- **Substantially above:** 0.5 or more standard deviations above the selected school’s average

**How to interpret this chart**

Each circle represents a school. The colour of the circle indicates how the school compares with the selected school.

- The average score of each school has been rounded to the nearest five points.
- The circles above a score depict the schools that have the same rounded average.

These schools have a lower average than the selected school.

These schools have a higher average than the selected school.
Year 12 WACE Performance in 2014

A total of 239 students completed Year 12 at Rossmoyne Senior High School in 2014. Of these, 80% studied four or more Western Australian Certificate of Education (WACE) examination courses while 20% of students were enrolled in Vocational Education and Training (VET) courses.

WACE Achievement

**TARGET:** The percentage of students who achieve WACE will show a positive trend based on a three-year moving average (based on the average rate of increase) from a baseline of 97%.

The target was achieved in 2014, as shown in Figure 2, below.

Each year shows the moving average figure for that year and the previous two years; that is, the 2014 figure is an average of the years 2012-14. The figure shows a slightly increasing trend, with an annual average 0.4% rate of increase.

![WACE Achievement Graph](image)

In 2014, 99% of Year 12 students met the requirements for WACE achievement.

Secondary Attainment

**TARGET:** The Secondary Attainment rate (that is, an ATAR of 55 or higher or a Certificate II or higher) will show a positive trend based on a three-year moving average from a baseline of 92% (which represents the school’s average attainment rate for 2011-13).

The Secondary Attainment rate for 2014 was 95% and the three-year average rate was 95% for the period 2012-14.

Value-adding

Value-adding to Rossmoyne Senior High School students’ academic performance is demonstrated by comparing the school’s Australian Tertiary Admission Rank (ATAR) results with statistically similar (‘like’ schools) in Western Australia. The achievement target, below, demonstrates the extent to which Rossmoyne value-adds to students’ academic performance by comparing the proportions of high-achieving and low-achieving students at Rossmoyne with ‘like’ schools.

**TARGET:**

(i) The percentage of Rossmoyne Senior High School students in the top one-third of Australian Tertiary Admission Rank (ATAR) students in Western Australia (WA) will be significantly greater than at statistically similar schools (WA), based on a three-year moving average.

(ii) The percentage of Rossmoyne students in the bottom-third of ATAR students will be significantly lower than statistically similar schools (WA) based on a three-year moving average.

The target was achieved in 2014. Rossmoyne Senior High School’s performance compared with ‘like’ schools, from 2012-14, is shown in Table 1, below.

The large representation of Rossmoyne Senior High School students achieving an ATAR in the top-third of the State in 2014 (54%), and the small percentage represented in the bottom-third of the State (18%), provides an assurance that the school is moving students ‘up’ academically.

In addition to using academic achievement targets as a way to measure the extent to which the school priority of Success for all students was achieved in 2014, school performance

### TABLE 1. Percentages of Rossmoyne Senior High School students and students at like schools in the top-third, middle-third and bottom-third of ATAR students in WA, based on a three year moving average (MA).

<table>
<thead>
<tr>
<th>State</th>
<th>ATAR Students</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Like-Schools</td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>Top 33%</td>
<td>55% 53% 54%</td>
<td>36% 39% 39%</td>
<td>54%</td>
<td>39%</td>
</tr>
<tr>
<td>Middle 33%</td>
<td>27% 33% 29%</td>
<td>37% 35% 36%</td>
<td>27%</td>
<td>25%</td>
</tr>
<tr>
<td>Bottom 33%</td>
<td>18% 14% 18%</td>
<td>27% 25% 25%</td>
<td>18%</td>
<td>14%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2014 School</th>
<th>3-yr MA</th>
<th>2014 Like-Schools</th>
<th>3-yr MA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 33% 54.0%</td>
<td>38.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle 33% 29.7%</td>
<td>36.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bottom 33% 16.7%</td>
<td>25.7%</td>
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</tbody>
</table>
An on-line survey of school leavers from 2012 and 2013 was conducted in 2014. The response rate was small, with a total of 57 former students completing the survey. While representing a small proportion (8%) of school leavers, the survey results nevertheless indicate a positive schooling experience that supported the academic and personal development of respondents overall, and that helped prepare them for their post-school destinations.

The survey included six questions about former students’ perceptions of their overall experience at Rossmoyne Senior High School. Respondents were asked to rate six statements on a scale of 1 – 5 or Unable to Comment.

**Ratings:**

- 5 the school made a significant, positive difference
- 4 the school made a very positive difference
- 3 the school made a positive difference
- 2 the school contributed somewhat
- 1 the school did not contribute

The average score for each statement is given below:

- The school’s co-curricular programs provided me with opportunities to develop new or existing interests: 3.5
- The school provided me with leadership development opportunities: 3.5
- The school helped me to develop my people skills: 3.6
- The school prepared me for the next step after school (further education, training or employment): 3.3
- The school prepared me for learning or working in a rapidly changing world: 3.1
- The school developed my interest in learning: 3.3

**University Course Enrolments**

Of the school leavers who had enrolled at Western Australian universities by the end of January, 2015: 25% had enrolled in studies related to the natural and physical sciences; 22% in studies of engineering or related technologies; 18% in studies of society and culture; 11% in health related courses; 10.5% in management or commerce courses; 6% in creative arts courses; 4% in architecture and building courses; and 3.5% in education courses. (Data source: Tertiary Institutions Service Centre, January, 2015)

The proportions of students enrolling in each of these fields of study are similar to previous years. Studies of science and engineering related courses continue to be the most popular course choices for Rossmoyne students.
2014 HIGHLIGHTS: Priority 1. Success for all students
School Curriculum and Standards Authority (SCSA) Awards attained by Rossmoyne Senior High School Year 12 students.

<table>
<thead>
<tr>
<th>General Exhibition</th>
<th>General Exhibition (ESL/ESD)</th>
<th>Course Exhibition</th>
<th>VET Exhibition</th>
<th>Certificates of Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Awarded to the 40 eligible students with the highest SCSA WACE scores and based on the average of five scaled scores, with at least two from each of the humanities/social sciences list and the mathematics/science list.

- Anshul Goplani
- Chloe Ip

A Course Exhibition may be awarded to the top eligible student obtaining the highest combined mark in a WACE course.

- Career and Enterprise
  - Stephanie Christie

A VET Exhibition may be awarded to the top eligible student who completes an Australian Qualification Framework Certificate II or higher in each national industry area in their final WACE year.

- Accounting and Finance
  - Mei Ting Chow
- Mathematics
  - Hon Choon Fan
  - Ruochun Zhang
- English
  - Alexander Yap

A Certificate of Distinction in VET is awarded to an eligible student who is in the top 0.5 per cent of candidates who complete an Australian Qualification Framework Certificate II or higher in each national industry area in their final WACE year.

- Engineering
  - Christopher Wenham
- Career and Enterprise
  - Stephanie Christie
- Community Services
  - Amy Coleman
- Tourism, Hospitality & Events
  - Shila Davis
  - “Other”
  - Kieren Able

Certificates of Commendation

17

Awarded to each eligible student who obtains at least 20 grades of ‘A’ in course units or equivalents and achieved the WACE.

- Ruchira Chakraborty
- Joanne Chandra
- Kar Wei Choo
- Mei Ting Chow
- Stephanie Christie
- Kieran Enright
- You Me Ge
- Anshul Goplani
- Chloe Ip
- Eunice Lee
- Jiawen Li
- Ming Luo
- Annmaria Shaju
- Troy Sheldrake
- Tanya Sim
- Samantha Varghese
- Alexander Yap

ATAR of 99+

11

“99+” Students: In addition to SCSA awards, the Department of Education acknowledges students who obtain an ATAR of 99 or above ranking them in the top one per cent of all students in Western Australia. Eleven Rossmoyne students attained an ATAR of 99 or better.

- Ruchira Chakraborty
- Mei Ting Chow
- Hon Choon Fan
- Anshul Goplani
- Yushan He
- Ali Ismail
- Eunice Lee
- Vraj Patel
- Annmaria Shaju
- Samantha Varghese
- Alexander Yap

Median ATAR

Rossmoyne Senior High School consistently attains a high median Australian Tertiary Admission Rank (ATAR), reflecting sustained excellence in academic performance at the school.

<table>
<thead>
<tr>
<th>Rossmoyne Senior High School Median ATAR</th>
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<tbody>
<tr>
<td>School</td>
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Rank (all WA schools in 2014)

- 13th

Based on the median Australian Tertiary Admission Rank (ATAR).

School Curriculum and Standards Authority “Top School” Rating in Stage 2 and 3 Courses*

The accompanying table lists WACE courses in which Rossmoyne Senior High School had among the highest performing students of all schools in WA delivering the course. The list is compiled from the percentage of students who achieved a WACE course score of 75 or more. This list is testament to the breadth and strength of achievement at Rossmoyne Senior High School.

<table>
<thead>
<tr>
<th>Stage 2 &amp; 3 Courses with the highest performing students in the State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting and Finance</td>
</tr>
<tr>
<td>Career and Enterprise</td>
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<tr>
<td>Economics</td>
</tr>
<tr>
<td>Engineering Studies</td>
</tr>
<tr>
<td>English (Stage 2)</td>
</tr>
<tr>
<td>French</td>
</tr>
<tr>
<td>Health Studies</td>
</tr>
<tr>
<td>Integrated Science</td>
</tr>
<tr>
<td>Literature</td>
</tr>
<tr>
<td>Mathematics 3CD: Specialist</td>
</tr>
<tr>
<td>Modern History</td>
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<tr>
<td>Politics and Law</td>
</tr>
</tbody>
</table>
2014 HIGHLIGHTS: Priority 1. Success for all students

- Murdoch University’s “High Track” bridging course: An alternative pathway to university entry was successfully completed by six students in Year 12.
- Workplace Learning: 8 students in Year 12 were offered apprenticeships, traineeships or employment as an outcome of successful performance in the workplace.
- Pathway Courses: 133 students completed training certificates at school or TAFE ranging from Certificate II Business to Diploma in Aeronautics.
- Mock Interviews (University Entry): 72 Year 12 students seized the opportunity to participate in mock interviews conducted through the school’s Vocational Education and Training department. Many of these students used the mock interviews to help prepare for entry to Australian university medical schools.
- Mock interviews (Employment): Conducted for 110 Year 11 Career and Enterprise students with the support of Rossmoyne Rotary and local community members, to help prepare students for future employment.
- WorldSkills Australia Competition: Hongxi Li (Year 12) won a medal in the regional final of the VET-in-Schools Commercial Cookery category. As the Western Australian representative, he placed fourth in the national competition.
- Radio Rossmoyne: Launched on International World Radio Day, Radio Rossmoyne hosted a number of events and programs each term. Radio Rossmoyne was one of Rossmoyne’s new Vocational Education courses offered in Year 11 and 12. Students gained credit for Certificate II in Creative Industries Media.
- English International Competitions and Assessments for Schools (ICAS): 98 students from Years 8 - 12 participated to attain: 4 High Distinctions, 9 Distinctions, 48 Credits and 10 Merit Certificates. High Distinctions: Dana Thomas and Gavin Zou (Year 8s), William Hu and Clare O’Sullivan (Year 9s). Distinctions: Jasmine Chin, Ming Hui Gau, Shivasankaran Jayabal, and Jade Tan (Year 8s); Sharaf Fozdar, Paige Powley and Sneha Venkatraman (Year 9s); Jeffrey Chandra and Kaveesha Munindrasasa (Year 10s).
- English Perfect: The international English language skills competition was trialled with a group of Year 10 students. The school ranked third of 36 schools in the relevant category. Angie Aunanwong attained an Elite award.
- Most Outstanding Accounting Student Award 2014 (sponsored by The Chartered Accountants of Australia and New Zealand): Hazelina Chow (Year 12)
- Australian National Geography Competition: 104 students in Years 8 -10 attained a Distinction or High Distinction.
- Australian Economics Competition: Sanduni Gamage (Year 11) and Joseph Yurisich (Year 11) attained High Distinctions and were ranked in the top 5% of students in Australia. Fourteen students were awarded Distinctions: Maria Cao, Pandu Kerr, Amanda Chong, Padma Krishnakumar, Tracy Cai, Joyce Lin, Le-Xuan, Chan Victor Low, Marizka Cremer, Sachini Poogoda, Eunji Hong, Angela Sng, Rashique Hussain and Josephine Tay.
- Social Sciences Education Perfect: Holly Stubberfield (Year 9) won the Elite Award placing her in the top 2% of competitors from around the world. Savani Daluwatta (Year 9) and Selina Koo (Year 9) achieved Gold Awards and Dana Thomas (Year 8) received a Credit Award placing her in the top 20% of competitors. Rossmoyne Senior High school finished seventh out of 20 Australian schools in the category of Schools with 1001 to 2500 students. Rossmoyne also won first place for History in WA (of 66 schools) and was ranked 36th of 684 schools globally.
- Next Generation Schools Program: Year 10 students Esha Panchal, Emma Dekker-Zangari, Nisali Dopampe Gamage, Nisali Pallewela, Ying Kit Tan and Jessica Sivour were selected to present their group project on careers in the petroleum industry at Curtin University. Coordinated by the Petroleum Club of WA, the program aimed to facilitate communication between Year 10 students and representatives from the oil and gas industry.
- Chamber of Commerce and Industry’s Student Economic Forum (sponsored by the Curtin Business School and the Economics Teachers’ Association WA): Four Year 12 Economics students attended.
- Rossmoyne Chinese Language Hub ‘Year of the Horse Art Competition’: First prize – Danielle Seah (Year 10), Fourth prize – Caitlyn Liew (Year 8), Certificate of Excellence - Jennice Chen (Year 8), Kimberley Lin (Year 9), Omesh Wimalaratne (Year 10) and Jack Hon (Year 10).

“Thank you so much for everything you’ve done for me. I would not be where I am today without all your help and I’m so grateful. Thank you for all the reassurance and kind words you’ve given me when I’ve struggled in the VET course. I appreciate your hard work and kindness.”

Email to a teacher from a Year 12 Student, 2014
2014 HIGHLIGHTS: Priority 1. Success for all students

- Chinese Language Teachers’ Association of WA story telling competition: Puxuan Wu (Year 10) won first prize in the 15-17 years category and Michael Lee (Year 8) was awarded a certificate of excellence in the 13-14 years category.
- 2014 Hanyuqiao Chinese Competition State Finals: Year 11 Students Sihyun Choi, Jaehee Kim and Sarel Steinauer represented Rossmoyne in the competition held at the Confucius Institute, UWA.
- 2014 Hanyuqiao Chinese Proficiency Competition for Secondary School Students (Preliminary Finals in Adelaide): Jaehee Kim (Year 11) was awarded a prize in the Outstanding Speech category.
- State Mandarin Speaking Competition: Malvina Rekhraj (Year 9) placed third.
- Seizan Fukami Scholarship: Nicole Wu (Year 12) awarded scholarship to continue her studies of Japanese at Curtin University.
- State Mandarin Writing Competition: Dana Thomas – 5th Prize (Year 8 Category), Nick Goh - 2nd Prize (Upper Intermediate, Background Language), Yi Pan - 1st Prize (Advanced Background Language).
- Alliance Française: Farhan Bhada won the Top Government School, Teachers of French Association Award; Clare O’Sullivan won first prize for the poetry category; and Harshita Lowania won second prize in the poetry category.
- Goethe Institute’s Film Competition: Year 10 Gifted and Talented students of German won the first place trophy in this national competition: Ryan Cable-Neal, Irland Decottignies, Dujinthan Jabalan, Vegini Krishnamoorthy, Venkat Krishnamoorthy, Leon Mathysse-Kilburn, Roland Miller, Kaveesha Munindradasa, Aarohan Raguragavan, Rhea Roy and Manikanta Vennemreddy.
- Goethe-Institut: Bianca Cruz (Year 9) and Prakruti Sirigeri (Year 10) won book prizes for German.
- German language competition DAS: Helena Tuguer (Year 11) and Vegini Krishnamoorthy (Year 10) won First Prizes in their divisions. Helena Tuguer (advantaged) (Year 11), Year 10s Vegini Krishnamoorthy and Leon Mathysse-Kilburn (advantaged) won High Distinctions; Aditi Chaturvedi (Year 11), Year 10s Kaveesha Munindradasa, Aarohan Raguragavan, Manikanta Vennemreddy, Prakruti Sirigeri, Venkat Krishnamoorthy and Rhea Roy won Distinctions; Year 11s Thilini Kotuwegoda, Emily Cowden, and Year 10s Irland Decottignies, Ashmita Bhalla, Sanduni Karunaratne and Eshani Perera received Credits.
- Teachers’ Association WA Language Perfect Award: Angie Sunanwong (Year 10) won the Japanese section.
- Language Perfect World Championships: Angie Sunanwong (Year 10) was placed 10th in the World.
- Western Australian Junior Mathematics Olympiad: Rossmoyne team (Year 9s): Isabel Longbottom, Vassith Lukkho, Akshara Sundarar Krishnan and Zhepei Zheng placed fourth out of 120 teams. Rossmoyne Senior High School won the Department of Education Award for the Best Performing Public School in 2014. Isabel Longbottom (Year 9) won a Merit Award for Excellence. Isabel Longbottom (Year 9) and Shivasaikan Jayabal (Year 8) were selected for the Australian Maths Olympiad School of Excellence in Melbourne based on their outstanding performances in the competition.
Homework and Tuition Classes:

In 2014, Rossmoyne teachers generated a number of options for students seeking additional help or tuition across learning areas.

The Peer Tuition program assisted Year 8 and 9 students. Students were partnered with expert peers from Year 11 or 12 who met with them regularly to offer assistance. The arrangement benefited both the tutor and pupil. Lower school students benefited from the one-on-one attention they received, and the senior school students had a chance to consolidate their knowledge and share their experiences, as well as return the favour of help – since in previous years some tutors had themselves benefited from peer tutoring.

Science teachers offered free, after-school tuition for Year 11 and 12 students of Human Biology, Physics and Chemistry. Sessions were open to all.

The English learning area offered specialised sessions for students wishing to boost their skills in paragraphing and planning, viewing and reading comprehension, and tackling exam questions. These free sessions were run before and after school.

The Mathematics Peer Tuition programme invited top Rossmoyne graduates back to school to assist Mathematics students of all year groups and levels. Former students enjoyed ‘giving back’ and sharing tips and secrets of their success with current students. Sessions were open to all and free.

Humanities and Social Sciences offered a wide variety of subject-specialist tuition on a formal and informal basis, including Accounting, Politics and Law and Economics.

Homework help for Aboriginal and Torres Strait Islander students was available through the Indigenous Homework Centre. The centre provided homework help each week through after school sessions.

Students were encouraged to approach their subject teacher for support, tips for success or for extra practice and, with all the options available, there was assistance for those who needed it.
Priority 2: An inclusive, inspiring and positive school culture

Rossmoyne Senior High School encourages an inclusive and positive learning environment where barriers to success are removed and students are inspired to achieve their personal best. Prioritising the provision of an inclusive, inspiring and positive school culture acknowledges the vital link between the learning environment and successful student outcomes.

Rossmoyne is a large, multi-cultural secondary school. In semester 2, 2014, 1721 students were enrolled at the school. They represented 66 countries of birth as shown in the chart, below.

TARGET: Maintain and build on the level of positive perceptions about the quality of the Rossmoyne Senior High School schooling experience (based on results of the 2014 National School Survey of students, staff and parents).

TARGET: Build on perceptions of the school culture as inclusive, positive and inspiring (based on the results of the 2011 Department of Education survey of students, staff and parents).

The school gathers and analyses a range of data to monitor the learning environment and school culture. This includes data about attendance, suspensions, and letters of commendation. This information and the school’s responses to the findings, are reported regularly to the school board.

Overall, the school has two performance targets for Priority 2, measured in 2014 by:

- the results of the 2014 National School Survey;
- levels of student participation in community service activities; and
- student attendance data.
TABLE 2. Results of the 2014 National School Survey of students, parents and staff

<table>
<thead>
<tr>
<th>Statement</th>
<th>STUDENT Average</th>
<th>PARENT Average</th>
<th>STAFF Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are expected to do their best</td>
<td>4.3</td>
<td>4.3</td>
<td>4.6</td>
</tr>
<tr>
<td>Teachers provide useful feedback</td>
<td>3.8</td>
<td>3.9</td>
<td>4.3</td>
</tr>
<tr>
<td>Teachers treat students fairly</td>
<td>3.5</td>
<td>3.9</td>
<td>4.2</td>
</tr>
<tr>
<td>The school is well maintained</td>
<td>3.7</td>
<td>3.9</td>
<td>3.4</td>
</tr>
<tr>
<td>Students feel safe at school</td>
<td>4.0</td>
<td>4.3</td>
<td>4.1</td>
</tr>
<tr>
<td>Teachers are approachable</td>
<td>3.3</td>
<td>4.0</td>
<td>4.4</td>
</tr>
<tr>
<td>Student behaviour is well managed</td>
<td>3.3</td>
<td>3.9</td>
<td>3.9</td>
</tr>
<tr>
<td>Students like being at school</td>
<td>3.6</td>
<td>4.2</td>
<td>4.1</td>
</tr>
<tr>
<td>The school looks for ways to improve</td>
<td>3.7</td>
<td>4.0</td>
<td>4.2</td>
</tr>
<tr>
<td>The school takes community's opinions seriously</td>
<td>3.2</td>
<td>3.6</td>
<td>3.2</td>
</tr>
<tr>
<td>Students are motivated to learn</td>
<td>3.8</td>
<td>3.8</td>
<td>4.1</td>
</tr>
<tr>
<td>Students are provided with opportunities to do interesting things</td>
<td>3.8</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>My child is making good progress</td>
<td>NA</td>
<td>4.0</td>
<td>NA</td>
</tr>
<tr>
<td>Student's learning needs are being met</td>
<td>NA</td>
<td>3.9</td>
<td>4.0</td>
</tr>
<tr>
<td>This school works with parents to support student’s learning</td>
<td>NA</td>
<td>3.7</td>
<td>3.9</td>
</tr>
</tbody>
</table>

Rating

- Strongly agree: 5
- Agree: 4
- Neither agree nor disagree: 3
- Disagree: 2
- Strongly disagree: 1
- N/A: 0

Student Attendance

In addition to the results of the National School Survey, the school collected and analysed a range of other data to inform judgments about the school culture, including student attendance and participation in community service activities.

A high rate of attendance was maintained in 2014, as shown in Table 3, below.

Table 3. Rossmoyne Senior High School and WA Public Schools’ attendance rates, 2012-2014

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>School</th>
<th>WA Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>94.8%</td>
<td>87.7%</td>
</tr>
<tr>
<td>2013</td>
<td>94.9%</td>
<td>87.4%</td>
</tr>
<tr>
<td>2014</td>
<td>94%</td>
<td>86.9%</td>
</tr>
</tbody>
</table>

Attendance plans were prepared for all students whose rates of absenteeism from school identified them as being at moderate or severe educational risk.

Community service

In 2014, Rossmoyne continued to promote active participation in community service programs. Notably, the school’s Bush Rangers Cadets and Interact Club attracted student interest and involvement in significant community service programs. For school board reporting purposes, the school collated data from Year 12 enrolments in School Curriculum and Standards Authority (SCSA) Endorsed Programs to report on levels of student participation in community service activities. Endorsed programs represent a broad field of activity that include community programs such as Royal Life Saving, as well as school-based initiatives such as peer support and student overseas exchange programs. In 2014, a total of 148 Year 12 students representing 62% of the cohort, were enrolled in an Endorsed Program.
“I believe the school provides many different opportunities for students, and I would urge anyone attending Rossmoyne to seek involvement in at least one extra-curricular program that interests them.”

Former student
2014 Alumni Survey

“I have made lifelong friendships and what I have learned about teamwork and organisation is invaluable.”

Former student
2014 Alumni Survey
2014 HIGHLIGHTS: Priority 2. An inclusive, inspiring and positive school culture

Special Guests
- Dr Michael Carr-Gregg, renowned Australian child psychologist, gave an informative presentation to parents on adolescence and parenting. The event was hosted by the Rossmoyne SHS P&C.
- Mr Sakamoto, Japanese Consul, was a special guest at the school Anzac Day Ceremony.
- Rossmoyne SHS and Himeji-Nishi Kouko Sister School: Himeji-Nishi Principal, Mr Masahide Fujii; Japanese Consul, Mr Hideki Sakamoto; and representatives from WA’s Hyogo Cultural Centre; attended the formal signing ceremony.
- The Hon Dr Mike Nahan, State Treasurer, was guest speaker for the Year 12 Politics and Law class.
- Laura John, 2014 Australian Youth representative to the United Nations, sought the views of Year 10 Humanities and Social Sciences (HASS) students on local and global issues, for presentation to the United Nations.
- Chris McHugh, Australian Beach Volleyball Champion, was a guest presenter to Year 10 Volleyball classes.
- Graeme Hadley, Brisbane Lions recruiter, made a presentation to the Year 11 Physical Education Studies students on the topics of fitness parameters and how an AFL club manages its recruiting operations.

School Culture
- Transition Leaders: 127 Year 9 students participated in the leadership program to assist the transition of more than 600 students to Year 7 and 8 in 2015.
- Positive Education 2014: 2014 has been a positive year in Rossmoyne’s focus on Positive Education, with staff and students working together to create and embed an inclusive, positive learning environment and to develop the skills of resiliency, self management and being able to cope with life’s ups and downs.
- Fremantle District Interschool Debating: Year 8, 9 and 10 teams competed, with the Year 10 team placing first and the Year 8 team placing second in the competition.
- Pulse Property Group Public Speaking Competition for Year 10 Students: Lauren McDonnell, first place; Harry Barnetson, second place; and Omesh Wimalartne, third place.
- Primo Lux poetry Competition for Years 10-12: Published entry by Katelyn Jamieson (Year 12).
- Rotary Club’s 4-Way Speech Contest: Three Rossmoyne students – Venkat Krishnamoorthy, Vegini Krishnamoorthy and Duji Jayabalai - participated in the first round, with Venkat winning his way to round two.
- “Unforgettable Magic Memoir” Competition: Olivia Sifa won first place, Gavin Zou second place and Yang-Jean Phay third place in the in-school writing competition for Year 8 students.
- Celebrate Asia Day: Year 8 students participated in activities to increase cultural awareness and encourage involvement in cross-cultural activities.
- Environmental volunteer projects: Bush Ranger Cadets assisted with various community environmental projects. These included tree planting, seed raising, weeding and landscape rehabilitation at Bull Creek. An exciting aspect of the 2014 program involved collecting seed from the native trees and shrubs in Bull Creek and working with the volunteers from the WA Wildflower Society Bushland Survey group to survey three quadrats. A herbarium will be presented to the school when the identification and labelling process is complete.
- Bush Ranger Camps: Students participated in two Unit camps: Term 1 to Perth Hills Discovery Centre and in Term 3 to Shannon National Park. A special Reward camp to Millstream National Park, in the Pilbara, was held during the July school holidays.
- Guest speakers: The Bush Ranger Unit enjoyed the talk by Sonya Stewart from the Swan River Trust on the water quality of Bull Creek. As a result of this presentation, during Terms 2, 3 and 4 the Cadets took readings on the water quality and recorded the results. Another very enjoyable guest speaker was Mark Heath to present his findings on moths that cadets had collected for him at Millstream.
- The Seed2Tree Program: A conservation program launched by HotRocks*. The program involved 32 students propagating and planting thousands of native plants to rehabilitate the wheatbelt region.

*HotRocks is group of teachers and professionals whose mission is to make sustainability education accessible, relevant and fun for secondary school students.

Fremantle District Interschool Debating
“I want to thank you for instilling in my child a love for technology and for encouraging her throughout the year. If she ever takes up engineering or any technological studies, I will certainly think of you.”

Note of appreciation to a teacher from a parent, 2014
2014 HIGHLIGHTS: Priority 2. An inclusive, inspiring and positive school culture

- **ANZAC Day Ceremony:** The theme for the 2014 school ceremony was “Local heroes”, to commemorate the centenary of the start of World War I.

- **Mock Trials:** Involved Year 10 students Jonas Acebo, Daniela Weyers, Mikhail Koshi, Florence Ly, Samuel Van Emden, Joseph Ng, Sewnie Wanigasundera, Joceline Nugroho, Michael Prodonovich, Maria Cao, Doris Huang, Sarah Lee, Peter Dumbleman, Yurie Oh, Angelic Lascina, Nadia Konagai, Saffron Jackson, Esther Leung, Niki Ty, Esther Lee, Vicky Li, Peyton Hawkins, Yoonji Im, Amanda Lim, Eunji Hong; and Year 11s Nirzari Dave, Nidhi Kadekodi, Aditi Chaturvedi and Thilini Kotuwegoda. They were acknowledged through Participation Awards and WACE Endorsed Program Certificates.

- **Remembrance Day:** The sale of poppies raised funds for the Returned and Services League RSL Welfare Fund.

- **Keys for Life Pre-driver Education:** In 2014, Rossmoyne Senior High School’s commitment to pre-driver education for students was acknowledged with a special Award of Excellence for active participation. The Keys for Life Pre-driver Education program, run by School Drug Education and Road Aware (SDERA), has been a successful initiative at Rossmoyne Senior High School for many years and teaches young people the rules, risks and responsibilities of driving. Students participate in a minimum of ten teacher-facilitated lessons and sit their Learners Permit test at the end of the program. Part of the program is informing parents and students about the responsibilities of being a supervisor and assisting the young driver to become a proficient and safe driver.

- **Year 11 and 12 Civics and Citizenship Excursion to Sydney and Canberra:** Thirty-nine students spent the July school holidays visiting key historical and political sites around Sydney and Canberra.

  Sydney highlights included the Harbour Bridge, Opera House, ‘Rocks’ area, and the Chinese Gardens. Canberra highlights focused on significant sites around the capital city. Students visited Parliament House; met the Governor-General at his residence, Government House; and went to the High Court, the old Australian Parliament buildings, the National Gallery, and the Australian War Memorial. At the War Memorial, some of our students met the Prime Minister who was on an official visit there. They sat in on Question Time in the Senate, Parliament House; visited the National Museum, the Australian Institute of Sport, the Australian Electoral Commission, and the National Film and Sound Archives; enjoyed the unique architecture of the embassy district; and spent a day at the Smigin Holes snowfield.

- **Science Tour to Canberra:** Twenty-eight students spent a week in Canberra, in December, enriching their scientific, political and social understandings.

  Highlights included visiting the old and new Parliament Houses; the Electoral Education Centre; the Governor General’s house; National Capital Exhibition; the War Memorial; the Museum of National Democracy; the National Dinosaur Museum; the National Sound and Film Archive; the National Gallery and the High Court. At the CSIRO Discovery Centre, students extracted DNA and felt like real scientists learning about CSIRO’s considerable achievements.

  A day was spent at the Australian National University (ANU), where students attended lectures and workshops on mathematics, astrophysics, and university level physics and chemistry.

- **Excursion to Sydney and Canberra:** Twenty-eight students spent a week in Canberra, in December, enriching their scientific, political and social understandings.

  Twenty-eight students spent a week in Canberra, in December, enriching their scientific, political and social understandings.

- **Basketball:**
  - Year 8 Lightning Carnival: Boys placed second, girls third.
  - Year 9 Lightning Carnival: Girls and Boys teams both won first place.
  - Year 10 Lightning Carnival: Girls Division B – First Place. Boys Division A – Fourth place.

- **Netball:**
  - Year 8 Lightning Carnival: A1 placed third, A2 placed fourth, C1 placed third.
  - Year 9 Lightning Carnival: Netball A2 and C1 teams placed first, A1 team placed second, B1 Team placed third.
  - Year 10 Lightning Carnival: 3 teams participated.

- **Soccer:**
  - Year 8 Lightning Carnival: 3 teams participated (boys and girls).
  - Year 9 Lightning Carnival: Girls team place first, Boys ‘B’ placed third, Boys ‘A’ placed fourth.
  - Year 10 Lightning Carnival: One Boys Team placed fourth. 3 teams participated (boys and girls).

- **Swimming:**
  - A Grade Interschool Carnival: Rossmoyne Senior High School placed fourth at the highest level of competition for public schools.
    - Year 10 Champion Boy: Baoyuan Chow.
    - Year 11 Runner-up Champion Girl: Lisa Saetang.
    - Year 11 Runner-up Champion Boy: Marco Bugler.
    - Year 12 Runner-up Champion Boy: Francis Burgos.

- **Athletics:**
  - ‘A’ Grade Athletics Interschool Carnival: Rossmoyne placed third. Isabella Morton-Smith (Year 8 Girls); Jessica Siviour (Year 10 Girls); and Bayley Waddell (Year 11 Boys) placed third in their categories. Joshua Catchick was Year 8 Boys Runner-Up Champion. 59 students won in their divisions: 17 in first place, 21 in second, and 21 in third. Isabella Morton-Smith broke the record in the Year 8 Girl’s Long Jump.

“Rossmoyne is a wonderful high school that perseveres for a high standard of achievement.”

Year 9 Student,
2014 National School Survey
“I really enjoy being a Rossmoyne student”
Year 8 student
2014 National School Survey
2014 HIGHLIGHTS: Priority 2. An inclusive, inspiring and positive school culture

Volleyball

- Australian Volleyball Schools Cup: Placed fourth in a field of 130 schools. 14 teams, involving 122 students from Rossmoyne competed. U14 Boys team won a Bronze Medal.
- WA Volleyball Schools Cup: Rossmoyne Senior High School enjoyed the 23rd consecutive win of the President’s Cup; and won the inaugural Male and Female Aggregate Trophies for the strongest school in each gender category.
  - 21 teams from Rossmoyne competed.
  - Open Boys Honours 1: Gold Medal
  - Finals Most Valuable Player: Jack Chamberlain
  - Open Boys Honours 2: Equal third place
  - Open Boys Honours 3: Equal third place
  - Open Girls Honours 1: Gold Medal
  - Finals Most Valuable Player: Gabby Whittington
  - Open Girls Honours 2: Fourth place
  - Year 11 Boys Honours: Fifth place
  - Year 11 Girls Honours: Silver Medal
  - Finals Most Valuable Player: Aimee Daniel
  - Year 11 Girls A Division 1: Gold Medal
  - Finals Most Valuable Player: Grace Kim
  - Year 11 Girls A Division 2: Fifth place
  - Year 10 Boys Honours 1: Gold Medal
  - Finals Most Valuable Player: Henry Lam
  - Year 10 Boys Honours 2: Equal third place
  - Year 10 Boys A Division: Gold Medal
  - Finals Most Valuable Player: Christo Salachan
  - Year 10 Girls Honours 1: Gold Medal
  - Finals Most Valuable Player: Victoria Wells
  - Year 10 Girls Honours 2: Fifth place
  - Year 10 Girls Honours 3: Equal third place
  - Year 9 Boys Honours 1: Equal third place
  - Year 9 Boys Honours 2: Fifth place
  - Year 9 Girls Honours 1: Gold Medal
  - Finals Most Valuable Player: Momoka Haddrell
  - Year 9 Girls Honours 2: Fifth place
  - Year 9 Girls Honours 3: Ninth place
  - Year 8 Boys A Division: Silver Medal
- Junior Volleyroos squads:
  - Oswald Tan (Year 12) and Victoria Wells (Year 10) represented Australia in Thailand.
- National Junior Volleyball Championships (NJVC) in Canberra:
  - U17 Men: Silver Medal (Rikito Haddrell, Greg Hunt, Jack Chamberlain, John Gibson and Forbes Montana.)
- Selected to All Star Seven Team:
  - Forbes Montana and Greg Hunt.
  - U17 Women: 5th Place (Ellie Sloan, Victoria Wells, Gabby Whittington and Gemma Willmott)
  - U17 Women Challenger: 5th Place (Bernice Tan, Tiana Walker and Wina Yoman)
  - U19 Men: Silver Medal (Oswald Tan)
  - Selected to All Star Seven Team: Oswald Tan
  - U19 Women: Bronze Medal (Sarah Ryan)
- National School Sport Tournament in Adelaide: The following Rossmoyne students represented Western Australia in the 2014 State Volleyball Teams.
  - U19 Men: Oswald Tan
  - U17 Men: Greg Hunt, John Gibson, Jack Chamberlain (VC), Forbes Montana, Rikito Haddrell.
  - U16 Men: Todd Lowther, Jafri Yakin, Henry Lam, Jerromme Tan (Reserve Harish Kumar)
  - U16 Women: Zali Hitchman, Momoka Haddrell, Tahlia Agron, Emilee McIntosh (Reserves Natalie Whittington and Julia Yakin).
- Volleyball Australia’s Youth Program: Oswald Tan (Year 12) was selected for the program and completed 24 months of intense volleyball training and development.
- U18 Asian Volleyball Championships in Sri Lanka: Oswald Tan (Year 12) competed as part of the Australian team.
- School Sport WA Volleyball U16 State Teams: Boys team placed fourth, Girls team placed fifth. Todd Lowther selected in the boys’ All-Australian team. Members of the teams were Henry Lam, Todd Lowther, Jerromme Tan, Jafri Yakin, Tahlia Agron, Momoka Haddrell, Zali Hitchman and Emilee McIntosh.
- Volleyball WA Awards: Gabby Whittington (Year 11) awarded the Most Valuable Player WAVL Women’s Division 1.
- Australian Volleyball League: Oswald Tan (Year 12) competed as a member of the Men’s WA Hornets team.
- Volleyball WA 2014 Awards: Peter Batty (Rossmoyne VC President) won the Volunteer Administrator of the Year.

Beach Volleyball

- National Junior Beach Volleyball Championships in Glenelg, South Australia:
  - U17 Women 11th: Gabby Whittington
  - U17 Women 15th: Chelsea McNeill and Bianka Morton
  - U17 Men 3rd (Bronze Medal): Greg Hunt
  - U17 Men 5th: Jack Chamberlain and Rikito Haddrell
  - U15 Women 2nd (Silver Medal) Natalie Whittington and Momoka Haddrell.
- High Schools’ Beach Competition:
  - Senior Women’s Champions: Gabby Whittington and Bianka Morton
  - Senior Men’s Champion: Greg Hunt
  - Senior Men: Brad Batchelor and Jack Chamberlain (3rd)
- Junior High Schools Beach Cup: Rossmoyne Senior High School teams won two Gold Medals and a third place.
- Australian Junior Men’s Beach Volleyball Camp in Adelaide: Greg Hunt and Jack Chamberlain (Year 11s) represented Rossmoyne Senior High School. Mr Gareth Bowen (Year 11 Girls coach) and Mr Rory Read Volleyball Coordinator invited to coach.
- 2014 WA Junior Beach Volleyball Championships:
  - U17 Men: Second place (Jack Chamberlain and Greg Hunt, Year 11s) and Fourth place (Rikito Haddrell, Year 11 and Jono Monnaie, Year 10).
  - U19 Women: Fourth place (Chelsea McNeill, Year 11 and Bianca Morton, Year 11).
  - U17 Women: First place (Gabby Whittington, Year 11) and fourth place (Ellie Sloan, Year 10 and Victoria Wells, Year 10)
  - U15 Women: first place (Denae Walters, Year 8, Jess McCracken, Year 8, Elfa Hartley, Year 9 and Darcie Ercgovich, Year 8) and second place (Momoka Haddrell, Year 9 and Natalie Whittington, Year 9).
2014 Mathematics European Tour
2014 HIGHLIGHTS: Priority 2. An inclusive, inspiring and positive school culture

Chinese
- Sangora Foundation Scholarship for Chinese Language: Joanne Chandra (Year 12) was a joint winner.
- Chinese Language Teachers’ Association of Western Australia Chinese Cultural Day: 25 Chinese Language students participated.

French
- French Exchange with Thomas d’Aquin in Lyon: 28 Year 10 and 11 students travelled to Lyon, France hosted by students from Thomas d’Aquin, in this reciprocal arrangement.

German
- Modern Language Teachers Association (MLTA) cultural exchange: Irland Decottignies (Year 10) and Tahlia McDonald (Year 10) participated in the exchange program to Germany.

Japanese
- Student Exchange Australia New Zealand program to Japan: Sonia Yuan (Year 11)
- Japanese Exchange: Rossmoyne students hosted 20 students from Japan in August. 25 Rossmoyne students visited sister school, Himeji Nishi High School after travelling to Tokyo, Kyoto and Osaka in December.
- Rotary Youth Exchange Program: Maddison Burt (Year 12) selected to study abroad in Switzerland for 2015.
- WA Science and Engineering Summer School at Murdoch University: Matthew Pengelly, Ella Wang and Rory Zhang (Year 11) attended a week of sessions on forensic science, robotics and solar energy.
- Conoco Phillips Science Experience at the University of Western Australia: Tanmay Nigam (Year 10) attended.

Mathematics European Tour 2014:
Forty-three students from the Year 9 and Year 10 Specialist Mathematics classes participated in a two week tour to London, Paris and Belgium focusing on mathematics and science enrichment.

The students attended lectures and workshops in mathematical problem solving and applications in physics and science at the prestigious University of Cambridge. Students also visited the great mathematics and science museums of London and Paris and toured sites of historic and cultural significance such as Ypres, Flanders and Villers-Bretonneux to enrich their studies of the humanities and social sciences.


Highlights in Belgium: Flanders Field Museum, Last Post ceremony at Menin Gate, Tyne Cot Cemetery Ypres and Memorial Museum Passchendal 1917. At the European Space Centre in Belgium students tested their physical capabilities on the multi-axis chair, rotating chair, microgravity simulator and the moonwalk, followed by a series of stimulating lectures and designing and building of their own rockets.

Highlights in France: Australian War Memorial in Villers-Bretonneux, Eiffel Tower, Louvre Museum, Euro Disney and the Cite des Sciences.

We are proud of our Japanese program at Rossmoyne Senior High School and we value the opportunities that Himeji-Nishi offers Rossmoyne students to expand their education.”
Leila Bothams, Principal

“This establishment of a relationship between Rossmoyne and Himeji-Nishi will surely deepen the ties between the two schools.
I hope that through this cultural exchange, the students will widen their cultural horizons and broaden their experiences of life.
It is my sincere hope that this agreement will also strengthen the ties between Hyogo and Western Australia and also strengthen the ties between Japan and Australia.”
Masahide Fuji, Principal
Himeji-Nishi High School

Rossmoyne Senior High School and Himeji-Nishi Kouko: Sisters
The 33 year-long sister state relationship between Western Australia and Japan’s Hyogo Prefecture was the back-drop for the formalisation of a sister-school partnership between Rossmoyne Senior High School and Himeji-Nishi High School in 2014.

The signing ceremony took place on 5 August, 2014. Our Principal, Leila Bothams, and Himeji-Nishi Principal, Masahide Fuji, exchanged gifts at Rossmoyne before an audience that included representatives from WA’s Hyogo Cultural Centre, and Japanese Consul Mr Hideki Sakamoto.

“Today’s ceremony is a wonderful progression of our relationship. We know it will continue long into the future. One of the important opportunities that we offer students is a choice of language.

The ceremony finished with rousing performances by Rossmoyne and Himeji-Nishi students before a traditional Australian barbecue lunch.
Western Australia and Hyogo Prefecture first established a sister state relationship in 1981. The Hyogo Cultural Centre was established in Perth in 1992 to strengthen the relationship.
“The music program certainly taught me about teamwork and gave me leadership skills as I got older, which I try to translate into my everyday life as much as I can.”

Former student
2014 Alumni Survey

“I think the peer mediation and transition leader program, more than anything else, helped me learn more about myself and my strengths and weaknesses.”

Former student
2014 Alumni Survey
2014 HIGHLIGHTS: Priority 2. An inclusive, inspiring and positive school culture

- **Rossmoyne-Curtin University Engineering Outreach Program:** 17 Year 10 students participated in this science enrichment program which provided students with three days of engineering challenges developing their creative and scientific minds, and exploring career opportunities.

- **National Youth Science Forum:** Rory Zhang, Matthew Pengelly and Vikram Chigati (Year 11s) were selected to attend a live-in camp in January 2015 to participate in a wide range of cutting-edge science experiences.

- **Curtin University’s UNEP-DHI Eco-challenge competition:** Year 8 students from the Specialist Mathematics course participated.

- **Harry Perkins Institute of Medical Research:** Shagun Narang (Year 10) participated in specialised work experience in the Endocrinology and Diabetes Department under the guidance of Carmel Cluning.

- **Sir Charles Gairdner Institute for Neuroscience:** Vegini Krishnamoorthy and Dujinthan Jayabal (Year 10s) participated in specialised work experience in the field of stroke research.

- **Institute of Theoretical Physics:** Ann Maria Shaju and Laura How (Year 12s) participated in specialised work experience with Professor Igor Bray, the Head of Physics and Astronomy (Curtin University), researching how to determine the effects of gravity on anti-matter.

**Classical Music**

- **Western Australian Band and Orchestra Association Music Festival Awards:** Guitar 2 won an Excellent Award; String Orchestra #1, Symphony Orchestra, Wind #1, Wind #2 and Wind #3 won Outstanding Awards; String Orchestra #2 and Guitar #1 won Merit Awards; and Wind 4 competed in the Novice Section (which has no formal adjudication).

- **Department of Education’s Opus Concert:** Rossmoyne Wind Orchestra #1 combined with Perth Modern School Wind Orchestra to perform at this prestigious event.

- **Australian Band and Orchestra Directors’ Association (ABODA) Western Australian branch:** 20 students from Wind Orchestra #1 participated in four days of rehearsals and workshops under the guidance of renowned American conductor and clinician Dr Stephen Peterson from Ithaca College in New York. A total of 50 students from 11 schools took part.

- **Fremantle Eisteddfod:** Timothy Chang (Year 10) placed first in the Piano, Solo Baroque/Classical U15s; Baoyuan Chow (Year 10) placed first in the Under-18s Instrumental Solo section; and Jairus Wong (Year 11) placed first in the Piano: Solo Romantic U18s.

- **Western Australian Pianist Competition:** Timothy Chang (Year 10) was awarded Highly Commended for the U/15s Solo and Solo Recital sections.

- **Australian Music Examinations Board (AMEB) Grade 7 event:** Baoyuan Chow (Year 10) won first prize playing “Summer in Sydney”.

- **North Perth Music Festival:** Timothy Chang (Year 10) won first place in the Piano Recital under 16s category and the Most Outstanding Junior Pianist Award.

- **South Suburban Music Society Eisteddfod:** Timothy Chang (Year 10) was awarded Highly Commended in the Piano Solo, AMus, Baroque/Classical category and second place in the Piano Recital under 16s category.

- **Clegg Family Music Scholarships:** Awarded to Chantal Kong (Year 10) and Nick Goh (Year 10).

**Transition Program:**

127 Year 9 students completed a leadership development program focusing on the skills of positive thinking, leadership and resilience – not only for themselves, but to support more than 600 Year 7s and 8s as they commenced secondary school in 2015.

The Transition Program at Rossmoyne is a successful and well established program. When asked why they volunteered, many students recalled their own experiences as incoming Year 8s. “My transition leaders were good and made me feel welcome so I will take their advice,” and “I think mine were amazing. I just hope I can be just as good a leader,” typified the reasons given.

The 2015 Year 8 Coordinator, Mrs Amanda Anderson, praised the Year 9s for their initiative during the two-day program, describing the group of trainees as mature, intuitive, responsible and fully engaged with the training.
Clubs

In 2014, there was a diverse range of specialist clubs scheduled at nearly every break time during the school week. These clubs offered something extra to a Rossmoyne student’s experience, and allowed students to work collaboratively and to share interests and experiences that aimed not only to enhance their success at school, but also prepare them for their future lives beyond school.

The Games Room was open to students who like to play a wide variety of games, socialise with peers who share their interests and discuss their favourite games. Up to 20 students at any one time could be seen playing, talking and enjoying themselves during their break from studies.

Rossmoyne’s Mangaka Club met twice each week. It appealed specifically to students who enjoy Japanese culture, and they came to view and discuss anime characters from their favourite anime shows and manga comics. The highlight of the year occurred during the Japanese exchange trip, when Himeji-Nishi High students – and teachers – came along to join in. The visitors were suitably impressed.

A diverse group of students came regularly to watch Caitlyn draw characters from their favourite anime shows and manga comics. The highlight of the year occurred during the Japanese exchange trip, when Himeji-Nishi High students – and teachers – came along to join in. The visitors were suitably impressed.

The Chess Club met weekly, providing students an opportunity to play and discuss chess with each other and with chess competitors from the local community. Unsurprisingly, informal in-school competition soon led to club members representing the school at interschool competitions. Playing chess provided a fantastic way for students to enhance their critical thinking and problem-solving skills.

In the Interschool Chess Tournament, Rossmoyne Chess Club were Zone Champions. Students also participated in the Schools Chess Challenge.

Rossmoyne’s Bush Rangers Cadets unit is well-established at the school. Bush Rangers runs in partnership with Cadets WA, Department of Local Government and Communities and the Department of Parks and Wildlife, and develops young people’s interest in, and awareness of, environmental issues as well as their capacity to implement sustainable practices. Bush Rangers make a real, positive difference to our community through their involvement in nature-based activities such as tree planting, clean-ups and regenerating and restoring natural landscapes.
“My achievements would not have been possible without able guidance and encouragement provided by the teaching staff at Rossmoyne SHS.”

Email to a teacher from a
Year 12 Student, 2014
**Priority 3.**

**Excellent teaching and leadership**

**Staff Profile**

**Staff Numbers 2014**

<table>
<thead>
<tr>
<th>STAFF</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Teaching Staff</td>
<td>111.5</td>
</tr>
<tr>
<td>Non-teaching Staff</td>
<td>40.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>151.5</td>
</tr>
</tbody>
</table>

*Full Time Equivalent (FTE) number of employees.*

The gender distribution of all staff in 2014 was 63% female and 37% male. The teaching staff was predominantly female (51%), with 49% male teachers.

Rossmoyne Senior High School is committed to developing and maintaining excellence in teaching and leadership. The school's workforce plan emphasises the recruitment, development and retention of expert, passionate classroom teachers supported by targeted professional learning and training programs. All members of the teaching staff meet the professional requirements to teach in Western Australia and are registered with the Teacher Registration Board of Western Australia.

The target of excellent teaching and leadership acknowledges the school's commitment to ongoing improvement in learning and teaching and the centrality of its teachers and leaders to the achievement of this goal. Measures to demonstrate the extent to which the goal was achieved in 2014 included:

- school and student performance in NAPLAN tests and the WACE; and
- the results of the National School Survey of parents and students.

In addition, the school collected information about staff participation in programs to expand their knowledge, skills and understandings of teaching and learning. Professional learning opportunities were taken up by executive members, heads of learning areas and teachers, relevant to their areas of responsibility. All teachers participated in a minimum of seven days' professional development on topics including the Australian Curriculum, new WACE requirements, the integration of information technology in the classroom, and student health and well-being. A renewed focus on Positive Education assumed a strong emphasis for all staff during School Development Days and staff meetings.

In addition, staff selected from programs that included:

- a comprehensive Department of Education graduate teacher program delivered through the Institute for Professional Learning;
- in-school mentoring for graduates and recently appointed teachers, delivered on-site by experienced, expert colleagues;
- an innovative and rigorous in-school program of action research and coaching through the Classroom Climate Questionnaire (CCQ) program, to optimise the learning environment in their classrooms. Teachers involved in the CCQ program obtained student feedback to identify strengths and development needs and to implement action plans in response to their findings;
in-school coaching for aspirant Level 3 Classroom Teachers (the highest level of Department of Education classroom teacher), delivered by expert Level 3 teachers. In 2014, three teachers attained Level 3 Classroom Teacher status, bringing the total number of Level 3 teachers in the school to 16. In addition to the 42 Senior Teachers on the school staff in 2014, the increased number of Level 3 Classroom Teachers has deepened further the pool of highly capable, expert teachers for 2015.

Of note, 13 teachers participated in the Disciplined Collaboration In Professional Learning Project. Rossmoyne was one of ten schools in Australia invited by the Australian Institute for Teaching and School Leadership to be involved in this action research project in 2013. Under the leadership of Dr David Henderson (Science and VET teacher), the school continued the project in 2014. Teachers worked collaboratively to develop a high-quality professional learning program based on the CCQ, which resulted in changed professional practices to better meet the needs of students. A key element of the program involved teachers reflecting on their classroom practice based on student feedback about their performance. Teachers shared their findings, responses and strategies for changed classroom practice in collegial groups. The project included teachers reflecting on changes made in the school and the impact of these, measuring changes in the medium and long-terms, and the challenges and benefits of their involvement in the project.

Partnerships established between Rossmoyne’s Music department and Edith Cowan University (ECU) and the School of Instrumental Music (SIM), facilitated ongoing teacher professional learning and pre-service training. The partnership with ECU provided a forum for pre-service music teachers to hone their class and ensemble music skills at Rossmoyne. At the same time, ECU provided support and guidance in research opportunities for the school’s music teachers, which will support Master and Doctoral level studies. The school’s partnership with SIM supported the development of both class music programs and instrumental and ensemble tuition. The positive impacts of the teachers’ involvement in best practice music education were evident in students’ enhanced skills as well as in the growing number of staff seeking music pedagogy accreditation during the school holiday breaks.

In the latter half of 2014, the school conducted a selection process to employ an additional 23 teachers to cater for a significantly increased student enrolment in 2015. The school attracted a large number of quality applicants and a mix of experienced, beginning and graduate teachers was recruited.

In 2014, many teachers attended or contributed to conferences related to their learning areas and subject disciplines. Members of staff also participated in School Curriculum and Standards Authority committees and advisory groups, served as WACE examination markers, and supported curriculum development initiatives within the Riverton-Rossmoyne schools network.

The school’s excellent performance in standardised tests and examinations at State and National levels, described earlier in this report, attests to the high quality of teaching and leadership across learning areas in 2014. Under the leadership of the heads of learning areas, performance data was analysed rigorously, strengths were identified and planning for improved performance occurred where required. A particular challenge in 2014 involved the preparation of curriculum programs for Year 7, 2015, including an innovative Personal Growth and Citizenship program planned for delivery through the Science and the Humanities and Social Sciences learning areas.

The results of the 2014 National Survey of Year 12 students and parents, shown in Table 4, provide a valuable indicator of the quality of teaching and leadership at the school. Year 12 represents the culmination to secondary school and the stepping-stone to tertiary studies, training or employment. As such, the perceptions of school leavers and their parents help inform judgements about excellence at Rossmoyne, particularly in relation to teaching and leadership.
“Through my academic studies and sport at Rossmoyne, I enjoyed valuable guidance, great inspiration and continuous encouragement from my teachers at all times.”

Former student
2014 Alumni Survey

The positive survey results provide an assurance of the quality of teaching and leadership at Rossmoyne Senior High School.

### TABLE 4. 2014 National School Survey results for Year 12 students and parents

<table>
<thead>
<tr>
<th>Statement</th>
<th>STUDENT Average</th>
<th>PARENT Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are expected to do their best</td>
<td>4.3</td>
<td>4.4</td>
</tr>
<tr>
<td>Teachers provide useful feedback</td>
<td>3.8</td>
<td>4.0</td>
</tr>
<tr>
<td>Teachers treat students fairly</td>
<td>3.6</td>
<td>4.0</td>
</tr>
<tr>
<td>The school is well maintained</td>
<td>3.7</td>
<td>4.1</td>
</tr>
<tr>
<td>Students feel safe at school</td>
<td>4.2</td>
<td>4.4</td>
</tr>
<tr>
<td>Teachers are approachable</td>
<td>3.5</td>
<td>4.2</td>
</tr>
<tr>
<td>Student behaviour is well managed</td>
<td>3.7</td>
<td>4.0</td>
</tr>
<tr>
<td>Students like being at school</td>
<td>3.8</td>
<td>4.1</td>
</tr>
<tr>
<td>The school looks for ways to improve</td>
<td>3.6</td>
<td>4.1</td>
</tr>
<tr>
<td>The school takes community’s opinions seriously</td>
<td>2.9</td>
<td>3.9</td>
</tr>
<tr>
<td>Students are motivated to learn</td>
<td>3.7</td>
<td>4.0</td>
</tr>
<tr>
<td>Students are provided with opportunities to do interesting things</td>
<td>3.8</td>
<td></td>
</tr>
<tr>
<td>My child is making good progress</td>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>My child’s learning needs are being met</td>
<td></td>
<td>4.1</td>
</tr>
<tr>
<td>This school works with me to support my child’s learning</td>
<td></td>
<td>3.9</td>
</tr>
</tbody>
</table>

**Rating**

<table>
<thead>
<tr>
<th>Rating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
</tr>
<tr>
<td>N/A</td>
<td>0</td>
</tr>
</tbody>
</table>
Priority 4: A Responsive and Agile Organisation

In 2014, the school board, staff and P&C maintained a sharp focus on providing the best possible learning and physical environment for learning and teaching at the school. The school’s strong partnerships with businesses, community organisations, universities, training providers and local and overseas schools enhanced opportunities provided at school for students to extend and enrich their learning.

School leaders and managers, in their areas of responsibility, conducted timely reviews of school and learning area plans and programs, and progress toward achieving the priorities and targets of the 2013-16 Business Plan was reported to the school board through quarterly performance reports.

The school’s one-line budget was managed effectively and efficiently, and additional revenue generated from the hire of school facilities was directed to supporting curriculum initiatives and enhanced services.

Financial Planning and Management

A summary of the 2014 school budget is provided below:

2014 Finance: One Line Budget

The School’s One Line Budget comprises three components:

1. School Flexible School Allocation – the notional budget allocation for teaching and support staff salaries.
2. Contingency Funds – the operating funds in the school bank accounts.
3. Salary Pool (1346) – a small component of special purpose payments of casual staffing.

The school’s financial administration was managed by a finance committee.

### 2014 Finance: One Line Budget

<table>
<thead>
<tr>
<th>Component</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. School Flexible Salary Allocation (SFSA)</strong></td>
<td>$15,472,241</td>
<td></td>
</tr>
<tr>
<td><strong>2. Contingency Funds</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>REVENUE &amp; EXPENDITURE 2014</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opening Balance January 2014</td>
<td>$684,479</td>
<td>$684,479</td>
</tr>
<tr>
<td>Revenue for 2014</td>
<td>$3,717,814</td>
<td>$3,707,836</td>
</tr>
<tr>
<td>Total Revenue 2014</td>
<td>$4,402,293</td>
<td>$4,392,315</td>
</tr>
<tr>
<td>Total Expenditure for 2014</td>
<td>$4,402,293</td>
<td>$4,345,156</td>
</tr>
<tr>
<td>Closing Balance December 2014</td>
<td>$0</td>
<td>$47,158</td>
</tr>
<tr>
<td>Total Surplus Funds 2014</td>
<td></td>
<td>$47,158</td>
</tr>
<tr>
<td>Opening Balance January 2015</td>
<td>$47,158</td>
<td>$47,158</td>
</tr>
</tbody>
</table>

### RESERVES - balances as at end 31 December 2014

<table>
<thead>
<tr>
<th>Reserve</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Bus Reserve</td>
<td>$170,654</td>
<td>8%</td>
</tr>
<tr>
<td>Infrastructure-Buildings/Grounds</td>
<td>$504,636</td>
<td>22%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>$36,345</td>
<td>2%</td>
</tr>
<tr>
<td>Infrastructure-Upgrades</td>
<td>$339,704</td>
<td>15%</td>
</tr>
<tr>
<td>Furniture Reserve</td>
<td>$24,133</td>
<td>1%</td>
</tr>
<tr>
<td>Resources Reserve - Learning areas</td>
<td>$372,694</td>
<td>16%</td>
</tr>
<tr>
<td>School Development &amp; Curriculum Innovations</td>
<td>$203,623</td>
<td>9%</td>
</tr>
<tr>
<td>Equipment Replacement</td>
<td>$322,402</td>
<td>14%</td>
</tr>
<tr>
<td>Salary Reserve</td>
<td>$299,596</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Total Reserves 2014</strong></td>
<td><strong>$2,273,787</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Reserves

- School Bus Reserve: 8%
- Infrastructure-Buildings/Grounds: 22%
- Information Technology: 2%
- Infrastructure-Upgrades: 15%
- Furniture Reserve: 1%
- Resources Reserve - Learning areas: 16%
- School Development & Curriculum Innovations: 9%
- Equipment Replacement: 14%
- Salary Reserve: 13%

Total Reserves 2014: $2,273,787
Revenue Overview 2014

<table>
<thead>
<tr>
<th>Source</th>
<th>Budget</th>
<th>Actual</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents / Students</td>
<td>$1,349,045</td>
<td>$1,349,460</td>
<td>31%</td>
</tr>
<tr>
<td>Department of Education (DOE)</td>
<td>$1,328,552</td>
<td>$1,328,552</td>
<td>30%</td>
</tr>
<tr>
<td>Other</td>
<td>$1,724,697</td>
<td>$1,714,303</td>
<td>39%</td>
</tr>
<tr>
<td><strong>Total Revenue for 2014</strong></td>
<td><strong>$4,402,294</strong></td>
<td><strong>$4,392,315</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Expenditure Overview 2014

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget</th>
<th>Actual</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Expenditure</td>
<td>$2,364,900</td>
<td>$2,328,770</td>
<td>54%</td>
</tr>
<tr>
<td>Administration</td>
<td>$256,706</td>
<td>$216,148</td>
<td>5%</td>
</tr>
<tr>
<td>Utilities/Maintenance</td>
<td>$666,824</td>
<td>$792,573</td>
<td>18%</td>
</tr>
<tr>
<td>Infrastructure/Information Technology</td>
<td>$1,098,667</td>
<td>$992,468</td>
<td>23%</td>
</tr>
<tr>
<td>Transfer to Reserves</td>
<td>$15,197</td>
<td>$15,197</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total Expenditure for 2014</strong></td>
<td><strong>$4,402,294</strong></td>
<td><strong>$4,345,156</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

3. **Salary Pool (1346)** $194,432
The outsourcing of the school canteen was a significant project in 2014. The findings of a three-year trial of school-based canteen management indicated that this model was not sustainable in the longer term; hence, a decision was taken to outsource the canteen service. Expressions of interest were sought from private providers, and the selection process for a new provider was finalised by the end of the 2014 school year. In December, at a special afternoon tea, the school and P&C acknowledged and celebrated more than 40 years of volunteering by the parents and community members who had actively supported the P&C and school to run the canteen service. Most important, this function provided the school community an opportunity to publicly acknowledge the remarkable contributions of Mrs Jan Pereira and her daughter, Mrs Susan Bache, who between them had served as the canteen managers for all but the early years of the service.

**Curriculum**

Rossmoyne Senior High School’s overarching goal is to prepare future-ready citizens. This objective guided curriculum review and planning. Teachers explored new curriculum electives and courses that would promote and develop students’ resiliency skills, creativity, capacity for problem solving, social and environmental responsibility, negotiation skills and ethical decision-making.

As a result, two new Year 10 electives, Philosophy and Ethics, and studies of a Health Sciences pathway, were prepared for introduction in 2015. Preparations were also completed for the implementation of Psychology as a course of study for Year 11, 2015, and teachers across several learning areas developed an expanded range of Certificate II courses for Year 11 and 12 students.

In 2014, the school created a new position of Wellbeing Coordinator to enable focused attention on the development and implementation of a revitalised Positive Education program at Rossmoyne Senior High School. This was a long-term objective described in the Business Plan, to prepare compassionate students who can face the future confidently and capably. The program focus was on learning skills that enable young people to be resilient, self-managing and able to cope with life’s ups and downs. The coordinator and school psychologists attended a training program at Geelong Grammar School, Victoria, to gather first-hand information and advice about the implementation of their Positive Education program. Throughout 2014 teachers engaged in professional learning, classroom trials of key strategies were carried out, a program for the explicit teaching of positivity was prepared, and a “Personal Growth and Citizenship” program for Year 7 students was developed for implementation in 2015.

**Technology**

While the school continued to address issues with internet speed and reliability, the application of information technology in learning and teaching and for carrying out the school’s business processes, increased in 2014.

In Mathematics, planning occurred for the introduction of e-books and online resources for all mathematics courses in Years 7-12 from 2015. The changeover from a paper-based newsletter to an e-newsletter enabled the school to increase the frequency of its communications to parents and reduced production and postage costs.

In addition to established electronic business processes, an online absentee system, *Academy*, was introduced and online student course selections were trialled to identify ways to improve efficiencies with timetable preparation and course counseling.

**Capital works**

A number of significant capital works projects were undertaken in 2014:

- Construction of a 14-classroom teaching and learning block, funded by the State Government, was completed in readiness for the 2015 school year and the commencement of Year 7 at high school. Careful consideration was given to designing a building that was consistent with the School Master Plan and that complemented the first two stages of the school building redevelopment program. The new facility, opened in December 2014, combines aesthetically pleasing design, flexible learning spaces and state-of-the-art technology to provide an environment conducive to effective learning and teaching in the Twenty First Century.

- Construction of a new car-park at the junction of Apsley Road and Karel Avenue commenced toward the end of the year. Completion of this major project will improve safety and traffic management within the school grounds.

- The first major upgrade of the swimming pool in more than 40 years was completed. This involved re-sealing and re-tiling the pool.

- Maintenance projects included continuation of a planned program of staff office refurbishments; removal of old lockers and installation of modern space-efficient lockers; a program of internal and external painting of buildings was completed under the building redevelopment program; and a program to install vinyl floor coverings and to paint the corridors in the original buildings in the school was continued.

- In addition, Home Economics and Design and Technology classrooms were refurbished and modernised to make better use of space and to create an improved environment for teaching and learning.
“Rossmoyne Senior High School is a great school with great teachers.”
Parent, 2014 National School Survey

In 2014, the School’s Infrastructure Plan include utilising reserve funds to further upgrade the new Year 7 buildings, to improve school facilities and to continue with maintenance programs for the old buildings.
Parents of Rossmoyne Senior High School are passionate about contributing to the school vision to “… create positive futures for all our students”. The Parents and Citizens’ Association Inc. (P&C) provides a pathway for parents to add their vision and ideas to the school community. The P&C is committed to support the holistic development of the students and to assist in the growth of future-ready, creative, resilient and optimistic citizens. It also works to improve the physical learning environment of the school. The P&C members role-model passion, generosity of spirit and enrichment of community with their contributions of time, energy, creativity, skills and expertise.

During 2014 the P&C financed, from parent donations, student development programs, health and wellbeing projects, infrastructure improvements and specific events such as ANZAC Day. We sincerely thank the generosity of parents in their donations that assist the whole school community.

Throughout the year parents assisted the school community with operating the Second Hand Uniform Shop, providing back-stage and front-stage crew for all the music concerts, fundraising for the volleyball program and provision of assistance to coaching staff. They also provided support for special events such as talking to students about their career experiences at the Careers Expo, facilitating information for parents, teachers and the community by supporting and organising a presentation by Dr Michael-Carr Gregg, encouraging students to cycle safely and courteously during Bike Safety Week, producing a banner for the school volleyball team for the Melbourne tour, and giving their ideas and comments at the P&C Parent Forum.

The Rossmoyne Senior High School community is enriched by the diverse skills, backgrounds and talents of the parents of the school. The P&C boasts a membership and involvement of parents that would rival any school in the state, and they are proud of their co-operation and partnership with the school and the board that contributes to the positive learning experience of all students.

Penny Tuffin
President
Rossmoyne Senior High School P&C

2014 Achievements
- Parent involvement in the school: Over 10% of families are P&C members. They contribute by attending and contributing at meetings, taking on a specific individual task, assisting with activities, contributing ideas and comments, representation at all school assemblies and major events.
- Allocation of parent donations of $59,959
  - Support programs
  - Educational programs with parent sessions
  - Chaplaincy
  - Blinds in new buildings
  - Air dryers in student toilets
- Specific projects
  - Parent Forum
  - Michael Carr-Gregg Evening
  - Bike Safety Week
  - Careers Expo

Subcommittees
Music Support Group
- Organising fitting & purchase of new music uniforms
- Assistance with concerts: Backstage set up, supervision of students, ushering, arranging supper, and selling concert tickets.
- Running second uniform shop

Volleyball Support Group
- Fundraising: 2 Bunnings sausage sizzles, U16 & U18 Junior League Volleyball refreshment stall. Raised over $3,000
- Providing walk out tops for Melbourne volleyball teams
- Assisting staff ordering and distributing volleyball team uniforms
- Gifted new coaches and staff with top
- Banner
- Parents designed and made banner
- Entered into competition
- Assistant coaches
- Funding provided by group for assistant volleyball coaches
Recognising Local Business Alliances

In 2014, Rossmoyne Senior High School, in partnership with employers and businesses, enabled students to participate in work experience programs with direct links to their studies and career goals. The school appreciates and values the ongoing support of the business community.

AAA Productions  •  Adaptable Electrics  •  Ardross Primary School  •  Artek Furniture  •  ASH Electrical  •  Atwell Primary  •  Austage  •  Australian Centre for Applied Aquaculture Research  •  Banksia Primary  •  Barratt Construction  •  Blue Gum Child Care Centre  •  Body Shop Carousel  •  Brookman Primary School  •  Bull Creek Medical Centre  •  Bull Creek Primary School  •  Bunnings Willetton  •  Burgess Electrical  •  BW Backhouse & Associates  •  Canning Airconditioning Services  •  Captain Cook Cruises  •  Charter Plumbing  •  Child & Adolescent Health Service  •  Child Adolescent Community Health  •  Clancys Fish Pub  •  Cliftons Training Centre Perth  •  Concert Corporate Production  •  Corporate Challenge  •  Corporate Theatre Productions  •  CPR Electrical  •  Cybertech  •  Daimler Trucks Perth  •  Definition Health Club  •  Deltec Automotive  •  Department of Agriculture & Food  •  Department of Parks and Wildlife  •  Don’s Quality Car Care  •  Dr Mark Car Surgeon  •  Duxton Hotel  •  Earth & Stone Outdoor Centre  •  EECW  •  Elec Services  •  Excite Engineering  •  Flowers by Anne  •  Foxdale Riding School  •  Frasers Restaurant  •  Golden Sun Cruises  •  Good Guys O’Connor  •  Goodyear Autocare  •  Healthy PC Pty Ltd  •  Heavens Beauty  •  Heliwest  •  High Road Tavern  •  Hilton Park Aged Care  •  Hilton Plumbing  •  Huxtech Computers  •  Independent Events  •  J.K Canning Electrical  •  Jadz Hair and Beauty  •  Jamaica Blue  •  Jan Dam Kitchens  •  JB HIFI Cannington  •  JDS Technical Services  •  Jim Kidd Sports  •  Komatsu  •  Loving Paws  •  Lunatic Fringe Hair & Beauty  •  Mallison Real Estate  •  Midas Canning Vale  •  Minic Property Group  •  Montessori School Kingsley  •  Morgan Real Estate  •  Nations Church  •  Norup & Wilson  •  Nuevo Kitchen & Bathroom Renovations  •  Oceanic Marine  •  Pearse Street Studio  •  Pet City Myaree  •  Phenomenon Creative Event Services  •  Premiair Aviation  •  Promaco Conventions  •  R.Moore & Sons  •  Riverton Leisureplex  •  Ronco Group Pty Ltd  •  Rossmoyne Community Kindergarten  •  Rossmoyne Primary School  •  Salt Property Group  •  Savoir Faire  •  Schultz Auto Electrical  •  Shelley Pre-primary  •  St John of God Hospital Murdoch  •  Steadfast Plumbing  •  The Royal on the Waterfront  •  The Tap Doctor  •  Veba’s Aquarium Supplies  •  VEEM Engineering  •  Victoria Park Auto Care  •  Warooga Child Care Centre  •  We Repair IT  •  Whirligig Designs  •  Willetton Electrics
Success for all students

We deliver an innovative curriculum and provide opportunities that challenge our students to achieve their potential.

An inclusive, inspiring and positive school culture

We provide an inclusive and positive learning environment where students are inspired to be their personal best.

Excellent teaching and leadership

We seek to recruit, develop and retain excellent staff with a passion for teaching as a key to providing a successful future for our students and our school.

A responsive and agile organisation

We respond to the needs of our students in a timely and positive manner, and apply efficient and effective business processes to provide quality, sustainable services and facilities.

FUTURE READY CITIZENS

We prepare compassionate students who face the future confidently and capably.

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